

Approval of the Application by Independent Agency for Accreditation and Rating (IAAR) for Renewal of Inclusion on the Register

Register Committee
27/28 June 2022

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Ver. 1.0
Date 2022-07-07
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Application of:	2020-05-27
Agency registered since:	2017-02-01
External review report of:	2021-12-07
Review coordinated by:	European Association for Quality Assurance of Higher Education (ENQA)
Review panel members:	Dejan Blagojević, Teresa Sánchez Chaparro, Heli Mattisen, Aleksandar Šušnjar
Decision of:	2022-06-28
Registration until:	2026-12-31
Absented themselves from decision-making:	Aleksandar Šušnjar
Attachments:	<ol style="list-style-type: none"> 1. Confirmation of eligibility, 2020-06-27 2. External Review Report, 2021-12-07 (separate file) 3. Additional Representation by IAAR & Annexes, 2022-05-04

1. The application of 2020-05-27 adhered to the requirements of the EQAR Procedures for Applications.
2. The Register Committee confirmed eligibility of the application on 2020-06-27 having considered the minuted clarification received from IAAR on 04/06/2020.
3. The Register Committee considered the external review report of 2021-12-07 on the compliance of IAAR with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015 version).
4. The Register Committee invited IAAR to make additional representation on the grounds for possible rejection on 2022-03-21. The Register Committee considered IAAR's additional representation of 2022-05-04.

Analysis:

5. In considering IAAR's compliance with the ESG, the Register Committee took into account:

- *Institutional Initial Accreditation in the Republic of Kazakhstan (including Ex-Ante)*
- *Programme Accreditation in the Republic of Kazakhstan (including Ex-Ante)*
- *Accreditation of Medical Institutions of Education (including all forms of procedures developed for medical accreditation within Kazakhstan or cross-border)*
- *Cross-Border Institutional Accreditation*
- *Cross-Border Programme Accreditation (including Ex-Ante)*
- *Accreditation of Programmes in Management Studies, Economics, Law and Social Science (with FIBAA)*
- *Joint International Accreditation of Educational Programmes (with ACQUIN)*
- *Programme accreditation at higher education institutions in the Kyrgyz Republic*
- *Institutional Accreditation of the Organisation of Continuing Education in the Republic of Kazakhstan.*

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6. The following activities are not within the scope of the ESG and, thus, not pertinent to the application inclusion on the Register:

- *Ratings of Higher Education Institutions*
- *Institutional and Programme Accreditation of the Organisation of Technical and Vocational Education in the Republic of Kazakhstan*
- *Institutional Accreditation of the Organisation of Secondary Education (International School) in the Republic of Kazakhstan.*

7. The Register Committee found that the report provides sufficient evidence and analysis on IAAR's level of compliance with the ESG.

8. With regard to the specific European Standards, the Register Committee considered the following:

ESG 2.2 – Designing methodologies fit for purpose

9. The Register Committee noted that in response to the recommendation made in the previous review, IAAR has strengthened the representation of stakeholders, including students in the Expert Council and Accreditation Council and established a Memorandum of Cooperation with the student movement "Alliance of Kazakhstan Students". The panel however added that student participation has not been ensured in the agency's governance (Supervisory Board) and that students have not yet been involved in the design of external QA processes (see ESG 3.1).

10. The review panel further expressed concerns with IAAR's multi-cluster-based approach used for the specialised (programme) accreditation combined with institutional accreditation as well as the integration of

different clusters into one accreditation process. The Register Committee noted that this approach does not allow the expert committee to focus sufficiently on the specifics of individual curricula (see also ESG 2.3).

11. The Committee also noted that an institution that undergoes an accreditation procedure for the first time by IAAR, may not be awarded a 7 year accreditation even if the institution has shown excellent achievements. The Committee concurs with the panel that this practice is not based on the quality of performances and could hinder the principle of equal treatment.

12. In its additional representation, IAAR explained that it has developed an Action Plan to follow up on the recommendations of the panel, immediately after the end of its review (in 2021). The agency provided evidence on the involvement of students in the design and review of IAAR documents i.e. as members of a working group reviewing IAAR's strategic documents, in consulting representatives of student association of Kazakhstan and Kyrgyzstan, in drafting of the standards and guidelines for self-assessment and by enlarging IAAR's Supervisory Board with one additional students, thus providing more opportunities to consider their views.

13. In response to the panel's concern, the Register Committee noted that IAAR enacted a number of changes addressing the fitness for purpose in the agency's approach to accreditation procedures i.e. institutional and specialised (programme) accreditation will be carried out separately; the number of accredited programmes within one visit have been reduced to 20, while no more than 5 programmes may be combined into one cluster and the accreditation status for 7 years may be awarded regardless on whether the higher education institution has passed an IAAR accreditation or not.

14. Having confirmed the changes in IAAR's accreditation procedures and the involvement of students in the design and continuous improvement of the agencies methodologies, the Register Committee was now able to follow the panel's judgement that IAAR complies with standards 2.2.

ESG 2.3 – Implementing processes

15. In its analysis the panel stated that the visibility of the standards in the agency's web page could be improved, as they are difficult to locate by users outside of the countries in which IAAR operates.

16. The review panel further commented that the agency failed to follow its own guideline in the involvement of experts carrying out cluster study programme accreditations (of having at least one different student in each cluster accreditation). The Register Committee also noted that the expertise required for specific cluster study programmes cannot be ensured in the current practice of assigning the experts (due to the limited expertise ensured for each sub-panel), and that this practice undermines the credibility of the accreditation process.

17. The Committee noted that on certain occasions the analytical part of IAAR's review report (including the analysis and recommendations) does not reflect on all the criteria the institution has to fulfil (review report p. 40).

18. In its additional representation IAAR stated that additional information is now available on a new separate page on its website for users outside the country, providing access to its standards in three languages (Kazakh, English and Russian).

19. Considering the inclusion of students, IAAR explained that the coronavirus period restrictions have made it difficult to conduct its processes, but that the agency has been gradually returning to face-to-face site-visits. The agency added that at the meeting of the Expert Council for Higher Education (March 2021), the agency decided that in case where a cluster combines programmes of different areas of study, then one student will be included for each of the study programmes. The agency also emphasised that following the separation of institutional and programme accreditation procedures and in limiting in the number of study programmes carried out during one site-visit (see also ESG 2.2) that the required expertise for the review is ensured.

20. While the Register Committee welcomed the steps taken by the agency the Committee underlined that based on the evidence provided it could not verify if the implementation of IAAR's procedures are now effective and consistently carried out and that this matter remains to be addressed in IAAR's next review. The Committee could therefore not follow the panel's conclusion of compliance but considered that IAAR complies only partially with ESG 2.3.

ESG 2.5 – Criteria for outcomes

21. The panel notes that in the application of criteria IAAR employs a four scale assessment point, but that it does not have any guidelines as to how many standards must be assessed and at which level in order to decide on the length of the accreditation cycle. The panel further notes that IAAR's final reports does not include the experts' recommendation to the Accreditation Council, and that the panel has identified a few cases where the Council has taken a different decision from the panel, without a clear justification.

22. IAAR explained that its accreditation decisions were made using solely **qualitative parameters**. Following the consultation of its Expert Council and Accreditation Council, IAAR agreed to follow a grading approach to its criteria, that specifies the period of accreditation to be awarded in cases where criteria are strongly met versus cases where shortcomings are still to be addressed.

23. With regards to the inclusion of experts' recommendation in the final decision of the Accreditation Council, IAAR explained that it has since April 2022 begun publishing full External Review Reports including the results of the decisions of the Accreditation Council. The Register Committee could verify that indeed the agency has now published the full accreditation decisions next to the report.

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24. The Committee noted the agency's explanation that the members of the Accreditation Council may issue a decision different to the decision of the panel but a clear rationale has to be provided based on compliance with IAAR criteria and standard (according to the Accreditation Council regulations, clause 5.11).

25. The Committee further noted that the structure of the Accreditation Council decision has been revised to include recommendations for each standard.

26. Having considered the changes introduced by the agency in its decision to ensure a consistent use of its criteria, the Register Committee was now able to follow the panel's conclusion of compliance with ESG 2.5.

ESG 2.7 – Complaints and appeals

27. In the previous decision for inclusion, the Register Committee noted the potential conflict of interest due to the overlapping membership of the Appeals Commission with that of the Accreditation Council and underlined the recommendation of the panel to broadening the composition of the Commission.

28. The Register Committee note that since its last review IAAR amended the "Regulations on the commission for the review of appeals and complaints" and welcomed the changes in the composition of the Appeals Commission, who are now recommended by professional associations of employers and cannot be members of the IAAR Accreditation Council.

ESG 3.3 – Independence

29. The Register Committee noted that IAAR's founding member plays a strong role in the governance of the agency and may modify the statutes of the agency, set strategic priorities, control the funds of the organisation, appoint the General Director, approve the chair of the Accreditation Council, approve the permanent members of the Agency's Appeals and Complaints Commission as well as nominate and exclude certain members of the Supervisory Board. The Committee found the situation where one single actor or stakeholder has a "controlling stake" in an agency as incompatible with the requirements of the standard (p.14 of the Policy on the Use and Interpretation of the ESG).

30. In its additional representation the agency stated that following the revision of its Statutes in April 2022, the "Institute of Modern Technologies of the Engineering Academy of the Republic of Kazakhstan" was newly included as a legal entity (Limited Liability Partnership) in the list of IAAR Founders.

31. IAAR further explained that it has taken into account the recommendations of the review panel, amending its Regulations on the Accreditation Council, following which the Chair of the Accreditation Council is elected from among the current members by open voting, the Chair of the Appeals and Complaints Commission is approved by the Decision of the

Supervisory Board on the recommendation of the employers' associations and the General Director is no longer a member of the Accreditation Council.

32. The Register Committee welcomed the enacted changes but could not determine without a further analysis by a review panel to which extent these measures effectively changed the controlling stake of IAAR's own actor/stakeholder. The next review of the agency, should consider the role of the second founder and whether the agency's independence was strengthened by the reassigned roles and functions of the collegial body and that of the founders.

33. The Committee therefore remained unable to concur with the conclusion that IAAR now complies with the standard and considered that IAAR complies only partially with ESG 3.3.

34. For the remaining standards, the Register Committee was able to concur with the review panel's analysis and conclusion without further comments.

Conclusion:

35. Based on the external review report and the considerations above, the Register Committee concluded that IAAR demonstrated compliance with the ESG (Parts 2 and 3) as follows:

Standard	Review panel conclusion	Register Committee conclusion
2.1	Substantial compliance	Compliance
2.2	Substantial compliance	Compliance
2.3	Substantial compliance	Partial compliance
2.4	Substantial compliance	Compliance
2.5	Substantial compliance	Compliance
2.6	Substantial compliance	Compliance
2.7	Full compliance	Compliance
3.1	Substantial compliance	Compliance
3.2	Full compliance	Compliance
3.3	Full compliance	Partial Compliance
3.4	Full compliance	Compliance
3.5	Full compliance	Compliance
3.6	Full compliance	Compliance
3.7	(not expected)	Compliance (by virtue of applying)

36. The Register Committee considered that IAAR only achieved partial compliance with some standards. In its holistic judgement, the Register Committee concluded that these are specific and limited issues, but that IAAR continues to comply substantially with the ESG as a whole.

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37. The Register Committee therefore renewed IAAR's inclusion on the Register. IAAR's renewed inclusion shall be valid until 2026-12-31¹.

38. The Register Committee further underlined that IAAR is expected to address the issues mentioned appropriately and to resolve them at the earliest opportunity.

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¹ Inclusion is valid for five years from the date of the external review report, see §4.1 of the EQAR Procedures for Applications.

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Independent Agency for Accreditation and Rating (IAAR)

Baurzhan Momyshuly avenue 2

EP-4G

010000 Astana

Kazakhstan

Brussels, 24 June 2020

Confirmation of Eligibility: Application for Inclusion on the Register Application no. A96 of 27/05/2020

Dear Timur,

We hereby confirm that the application by IAAR for renewal of registration is eligible.

Based on the information and draft terms of reference provided, the external review coordinated by European Association for Quality Assurance of Higher Education (ENQA) fulfils the requirements of the EQAR Procedures for Applications.

We confirm that the following activities of IAAR are within the scope of the ESG:

- *Institutional Initial Accreditation in the Republic of Kazakhstan (including Ex-Ante)*
- *Programme Accreditation in the Republic of Kazakhstan (including Ex-Ante)*
- *Cross-Border Institutional Accreditation*
- *Cross-Border Programme Accreditation (including Ex-Ante)*
- *Institutional Accreditation of the Organisation of Continuing Education in the Republic of Kazakhstan*

IAAR did not include in its application form the following external quality assurance procedures (see activities listed below) that the agency has reported to be carrying out since 2018 (according to its Change Report of 2018 and 2019).

- *Accreditation of Programmes in Management Studies, Economics, Law and Social Science (with FIBAA)*
- *Joint International Accreditation of Educational Programmes (with ACQUIN)*

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EQAR Founding Members:



- *Programme accreditation at higher education institutions in the Kyrgyz Republic*
- *Accreditation of Medical Institutions of Education (including all forms of procedures developed for medical accreditation within Kazakhstan or cross-border)*

The agency clarified (see attached minuted conversation) that all forms of international cross-border accreditation procedures were included under one procedure, to simplify their classification. The Register Committee underlined that since these activities follow different processes, criteria or procedures, that these activities should thus be analysed separately as part of IAAR the external review against the ESG.

Please ensure that IAAR's self-evaluation report covers all the aforementioned activities.

We further remind you that IAAR was found to comply only partially with the following standards when IAAR's registration was last renewed; the issues related thereto including the matters raised within the succeeding change reports should be specifically addressed in your self-evaluation report and the external review report as follows:

ESG 2.2: Designing methodologies fit for purpose

The Register Committee took note of the establishment of the Supervisory Board and the additional student members of the Accreditation Council. Given that IAAR was considered to only partially comply with ESG 2.2 when admitted to the Register, due to the limited involvement of students, the Committee welcomed the change but underlined that its full impact is to be assessed in the next external review of IAAR.

ESG 2.7: Complaints and appeals

While the Register Committee welcomed the development reported in IAAR's latest change report, in light of its partial compliance with ESG 2.7, the Committee underlined that a full assessment in the change of IAAR's appeals and complaints procedures is to be carried out as part of IAAR's next review.

ESG 2.6: Reporting

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.

ESG 3.1: Activities, policy and processes for quality assurance

The Committee underlined that the clear separation of external quality assurance and consultancy required ongoing careful attention with a view to ruling out conflicts of interest.

The Register Committee further underlined (see Change Report of 07/01/2020) that any future activities carried out from the new representative office in Riga should follow 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.

We confirm that the following activities are not within the scope of the ESG:

- *Ratings of Higher Education Institutions*
- *Institutional and Programme Accreditation of the Organisation of Technical and Vocational Education in the Republic of Kazakhstan.*

Following the clarification provided (see minuted telephone conversation), the Register Committee noted that the accredited institutions do not belong to the three cycles of higher education.

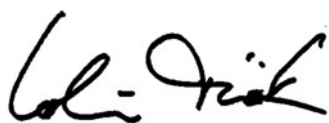
- *Institutional Accreditation of the Organisation of Secondary Education (International School) in the Republic of Kazakhstan*

While these activities are not relevant to your application, it is IAAR's choice – in agreement with the review coordinator – whether those activities should be commented upon by the review panel.

We will forward this letter to European Association for Quality Assurance of Higher Education (ENQA) in its capacity of the coordinator of the external review. At the same time we underline that it is IAAR's responsibility to ensure that the coordinator and review panel take account of the present confirmation, so as to ensure that all activities mentioned are analysed by the panel.

This confirmation is made according to the relevant provisions of the EQAR Procedures for Applications. IAAR has the right to appeal this decision in accordance with the Appeals Procedure; any appeal must reach EQAR within 90 days from receipt of this decision.

Yours sincerely,



Colin Tück
(Director)

Cc: ENQA (coordinator)

Application by Independent Agency for Accreditation and Rating (IAAR) for Renewal of Registration

Register Committee

Minutes of Telephone Conversation

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Date of the conversation:	04/06/2020
Representative of IAAR:	Timur Kanapyanov
Representative of EQAR:	

1. IAAR has submitted on 27/05/2020 an application for renewal of registration on the European Quality Assurance Register for Higher Education (EQAR).
2. In order to prepare the deliberations of the Register Committee on the eligibility of the application and IAAR's activities within the scope of the ESG, EQAR contacted IAAR via telephone to clarify the matters below.
3. IAAR agreed to clarify the matter(s) by means of a telephone conversation.
4. Since its last external reviews IAAR has carried out joint collaboration with other EQAR-registered agencies and has jointly developed and carried out new external QA activities. So far IAAR carried out a *joint international accreditation of educational programmes with ACQUIN* and a *joint accreditation of programmes in management studies, economics, law and social science with FIBAA*. The reviews have been described through a change report to EQAR (in 2018 and 2019) and confirmed as external QA activities within the scope of the ESG.
5. In order to simplify the presentation of its activities IAAR has grouped some of its external QA activities under one category i.e. cross-border QA programme and institutional accreditation for all forms of international QA procedures.
6. The accreditation procedures carried out by IAAR in the Kyrgyz Republic were developed taking into account the national criteria and requirements within that country. They are distinct forms of activities compared to the *programme accreditation* activities carried out in Kazakhstan and also distinct from IAAR's generic *cross-border QA procedures*.
7. IAAR further adapted its criteria and guidelines for all forms of specialized accreditation of medical educational organizations (including the medical accreditation procedures carried out in the Kyrgyz Republic).
8. IAAR confirmed that the *Institutional Accreditation of the Organisation of Continuing Education in the Republic of Kazakhstan* is a new form of external quality assurance activity (launched this year) and that a change

report regarding this activity will be submitted to EQAR. IAAR explained that the accreditation activity of the *Institutional Accreditation of the Organisation of Continuing Education in the Republic of Kazakhstan* is offered with the intention of realising a professional retraining and improvement of qualifications of the higher education graduates. These organisations award a certificate, but which does not lead to a degree.

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9. IAAR explained that the accreditation activity of *Institutional and Programme Accreditation of the Organisation of Technical and Vocational Education in the Republic of Kazakhstan* is considered outside the scope of the ESG. However, some of the *Organisation of Technical and Vocational Education in the Republic of Kazakhstan* are providing short cycle programmes (Post-Secondary Education), corresponding to the NQF 5. Until now IAAR has not accredited these forms of programme since they are new within the system of the Organisation of Technical and Vocational Education in the Republic of Kazakhstan.

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

«04» 05 2022 г.
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**ADDITIONAL REPRESENTATION
OF INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR) FOR
RENEWAL OF INCLUSION ON EQAR**

Dear Mr. Karl Dittrich,

IAAR expresses its utmost gratitude to the Register Committee for reviewing our application for renewal of inclusion on the European Quality Assurance Register for Higher Education (EQAR). We are very grateful for the detailed analysis of our activities and valuable comments. We appreciate the given opportunity to provide additional representation on IAAR application.

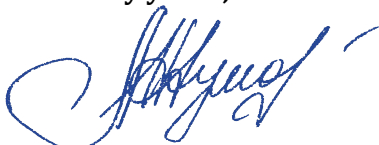
IAAR emphasises its gratefulness for the recommendations of ENQA Experts and since the receipt of the first draft of the report in June 2021, IAAR has begun to develop an Action Plan to implement the recommendations of ENQA Experts. In accordance with the Plan, IAAR working group, in close cooperation with external and internal stakeholders, has endeavoured to fulfil most of the recommendations starting from August 2021.

IAAR has tried to demonstrate these changes in the document with additional representations.

We hope that the Register Committee will consider the information provided by IAAR and take into account all our responses.

Attached: Additional Representation Document in 170 pages.

Sincerely yours,



Dr. Alina Zhumagulova

IAAR General Director



IAAR | Independent Agency for Accreditation and Rating, Baurzhan Momyshuly avenue 2, EP-4G,
010000 Nur-Sultan, Kazakhstan

ADDITIONAL REPRESENTATION OF INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR) FOR RENEWAL OF INCLUSION ON EQAR

Date of sending: May 4, 2022

Pages: 170

Attachments: I - XX

The Register Committee has considered IAAR application of 2020-05-27 for renewal of inclusion on the European Quality Assurance Register (EQAR) and invited IAAR to make additional representation on the Deferral of IAAR's Application before the Register Committee makes a final decision.

Upon this invitation, IAAR has prepared its additional representation and introduces the following developments according to comments of Register Committee by each Standard (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):

ESG 2.2 – Designing methodologies fit for purpose

1. In its last decision the Register Committee noted the limited involvement of students in IAAR's relevant consultative and decision-making bodies.

2. In response to the recommendation made in the previous review, IAAR has strengthened the representation of stakeholders, including students in the Expert Council and Accreditation Council and established a Memorandum of Cooperation with the student movement "Alliance of Kazakhstan Students". The panel however added that that student participation has not been ensured in the agency's governance (Supervisory Board) and that students have not been yet involved in the design of external QA processes (see ESG 3.1).

Having received the first version of the ENQA Experts' Report on the results of the external review (June 2021), IAAR immediately developed an Action Plan to implement the recommendation of ENQA experts as part of follow-up procedures (Order No. 109-21-1-OD dated August 20, 2021) ([Annex I](#)), in which measures were collegially determined in accordance with ESG 3.1 in the framework systematic implementation of the student-centered approach, including:

1) Inclusion of a student in IAAR Supervisory Board, which is a collegiate body that exercises systematic control over the activities of IAAR, especially accreditation, aimed at meeting the needs of society, state and business in the field of quality assurance, compliance of IAAR with the requirements of international standards (ESG), participating in the development strategic management in all areas of the Agency's activities ([Annex II. Extracts from Minutes of the meeting of the Supervisory Board](#)).

A large role in the process of education quality assurance is given to students. IAAR actively attracts students to all areas of work and closely cooperates with the Alliance of Students of Kazakhstan. Thus, on April 19, 2018, IAAR signed a Memorandum of Cooperation with the Republican Student Movement "Alliance of Students of Kazakhstan", according to which the parties are actively cooperating. IAAR attracts students from the Alliance of Students of Kazakhstan to the collegiate bodies and expert panels of IAAR.

IAAR Supervisory Board has been expanded to include Kanafina Sara, a student of the educational programme Linguistics, Literature and Languages of Nazarbayev University. Nazarbayev University is the leading educational organisation in Kazakhstan, which is actively involved in the modernisation of management mechanisms and ensures their approbation and subsequent transformation into models of the internal quality assurance system of other universities of the Republic. The candidacy of the student Kanafina Sara was recommended by the Alliance of Students of Kazakhstan ([Annex III. Recommendation Letter from "Republican Student Movement "Alliance of Students of Kazakhstan"](#)) and approved by the members of the Supervisory Board for inclusion in the Board. Student Kanafina Sara, as a representative of the student community of the country, has been involved in the discussion of the project "IAAR Development Strategy for 2022-2026" from the beginning. During the discussion, she showed her awareness of the issues of higher and postgraduate education quality assurance. The evidence of the expansion of the Supervisory Board is available on the IAAR website (<https://iaar.agency/iaar/nablyudatelnyj-sovet/en>).

The expansion of the composition of IAAR Supervisory Board by the representative of the students allows to provide more opportunities to consider the views of students in the development of IAAR methodological documents. Thus, for instance, on December 20, 2021, at the regular meeting of the Supervisory Board with the participation of a new member from the student community, "[IAAR Development Strategy for 2022-2026](#)" was considered and approved ([Annex IV. Extracts from Minutes of the meeting of the Supervisory Board](#)).

2) Ensuring the participation of representatives of student associations in the process of reviewing IAAR strategic documents and regulations.

In the view of the modern challenges in the world as well as changes in the external and internal environment, interests and needs of key stakeholders, main trends in the development and activities of international quality assurance networks, IAAR determined the need to adopt a new document – "Development Strategy of NPI "Independent Agency for Accreditation and Rating for 2022- 2026". For this purpose, a Working Group was created from IAAR employees and independent experts, recruited from among experienced experts, including student representative - Bazarbek Amre, 1-st year master's degree student of the educational programme "Automation and Control" of the Eurasian National University named after L.N. Gumilyov (Nur-Sultan, Republic of Kazakhstan) and employer - Pitrov Vladimir, Director of the Pavlodar Regional branch of JSC "UAPF" (Pavlodar, Republic of Kazakhstan) ([Annex V. Order of the General Director on the Establishment of Working Group](#)).

The draft "Development Strategy of NPI "Independent Agency for Accreditation and Rating for 2022-2026" was discussed in collegiate bodies and with key stakeholders. The draft Strategy was considered at meetings of the Expert Council for Technical and Vocational Education ([Annex VI. Minutes of the meeting of Expert Council for TVE](#)), the Expert Council for Medical Education ([Annex VII. Minutes of the meeting of Expert Council for Medical Education](#)), the Expert Council for Higher Education ([Annex VIII. Extracts from Minutes of the meeting of Expert Council for Higher Education](#)) and the Accreditation Council ([Annex IX. Extracts from Minutes of the meeting of Accreditation Council](#)). Having discussed the draft Strategy, the members of IAAR collegiate bodies made a number of proposals that were included in the text of the document.

The interests of students are necessarily satisfied by the collegial bodies in making decisions based on the results of discussions on the development of documents. Evidence of this is the consideration of the proposal of Nurdinov Ymanbek, the Chairman of the Student Committee of the Kyrgyz-Uzbek International University named after B. Sydykov (Osh, the Kyrgyz Republic) by the Expert Council for Higher Education and IAAR leadership to make additions within the framework of task 1.2. "Improving the qualitative potential of national and foreign experts" on organising and conducting training seminars for representatives of student associations, including jointly with domestic and foreign partners ([Annex VIII. Extracts from Minutes of the meeting of Expert Council for Higher Education](#)).

In order to ensure a wide discussion of the draft "Development Strategy of the Independent Agency for Accreditation and Rating for 2022-2026", the document was sent to key stakeholders (educational organisations, partners, including public and youth organisations, etc.). As a result, feedback was received on the draft "Development Strategy of IAAR for 2022 - 2026" from the "Alliance of Students of Kazakhstan". The President of Alliance - Tustikbaev I.N. noted that the draft "Development Strategy of IAAR for 2022-2026" more broadly and substantively reflects the trend of large-scale cooperation with youth and student associations, including such areas of the Agency's activities as "Improvement of collegial decision-making culture of the Agency" and "Broad involvement of students and employers in the main business processes of IAAR" ([Annex X. Feedback letter from Alliance of Students of Kazakhstan](#)).

In addition, it is becoming a good practice to discuss the most important IAAR documents with students at training seminars and webinars. For example, at the webinar on the preparation of IAAR student experts for the visit of the External Expert Panel to educational organisations on November 18, 2021, IAAR presented for the discussion by students-participants the key areas of IAAR activity, reflected in the draft Development Strategy for 2022-2026, such as a wide involvement of students and employers in the main IAAR business-processes, increasing the quality potential of experts, improving feedback mechanisms with IAAR experts, as well as with accredited educational organisations.

After a wide discussion of the draft "Development Strategy of IAAR for 2022-2026" in the collegiate bodies, expert and student communities, the Working Group made the appropriate changes and additions. The final draft document was submitted for consideration to the Supervisory Board ([Annex IV. Extracts from Minutes of the meeting of the Supervisory Board](#)), which approved it on December 20, 2021. The approved document is published on the IAAR website (<https://iaar.agency/iaar/strategiya-razvitiya-iaar/en>).

3) Involvement of representatives of student associations of Kazakhstan and Kyrgyzstan in the processes of development, discussion of the strategic provisions for the development of IAAR and regulatory documents for accreditation activities.

According to the IAAR Annual Plan for 2021 and on the basis of the orders of the General Director No. 182-21-OD dated September 2, 2021 ([Annex XI](#)), No. 100-21-OD dated May 15, 2021 ([Annex XII](#)), in accordance with the National Development Strategy, regulatory and legal acts in the field of education of the Kyrgyz Republic, Standards for Institutional Accreditation of Higher Education Institutions Implementing Programmes of Higher Professional and Postgraduate Education, including organisations and programmes of medical education have been revised.

In accordance with the main provisions of IAAR, the Working Group for the revision of the Standards for programme accreditation, institutional accreditation of the educational organisation of the Kyrgyz Republic included Bayeva Aruuke, a 3rd year student of the study programme of Natural and Technical Education, profile "Biology", a member of the Student Committee of Jalal-Abad State University named after B. Osmonov (Kyrgyz Republic).

Also, representatives of student associations were involved in the discussion of the draft standards and guidelines for self-assessment for afore-mentioned accreditation, Standards for institutional, programme, initial programme accreditation (for basic medical and pharmaceutical education, master's, PhD doctoral studies, clinical residency) of educational organisations of the Kyrgyz Republic. The results of the participation of student associations in discussions of draft standards and guidelines are proposals and reviews submitted by the chair of student youth committee of the Kyrgyz-Uzbek International University named after B. Sydykov Ymanbek Nurdinov (Kyrgyz Republic) ([Annex XIII](#)) and the President of the Asian Community Medical students of Kyrgyzstan - AMSA-KG Saurabh Rakesh Sharma (Kyrgyz Republic) ([Annex XIV](#)).

In accordance with the *Instructions for the development and improvement of the standards of the Independent Agency for Accreditation and Rating* (approved by the order of the Director dated January 31, 2014 No. 01 / 1-14-OD (as amended and supplemented by order No. 117-19-OD dated 09.12.2019) draft standards and guidelines for institutional accreditation of an educational organisation and programme accreditation of the basic educational programme of higher professional education, as well as Standards for institutional, programme, initial programme accreditation (for basic medical and pharmaceutical education, magistracy, PhD doctoral studies, clinical residency) of educational organisations of the Kyrgyz Republic were approved by the order of IAAR General Director dated January 5, 2022, No. 1-22-OD (<https://iaar.agency/iaar/standarty-naar/en>).

3. The review panel further expressed concerns with the fitness for purpose of IAAR's cluster accreditation of study programmes. The Committee concurred with the view of the panel that the multi-cluster-based approach used for the specialised (programme) accreditation combined with institutional accreditation as well as the integration of different clusters into one accreditation process does not allow the expert committee to focus sufficiently on the specifics of individual curricula (see also ESG 2.3).

According to the Action Plan to Implement the Recommendations of ENQA Experts (2021) in the framework of follow-up procedures (No. 109-21-1-OD, dated August 20, 2021)

([Annex I](#)), developed after receiving the first version of the ENQA Review Report in June 2021, IAAR decided to consider the possibility of separating procedures of institutional and programme accreditation, as well as take measures to reduce the number of educational programmes assessed within the framework of one specialised (programme) accreditation procedure and the number of clusters.

IAAR, taking into account the recommendations of ENQA experts, studied international experience in applying the cluster approach, analysed the effectiveness of organising an external assessment of no more than 30 educational programmes, studied feedback results from experts of various categories and educational organisations that have passed institutional and specialised (programme) accreditation within the framework of one visit at a time. As a result of the work done, the facts of non-compliance with the requirements of ESG 2.3 were not identified. The cluster approach is implemented to a greater extent in the accreditation of universities in Kazakhstan. In cross-border accreditation, the total number of accredited educational programs per visit, as a rule, does not exceed 6 programmes.

IAAR, despite these facts, agreed with the opinion of the ENQA Panel and adopted the following decisions:

1) to conduct procedures for institutional accreditation of an educational organisation and specialised (programme) accreditation of an educational programme separately. Thereafter, do not allow institutional and specialised (program) accreditation to be carried out within the same visit of the External Expert Panel.

2) to reduce the number of educational programmes evaluated for compliance with the standards of specialised (programme) and initial specialised (primary programme) accreditation. For one visit, quality assessment of no more than 20 educational programmes is allowed, while no more than 5 programmes are combined into one cluster.

These decisions were studied by the Working Group and submitted for discussion to IAAR collegiate bodies. Thus, the changes made by the Working Group were discussed by Expert Council for Medical Education ([Annex XV. Minutes](#)), the Expert Council for Higher Education ([Annex XVI. Minutes](#)), by the Accreditation Council ([Annex XVII. Extracts from Minutes](#)).

As a result, decisions were approved by IAAR collegiate bodies. Everyone voted for the change.

According to this, as of March 9, 2022, it was decided:

- During one site visit, an external expert panel assesses no more than 20 educational programmes;
- One cluster includes no more than 5 homogeneous educational programmes.
- The number of clusters and the principles of combining educational programmes are preliminary discussed with the educational organisation that submitted an application for an external assessment.
- An educational organisation submits a self-assessment report for a cluster that combines no more than 5 EPs into one group.

The use of the "cluster approach" does not mean a cluster assessment of educational programmes. External Expert Panel (EEP) evaluates each programme separately. Accordingly, the EEP report is developed for the cluster, reflecting the material for each evaluated educational programme. In the EEP reports, recommendations are presented both for the cluster as a whole and, if necessary, formulated for individual educational programmes.

The decision of the Accreditation Council is also made for each individual educational programme.

In conducting Joint International Accreditation, the procedure for the formation of an expert panel and clusters is regulated by separate Guidelines developed jointly with a partner agency (changes have been made to the relevant Regulations of the agency).

These changes are applicable to educational organisations that have applied for accreditation since March 9, 2022.

IAAR carries out accreditation activities, taking into account the proposals and requests of educational organisations that have experienced financial difficulties in the last decade related to the problems of development of the national economy. Taking into account the needs, financial and economic opportunities of higher education organisations, IAAR applies a “cluster approach”, which significantly reduces the level of financial burden on HEIs.

IAAR constantly updates the methodology of external assessment by types of accreditation, in accordance with changes in the internal and external environment, strives to improve the quality of its activities on an ongoing basis, and informs the general public about the effectiveness of the application of the accreditation Standards in improving the quality assurance system of higher education organisations.

IAAR considers it reasonable and necessary at this stage to use a cluster approach, as in many European quality assurance agencies, taking into account the fact that each educational programme is provided with an appropriate level of expertise and involvement of the necessary number of experts for each educational programme to ensure high-quality expertise.

Thus, since March 9, 2022, changes have been made to the Regulations (Table 1).

Table 1. Amendments and Additions to the IAAR Accreditation Regulations

Previous edition	New edition
Document: Regulation about the External Expert Panel of the Independent Agency for Accreditation and Rating	
p. 1.10 In order to ensure a high-quality evaluation of EP and the EEP effectiveness, a cluster approach is being implemented, which provides for the division of accredited EP into clusters. An EP cluster is a combination of no more than 6 homogeneous educational programs in one group, regardless of the language of instruction, education level, and direction of training. The proposed clusters and the principles of combining educational programs into clusters are discussed in advance with the evaluated EO. It is allowed to estimate no more than 30 EP per EEP visit.	p. 1.10 In order to ensure a high-quality evaluation of EP and the EEP effectiveness, a cluster approach is being implemented, which provides for the division of accredited EP into clusters. An EP cluster is a combination of no more than 5 homogeneous educational programs in one group, regardless of the language of instruction, education level, and direction of training. The proposed clusters and the principles of combining educational programs into clusters are discussed in advance with the evaluated EO. It is allowed to assess no more than 20 EPs, united by no more than 5 clusters per EEP visit.
p. 1.11 Joint institutional and specialized (program) accreditation , including initial institutional and (or) specialized (program) accreditation, may be carried out based on the submitted application of the EO within one EEP visit. At the same time, experts are	p. 1.11 Institutional and specialized (program) accreditation are considered separately and provides for separate visits of the EEP.

assigned to the EEP separately for institutional accreditation and specialized (program) accreditation of EP clusters, taking into account all areas of educational programs. In case of joint accreditation, it is allowed to evaluate not more than 30 EP per EEP visit.	
Document: Regulations on rules of the institutional accreditation procedure of educational organizations	
<p>p. 3.5 EO has the right to apply for institutional accreditation in conjunction with specialized (program) accreditation of educational (s) programs.</p> <p>p. 4.3 Based on the submitted application for joint institutional and specialized (program) accreditation, the EO conducts a self-assessment in accordance with the requirements established by the standards and guidelines for institutional and specialized (program) accreditation of the IAAR, taking into account the cluster approach. The cluster approach, based on the principles of objectivity, transparency, verifiability and availability of information sources, provides for writing a report on the self-assessment of the EO for each cluster.</p>	<p>p. 3.5 Institutional accreditation is considered separately and provides for a separate visit of the EEP.</p> <p>p. 4.3 Excluded</p>
Document: Regulations on rules of the specialized (program) accreditation procedure of educational organizations	
<p>p. 3.5 EO has the right to apply for institutional accreditation in conjunction with specialized (program) accreditation of educational programs.</p> <p>p. 4.3 The IAAR, within the framework of specialized (program) accreditation, can evaluate no more than 30 EPs during one visit of an external expert commission (hereinafter - EEC). When carrying out the procedure of specialized (program) accreditation, the IAAR uses a cluster approach.</p> <p>The EP cluster is defined as a combination of no more than 6 homogeneous educational programs into one group, regardless of the language of instruction and the level of education and the direction of training. The proposed clusters and the principles of combining educational programs into clusters are preliminarily discussed with the evaluated EO.</p> <p>p. 4.4 Based on the submitted application for joint institutional and specialized (program) accreditation, the EO conducts a self-assessment in</p>	<p>p. 3.5 Specialized (program) accreditation is considered separately and provides for a separate visit of the EEP.</p> <p>p. 4.3 The IAAR, within the framework of specialized (program) accreditation, can evaluate no more than 20 (twenty) EPs during one visit of an external expert panel (hereinafter - EEP). IAAR uses a cluster approach when carrying out the procedure of specialized (program) accreditation.</p> <p>The EP cluster is defined as a combination of no more than 5 homogeneous educational programs into one group, regardless of the language of instruction and the level of education and the direction of training. The proposed clusters and the principles of combining educational programs into clusters are preliminarily discussed with the evaluated EO.</p>

<p>accordance with the requirements established by the standards and guidelines for institutional and specialized (program) accreditation of the IAAR, taking into account the cluster approach. In case of joint accreditation, an assessment of no more than 30 EP is allowed per one EEC visit.</p>	<p>p. 4.4 Institutional accreditation is considered separately and provides for a separate visit of the EEP.</p>
<p>Document: <u>Guidelines on the organisation and conduct of an external assessment procedure in the accreditation process of an educational organisation and (or) educational program</u></p>	
<p>p. 1.7 The EP cluster is the combination of no more than 6 homogeneous educational programmes into one group, regardless of the language of instruction and the level of education and direction of training. «...It is allowed to assess no more than 30 programmes per one EEP visit».</p> <p>p. 1.8 On the basis of the submitted application of the EO, within the framework of one EEC visit, joint institutional and specialised (programme) accreditation can be carried out. At the same time, experts are appointed to the EEC separately for institutional accreditation and specialised (programme) accreditation of EP clusters, taking into account all areas of educational programmes. In case of joint accreditation, an assessment of no more than 30 EP is allowed per one EEC visit.</p> <p>sp. 2.7.1 By the order of the IAAR General Director the EEP consists of the following members for the specialised (programme) accreditation procedure: Chair of the EEP – 1 person; Foreign expert – 1 person; National expert - 1-2 persons; Employer – 1 person; Student – 1 person; IAAR Coordinator – 1 person. <u>Institutional accreditation is considered as a separate cluster.</u></p> <p>sp. 2.8.1 By the order of the IAAR Director the EEP consists of the following members for the specialised (programme) accreditation procedure: Chair of the EEP – 1 person; Foreign expert - 1-2 persons (if more than three clusters are evaluated at least 2 foreign experts are included in joint accreditation); National expert - 1 or more persons (depending on the number of SPs); Employer - 1-2 persons (if more than three clusters are assessed at least 2 experts-employers are included in joint accreditation);</p>	<p>p. 1.7 Cluster of EP - combining no more than 5 (five) homogeneous educational programs into one group, regardless of the language of instruction and the level of education and the direction of training. Proposed clusters and principles for combining educational programs into clusters are discussed in advance with the educational organization being assessed. It is allowed to evaluate no more than 20 (twenty) EPs for one EEP visit.</p> <p>p. 1.8 Institutional and specialised (programme) accreditation during the EEP visit should be carried out separately.</p> <p>sp. 2.7.1 By the order of the IAAR General Director the EEP consists of the following members for the institutional accreditation procedure: Chair of the EEP – 1 person; Foreign expert – 1 person; National expert - 1-2 persons; Employer – 1 person; Student – 1 person; IAAR Coordinator – 1 person.</p> <p>sp. 2.8.1 By the order of the IAAR Director the EEP consists of the following members for the specialised (programme) accreditation procedure: Chair of the EEP – 1 person; Foreign expert - 1-2 persons (in case of evaluation of more than three clusters, at least 2 experts are included); National expert - 1 or more persons (depending on the number of EPs); Employer - 1-2 persons (in case of evaluation of more than three clusters, at least 2 experts are included);</p>

Student - 1 or more persons (1 expert for each cluster); IAAR Coordinator – 1 person.	Student - 1 or more persons (1 expert for each cluster); IAAR Coordinator – 1 person.
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As shown in Table 1, the revised provisions in IAAR legal documents became clearer taking into account made changes.

IAAR, once again notes that these changes are applied in the framework of the implementation of agreements between IAAR and educational organisations signed on the basis of the institution's application, adopted from March 9, 2022. To date, agreements have already been signed with Astana IT University (specialized (programme) accreditation 5 programmes), Kazakh National Pedagogical University named after Abay (specialized programme) accreditation 16 programmes). Compliance with contractual obligations will be subject to changes under the new rules.

IAAR guarantees that these changes will improve the quality of external assessment for compliance with the standards of specialised (programme) accreditation, and will also ensure that experts focus on in-depth assessment according to the specifics of individual educational programmes.

4. The Register Committee also took note of the concerns raised by the panel with regards to the accreditation of cluster study programmes combined with institutional external QA. The Committee agreed that this approach may be appropriate in the case of field specific higher education institutions (such as medical schools), but that it does not provide an added value in the accreditation of large institutions of higher education with an offering in a diverse variety of fields.

IAAR practiced simultaneous accreditation for compliance with the standards of institutional and specialised accreditation within the framework of one External Expert Panel (EEP) visit; applied an “individual” approach, when the educational organisation submits a self-assessment report for each programme separately, and also a “cluster” approach, according to which homogeneous educational programmes are combined into clusters. The composition of the EEP is determined in accordance with the [Regulations on rules of the specialised \(programme\) accreditation procedure of educational organisation](#) dated April 30, 2016 No. 13/1-16-OD (as amended and supplemented by order No. 45-22-OD dated March 9, 2022) and [institutional accreditation of an educational organisation](#) (No. 13/1-16-OD dated April 30, 2016 (as amended and supplemented by order No. 45-22-OD dated March 9, 2022)). In the organisation of accreditation procedures, IAAR ensured the participation of all categories of experts in the EEP. Required composition of the expert panel is provided, even if, there is 1 educational programme in the cluster.

IAAR, drawing attention to the concerns of the Registration Committee regarding the accreditation of cluster study programmes in combination with external institutional quality assurance, decided not to allow institutional and specialised (programme) accreditation within the same visit of the EEP. Thus, the procedures for institutional accreditation of an educational organisation and specialised (programme) accreditation of an educational programme should be carried out separately. IAAR reduced the number of educational programmes assessed for compliance with the standards of specialised (programme) and initial specialised (initial programme) accreditation. For one visit, the quality assessment of

no more than 20 educational programmes is allowed, while no more than 5 study programmes are combined into one cluster.

5. The Committee also noted that an institution that undergoes an accreditation procedure for the first time by IAAR, may not be awarded a 7-year accreditation even if the institution has shown excellent achievements. The Committee concurs with the panel that this practice is not based on the quality of performances and could hinder the principle of equal treatment.

IAAR, paying attention to the conclusions of ENQA and the Registration Committee, has taken measures to determine the approaches to ensure equal possibility of accreditation for a period of 7 years of educational organisation and educational programme on the basis of the assessment of compliance with standards of institutional, specialized (programme) accreditation, including organisations that undergo accreditation in the Agency for the first time.

In search of the most suitable approach, IAAR organised a discussion of the issue with collegiate bodies. Understanding the fact that accreditation for 7 years is perceived by society as one of the main factors of recognition, which guarantees broad integration into the global educational space and export of educational services of the university, members of the collegiate bodies put forward various proposals. At the meetings of Expert Council for Technical and Vocational Education ([Annex VI. Minutes](#)), Expert Council for Medical Education ([Annex VII. Minutes](#)), Expert Council for Higher Education ([Annex XVIII. Minutes](#)), the Accreditation Council ([Annex XVII. Extracts from Minutes](#)) recommended different formulations of the grounds for awarding a high accreditation status for 7 years, regardless of whether the educational organisation has experience in passing IAAR accreditation or not.

Having studied international experience and analysed the results of its own practice of external assessment as well as recommendations of collegiate bodies, IAAR adopts a decision on determining the terms of accreditation based on the qualitative indicators of the results of the assessment for compliance with accreditation standards. The methodology for decision-making on the terms of accreditation is justified as follows:

1 year - if the criteria are met in general, but there are some shortcomings and opportunities for improvement (*in assessing criteria that require improvement in the range of more than 20-30% (depending on the type of accreditation standards and the number of criteria), the absence of strong criteria*);

3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (*in assessing criteria that require improvement in the range from 10 to 30% (depending on the type of accreditation and the number of criteria), the presence of strong criteria*);

5 years - with positive results in general (in assessing criteria that require improvement in the range of no more than 10-15% (*depending on the type of accreditation and the number of criteria*), the presence of strong criteria);

7 years - if standards criteria are met in general and best practice examples are available (in assessing the strong criteria at least 10-15%, and criteria requiring improvement no more than 5-15%, (*depending on the type of accreditation and the number of criteria*)).

Thus, IAAR ensures compliance with the principle of equal opportunity in assigning a high status of institutional and specialised (programme) accreditation for 7 years.

The application of this methodology is due to changes in the IAAR legal documents: Regulations on the Accreditation Council; Regulations on EEP; Regulations on the procedure for post-accreditation monitoring of educational organisations and (or) educational programmes; Regulations on the procedure for the institutional accreditation of an educational organisation; Regulations on the procedure for specialised (programme) accreditation of an educational organisation; Guidelines for organisation and conduct of an external evaluation procedure in the accreditation process of an educational organisation and (or) an educational programme. Amended IAAR legal documents are published on the website (<https://iaar.agency/iaar/dokumenty-iaar/en>).

ESG 2.3 – Implementing processes

1. In its analysis the panel stated that the visibility of the standards in the agency's web page could be improved, as they are difficult to locate by users outside of the countries in which IAAR operates.

Since 2016, all IAAR standards are published on the Agency's website (the previous version - <http://old.iaar.kz/en/> and valid website since 2020 - <https://iaar.agency/en>) in the "Accreditation" Section (<https://iaar.agency/accreditation/en>). It is necessary to select a country, type of educational organisation and type of accreditation. In April 2022, in order to simplify access for users and stakeholders and taking into account the recommendations of ENQA experts, IAAR additionally developed a separate page on the Agency's website, which reflects all IAAR standards (see the link <https://iaar.agency/iaar/standarty-naar/en>). This allows to provide wide access of interested parties to the standards and makes it easy to find the necessary information, including the required Standards in three languages (Kazakh, English and Russian).

2. The review panel further commented that the agency failed to follow its own guideline in the involvement of experts carrying out cluster study programme accreditations (of having at least one different student in each cluster accreditation). The Register Committee also noted that the expertise required for specific cluster study programmes cannot be ensured in the current practice of assigning the experts (due to the limited expertise ensured for each sub-panel), and that this practice undermines the credibility of the accreditation process.

Answer to the first part of the question

On the recommendation of the ENQA Board, IAAR has revised the "[Guidelines for organisation and conduct of an external evaluation procedure in the accreditation process of an educational organisation and \(or\) an educational programme](#)" in 2018, which stipulated that representatives of students are included in the composition of the External Expert Panel (EEP) in each cluster. In April 2018, the IAAR signed a Memorandum of Cooperation with the Republican Student Movement "Alliance of Students of Kazakhstan" (ASK), according to which the parties agreed to cooperate in attracting students from the Alliance to the collegiate bodies and expert panels of IAAR. Thus, students, including ASK, have been attracted to each accredited cluster in all EEPs of IAAR since 2018.

As noted by ENQA experts, in a few procedures in 2020, IAAR was indeed unable to include a student representative in each cluster due to the COVID-19 pandemic and the lockdown in the Republic of Kazakhstan. All accreditation agencies in 2020 faced the problem of restrictions on movement and were forced to switch to the online format of expert group visits. In Kazakhstan, this problem at the first stage of the pandemic and lockdown caused particular difficulties for higher education system. Most universities were forced to transfer the educational process to a remote format and send students to their place of residence. Many students had COVID-19 and needed treatment; most of them returned to regions/rural areas, where at that time the Internet bandwidth did not allow students to fully connect to Zoom or other online learning services.

In this regard, IAAR, in accordance with the Decree of the President of the Republic of Kazakhstan "On the introduction of a state of emergency in the Republic of Kazakhstan" No. 285 dated March 15, 2020, with the announcement of a pandemic by the World Health Organization (WHO), with the order of the Minister of Education and Science of the Republic of Kazakhstan "On strengthening measures to prevent the spread of coronavirus infection COVID-19 in educational institutions, organizations for orphans and children left without parental care during the pandemic" No. 108 of March 14, 2020, with a ENQA statement on the COVID-19 pandemic dated May 5, 2020, developed a *Regulation of the Independent Agency for Accreditation and Rating on the accreditation procedure and accreditation status of an educational organisation for the period of restrictive measures due to the COVID-19 pandemic* (approved No. 56- 20-OD dated May 11, 2020) (hereinafter referred to as the Regulations for the period of restrictive measures due to the pandemic (COVID-19) ([Annex XIX](#)). This Regulation adjusted the accreditation procedures and the status of accreditation of an educational organisation for the period of restrictive measures in connection with the COVID-19 pandemic on the territory of the Republic of Kazakhstan, as well as outside of its territory.

According to this Regulation ([Annex XIX](#)), for the period of restrictive measures and difficulties with the Internet connection, the visit of the EEP, which was initially provided for in full accordance with the Regulation, took place in some cases without a student who, due to problems with the Internet, was not able to participate in the work of the EEP. This explains the absence of student representatives in certain clusters. However, this situation only extended to a few visits during the acute phase of pandemic in 2020.

As the practice of remote work during the period of restrictive measures and the longer impact of the pandemic (COVID-19) on the activities of accreditation bodies has shown, it is necessary to give priority to identifying new approaches, forms and methods to improve the quality of educational services. In this regard, it was decided to create a new mechanism for the implementation of the procedure for external assessment of the EEP in the form of an on-line visit and the development of *Guidelines on organization and conduct of an on-line visit of an external expert panel (as well as a visit of an expert group on post-accreditation monitoring) for the duration of restrictive measures due to the COVID-19 pandemic outbreak* (hereinafter referred to as the Guidelines for conducting an on-line visit of the EEP). This "[Guidelines for conducting an on-line visit of the EEP](#)" was developed after a thorough study of national and existing world experience, including the recommendations of ENQA, EQAR and WFME, and was intended to be used in the external assessment of IAAR for the period of restrictive measures due to the COVID-19 pandemic until the stabilisation of the situation in the world and the possibility of a face-to-face visit of the EEP. According to the developed documents, the recommendations of ENQA, EQAR and WFME and IAAR's accumulated

experience, the agency conducted an external assessment of the institutions and programmes in the on-line, off-line and hybrid format during 2020-2021.

To date, IAAR is gradually returning to face-to-face visits to educational organisations, since IAAR is convinced that off-line visits have many advantages and opportunities for both the exchange of experience between stakeholders and the real participation of students in the accreditation process, which is somewhat difficult in on-line environment.

On March 3, 2022, at a meeting of the Expert Council for Higher Education ([Annex XVI](#)), it was recommended to provide for the following approach: in case of homogeneous programmes are combined into a cluster, i.e. one programme of two or three levels or several study programmes of one area of training or one group of educational programmes, then it was considered enough to include 1 student in this area in the cluster panel. If the cluster combines programmes of different areas of study, then one student for each of study programme areas should be included. For example, if 5 programmes are included in one cluster, of which 4 programmes belong to the direction 6B011-3, 5 "Education", 1 programme - the direction 6B061 "Information and Communication Technologies", then, 2 students studying in these two areas should be included in the external assessment of the study programmes cluster.

We would like to assure that IAAR always complies with the established rules for conducting external quality assurance procedures (except for force majeure situations described above) and includes at least one student representative in a cluster of related or homogeneous educational programmes. At the same time, after receiving the report of ENQA experts and their recommendations for further improvement (June 2021), IAAR made significant changes to the external quality assurance procedures, including those aimed at separating institutional and programme accreditation procedures, reducing the number of study programmes per visit in general and in clusters, an increase in the number of students in clusters in the case of different areas of educational programmes, etc. (see paragraph related to [ESG 2.2 above](#)).

Answer to the second part of the question

In the formation of an expert panel, IAAR is guided by the [Regulations on the Procedures for Specialized \(Programme\) Accreditation of an Educational Organization](#) dated April 30, 2016 No. 13/1-16-OD (as amended and supplemented by Order No. 45-22-OD dated March 9, 2022) and [institutional accreditation of the educational organization](#) (No. 13/1-16-OD dated April 30, 2016 (as amended and supplemented by Order No. 45-22-OD dated March 9, 2022)).

In conducting specialised accreditation procedures, IAAR practices "cluster" approach along with the "individual" approach. In "cluster approach", homogeneous educational programs are combined into clusters. "Cluster approach" does not mean cluster evaluation of educational programmes. The EEP collectively reviews and evaluates each study programme separately, and IAAR Accreditation Council makes a decision on each individual educational programme.

The cluster includes from 1 to 5 study programmes. The quality of study programmes united in a cluster for compliance with the standards of specialised accreditation, including initial, is assessed by an external expert panel. According to [the Regulations on the external expert commission of the IAAR](#) dated April 27, 2012 No. 09-12-OD (as amended and supplemented by Order No. 45-22-OD dated March 9, 2022), the EEP includes:

- 1) Chair of the EEP - a certified expert from among the academic community with experience in NGOs, with extensive experience and knowledge of the accreditation process;
- 2) national expert - a certified expert whose field of activity or interests are related to education and science;
- 3) foreign expert - a certified expert from the IAAR database of experts and (or) foreign partner accreditation agencies;
- 4) an expert from among employers - a certified expert, representative of a professional association or community, relevant departments, or associations of employers;
- 5) an expert from among the students - a certified expert, a doctoral/master's/senior bachelor's degree student studying in an educational programme similar to that included in the cluster, or an educational programme of one educational area, possibly one area of training. A student in the panel is determined from the number of certified student experts, if they are available in the expert database, if necessary, at the request of the IAAR, the student is nominated by other universities, or student organisations and associations or partner agencies.

In the case of applying an individual approach to specialised accreditation, the composition includes all categories of experts. For example, to assess the quality of study programme “6B04105 Marketing” of the Almaty Academy of Economics (the date of the visit of the EEP is May 18-19, 2021), composition of panel was as follows: *chair, 2 academic experts, 1 employer and 1 student*. The work of the EEP is organised by IAAR coordinator. In organising the cluster approach assessment of study programme quality, the number of students involved corresponds to the number of clusters formed during one visit of the EEP.

If there is only one study programme in the cluster, one student must be included in the EEP, which is confirmed by the following examples:

- Kazakh National University named after Al-Farabi (Almaty, RK), the date of the visit of the EEP is November 23-25, 2021, a total of 19 programmes are distributed into 4 clusters, in one of the clusters there is one study programme 8D03106 Regional Studies, for the assessment of which 1 academic expert and 1 student are identified.

- Kyzylorda University named after Korkyt ata, visit of the EEP from March 31 to April 2, 2022, in total 5 clusters, in one cluster there is also 1 study programme, assessed by an academic expert and a student.

In both cases, the discussion of the results of the external assessment and adoption of a decision is carried out collectively by the members of the EEP.

3. The Committee noted that on certain occasions the analytical part of IAAR’s review report (including the analysis and recommendations) does not reflect on all the criteria the institution has to fulfil (review report p. 40).

On the basis of the analysis of university documents as well as results of interviews with target groups and questionnaires, review of the material and technical base, applied teaching methods and technologies, attendance at classes and other forms of educational activities, and proceeding from materials of the evidence part, the EEP considers the level of compliance of institution or study programme with the requirements of the standards in the analytical part of the review report.

The analytical part of the review report reflects the analysis of the data presented in the evidence part and those points that require the attention of the EEP members, competitive advantages and strengths of the institution or study programme (if any);

weaknesses and areas for improvement. ***At the same time, the criteria of the standards, assessed as “satisfactory” and not raising questions or any concerns from the EEP, are not described in the analytical part, but are evaluated in the Parameters assessment table.***

Recommendations for improving the institution or study programme are formulated on the basis of information about the activities of the university, the weaknesses of the institution or study programme, areas that need improvement, the ways of developing the institution or study programme that were reflected in the analytical part of the EEP review report. Thus, the EEP generates a meaningful report with a detailed description of the evidence and analytical part, from which specific recommendations for improving quality for each accredited programme raise logically. All parts of the EEP report are connected and correlated with each other, which ensures its validity. The recommendations of the EEP are adopted collectively, by a majority of open votes, and are formulated on the basis of the discussed and reflected in the assessment Table “Parameters of the institutional/specialised (programme) accreditation”. The EEP submits to IAAR a report on the results of the visit with substantiated conclusions and recommendations for the Accreditation Council. Submitted review reports undergoes through few stages of internal expertise before sending it to the members of the Accreditation Council.

ESG 2.5 – Criteria for outcomes

1. The panel notes that in the application of criteria IAAR employs a four-scale assessment point, but that it does not have any guidelines as to how many standards must be assessed and at which level in order to decide on the length of the accreditation cycle i.e. of 3, 5, or 7 years (see also ESG 2.2). The panel further notes that IAAR’s final reports do not include the experts’ recommendation on accreditation to the Accreditation Council, and the panel has identified a few cases where the Council made a different decision from the panel, without a clear justification.

Answer to the first part of the question

Indeed, the IAAR uses four rating scales (strong, satisfactory, assumes improvement, unsatisfactory) and so far, there have been no approved quantitative parameters for determining the terms of accreditation. This is explained by the fact that IAAR, like many European agencies, makes decisions on the basis of peer review in accordance with IAAR criteria and standards, solely on **qualitative parameters**. A qualitative decision-making approach is used, where there were no specific quantitative indicators of the success of any criteria.

The basis for the decision of IAAR Accreditation Council is an external assessment report, which contains confirmations and evidence that have been developed by an independent and professional group of experts. As a rule, the Accreditation Council bases its decision on the analysis of the External Expert Panel review report and the facts at the time of the external assessment.

If there are one or more criteria that the organisation meets only partially, this is considered in a holistic judgment, which can be positive or negative depending on the significance of the areas for improvement. However, up to this moment there were no

quantitative indicators for making a holistic judgment for the length of the accreditation cycle i.e. of 1, 3, 5, or 7 years.

As a rule, the conclusion about "Unsatisfactory" to any one of the criteria leads the Accreditation Council members to a general conclusion about the non-compliance of the educational organisation with the IAAR standards.

However, after receiving the recommendation of the ENQA experts in June 2021, the Working Group initiated discussions in IAAR collegiate bodies on the methodology and concept of assessing the conformity of each standard in order to develop clearer guidelines on how to arrive at an overall assessment of the programme or educational organisation.

These issues were discussed in all collegiate bodies of IAAR. Thus, on October 07, 2021, the issue was brought up for discussion during a meeting of members of the Expert Council on Technical and Vocational Education ([Annex VI. Minutes](#)), on October 08, 2021 at a meeting of members of the Expert Council on Medical Education ([Annex VII. Minutes](#)), on December 08, 2021 at a meeting of members of the Expert Council for Higher Education ([Annex XVIII. Minutes](#)), on March 07, 2022 at a meeting of the Accreditation Council ([Annex XVII. Extracts from Minutes](#)).

After all the discussions in IAAR collegial bodies, also based on the analysis of all previous Accreditation Council decisions, it was decided to introduce the following methodology for determining the terms of accreditation:

[5.16 The Accreditation Council](#) takes one of the following decisions:

1) on institutional and (or) specialised (programme) accreditation:

- to accredit:

1 year - if the criteria are met in general, but there are some shortcomings and opportunities for improvement (*in assessing criteria that require improvement in the range of more than 20-30% (depending on the type of accreditation standards and the number of criteria), the absence of strong criteria*);

3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (*in assessing criteria that require improvement in the range from 10 to 30% (depending on the type of accreditation and the number of criteria), the presence of strong criteria*);

5 years - with positive results in general (in assessing criteria that require improvement in the range of no more than 10-15% (*depending on the type of accreditation and the number of criteria*), the presence of strong criteria);

7 years - if standards criteria are met in general and best practice examples are available (*in assessing the strong criteria at least 10-15%, and criteria requiring improvement no more than 5-15%, (depending on the type of accreditation and the number of criteria)*).

This methodology is also based on peer review according to IAAR criteria and standards solely on qualitative parameters, but now there will be a clearer consistency in the decision-making on accreditation.

For example, according to specific standards, depending on the number of criteria:

1) [Standards for institutional accreditation of an organisation of higher and \(or\) postgraduate education \(Republic of Kazakhstan\)](#) (total number of criteria - 149) (refer to the section 5):

- 1 year - if the criteria are met in general, but there are some shortcomings and opportunities for improvement (*in assessing criteria requiring improvement of more than 30%, the absence of strong criteria*);

- 3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (*in assessing criteria that require improvement from 15% to 30%, the presence of strong criteria*);
- 5 years - with positive results in general (*in assessing criteria requiring an improvement of no more than 15%, the presence of strong criteria*);
- 7 years - if standards criteria are met in general and best practice examples are available (*in assessing the strong criteria at least 10%, and criteria requiring improvement no more than 5%*).
- denial of accreditation (*in assessing at least one criterion as "unsatisfactory", the absence of strong criteria*).

2) Standards for specialised accreditation of the educational programme of higher and (or) postgraduate education (Republic of Kazakhstan) (total number of criteria - 113) (refer to the section 5):

- 1 year - if the criteria are met in general, but there are some shortcomings and opportunities for improvement (*in assessing criteria requiring improvement of more than 30%, the absence of strong criteria*);
- 3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (*in assessing criteria that require improvement from 15% to 30%, the presence of strong criteria*);
- 5 years - with positive results in general (*in assessing criteria requiring an improvement of no more than 15%, the presence of strong criteria*);
- 7 years - if standards criteria are met in general and best practice examples are available (*in assessing the strong criteria at least 10%, and criteria requiring improvement no more than 5%*).
- denial of accreditation (*in assessing at least one criterion as "unsatisfactory", the absence of strong criteria*).

3) IAAR Standards for Specialised Accreditation of Basic Medical and Pharmaceutical Education (based on WFME/AMSE standards) (Republic of Kazakhstan) (total number of criteria - 195) (refer to the section VIII):

- 1 year - if the criteria are met in general, but there are some shortcomings and opportunities for improvement (*in assessing criteria requiring improvement of more than 20%, the absence of strong criteria*);
- 3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (*in assessing criteria that require improvement from 10% to 20%, the presence of strong criteria*);
- 5 years - with positive results in general (*in assessing criteria requiring an improvement of no more than 10%, the presence of strong criteria*);
- 7 years - if standards criteria are met in general and best practice examples are available (*in assessing the strong criteria at least 10%, and criteria requiring improvement no more than 5%*).
- denial of accreditation (*in assessing at least one criterion as "unsatisfactory", the absence of strong criteria*).

Thus, on March 09, 2022, changes were made to determine clear guidelines on the terms of accreditation in the [Regulations on the Accreditation Council](#) (paragraph 5.16) and

in all IAAR standards (as a rule, this information is reflected in section 5 or 7), which are updated and published on IAAR website at the following link <https://iaar.agency/iaar/standarty-naar/en>

These changes apply to applications and agreements concluded with educational organisations from March 09, 2022.

Answer to the second part of the question

According to the [Regulations on the Accreditation Council](#) of the Independent Accreditation and Rating Agency (IAAR), the Secretary of the Accreditation Council, at least 21 (twenty-one) calendar days before the meeting, submits full reports of the external expert panels to Accreditation Council members for study (clause 3.9). Accreditation Council members are always provided with **full reports** with expert recommendations on the terms of accreditation and on improving the quality of educational programmes.

In our opinion, this misunderstanding arose due to the fact that the IAAR published reports **on the website** without the “Recommendation to the Accreditation Council” section (recommendations on the terms of accreditation). This practice was introduced in 2017 by analogy with the publication of ENQA review reports (*according to the old version of ENQA Guidelines for external reviews of quality assurance agencies in the European Higher Education Area*), where the practice was to remove the main recommendations of experts for the ENQA Board before publication on the website. At that time, this was adopted as a good practice, since the final decision is made by the Accreditation Council, not the External Expert Panel. There were some concerns that educational organisations could prematurely, before the decision of the Accreditation Council, incorrectly interpret the recommended term of the EEP, which is published on IAAR website.

However, IAAR understands that today this practice is not so relevant and requires more effective mechanisms for transparent public information.

In this regard, after receiving the first version of the ENQA Review Report in June 2021, IAAR developed an Action Plan to implement the recommendations of ENQA experts as part of follow-up procedures (as amended and supplemented by order No. 185-21-OD dated December 25, 2021) ([Annex I](#)), where it provided for appropriate changes to the IAAR internal Rules for the full publication of EEP reports, including Recommendations to the Accreditation Council on the terms of accreditation.

Thus, after all the relevant discussions in IAAR collegial bodies, on March 09, 2022, changes were made to the [Regulations on the IAAR Accreditation Council](#) (clause 5.23) and the EEP report template (Appendix 4 and 5. [GUIDELINES for organisation and conduct of an external assessment procedure in the accreditation process of an educational organisation and \(or\) an educational programme](#)), which states that the reports must be published in full volume.

To date, IAAR has already begun publishing full External Review Reports based on the results of the decision of the Accreditation Council dated April 22, 2022 on the IAAR website at the [following link](#).

At the same time, IAAR informs that according to the [Regulations on the IAAR Accreditation Council](#) (clause 5.11), the members of the Accreditation Council have the right to make another reasoned decision that differs from the recommendation of the EEP. However, this decision is based strictly on compliance with IAAR criteria and standards and the Secretary of the Council sends a letter with a clear rationale for the decision to the educational organisation. This procedure has also been improved in accordance with the

recommendations of ENQA experts, the methodology has been revised and clearer recommendations have been developed on criteria indicators for various terms of accreditation (*please refer to the section above - Answer to the first part of the question*) and the requirements for the content of a letter for an educational organisation with a mandatory justification of the Accreditation Council decision on accreditation have been revised (*please refer to an answer below*).

2. The Committee concurred with the panel that this approach affects IAAR's ability to ensure consistency in its decision making and underlined the panel's recommendation on the need to develop more explicit guidelines based on the assessment of each individual standard and that IAAR should publish a document containing the justification of the decision made by the Accreditation Council.

After a decision is made at a meeting of the Accreditation Council, the educational organisation receives a decision of Accreditation Council on accreditation or refusal of accreditation within 7 (seven) working days from the date of its holding.

The IAAR sends the decision to the educational organisation along with the report of the External Expert Panel and the certificate of accreditation.

However, taking into account the recommendations of the Committee, at the Meeting of the Accreditation Council on March 7, 2022 ([Annex XVII. Extracts from Minutes](#)), changes in the structure of the rationale for the decision on accreditation have been discussed and adopted. The structure of the Accreditation Council decision now necessarily includes recommendations in the context of each IAAR standard, as well as quantitative conclusions according to the criteria of the standards. The accreditation decisions of the meeting of the Accreditation Council on 22 April 2022 were sent with the above-mentioned changes (*please refer to the Accreditation Council decisions on the IAAR website at the [following link](#). Example of the decision letter with justification in English published on the [following link](#)*).

ESG 3.3 – Independence

1. The Register Committee notes that IAAR's founding member plays a strong role in the governance of the agency and may modify the statutes of the agency, set strategic priorities, control the funds of the organisation, appoint the General Director, approve the chair of the Accreditation Council, approve the permanent members of the Agency's Appeals and Complaints Commission as well as in nominating and excluding certain members of the Supervisory Board.

While the panel considers that the founder's participation in the management of the Agency does not in any way undermine IAAR's organizational and operational independence, the Committee found that the current setup does not ensure a clear safeguard against the control/influence of one single actor. The Register Committee finds it usual and acceptable for the main founder and hence the key stakeholder of the agency, to be involved in the agency's structure, but the Committee underlines that the requirement of independence should be understood to the effect that once the organisation has been founded, should be able to function and run itself independently. In particular, the Register Committee regards a situation where one

single actor or stakeholder has a “controlling stake” in an agency as incompatible with the requirements of the standard (p.19).

IAAR, paying attention to the conclusions of ENQA and the EQAR Register Committee, took measures to improve the structure of the Agency to meet the requirements of the Standard on independence of the functioning of the organisation, as well as to improve the culture of collegial decision-making.

In accordance with paragraph 1 of the Action Plan to Implement the Recommendations of ENQA Experts ([Annex I](#)), IAAR created a Working Group and prepared a package of documents that were discussed in the IAAR collegial bodies by members of the Expert Council for Technical and Vocational Education ([Annex VI. Minutes](#)), members of the Expert Council for Medical Education ([Annex VII. Minutes](#)), members of the Expert Council for Higher Education ([Annex VIII. Minutes](#)), at a meeting of the Accreditation Council ([Annex IX. Extracts from Minutes](#)) and the Supervisory Board ([Annex IV. Extracts from Minutes](#)).

The IAAR has been aspiring to expand the Founder's composition for quite a while. In this regard, the structure was revised ([Annex XX](#), paragraph 8 of the Statutes dated April 07, 2022), the Agency included a legal entity - Limited Liability Partnership "Institute of Modern Technologies of the Engineering Academy of the Republic of Kazakhstan" in the list of Founders. In accordance with paragraph 12 of the Statutes, amendments have been made, which states that the priority directions of development, the principles of formation and use of the Agency's property, as well as the definition of competencies, organizational structure, procedures for the formation and termination of the General Director will be determined only in agreement with the collegial bodies ([Annex XX](#)). Now all amendments to the Statutes are discussed in the collegiate bodies, agreed upon and then adopted at the general meeting of the Founders. **These measures strengthen the procedure of transparency and objectivity.**

In order to improve the culture of collegial decision-making, IAAR has revised the powers of Founders, General Director and collegial bodies. According to the amendments to the [Regulations on the Supervisory Board](#) (Order No. 45-22-OD dated March 9, 2022), the Supervisory Board is an independent collegial body, where inclusion/exclusion to the Board is made at a meeting of the Supervisory Board. The Chair of the Supervisory Board is elected from among the current members by open voting (clause 3.5 of the [Regulations](#)). The competence of the Supervisory Board includes consideration and approval of IAAR Development Strategy, in accordance with clause 2.1 of the [Regulations on the Supervisory Board](#). According to the Regulations on the Supervisory Board, the General Director is responsible for the implementation of the Strategic Tasks to the Supervisory Board (clause 3.9 of the [Regulations](#)). At the same time, the General Director is appointed to the position by agreement of the collegiate bodies ([Annex XX](#), clause 12 of the Statutes).

According to the changes in the [Regulations on the Accreditation Council](#) (Order No. 45-22-OD dated March 9, 2022), the Chair of the Accreditation Council is elected from among the current members by open voting ([Annex XX](#), clause 13-1 of the Statutes, clause 3.4 of the [Regulations on the Accreditation Council](#)), and the Chair of the Appeals and Complaints Commission is approved by the Decision of the Supervisory Board on the recommendation of the employers' associations (clause 2.3 of the [Regulations on the Appeals and Complaints Commission](#)).

Taking into account the recommendations of ENQA, in order to promote independence and increase the culture of collegial decision-making on accreditation, after discussion in the

IAAR collegial bodies, amendments were made to the Regulations on the Accreditation Council, according to which, the General Director cannot be a member of the Accreditation Council and does not participate in meetings Accreditation Council from August 27, 2021 (paragraph 3.14 of the [Regulations on the Accreditation Council](#)).

Attachments

Annex I. Action Plan to Implement the Recommendations of ENQA Experts

Approved by the order of the
General Director of Non-Profit
Institution «Independent Agency for
Accreditation and Rating»
No. 109-21-1-OD dated August 20,
2021
*(as amended and supplemented by
order No. 185-21-OD dated
December 25, 2021)*

Action Plan to Implement the Recommendations of ENQA Experts (2021) in the framework of follow-up procedures

No	Recommendations of Experts on ESG	Activities and Action Plan	Responsible person	Timing
1	Create a working group to implement the recommendations of ENQA experts	Order on the Creation of a Working Group*	Atygaeva B.A.	until the end of August 2021
2	Development of an Action Plan to implement the recommendations of ENQA experts	a) Development of the Plan and its discussion	Kanapyanov T. Working group	a) until the end of August 2021

		b) Approval of the Action Plan	Zhumagulova A.B.	b) until the end of August 2021
ESG 3.1 ACTIVITIES, POLICY AND PROCEDURES FOR QUALITY ASSURANCE The judgements of the panel: Substantially Compliant				
3	ESG 3.1 - Recommendation 1. The panel recommends that representatives of students are included as members in the supervisory board.	To include a student representative from the Alliance of Students of Kazakhstan in the Supervisory Board;	Medetov B.E. Working group	until mid-November 2021
	ESG 3.1 - Recommendation 2. The panel recommends that the agency further defines a strategy for its international activities so as to clearly define the scope and intended targets of these activities.	To make changes to the development strategy with the definition of priority goals for international activities;	Iskakova G.K. Working group	until the end of December 2021
	ESG 3.1 - Recommendation 3. The panel recommends that the agency makes explicit the way in which the vision and values stated in the strategy are translated into the daily work.	To reflect in the documents the connection of the actions of employees with the vision, values and strategic goals;	Yanovskaya O.A. Working group	constantly
ESG 3.2 OFFICIAL STATUS The judgements of the panel: Fully Compliant				
ESG 3.3 INDEPENDENCE The judgements of the panel: Substantially Compliant				
4	ESG 3.3 - Recommendation 1. The panel suggests the agency to review the composition of the Accreditation Council to further align it with international good practices and in	a) To conduct discussions in collegiate bodies on the issue of exclusion of the General Director from the Accreditation Council;	Saydulaeva M.A. Working group	until September 2021

	particular to reconsider the fact that the General Director is a standing member of this body.	b) To make appropriate changes to the Regulations on the Accreditation Council;		
	ESG 3.3 - Recommendation 2. The panel suggests the agency to consider how to improve the culture of collegial decision-making in the Agency, increasing the decision-making power of collegial bodies consisting of stakeholder representatives, where it is legitimate.	a) To prepare a package of proposals for the redistribution of powers of the Founder, the General Director in order to improve the culture of collegial decision-making in the Agency and hold a broad discussion in the IAAR collegial bodies;	Medetov B.E. Working group	until the end of December 2021
		b) To amend relevant internal documents/regulations and the Statutes of the IAAR according to discussed changes.	Medetov B.E. Working group	until the end of April 2022
ESG 3.4 THEMATIC ANALYSIS The judgements of the panel: Fully Compliant				
5	ESG 3.4 - Recommendation 1. The panel suggests the agency to further investigate how to improve the interest and usefulness of thematic analysis for key stakeholders such as higher education institutions, students and employers. It also suggests to develop a communication strategy to ensure that the intended target audience is effectively reached.	To develop a draft of Communication Strategy of Thematic Analysis. To create a rubric in the journal for Thematic Analysis;	Yanovskaya O.A. Kydyrmina N.A., Working group	until May 2022
	ESG 3.4 - Recommendation 2. The panel suggests to further develop thematic analysis based on the results of the accreditation, particularly in emerging topics such as student-centered learning or the learning outcomes approach.	a) To conduct a Thematic Analysis on student-centered learning;	Yanovskaya O.A. Kydyrmina N.A., Working group	II half of 2022 (November)
		b) To conduct a Thematic Analysis on learning outcomes approach.	Yanovskaya O.A. Kydyrmina N.A., Working group	II half of 2023 (November)
ESG 3.5 RESOURCES The judgements of the panel: Fully Compliant				

6	ESG 3.5 - Recommendation 1. The panel suggests the agency to pursue its efforts towards continually improving the English skills and digital competences of the staff members.	To make changes to the Human Resources Development Plan for 2019-2023 and make arrangements to improve language and digital skills of employees;	Atygaeva B.A. Working group	until the end of December 2021
	ESG 3.5 - Recommendation 2. The panel suggests using the ENQA Quality Assurance Professional Competences Framework as an assessment tool to evaluate the competences of the staff and as a reference framework to guide the staff development plans.	a) To integrate key elements of the ENQA Quality Assurance Competency Framework into the Human Resource Development Plan 2019-2023;	Kanapyanov T.E. Working group	until the end of December 2021
		b) To take into account the key elements of the ENQA Quality Assurance Competence Framework in conducting internal audits and IAAR staff planning and reporting system;	Iskakova G.K. Working group	until the end of April 2022, continuously on an annual basis
		c) To make changes to the form of the Plan and Report of employees, taking into account the key elements of the ENQA Quality Assurance Competence Framework;	Iskakova G.K. Working group	until the end of March 2022
		d) To make changes in job descriptions to reflect key elements of the ENQA Competency Framework for Quality Assurance.	Yanovskaya O.A., Atygaeva B.A. Working group	until the end of March 2022
ESG 3.6 INTERNAL QUALITY ASSURANCE AND PROFESSIONAL CONDUCT The judgements of the panel: Fully Compliant				

7	ESG 3.6 - Recommendation 1. In order to strengthen the IQA system of IAAR, it would be very beneficial to further develop a culture of constant self-reflection and critical analysis among staff members and stakeholders.	a) To improve IQAS (including feedback system of all stakeholders, internal audit, employee reporting, etc.) in accordance with the culture of constant self-reflection and critical analysis among employees and stakeholders;	Iskakova G.K. Kydyrmina N. Working group	constantly
		b) To agree on the results of internal audit and feedback from stakeholders (experts, universities) and reflect them in the Action Plans of employees and the Agency as a whole in order to identify opportunities for improving the activities of the Agency.	Iskakova G.K. Kydyrmina N. Working group	until the end of April 2022
ESG 3.7 CYCLICAL EXTERNAL REVIEW OF AGENCIES The judgements of the panel: Fully Compliant				
ESG 2.1 CONSIDERATION OF INTERNAL QUALITY ASSURANCE The judgements of the panel: Substantially Compliant				
8	ESG 2.1 - Recommendation 1. The panel recommends that IAAR puts more emphasis on assessing the effectiveness of implementation of ESG standards 1.3. Student centred learning, teaching and assessment and 1.4. Student admission, progression, recognition and certification and that it strengthens its efforts to develop a good understanding of these standards by all stakeholders contributing to internal QA of HEI.	a) IAAR staff attending overseas training seminars on ESG 1.3 “Student centred learning, teaching and assessment” and 1.4 “Student admission, progression, recognition and certification”;	Kanapyanov T. Atygaeva B. All employees	annually
		b) To include ESG 1.3 “Student centred learning, teaching and assessment” and 1.4 “Student admission, progression, recognition and certification” in the topics of ongoing forums and workshops;	Niyazova G.B. Working group	annually according to schedule

		c) To pay close attention to experts involved in the accreditation procedures for a proper understanding of ESG Part 1 (in particular, ESG 1.3 Student centred learning, teaching and assessment and 1.4 Student admission, progression, recognition and certification) during External Expert Panel (EEP) meetings and training workshops;	Niyazova G.B. Working group	annually according to schedule
	ESG 2.1 - Recommendation 2. The panel recommends that IAAR puts more emphasis on strengthening the internal quality assurance of educational institutions by providing recommendations for improvement.	To pay more attention to the criteria for internal quality assurance of HEIs in conducting training seminars for experts;	Niyazova G.B. Working group	annually according to schedule
	ESG 2.1 - Recommendation 3. The panel suggests that the agency continues to proactively encourage IQA development and independence of institutions in subsequent rounds of accreditation.	During the visit and review of the self-assessment report, coordinators should strengthen the assessment of the internal quality assurance of the educational organisation, and pay special attention to the development of recommendations in this area.	Niyazova G.B. Working group	annually according to schedule
ESG 2.2 DESIGNING METHODOLOGIES FIT FOR PURPOSE The judgements of the panel: Substantially Compliant				
9	ESG 2.2 - Recommendation 1. The agency should consider the fitness-for-purpose of the five versus 7 maximum accreditation duration in the case of institutions undergoing accreditation for the first time by IAAR, as this practice is not based on the quality of performances and could hinder the principle of equal treatment.	To discuss in the collegiate bodies of IAAR and make changes to all internal documents of the agency and standards, on the equal opportunity to obtain a 7-year accreditation for all types of accreditation;	Medetov B.E. Working group	until the end of March 2022

	ESG 2.2 - Recommendation 2. The panel should consider the fitness for purpose of prescribing a post-accreditation report twice over a period of 7 years.	To discuss in the collegiate bodies of IAAR the possibility of conducting one post-accreditation monitoring for a 7-year accreditation and amend the <i>IAAR Regulation on Post-Accreditation Monitoring of the Educational Institutions and (or) Educational Programmes</i> ;	Bekenova D.K., Working group	until the end of July 2022
	ESG 2.2 - Recommendation 3. The panel suggests introducing a dialogical approach to post-monitoring, and in general to reflect on how to make this process more value-adding for HEIs.	To discuss in the collegiate bodies of IAAR and amend the Regulations on the post-monitoring of IAAR;	Bekenova D.K., Working group	until the end of July 2022
	ESG 2.2 - Recommendation 4. The agency should pursue its efforts to strengthen the relationship of the agency with significant stakeholder associations and establish a true exchange regarding the development and revision of EQA processes.	a) To introduce procedures for agreeing and discussing the draft of Standards, Guidelines and Regulations of the Agency with the main stakeholders (ASK, Associations of universities, etc.);	Medetov B.E. Working group	a) until the end of March 2022
		b) Involvement of student associations in the development/revision of standards, inclusion of a student representative in the working group for the development of internal Regulations for quality assurance and new IAAR strategy;	Iskakova G.K. Working group	b) from September 2021

		c) Obtaining feedback/reviews on the revised standards for the Kyrgyz Republic from student associations.	Niyazova G.B. Working group	c) until December 2021
ESG 2.3 IMPLEMENTATING PROCESSES The judgements of the panel: Substantially Compliant				
10	ESG 2.3 - Recommendation 1. It is recommended to review the multi-cluster-based approach used for the specialised (programme) accreditation and combined with institutional accreditation. The agency should ensure that the members of the external evaluation panel are able to contribute to the evaluation of the programmes in all clusters concerned, both in terms of content and time.	To discuss in the collegiate bodies of the IAAR about the possibility of separating the procedures for institutional and programme accreditation, reducing the number of educational programmes (Eps) and clusters in one visit, and amending all internal documents and standards of the Agency;	Kanapyanov T. Working group	until the end of March 2022
	ESG 2.3 - Recommendation 2. In order to increase the added value of external evaluation for the higher education institution and to optimize the workload of experts, the panel suggests composing separate panels for each cluster consisting of experts from a specific cluster, instead of one large committee of experts evaluating programs in several clusters.	To discuss in the collegial bodies of IAAR about the possibility of reducing clusters and the number of EPs in one visit;	Kanapyanov T. Working group	until the end of March 2022

	ESG 2.3 - Recommendation 3. The panel suggests to increase the visibility of the standards in the agency's web page, particularly for prospective users in countries different from those in which the agency currently operates.	To create a separate page on the Agency's website with standards for all types of accreditation and countries in all languages (Kazakh, English, Russian) in order to increase visibility and accessibility.	Umirbekova D.Zh. Working group	until the end of April 2022
ESG 2.4 PEER-REVIEW EXPERTS The judgements of the panel: Substantially Compliant				
11	ESG 2.4 - Recommendation 1. The panel recommends the agency to ensure that the rules on the composition of external expert panels are followed while using the multi-cluster-based approach for the specialized (programme) accreditation: each cluster of programmes shall be evaluated with the involvement of at least one student expert.	To ensure strict compliance with the Agency's Rules on the composition of the EEP to attract at least one expert student to each cluster;	Nazyrova G.R. Working group	constantly
	ESG 2.4 - Recommendation 2. The panel recommends the agency to ensure that in quality assurance of continuing education current students are involved whenever in any way feasible. In cases when this is impossible, the agency should involve graduates with as recent studying experience as possible.	To ensure strict compliance with the Rules of the Agency for the inclusion of students in continuous (additional) education quality assurance;	Nazyrova G.R. Working group	constantly
	ESG 2.4 - Recommendation 3. The panel suggests to include peer-learning in the training of experts, i.e. exchanges of practices among local experts.	To attract experienced experts in conducting training seminars for experts with the aim of exchange of experience;	Niyazova G.B. Working group	annually according to schedule

	ESG 2.4 - Recommendation 4. The panel suggests to consider and implement strategies to further develop the analytical skills of the experts.	To include discussion sections on the development of analytical skills of experts in the Programme of Seminar trainings.	Niyazova G.B. Working group	annually according to schedule
	ESG 2.4 - Recommendation 5. The panel suggests to put more emphasis in the training regarding student-centered-learning, possibly by organizing monographic sessions to develop a clear understanding of the meaning of the concept within the specific context of Kazakhstan.	To include materials on student-centered learning in the Programme of Seminar trainings.	Niyazova G.B. Working group	annually according to schedule
ESG 2.5 CRITERIA FOR OUTCOMES The judgements of the panel: Substantially Compliant				
12	ESG 2.5 - Recommendation 1. The panel recommends to develop more explicit guidelines regarding how to arrive at a global assessment of a programme or an institution based on assessment of each individual standard.	To discuss the methodology and concept of assessing the conformity of each standard and develop clearer guidelines for making decisions regarding the terms of accreditation (1, 3, 5 and 7 years) in the collegiate bodies of IAAR. To make appropriate changes to all internal documents and standards of IAAR.	Kanapyanov T.E. Working group	until the end of March 2022
	ESG 2.5 - Recommendation 2. The panel suggests to reconsider the value of the “Institutional profile parameter table” at the end of the accreditation reports. Indeed, counting the number of criteria assessed with “strong”, “satisfactory”, “needs improvement” or “unsatisfactory” could be misleading as there is not a direct relationship between these	To discuss the methodology and concept of assessing compliance with each standard and develop a clearer relationship between the numerical results of the “Profile Parameters” and the overall assessment of accreditation regarding the terms of accreditation (1, 3, 5 and 7 years) in the collegial bodies of the IAAR. To make appropriate changes to all internal documents and standards of IAAR.	Kanapyanov T.E. Working group	until the end of March 2022

	numeric results and the overall accreditation judgement.			
	ESG 2.5 - Recommendation 3. The panel suggests to continue working on the analysis of consistency, particularly by increasing the exchanges among coordinators. It also suggests conducting periodic thematic analysis on the subject.	a) To organise workshops for coordinators to share experiences and ensure consistency in external quality assurance procedures;	Niyazova G.B. Working group	a) according to the schedule, once every six months
		b) To develop a questionnaire for coordinators to conduct periodic thematic analysis on present topic.	Kydyrmina N.A. Working group	b) to the end of 2023
ESG 2.6 REPORTING				
The judgements of the panel: Substantially Compliant				
13	ESG 2.6 - Recommendation 1. The panel recommends to produce and publish a document justifying the final accreditation decision made by the accreditation council.	To prepare a template for substantiating the decision of the Accreditation Council on accreditation of EOs	Saidulaeva M.A. Working group	until the end of April 2022
	ESG 2.6 - Recommendation 2. The panel recommends to work on reinforcing the analytical character of the reports so that the logic leading from the evidence to the recommendations is transparent and clear to the reader.	To develop guidelines for experts to enhance the analytical nature of the EEP reports so that the logic leading from evidence to recommendations is transparent and understandable to the reader;	Kanapyanov T. Working group	until the end of July 2022
	ESG 2.6 - Recommendation 3. The panel recommends to work on reinforcing the analytical character of the reports so that the	Update the EEP report template in accordance with ENQA recommendations.	Niyazova G. Working group	until the end of July 2022

	logic leading from the evidence to the recommendations is transparent and clear to the reader.			
ESG 2.7 COMPLAINTS AND APPEALS The judgements of the panel: Fully Compliant				
14	Further activities IAAR follow-up report	Preparation of IAAR report on the implementation of the recommendations of ENQA experts	Working group	until December 2023

*** IAAR Working Group on Implementation of ENQA Expert Recommendations**

Head of the Working Group: General Director – Dr. Alina Zhumagulova

Members of the Working Group: Advisor to the General Director – Prof. Yanovskaya O.A., Advisor on Strategic Development - Iskakova G.K., Deputy General Director for International Cooperation – Dr. Kanapyanov T.E., Head of Legal Department - Medetov B.E., Project Manager for institutional and specialised accreditation of Higher Education Institution- Niyazova G.B., Manager Project for Accreditation of Organizations of TVE - Bekenova D.K., Project Manager for Institutional and Program Accreditation of Additional Education Organizations- Saidulaeva M.A., Manager of Information and Analytical Project – Dr. Kydyrmina N.A., Project Manager for Review Panel Members- Dr. Nazyrova G.R., International Projects and Public Relations Specialist – Dr. Bauyrzhankyzy A., Chief Accountant- Smagulova Sh.E., Assistant Chief Accountant- Tomashinova S. .K., System Administrator - Umirbekova D.Zh., Secretary- Sarsekeyeva S.A., Office-Manager- Atygaeva B.A.



INDEPENDENT AGENCY FOR ACCREDITATION AND RATING – IAAR

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Annex VI. Minutes of the meeting of Expert Council for TVE No. 14 dated October 7, 2021

** please refer to the translation below after the original document*

Протокол № 14

заседания экспертного совета по техническому и профессиональному образованию
Независимого агентства аккредитации и рейтинга

г. Нур-Султан, пр. Бауыржан Момышұлы 2, ВП-4Г, НААР, 7 октября 2021 года.
Начало в 17.00. ч

Состав экспертного совета по техническому и профессиональному образованию:

Председатель экспертного совета по техническому и профессиональному образованию:
Начальник Управления развития движения WorldSkills НАО "Talap"- Гасимов Ринат Гаптулханович.

Секретарь экспертного совета по техническому и профессиональному образованию:
Руководитель проекта по аккредитации организаций технического и профессионального образования – Бекенова Динара Каирбековна.

Члены экспертного совета по техническому и профессиональному образованию:

– Алимбеков Серик Ахметович, директор НОУ «Западно-Казахстанский высший инженерно-технологический колледж»;

– Фурманюк Анатолий Павлович, директор КГУ «Машиностроительный колледж г. Петропавловска»;

– Овчаренко Ольга Григорьевна, заместитель директора по учебной и методической работе Омского филиала Российской Академии народного хозяйства и государственной службы при Президенте Российской Федерации, почетный работник общего образования РФ;

– Бейсетбаев Асылхан Косылханович, заместитель директора Алматинского государственного политехнического колледжа, почетный работник образования;

– Ермеков Рауан Құрманұлы, студента 3-го курса ГKKП «Колледж транспорта и коммуникации г. Астана», член Альянса Студентов Казахстана (АСК).

Всего членов экспертного совета по техническому и профессиональному образованию (далее – ЭС) по списку – 7.

Присутствовали: 7

С использованием интерактивных средств связи (Skype) подключены:

Фурманюк А.П., Овчаренко О.Г., Алимбеков С.А.

Отсутствующих нет.

ПОВЕСТКА ЗАСЕДАНИЯ:

1. Обсуждение Стратегии развития НУ «Независимое агентство аккредитации и рейтинга» на 2022-2026 годы.
2. Обсуждение всех правовых документов агентства и стандарты о равной возможности получения 7-летней аккредитации по всем видам.
3. Обсуждение изменений в соответствующие внутренние документы и Устав о перераспределении полномочий учредителя, Генерального директора по принятию важных решений.
4. Обсуждение методологии по определению сроков аккредитации.

Ход заседания:

Приветственное слово и выступление Председателя ЭС по техническому и профессиональному образованию – Гасимова Р.Г.

По первому вопросу.

Гасимов Р.Г. Уважаемые коллеги, рад приветствовать Вас на очередном заседании Экспертного совета. Сегодня нам предстоит обсудить и рассмотреть ряд актуальных и серьезных вопросов касательно основного документа Агентства – проект Стратегии развития НУ

«Независимое агентство аккредитации и рейтинга» на 2022-2026 годы, а также обсудить изменения, вносимые в Устав и внутренние документы IAAR.

Нам необходимо рассмотреть и внести предложения в проект Стратегии развития НУ «Независимое агентство аккредитации и рейтинга» на 2022-2026 годы. Вам был направлен проект документа для изучения на 34 листах. Жду Ваши предложения либо мнения по данному документу.

Бейсетбаев А.К. Считаю, что в пункте 5.1 Укрепление и расширение международного признания и авторитета IAAR – членство IAAR в EQAVET и/или другие международные ассоциации и сети по обеспечению качества образования в сфере технического и профессионального образования весьма своевременная и необходимая задача. Это расширит горизонты деятельности IAAR на международной арене не только в сфере высшего и послевузовского образования, но и в сфере технического и профессионального.

Овчаренко О.Г. Коллеги, я в свою очередь, поддерживаю расширение партнерства на международном уровне с Агентствами в сфере технического и профессионального образования. Обмен практикой и опытом необходим для дальнейшего развития и совершенствования.

Ермеков Р.К. Я ознакомился с проектом Стратегии развития НУ «Независимое агентство аккредитации и рейтинга» на 2022-2026 годы и в пункте 4.1 Повышение уровня информированности о результатах оценки качества образовательных программ и организаций образования предложил бы дальнейшее широкое освещение деятельности IAAR в социальных сетях и развитие Youtube канала IAAR качественным и информативным для нашей аудитории контентом.

Алимбеков С.А. Я согласен с коллегами, документ серьезный и всесторонне охватил основные направления деятельности Агентства на ближайшую перспективу. Все основные задачи и индикаторы выполнения Стратегии отражены. Они вполне адекватны и реализуемы. Поддерживаю документ в данной редакции, рекомендую для принятия другими коллегиальными органами.

Гасимов Р.Г. Коллеги, одобряете ли Вы Стратегию развития НУ «Независимое агентство аккредитации и рейтинга» на 2022-2026 годы в данной редакции? Ставлю на голосование. Кто за? Кто против? Воздержался?

Единогласно. Принято.

Уважаемые коллеги, благодарю Вас за Ваши комментарии. Рабочая группа учтет внесенные предложения и замечания.

По второму вопросу.

Гасимов Р.Г. Уважаемые коллеги, на повестке дня обсуждение всех правовых документов агентства и стандарты о равной возможности получения 7-летней аккредитации по всем видам, не ставя никаких условий по предыдущей аккредитации. Какие предложения и комментарии будут по данному вопросу?

Бейсетбаев А.К. Поддерживаю, однако, считаю, если предыдущая аккредитация была в другом Агентстве и организация образования претендует на максимальный срок аккредитации более тщательно изучать материалы по постаккредитационному мониторингу.

Фурманюк А.П. Я тоже, считаю, что таким образом, уравниваются позиции организаций образования, кто не проходил предыдущие аккредитации в нашем Агентстве. Считаю необходимым внесения изменений в соответствующие правовые документы Агентства и стандарты.

Гасимов Р.Г. Коллеги, одобряете ли Вы возможность получения 7-летней аккредитации по всем видам, с последующим внесением изменений в соответствующие правовые документы Агентства и стандарты? Ставлю на голосование. Кто за? Кто против? Воздержался?

Единогласно. Принято.

По третьему вопросу.

Гасимов Р.Г. Уважаемые коллеги, члены Экспертного Совета на обсуждение выносятся вопрос о перераспределении полномочий учредителя и Генерального Директора по принятию важных решений и внесение изменений в соответствующие внутренние документы и Устав. Какие мнения будут по данному вопросу?

Овчаренко О.Г. Считаю, что перераспределение полномочий повысит роль коллегиальных органов IAAR. Предлагаю избрание председателя Аккредитационного совета проводить на общем собрании членов Аккредитационного совета.

Алимбеков С.А. От себя добавлю, что возрастет независимость в принятии решений, усовершенствуются бизнес-процессы в Агентстве, что только положительным образом скажется на деятельности IAAR.

Гасимов Р.Г. Коллеги, одобряете ли Вы перераспределение полномочий учредителя и Генерального Директора по принятию важных решений и внесение изменений в соответствующие внутренние документы и Устав? Ставлю на голосование. Кто за? Кто против? Воздержался?

Единогласно. Принято.

По четвертому вопросу.

Гасимов Р.Г. IAAR использует оценочный балл по четырем шкалам (сильная, удовлетворительная, предполагает улучшение, неудовлетворительная) и до этого времени не было утвержденных количественных параметров для определения сроков аккредитации. Это объясняется тем, что IAAR, принимает решение на основе экспертной оценки согласно критериям и стандартам IAAR исключительно по качественным параметрам. Однако, по итогам рекомендаций экспертов ENQA нам необходимо рассмотреть, принять методологию и концепцию оценки соответствия каждого стандарта в целях выработки более четких руководящих принципов относительно того, как прийти к общей оценке программы или организации образования.

Бейсетбаев А.К. Поддерживаю данное решение и предлагаю следующую версию оценки критериев стандартов институциональной аккредитации по ТиПО:

- 1 год – при соблюдении критериев в целом, но при наличии некоторых недостатков и возможностей для улучшения (при оценке критериев, требующих улучшение более 20% (более 20 критериев), отсутствие сильных сторон);
- 3 года – при положительных результатах в целом, но при наличии отдельных незначительных недостатков и возможностей для улучшения (при оценке критериев, требующих улучшение от 15 до 20% (от 15 до 20 критериев), при наличии сильных сторон);
- 5 лет – при положительных результатах в целом (при оценке критериев, требующих улучшение не более 15% (не более 15 критериев), при наличии сильных сторон);
- 7 лет – при соответствии критериям стандартов в целом и при наличии примеров трансляции лучшей практики (при оценке критериев сильных сторон не менее 10%, а требующих улучшение не более 10% (не более 10 критериев)).
- отказ в аккредитации (при оценке как минимум одного критерия как «неудовлетворительно», при отсутствии сильных сторон).

Фурманюк А.П. Поддерживаю коллегу. А по специализированной и специализированной первичной аккредитации (ex-ante) ТиПО предлагаю следующее:

- 1 год – при соблюдении критериев в целом, но при наличии некоторых недостатков и возможностей для улучшения (при оценке критериев, требующих улучшение более 30% (более 27 критериев), отсутствие сильных сторон);
- 3 года – при положительных результатах в целом, но при наличии отдельных незначительных недостатков и возможностей для улучшения (при оценке критериев, требующих улучшение от 15 до 30% (от 13 до 27 критериев), при наличии сильных сторон);
- 5 лет – при положительных результатах в целом (при оценке критериев, требующих улучшение не более 15% (не более 13 критериев), при наличии сильных сторон);
- 7 лет – при соответствии критериям стандартов в целом и при наличии примеров трансляции лучшей практики (при оценке критериев сильных сторон не менее 10%, а требующих улучшение не более 10% (не более 9 критериев)).

- отказ в аккредитации (при оценке как минимум одного критерия как «неудовлетворительно», при отсутствии сильных сторон).

Гасимов Р.Г. Коллеги, утверждаете ли Вы данную методологию по определению сроков аккредитации? Данная методология будет также базироваться на экспертной оценке (peer review) согласно критериям и стандартам IAAR исключительно по качественным параметрам, однако теперь будет обеспечена более четкая согласованность и последовательность принятия решений по аккредитации.

Ставлю на голосование. Кто за? Кто против? Воздержался?

Единогласно. Принято.

Решение Экспертного совета по техническому и профессиональному образованию

Члены Экспертного совета по техническому и профессиональному образованию единогласно приняли решение:

1. Одобрить проект Стратегии развития НУ «Независимое агентство аккредитации и рейтинга» на 2022-2026 годы в данной редакции с учетом высказанных предложений.
2. Одобрить возможность получения 7-летней аккредитации по всем видам, с последующим внесением изменений в соответствующие правовые документы Агентства и стандарты.
3. Одобрить внесение изменений в соответствующие внутренние документы и Устав о перераспределении полномочий учредителя, Генерального директора по принятию важных решений.
4. Утвердить принятую методологию по определению сроков аккредитации.

Председатель ЭС по ТиПО



Гасимов Р.Г.

Секретарь заседания



Бекенова Д.К.

Unofficial translation of Minutes of the meeting of Expert Council for TVE No. 14 dated October 7, 2021

Minutes No. 14

Of the meetings of the Expert Council on Vocation Education and Training (VET) of the Independent Agency for Accreditation and Rating

Nur-Sultan, Bauyrzhan Momyshuly Ave. 2, VP-4G, NAAR, October 7, 2021.

Start at 17:00.

Composition of the Expert Council on Vocation Education and Training (VET):

Chairman of the Expert Council on Vocation Education and Training: Head of the WorldSkills Movement Development Department of Non-profit joint stock company "Talap" - Gasimov Rinat Gaptulkhanovich.

Secretary of the Expert Council on Vocation Education and Training: Project Manager for Accreditation of Vocation Education and Training Organizations - Bekenova Dinara Kairbekovna.

Members of the Expert Council on Vocation Education and Training:

– Alimbekov Serik Akhmetovich, director of Non-state educational institution "West Kazakhstan Higher Engineering-Technological College";

– Furmanyuk Anatolyi Pavlovich, director of the Petropavlovsk Machine-Building College, Municipal Institution;

– Ovcharenko Olga Grigoryevna, Deputy Director for Academic and Methodological Work of the Omsk branch of the Russian Academy of National Economy and Public Administration under the President of the Russian Federation, Honorary Worker of General Education of the Russian Federation;

– Beisetsbayev Asylkhan Kosylkhanovich, Deputy Director of the Almaty State Polytechnic College, Honorary Worker of Education;

– Yermekov Rauan Kurmanuly, 3rd year student of the State Enterprise "College of Transport and Communication of Astana", a member of the Alliance of Students of Kazakhstan (ASK).

Total members of the Expert Council on Vocation Education and Training (hereinafter - EC) according to the list - 7.

Present: 7

The following persons managed to connect using interactive means of communication (Skype):

Furmanyuk A.P., Ovcharenko O.G., Alimbekov S.A.

Full attendance as per the list.

AGENDA OF THE MEETING:

1. Discussion of the Development Strategy of the Non-profit Institution "Independent Agency for Accreditation and Rating" for 2022-2026.

2. Discussion of all legal documents of the agency and standards on equal opportunity to obtain 7-year accreditation for all types.

3. Discussion of changes to the relevant internal documents and the Articles of Association on the redistribution of the powers of the founder, the General Director to make important decisions.

4. Discussion of the methodology for determining the terms of accreditation.

Session progress:

Words of welcome and speech by the Chairperson of the EC on Vocation Education and Training - Gasimov R.G.

On the first question.

Gasimov R.G. Dear colleagues, I am glad to welcome you at the next meeting of the Expert Council. Today we have to discuss and consider a number of topical and serious issues regarding the main document of the Agency - the draft Development Strategy of the Non-profit Institution "Independent Agency for Accreditation and Rating" for 2022-2026, as well as discuss changes to the Articles of Association and IAAR internal documents.

We need to consider and make proposals to the draft Development Strategy of the Non-profit Institution "Independent Agency for Accreditation and Rating" for 2022-2026. You have been sent a draft document for study on 34 pages. I look forward to your suggestions or opinions on this document.

Beisethbayev A.K. I believe that in paragraph 5.1 Strengthening and expanding the IAAR international recognition and authority - IAAR membership in EQAVET and/or other international associations and networks for quality assurance in the field of Vocation Education and Training is a very timely and necessary task. This will expand the horizons of IAAR activities in the international arena, not only in the field of higher and postgraduate education, but also in the field of Vocation Education and Training.

Ovcharenko O.G. Colleagues, I, in turn, support the expansion of the partnership at the international level with the Agencies in the field of Vocation Education and Training. The exchange of practice and experience is necessary for further development and improvement.

Yermekov R.K. I got acquainted with the draft Development Strategy of the Non-profit Institution "Independent Agency for Accreditation and Rating" for 2022-2026 and in paragraph 4.1 Raising awareness of the quality assessment results of educational programs and educational organizations, I would suggest further wide coverage of IAAR activities in social networks and the development of the IAAR Youtube channel via quality and informative content for our audience.

Alimbekov S.A. I agree with my colleagues that the document is serious and comprehensively covers the main directions of the Agency's activities in the near future. All main tasks and performance indicators of the Strategy are reflected. They are quite adequate and realizable. I support the document in this edition and recommend it for adoption by other collegiate bodies.

Gasimov R.G. Colleagues, do you approve of the Development Strategy of the Non-profit Institution "Independent Agency for Accreditation and Rating" for 2022-2026 in this edition? I put it to a vote. Who agrees? Who is against? Abstained?

Unanimously. Accepted.

Dear colleagues, thank you for your comments. The work team will take into account the suggestions and comments made.

On the second question.

Gasimov R.G. Dear colleagues, on the agenda is the discussion of all legal documents of the agency and standards on equal opportunity to obtain 7-year accreditation for all types, without setting any conditions for previous accreditation. What are your suggestions and comments on this issue?

Beisethbayev A.K. I support, however, I think, if the previous accreditation was in another Agency and the educational organization claims for the maximum period of accreditation, study materials on post- accreditation monitoring more carefully.

Furmanyuk A.P. I also believe that in this way the positions of educational organizations that have not passed previous accreditations in our Agency will be equalized. I consider it necessary to make changes to the relevant legal documents of the Agency and standards.

Gasimov R.G. Colleagues, do you approve of the possibility of obtaining a 7-year accreditation for all types, with subsequent amendments to the relevant legal documents of the Agency and standards? I put it to a vote. Who agrees? Who is against? Abstained?

Unanimously. Accepted.

On the third question.

Gasimov R.G. Dear colleagues, members of the Expert Council, the issue of redistributing the powers of the founder and the General Director to make important decisions and amending the relevant internal documents and the Articles of Association is submitted for discussion. What are the opinions on this issue?

Ovcharenko O.G. I believe that the redistribution of powers will increase the role of the collegiate bodies of the IAAR. I propose to elect the Chairman of the Accreditation Council at the general meeting of the members of the Accreditation Council.

Alimbekov S.A. On my own behalf, I will add that independence in decision-making will increase, business processes in the Agency will be improved, which will only positively affect the IAAR activities.

Gasimov R.G. Colleagues, do you approve of the redistribution of the powers of the founder and the General Director to make important decisions and the introduction of amendments to the relevant internal documents and the Articles of Association? I put it to a vote. Who agrees? Who is against? Abstained?

Unanimously. Accepted.

On the fourth question.

Gasimov R.G. IAAR uses four rating scales (strong, satisfactory, suggestive of improvement, unsatisfactory) and so far, there have been no approved quantitative parameters to determine the timing of accreditation. This is due to the fact that the IAAR makes a decision on the basis of an expert assessment according to the IAAR criteria and standards solely on qualitative parameters. However, following the recommendations of ENQA experts, we need to consider, adopt the methodology and the concept of assessing the conformity of each standard in order to develop clearer guidelines on how to arrive at an overall assessment of the educational program or an educational organization.

Beisethbayev A.K. I support this decision and propose the following version of the assessment of the criteria for institutional accreditation standards for VET:

- 1 year - if the criteria are met in general, but if there are some shortcomings and opportunities for improvement (when assessing criteria requiring improvement of more than 20% (more than 20 criteria), no strengths);

- 3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (when assessing criteria requiring improvement from 15 to 20% (from 15 to 20 criteria), in the presence of strengths);

- 5 years - with positive results in general (when evaluating criteria that require improvement by no more than 15% (no more than 15 criteria), in the presence of strengths);

- 7 years - if the criteria of the standards are met in general and if there are examples of best practice broadcasting (when evaluating the criteria for strengths of at least 10%, and those requiring improvement no more than 10% (no more than 10 criteria)).

- denial of accreditation (when assessing at least one criterion as “unsatisfactory”, in the absence of strengths).

Furmanyuk A.P. I support my colleague. And for specialized and specialized primary accreditation (ex - ante) on VET, I offer the following:

- 1 year - if the criteria are met in general, but if there are some shortcomings and opportunities for improvement (when assessing criteria requiring improvement of more than 30% (more than 27 criteria), no strengths);

- 3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (when evaluating criteria that require improvement from 15 to 30% (from 13 to 27 criteria), in the presence of strengths);

- 5 years - with positive results in general (when evaluating criteria that require improvement by no more than 15% (no more than 13 criteria), in the presence of strengths);

- 7 years - in case of compliance with the criteria of the standards in general and in the presence of examples of broadcasting of best practices (when evaluating the criteria for strengths of at least 10%, and those requiring improvement no more than 10% (no more than 9 criteria)).

- denial of accreditation (when assessing at least one criterion turns out as “unsatisfactory”, in the absence of strengths).

Gasimov R.G. Colleagues, do you approve this methodology for determining the terms of accreditation? This methodology will also be based on peer review according to the IAAR criteria and standards solely on qualitative parameters, but now there will be a clearer conformity and consistency in decision-making on accreditation.

I put it to a vote. Who agrees? Who is against? Abstained?

Unanimously. Accepted.

Decision of the Expert Council on Vocation Education and Training (VET):

The members of the Expert Council on Vocation Education and Training unanimously decided:

1. To approve the draft Development Strategy of the Non-profit Institution “Independent Agency for Accreditation and Rating” for 2022-2026 in this edition, taking into account the proposals made.

2. To approve the possibility of obtaining a 7-year accreditation for all types, with subsequent amendments to the relevant legal documents of the Agency and standards.

3. To approve the introduction of amendments to the relevant internal documents and the Articles of Association on the redistribution of the powers of the founder, the General Director to make important decisions.

4. To approve the adopted methodology for determining the terms of accreditation.

Chairman of the EC on VET _____ *Gasimov R.G.*

Secretary of the meeting _____ *Bekenova D.K.*