

Substantive Change Report by Independent Agency for Accreditation and Rating (IAAR)

Register Committee

Ref. RC/C48

Ver. 1.0

Date 07/01/2020

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Decision of: 07/01/2020
Report received on: 29/08/2019
Agency registered since: 20/06/2017
Last external review report: February 2017
Registration until: 28/02/2022
Absented themselves from decision-making: Beate Trembl

Attachments: 1. [Substantive Change Report](#)
2. [Clarification minutes 12/12/2019](#)

1. The Register Committee considered the Substantive Change Report of 29/08/2019.
2. The Register Committee took note of the new representative office in Riga that was opened in December 2018. The agency clarified that there were no new activities implemented from the new office yet and that it was opened with the main aim to facilitate and support the organisation of evaluations abroad.
3. The Register Committee underlined that all obligations arising from registration on EQAR also apply to any future activities carried out from the new representative office, applying accordingly the principles set out in Annex 5 to the Policy on the Use and Interpretation of the ESG regarding the activities of the subsidiaries of the agencies.
4. In particular, when it comes to the separation of external quality assurance and consultancy activities, IAAR head office and the Riga office are to be seen as one entity.
5. IAAR is expected to make (a) further Substantive Change Report(s) in case it launches new, distinct activities from its Riga office.
6. The Register Committee further took note of the newly developed standards and procedures for accreditation in the Republic of Moldova, Republic of Tajikistan and the Russian Federation.
7. As the new activities follow the IAAR's existing procedures which have already been reviewed, the Register Committee concluded that the new activities are generally in line with the ESG.
8. The Register Committee took note of the Assessment guides for accreditation of Bachelor, Master and Doctoral Programmes in

Management Studies, Economics, Law and Social Science by FIBAA and IAAR and Guidelines for Joint International Accreditation with FIBAA.

9. The Register Committee concluded that there are no reasons for concern regarding the compliance of the above mentioned activities with the ESG since they were developed with FIBAA whose activities were already reviewed.
10. The Register Committee took note of the Development Strategy for period 2019-2023 that was developed taking into account national policies and legislation and opinion of the stakeholders.
11. The Register Committee took note of the clarification by the agency that some reports were not yet published in English because they are currently being translated. However, the Committee noted that some older reports are not published. The Register Committee underlined that all reports should be published as required by the standard. The Register Committee expects that IAAR will make sure that all reports are published at earliest convenience.
12. The Committee further underlined that publication of reports is a matter to be considered in the next external review and application for renewal of its registration.


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From: **timur at iaar.kz** form_engine@fs22.formsite.com 
 Subject: Substantive Change Report: Independent Agency for Accreditation and Rating (IAAR)
 Date: 29 August 2019 at 12:12
 To: substantive-changes@eqar.eu

TI

Reference #	16265889
Status	Complete
Login Username	Timur Kanapyanov
Login Email	timur@iaar.kz
Agency #1	Independent Agency for Accreditation and Rating (IAAR)
Expiry date #1	28/02/2022
Contact #1	Timur Kanapyanov
Phone #1	+77789739517
Email #1	timur@iaar.kz
Other organisations?	No
A. Has the organisational identity of the registered agency changed?	No
B. Has the organisational structure changed?	Yes
Description	<p>Opening a representative office in Latvia</p> <p>On December 14, 2018, an Independent Agency for Accreditation and Rating opened a representative office in the European Union in the city of Riga (Latvia) with the aim of strategic development and strengthening the international activities of the Agency, to intensify operations in the European educational area and extend the circle of partners for innovative projects, as well as for growth of the export potential of the education industry.</p>
C.i. Are there new types of activities?	Yes
C.ii. Are there changes in existing activities?	No
C.iii. Have some or all existing activities been discontinued?	No
Description new/changed	<p>Overview of the new activities</p> <p>Since 2018, the IAAR has introduced the following substantive changes and innovations:</p> <p>1) The accreditation procedure in the Republic of Moldova</p> <p>In 2017. the IAAR signed a Memorandum of Cooperation with the National State Agency for</p>

Quality Assurance in Education and Research (ANACIP) of the Republic of Moldova to conduct cooperative work on the exchange of international experts and joint events: international projects, forums, seminars, etc.

Our partner ANACIP appealed to us about the international accreditation of the State Medical and Pharmaceutical University named after Nicolae Testemitanu, since the IAAR is the only recognised agency of the World Federation of Medical Education (WFME) in the region. The Ministry of Education, Culture and Research of the Republic of Moldova has sent a letter recognizing the activities of the IAAR in the Republic of Moldova (Ref. No. 04/1-09/1911 as of April 12, 2019, signed by the Minister of Education, Culture and Research, Republic of Moldova Mdm. Monika Babuk).

For institutional accreditation of medical organisations abroad, the IAAR developed "Standards and Guidelines for the IAAR's International Accreditation of Medical Institutions of Education (based on WFME/AMSE)" (approved and implemented by the IAAR order No. 68-18/1-OD dated 25/05/2018), taking in due account legislation in the field of higher education of the Republic of Moldova (<http://iaar.kz/en/accreditation/standards>).

For specialised (programme) accreditation of medical organisations in the Republic of Moldova, the IAAR developed "Standards and Guidelines for the International Accreditation of Basic Medical and Pharmaceutical Education of IAAR Abroad (Based on WFME/AMSE)" (approved and implemented by the IAAR order No. 68-18/1-OD dated 25/05/2018) (<http://iaar.kz/en/accreditation/standards>).

The accreditation procedure and its stages, which based on the principles of international accreditation and the Bologna process, ESG and WFME standards, are presented in detail in the abovementioned Standards and Guidelines.

The standards of institutional and programme accreditation abroad are published on the IAAR website at the following link:

<http://iaar.kz/en/accreditation/standards/kazakhstan#medical-education-organizations>

The accreditation procedure is no different from the procedure in Kazakhstan and is governed by the same agency provisions and abovementioned Standards and Guidelines.

The IAAR may conduct the following types of accreditation in the Republic of Moldova:

-institutional accreditation

-programme accreditation

To date, the IAAR has conducted institutional accreditation of the State Medical and Pharmaceutical University named after Nicolae Testemitanu in Chisinau, Republic of Moldova.

The report and the Accreditation Council decision have been published on the website of the IAAR (<http://iaar.kz/en/accreditation/external-review-reports/medical-education-organizations>).

2) The accreditation procedure in the Republic of Tajikistan

On May 13, 2019, the Ministry of Education and Science of the Republic of Tajikistan signed an Agreement with the IAAR on international accreditation in the Republic of Tajikistan.

In accordance with the International Agreement signed with the Ministry of Education and Science of the Republic of Tajikistan, the IAAR operations are recognised in the Republic of Tajikistan (Section II).

For international accreditation in the Republic of Tajikistan, the IAAR has developed the following standards that take into account legislation in the field of higher education in the Republic of Tajikistan:

1. for institutional accreditation of medical organisations - "Standards and Guidelines for the IAAR's International Accreditation of Medical Institutions of Education (based on WFME/AMSE)" (approved and implemented by the IAAR order No. 68-18/1-OD dated 25/05/2018) (<http://iaar.kz/en/accreditation/standards>).

2. for specialised (programme) accreditation of medical organisations - "Standards and Guidelines for the International Accreditation of Basic Medical and Pharmaceutical Education of IAAR Abroad (Based on WFME/AMSE)" (approved and implemented by the IAAR order No. 68-18/1-OD dated 25/05/2018) (<http://iaar.kz/en/accreditation/standards>).

3. for institutional and specialised (programme) accreditation of non-medical educational organisations – «IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes (based on ESG)» (approved and implemented by the IAAR order No. 68-18/1-OD dated 25/05/2018) (<http://iaar.kz/en/accreditation/standards>).

The stages and basic principles of conducting international accreditation are presented in the abovementioned Standards, which take into account the experience of international accreditation and the Bologna process, and are also correlated with ESG and WFME standards.

The accreditation procedure is no different from the procedure in Kazakhstan and is governed by the same agency provisions and abovementioned Standards and Guidelines.

The standards of institutional and programme accreditation abroad are published on the IAAR website at the following link: <http://iaar.kz/en/accreditation/standards>

The IAAR may conduct the following types of accreditation in the Republic of Tajikistan:

The IAAR carries out the following types of accreditation in the Republic of Tajikistan:

-institutional accreditation

-programme accreditation

To date, 3 educational programmes of the Tajik State University of Law, Business and Politics have been accredited by the IAAR. Reports and decision on them are published on the IAAR website (<http://iaar.kz/en/accreditation/external-review-reports/higher-educational-institutions>).

In addition, the Tajik State Medical University named after Abuali ibni Sino - the only medical university in the Republic of Tajikistan, has applied to the IAAR for accreditation of 3 basic medical education programmes.

On January 11, 2019, the IAAR signed an agreement with the Tajik State Medical University named after Abuali Ibni Sina to conduct specialised (programme) accreditation.

International accreditation procedure will be conducted in compliance to the "Standards and Guidelines for the International Accreditation of Basic Medical and Pharmaceutical Education of IAAR Abroad (Based on WFME/AMSE)", which is published on the IAAR's website at the following link: <http://iaar.kz/en/accreditation/standards/kazakhstan#medical-education-organizations>

3) The accreditation procedure in the Russian Federation

As a result of the "Agreement on Cooperation and Collaboration in Order to Assess the Quality of Higher Education and Accreditation of Education Programmes" signed on May 6, 2019 with the Federal State Budgetary Institution "National Accreditation Agency in the Field of Education" (Rosakkredagenstvo), which is a subordinate institution of the Federal Service for Supervision in Education and Science (Rosobrnadzor) of the Ministry of Education and Science, Russian Federation, the parties have agreed to participate in the implementation of procedures for the accreditation of education activities under the international law, as well as the development of joint standards and criteria necessary for the international accreditation of education organisations. Based on the terms of the signed Agreement with the Federal Agency for Budgetary Institution "Rosakkredagentstvo" under the Ministry of Education and Science, Russian Federation, the international accreditation procedure of the IAAR is recognised in the Russian Federation.

For international accreditation in the Russian Federation, the IAAR has developed the following standards that take into account legislation in the field of higher education in the Russian Federation:

1. for institutional accreditation of medical organisations - "Standards and Guidelines for the IAAR's International Accreditation of Medical Institutions of Education (based on WFME/AMSE)" (approved and implemented by the IAAR order No. 68-18/1-OD dated 25/05/2018) (<http://iaar.kz/en/accreditation/standards>).

2. for specialised (programme) accreditation of medical organisations - "Standards and Guidelines for the International Accreditation of Basic Medical and Pharmaceutical Education of IAAR Abroad (Based on WFME/AMSE)" (approved and implemented by the IAAR order No. 68-18/1-OD dated 25/05/2018) (<http://iaar.kz/en/accreditation/standards>).

3. for institutional and specialised (programme) accreditation of non-medical educational organisations – «IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes (based on ESG)» (approved and implemented by the IAAR order No. 68-18/1-OD dated 25/05/2018) (<http://iaar.kz/en/accreditation/standards>).

The stages and basic principles of conducting international accreditation are presented in the abovementioned Standards, which take into account the experience of international accreditation and the Bologna process, and are also correlated with ESG and WFME standards.

The accreditation procedure is no different from the procedure in Kazakhstan and is governed by the same agency provisions and abovementioned Standards and Guidelines.

The standards of institutional and programme accreditation abroad are published on the IAAR website at the following link: <http://iaar.kz/en/accreditation/standards>

The IAAR carries out the following types of accreditation in the Russian Federation:

-institutional accreditation

-programme accreditation

On June 7, 2019, the Federal State Budget Educational Institution of Higher Education "Kazan State Medical University" of the Ministry of Health of the Russian Federation signed an agreement with the IAAR on conducting an institutional accreditation.

International institutional accreditation of the Kazan State Medical University will be conducted in compliance with the "Standards and Guidelines for the IAAR's International Accreditation of Medical Institutions of Education (based on WFME/AMSE)", which is published on the IAAR's website at the following link:

<http://iaar.kz/en/accreditation/standards/kazakhstan#medical-education-organizations>

4) Joint international accreditation with FIBAA

In 2019 the IAAR in collaboration with the Foundation for International Business Administration Accreditation (FIBAA, Germany) conducted a joint international accreditation. For this end following documents have been developed:

1. "Assessment Guide for the Accreditation of Bachelor and Master Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR" (approved and implemented by the IAAR order No. 6-19-1-OD dated 24/01/2019) (Annex 1).
2. "Assessment Guide for the Accreditation of Doctoral Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR" (approved and implemented by the IAAR order No. 6-19-1-OD dated 24/01/2019) (Annex 2).
3. "Guidelines for Joint International Accreditation by FIBAA and IAAR (for the Accreditation of Programmes in Management Studies, Economics, Law and Social Science)" (approved and implemented by the IAAR order No. 6-19-1-OD dated 24/01/2019) (Annex 3). This Guidelines describe in detail the procedure for joint accreditation, including the decision-making process and the formation of a joint external expert panel.

The purpose of the joint international accreditation procedure is to assess and recognise the quality of the proposed study programmes in accordance with the European accreditation standards (ESG) based on the principles of professionalism and accessibility, voluntariness and independence, objectivity and professionalism, transparency and credibility, collegiality and awareness of results.

Joint international accreditation by IAAR and FIBAA is applied for programme accreditation. To date, the joint accreditation by IAAR and FIBAA have passed 17 educational programmes of the L.N.Gumilyov Eurasian National University (Kazakhstan). Reports and decision on them are published on the IAAR website (<http://iaar.kz/en/accreditation/external-review-reports/higher-educational-institutions>).

5) Elaboration of a new Development Strategy for 2019-2023

Based on the study of international experience, following the analysis of the higher education system in the Republic of Kazakhstan, including based on the analysis of the implementation results of the IAAR Strategic Development Plan for 2016-2020, the IAAR developed a new Strategic Development Plan for 2019-2023 (Annex 4).

The IAAR Development Strategy for 2019–2023 defines the mission, vision, strategic directions, goals, objectives and key performance indicators for the medium and long terms. The main strategic goals are the basis for the preparation of Annual Action Plans and Strategy Implementation Plans.

The development strategy of the IAAR is worked out taking into account the national policies and legislation in the field of education.

In order to achieve the strategic objectives a compliance of the Agency's accreditation procedure with the ESG and policy of the European Networks for Quality Assurance becomes priority for IAAR.

IAAR generates internal environment for the full involvement of employees and stakeholders in the achievement of strategic objectives.

In the development of new IAAR Strategic Development Plan for 2019-2023 taken into account the views and suggestions of Expert Council members, who are not only experts of the IAAR, but also representatives of the HEI and the academic community. Development Strategy Project for 2019-2023 was discussed at the Accreditation Council in December of 2018, where the majority of the members are represented by non-governmental organisations, associations and employers' associations. Strategy of development was approved by the Director at the end of 2018 and is available on the IAAR site. Results of IAAR activities are reflected in the annual analytical reports that include all processes and accreditation procedures and comply with the stated mission and goals of the IAAR.

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 strategy, methodology for assessing the organisation 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), where representatives of employers and students are represented.

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 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-standards>).

development and improvement of the IAR 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 organisations. 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 organisation and conduct of external assessment in the process of accrediting the education organisation" (<http://iaar.kz/en/about/iaar-documents/regulations>).

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 organisation of education and study programmes. The IAAR constantly conducts seminars on the training of experts at least 2 times a year with the invitation of experts from ENQA and EQAR. 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 Republic of Moldova, the Republic of Tajikistan, the Russian Federation, joint international accreditation with FIBAA) involve a site visit to the institution of education. The visit to the educational organisation is also regulated by the "Guidelines for the organisation and conduct of external evaluation in the process of accrediting the education organisation" (<http://iaar.kz/en/about/iaar-documents/regulations>) and relevant standards and guidelines (<http://iaar.kz/en/accreditation/standards>).

Publication of reports (ESG 2.6)

Responsibility for the publication of External 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)

Follow-up 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 organisations/study programmes", 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 organisations 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>).

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 External Review Reports to inform educational and public organisations 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 programmes".

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 formalise 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 formalised 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 summarised 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 programme 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.

File #1	Annex 1. FIBAA IAAR Guide for the Accreditation of BA and MA Programmes.pdf (305k)
File #2	Annex 2. FIBAA IAAR Guide for the Accreditation of PhD Programmes.pdf (305k)
File #3	Annex 3. Guidelines for Joint International Accreditation IAAR-FIBAA.pdf (177k)
File #4	Annex 4. IAAR Development Strategy for 2019/2023.pdf (1618k)
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«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING



FIBAA

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION

**Assessment Guide for the Accreditation of Bachelor and Master Programmes in
Management Studies, Economics, Law and Social Science by FIBAA and IAAR**

General Information on the study programme

Please provide the following information on your study programme:

Higher education institution (HEI)	
Degree awarding institution (if relevant):	
Programme name:	
Degree awarded:	
Type of programme:	bachelor programme master programme
Projected study time and number of ECTS points assigned to the study programme:	
Mode of study:	<ul style="list-style-type: none"> • full-time • part-time • cooperative
Didactic approach:	<ul style="list-style-type: none"> • study programme with obligatory class attendance • blended-learning study programme • distance learning/eLearning study programme
Double/Joint Degree programme:	<ul style="list-style-type: none"> • yes • no • optional
Scope (planned number of parallel classes) and enrolment capacity:	
Programme cycle starts in:	<ul style="list-style-type: none"> • winter semester • summer semester • both winter and summer semester • other start date: ...
Initial start of the programme:	
Type of accreditation:	<ul style="list-style-type: none"> • initial accreditation • re-accreditation
For re-accreditation: last accreditation period	

Guidelines for site visits

FIBAA and IAAR are internationally active quality assurance and quality development agencies, which carry out accreditation procedures at higher education institutions on the basis of internationally accepted quality criteria. FIBAA understands its approach to be particularly influenced by internationality, through the promotion of the work ability of graduates and their economic cooperation. Both agencies carry out accreditation procedures with a high degree of quality in their work, the support of sustainable quality development of higher education institutions and transparency in their work for those involved. By doing so the principles of the Bologna Declaration of 1999 and their further development constitute the fundamental assessment norms for the accreditations.

The assessment guide defines, which quality requirements have to be met to incorporate FIBAA's and IAAR's international guidelines:

1. Standards and Guidelines for Quality Assurance in the European Higher Education Area,
2. EQUAL MBA Guidelines,
3. ECTS Guidelines,
4. "Dublin-Descriptors",
5. Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention)
6. Decisions by the FIBAA Accreditation Committee for Programmes (F-AC PROG)
7. Decisions by the Accreditation Council

The quality ratings define to what extent the FIBAA and IAAR quality requirements have been met:

- Meets quality requirements
- Exceeds quality requirements
- Exceptional
- Does not meet quality requirements
- Not relevant

For an initial accreditation of a study programme too, the principle applies that it is to be assessed by the same criteria as an already established programme. Quality criteria which are essential for study programmes and marked (*) as so-called asterisk criteria, must at least achieve the rating "Meets quality requirements". If any of these criteria is not met, this will lead to the imposition of a respective condition upon the accreditation. Other quality criteria assessed with a "not met" have no such condition as consequence, but lead to a recommendation, which does, however, not jeopardise the accreditation. The deadline for meeting conditions is usually nine months and can, in well-founded cases, be reduced or extended (once only and at the most by six months).

The FIBAA quality seal will be awarded if no more than seven asterisk criteria are not met and if, at the same time, criteria 1.1 and 3.1.1. are at least satisfied. If more than seven asterisk criteria have not been satisfied or/and the criterion 1.1. or/and 3.1.1. are not fulfilled, the accreditation will be refused, but can be applied for again after a waiting period of at least one year.

For established programmes, which have already graduated students and display a quality which far exceeds the FIBAA quality criteria, the FIBAA Premium Seal is awarded (see [Principles for the Award of the FIBAA Premium Seal](#)). This provides reliable information about the outstanding quality of the study programme to potential students, current students, graduates, HEIs, and prospective employers.

In the accreditation and re-accreditation of established programmes, the following aspects must be given particular attention:

- evaluation of the programme's success, using various means, including interviews with graduates and alumni-tracking studies,
- review of the calculations of the student workload in the individual modules,
- assessment of evaluation results,
- analysis of the statistical data relating to enrolment rate, examination results, graduation rate, first-year student count, and the percentage of foreign students.

As part of the re-accreditation procedure, the measures taken by the HEI in order to comply with the recommendations given in connection with the earlier accreditation must be reviewed together with all major changes concerning the study programme (i.e. changes to programme content, modularisation/ECTS, staff, equipment, cooperation agreements, etc.).

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GENERAL INFORMATION

0.1 Institutional context

Please describe your institution and give a survey of the study programmes offered. Give an account of where the programme to be accredited fits in the range of programmes offered by the department or, respectively, the higher education institution.

0.2 Further development of the programme and implementation of recommendations from previous accreditation (if relevant)

Please describe:

- for initial accreditation (if students already graduated) and re-accreditation: the development of the programme, the changes which have had an effect on the programme (i.e. programme content, structure, staff etc.), the statistical data concerning number of applicants, number of first-year students, percentage of foreign students, student success rate, average duration of study, and average final grade (see [the FIBAA sample](#) for this). Please also present the results of evaluations and the measures taken as a consequence of the statistical data and evaluation results.
- for re-accreditation: measures to implement prior recommendations.

1 OBJECTIVES

This chapter is about **why** your HEI has developed this particular study programme (fitness of purpose).

1.1 Objectives of the study programme (Asterisk Criterion)

Please list and justify the qualification objectives of the study programme and relate them to the aspired qualification, as well as to the requirements of the national qualification framework¹.

Meets quality requirements

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

Additional quality requirement according to IAAR

The study programme is consistent with national development priorities².

Exceeds quality requirements

The HEI systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly.

1.2 International orientation of the study programme design (Asterisk Criterion)

Please describe the international orientation of the study programme concept and the selection of international aspects (note: the implementation of the programme concept is to be described in chapter 3.4).

Meets quality requirements

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

Exceeds quality requirements

¹ If no national qualification framework is available, the [QF-EHEA](#) is to be applied.

² National priorities are reflected in the State Program for the Development of Education of the Republic of Kazakhstan, the Strategic Development Plan

Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience abroad), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme in the educational market

Please explain and motivate how you position this particular study programme on the educational market (e.g. regionally/nationally/internationally).

Meets quality requirements

The reasons given for the positioning in the educational market of this study programme are plausible.

Exceeds quality requirements

The university has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

1.3.2 Positioning of the study programme on the job market for graduates („Employability“)

Please elaborate in what way the programme's qualification objectives enable the graduates to find employment (Note: The implementation is to be verified in 3.6.).

Meets quality requirements

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

Additional quality requirement according to IAAR

The study programme is updated with a view to changes in the labor market, the requirements of employers and the social demand of society.

Exceeds quality requirements

The university has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

1.3.3 Positioning of the study programme within the HEI's overall strategic concept

Please explain how the programme is positioned within the HEI's overall strategy.

Meets quality requirements

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

Exceeds quality requirements

The study programme's qualification goals constitute the core of the HEI's or faculty's strategy and are sustainably implemented.

2 ADMISSION

2.1 Admission requirements (Asterisk Criterion)

Please specify where the admission requirements are defined (reference sufficient), and motivate them.

Meets quality requirements

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Exceeds quality requirements

Additionally, the admission requirements are oriented towards the strategic goals of the study programme.

2.2 Counselling for prospective students

Please describe the counselling services for applicants offered in the context of admissions.

Meets quality requirements

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

Exceeds quality requirements

The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

2.3 Selection procedure (if relevant)

Please describe and motivate the selection procedure for this study programme.

Meets quality requirements

The selection procedure is transparent and ensures that qualified students are admitted.

Exceeds quality requirements

The selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

2.4 Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)

Please describe and state reasons for the professional experience required for this study programme.

Meets quality requirements

The required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission.

For an MBA programme, this translates into at least 2 years of professional experience after the first higher education qualification.

For an Executive MBA programme, it means at least 7 years of professional experience after the first higher education qualification, with some at a leadership level.

Exceeds quality requirements

The quality and/or duration of the professional experience required is systematically derived from the study programme's objectives. They go beyond the level normally required.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Please describe, which measures are taken in order to ensure that students successfully complete courses taught in a foreign language.

Meets quality requirements

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

Exceeds quality requirements

n/a

2.6 Transparency and documentation of admission procedure and decision (Asterisk Criterion)

Please describe the way in which the admission procedure and admission decision are communicated within the HEI and to the public.

Meets quality requirements

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

Exceeds quality requirements

In addition, the admission decision contains detailed information on the results of the admission procedure.

3 CONTENTS, STRUCTURE AND DIDACTICAL CONCEPT OF THE PROGRAMME

This chapter is about **how** the study programme is implemented (fitness for purpose).

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Please describe how the qualification objectives of the study programme are implemented in the curriculum.

Meets quality requirements

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

For master programme that require professional experience, the following applies additionally: the contents of the master programme take into account the students' prior professional experience and refer to it.

For an MBA programme, the following applies additionally: the contents of the programme are in line with the [EQUAL MBA Guidelines](#).

Additional quality requirement according to IAAR

The HEI ensures the compliance of the content of academic disciplines and learning outcomes to the corresponding level of study (bachelor, master).

The structure of the study programme provides for various activities corresponding to the intended learning outcomes.

Exceeds quality requirements

The modules consistently reflect the strategic orientation of the study programme. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Please give the reasons for choosing the name of the study programme and the awarded degree.

Meets quality requirements

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Exceeds quality requirements

n/a

3.1.3 Integration of theory and practice (Asterisk Criterion)

Please describe how theoretical and practical contents are linked in the programme.

Meets quality requirements

Theoretical questions are, where possible, explained by means of practical examples.

Additional quality requirement according to IAAR

The impact of academic disciplines and professional practice on the achievement of learning outcomes is clearly determined in the programme.

Exceeds quality requirements

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

3.1.4 Interdisciplinary thinking

Please describe how the students are qualified for interdisciplinary thinking. Please give specific examples.

Meets quality requirements

There is evidence that the programme qualifies for interdisciplinary thinking.

Exceeds quality requirements

The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

3.1.5 Ethical aspects

Please describe how ethical aspects are communicated in the study programme.

Meets quality requirements

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Exceeds quality requirements

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Please describe the way in which the study programme ensures the acquisition of methodological competences and of the ability to do scientific work.

Meets quality requirements

Students acquire methodological competences and are enabled to do scientific work on the required level.

Exceeds quality requirements

Methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

3.1.7 Examination and final thesis (Asterisk Criterion)

Please describe the type and level of examinations and the final thesis.

Meets quality requirements

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

Additional quality requirement according to IAAR

The HEI ensures the consistency, transparency and objectivity of the learning outcomes evaluation mechanism for each study programme, including the appeal procedure. The HEI also ensures that the procedures for assessing the learning outcomes of students are consistent with the intended learning outcomes and programme objectives.

Exceeds quality requirements

The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback, which, if necessary, is linked to advice on the learning process. The final theses comply with the standards for international publications.

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Please provide an [overview of the curriculum](#), which shows the modular structure of the programme based on the European Credit Transfer and Accumulation System (ECTS). Please provide the following information as well:

Projected study time	
Number of Credit Points (CP)	
Workload per CP	
Number of modules	
Time required for processing the final thesis and awarded CP	
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	

Meets quality requirements

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The [module descriptions](#) provide detailed descriptions of intended learning outcomes and the information defined in the [ECTS Users' Guide](#).

For MBA programmes: Depending on the didactic approach, the programme includes a substantial proportion of structured contact.

Additional quality requirement according to IAAR

The study programme provides for the possibility of constructing an individual educational pathway (in terms of specialization), taking into account personal needs and abilities of students.

Exceeds quality requirements

n/a

3.2.2 Study and exam regulations (Asterisk Criterion)

Please specify where the study and exam regulations are defined (reference sufficient).

Meets quality requirements

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the [Lisbon Recognition Convention](#); the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with either [a relative grade or an ECTS grading table](#).

Exceeds quality requirements

n/a

3.2.3 Feasibility of study workload (Asterisk Criterion)

Please describe how it is ensured that the study programme can be completed within the projected overall study time.

(Some of the following indicators are also covered in other chapters. Regardless of their treatment under other assessment criteria, this chapter is concerned with them in the context of a thorough consideration of the feasibility of the study workload.)

Meets quality requirements

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. Addendum for initial accreditation (if the programme has already been completed once) and re-accreditation: when reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

Exceeds quality requirements

n/a

3.2.4 Equality of opportunity

Please describe how gender equality and equality of opportunity is ensured for the students enrolled in the programme.

Meets quality requirements

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

Additional quality requirement according to IAAR

The HEI takes into account the needs of different groups of students (adults, working students, foreign students, disabled students). The HEI carries out special adaptation and support programmes for new and foreign students.

Exceeds quality requirements

The measures taken are periodically reviewed and adapted in accordance with the obtained results.

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

Please describe the didactical concept of the programme.

Meets quality requirements

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

For blended-learning/distance learning study programmes, the following applies additionally: the methods are suited for distance learning. They include, for instance, independent work with the course materials, lectures, business games, and case studies. The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives.

Additional quality requirement according to IAAR

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.

Student-centered learning is implemented in the programme, students are encouraged to self-education. The HEI demonstrates a change in the role of the teacher in connection with the transition to student-centered learning.

Information and communication technologies are actively used in teaching process.

Exceeds quality requirements

Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each module, for instance by regularly using case studies and/or practical projects.

For blended-learning/distance learning study programmes, the following applies additionally: the didactical approach is innovative and can stimulate the further development of distance learning.

3.3.2 Course materials (Asterisk Criterion)

Please describe the preparation and further development of the course materials.

Meets quality requirements

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

For blended-learning/distance learning study programmes, the following applies additionally: when compiling the course materials, the specific didactical requirements are taken into account; they are well-designed and neatly reproduced.

Exceeds quality requirements

In addition, the course materials make the students familiar with different problem-solving approaches from various scientific perspectives. Through interactive work with the materials, the students are enabled to develop their own theory-based problem solving strategy. The course materials are continuously further developed according to new didactical concepts.

For blended-learning/distance learning study programmes, the following applies additionally: the course materials is systematically designed according to the didactical preferences of the students.

3.3.3 Guest lecturers

Please describe in which way guest lecturers contribute to the students' learning process.

Meets quality requirements

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

Exceeds quality requirements

Guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

3.3.4 Lecturing tutors

Please describe in which way lecturing tutors (student assistants) contribute to the students' learning process.

Meets quality requirements

Lecturing tutors support the students in the learning process and help them develop competences and skills.

Exceeds quality requirements

Lecturing tutors contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities.

3.4 Internationality

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Please describe how international contents and intercultural aspects are implemented in the curriculum.

Meets quality requirements

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

Exceeds quality requirements

The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted.

3.4.2 Internationality of the student body

Please describe the international composition of the student body with respect to the objectives of the programme and describe the measures taken to promote this internationality.

Meets quality requirements

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Additional quality requirement according to IAAR

The HEI provides opportunities for international academic mobility of students of the study programme, as well as assists them in obtaining external education grants. The HEI provides special adaptation and support programmes for foreign students.

Exceeds quality requirements

A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect.

3.4.3 Internationality of faculty

Please describe the measures taken to promote the internationality of the faculty as it is projected in the study programme concept.

Meets quality requirements

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

Exceeds quality requirements

The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the HEI.

3.4.4 Foreign language contents

Please describe how the foreign language component envisaged by the study programme is realised in the curriculum (courses, course materials, literature).

Meets quality requirements

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

Exceeds quality requirements

Lectures and course materials in foreign languages predominate. Internationality is clearly a key element of the study programme's profile.

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Please describe the way in which communication and public speaking skills as well as cooperation and conflict handling skills are acquired in the study programme.

Meets quality requirements

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

Exceeds quality requirements

Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile.

3.6 Skills for employment / Employability (Asterisk Criterion)

Please describe how the study programme ensures the graduates' employability (with regard to the professional field envisaged).

Meets quality requirements

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules.

Additional quality requirement according to IAAR

The implementation of the study programme is aimed to develop professional competence of future specialists, to establish relevant qualification frameworks for education levels and to satisfy labor market needs.

The HEI provides students with the opportunity to prepare for professional certification.

Exceeds quality requirements

In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

4 ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

This chapter is about how the programme is implemented within the given framework.

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

Please describe the structure (full time/part time) and number of faculty working in the programme. Please attach an overview of the teachers, the subjects they teach, their [curricula vitae](#), their assignment to the modules, and their responsibilities.

Meets quality requirements

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

For blended-learning/distance learning study programmes, the following applies additionally: course materials have been created and supplied by qualified authors. The ongoing support of the students is ensured by tutors. In the periods requiring personal attendance (if such periods are part of the didactical concept of the study programme), a sufficient number of lecturers is available, guaranteeing a proper teaching and learning process.

Exceeds quality requirements

n/a

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Please describe the academic qualification of your faculty.

Meets quality requirements

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

Exceeds quality requirements

The faculty's outstanding academic qualification is underlined by scientific publications.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Please elaborate on the pedagogical and didactical qualification of the faculty.

Meets quality requirements

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

For blended-learning/distance learning study programmes, the following applies additionally: The faculty is qualified for distance education.

Additional quality requirement according to IAAR

The faculty members conduct research in the field of teaching methods and the evaluation of learning outcomes.

Exceeds quality requirements

The faculty's outstanding qualification is underlined by excellent evaluation results or by awards granted on account of the quality of teaching.

4.1.4 Practical business experience of faculty

Please describe how the faculty's practical business experience contributes to the integration of theory and practice.

Meets quality requirements

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

Additional quality requirement according to IAAR

The HEI involves practitioners from the relevant sectors in teaching.

Exceeds quality requirements

The faculty members have above-average business experience and use them in their teaching activities.

4.1.5 Internal cooperation (Asterisk Criterion)

Please describe how the faculty members cooperate with each other.

Meets quality requirements

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Exceeds quality requirements

In addition, projects and/or courses are conducted cooperatively.

4.1.6 Student support by the faculty (Asterisk Criterion)

Please describe how students are supported by the faculty.

Meets quality requirements

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

Additional quality requirement according to IAAR

The system of individual assistance and counselling of students in the study process is available and effective. The HEI creates conditions for student to efficiently advance throughout an individual study pathway, including the provision of advisor's counselling.

Exceeds quality requirements

The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive.

4.1.7 Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)

Please describe the specific support provided for students in distance learning.

Meets quality requirements

A flexible methodology of individual study counselling is used. Methods for enhancing the individual learning processes are being introduced and demonstrably applied.

Exceeds quality requirements

Indicators are used to identify learning success and difficulties at an early stage.

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

Please describe the programme director's function and tasks.

Meets quality requirements

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Additional quality requirement according to IAAR

The management of the study programme:

- provides transparency in the elaboration of the study programme's development plan based on an analysis of its functioning, the actual positioning of the HEI and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders;
- demonstrates the functioning of mechanisms for formation and regular revision of the development plan of the study programme, for the monitoring of its implementation, for the assessment of achievement of learning objectives, meeting the needs of students, employers and society, making decisions aimed at the continuous improvement of the programme;
- involves representatives of stakeholder groups, including employers, students and teaching staff, in the elaboration of the study programme's development plan;
- provides evidence of the transparency of the study programme's management system;
- implements risk management;
- ensures the participation of stakeholder representatives (employers, teaching staff, students) in the collegial bodies of management of the study program, as well as their representativeness in making managerial decisions related to the study programme;
- demonstrates evidence of openness and accessibility for students, teaching staff, employers and other stakeholders.

The programme management is trained in management of study programmes.

Exceeds quality requirements

The programme director successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

4.2.2 Process organisation and administrative support for students and faculty

Please describe the administrative support offered to students and faculty members.

Meets quality requirements

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

Additional quality requirement according to IAAR

The HEI demonstrates a clear definition of those responsible for business processes within the study programme, as well as an unambiguous distribution of duties of the staff and a delineation of the functions of collegial bodies.

The HEI demonstrates management of innovations within the study programme, including the analysis and implementation of innovative proposals.

Exceeds quality requirements

The administrative staff acts as a service provider for students and faculty.

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes³)

Please list the cooperation agreements with HEIs and other academic institutions and elaborate their significance for the conception and implementation of the study programme.

Meets quality requirements

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

In case that other academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

Additional quality requirement according to IAAR

The HEI has joint study programmes with foreign HEIs.

Exceeds quality requirements

³ These programmes are dual / joint programmes and programmes with a compulsory stay abroad at an HEI.

Cooperation with HEI, other academic institutions and networks are aligned with the strategy of the study programmes and actively promoted (for example, by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, to discuss the further development of the programme). Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific measures (e.g. student and staff exchange, mutual sharing of course materials, and the joint offer of additional electives), they significantly contribute to the development of qualifications and skills.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes⁴)

Please list the cooperation agreements with business enterprises and other organisations and explain their significance for the conception and implementation of the study programme.

Meets quality requirements

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

Exceeds quality requirements

Cooperation with business enterprises and other organisations is actively promoted (for example by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme). Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects, provision of traineeships, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

Please describe the quantity, quality, media and IT equipment of teaching and group rooms with regard to the needs of the study programmes.

Meets quality requirements

⁴ For these programmes the HEI includes or instructs other organisations to implement parts of a programme.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

For blended-learning/distance learning programmes, the following applies additionally: The technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment).

Additional quality requirement according to IAAR

The HEI ensures favourable conditions for learning and working on its territory. The development of infrastructure used to implement the study programme is based on the results of monitoring of satisfaction of students, teachers, employees and other stakeholders with the available infrastructure.

The students' learning environment, including material, technical and information resources corresponds with the goals and the specifics of the study programme.

The HEI demonstrates the compliance of information resources with the specifics of the programme, including the compliance in the following areas:

- technological support for students and teaching staff in accordance with study programme (e.g. online training, modelling, databases, data analysis programmes);
- plagiarism assessment of the research, final and dissertation papers;
- access to educational Internet resources.

The HEI ensures that teaching equipment and software used in the study programme are similar to those used in the relevant industries.

The HEI ensures that safety requirements are met in the study process.

The HEI demonstrates continuous improvement of material, technical and information resources.

The quality evaluation of the material, technical and information resources used in the implementation of the study programme is carried out on the basis of:

- an analysis of the availability of a high-speed communication, of a single automated information system, information and communication systems, laboratory and teaching equipment, software;
- examinations of the material, technical and information resources of the HEI;

- interviews and surveys of students, teaching staff and other stakeholders.

Exceeds quality requirements

The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), the HEI possesses appropriate rooms which possess the specific technical components needed.

For blended-learning/distance learning programmes, the following applies additionally: Additional support is offered to the students outside normal working hours.

4.4.2 Access to literature (Asterisk Criterion)

Please describe the library resources in terms of quantity and quality, students' access to specialist literature, including online-access, with respect to the requirements of the study programme.

Meets quality requirements

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

Additional quality requirement according to IAAR

The management of study programme demonstrates the compliance of the library resources with the specifics of the programme, 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.

Students have access to the most up-to-date and relevant data (statistics, news, scientific results) in paper editions (newspapers, collections of statistical data, textbooks) and electronic media.

The quality evaluation of the library resources is carried out on the basis of an analysis of the adequacy of library resources (book fund, e-resources, access to scientific databases).

Exceeds quality requirements

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

4.5 Additional services

4.5.1 Career counselling and placement service

Please describe the career counselling and placement services provided.

Meets quality requirements

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

Additional quality requirement according to IAAR

A support mechanism for gifted students is available at the HEI.

Exceeds quality requirements

In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

4.5.2 Alumni Activities

Please describe the activities of the alumni organisation.

Meets quality requirements

An alumni organisation has been set up with the aim of developing an alumni network.

Exceeds quality requirements

Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose.

4.6 Financing of the study programme (Asterisk Criterion)

Please describe how the financing of the programme is ensured.

Meets quality requirements

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies (through respective agreements, if necessary, at another HEI).

Exceeds quality requirements

n/a

5 QUALITY ASSURANCE AND DOCUMENTATION

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk-Criterion)

Please describe how the HEI's quality assurance and development concept and procedure are put into effect for the programme with respect to contents, processes, and outcomes.

Meets quality requirements

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Additional quality requirement according to IAAR

Monitoring and periodic evaluation of the study programme are aimed to achieve the objectives and the continuous improvement of the programme.

Monitoring and periodic evaluation consider:

- the content of the programme in view of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught;
- changes in the needs of the society and the professional environment;
- workload, academic performance and graduation;
- the effectiveness of evaluation procedures for students;
- expectations, needs and satisfaction of students with regard to the teaching methods.

The HEI and the management of study programme provide evidence of the participation of students, employers and other stakeholders in the development and the revision of the programme.

Stakeholders are informed of planned or undertaken actions in relation to the study programme. All changes made to the programme are published.

The management of the programme ensures the development of the content and the structure of the programme, taking into account changes in the labor market, the requirements of employers and the social demand of the society.

There is a feedback system on the use of different teaching methods and the evaluation of learning outcomes.

The quality assurance policy reflects the relationship between research, teaching and learning.

The HEI demonstrates the development of a quality assurance culture with regard, inter alia, to the study programme.

The commitment to quality assurance applies to any activities performed by contractors and partners (outsourcing), including the implementation of joint / dual degree study programmes and academic mobility.

The HEI demonstrates the availability and the evidence of intensive use of the system processes for collection and analysis of statistics on the population of students and graduates, available resources, staffing, consulting, research and international activities and on other areas of activities in the management of the study programme.

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

The HEI demonstrates the systematic use of the processed and adequate information to improve the internal quality assurance system.

On the level of the study programme there is a system of regular reporting, reflecting all levels of structure, including the assessment of the effectiveness and efficiency of activities of structural units and departments as well as the assessment of research activities.

The HEI determines the periodicity, forms and methods of assessment of the study programme's management, the activities of collegial bodies, structural units and top management, the implementation of scientific projects.

Students, employees and teaching staff are involved in the processes of collection and analysis of information, which serve as the basis for decision-making.

The study programme's management demonstrates the functioning of mechanisms of communication with students, employees and other stakeholders, including the conflict resolution mechanisms.

The HEI measures the degree of satisfaction of the needs of the teaching staff, personnel and students in the programme and demonstrates evidence of addressing the deficiencies found.

The information collected and analyzed by the HEI is taken into account: key performance indicators; the dynamics of students' population in the context of forms and types; the level of academic achievement, student achievement and failing students rate; students' satisfaction with the implementation of the programme and the quality of education at the HEI; the availability of educational resources and support systems for students; employment and career development of graduates.

Exceeds quality requirements

Additionally, graduates and representatives from the business world are included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Please describe how the evaluation of the study programme by the students is carried out and how the results are incorporated.

Meets quality requirements

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Exceeds quality requirements

In addition, the evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

5.2.2 Evaluation by faculty

Please describe how the evaluation of the study programme (contents, procedure, and organisation) by the faculty is carried out and how the results are incorporated.

Meets quality requirements

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

Exceeds quality requirements

In addition, the evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

5.2.3 External evaluation by alumni, employers and third parties

Please describe how the evaluation of the study programme by alumni, employers and, if applicable, by third parties is carried out and how the results are incorporated.

Meets quality requirements

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

Exceeds quality requirements

In addition, the evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, and c) modified and c) modified and adapted if necessary, as well as d) documented.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Please describe how the programme is documented.

Meets quality requirements

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

Additional quality requirement according to IAAR

The web resource of the HEI contains information characterizing the HEI in general as well as its study programmes.

The information published by the HEI with regard to the study programme is accurate, objective and relevant. This information includes:

- the structure and the content of the programme as well as the intended learning outcomes;
- the qualification to be awarded on completion of the programme;
- the information on teaching, training and evaluation procedures;
- the information on the pass scores and educational opportunities provided to students;
- the information on employment opportunities for graduates.

An adequate and objective information on the faculty of study programme, on cooperation and interaction with partners, including scientific / consulting organizations, business partners, social partners and educational organizations, is made available.

Exceeds quality requirements

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

5.3.2 Information on activities during the academic year

Please describe how you inform about the activities during the academic year (what, where, how).

Meets quality requirements

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

Additional quality requirement according to IAAR

The HEI publishes audited financial statements on its web resource including those related to specific study programmes.

The HEI publishes information and links to external resources based on the results of external quality assurance and evaluation procedures.

Public information of the HEI supports and explains the national development programmes of the country as well as the national system of higher and postgraduate education.

Exceeds quality requirements

Press relations and network communication are actively maintained. In its annual report the HEI presents a summary of the activities of the academic year.



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING



FIBAA

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION

**Assessment Guide for the Accreditation of Doctoral Programmes in Management
Studies, Economics, Law and Social Science by FIBAA and IAAR**

General Information on the study programme

Please provide the following information on your study programme:

Higher Education Institution (HEI):	
Doctoral Programme:	
Degree Awarding Institution (if relevant):	
Date of On Site Assessment:	
Type of Accreditation¹:	<input type="checkbox"/> <input type="checkbox"/> First Accreditation <input type="checkbox"/> <input type="checkbox"/> Accreditation <input type="checkbox"/> <input type="checkbox"/> Re-accreditation
Duration of Study:	
Starting Date of the Doctoral Programmes:	
Capacity Load:	
Start date:	<ul style="list-style-type: none"> • Winter semester • Summer semester • both at the winter semester as well as the summer semester
For Re-accreditation	<ul style="list-style-type: none"> • Dropout Rate • Intake Capacity: • Number of completed doctorates • Average time to doctorate • Awarding of final marks • Numbers of new students • Percentage of foreign doctoral students broken down according to age cohorts and gender for the last five years

¹ A First Accreditation is included at doctoral programmes which have not yet had any graduates. Accreditations take place at doctoral programmes which have already had graduates. Re- accreditation takes place at doctoral programmes which have already made a successful decision on accreditation.

Principles for On Site Assessment

FIBAA and IAAR are internationally active quality assurance and quality development agencies which carry out accreditation procedures at higher education institutions on the basis of internationally accepted quality criteria. FIBAA understands its approach to be particularly influenced by internationality, through the promotion of the work ability of graduates and their economic cooperation. Both agencies carry out accreditation procedures with a high degree of quality in their work, the support of sustainable quality development of higher education institutions and transparency in their work for those involved. By doing so the principles of the Bologna Declaration of 1999 and their further development constitute the fundamental assessment norms for the accreditations.

FIBAA and IAAR carry out accreditations of new doctoral programmes as well as accreditations and/or re-accreditations of ongoing doctoral programmes. All accreditations take place based on FIBAA's and IAAR's quality requirements, which, once fulfilled, results in the awarding of the quality seal for doctoral programmes. A non-fulfilment of one of the quality criteria leads to accreditation which is subject to a particular condition. The deadline for the fulfilment of the condition is usually nine months and can be, in duly substantiated cases, either shortened or extended (maximum once by six months).

Additionally, a doctoral programme should be, in the event of its first accreditation in which only its concept is presented, evaluated like an ongoing programme.

Furthermore, FIBAA awards its FIBAA premium seal for established doctoral programmes, which already have graduates and can present excellent quality that clearly exceeds the quality criteria of FIBAA in both curriculum and teaching within the framework of the accreditation procedure. This award confirms that a doctoral programme as a whole clearly outperformed the quality requirements. It gives interested parties, doctorates, graduates, higher education institutions and the job market reliable information about the outstanding quality of the programme.

In re-accreditations, particular attention must be given to the following aspects in comparison to an accreditation:

- Assessment of the success of the programme through graduate surveys and destination surveys,
- Assessment of the results and evaluations.,
- Assessment of statistical data regarding the dropout rate, intake capacity, number of completed doctorates, average time to doctorate, awarding of final marks, number of new students and the percentage of foreign doctoral students.

Furthermore, the higher education institution must, as part of the re-accreditation procedure, prove that the recommendations made during the previous accreditation have been implemented or justify the renouncement of the implementation and that notice has been given of any essential changes which directly or indirectly affect the doctoral programme (content, modularisation/ECTS, human resources, material equipment and resources, cooperation agreements, etc.). Assessors must ensure that the national requirements are respectively taken into account during accreditation procedures.

Quality Profile

Assessment Levels	Excellent	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to meet the Quality Requirements	n.r.
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Key:

The Quality Levels define to what extent the Quality Requirements have been met:

Fails to meet the quality requirements – Does not achieve the given standards.

Meets the quality requirements – Achieves the given standards.

Exceeds the quality requirements – Surpasses the given standards.

Excellent – Significantly surpasses the given standards to the extent that the Doctoral Programme can be regarded as an outstanding example of best practice regarding the criterion in question.

n.r. – not relevant

Structure of the Assessment Guide

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0 FURTHER INFORMATION

0.1 Information on the institution (s)

Please describe your institution and give an outline of the programmes offered. Give an account of where the programme seeking accreditation is integrated within the range of programmes offered by the department or the institution of higher education respectively.

0.2 Further development of the doctoral programme, statistical data and evaluation results (for accreditation and re-accreditation), implementing recommendations of already completed accreditation (for re-accreditation)

Please describe the development of the programme, the changes which have a direct or indirect effect on the programme (i.e. changes to programme content, modularisation/ECTS, staff, equipment, cooperation agreements, etc.) as well as the measures which have been taken to implement the recommendations specified in a previous accreditation. Furthermore, describe the statistical data with regard to the dropout rate, intake capacity, number of completed doctorates, average time to doctorate, awarding of final marks, number of new students and the percentage of foreign doctoral students and taken as a consequence as well as the evaluation results and the measures taken and derived from these results.

1 GOALS AND STRATEGY

1.1 Objectives of the Doctoral Programme

Please describe the goals of the Doctoral Programme.

Meets the Quality Requirements

The doctoral programme corresponds to the goals of the European and national qualification framework. The doctoral programme and the pursued qualification and competency goals are matched with each other.

Additional quality requirement according to IAAR

The study programme is consistent with national development priorities.

Exceeds the Quality Requirements

Furthermore, the subject-related and multidisciplinary possibilities to achieve the objectives have been systematically discussed. The pursued qualification and competency goals are being continuously further developed by taking into account the international research developments.

.

1.2 Positioning of the Doctoral Programme in the education market

Please give reasons for the positioning of the programme on the education market (regional/national/international).

Please describe the goals of the Doctoral Programme.

Meets the Quality Requirements

The doctoral programme is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals.

Exceeds the Quality Requirements

Furthermore, the positioning in the education market was analysed, the attractiveness of the programme with regard to the pursued qualification and competency goals are demonstrated convincingly.

1.3 Positioning of the Doctoral Programme in the Job Market for Graduates

1.3.1 in the research fields

Please give reasons for the positioning of the doctoral programme in the research fields (national, international) with special focus on professional qualification for science and research.

Meets the Quality Requirements

The doctoral programme with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research.

Exceeds the Quality Requirements

Furthermore, the positioning in research fields was analysed. The competitiveness of the programme with regards to the pursued qualification and competency goals is stated.

1.3.2 outside the research fields

Please give reasons for the positioning of the doctoral programme outside the research fields.

Meets the Quality Requirements

The doctoral programme is also strongly positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus of research.

Additional quality requirement according to IAAR

The study programme is updated with a view to changes in the labor market, the requirements of employers and the social demand of society.

Exceeds the Quality Requirements

Furthermore, the positioning outside the research field was analysed. The competitiveness of the programme with regards to the pursued qualification and competency goals for employment outside the science and research fields is stated.

1.4 The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution

Please give reasons for the positioning of the doctoral programme in the strategic concept of your higher education institution.

Meets the Quality Requirements

The goal oriented integration of the programme in the strategic concept of the higher education institution is described and presented in a comprehensive manner.

Exceeds the Quality Requirements

Furthermore, the integration of the programme in the strategic concept was convincingly substantiated. The programme presents a consequent continuation of the higher education strategy in the focus of research. The corresponding setting of priorities of the higher education institutions are verified.

1.5 Gender Equality and Equal Opportunities

Please describe the concept of gender equality and the promotion of equal opportunities implemented by your higher education institution in this doctoral programme.

Meets the Quality Requirements

The higher education institution fulfils its tasks in this doctoral programme by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students in terms of temporal and formal requirements in the programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured.

Additional quality requirement according to IAAR

The HEI takes into account the needs of different groups of students (adults, foreign students, disabled students).

Exceeds the Quality Requirements

There is an anti-discriminatory concept which is being constantly further developed. The programme management actively promotes equal opportunities and gender equality.

2 ADMISSION

2.1 Admission conditions and procedures

Please describe the admission conditions and procedures.

Meets the Quality Requirements

Admission conditions and procedures are properly defined and transparent.

Exceeds the Quality Requirements

Furthermore, they correspond to the profile development goals of the higher education institution.

2.2 Selection procedure

Please describe the selection procedure used on the doctoral programme.

Meets the Quality Requirements

The selection procedure satisfies the legal requirements.

Exceeds the Quality Requirements

A selection procedure which is targeted to the programme goals is applied.

2.3 Transparency of the Decision on Admission

Please describe the way the decision on admission is justified, documented and communicated.

Meets the Quality Requirements

The decision on admission is based on transparent criteria and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

3 IMPLEMENTATION

3.1 Structure

3.1.1 Structural Setup of the Doctoral Programme

Please describe the structure of the programme currently offered.

Meets the Quality Requirements

The structure corresponds with the objectives of the doctoral programme and it properly connects the range of courses with the research tasks of the doctoral students.

Additional quality requirement according to IAAR

The structure of the study programme provides for various activities corresponding to the intended learning outcomes.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

3.1.2 Doctoral Degree Regulations

Please describe the way in which the doctoral degree regulations comply with the structural requirements for the programme (goals, degree, duration, mentoring, examinations, dissertation etc.).

Meets the Quality Requirements

The structural requirements of the doctoral programme are accounted for by taking into account the national and higher education specific requirements in a doctoral degree regulation.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

3.1.3 Status of the Doctoral Students

Please describe the status of the doctoral students.

Meets the Quality Requirements

In terms of law and of fact the status is regulated properly.

Exceeds the Quality Requirements

The status benefits the integration of doctoral students in the research fields.

3.1.4 Module Description

Please describe how the study contents are documented.

Meets the Quality Requirements

The range of courses in the modules are described according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies (outcome oriented) to be achieved.

Additional quality requirement according to IAAR

The impact of academic disciplines and professional practice on the achievement of learning outcomes is clearly determined in the programme.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

3.2 Contents

3.2.1 Logic and Conceptual Consistency

Please give reasons for the conceptual consistency and inner logic of the doctoral programme.

Meets the Quality Requirements

The concept of the doctoral programme (profile elements, unique selling points etc.) and the concrete implementation of the learning objective are matched with each other. The competency concerning enhanced participation in the research field is the issue at the heart of the implementation.

Exceeds the Quality Requirements

Furthermore, the implementation enables the actual research developments to be integrated into the curriculum and suitably involves the individual setting of priorities of the doctoral students.

3.2.2 Science and Research Based Teaching

Please describe the indicators (publication, achieved projects etc.) which help to find out, how the science and research based teaching in the doctoral programme is up-to-date. Please give concrete examples.

Meets the Quality Requirements

The teaching presents the current status of scientific knowledge in accordance with objectives and it takes into account the associated relevant research.

Exceeds the Quality Requirements

Furthermore, the current research status is being discussed in suitable lecture forms and pushed ahead through the interaction of doctoral students and scientists.

3.2.3 Focus of the Curriculum on Qualification and Competency Development

Please describe in which way the aspired qualification and competency development are realised.

Meets the Quality Requirements

The modules/events are aimed at qualification and competency development and are sensible linked to one another. The goals of a doctoral degree according to the national qualification framework are fulfilled.

Exceeds the Quality Requirements

Furthermore, the doctoral programme promotes consequent competence of methods and the ability to carry out independent research.

3.2.4 Technical Offers

Please describe the technical offers of the course.

Meets the Quality Requirements

The offer covers the relevant requirements of discipline to achieve the pursued research competency of the doctoral students. It corresponds with the focus of research of the scientists and doctoral students involved in the programme. The courses on different research methods and approaches to science are part of the curriculum.

Exceeds the Quality Requirements

Furthermore, the offer of additional events/opportunities individually enhances the contents to achieve the pursued qualification and competency objectives.

3.2.5 Multidisciplinary Qualifications

Please describe the way the multidisciplinary qualifications are communicated in the doctoral programme.

Meets the Quality Requirements

Multidisciplinary qualifications in the doctoral programme are communicated in a target appropriate manner. It especially enables the doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laymen. It promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

Exceeds the Quality Requirements

Furthermore, the promotion of multidisciplinary qualifications is systematically practiced throughout the overall course of the doctoral programme.

3.3 Examination Procedures

3.3.1 Examinations

Please describe the type and level of performance in the examinations.

Meets the Quality Requirements

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. In addition, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national/international assessment carried out by scientists.

Exceeds the Quality Requirements

Furthermore, the certificates of achievement take into account the results of enhanced participation in the research fields with special focus placed on form and content.

3.3.2 Organisation of the Examination Procedure

Please describe the organisation of the examination procedure.

Meets the Quality Requirements

The examinations are properly organised in terms of number, distribution, process, form registration etc. The disadvantage compensation is regulated.

Additional quality requirement according to IAAR

The HEI ensures the consistency, transparency and objectivity of the learning outcomes evaluation mechanism for each study programme, including the appeal procedure. The HEI also ensures that the procedures for assessing the learning outcomes of students are consistent with the intended learning outcomes and programme objectives.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

3.4 Didactic Concept

3.4.1 Logic and Comprehensibility of the Didactic Concept

Please describe the didactic concept of the doctoral programme.

Meets the Quality Requirements

The didactic concept of the doctoral programme is developed in accordance with the objectives. It is particularly aimed at enabling doctoral students to be able to carry out critical analyses, evaluations and syntheses of new and complex ideas.

Exceeds the Quality Requirements

Furthermore, it is particularly characterised by the systematic derivation from the qualification objectives.

3.4.2 Diversity of the Teaching Methods

Please describe which teaching methods are applied in the doctoral programme.

Meets the Quality Requirements

A mix of methods - irrespective of the teaching objectives and curricular requirements - the modules/courses are executed according to the didactic concept.

Exceeds the Quality Requirements

The mix of methods promotes enhanced participation in research fields to a great extent.

3.4.3 Networking of the Doctoral Students

Please describe the scientific networking among the doctoral students.

Meets the Quality Requirements

In accordance with the objectives, the programme promotes the exchange of experiences and research results among the doctoral students and it contributes towards the broadening of the research based knowledge.

Exceeds the Quality Requirements

The interaction of the doctoral students is organised in a theme oriented manner.

3.4.4 Scientific Supervision

Please describe the regulations and the practice of the scientific supervision provided for doctoral students.

Meets the Quality Requirements

Being allocated to a supervisor/assessor both in fact and in law secures a continual and intensive professional, methodological and scientific supervision of the doctoral students. A corresponding planning in the time budget is ensured.

Exceeds the Quality Requirements

The individual supervision is regulated through an agreement between higher education institutions, supervisors and doctoral students. The supervision is continuously further developed through quality assurance measures.

3.5 Professional Competencies/Employability

Please describe the way the professional qualification (related to the occupational field) of graduates is assured through the doctoral programme?

Meets the Quality Requirements

The doctoral programme is intended to convey the doctoral students with professional qualification in the scientific and research oriented fields of activity. In doing so, the professional qualification is aimed both at a research oriented activity (including teaching) as well as a practical vocational activity.

Additional quality requirement according to IAAR

The implementation of the study programme is aimed to develop professional competence of future specialists, to establish relevant qualification frameworks for education levels and to satisfy labor market needs.

Exceeds the Quality Requirements

Furthermore, through the individual options the doctoral programme also enables a specific setting of priorities for the pursued professional qualification.

4 SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS

4.1 Teaching Staff

4.1.1 Structure and Number of Teaching Staff

Please describe the structure and number of teaching staff for the doctoral programme.

Meets the Quality Requirements

The structure and number of teaching staff corresponds with the requirements of the doctoral programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the doctoral programme. A balanced gender ratio is pursued among the teaching staff.

Exceeds the Quality Requirements

Furthermore, the integration of researchers and guest lecturers from other institutes and institutions are systematically established.

4.1.2 Scientific Qualification of the Teaching Staff

Please give an overview of the scientific qualification of the teaching staff and their research activities.

Meets the Quality Requirements

The scientific qualification of the teaching staff corresponds to the national requirements. The scientific qualifications are consistent with the focal points of this programme and the strategic planning of higher education institutions. The research activities correspond with the orientation of the doctoral programme and they support the scientific education of the doctoral students.

Exceeds the Quality Requirements

Furthermore, the higher education teachers characterise themselves through a specific, animated publication activity as well as activities in professionally relevant scientific organisations and they enjoy their high-level of recognition in the science sector.

4.1.3 Pedagogical Qualification of the Teaching Staff

Please give an overview of the pedagogical qualification of the teaching staff.

Additional quality requirement according to IAAR

The pedagogical qualification of the teaching staff corresponds to the task and it has been proven.

Exceeds the Quality Requirements

Furthermore, the higher education institution provides regular supervision of the teaching staff and it places great value on several years of successful supervisory experience.

4.1.4 Internationality of the Teaching Staff

Please give an overview of the internationality of the teachers.

Meets the Quality Requirements

A considerable number of teachers have relevant experience in international research and/or teaching abroad.

Exceeds the Quality Requirements

Almost all teachers have relevant international experiences in research projects and/or teaching activities abroad.

4.1.5 Internal Cooperation within the Faculty

Please describe the cooperation of the teaching body or the institutes of the faculty in this programme in order to promote the development of doctoral students.

Meets the Quality Requirements

There are regular events concerning programme coordination in the faculty which take place.

Exceeds the Quality Requirements

An integrative approach exists through diverse joint events and numerous research and/or practical projects which are cooperatively carried out.

4.2 Cooperation and Partnerships

4.2.1 Scientific Integration of the Doctoral Students

Please comment the importance of cooperation with higher education institutions and other scientific establishments, e.g. networks, for the doctoral programme and namely in terms of a scientific integration of the doctoral students and their mobility.

Meets the Quality Requirements

Cooperations with higher education institutions and other scientific establishments are an integral part of the programme. The doctoral students are encouraged to participate in relevant conferences or to take part in other scientific events and establishments.

Additional quality requirement according to IAAR

The HEI provides opportunities for international academic mobility of students of the study programme, as well as assists them in obtaining external education grants. The HEI provides special adaptation and support programmes for foreign students.

Exceeds the Quality Requirements

Scientists and doctoral students regularly participate in inter-university research projects. The participation of the doctoral students is a part of the programme.

4.2.2 Networking the Scientists

Please give an overview of the networking of scientists in their discipline which are involved in the programme.

Meets the Quality Requirements

The scientific networking has a recognisable benefit for doctoral students.

Exceeds the Quality Requirements

Furthermore, the scientific networking is institutionally secured.

4.3 Programme Management

4.3.1 Structural Organisation

Please describe the structural organisation/decision-making process in the doctoral programme.

Meets the Quality Requirements

The structural organisation, the decision-making processes, competencies and responsibilities are established and implemented accordingly. Those involved are included in the decision-making process.

Additional quality requirement according to IAAR

The management of the study programme:

- provides transparency in the elaboration of the study programme's development plan based on an analysis of its functioning, the actual positioning of the HEI and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders;
- demonstrates the functioning of mechanisms for formation and regular revision of the development plan of the study programme, for the monitoring of its implementation, for the assessment of achievement of learning objectives, meeting the needs of students, employers and society, making decisions aimed at the continuous improvement of the programme;
- involves representatives of stakeholder groups, including employers, students and teaching staff, in the elaboration of the study programme's development plan;
- provides evidence of the transparency of the study programme's management system;
- implements risk management;
- ensures the participation of stakeholder representatives (employers, teaching staff, students) in the collegial bodies of management of the study program, as well as their representativeness in making managerial decisions related to the study programme;
- demonstrates evidence of openness and accessibility for students, teaching staff, employers and other stakeholders.

The programme management is trained in management of study programmes.

The HEI demonstrates a clear definition of those responsible for business processes within the study programme, as well as an unambiguous distribution of duties of the staff and a delineation of the functions of collegial bodies.

The HEI demonstrates management of innovations within the study programme, including the analysis and implementation of innovative proposals.

Exceeds the Quality Requirements

Furthermore, the complaints procedures and the possibility to lodge a complaint are transparent and known, core processes and responsibilities are established.

4.3.2 Management Support

Please describe the management support for doctoral students and the teaching staff.

Meets the Quality Requirements

Management support concerning the allocation of tasks and persons are transparent and efficiently guaranteed both qualitatively and quantitatively.

Exceeds the Quality Requirements

Furthermore, the doctoral students and the teaching staff are sustainably promoted through the support of management in their teaching and research tasks.

4.3.3 Documentation of the Doctoral Programme

Please describe the way the doctoral programme is documented.

Meets the Quality Requirements

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The interested parties also have access to the documentation in electronic form and it provides transparency.

Exceeds the Quality Requirements

The doctoral programme is extensively described and updated.

4.4 Material Resources

4.4.1 Quality of the Classrooms and Working Places

Please give an overview of the number and interior equipment of the classrooms as well as of the number and the technical equipment of the working places specifically available for programme participants at the higher education institution?

Meets the Quality Requirements

The quantity, quality and IT equipment of the classrooms correspond to the necessities described for the programme. The requirements for disabled students are adequately taken into account. A sufficient number of workplaces are available for the doctoral students. The technical equipment corresponds to the requirements.

Additional quality requirement according to IAAR

The HEI ensures favourable conditions for learning and working on its territory. The development of infrastructure used to implement the study programme is based on the results of monitoring of satisfaction of students, teachers, employees and other stakeholders with the available infrastructure.

The students' learning environment, including material, technical and information resources corresponds with the goals and the specifics of the study programme.

The HEI demonstrates the compliance of information resources with the specifics of the programme, including the compliance in the following areas:

- technological support for students and teaching staff in accordance with study programme (e.g. online training, modelling, databases, data analysis programmes);
- plagiarism assessment of the research and dissertation papers.

The HEI ensures that teaching equipment and software used in the study programme are similar to those used in the relevant industries. The HEI ensures that safety requirements are met in the study process. The HEI demonstrates continuous improvement of material, technical and information resources. The quality evaluation of the material, technical and information resources used in the implementation of the study programme is carried out on the basis of:

- an analysis of the availability of a high-speed communication, of a single automated information system, information and communication systems, laboratory and teaching equipment, software;
- examinations of the material, technical and information resources of the HEI;
- interviews and surveys of students, teaching staff and other stakeholders.

Exceeds the Quality Requirements

Furthermore, the equipment corresponds to the modern, multimedia-based requirements. New ergonomic knowledge is taken into account for equipment planning. Separate rooms which ensure an undisturbed working environment are specifically available for use to those participating in the programme.

4.4.2 Equipment (Literature, Magazines, Databases) for the Library

Please describe the access to necessary literature.

Meets the Quality Requirements

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the doctoral students.

Online access for technical literature is guaranteed. Outside of the university the doctoral students have digital access to a large section of the technical literature. The most important databases are accessible totally free of charge.

Additional quality requirement according to IAAR

The management of study programme demonstrates the compliance of the library resources with the specifics of the programme, including a fund for educational, methodological and scientific literature, periodicals, access to scientific databases. Students have access to the most up-to-date and relevant data (statistics, news, scientific results).

Exceeds the Quality Requirements

Furthermore, the financial means made available and the present personnel permanently guarantee the useful development of the portfolio. The research interests of the doctoral students are taken into account. There are specific consulting and research opportunities. All databases which are relevant for the doctoral programme are free of charge and are even accessible online outside the university.

4.5 Finance Planning and Financing

4.5.1 Finance Planning and Financing of the Doctoral Programme

Please describe the finance planning and financing of the programme.

Meets the Quality Requirements

In accordance with the objectives, the finance planning takes into account the staff planning for scientific employees/doctoral positions. The necessary financial basic equipment and financing security are guaranteed for the period of accreditation.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

4.5.2 Financial Support and Scholarship Programmes

Please describe the financial support for the doctoral programme (scholarships, staff positions) through your higher education institution.

Meets the Quality Requirements

In accordance with the objectives the higher education institution guarantees the financial protection of the doctoral students.

Exceeds the Quality Requirements

Furthermore, the higher education institution actively promotes the support of the doctoral students through third parties (foundations, public promotion programmes, third-party funds etc.) and ensures that the doctoral students can sufficiently concentrate on the doctoral degree.

5 QUALITY ASSURANCE

5.1 Quality Assurance in terms of Contents, Processes and Results

Please describe the quality assurance procedure for the doctoral programme in terms of contents, processes and results.

Meets the Quality Requirements

There is a quality assurance procedure in place which is systematically used for continuous monitoring and the further development of quality in terms of content, processes and results. The responsibilities are clearly defined.

Additional quality requirement according to IAAR

Monitoring and periodic evaluation of the study programme are aimed to achieve the objectives and the continuous improvement of the programme.

Monitoring and periodic evaluation consider:

- the content of the programme in view of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught;
- changes in the needs of the society and the professional environment;
- workload, academic performance and graduation;
- the effectiveness of evaluation procedures for students;
- expectations, needs and satisfaction of students with regard to the teaching methods.

The HEI and the management of study programme provide evidence of the participation of students, employers and other stakeholders in the development and the revision of the programme. All changes made to the programme are published. The management of the programme ensures the development of the content and the structure of the programme, taking into account changes in the labor market, the requirements of employers and the social demand of the society. The quality assurance policy reflects the relationship between research, teaching and learning. The HEI demonstrates the development of a quality assurance culture with regard, inter alia, to the study programme.

The commitment to quality assurance applies to any activities performed by contractors and partners (outsourcing), including the implementation of joint / dual degree study programmes and academic mobility.

The HEI demonstrates the availability and the evidence of intensive use of the system processes for collection and analysis of statistics on the population of students and graduates, available resources, staffing, consulting, research and international activities and on other areas of activities in the management of the study programme.

The HEI demonstrates the systematic use of the processed and adequate information to improve the internal quality assurance system.

Exceeds the Quality Requirements

Furthermore, the quality assurance procedure is specifically aimed at promoting the young researchers.

5.2 Inclusion of Quality Assurance in a Superordinate Quality Concept

Please describe the way the quality assurance of the doctoral programme is integrated in the quality concept of your higher education institution.

Meets the Quality Requirements

The quality assurance of the doctoral programme is systematically embedded in the quality concept for the research of the faculty and the higher education institution.

Exceeds the Quality Requirements

Furthermore, the embedding of quality assurance and development of the programme in the quality concept of the faculty and the higher education institution are regularly examined and adjusted, if required.

5.3 Evaluation by Doctoral Students

Please describe the evaluation procedure by doctoral students.

Meets the Quality Requirements

There is a regular evaluation concerning the implementation of the programme carried out by the doctoral students according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

Exceeds the Quality Requirements

Furthermore, the evaluations, including catalogue of measures, are discussed with doctoral students, and representatives from the sector also take part. Teachers, doctoral students and representatives of the research practice participate in the evaluation procedure.

5.4 Evaluation by Supervisors

Please describe the evaluation procedure by supervisors.

Meets the Quality Requirements

There is a regular evaluation of the implementation of the programme carried out by supervisors according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

Exceeds the Quality Requirements

Furthermore, the results/knowledge achieved from the evaluation, including the catalogue of measures, are summarised in a report and documented within the higher education institution.

5.5 Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc.)

Please describe the external evaluation procedure.

Meets the Quality Requirements

There is a regular external evaluation according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

Exceeds the Quality Requirements

Furthermore, the evaluations, including the catalogue of measures are discussed with doctoral students, and representatives of the vocational practice take part in discussions. Teachers, doctoral students and representatives of the research practice participate in the evaluation procedure.



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІН
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING



FIBAA

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION

Guidelines for Joint International Accreditation by
FIBAA and IAAR
*(for the Accreditation of Programmes in
Management Studies, Economics, Law and Social
Science)*

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JOINT INTERNATIONAL ACCREDITATION PROCEDURE

Goals and objectives of joint international accreditation

The objective of the international accreditation (hereinafter - accreditation) is to evaluate and recognize the quality of Higher Education Institutions (hereinafter referred to as „the HEI”) and offered study programmes against international accreditation standards according to the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). When conducting international accreditation, the specific legislation of relevant countries is taken into account.

IAAR and FIBAA (hereinafter referred to as „the agencies”) accredit Bachelor, Master and PhD programmes. The agencies conduct so-called “initial accreditations” of new or established programmes as well as “re-accreditations” of programmes that have been accredited in the past. All joint accreditation procedures are conducted based on IAAR’s and FIBAA’s joint quality standards, the meeting of which will lead to the awarding of the accreditation of both agencies as well as of the joint FIBAA-IAAR Quality Seal.

In case of a re-accreditation and in contrast to an initial accreditation, the following aspects receive particular attention:

- Evaluation of the programme’s success, e.g. through interviews with graduates and alumni-tracking studies,
- Review of the calculations of the student workload in the individual modules,
- Assessment of evaluation results and
- Assessment of the statistical data relating to enrollment rate, first-year student count, the percentage of foreign students, graduation rate, the average duration of study and the average final grade.

Additionally, experts will offer recommendations for the further development of the programme.

As part of the re-accreditation procedure, the measures taken by the HEI in order to comply with the recommendations of an earlier accreditation must be reviewed together with all major changes concerning the study programme (i.e. changes to programme content, modularisation/ECTS, staff, equipment, cooperation agreements, etc.).

It is the aim of IAAR’s and FIBAA’s joint accreditation procedure to provide the HEI with incentives and instruments for the further development of its study programmes through sophisticated assessment, the experts’ recommendations, internationally valid quality criteria and the compilation of results in a quality profile. The accreditation furthermore serves the creation of transparency of the study programmes’ quality for the public and ensures international comparability.

The quality of a study programme is evaluated in a peer review process. It will be examined if and in how far the FIBAA and IAAR joint quality criteria are met in the development and implementation of a study programme. The awarding of the joint FIBAA-IAAR Quality Seal documents the conformity of a study programme with these criteria.

Aspects of the quality of study programmes

The quality of study programmes is measured mainly by three aspects:

- **Content:** Does the programme possess an adequate qualification objective and are the necessary contents and competences conveyed within the programme (e.g. correspondence to national or European Qualifications Framework)?
- **Form:** Does the programme's formal configuration conform to the relevant standards (e.g. with regard to its admission criteria, the awarded degree, its modularisation, the calculation of its workload, design of its examinations etc.)?
- **Resources:** Are sufficient resources in the form of qualified (teaching and administrative) staff and facilities (e.g. number of rooms and student work places, equipment of seminar rooms, access to study relevant literature) available for the execution of the study programme?

The FIBAA and IAAR joint quality standards for bachelor, master and PhD programmes in the form of questions and quality requirements, are outlined in the *“Assessment Guide for the Accreditation of Bachelor and Master Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR”* and the *“Assessment Guide for the Accreditation of Doctoral Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR”*. In five chapters of the respective Assessment Guide, referred to as “Objectives”, “Admission”, “Contents, Structure and Didactical Concept of the Programme”, “Academic Environment and Framework Conditions” and “Quality Assurance and Documentation” (for bachelor and master programmes) as well as “Goals and Strategy”, “Admission”, “Implementation”, “Scientific Environment and Framework Conditions” and “Quality Assurance” (for PhD programmes) the study programmes' different aspects are examined and assessed.

Each requirement is clearly defined and identified through a regularly monitored benchmark. An individual profile that clearly displays the study programme's quality is achieved by means of the orientation on prevalent quality standards.

All suitable documents with information on relevant standards and requirements can be found in the document collection for programme accreditation.

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 Foundation for International Business Administration Accreditation (FIBAA).

The procedure includes the following stages:

Admission criteria

The admission to the joint IAAR's and FIBAA's accreditation procedures can only be granted to public and state-approved institutions, and to those that are in the process of state-approval. Without the state-approval of the HEI, no IAAR and FIBAA accreditation procedure will be conducted.

Applying for accreditation

Before your application, IAAR and FIBAA inform the HEI about the content and procedure steps of a programme accreditation in a preparatory discussion.

The HEI applies for programme accreditation. IAAR and FIBAA consider the application of the HEI and start the procedure.

Preparation of a self-evaluation report

The HEI independently organizes and carries out the self-evaluation of the study programme or the cluster of programmes in order to establish the programmes' compliance with the joint international accreditation standards and prepares a self-evaluation report.

Upon the conclusion of the contract the HEI composes a description of all relevant aspects of the study programmes. If several programmes are to be accredited in a cluster, they are compiled in one self-evaluation report. The reports are based on the "*Assessment Guide for the Accreditation of Bachelor and Master Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR*" and the "*Assessment Guide for the Accreditation of Doctoral Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR*", which support the HEI in the steps of describing the study programmes by providing questions to the aspects of relevant joint standards. The report should not exceed 45 pages; in the case of cluster accreditation, 10 additional pages per study programme are acceptable. The HEI includes the relevant appendices, which need to be prepared in any case in the framework of planning and implementing the study programme (e.g. regulations and module descriptions). The HEI includes information on results of previous accreditation/evaluation procedures from the last two years as the agencies may consider them in our accreditation procedure.

As soon as the HEI has submitted the self-evaluation report, the agencies name an IAAR or/and FIBAA project manager as the main contact person of the HEI and begin the evaluation procedure. In a first step, the self-evaluation report will be checked for completeness. In case of missing

documents or information the agencies let the HEI know in good time and ask the HEI to submit the missing documents / information.

Peer-Review process

The assessment of study programmes follows along the lines of the Peer Review process: Competent reviewers discuss the study programmes' relevant aspects based on written information/documentation with representatives of the HEI in a constructively critical dialogue. The expert panel then compiles an assessment report based on the results which includes a recommendation for the FIBAA Accreditation Committee for Programmes and the IAAR Accreditation Council as decision-making bodies.

Date for Site Visit

The HEI and the agencies agree upon a date for the expert panel's site visit. The HEI contacts the project managers of the agencies as early as possible to find an arrangement on this matter.

Appointment of the review panel

After the agreement on possible dates for the site visit, FIBAA and IAAR appoint the joint review panel and confirm the site visit. The agencies inform the HEI on the composition of the review panel in good time before the visit. In case of any impediments on the part of the HEI (e.g. possible partiality), the panel will be adequately modified. The final decision on the compilation of the review panel is taken by IAAR and FIBAA.

The composition of the review panel should ensure the experts' evaluation of all areas relevant for the accreditation procedure (e.g. subject-specific aspects, structural and formal aspects, social aspects). Members of the review panel especially include experts from the field of academia, students and experts from professional practice.

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

Assessment of the self-evaluation report

As soon as the agencies receive the confirmation of the HEI on the expert panel, the experts receive the programme's self-evaluation report for assessment. Should the experts require additional information, the agencies forward their requests to the HEI in good time.

Site Visit

The site visit through the expert panel is usually conducted no sooner than eight weeks after the submission of your self-documentation. The experts separately interview the representatives of the HEI, e.g. the management, teaching staff and students of the programmes, but also administrative staff and in some cases graduates as well as representatives of cooperating institutions and companies. It should be generally ensured that different interlocutors are chosen for the individual interviews and that possible doubling in the interviews through candidates holding more than one function is avoided.

The site visit usually takes 2-3 days, it may take longer if a large number of study programmes is assessed, and it ends with a first feedback by the experts concerning the conformity of the study programmes with the relevant requirements.

The time schedule and the list of participants of the meetings depend on various factors, such as the programmes' profiles or the interlocutors' availability, and are agreed upon by the HEI and the project managers of IAAR or FIBAA. Concerning the choice of student representatives, it is to be ensured that they are not employed by the HEI in any way (e.g. as tutor or student employer).

Example of a time schedule for a site visit is given in the Annex 2.

Assessment Report

Based on the self-evaluation report and on further information if necessary, as well as on the insights gained during the site visit, the expert panel draft an assessment report. In case of the accreditation of several study programmes ("cluster accreditation"), one assessment report will be drafted for the bachelor and master programmes of each cluster, and one separate assessment report will be drafted for the PhD programmes of each cluster.

The structure of the reports follows the structure of the relevant Assessment Guides. The reports include the experts' evaluation of the conformity of the programmes' essential features to relevant standards and requirements as well as a decision recommendation for the FIBAA Accreditation Committee for Programmes (F-AC PROG) and the IAAR Accreditation Council. A copy of the report is forwarded to the HEI for a statement, excluding the decision recommendation. Should the expert panel recommend a suspension of the procedure, the HEI receives the complete assessment report, including the decision recommendation.

Decision-making by IAAR

Self-evaluation and the Assessment Report are the basis for taking final decision by the IAAR Accreditation Council (AC). The AC has a right to make a collegial reasoned decision, not complied with the recommendations of review panel. 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 HEI shall be entitled to apply for a re-accreditation. In the case of re-accreditation and its positive results, the HEI 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 HEI with the results of the accreditation and a certificate on programme accreditation, signed by the IAAR Director. The Agency sends the decision on accreditation of the study programmes of the HEI to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register of accredited educational programmes (Register 3) and places the information on the IAAR website. The review panel report is also published on the website.

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

Decision-making by FIBAA

The FIBAA Accreditation Committee for Programmes (F-AC PROG) discusses the assessment result (report) and decides on the programmes' accreditation, taking into consideration the statement of the HEI. F-AC PROG meets approx. four times a year; the specific dates are published on our homepage. F-AC PROG may decide on:

- Accreditation
- Accreditation with conditions
- Refusal of Accreditation

In the case of a positive result (without conditions) of the procedure, the study programmes receive accreditation for 5 years (in case of an initial accreditation) or 7 years (in case of re-accreditation).

Even if a study programme has not yet produced graduates, it will be assessed by the same criteria as an already established programme. Quality criteria which are essential for study programmes and marked (*) as so-called asterisk criteria, must at least achieve the rating "Meets quality requirements". If any of these criteria is not met, this will lead to the imposition of a respective condition upon the accreditation. Other quality criteria assessed with a "Not met" have no such condition as a consequence but may lead to a recommendation, which, however, does not compromise the accreditation. The deadline for meeting conditions is usually nine months and can, in well-founded cases, be reduced or extended (by a maximum of six months).

The FIBAA Quality Seal is awarded if a maximum of seven asterisk criteria has not been met and only if at least criteria 1.1 and 3.1.1 are both met (conditions may never be imposed on these two criteria). If more than seven asterisk criteria are not met or if at least one of criteria 1.1 and 3.1.1 is not met, the accreditation will be refused and a new accreditation can be applied for only after a blocking period of one year.

Established programmes which have already produced graduates and which have received extraordinary results in study and teaching that considerably exceed FIBAA's quality criteria will be awarded the FIBAA Premium Seal. It provides prospective students, graduates, other higher education institutions as well as employers with reliable orientation on the outstanding quality of the study programme.

For study programmes which have successfully been accredited without or with conditions, the FIBAA Quality Seal is awarded, in the latter case listing the conditions.

FIBAA subsequently hands out the assessment report and the accreditation certificate to the HEI. The complete assessment report is published on FIBAA's website.

Fulfillment and proof of fulfillment of conditions of the FIBAA, where applicable

The meeting of the condition is to be proven within the deadline. The submission of the relevant documents (e.g. modified admission regulation) usually suffices. The documents, including a statement by the expert panel, are sub-mitted to F-AC PROG for confirmation of the fulfilled conditions and discussed in the subsequent F-AC meeting. In the case of exclusively formal conditions (e.g. pending approval of examination regulation), FIBAA will attend to the documents without the consultation of the expert panel. If F-AC PROG regards the conditions as having been met, this decision will be stated in a report and the accreditation certificate and the assessment report will be modified accordingly.

In the event that the university is not able to prove that it has met the conditions within the given deadline, an application for a one-off deadline extension (3 months max.) is possible in reasonable cases. If the conditions are not met within the deadline or the extended deadline, the accreditation of the respective study programme will be withdrawn.

Follow-up procedures by IAAR

In case of a positive decision by the Accreditation Council of IAAR, the HEI provides IAAR with a Plan of measures to improve and refine quality in the framework of recommendations of an external expert panel (hereinafter - Plan), which is signed by the HEI's head and sealed, and also concludes a Service Agreement with IAAR. The Agreement and Plan are the basis for post-accreditation monitoring.

In accordance with the Regulations on the procedure for post-accreditation monitoring of educational organizations and (or) educational programmes, accredited HEIs must prepare interim reports in accordance with the Plan. Interim reports are sent to IAAR before the expected date of post-accreditation monitoring.

Post-accreditation monitoring of activity of the HEI is carried out as follows:

Validity of the accreditation certificate	3 years	5 years	7 years
Interim report submission frequency	Once in 1.5 ye	Twice every tw years	Three times every years

In the event of non-compliance with the Plan and the requirements put forward by IAAR in relation to the HEI, as well as the lack of information about changes made in the HEI, the Accreditation Council has the right to take one of the following decisions:

- temporarily suspend validity of the institutional and (or) programme accreditation of the HEI;
- withdraw the accreditation of the HEI, which may entail the cancellation of all previously achieved accreditation results.

In case of failure of the HEI to conduct post-accreditation monitoring, expressed in not signing the Service Agreement with IAAR, the Accreditation Council of IAAR has the right to decide on the termination and revocation of the accreditation status.

In case of early termination and revocation of accreditation status, the HEI has the right to apply for accreditation to IAAR within one year from the date of the decision to revoke the accreditation of the HEI.

Follow-up procedures by FIBAA

If after the accreditation some substantial changes (e.g. new location, new opportunity for specialisation) have been implemented in the study programme and if these changes affect the programme's conceptual design or profile, the HEI is obliged to report this to FIBAA in order for the agency to check whether these changes may affect the programme's quality and thus need to be assessed anew.

ANNEXES

ANNEX 1

The Self-Evaluation Report: Basic principles and recommendations to the HEI

The self-evaluation report serves as a basis for the experts to assess a study programme; it is therefore of fundamental importance for the accreditation's success. Experience shows that sufficient time should be scheduled for the compilation of the self-evaluation report – a report that has been compiled “on the final leg” may include inconsistencies, not all relevant people may be acquainted with it, or it may not be coordinated sufficiently with other places. A first recommendation for the compilation of the self-evaluation report is therefore:

Start in good time.

The accreditation system is “alive”: On the basis of the players' experiences in the system and against the background of national and international developments, the standards and requirements are constantly evolving. Standards that were in place for the first accreditation of a study programme five years ago may meanwhile have changed. In some cases, what used to be “only” important may now be crucial for success. Therefore:

Check for the latest regulations.

In a peer review process, the assessment is performed by external experts (so-called “external quality assurance”). They are appointed in order to look at the matters with a “view from the outside” and to arrive at an unbiased assessment. The experts are therefore naturally not familiar with internal matters, which should be considered when compiling the self-evaluation report. Therefore, another recommendation is:

Do not presuppose institution-specific knowledge.

The self-evaluation report gives a first impression of the programme's quality. It intends to describe relevant aspects and to offer answers; it may, however, also raise new questions. The more consistent the descriptions, the easier it is to understand the self-evaluation report. Predications should always be conclusive from previously given information. For a good self-evaluation report you should therefore:

Offer consistent information.

Please attach all relevant appendices, such as regulations, contracts etc. (see [Checklist Appendices to Self-Report of the HEI](#)) to the self-evaluation report. In case of missing attachments, we will remind you to submit them. During the compilation of the self-evaluation report please note that the HEI is expected to:

Prove essential information.

Precise information regarding the essential facts as well as, if necessary, references to relevant attachments, which in any case need to be prepared for planning and implementing the study programme, are recommended. The Assessment Guide steers you through the individual topics and it illustrates the information that really matters for the assessment of the quality standards. The self-evaluation report should not exceed 45 pages (excluding appendices). A last principle is therefore:

Focus on essential facts.

Example of a time schedule for a site visit

**PROGRAM OF THE VISIT
FOR THE IAAR EXTERNAL REVIEW PANEL
TO _____
*institution of education***

Date of the visit: _____ **20**__

Arrival day: _____ **20**__

Departure day: _____ **20**__

Study programmes (SP) for accreditation

Cluster 1	SP
	SP
	SP
Cluster 2	SP
	SP
	SP
Cluster 3	SP
	SP
	SP

Date and time	Item on the Programme	Full name and job title of the target groups	Venue
«__» _____ 20__			
During the day	Arrival of experts		Hotel
By 16.00-18.00	Preliminary meeting of the experts <i>(mutual introduction of the panel members, distribution of responsibilities, discussion of the key issues and the time schedule for a site visit)</i>	External experts	Hotel
18.00-19.00	Dinner <i>(only members of the panel)</i>	External experts	
Day 1, «__» _____ 20__			
9.00-9.30	Discussion of organizational issues with experts	External experts	office for the panel members
9.30-10.30	Welcome at the institution - Presentation of the IAAR-FIBAA team - Presentation of the institution <i>Short presentation (max. 15 min.) on the structure and objectives as well as the positioning of the study programme in the institution's or department's strategy, with potential subsequent discussion.</i>		
10.30-11.00	Meeting with the head of the HEI	Head of the institution (full name)	
11.00-12.30	Internal expert meeting <i>Review of presented study and teaching material, examination performances, final examinations etc. (see Checklist)</i>	External experts	office for the panel members
12.30-14.30	Lunch <i>(only members of the panel)</i>	Lunch break	
14.30-16.00	Initial meeting with study programme's management <i>Main topics: Objectives and positioning of the study programme in the educational and professional market, internationality, curriculum (structure and content,</i>	<i>Job title, full name (or Appendix no. __)</i>	Main building, Conference hall

Standards and Guidelines for Joint International Accreditation by FIBAA and IAAR

	<i>employability), curriculum design and development, number, frequency and organisation of examinations, teaching contents, academic support of the students, programme management.</i>		
16.00-16.30	Coffee-break for working discussions	<i>only members of the panel</i>	office for the panel members
16.30-18.00	Individual interviews with teaching staff (full-time and part-time) <i>Main topics: Student support, teaching contents, didactics/methodology, involvement in decision-making processes, employee development and -qualification, internal co-operation and coordination</i>		
18.00-18.30	Internal expert meeting (review of documents)		office for the panel members
From 18.30	Transfer to hotel / dinner for experts (only members of the panel)		
Day 2, «__» _____ 20__			
09.00-09.30	Transfer to institution		Hotel
09.30-10.30	Internal expert meeting (review of documents)	<i>Job title, full name</i>	office for the panel members
10.30-12.30	Tour of the institution (group rooms, Computer room, library etc. related to the accrediting programmes)		
12.30-14.00	Lunch (only members of the panel)	Lunch break	
14.00-15.00	Group interview with administration <i>Main topics: Student support, organisation of study programme, social counselling, career counselling, alumni activities, international matters, procedural organisation, decision-making processes, further qualification</i>		
15.00-16.00	Group interview with students (and possibly alumni) <i>Main topics:</i>		

Standards and Guidelines for Joint International Accreditation by FIBAA and IAAR

	<i>Organisation of studies, study progress, content of studies, counselling and support, examination organisation, internships (if applicable), stays abroad, field trips, working conditions, administrative support, workload, participation in decision-making processes, evaluations</i>		
16.00-16.30	Coffee-break for working discussions	<i>only members of the panel</i>	office for the panel members
16.30-17.30	Interview with representatives of quality management <i>Main topics: Quality objectives, quality assurance procedures/evaluations (workload, alumni distribution, academic success), statistical data (if necessary)</i>		
	<i>In case of cooperative study programmes: meeting with partners from business world In case of distance-learning programmes: presentation of electronic learning platform</i>		
	<i>Additional meeting if necessary (e.g. clarification of remaining questions with programme management, advisory board of the study programme etc.)</i>		
17.30-18.30	Internal expert meeting <i>(review of documents)</i>		office for the panel members
From 18.30	Transfer to hotel / dinner for experts <i>(only members of the panel)</i>		
Day 3, «__» _____ 20__			
09.00-09.30	Transfer to institution		Hotel
09.30-10.30	Internal expert meeting <i>(review of documents)</i>	<i>Job title, full name</i>	office for the panel members
10.30-12.30	Attending classes	According to the schedules of SPs under accreditation	
12.30-14.00	Lunch <i>(only members of the panel)</i>	Lunch break	
14.00-16.30	Internal expert meeting		office for the panel members

Standards and Guidelines for Joint International Accreditation by FIBAA and IAAR

	<i>discussion of results and summarising outcomes, elaboration of joint recommendations</i>		
16.30-17.00	Final meeting with the management of the HEI <i>- Panel Chair presents summary of impressions gathered during the site visit</i> <i>- Further action</i>	<i>Management of HEI and its structural units</i>	Main building, Conference hall
17.00-19.00	Dinner (only members of the panel)		
Schedule based	<i>Panel members departure</i>		

Option to appeal

To FIBAA

The HEI may approach FIBAA directly in case of problems during the accreditation process. Solutions can usually be found during the further course of the procedure and misunderstandings can often be clarified. Within the framework of the statement of the HEI to the assessment report, the HEI is given the opportunity to point out aspects that, from its viewpoint, are not represented or assessed correctly. Prior to F-AC PROG's decision-making, the expert panel engages with the criticised aspects anew and may change the report accordingly.

If, from the point of view of the HEI, the assessment report and the recommendations given therein are still not appropriately deduced, there is furthermore the option of lodging a reasoned appeal to FIBAA within a period of one month after written notification of the decision. In this case, F-AC PROG – after a statement by the experts – will attend to the programme and to the HEI's statements anew. Should the committee agree with the HEI's arguments for complaint, the accreditation decision may be changed directly. If no agreement is found, the FIBAA Appeal Committee will be asked to examine in detail the accreditation procedure, its results and the complaints brought forward by the institution and to submit a well-founded recommendation to F-AC PROG ("appeal procedure"). Based on this recommendation F-AC PROG will again discuss the accreditation decision in a subsequent meeting and come to a concluding decision.

To IAAR

The HEI in the prescribed manner in accordance with the Service Agreement and the Regulation on the Commission for the Review of Appeals and Complaints may appeal to IAAR on the decision of the Accreditation Council. In case of doubt about the competence of the external expert panel and representatives of the Agency, or a gross violation committed by members of the external expert panel, the HEI may send a complaint to IAAR.



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

DEVELOPMENT STRATEGY

NI "Independent Agency for Accreditation and Rating" for 2019-2023 (Shortened edition)

Astana 2018

"APPROVED"
by the Director's order of
NI "Independent Agency for
Accreditation and Rating"
No. 133-18-OD
as of December 24, 2018

DEVELOPMENT STRATEGY
NI "Independent Agency for Accreditation and Rating"
for 2019-2023
(Shortened edition)

Astana, 2018

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1. General overview

NI "Independent Agency for Accreditation and Rating" (hereinafter - the IAAR) is a non-profit accreditation agency established in 2011 with the aim of improving the national quality assurance system for education - one of the leading international accreditation agencies in the accreditation of higher, technical, and additional education. As part of the establishment and modernization of the independent accreditation system in Kazakhstan - the IAAR, developing its activities and constantly improving the methodology of international accreditation, comprehensively promotes qualitative institutional changes both in individual education organizations and in the entire education system of the country, expanding integration into the global educational area and providing access to the foreign market of international education services.

Currently, the IAAR is an authoritative organization for external quality assurance, recognized both in Kazakhstan and abroad. The **IAAR status** is the result of the development and growth of the independent agency's potential in the system of quality assurance in education. At the national level - **the IAAR** has been entered in the Register of accreditation bodies of the Republic of Kazakhstan, and was also recognized and included in the Register as an international accreditation agency of the Kyrgyz Republic on April 6, 2017, which is a token of recognition and special trust rendered by the Ministries of Education and Science of Kazakhstan and Kyrgyzstan and an indicator of sustainable development in quality assurance in education.

The IAAR is a full member of leading international networks, accreditation agencies and associations of accreditation bodies of **OECD** member states. The IAAR became the first accreditation body in Kazakhstan, which has the status of a full member of the European Network for Quality Assurance in Higher Education - **ENQA** and has been included in the European Registry for Quality Assurance in Higher Education - **EQAR**, and is the only accrediting agency from the CIS countries that received high recognition status of the World Federation of Medical Education - **WFME**.

The mission of the IAAR is to continuously support and promote a quality culture in the system of education, aiming to increase the competitiveness of education organizations based on the ongoing activities to ensure the external quality of education.

The Development Strategy of IAAR for 2019–2023 promotes the implementation of the priority tasks set in the State of Nation Address of the President of the Republic of Kazakhstan H.E. N. Nazarbayev dated January 10, 2018 “New development opportunities in the fourth industrial revolution”, addresses of the President of the Republic of Kazakhstan “Five social initiatives of the President”, and one of the key initiatives is to improve the quality of higher education. Therefore, the formation of a national quality assurance system for education becomes a priority for Kazakhstan, and accreditation is an effective mechanism for raising the competitiveness of academic services.

The Development Strategy of the NI “Independent Agency for Accreditation and Rating” for 2019–2023 was developed taking into account the main

activities of the IAAR, new amendments introduced into the Law of the Republic of Kazakhstan on Education dated July 4, 2018 and initiatives of the Strategic Development Plan of the Republic of Kazakhstan 2025, as well as under the European standards and guidelines for external quality assessment of **ESG-2015**, the regulatory documents of the European Network for Quality Assurance in Higher Education - **ENQA** and the European Registry on quality assurance in higher education - **EQAR**.

The Development Strategy of IAAR for 2019–2023 defines the mission, vision, strategic directions, goals, objectives and key performance indicators for the medium and long terms.

2. Analysis of the current situation

2.1. Analysis of the external environment

In the context of intensive integration of Kazakhstan, the most important trends of the last decade of the twenty-first century are **globalization, digitalization, internationalization of education and the transformation of the labor market**. All this significantly impacts the improvement of the education quality and the competitiveness of education services. The development of the market for education services determines the variety and quality updates of academic programs, of the content, structure, forms, methods and technologies of education.

An independent agency for accreditation and rating, while carrying out its activities on the education services market, is inextricably linked with the strategic objectives of the modernization of the education system. The main objectives set in the “Strategic Development Plan of the Republic of Kazakhstan until 2025”, the Programme “Plan of the Nation - 100 Concrete Steps” and other programme documents are priorities for quality assurance in education, development of human capital, enhancement of the personnel competitiveness, and increase of the export potential of the education sector. The main criterion of success and reputation of the higher education institution is the indicator of graduates’ employment in highly paid jobs. The amendments to the Law of the Republic of Kazakhstan "On Education" as of July 4, 2018 target higher education institutions to expand their academic and managerial independence, transform private higher education institutions into non-profit organizations, and increase the responsibility of education institutions for the quality of services provided.

In modern conditions, the expectations of the labor market change, the demand for competitive personnel with high professional competencies is growing. All this directly influences the formation and development of the education services market.

An important condition for the development of the country is quality assurance of technical and vocational education. In the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, the task was set for both higher education institutions and organizations of technical and vocational education to complete their accreditation procedure by 2021. In this regard, the role and importance of accreditation in Kazakhstan is increasing, many colleges are intensively undertaking accreditation procedure or are preparing for it.

In compliance with the programme documents and regulatory legislation of the Republic of Kazakhstan on education and science, annual State of the Nation addresses of the President to the people of Kazakhstan, taking into account national and international trends in the development of the education area, increasing the role of accreditation as a mechanism for the quality assurance in education, the IAAR has developed this "Strategic Development Plan of IAAR for 2019-2023", approved by the Supervisory Board of the IAAR.

2.2. Analysis of the internal environment

Under the Agency's Charter, the main goal of the IAAR is to foster the improvement of the quality of education and the competitiveness of academic services, based on independent accreditation activities, to promote a quality culture of the national and international scopes.

Potential:

1. The IAAR through the constant expansion and stronger presence at the international level, is a full member of several European, Asian and American networks and quality assurance agencies, working closely with various national, foreign and international networks and agencies for quality assurance in education.

2. The IAAR was recognized as an accreditation body and included in the National Register of the Kyrgyz Republic on April 6, 2017, which is an important achievement. In Kyrgyzstan, the IAAR has accredited 2 institutions of higher education and 4 education programs.

3. The IAAR has been included in the European Register of Quality Assurance Agencies (**EQAR**) and is a full member of the European Network for Quality Assurance in Higher Education (**ENQA**), which entitles the IAAR to conduct international accreditation procedures.

4. The IAAR is the first and only organization from the CIS countries that has been recognized by the World Federation of Medical Education (**WFME**), which gives the right to conduct international accreditation procedures of medical organizations and academic programs.

5. The IAAR is a full member of the European, Asian and American networks and agencies for quality assurance and accreditation:

- International Network for Quality Assurance Agencies in Higher Education (**INQAAHE**);
- The Council of Higher Education Accreditation (**CHEA**, USA) International Quality Group (**CIQG**);
- International Observatory on Academic Ranking and Excellence (**IREG**);
- Association of Quality Assurance Agencies of the Islamic World (**AQAIIW**);
- Central and Eastern European Network of Quality Assurance Agencies in Higher Education (**CEENQA**);
- Asia Pacific Quality Assurance Network (**APQN**).

The status of a recognized agency is a proof of the IAAR compliance with **high international standards**. Due to full membership in international European networks,

institutions of education and academic programs, accredited by the IAAR, receive international accreditation status.

Over the years, the IAAR has developed and implemented Standards and Guidelines harmonized with the European and international standards for quality assurance in education. As a result of the immense work performed by the IAAR, a database of highly professional expert community from the academic environment and employers who continuously intensively participate in the inspection reviews has been compiled.

Currently, the **expert data base** consists of over **2,000 people** who have been trained and certified. The IAAR consistently satisfies in Kazakhstan and abroad the demand in independent, objective, professional review of education activities. During the period of employment with the IAAR, **116** education organizations have undertaken institutional accreditation procedures and **1893** education programs of different levels of education were accredited by the IAAR.

For the first time in Kazakhstan in 2017, the Independent Agency for Accreditation and Rating (IAAR) in collaboration with the German Accreditation, Certification and Quality Assurance Institute (**ACQUIN**) conducted a **joint international specialized reaccreditation** of the Eurasian National University named after L.N.Gumilyev based on the **ESG** standards. Each year, the IAAR conducts an **independent Rating** of higher education institutions in Kazakhstan and Kyrgyzstan, based on the **unique methodology** developed for ranking and assessing the quality of educational services, using webometric elements, determining the **TOP - the best higher education institutions** and education programs. The IAAR is a proactive participant in international projects of the World Bank and the **ERASMUS +** program.

3. Mission, vision, goal and principles.

Mission. *Assistance in improving the quality and competitiveness of education organizations at the national and international scopes through an independent, objective and professional accreditation process, and promotion of the quality culture as a value of the global community.*

Vision. *The IAAR is a recognized agency for quality assurance in education at the national, European and international scopes.*

Purpose. *Assuring high quality education services based on international institutional and specialized (programme) accreditation procedure of educational organizations and ranking studies.*

Values:

Commitment to high quality culture;

Professional standards and responsibility;

Continuous monitoring and feedback;

Creativity and innovation benchmarks.

Principles: The main principles of the Independent Agency for Accreditation and Rating are as follows:

Transparency. *The IAAR publishes its mission statement, vision, policy, decision-making results, analytical materials and reports; provides information to stakeholders in Kazakhstan and abroad on the activities of education organizations.*

Independence. *The agency has consistently advocated for the independence of accreditation activities to ensure the quality and autonomy of educational organizations.*

Openness. *The IAAR intensively interacts and cooperates with organizations of education and science, government and non-government organizations and associations of the Republic of Kazakhstan and foreign countries to assure the quality of education.*

Objectivity. *The IAAR works honestly, impartially, independently and objectively.*

4. Core activities

1. International institutional and specialized accreditation of higher and postgraduate, technical and vocational, medical and additional education, scientific organizations and international schools.

2. Development of Standards and Guidelines for the quality assurance in education in compliance with the international standards and guidelines of the **ESG** and international regulations.

3. Dissemination of international best practices in quality assurance in the activities of education organizations and the promotion of a quality culture.

4. Conducting training seminars for the preparation and professional development of experts in the field of quality assurance in education.

5. Participation in research and international projects.

6. Organization and hosting international conferences and forums.

7. Development of scientific, methodological and informational publications.

8. Rating research in the higher, postgraduate, technical and vocational education.

5. Strategic goals and objectives

1. *Development of the national system of quality assurance in education, taking into consideration the best international experience.*

2. *Strengthening the IAAR's status in the market of accreditation services of the Republic of Kazakhstan, the states of Central Asia, Europe and the USA.*

- 3. Development of the IAAR's rating studies as a mechanism of influence on the improvement of the quality of education, science and innovation.*
- 4. Enhancing the role of the analytical capacity of the IAAR in improving the national and international system for quality assurance in education.*
- 5. Increasing public awareness on outcomes of the quality assessment of academic programs and operations of education organizations.*
- 6. Expansion of the base of candidates - experts and the formation of a pool of national and international experts.*
- 7. Development of new international projects in the framework of the project office expansion.*
- 8. Improving the effectiveness of the IAAR in the quality assurance in education.*

6. Policy and strategic focus

Agency status is the result of the development and steady growth of the IAAR potential in the field of the quality assurance in education, continuously improving the system of the accreditation processes management.

The IAAR improves the quality of its activities, improves the tools and methodology of accreditation, and introduces innovative approaches in order to respond flexibly to the social needs and market requirements.

In every way supporting the strategic objectives of the state in the field of education and science of the IAAR:

- **Implements** the Quality Assurance Policy, focused on the continuous development and provision of quality services in the field of education quality assessment for consumers at all levels: the state, society, education and science organizations, employers, students, public organizations. Relationships with consumers are based on the **principles of feedback** and mutually beneficial **partnership** based on maximum responsibility for the commitments made.
- **Makes decisions** that are consistent with the Development Strategy and Policy, based on objective information and facts obtained in the process of analysis, monitoring and measuring performance results.
- **Involves** all stakeholders in achieving the set of strategic goals and objectives of the organization, brings competent national and international experts, uses a systematic and process approach to managing activities and resources.
- **Supports** and develops mutually beneficial cooperation with domestic and foreign partners - recognition bodies and accreditation agencies.

Guidance:

- 1. Expansion and strengthening of the Agency status in the international educational area.*

- 2. Active cooperation with the national, foreign and international networks and agencies on the quality assurance in education.***
- 3. Recognition and enhancement of the Agency authority in the global education community.***
- 4. Extensive cooperation with stakeholders in the field of education.***
- 5. International institutional and specialized accreditation of education organizations.***
- 6. Formation and development of a pool of professional and highly qualified national and foreign experts.***
- 7. Proactive participation in international projects.***

CONCLUSION

This Development Strategy of the Agency is a mandatory document and is an integral part of the labor obligations and functions of each IAAR employee.

Amendments and additions to this Agency's Development Strategy are allowed at the initiative of the Director, to be reviewed and agreed at a meeting of the IAAR Supervisory Board and approved by order of the IAAR Director.

Change Report by Independent Agency for Accreditation and Rating (IAAR)

Minutes of Telephone Conversation

Register Committee

Ref. C48
Date 2019-12-12
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Date of the conversation:	12/12/2019
Representative of IAAR:	Timur Kanapyanov
Representative of EQAR:	Jelena Šantić Stefanoska

1. IAAR has submitted on 29/08/2019 the Change Report
2. In order to prepare the Change Report decision, EQAR contacted IAAR via telephone to clarify the matter below.
3. IAAR agreed to clarify the matter(s) by means of a telephone conversation.
4. IAAR clarified that there were no activities implemented from the new office that was opened in Riga on December 14, 2018. In addition, IAAR also clarified that this office is opened mostly with the aim to easy coordinate review procedures and for logistical support for evaluations abroad.
5. IAAR clarified that some reports are not published because they are being translated to English and that IAAR will make sure that all reports are published at earliest convenience.