

## Decision on the Substantive Change Report by Independent Agency for Quality Assurance in Education (IQAA)

Register Committee  
23 March 2026

Ref. RC49/C160

Ver. 1.0

Date 2026-03-25

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Decision of:	2026-03-23
Result:	Take note
Report received on:	2026-03-03
Agency registered since:	2017-02-01
Last external review report:	2022-04
Registration until:	2027-04-30
Absented themselves from decision-making:	n/a
Attachments:	1. <a href="#">Substantive Change Report, 2026-03-03</a>

1. The Register Committee considered the Substantive Change Report of 2026-03-03.
2. The Register Committee noted that IQAA has developed and is conducting, since 2022, new activity – institutional accreditation of organisations providing additional education.
3. The Register Committee understood that IQAA has developed specific standards and criteria for institutional accreditation of organisations providing additional educations and has already conducted reviews under this activity.
4. **Based on the information provided in the Substantive Change Report the Committee had no *prima facie* concerns and expects that this activity will be analysed in full against Part II of the ESG (ESG 2.1-2.7) as part of IQAA’s next targeted review. The Register Committee, further noted that the agency should have reported this activity when the same was introduced back in 2022.**
5. Furthermore, the Register Committee underlined that, the last decision on a substantive change report by the agency of 2025-11-18 is overruled by this decision, as the decisions are concerning the same external quality assurance activity.

## EQAR Substantive Change Report

<b>Agency #1</b>	Independent Agency for Quality Assurance in Education
<b>Agency acronym</b>	IQAA
<b>Expiry date #1</b>	30/04/2027
<b>Contact #1</b>	Marzhan Yermanova
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<b>Other organisations?</b>	No
<b>A. Has the organisational identity of the registered agency changed?</b>	No
<b>B. Has the organisational structure changed?</b>	No
<b>C. Changes in EQA activities</b>	1. One or several new external QA activities were introduced
<b>Description new/changed</b>	<p>The agency introduced institutional accreditation of organisations providing additional professional and non-formal education in response to the growing demand for quality assurance mechanisms in this sector.</p> <p>The development of this activity was driven by changes in the national regulatory framework and the increasing importance of lifelong learning and professional upskilling.</p> <p>This activity was developed on the basis of the agency's existing experience in institutional and programme accreditation in higher education, while adapting the standards and procedures to the specific characteristics of additional and non-formal education providers.</p>

## 1. New EQA activity:

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1	Institutional accreditation of additional education organisations
<b>Focus</b>	<ul style="list-style-type: none"><li>• other i.e. micro-credentials, short cycle studies etc.</li><li>• Institutional accreditation of organisations providing additional professional and non-formal education.</li></ul>
<b>ESG 2.1</b>	<p>During institutional accreditation, the quality of education provided by the institution is evaluated. The purpose of institutional accreditation of additional education is to maintain and enhance the professional qualifications of personnel, as well as to meet their needs for acquiring new and updating theoretical knowledge and practical skills.</p> <p>Ensuring the quality of educational programmes is the responsibility of the additional education provider itself. The main objective of the external evaluation conducted by the Agency is to provide feedback on quality assurance and to support the education provider in its efforts toward continuous improvement.</p> <p>In preparation for the external evaluation by IQAA, education providers undergo a self-evaluation procedure. To facilitate this process, the Agency has developed Standards and Guidelines for institutional accreditation. The Standards and criteria for institutional accreditation of additional and non-formal education are available at: <a href="https://iqaa.org/en/about-us/documents/iqaa-documents">https://iqaa.org/en/about-us/documents/iqaa-documents</a></p> <p>Standard 1. Mission and objectives of the additional education organisation. Quality</p>

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assurance policy and management.

Standard 2. Content of educational programmes, their development, effectiveness, and periodic review.

Standard 3. Learners and organisation of the learning process.

Standard 4. Academic staff and teaching effectiveness.

Standard 5. Resources and learner support services.

Standard 6. Periodic external quality...

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... assurance and follow-up procedures.

Standard 7. Procedure for development, approval and terms of validity of accreditation standards.

The Agency provides education providers with the Standards and Guidelines for institutional accreditation of additional and non-formal education to support the preparation of the self-evaluation report. These documents serve as methodological guidance materials.

The objectives of additional professional education include:

- 1) maintaining, expanding, deepening, and improving professional knowledge and skills;
- 2) acquiring new and/or additional competences.

Within additional and non-formal education programmes, activities such as scientific and informational exchange events, seminars, trainings, workshops, webinars, online courses, and workplace-based training (internships) are conducted.

The duration of educational programmes and courses is determined independently by the

additional education provider, except where specific requirements are established by competent authorities or commissioning bodies (if applicable).

Training within additional and non-formal education programmes is delivered in offline and/or online formats. Delivery may take place at the provider's premises and/or through off-site training cycles upon request of commissioning organisations.

Successful completion of educational programmes and courses is confirmed by a certificate or official statement issued upon positive results of the final assessment established ...

...by the additional education provider.

## ESG 2.2

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The IQAA Standards and criteria for institutional accreditation have been developed in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and are intended to support internal quality assurance processes.

Stakeholders are involved in the development and discussion of the standards for additional education, including continuing professional development centres, commissioning bodies of specialised training programmes, employers, and learners who have completed professional development courses.

In accordance with the contractual arrangements, the Agency conducts a preliminary seminar for the management and responsible staff involved in the preparation of

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the self-evaluation report. Following the submission of the self-evaluation report, the Agency carries out a technical review of the report, agrees with the education provider on the composition of the external review panel to ensure the absence of conflicts of interest, and determines the dates of the external review visit, the visit programme, and other organisational and technical arrangements.

The self-evaluation report of the education provider, the report of the external review panel, and the Agency’s conclusion are submitted to the Accreditation Council for a decision on accreditation.

The Agency conducts a post-accreditation monitoring (PAM) procedure for education providers that have been granted accredited status. PAM reports are submitted annually and provide information on the actions taken by the institution to implement the recommendations of the external review panel.

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**ESG 2.3**

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The Standards and Guidelines for institutional accreditation of additional and non-formal education are published in the “IQAA Documents” section of the Agency’s website (<https://iqaa.org/en/about-us/documents/iqaa-documents> ).

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<https://online.fliphtml5.com/igqcq/nfbc/>

**ESG 2.3**

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Not applicable

**ESG 2.4**

The IQAA Coordinator ensures that potential experts possess the appropriate qualifications and competencies to evaluate the institutional activities of an organisation providing additional

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and non-formal education. The selection of experts is carried out based on the IQAA expert database, which consists of heads and representatives of centres and/or departments of higher education institutions, including “Silver Universities”, specialising in professional development, retraining, and the awarding of micro-credentials in relevant fields.

Prior to the external audit, the Agency Coordinator sends each expert, via email, the self-evaluation report, the Expert Code of Ethics, the external audit programme, the Standards and Criteria for Institutional Accreditation of organisations providing additional and non-formal education, the report template, the composition of the expert panel, and the list of interview participants. In addition, an online training session for the External Expert Panel (EEP) is conducted before the external audit.

During the training, the audit programme, the Expert Code of Ethics, the necessity of reviewing the organisation’s website materials and additional documents are discussed. Experts’ questions regarding the standards, the self-evaluation report, and other relevant issues are also addressed in advance.

Before the start of the external evaluation, on the first day of the visit, the Coordinator conducts an additional briefing for the experts at the educational institution or at the hotel.

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**ESG 2.5**

All formal accreditation decisions concerning additional education providers are based on clearly defined criteria that are applied consistently to all institutions.

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The external review panel, on the basis of the self-evaluation report, institutional documentation, interviews with management, academic staff and trainers, administrative staff, learners, commissioning employers, and graduates of the respective programmes, as well as a site visit and visual inspection of facilities, draws conclusions regarding the degree of compliance of the additional education provider with the IQAA Standards and criteria.

Each criterion is assessed according to the IQAA evaluation scale: full compliance, substantial compliance, partial compliance, and non-compliance. Compliance with the Standards and criteria constitutes the basis for conducting the external evaluation and for making the accreditation decision.

The Accreditation Council makes the accreditation decision on the basis of the self-evaluation report, the external review panel report, and a presentation by the review coordinator on the results of the external evaluation. In addition, one member of the Accreditation Council is appointed as a rapporteur to conduct a detailed analysis of the submitted materials for the Council members.

The Accreditation Council interprets external review panel reports consistently and adopts a collegial decision in accordance with the Regulations on Decision-Making.

In the case of a positive decision, IQAA awards the additional education provider an accreditation certificate and includes the institution in the Register of Accredited Additional Education

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Providers published on the Agency's website.

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## ESG 2.6

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<https://iqaa.org/en/additional-education/register-of-decisions-and-reports>

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## ESG 2.7

The Agency's organisational structure includes two collegial bodies: the Complaints Commission and the Appeals Commission.

The Complaints Commission addresses cases of disagreement or dissatisfaction expressed by organisations of additional education undergoing institutional accreditation, particularly concerning the quality of services provided, as well as the actions of the Agency Coordinator or members of the IQAA External Expert Panel.

The Appeals Commission considers appeals submitted by additional education organisations against institutional accreditation decisions adopted by the Accreditation Council.

It should be noted that throughout the period of conducting institutional accreditation, no complaints or appeal applications have been received from additional education organisations.

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## ESG 3.4/ESG 3.6

The Agency prepares activity reports twice a year: a semi-annual report in July and an annual report in December. These reports include an analysis of the external audits conducted as part of institutional accreditation of additional education organisations, as well as a quantitative and qualitative analysis of the experts who participated in the external evaluation procedures.

These reports are submitted to the Supervisory

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Board for approval and are published on the Agency's website (<https://iqaa.org/en/about-us/documents/iqaa-documents>).

Throughout the period of conducting institutional accreditation of additional education organisations, the Agency has not carried out a thematic analysis based on the results of external evaluations.

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**D. Activity outside the scope of the ESG**

No

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**File #1**

[STANDARDS\\_AND\\_CRITERIA\\_FOR\\_IA\\_OF\\_ORGANISATIONS\\_PROVIDING\\_ADDITIONAL\\_EDUCATION\\_1.pdf \(2.67 MB\)](#)

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**Submit form?**

I am ready to submit the change report form

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