



# IAAR SELF-ASSESSMENT REPORT 2020

Renewal of ENQA Membership  
and Registration with EQAR

# CONTENT

<b>1. INTRODUCTION .....</b>	<b>4</b>
<b>2. DEVELOPMENT OF THE SELF-ASSESSMENT REPORT .....</b>	<b>6</b>
<b>3. HIGHER EDUCATION AND QUALITY ASSURANCE OF HIGHER EDUCATION IN THE CONTEXT OF THE IAAR .....</b>	<b>7</b>
3.1. Higher Education System in the Republic of Kazakhstan.....	7
3.2. Quality Assurance System of Higher Education in the Republic of Kazakhstan.....	8
<b>4. HISTORY, PROFILE AND ACTIVITIES OF THE IAAR .....</b>	<b>11</b>
4.1 History of the IAAR.....	11
4.2. The Organisational Structure of the IAAR.....	11
4.3. IAAR Activities within the Scope of the ESG.....	12
4.3.1. IAAR Accreditation in the Republic of Kazakhstan.....	12
4.3.2. Cross-Border Accreditation.....	14
4.4. IAAR Activities Outside the Scope of the ESG .....	16
4.4.1. IAAR Rating Research.....	16
4.4.2. Institutional and Specialised Accreditation of the Organisations of Technical and Professional Education of the Republic of Kazakhstan.....	16
4.4.3. Institutional Accreditation of the Organisations of Secondary Education (International Schools) of the Republic of Kazakhstan .....	17
<b>5. HIGHER EDUCATION QUALITY ASSURANCE ACTIVITIES OF THE IAAR. QUALITY ASSURANCE PROCESSES AND IAAR METHODOLOGY .....</b>	<b>18</b>
5.1. IAAR Accreditation Processes in the Republic of Kazakhstan .....	21
5.1.1. Institutional Accreditation .....	21
5.1.2. Specialised (Programme) Accreditation.....	21
5.1.3. Initial Institutional Accreditation (Ex-Ante) .....	22
5.1.4. Initial Specialised (Programme) Accreditation (Ex-Ante).....	22
5.1.5. Institutional Accreditation of Medical Education Institutions.....	23
5.1.6. Specialised (Programme) Accreditation of Educational Programmes of Medical Educational Organisations.....	24
5.1.7. Initial Specialised (Programme) Accreditation (Ex-Ante) of Educational Programmes of Medical Educational Organisations.....	25
5.1.8. Institutional Accreditation of the Organisation of Continuing Education.....	26
5.1.9. Joint Specialised (Programme) Accreditation with a Partner Agency (ACQUIN and FIBAA) .....	26
5.2. IAAR Cross-Border Accreditation .....	27
5.2.1. Cross-Border Institutional Accreditation, Including Initial (Ex-Ante) .....	27
5.2.2. Cross-Border Programme Accreditation, Including Initial (Ex-Ante).....	28
5.2.3. Cross-Border Institutional Accreditation of Medical Education Institutions.....	30
5.2.4. Cross-Border Programme Accreditation of Educational Programmes of Medical Educational Organisations, Including Initial (Ex-Ante) .....	30
<b>6. IAAR Internal Quality Assurance.....</b>	<b>33</b>
<b>7. IAAR International Activities .....</b>	<b>35</b>
7.1. Membership and Recognition .....	35
7.2 Partnership with other Agencies .....	35
7.3. International Projects.....	35
7.4. Internationalisation via the Annual Central Asian International Forum .....	36
7.5. Dissemination of Experience in the Field of Quality Assurance in other Countries .....	36
7.6. International Expert Professional Development Workshops .....	38
7.7. Prospects.....	39

<b>8. IAAR Compliance with European Standards and Guidelines (Part 3)</b> .....	<b>40</b>
8.1. ESG 3.1 Activities, Policy and Processes for Quality Assurance .....	40
8.2. ESG Standard 3.2 Official Status .....	41
8.3. ESG Standard 3.3 Independence .....	42
8.4. ESG Standard 3.4 Thematic Analysis .....	44
8.5. ESG Standard 3.5 Resources .....	45
8.6. ESG Standard 3.6 Internal Quality Assurance and Professional Conduct .....	49
8.7. ESG Standard 3.7 Cyclical External Review of the Agency .....	50
<b>9. IAAR Compliance with European Standards and Guidelines (Part 2)</b> .....	<b>52</b>
9.1. ESG Standard 2.1 Consideration of Internal Quality Assurance .....	52
9.2. ESG Standard 2.2 Designing Methodologies Fit for Purpose .....	54
9.3. ESG Standard 2.3 Implementing Processes .....	57
9.4. ESG Standard 2.4 Peer-Review Experts .....	59
9.5. ESG Standard 2.5 Criteria for Outcomes .....	62
9.6. ESG Standard 2.6 Reporting .....	63
9.7. ESG Standard 2.7 Complaints and Appeals .....	64
<b>10. Information and Opinions of Stakeholders</b> .....	<b>66</b>
<b>11. Recommendations and Main Findings from Previous Review and IAAR's Resulting Follow-Up</b> .....	<b>68</b>
<b>12. SWOT Analysis</b> .....	<b>69</b>
<b>13. Current Challenges and Areas for Future Development</b> .....	<b>70</b>
Abbreviations .....	72
Annex A. Members of the Working Group for Preparation to the ENQA Review .....	74
Annex I. The IAAR Statutes .....	75
Annex II. Types of accreditation and the corresponding standards, as well as the compliance of these IAAR activities with activities defined by ENQA in the Terms of Reference (Table 18) .....	80
Annex III. Compliance of accreditation standards for the Republic of Kazakhstan with Part 1 of the ESG (2015) .....	85
Annex IV. Compliance of accreditation standards for the Kyrgyz Republic with Part 1 of the ESG (2015) .....	93
Annex V. Compliance of the IAAR Standards for cross-border accreditation of foreign educational organisations and education programmes with Part 1 of the ESG (2015) .....	103
Annex VI. Compliance of the international accreditation standards of foreign medical institutions of education with Part 1 of the ESG (2015) .....	104
Annex VII. Compliance of joint international standards IAAR-ACQUIN and IAAR-FIBAA with Part 1 of the ESG .....	110
Annex VIII. Implementation of the recommendations of the ENQA review panel as of November 2020 .....	112
Annex IX. List of supporting documents .....	116

# 1. INTRODUCTION

The non-profit institution “Independent Agency for Accreditation and Rating” (hereinafter - IAAR, Agency) was established in 2011 with an aim to increase the competitiveness of educational organisations at the national and international scopes via the implementation of institutional and programme accreditation procedures. The IAAR conducts domestic and international external evaluation of both higher and professional education in the Republic of Kazakhstan (RK) and in other countries.

Incorporation of the IAAR was grounded and encouraged by the accession of Kazakhstan to the Bologna process in 2010, amendments and additions to the Law of the Republic of Kazakhstan (LRK) “[On Education](#)” as of July 27, 2007 № 319-III LRK in 2011 and the Republic of Kazakhstan Presidential Decree “On approval of the State Programme of Education Development of the RK for 2011-2020” as of December 7, 2010 No. 1118. The strategic guidelines of the IAAR are targeted to strengthen the status of a recognised, nationally and internationally competitive Agency for quality assurance in education. The IAAR strives for higher level development results and sustainable growth of its potential on quality assurance in education.

IAAR activity is based on the goals and tasks of the national system of education contained in the programme documents: the Strategic Development Plan of the RK until 2020; the State Programme of Education and Science Development in the RK for the period 2016 through 2019; the [State Programme of Education and Science Development in the Republic of Kazakhstan for the period 2020 through 2025](#), the State Programme “Digital Kazakhstan” for the period 2018 through 2022 (approved by the Governmental Decree of the RK as of December 12, 2017 No. 827).

The IAAR operates in compliance with the [IAAR Development Strategy for 2019-2023](#), with due account of the legislation in the field of education, the educational policy of the RK and the European Higher Education Area (EHEA).

For the Agency’s strategic goals achievement purposes, compliance of the IAAR accreditation procedures with requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), as well as with the European quality assurance networks’ policies, is a priority.

The core activity of the IAAR is related to institutional and specialised (programme) accreditation procedures of educational organisations in the RK and internationally. The IAAR due to its high-degree competitiveness continuously meets the need for independent, objective, professional evaluation of educational activities that has developed in the European and Central Asian regions.

The IAAR conducts institutional and specialised (programme) accreditation procedures of higher education institutions, science organisations that implement educational programmes of postgraduate education, institutes of advanced training (organisations of additional education), educational institutions that run study programmes of technical and professional, post-secondary education, and international schools.

The IAAR is recognised by the competent authority in the field of education – Ministry of Education and Science of the Republic of Kazakhstan (MES of RK) and listed on the [National Register of Recognised Accreditation Bodies No. 1](#) in 2012 and was re-included in the Register No. 1 by MES of RK in 2017, which indicates a high level of IAAR activity. The IAAR is included in the [Register of the Ministry of Education and Science of the Kyrgyz Republic](#), verifying the recognition of the IAAR activities in Kyrgyzstan. The IAAR activities are also recognised in the Russian Federation, the Republic of Tajikistan, the Republic of Moldova.

The IAAR is included in the European Quality Assurance Register (EQAR) and is a member of the European Association for Quality Assurance in Higher Education (ENQA).

The IAAR is the first organisation from the Commonwealth of Independent States (CIS) countries to be recognised by the World Federation of Medical Education (WFME), which enables the IAAR to conduct international accreditation of medical organisations and educational programmes. The IAAR has received WFME recognition certificates for the IAAR accreditation of medical educational organisations (EO) and educational programmes (EP) in RK, Moldova, Russia, Tajikistan, Kyrgyzstan (please refer to [Paragraph 8.2](#) of this SAR). The IAAR is a full member of other European, Asian and American networks and agencies for quality assurance and accreditation (please refer to [Paragraph 7](#) of this SAR).

In view of the profound changes, evolving currently in education, due to the COVID-19 pandemic outbreak, despite the complex situation, the IAAR is interested in ensuring that the quality of education is continuously being improved and becomes competitive in the international educational area. In this regard, the IAAR in accordance with the presidential decree “On Introduction of a State of Emergency in the RK” No. 285 dated March 15, 2020, the World Health Organisation (WHO) Statement declaring a pandemic, a Statement of the ENQA on COVID-19 pandemic as of May 5, 2020, has developed a [Guidelines for Organisation and Conduct of an On-Line Visit of an](#)

### [External Expert Panel \(including a visit of an External Expert Panel on post-accreditation monitoring\) for the Period of Restrictive Measures due to the COVID-19 Pandemic.](#)

Responding to the new challenges of the time, the IAAR through accreditation activities, standards and procedures, focuses educational organisations on satisfaction of the diverse students' interests and abilities, making extensive use of international experience, modern educational and digital technologies, and increasing responsibility for the quality of services provided.

Today, quality assurance in education is considered a key factor for the stability and social development, as an important direction for progress and sustainable state growth. Higher education institutions and society should be deeply interested in promotion of educational programmes and improvement of the competitiveness of educational services.

The goal of the IAAR self-assessment is to evaluate the Agency's performance for compliance with [the Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#) based on the principles of the Bologna process.

The evaluation of IAAR is based on the following stages: analysis and self-assessment of activities, preparation of a self-assessment report, development and approval of an Action Plan for the implementation of recommendations, publication of materials summarising the results of an external review on the Agency's website [www.iaar.agency](http://www.iaar.agency).

Paragraphs 1-5 of the Self-Assessment Report (SAR) describe the tools and methods needed to prepare a self-assessment report, establish a working group, and engage stakeholders. The SAR evaluates and analyses of the system of higher education development and quality assurance in education in the RK, the history of the IAAR, the Agency's structure, its position and operational profile and considers institutional and programme accreditation, methodology and quality assurance processes of education.

Paragraphs 6-7 of the Report describe the organisation of the internal quality system of the IAAR, the implementation of processes and procedures, the development of international activities, and the dissemination and exchange of experience in quality assurance.

Paragraphs 8-9 of the Report include analysis of the IAAR compliance with parts 1 and 2 of the ESG, as well as outlines quality assurance policy, resources, thematic analysis, independence, internal quality assurance processes, and professional conduct, periodic external review of the Agency, development of appropriate methodologies, implementation of processes, experts, decision criteria, reporting, accounting for internal quality assurance procedures, complaints and appeals.

Paragraphs 10-13 of the Report reviews information and opinions of stakeholders, recommendations and main conclusions of the previous review, follow-up actions of the IAAR, SWOT analysis, as well as challenges and prospects for the IAAR development.

The SAR made it possible to analyse and critically evaluate the IAAR's operational activity, improve the Agency's Internal Quality Assurance System (IQAS), identify strengths and weaknesses, existing opportunities and threats for further improvement and long-term development of the IAAR. The report was prepared for self-assessment purposes of the IAAR's compliance with ESG requirements by the IAAR employees together with members of Expert Councils (EC) and the Accreditation Council (AC) and reviewed at a meeting of the IAAR Supervisory Board.

## 2. DEVELOPMENT OF THE SELF-ASSESSMENT REPORT

For preparation of the self-assessment report and for recurrent external ENQA review for compliance of the IAAR's activities with ESG, the Agency has created a working group (WG) for preparation to the review procedure and has approved a step-by-step external expert review preparation plan (order No. 36/1-20-OD as of 24/04/20). Under this order, the IAAR WG ([Annex A](#)) has commenced its self-assessment procedure in April 2020.

This preparatory work was targeted to further develop the IAAR's operational activities and improve its own IQAS, since the IAAR is interested in verification of its compliance with the ESG requirements for re-obtaining the membership status of the ENQA and re-inclusion in the EQAR.

**Table 1. Schedule of the Development of the IAAR SAR**

Events	Terms	Participants
Appointment of the WG's members	April 2020	General Director All Staff Members
Preparation Plan for ENQA Review	April 2020	General Director Advisor Manager of International Projects and Public Relations
Collection of the Materials and Information	May 2020	Members of WG
Studying of the International Experience	June 2020	Members of WG
Analysis of external and internal feedback	June 2020	Members of WG
Analysis and processing of relevant information for SWOT Analysis	June 2020	Members of WG
Drafting the Self-Assessment Report	August-September 2020	Members of WG
Discussions of the SAR Draft with ECs members	October 2020	ECs members
Correction and Modification of the SAR Draft	October 2020	Members of WG
Discussions of the SAR Draft with AC members	November 2020	AC members
Correction and Modification of the SAR Draft	November 2020	Members of WG
Consideration of the SAR Draft by Supervisory Board	November 2020	Supervisory Board members
Approval of the SAR	November 2020	General Director
Submitting of the SAR to ENQA	25 November 2020	General Director

The next stage after submission of a self- assessment report is an expert review visit of the ENQA.

Based on the ENQA expert visit results, the IAAR management and staff hope to receive membership status in ENQA, valuable recommendations for further development of accreditation processes, and develop an action plan for their implementation in the framework of follow-up procedures.

The results of this process will be integrated into the IAAR's [annual activity plans](#), prepared under the [IAAR Development Strategy for 2019-2023](#).

Analysis of external and internal feedback as part of stakeholder feedback is an important component of the IAAR's self-assessment report. All the IAAR's structural units were involved in the collection, analysis and processing of relevant information correspondingly to their functional responsibilities. The responsibility for the SWOT analysis and self-assessment report are born by the working group.

Internal and external feedback is collected through the stakeholders' questionnaires and surveys, discussions and meetings with AC members, ECs, and the IAAR experts.

The ESG requirements related to IQAS and internal IAAR documents became the basis for feedback collection. [Analytical review](#) prepared by the Bologna Process and Academic Mobility Centre of MES of RK, as well as the National Report on the State and Development of the Education System in the RK for [2018](#) was used in the analysis of trends in higher education.

The self-assessment report is based on the regulatory documents related to the IAAR's work, its structure, financing and human resource development: the IAAR Statutes ([Annex I](#)), [the Development Strategy](#), [the IQAS Manual](#), [job descriptions](#), [various regulations](#), etc.

## 3. HIGHER EDUCATION AND QUALITY ASSURANCE OF HIGHER EDUCATION IN THE CONTEXT OF THE IAAR

### 3.1. HIGHER EDUCATION SYSTEM IN THE REPUBLIC OF KAZAKHSTAN

The development of higher education in the RK is aimed at improving the quality of education through modernisation, digitalisation and transformation of the national education system. The main normative documents governing the education system are: the Constitution of the RK dated August 30, 1995, [the LRK "On Education"](#) dated July 27, 2007. No. 319-III, the LRK ["On Introducing Amendments and Addenda to Some Legislative Acts of the RK on the Expansion of Academic and Managerial Independence of Higher Educational Institutions"](#) dated July 4, 2018 No. 171-VI, the Law ["On Science"](#) dated February 18, 2011 № 407-IV, the LRK "On state youth policy in the RK" dated February 9, 2015 No. 285-V, "Strategic plan of development of the RK up to 2025", State Programme for the Development of Education and Science of the RK for 2016-2019 and [State Programme of Education and Science Development in the RK for the period 2020 through 2025](#), Strategy of Internationalisation and Academic Mobility of the RK until 2020.

State regulation in education is implemented via legal enforcement, quality management of education, standardisation and control. Education quality management is aimed at implementing a unified state policy in education and includes state and institutional structures that make up a single national education framework, it is also targeted to ensure the rational use of funds allocated for education, and overall efficiency of the education system.

With the accession of the RK to the Bologna process, its local higher and postgraduate education system is evolving taking into account the main trends in the development of EHEA education. There have been major changes in quality assurance, internationalisation of education, development of academic mobility of students and teachers, and improvement of the national qualifications' framework.

According to the UN Human Development Index (HDI) research, the RK is one of the countries with a very high HDI and ranks 58th among 189 countries in the world. According to the ["National report on the state and development of the education system in the Republic of Kazakhstan for 2018"](#), the RK is among the TOP 50 countries in the world in terms of two indicators of HDI education. The expected duration of education in Kazakhstan is 15.1 years, which corresponds to the 49<sup>th</sup> ranking position, and according to the indicator "Average duration of education" the RK ranks 36th among 189 countries. According to the IMD-2018 World Competitiveness Rating results, Kazakhstan's ranking position on the Education sub-factor has improved from 38th in 2017 to 29th in [2018](#).

The main advancement paths to higher education, as stipulated in the State Programme for the Development of Education and Science for 2016-2019 was characterised by a major restructuring of approaches in quality management in HEIs and was aimed at expanding the academic, managerial and financial autonomy of HEIs. For the first time, the number of Kazakh HEIs ranked in the QS World University Rankings rating increased to 10. In 2018, Kazakhstan HEIs debuted in the Times Higher Education rating publication. These achievements indicate the international recognition of Kazakhstan's higher education. In the new [State Programme for the Development of Education and Science for 2020-2025](#) the issues of quality of education, its measurement, improvement and control are updated, and the goals of further effective response of HEIs to the labor market demands and enhanced global competitiveness of Kazakhstan's education and science within the country and at the international level are defined.

At the onset of the 2020/2021 academic year, there are 129 higher education institutions in the RK, 41 of them are state-owned, 84 are private, and 4 are with the foreign stake.

Training is implemented under the higher and postgraduate educational programmes (bachelor's, master's, doctoral (PhD) in the full-time study mode. Bachelor study programmes' duration is 4 years, master level studies are based on the EP of higher education in the following course areas: scientific and pedagogical study for at least 2 years, and at least 1-year profile studies, doctoral programmes' study duration is based on the EP of scientific and pedagogical master studies with duration of at least 3 years.

In 2018, according to the LRK ["On Introducing Amendments and Addenda to Some Legislative Acts of the RK on the Expansion of Academic and Managerial Independence of Higher Educational Institutions"](#) dated July 4, 2018 No. 171-VI, the Kazakhstan HEIs received the academic freedom and financial independence. The main innovation associated with the expansion of academic independence of higher education institutions is the introduction of student-centered learning, which is aimed at developing the active role of students in the educational process, transferring the content of the EP to a practice-oriented orientation. Higher education institutions of the Republic proactively implement the principles of student-centered learning. Students take part in the development of the

EP, design an individual learning trajectory, are involved in the quality assurance system through student self-government bodies, and participate in collegial management bodies.

In the RK, the transition from the qualification model to the competence model of student training has been made. Higher and postgraduate study programmes are developed independently by educational organisations in accordance with the Dublin descriptors agreed with the European qualifications framework.

For improvement of the quality of education and employment of graduates, under the implemented educational policy at the national scope, satisfaction with the quality of HEIs' learning process has been assessed since 2020. Aiming to strengthen the competitiveness of HEIs and their positions both at the global and at the regional scopes, criteria have been constructed to group HEIs "Internationally competitive", "Nationally competitive" and "Regionally competitive". For quality assurance processes, approaches and requirements for the formation of a Register of Kazakhstani HEIs offering educational services to international students, as well as criteria for international HEIs, issuing academic certificates that are expected to be recognised in the RK are being worked out.

Independent accreditation of higher education institutions is widely developing in the RK for quality assurance in education. The IAAR, as the leading international accreditation Agency in the country, proactively implements the quality assurance policy in the EOs of RK.

## 3.2. QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

The RK has established a national quality assurance system for higher education, which includes various monitoring and evaluation procedures that meet the ESG. The goal of the National System of Quality Assurance in Education (NSQAE) is to achieve the quality of education that ensures the competitiveness of educational services on the national and international markets based on ongoing measures related to quality assurance in education. External evaluation of the quality of education within the country jurisdiction includes:

1. State control. The state has a variety of mechanisms for such control. These include legislative enforcement, licensing, state orders (study grants), [State Compulsory Educational Standard \(SCES\)](#), quality assurance of study materials, and state control (including over the implementation of legislation). One of the mechanisms of state control is licensing. Licensing of educational activity in the RK determines the ability of any educational organisation to engage in study activities in compliance with educational standards. Higher education institutions are licensed by the course areas.

At the same time, the Annex to the license on academic activity specifies the code and title of the course area under the classifier for course areas. Learn more: [Article 57. the LRK "On Education"](#). With the introduction of the state database information system, it will be possible to speed up and simplify the state licensing procedure for educational organisations. It will be implemented in electronic form under the "E-licensing" programme.

2. Since October 2018, the RK has introduced a [Classifier of Training Programmes for Personnel with Higher and Post-Graduate Education](#) (order of the Minister of Education and Science of the RK dated October 13, 2018 No. 569). Based on the normative document, the qualifications of higher and postgraduate education are determined by the educational programmes included in the [Register of Educational Programmes](#). The Register of Educational Programmes of Higher Education is an information system that includes an ordered list of educational programmes by training areas implemented by HEIs. The higher and postgraduate education standards are prepared and approved under the state mandatory standards of education by HEIs independently. All EPs are included in the Register of educational programmes. The procedure for inclusion an EP in the Register is carried out through the study portal of the [Unified Higher Education Management System \(UHEMU\)](#).

3. National Qualifications Framework (NQF) - a unified description of qualifications based on learning outcomes, defining level descriptors, and through which all qualifications and other achievements in higher education can be described and linked to each other in a consistent way, and which defines the relationship between higher education qualifications. Kazakhstan's NQF is compatible with the European Qualifications' Framework for 8 levels across the country and is based on learning outcomes. The qualifications framework measures and correlates learning outcomes and identifies the ratio of diplomas, learning and education certificates. The NQF defines a unified scale of qualification levels of general professional competencies for the development of industry-specific qualifications frameworks and professional standards.

4. [Professional Standards](#) – standards that define the requirements for the level of qualification and competence, content, quality and working conditions in a specific field of professional activity. Professional standards are prepared, adopted, replaced and revised by associations (unions) of employers based on the sectoral qualifications



framework and approved by [the National Chamber of Entrepreneurs of the RK "Atameken"](#) in established by the authorised state body order.

5. Expansion of academic and financial independence of higher education institutions, which currently stipulates the provision for granting HEIs the right to determine the order of students' admission and the formation of a students' body in the context of EP, structure and content of an EP, structure of a HEI and staff, the employment procedure, etc.

6. Independent quality assessment (accreditation, national and international rankings). Independent accreditation of higher education institutions is the most important mechanism for improving the quality of the higher education process, which contributes to the introduction of the best international experience in the HEI's activities. Accreditation agencies provide real assistance to HEIs in the post-accreditation period, monitoring and assisting HEI in mastering the world experience related to quality assurance in higher education.

In higher education, rankings are used to compare universities based on different factors. Most often, the citation rate of scientific publications, the level of internal research, the number of international students and teachers, and academic reputation are used. These criteria may change and be taken into account in different ways, so the ranking positions of educational institutions in different ratings do not coincide. There are global world rankings, regional and national rankings available. International (national) ratings are a tool for assessing the international (national) recognition of HEIs, and represent a consolidated measure of the international (national) viability of a University.

In the near future, in order to control the final results of higher education, it is planned to develop regulations for independent certification of qualifications of University graduates in regulated professions and expand certification activities in practice.

Accreditation is recognised in the RK as an effective tool for evaluation of the university activities and implemented programmes, as well as regulation of the market for educational services. The legislation of the RK in education establishes the status and powers of accreditation bodies, the voluntary nature of accreditation, and the independence of the EOs in selecting an accreditation body. The authorised body - the MES of RK defined the requirements and procedures for recognition of accreditation authorities. The status of a non-profit organisation is a prerequisite for the recognition of the accreditation body (item no. 1 clause 4 of the [Rules for Recognition of Accreditation Bodies, including Foreign Bodies, and Formation of Registers of Recognised Accreditation Bodies, Accredited Educational Organisations and Educational Programmes](#) (Order of MES of RK as of November 1, 2016, No. 629).

The legislation on education also stipulates provisions aimed at motivating higher education institutions to pass accreditation. HEIs that have been accredited by agencies included in the register of accreditation bodies are exempt from state attestation during the accreditation period; HEIs that have not been accredited are not eligible to receive state grants.

*International accreditation of higher education institutions provides the following competitive advantages for them:*

- international recognition, comparability and convertibility of HEIs' qualifications, confirmation of guarantees of high quality of education and services, their compliance with international requirements;
- enhanced attractiveness of a HEI and stakeholder confidence in the running EPs;
- qualitative evaluation of the level of activity and running EPs, objective information about unused opportunities, potential and development prospects;
- integration into the global educational area and access to international markets of educational services;
- improved image and strengthening of competitive positions in the national and international markets of educational services;
- support for institutional changes not only in individual higher education institutions, but also at the level of the entire higher education system in the country.

*International accreditation provides students with opportunities to:*

- participate in various programmes of academic mobility in foreign partner HEIs;
- be admitted to other foreign HEIs for master's and doctoral programmes;
- increase competitiveness both on the national and international labor markets, enhance employability both locally and internationally.

According to the [Rules for Recognition of Accreditation Bodies, including Foreign Bodies, and Formation of Registers of Recognised Accreditation Bodies, Accredited Educational Organisations and Educational Programmes](#) three registries are valid: [Register 1](#) - list of recognised accrediting bodies, [Register 2](#) - list of accredited EOs by accreditation bodies from Register 1; [Register 3](#) - list of accredited EPs by accreditation bodies from the Register 1. In 2019, the [Register of Recognised Accreditation Bodies](#), according to the Bologna Process and Academic

Mobility Centre of MES of RK, included 6 national and 5 foreign agencies. According to the Bologna Process and Academic Mobility Centre of MES of RK 93% of Kazakhstan's HEIs have been accredited under the institutional accreditation procedure and 89% HEIs under the programme accreditation [by 2019](#).

[SPESD for 2020-2025](#) updated the issues on quality of education, quality measurement, improvement and control. For the transition from education quality control to quality assurance the quality assessment mechanisms are expected to be improved and methodological support of EOs are going to be enhanced, accompanied with introduction of new qualification requirements to educational activities, and HEIs. It is planned to modernise the system of internal and external quality assurance of educational services of higher education institutions.

The role of accreditation bodies is expressed in ensuring the quality of higher education and EPs, in the development of higher education institutions and in coordination of the stakeholder interests.

In an effort to achieve a balance between national and international content, thanks to ENQA, accreditation agencies have created quality models based on the principles of independence, objectivity, transparency, orientation of all procedures, standards and criteria to improve the performance of HEIs, mandatory participation of students and employers in accreditation procedures.

The development of the national quality assurance system in education in the RK is inextricably connected with the IAAR activities to promote quality upgrading of EPs, international expansion of Kazakhstani educational institutions, broader integration into the world educational area.

## 4. HISTORY, PROFILE AND ACTIVITIES OF THE IAAR

### 4.1 HISTORY OF THE IAAR

Major development milestones of the IAAR:

Stage I: Establishment of the IAAR

- **2011** - *Creation of the Independent Agency for Accreditation and Rating.*
- **2012** - *Inclusion in the National Register 1 of the MES of RK.*
- **2013** – *Beginning of the publication of the scientific and informational journal “Education. QA”.*
- **2014** – *Holding of the Independent Ranking of Kazakhstan Universities.*
- **2015** – *Obtaining copyright certificates for the developed IAAR standards.*
- **2016** – *International conference “Global challenges and the future of independent accreditation in Kazakhstan”*

(summary of the 5-year IAAR’s activity results).

Stage II: International recognition of the IAAR

- **2016** - *the first Agency in Kazakhstan to pass the ENQA review and receive membership.*
- **2017** - *entry into EQAR.*
- **2017** – *the first and the only WFME recognised Agency in CIS countries.*
- **2017** – *start of the annual Central Asian International Forum on Quality Assurance in Education.*
- **2017** – *participation in international projects, including projects of the Erasmus+ programme.*

Stage III: Transnational accreditation and strengthening the international status of the IAAR

- **2017** - *re-inclusion in the National Register 1 of the MES of RK.*
- **2017** - *inclusion in the Register of the MES of KR.*
- **2018** – *accreditation of HEIs and EPs in the KR, the start of an Independent Ranking of Kyrgyzstan Universities.*
- **2018** - *opening of a representative office in the European Union in Riga (Latvia).*
- **2019** – *accreditation of HEIs and EPs in Tajikistan, Russia, and Moldova.*
- **2020** – *accreditation of HEIs and EPs in Romania.*
- **2020** – *awarded the “IREG Approved” Seal of Approval, holding the international rating “IAAR EUR”.*
- **2020** - *inclusion in the Asia-Pacific Quality Assurance Register (APQR).*

### 4.2. THE ORGANISATIONAL STRUCTURE OF THE IAAR

IAAR is a steadily developing accreditation Agency on quality assurance in education. The organisational structure of the IAAR is determined by its mission statement and strategic development goals.

The structure of the IAAR includes the following structural divisions: “Project for institutional and specialised accreditation of HEIs”, “Project for institutional and specialised accreditation of medical education”, “International Projects and Public Relations”, “Project for accreditation of technical and vocational education organisations”, “Information and Analytical Project”, etc., whose activities are governed by the legislation of the RK and internal IAAR’s documentation (*fig. 1*).

As a follow-up to the ENQA experts’ recommendations in 2017, the IAAR has introduced changes to its organisational structure and created a collegial body - [the Supervisory Board](#), whose goal is to assist in the strategic development of the Agency ([Regulations on the Supervisory Board](#)).

The Director General performs overall management functions of the IAAR. The Agency has [Expert Councils](#), the chairmen thereof are elected from the number of experienced IAAR experts ([Regulations on Expert Councils](#)).

The decision on accreditation is made by the independent Accreditation Council at the IAAR, composed of representatives of government agencies, non-governmental organisations, research institutions, employers and the student community. All members of the AC are highly qualified professionals with long-term experience in the education system. Each of the AC members is recommended by relevant professional organisations and associations, such as the National Medical Association, National Chamber of Entrepreneurs of RK “Atameken”, the Bologna Process and Academic Mobility Centre of MES of RK, etc.

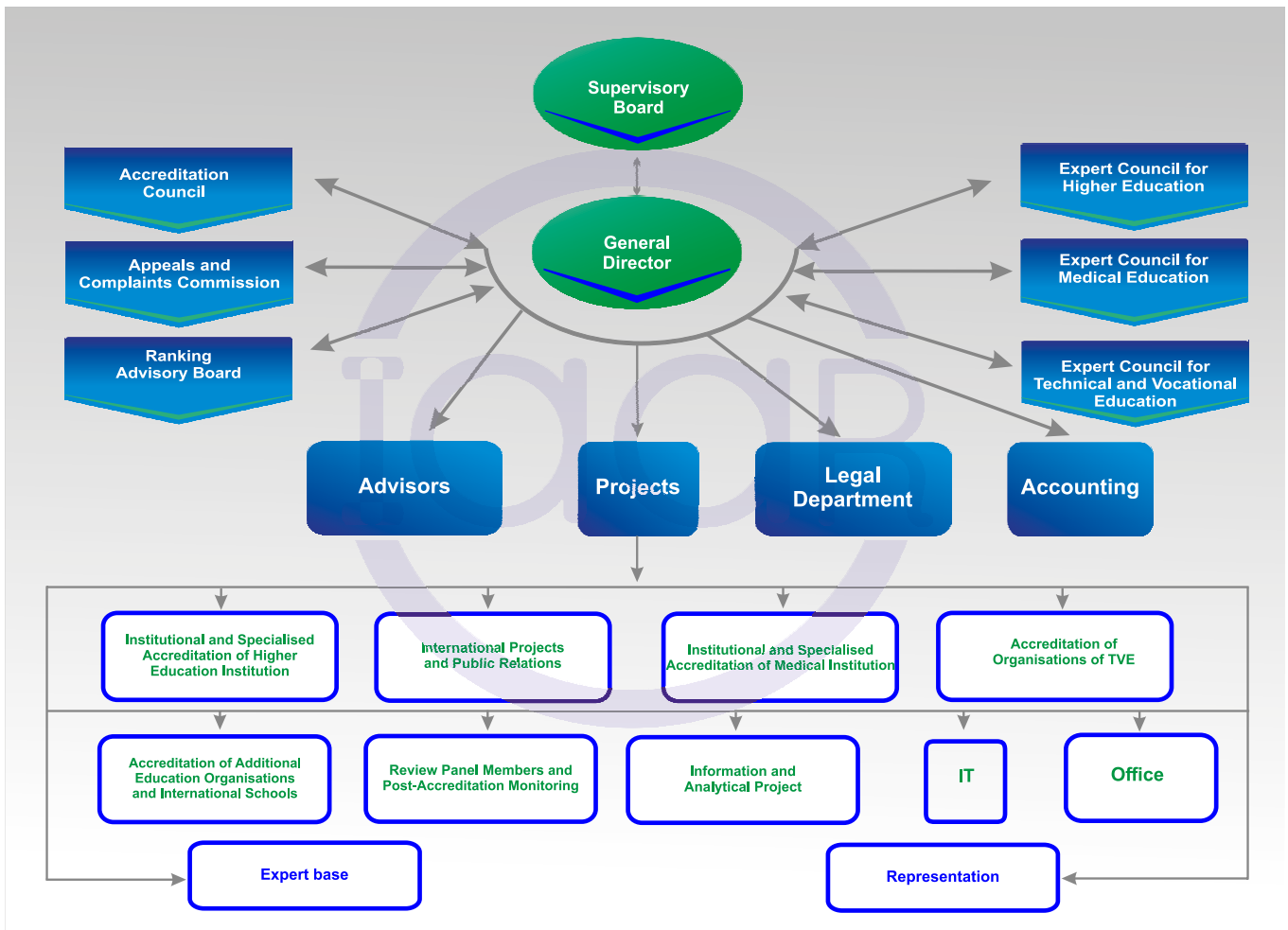


Fig. 1. IAAR Structure

The AC regulations and other regulatory documents are publicly available on [the IAAR website](#). The Agency has operational [Appeals and Complaints Review Commission](#) and the [Ranking Advisory Board](#).

### 4.3. IAAR ACTIVITIES WITHIN THE SCOPE OF THE ESG

#### 4.3.1. IAAR Accreditation in the Republic of Kazakhstan

The IAAR in compliance with the Rules of Accreditation Bodies since 2012 has been included in the Register 1 of accreditation bodies of the MES of RK and in 2017 was re-included in the Register 1. The IAAR operate based on the ESG and is registered with the EQAR.

The Independent Agency for Accreditation and Rating performs the following procedures in the RK:

- institutional accreditation, including initial (Ex-Ante);
- programme accreditation, including initial (Ex-Ante);
- institutional accreditation of the Medical Educational Organisations (MEO);
- programme accreditation of EPs MEO, including initial (Ex-Ante).

[Paragraph 5.1.](#) (subparagraphs 5.1.1.-5.1.9. of the SAR) provides a detailed analysis of the above accreditation procedures with a description of the processes and methodology used.

The IAAR accreditation procedure is implemented in the RK based on standards and guidelines for institutional and specialised (programme), initial specialised accreditation (Ex-Ante) of educational organisations developed in accordance with the LRK [“On Education”](#). The standards are the intellectual property of the IAAR, and are publicly available on the [IAAR’s website](#).

Standards and guidelines for institutional accreditation and specialised (programme) accreditation fully comply with national legislation and ESG-2015, the principles of the Bologna process, international accreditation practice in the field of education, evaluation and audit of organisations and EPs.

The IAAR accreditation in the RK is implemented with the proactive stakeholder involvement: employers, students, international experts, as well as an independent observer - a representative of the Agency. Stakeholders are engaged both in the self-assessment processes of the EO and during the external expert panel (EEP) visit. The EEP reports are available on [the IAAR's website](#).

The IAAR accreditation procedure in the RK is based on the principles of voluntariness, independence, objectivity, openness and transparency. Independent accreditation of public organisations, harmonisation of external and internal quality assessment procedures with European standards, strengthening cooperation with international agencies and joining global and European quality assurance networks is a holistic and interrelated process.

The IAAR accreditation procedure in the RK includes the following main stages:

- application submission;
- access to accreditation after verification of the compliance to the threshold requirements;
- a self-assessment of the EO and/or EP;
- preparation of the EEP for a visit to the EO;
- EEP visit to the EO (except for restrictive measures related to COVID-19);
- decision on accreditation of the EO and/or EP;
- post-accreditation monitoring;
- re-accreditation (due to the expiration of the accreditation period of the EO/EP).

For more information about the accreditation procedure and methodology in the RK, please visit the ["Accreditation"](#) section of the IAAR's website at [www.iaar.agency](http://www.iaar.agency).

For higher education institutions in the RK, the IAAR's accreditation procedure consists from the following:

- the HEI's decision on application for the institutional and (or) specialised (programme) accreditation;
- preparation of internal documentation of a HEI for accreditation,
- initiation of an application by the HEI for accreditation;
- undertaking the accreditation procedure.

After the accreditation procedure is completed and the AC's decision on the accreditation of higher education institutions, the IAAR sends information about accredited HEIs to the MES of RK for inclusion in the [Register 2 \(List of accredited EOs\)](#) and the accreditation of EPs in [the Register 3 \(List of accredited EPs\)](#). MES of RK Registers are published on [web resources of the MES of RK](#) to provide information about the accredited EO and EP for employers, students, prospective students and their parents.

Independent accreditation of the IAAR in the RK allows HEIs to:

- receive funding under the educational grant or state educational order;
- issue the state sampled degree certificates;
- promote graduates employment and their further international studies.

Accreditation procedures of EOs and EPs under the institutional and specialised (programme) accreditation completed in the RK in 2017-2020 (1 half-year) are given in table 2.

**Table 2. Accredited EOs and EPs in 2017 – 2020 (1 half-year)**

Institutional accreditation					
Educational organisations	7 years (with reaccréditation)	5 years	3 years	1 year	not accredited
National	1	1			
State	4	5			
Stocked	3	2	1		
Private	1	11	5	2	
Medical schools		3			
<b>TOTAL</b>	<b>9</b>	<b>22</b>	<b>6</b>	<b>2</b>	
Specialised (programme) accreditation (EP)					
Bachelor's degree	103	481	133	22	9
Master's degree	58	290	41	15	4
PhD	19	89	5		
Medical HEIs:					
Bachelor's degree		15	3		

Master's degree		10	2		
Doctoral Studies PhD		6	1		
Residency		17			
<b>TOTAL</b>	<b>180</b>	<b>908</b>	<b>185</b>	<b>37</b>	<b>13</b>

### 4.3.2. Cross-Border Accreditation

The IAAR continuously records external quality assessment applications from the higher education organisations of various countries (mostly from Central Asia, CIS and Europe) due to the Agency's recognition by such credible organisations as ENQA, EQAR, WFME. To date, the IAAR conducts the following types of cross-border accreditation:

- Cross-Border Institutional Accreditation, including initial (Ex-Ante)
- Cross-Border Programme Accreditation, including initial (Ex-Ante)
- Cross-Border Institutional Accreditation of the Medical Education Organisations
- Cross-Border Programme Accreditation of the Medical Education Organisations' EPs, including initial (Ex-Ante)

[Paragraph 5.2](#) (subparagraphs 5.2.1. - 5.2.4. of the SAR) provides a detailed analysis of the above types of cross-border accreditation with a description of the processes and methodology used.

In Terms of Reference, jointly prepared with ENQA and EQAR, in the part related to the IAAR activity within the scope of ESG, accreditation in the KR is allocated separately.

This is due to the fact that for the purposes of ensuring compliance with the requirements of the KR legislation, the IAAR designed separate standards for institutional and programme accreditation for this country in 2016.

While for cross-border accreditation in other states, the IAAR developed in 2018 the ESG and WFME-based common Standards and Guidelines for International Accreditation of Foreign EOs and EPs.

Accreditation Standards and Guidelines for the KR were harmonised with ESG and WFME, but at the request of their national legislation, they had to be developed specifically for this country, taking into account the specifics of the higher education system.

The IAAR has conducted various types of accreditation in the Russia, Kyrgyzstan, Tajikistan, Uzbekistan, Ukraine, Moldova, Armenia and Romania (*table 3*) and is planning to extend its operational geography further, following the occurring demand from key stakeholders.

Reports and decisions related to abovementioned HEIs and EPs are publicly available at the IAAR's website in the Sections "[External Expert Panel Reports and decisions](#)" and "[Register](#)".

At the same time, all information was published on the [EQAR website](#).

When conducting cross-border accreditation in any foreign country, the IAAR takes into account the principles and provisions of the ENQA document "[Cooperation in Cross-Boarder Higher Education: A Toolkit for Quality Assurance Agencies](#)" and "[Guidelines for Quality Provision in Cross-Border Higher Education \(UNESCO and OECD\)](#)".

**Table 3. Quantitative description of cross-border external assessments (as of November 2020)**

Country	Type of accreditation	Number of external evaluations / number of accredited EPs			
		2018	2019	2020	Total
Russia	Cross-border institutional accreditation of medical educational organisations		1		1
	Cross-border programme accreditation		1 / 3	1 / 2 2 / 5*	2 / 5 2 / 5*
	Cross-border programme initial (Ex-Ante) accreditation of educational programmes			1 / 1	1 / 1
	Cross-border programme accreditation of educational programmes of medical educational organisations			2 / 2*	2 / 2*

	Cross-border programme initial (Ex-Ante) accreditation of educational programmes of medical educational organisations			1 / 2*	1 / 2*
<b>Kyrgyzstan</b>	Cross-border institutional accreditation	2	1	1	4
	Cross-border programme accreditation	2 / 4	1 / 1	3 / 21	6 / 26
	Cross-border programme initial (Ex-Ante) accreditation of educational programmes			2 / 5	2 / 5
	Cross-border programme initial (Ex-Ante) accreditation of educational programmes of medical educational organisations		1 / 1	1 / 1*	1 / 1 1 / 1*
	Cross-border institutional accreditation of medical educational organisations		1		1
	Cross-border programme accreditation of educational programmes of medical educational organisations			1 / 2	1 / 2
<b>Tajikistan</b>	Cross-border programme accreditation		2 / 9	2 / 6 2 / 6*	4 / 15 2 / 6*
	Cross-border institutional accreditation of medical educational organisations		1		1
	Cross-border programme accreditation of educational programmes of medical educational organisations		1 / 3		1 / 3
<b>Uzbekistan</b>	Cross-border institutional accreditation of medical educational organisations			1*	1*
	Cross-border programme accreditation of educational programmes of medical educational organisations			1 / 3*	1 / 3*
	Cross-border programme initial (Ex-Ante) accreditation of educational programmes of medical educational organisations			1 / 1*	1 / 1*
<b>Moldova</b>	Cross-border institutional accreditation of medical educational organisations		1		1
	Cross-border programme accreditation			1 / 1 *	1 / 1 *
<b>Ukraine</b>	Cross-border institutional accreditation of medical educational organisations			2*	2*
<b>Romania</b>	Cross-border institutional accreditation of medical educational organisations			2*	2*
	Cross-border programme accreditation of educational programmes of medical educational organisations			1 / 3 *	1 / 3 *
<b>Armenia</b>	Cross-border programme initial (Ex-Ante) accreditation of educational programmes of medical educational organisations			1 / 1*	1 / 1*
<b>Total</b>	<b><i>Cross-border Institutional accreditation</i></b>	<b>2</b>	<b>1</b>		<b>3</b>
	<b><i>Cross-border programme accreditation</i></b>	<b>2 / 4</b>	<b>4 / 13</b>	<b>6 / 29 5 / 12*</b>	<b>12 / 46 5 / 12*</b>
	<b><i>Cross-border programme initial (Ex-Ante) accreditation of educational programmes</i></b>			<b>3 / 6</b>	<b>3 / 6</b>
	<b><i>Cross-border institutional accreditation of medical educational organisations</i></b>		<b>4</b>	<b>4*</b>	<b>4 4*</b>
	<b><i>Cross-border programme accreditation of educational programmes of medical educational organisations</i></b>		<b>1 / 3</b>	<b>1 / 2 4 / 8 *</b>	<b>2 / 5 4 / 8 *</b>
	<b><i>Cross-border programme initial (Ex-Ante) accreditation of educational programmes of medical educational organisations</i></b>		<b>1 / 1</b>	<b>4 / 5*</b>	<b>1 / 1 4 / 5*</b>

\* in the process of accreditation

At the same time, the IAAR, in accordance with its strategic development goals, may develop other types of cross-border accreditation in the future, followed by a report on significant changes in EQAR and WFME.

## 4.4. IAAR ACTIVITIES OUTSIDE THE SCOPE OF THE ESG

### 4.4.1. IAAR Rating Research

One of the IAAR’s operational activities is the organisation and conduct of rating research. The annual IAAR’s rating studies are focused on international standards and are intended to develop the higher and postgraduate education system. The IAAR has been conducting rating research in the RK since 2014, in the KR since 2018, and commenced the IAAR EUR international Rating in 2020.

In 2019, the IAAR’s rating system successfully passed an external IREG Observatory audit ranking process and confirmed that the methodology complies with the Berlin principles, with the award of the “IREG Approved” Seal of Approval in 2020.

A distinctive feature of the IAAR Rating in the RK is the ranking of EPs in accordance with the classifier training of the higher and postgraduate education of the MES of RK by groups, directions, areas and levels (bachelor, master, doctorate).

The results of the independent ranking of the RK HEIs’ are published annually in a separate volume, as well as in the Republican newspaper “Kazakhstanskaya Pravda” (No. 94 (29221) dated 15/05/2020), on the [Agency’s website](#) and in the “Education. Quality Assurance” Journal.

According to the IAAR’s Statutes, rating studies are conducted independently of the accreditation process and do not affect its results ([Annex 1](#)), rating research is implemented using the methodology for ranking of the EOs and EPs (<https://iaar.agency/rating/en>). The IAAR has in its structure functional Ranking Advisory Board, formed from local and international experts to make suggestions and recommendations pertaining to the improvement of the rating framework. The Ranking Advisory Board’s ranking activity are governed by the [“Regulation on the IAAR’s Ranking Advisory Board “](#).

### 4.4.2. Institutional and Specialised Accreditation of the Organisations of Technical and Professional Education of the Republic of Kazakhstan

The IAAR has been accrediting technical and vocational education (TVE) organisations since 2015.

Under the LRK “On Education” dated July 27, 2007 No. 319-III, TVE is offered in schools, colleges and higher colleges based on the basic secondary and (or) general secondary education. According to the National Qualifications Framework of the RK, TVE occupies 4, 5 levels, which corresponds to 4, 5 levels of the European qualification framework.

Accreditation procedure is implemented by the IAAR based on the designed in accordance with the LRK “On Education”, Standard regulations of activities that implement TVE EPs, Standards for [institutional](#) and [specialised](#), the [initial specialised accreditation \(Ex-Ante\)](#) of the TVE institutions of RK.

TVE accreditation uses the same methodology, stages, and processes as in other accreditation types (please refer to [paragraph 5](#) of the SAR). The number of accredited EOs/EPs of TVE organisations for 2015-2020 are presented in table 4.

**Table 4. IAAR accredited TVE EOs/EPs for 2015-2020 (1 half-year)**

Years	Civil colleges		Medical colleges	
	Institutional Accreditation (number of colleges)	Specialised Accreditation (number of EPs)	Institutional Accreditation (number of colleges)	Specialised Accreditation (number of EPs)
<b>2020</b>	2	17	1	4
<b>2019</b>	7	60	8	29
<b>2018</b>	31	230	11	39
<b>2017</b>	21	111	4	17
<b>2016</b>	5	17	-	3
<b>2015</b>	-	-	1	1
<b>TOTAL</b>	<b>66</b>	<b>435</b>	<b>25</b>	<b>93</b>



### 4.4.3. INSTITUTIONAL ACCREDITATION OF THE ORGANISATIONS OF SECONDARY EDUCATION (INTERNATIONAL SCHOOLS) OF THE REPUBLIC OF KAZAKHSTAN

In the process of institutional accreditation of secondary education organisations, the IAAR is guided by the LRK “On Education” dated July 27, 2007 No. 319-III, Rules for assigning the status of international schools, approved by the Government of the RK dated February 6, 2012 No. 207.

The IAAR holds in the RK institutional accreditation of EOs implementing international programmes of primary, basic secondary and general secondary education, under the [“Standards of Institutional Accreditation of Educational Institutions that offer International Programmes of Primary, Basic Secondary and General Secondary Education”](#) in line with international practice, approved by the IAAR’s Director order as of December 9, 2013, No. 117-19-OD.

The IAAR conducted institutional accreditation of 4 international schools and re-accreditation of 2 secondary education organisation (For more information please refer to the [“Register”](#) section on the website). The EEP reports on the results of institutional accreditation and the AC decisions are published on the [IAAR’s website](#).

## 5. HIGHER EDUCATION QUALITY ASSURANCE ACTIVITIES OF THE IAAR. QUALITY ASSURANCE PROCESSES AND IAAR METHODOLOGY

This section examines the IAAR activities within the ESG, which can be divided into accreditation in the RK ([paragraph 5.1. of the SAR](#)) and cross-border accreditation ([paragraph 5.2. of the SAR](#)) with various types of external evaluation.

Despite that all types of accreditation activities are discussed separately below (in paragraphs 5.1.1. - 5.2.4. of the SAR), the working group on writing self-assessment report decided at the section beginning to describe the main principles of the methodology and processes for external evaluation, which are common to all types of accreditation and serve as the basis for all the IAAR activities.

The IAAR's methodology in the field of domestic and international accreditation in the RK is determined by the concept, principles and content of the education quality evaluation. The concept of accreditation, which is the basis of the methodology, is an independent external evaluation of EOs and/or EPs. The essence of the assessment is to identify the compliance of an EO and/or EP with the accreditation standards that are defined, developed, implemented and maintained up-to-date. All types of external evaluation of EOs and/or EPs are based on the following principles: objectivity, integrity, openness, transparency, reliability of information sources, compliance with moral and ethical standards.

***The IAAR, guided by the “four-stage model” of quality assurance system, determined processes for formalisation of the methodology for quality assurance system, which includes the following steps:***

1. Development of procedures and criteria for independent from the state (jurisdiction) and EO assessment;
2. Self-assessment procedure of an EO and/or EP;
3. External review procedure by a group of experts with an on-site visit to HEIs (except for the period of restrictive measures due to the COVID-19 pandemic);
4. Publication of an evaluation report (please refer to [Quality procedures in European Higher Education. An ENQA survey. ENQA Occasional Papers 5.](#) – ENQA, 2003. 23 p.).

***Domestic and international accreditation procedures include the following main stages:***

- submission of an application to the IAAR;
- access to accreditation after the threshold requirements' compliance verification;
- self-assessment of an EOs' and/or EPs;
- preparation of the EEP for an on-site visit to an EO;
- EEP on-site visit to an EO (except for the period of restrictive measures due to the COVID-19 pandemic);
- accreditation decision of an EO and/or EP;
- post-accreditation monitoring;
- reaccreditation.

For detailed information about the procedure and methodology with a breakdown for each country and individual types of accreditation please refer to the IAAR's website [www.iaar.agency](http://www.iaar.agency) in the “[Accreditation](#)” section (*select the country and type of accreditation and EO*).

The IAAR has estimated and continuously applies threshold requirements for passing accreditation in reference to an EOs and/or EPs. In the same section of “[Accreditation](#)”, the threshold requirements for each type of accreditation are published.

The IAAR applies the “cluster approach” in a specialised (programme) accreditation, which as practice has shown since 2011, has fully proven its value. EPs submitted for evaluation are grouped into clusters of similar and homogeneous programmes, taking into account the structural divisions of an EO that implements homogeneous EPs. The proposed clusters and the principles of combining EPs into clusters are discussed in advance with an educational organisation under evaluation.

In 2018, the Working group on implementation of the recommendations of the ENQA panel reviewed the “cluster” approach in relation to specialised accreditation of EPs based on the national higher and postgraduate education system analysis results. Amendments introduced to the “[Regulations on rules of the specialised accreditation procedure of educational organisations](#)”, “[Regulations on rules of the institutional accreditation procedure of educational organisations](#)”, “[Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#)”, and clearly states the maximum practical volume of the cluster and the number of educational programmes. The expert panel evaluates at most 30 EPs during one on-site visit. One cluster includes no more than 6 homogeneous EPs. The following definition of a “*programme accreditation cluster*” has been adapted: *it is an association of no more than*

6 educational programmes in one group, regardless of the language of instruction and the level of education and training, for the effective organisation (effective implementation) of quality assessment procedures, including the external expert panel activities during an on-site visit to an educational organisation". However, the use of the "cluster approach" for practical purposes does not mean a cluster assessment of EPs. The EEP reviews and evaluates each EP separately, in the same manner the AC makes a decision on each individual EP.

Student representatives are included in the review panel to ensure full contribution to each accredited cluster. In the case of joint institutional and specialised accreditation, and accreditation of more than 3 clusters, at least 2 foreign experts and at least 2 employers are included in the EEP.

Formation of the EEP and clusters for the joint international accreditation purposes are regulated by a separate Guidelines developed in cooperation with the partner Agency (correspondent amendments were adopted by the relevant Agency regulations).

**The core evaluation methods, applied by the IAAR in the accreditation of an EO and/or EP and the EEP work, are as follows:**

1. Study and review of self-assessment report of an EO and/or EP;
2. EEP evaluation of an EO and/or EP' activities under the certain, developed, implemented institutional and programme accreditation criteria and development of recommendations for decision-making on accreditation;
3. EO' feedback with the IAAR;
4. Post-accreditation monitoring.

**The implementation of the stated evaluation methods is based on the information reflected in:**

- self-assessment report of an EO and/or EP;
- interviews with representative groups;
- visual inspection of an EO;
- questionnaire survey of the teaching staff and students;
- documents, including publicly available on the official website of an EO;
- supporting documents of an EO and/or EP;
- EO and/or EP monitoring results;
- expert reviews and reports.

**EO and/or EP self-assessment procedures**

The IAAR provides EO with the methodological guidelines necessary for self-assessment and the preparation of a self-assessment report. For the purposes of explaining standards' requirements and content of self-assessment report, the IAAR conducts a training seminar at the applicant-HEI. This workshop is voluntary for an EO and is fine-tuned under a separate contract. An expert holding a training seminar on clarification of standards' requirements cannot be included in the accreditation EEP to avoid conflicts of interest (subparagraph 2.8 of the section 2 of the [Regulations on the External Expert Panel](#)).

The EO's working group in preparation of a SAR, analyses the dynamics of development, strengths and weaknesses of its functional activities and activities of structural divisions (office, faculty, Centre, institute) offering a programme(-s). The analysis results allow to define whether an EO and/or EP match the evaluation criteria and identify opportunities for quality improvement.

To ensure continuity and adherence to structural approaches in 2020, the IAAR has developed a recommended self-assessment report template form in line with the framework of standards and guidelines for each area of activity. These templates are integrated as an Application in the standards and guidelines for individual IAAR activities.

**EEP on-site visit procedure to an EO**

The procedure for visiting an EO is carried out by the EEP formed by the IAAR.

The main tasks of the EEP are as below:

- 1) assessment of the completeness and reliability of the self-assessment results of an EO and/or EP;
- 2) evaluation exercise under the IAAR standards;
- 3) preparation of a review report in relation to an EO and/or EP for compliance with the IAAR standards;
- 4) preparation of improvement recommendations in relation to EO and/or EP activities;
- 5) preparation of recommendations for the AC.

The EEP perform its functional activities under the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#).

The IAAR pays special attention to the selection and appointment of external experts to assess the quality of an EO and/or EP. Experts are certified representatives of the academic community, professional and student associations. The following criteria are taken into account in the experts' selection process for the EEP: work experience in the field of higher and postgraduate education, academic achievements (degree, title, etc.), profile in course areas and fields of knowledge.

For each accredited EO and/or EP, taking into account the areas of activity and educational services provided, the EEP is formed from a database of certified experts, including competent teachers, representatives of employers or professional associations, students, external/international experts, and an observer from the IAAR.

It should be noted that in 2019, the IAAR created an electronic database of experts with a practical and convenient search system, which is generated on the hosting domain of the new website [www.iaar.agency](http://www.iaar.agency), whereas up to this time, the database of experts with various filters in the Excel file has been used. This database of experts is intended for internal use by the IAAR employees and is located at the following link [https://iaar.agency/experts\\_database](https://iaar.agency/experts_database), logging in is possible through the verification of the username and password (if necessary, we are ready to provide access and demonstrate it to reviewers).

The IAAR appoints the Chair of the EEP, who is a specialist with the greatest experience and knowledge of the accreditation process, as well as experience in a senior position in a structural division of a HEI. The Chair organises the EEP's work following the programme of the on-site visit to an EO, directs and coordinates the work of the panel members, prepares the EEP final report and quality improvement recommendations in relation to EO and/or EP. The Chair also presents the EEP on-site visit results at the AC meeting.

To enhance an overall efficiency of external experts the Agency has developed the [Regulation Governing the Expert Activity of an External Expert](#) and the [Expert Code of Ethics](#), which establish mandatory ethical rules of conduct for an expert. Upon signing the Code, the expert undertakes non-disclosure obligations related to any confidential information obtained in the course of his work at the EEP. Prior to each evaluation procedure, the EEP members sign the [Expert Non-Conflict Statement](#).

All information and documentation received by the IAAR is confidential and is used for evaluation analysis and accreditation of an EO and/or EP. Organisational and technical support for the EEP activities is provided by the IAAR, whose observer coordinates the EEP work. The IAAR in cooperation with the EC conducts training and advanced training of experts in accordance with the qualification requirements.

The IAAR provides standards, regulatory documents, and self-assessment reports of EO and/or EP with appendices to the EEP members in advance. All this contributes to the quality of the evaluation procedure. Each member of the EEP carefully studies the sent material before visiting EO and prepares a review to the IAAR of the SAR.

During the preliminary meeting, the members of the EEP identify problem areas and discuss the on-site visit programme (please refer to [Annex No. 2. in the Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#)).

In its work the EEP members are guided by the standards. The EEP report evaluates an EO and/or EP against all the standards criteria. Supporting material are represented by the parameters of the institutional profile and/or the EP profile, as well as notebooks for entries filled in by the EEP members during the visit.

***The work on the quality assessment of an EO and/or EP and preparation of the EEP final report includes the following stages:***

1. Individual expert assessment.
2. Summarising the data received on the final day of the EEP visit using the appropriate profile parameters.
3. Preparation of recommendations for an EO's activity improvement and/or enhancement of an EP.
4. The EEP evaluation and recommendations to an AC.
5. Preparation of verbal opinion about an accrediting EO and/or EP.

After completion of its work, the EEP members make a final decision on the compliance of an EO and/or EP with the accreditation standards. The Panel shall not have the right to evaluate particular EO and/or EP based on its comparison with other EO and/or EP.

The AC recommendation is an important part of the assessment. It must be facts-based and confirmed by factual information, based on the institutional and programme evaluation parameter estimates presented collegially in the table. The EEP recommendations are adopted collectively, by open voting and a majority vote. The EEP provides the IAAR with a report on the results of the visit with reasoned conclusions and recommendations for the AC.

The IAAR defines clear follow-up procedures in the form of post-accreditation monitoring, which are equally applicable to all types of accreditation (please refer to the [Regulation on Post-Accreditation Monitoring of the Educational Institutions and \(or\) Educational Programmes](#)).

## 5.1. IAAR ACCREDITATION PROCESSES IN THE REPUBLIC OF KAZAKHSTAN

### 5.1.1. Institutional Accreditation

Institutional accreditation in the RK at the legislative level are identified as the process of quality evaluation in relation to EO to conform to the status and standards of the accreditation body (the LRK “On Education” dated July 27, 2007 № 319-III).

Advantages of accreditation for EO, except for military and special educational institutions:

- funding of personnel training based on educational grant or a state order (LRK dated July 4, 2018 No. 171-VI LRK)
- export of educational services
- recognition of academic degrees and qualifications in the EHEA
- modernisation of the internal quality assurance system for educational services.

The IAAR implements external review of the higher and postgraduate education following the [Standards for Institutional Accreditation of the Organisation of Higher and \(or\) Postgraduate Education \(RK\)](#) (approved as of 16.06.2020, No.57-20-OD) which set requirements for the accreditation procedure, evaluation criteria and [Self-Assessment Guidelines for Institutional Accreditation of the HEI \(RK\)](#). Statistics on institutional accreditation are given in table 5. EEP reports on the evaluation results in relation to EOs of higher and postgraduate education and the AC decisions are publicly available on the [IAAR’s website](#).

*Table 5. Institutional Accreditation in the RK for 2017-2020 (1 half-year)*

Years	Quantity of EOs	Accreditation	Re-accreditation
2020	2	1	1
2019	14	5	9
2018	16	8	8
2017	3	2	1
<b>TOTAL</b>	<b>35</b>	<b>16</b>	<b>19</b>

### 5.1.2. Specialised (Programme) Accreditation

Specialised (programme) accreditation is the process of quality evaluation of the higher and postgraduate education programmes for compliance with the declared status and standards of the accreditation body. Specialised (programme) accreditation contributes to the EP of the bachelor’s, master’s and doctoral levels for:

- formation of students’ body and the provision of educational services to international students
- deeper integration of the EPs’ content with the study programmes of the leading Kazakhstan EOs and EHEA HEIs
- recognition of an EP at the international level, provision of students with opportunities to continue their international studies
- employment of EPs graduates.

The IAAR performs external evaluation of educational programmes of higher and postgraduate education under the specially developed [Standards for Specialised Accreditation of Educational Programme of Higher and \(or\) Postgraduate Education \(RK\)](#), which stipulate requirements for the accreditation procedure and evaluation criteria, as well as [Self-Assessment Guidelines for Specialised Accreditation of Educational Programme of Higher and Postgraduate Education \(RK\)](#).

As may be seen from the Table 6, the most popular type of accreditation is specialised (programme). The number of EPs evaluated by the IAAR is growing every year, with 471 more EPs in 2019 compared to 2018. Most of the EPs of higher and postgraduate education re-apply to the IAAR for external evaluation at the end of the accreditation period. This reflects special trust in the IAAR activities.

The EEP evaluation reports in relation to an EPs and the AC decisions are publicly available on the [IAAR’s website](#).

**Table 6. Programme Accreditation in the RK for 2017-2020**

Years	General number of EPs	Accreditation of EPs	Re-accreditation of EPs	Unaccredited EPs
<b>2020 (first half-year)</b>	138	89	49	-
<b>2019</b>	682	371	311	14
<b>2018</b>	211	153	58	12
<b>2017</b>	165	136	29	-
<b>TOTAL</b>	<b>1196</b>	<b>749</b>	<b>447</b>	<b>26</b>

### 5.1.3. Initial Institutional Accreditation (Ex-Ante)

Initial institutional accreditation is the process of quality evaluation of the organisation of higher and (or) postgraduate education without graduating students for compliance with the declared status and standards of the accreditation body.

External assessment within the framework of initial institutional accreditation of an EO is performed taking into account the main trends in quality assurance:

- responsibility of the organisation of higher and (or) postgraduate education for the quality of educational services provided;
- compliance of education with the needs of various higher education systems (in the international education market), other organisations and students;
- focus of a higher and postgraduate education organisation on the development of a quality culture.

Initial institutional accreditation is based on the [Standards for Initial Institutional Accreditation of Higher Education Institutions that Implement Higher and \(or\) Postgraduate Education Programmes \(without graduated students\) \(RK\)](#), introduced by the IAAR Director General order No. 117-19-OD as of December 9, 2019 and the [Self-Assessment Guidelines for the Initial Institutional Accreditation of Higher Education Institutions \(RK\)](#).

Initial institutional accreditation (Ex-Ante) of the EO provides for all procedures of the accreditation process in accordance with the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#), but allows the exclusion of interviews with graduates, as well as with students in their absence.

Initial institutional accreditation of EOs, regardless of their status, organisational and legal form, departmental subordination and form of ownership, is a completely new direction in the quality assurance system in the RK. Since the introduction of the Standards, the initial institutional accreditation was held for the [Astana IT University](#) (in 2020).

EAP evaluation report in relation to an EO of higher and postgraduate education as well as the AC decisions are available on the [IAAR's website](#).

### 5.1.4. Initial Specialised (Programme) Accreditation (Ex-Ante)

Initial specialised accreditation (Ex-Ante) is the quality evaluation procedure in relation to the higher and/or postgraduate education with no graduating students for compliance with the declared status and standards of the accreditation body.

Initial specialised accreditation is performed using [Standards for Initial Specialised Accreditation Educational Programme \(Ex-Ante\) of Organisation of the Higher and \(or\) Postgraduate Education \(RK\)](#), approved by Director's order No. 68-18/1-OD as of May 25, 2018 and the [Self-Assessment Guidelines for the Initial Specialised Accreditation of Educational Programme \(Ex-Ante\) \(RK\)](#). Standards criteria are harmoniously integrated with national objectives and ESG requirements (2015).

Within the framework of initial specialised accreditation (Ex-Ante), all procedures are performed under the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#), as well as "individual" and "cluster" approaches to initial specialised accreditation (Ex-Ante) procedures.

A distinctive feature of this type of accreditation is the exclusion from the visiting programme of interviews with graduates, employers, as well as interviews with students in their absence.

Since the initial specialised accreditation (Ex-Ante) standards were adopted, the following indicators have been obtained: in 2019, only 63 EPs from 8 HEIs were accredited, and in the first half of 2020, 32 EPs from 3 HEIs were accredited (*table 7*).

EAP reports on the initial specialised accreditation results in relation to an EP and AC decisions are publicly available on the [IAAR's website](#).

**Table 7. Initial Specialised Accreditation (Ex-Ante) of EP**

Years	EPs offering HEIs' Categorisation				
	EPs	National (quantity of EPs)	State (quantity of EPs)	Joint-Stock Company (JSC) (quantity of EPs)	Private (quantity of EPs)
2020 (first half-year)	32	-	23	9	-
2019	63	6	51	-	6
TOTAL	95	6	74	9	6

### 5.1.5. Institutional Accreditation of Medical Education Institutions

The main principles of the methodology and processes for external evaluation that are common to all types of accreditation are described at the beginning of [paragraph 5](#) of the SAR. The information related to international institutional accreditation procedure of medical educational organisations (MEOs) in the RK is available in more detail on the website (<https://iaar.agency/accreditation/en>) (*select the country and type of accreditation and EO*). This section outlines the stages and advantages of running this procedure by IAAR. External evaluation procedures are implemented under the [Regulations on Rules of the Institutional Accreditation Procedure of Educational Organisations](#) (approved as of 30/04/2016, No. 13/1-16-OD) and the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#). This guideline is common to all types of accreditation and EOs, as the procedure is identical and differs only in the standards and self-assessment guidelines according to the type of applied accreditation.

The IAAR is the first and only organisation in the CIS region to receive a high status of recognition by the WFME (December 14, 2017). This gives the IAAR the right to conduct international accreditation of MEOs and programmes in the RK jurisdiction and abroad under the WFME standards. The IAAR performs international institutional accreditation procedures of MEOs in the RK based on the international WFME and ESG standards.

[Standards and Guidelines for Institutional Accreditation of Medical Education Organisations \(RK\)](#) (approved as of 09.12.2019, No.117-19-OD) are developed in compliance with the WHO guidelines and the WFME international standards on quality enhancement of medical education by study levels, which are considered an exhaustive set of standards, whereby all important aspects of medical education are accounted for. They serve as guidelines for organisation and conduct of self-assessment procedures, preparation and issuance of a review report on the self-assessment outcomes.

*The Standards and Guidelines for Institutional Accreditation of Medical Education Organisations (RK)* (approved as of 09.12.2019, No.117-19-OD) running programmes of higher and postgraduate medical education, according to which the institutional accreditation of Kazakhstan medical HEIs is performed, may be found at the following [link](#).

The RK has 9 medical HEIs and 5 faculties attached to multidisciplinary universities. The IAAR completed 7 procedures (visits) of institutional accreditation in 5 Kazakhstan medical HEIs (2 of them due to reaccreditation). The breakdown of the IAAR - accredited educational organisations are as follows: national -1, state – 3 and private-1 (Table 8).

**Table 8. Institutional accreditation of medical HEIs of the RK**

Year	2013	2014	2015	2016	2017	2018	2019	2020 (first half-year)	Total procedure / HEIs
HEIs	1	2	-	1	-	1	2	-	7/5

### 5.1.6. Specialised (Programme) Accreditation of Educational Programmes of Medical Educational Organisations

The main principles of the methodology and processes for external evaluation are similar for specialised (programme) accreditation of an EP, and are described at the beginning of [paragraph 5](#). The information related to international specialised (programme) accreditation procedure of MEOs in the RK is available in more detail on the website (<https://iaar.agency/accreditation>). (select the country and type of accreditation and EO). External evaluation procedures are implemented under the [Regulations on rules of the specialised accreditation procedure of educational organisations](#) (approved as of 30/04/2016, No. 13/1-16-OD) and the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#), which is common to all types of accreditation and educational organisations, since the procedure is identical and differs only in standards and guidelines for self-assessment differing by accreditation types and study levels (basic, master's, doctoral, and residency programmes).

The IAAR has developed standards and guidelines for specialised (programme) accreditation of MEOs' EPs in compliance with the international WFME standards by study levels (basic, master's, doctoral, residency):

- [IAAR Standards for Specialised Accreditation of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards \(RK\) and Self-Assessment Guidelines for the Basic Medical and Pharmaceutical Education Programme \(RK\)](#) (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018).
- [IAAR Standards for Specialised Accreditation of Master's Educational Programme based on WFME/AMSE Standards \(Medical and Pharmaceutical Education\) \(RK\) and Self-Assessment Guidelines for the Master's Degree Programme \(Medical And Pharmaceutical Education\) \(RK\)](#) (approved and brought into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018).
- [IAAR Standards for Specialised Accreditation of Doctoral Educational Programme \(PhD\) based on WFME/AMSE Standards \(Medical and Pharmaceutical Education\) \(RK\) and Self-Assessment Guidelines for the Doctoral Education Programme \(Medical and Pharmaceutical Education\) \(RK\)](#) (approved and brought into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018).
- [Standards for Specialised Accreditation of Postgraduate Medical Education \(Residency\) based on WFME/AMSE Standards \(RK\) and Self-Assessment Guidelines for the Residency Educational Programme \(RK\)](#) (approved and brought into effect by the IAAR order No. 21-15-OD as of 28/09/2015, with the amendments and additions made by the order of the Director dated February 15, 2017 No. 8-17-OD).

The IAAR standards and guidelines for specialised (programme) accreditation of medical education are developed in accordance with the WHO/WFME guidelines and the WFME international standards for the quality enhancement of basic medical education and ESG, whereby all important aspects of medical education are accounted for. Adherence to the WFME international standards for the medical education quality improvement (basic, postgraduate medical education and continuous professional education) and their use at the national scope are the advantages of further quality assurance in medical education. 164 EPs (basic, master's, doctoral, residency), offered by 7 medical HEIs, were accredited by the IAAR under the specialised (programme) accreditation procedure ([table 9](#)).

**Table 9. Specialised accreditation of the MEOs EPs in the RK**

STUDY LEVELS / YEARS	2020 (first half-year)	2019	2018	2017	2016	2015
	Quantity of EPs					
Basic medical education	3	5	-	2	18	3
Master studies	5	2	-	1	10	3



<b>Doctoral studies</b>	2	-	2	-	3	3
<b>Residency</b>	-	7	6	3	86	-
<b>TOTAL</b>	<b>10</b>	<b>14</b>	<b>8</b>	<b>6</b>	<b>117</b>	<b>9</b>

### 5.1.7. Initial Specialised (Programme) Accreditation (Ex-Ante) of Educational Programmes of Medical Educational Organisations

Based on the study of international experience, analysis of the higher education system in the RK, evaluation of the HEIs' and experts' questionnaire survey, the IAAR concluded that it is necessary to introduce initial accreditation (Ex-Ante) for new EPs. Initial specialised accreditation (Ex-Ante) is the process of quality evaluation of the educational programme of higher and (or) postgraduate medical education without graduating students for compliance with the declared status and standards of the accreditation body.

The Agency has developed standards for initial (Ex-Ante) specialised accreditation of EPs by study levels (basic, master's, doctoral, residency):

1) [IAAR Standards and Guidelines for Initial Specialised Accreditation \(Ex-Ante\) of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards \(RK\)](#) (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018).

2) [Standards for Initial Specialised Accreditation \(Ex-Ante\) of Master's Degree Programme based on WFME/AMSE Standards \(Medical and Pharmaceutical Education\) \(RK\)](#) and [Self-Assessment Guidelines for Initial Specialised Accreditation \(Ex-Ante\) of the Master's Degree Programme \(Medical and Pharmaceutical Education\) \(RK\)](#) (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018).

3) [Standards for Initial Specialised Accreditation \(Ex-Ante\) of Doctoral Education Programme based on WFME/AMSE Standards \(Medical and Pharmaceutical Education\) \(RK\)](#) and [Self-Assessment Guidelines for Initial Specialised Accreditation \(Ex-Ante\) of Doctoral Education Programmes \(Medical and Pharmaceutical Education\) \(RK\)](#) (approved and brought into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018).

4) [Standards and Guidelines for Initial Specialised Accreditation of Postgraduate Medical Education \(Residency\) based on WFME/AMSE Standards \(RK\)](#) (approved and brought into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018).

The procedure for the initial specialised accreditation of MEOs EPs in the RK is available on the website (<https://iaar.agency/accreditation>), outlining the stages of this type of accreditation in the IAAR (*select the country and type of accreditation and EO*).

External evaluation procedures are implemented in compliance with the [Regulations on rules of the specialised accreditation procedure of educational organisations](#) (approved as of 30/04/2016, No. 13/1-16-OD) and [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#), which is common for all types of accreditation and educational organisations, since the procedure is identical and differs only in self-assessment standards and guidelines, according to the accreditation type and study level (basic, master's, doctoral, and residency programmes).

The IAAR conducts initial specialised (programme) accreditation (Ex-Ante) of EPs in the RK based on the WFME and ESG international standards. The principles and methods of initial accreditation have not changed significantly, with the exception to meetings with employers, graduates and students under the EEP visit programme (in case of absence of students for the declared EP). This type of accreditation was introduced in the MEOs and started in 2018. 11 EPs of basic and postgraduate medical and pharmaceutical education of local HEIs have completed this procedure (*table 10*).

**Table 10. Initial specialised (programme) accreditation of MEOs in the RK**

Years / EPs	Number of external evaluations / number of accredited EPs
<b>2020 (first half-year)</b>	<b>2 / 6</b>
<b>2019</b>	<b>2 / 2</b>
<b>2018</b>	<b>1 / 3</b>
<b>TOTAL</b>	<b>5 / 11</b>

## 5.1.8. Institutional Accreditation of the Organisation of Continuing Education

According to the LRK “On Education”, additional adult education is offered by educational organisations, as well as legal entities that have structural divisions running additional study programmes. Institutional accreditation of organisations of additional education is a process of quality evaluation of professional development organisations and retraining for compliance with the declared status and standards of the accreditation body.

The IAAR performs the institutional accreditation procedure of additional education under the [Standards of Institutional Accreditation of Organisations of Additional Education \(RK\)](#), approved by the Director’s order No. 19-15-OD as of September 2, 2015, [Self-Assessment Guidelines for Institutional Accreditation of Additional Education Organisations](#), as well as [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#), aligned with the content of ESG and stipulating a quality culture at a higher level while maintaining the best traditions.

The standards are developed based on the requirements of international networks/associations of which the IAAR is a member and take into account the principles of Life-Long Learning Education and are intended to be used as a self-assessment model for organisations of additional education that implement non-formal education, retraining and advanced training programmes.

The process of institutional accreditation of further education and the principles of external evaluation and procedures are described at the beginning of [paragraph 5](#). The EEP is formed with due account of the specifics of the additional education system in the RK and envisages engagement of an employer and a listener attendee in one person, as according to state law, every employer is obliged to periodically improve their skills.

For the first time, the IAAR conducted institutional accreditation of additional education in 2018. Institutional accreditation of additional medical education is in particular demand in the RK. This is because based on the [Standard Rules for the EOs’ Activities](#) (approved by the MES of RK order No. 595 dated October 30, 2018), additional education of medical and pharmaceutical staff at the expense of budgetary funds is available for educational organisations accredited under the institutional accreditation procedure by the accreditation bodies included in the [Register of Recognised Accreditation Bodies](#). The IAAR completed institutional accreditation of 7 additional education organisations (*table 11*). For more information on the procedure and methodology for institutional accreditation of additional education, please refer to the [“Accreditation”](#) section of the IAAR’s website [www.iaar.agency](http://www.iaar.agency) (*select the country and type of accreditation and EO*).

EEP reports on the institutional accreditation results of additional education organisations and the AC decisions are available on [the IAAR’s website](#).

**Table 11. Institutional accreditation of additional education**

Years	Organisation of Continuing (Additional) Education (number)				
	National	State	Incorporated JSC	Private	TOTAL
2019	-	-	1	5	6
2018	-	-	-	1	1
<b>TOTAL</b>			<b>1</b>	<b>6</b>	<b>7</b>

## 5.1.9. Joint Specialised (Programme) Accreditation with a Partner Agency (ACQUIN and FIBAA)

Since 2017, the IAAR has been conducting joint international programme accreditation with partner agencies. For this purpose, special joint standards and guidelines for the entire procedure are prepared in cooperation with the partner Agency, and a separate contract is signed with the partner Agency. Joint specialised (programme) accreditation with a partner Agency is performed based on the Bologna principles and in accordance with the ESG. To date, the IAAR has completed 2 such procedures.

**Joint Programme Accreditation with ACQUIN (2017).** In 2017, for the first time in the RK, the IAAR in collaboration with the German [Accreditation, Certification and Quality Assurance Institute](#) (ACQUIN) conducted a joint international accreditation based on ESG (part 1). For this purpose, the [“Guidelines for Joint International Accreditation by the IAAR and ACQUIN”](#) have been prepared (approved by the IAAR’s Director order dated 25/09/2017 No. 47-17-OD), which outlines the procedure for joint accreditation, including the decision-making

process and the formation of a joint EEP. The joint IAAR and ACQUIN programme accreditation procedure was held in relation to review of 12 EPs of the L. N. Gumilyov Eurasian National University (RK). Reports and decisions are publicly available on the IAAR's website in the sections "[External Expert Panel Reports and Decisions](#)" and "[Register](#)". All information is also available on the [EQAR's website](#).

**Joint Programme Accreditation with FIBAA (2019).** In 2019, the IAAR, in cooperation with the German [Foundation for International Business Administration Accreditation](#) (FIBAA), conducted a joint international accreditation based on ESG. For this purpose, the following collaborative documents have been prepared:

1) [Assessment Guide for the Accreditation of Bachelor and Master Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR](#) (approved and implemented under the IAAR order No. 6-19-1-OD as of January 24, 2019).

2) [Assessment Guide for the Accreditation of Doctoral Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR](#) (approved and put into effect by the IAAR order No. 6-19-1-OD as of January 24, 2019).

3) [Guidelines for Joint International Accreditation by FIBAA and IAAR \(for the Accreditation of programmes in Management Studies, Economics, Law and Social Science\)](#) (approved and put into effect by the IAAR order No. 6-19-1-OD as of January 24, 2019). This Guideline describes the joint accreditation procedure, decision-making process, and the formation of a joint EEP. Joint programme accreditation by IAAR and FIBAA was completed on 17 EPs of the L.N. Gumilyov Eurasian National University (RK). Reports and decisions are publicly available on the IAAR website in the sections "[External Expert Panel Reports and Decisions](#)" and "[Register](#)". The information is also publicly available on the [EQAR website](#).

The purpose of the joint international programme accreditation is to evaluate and recognise the quality of an EPs under the ESG based on the principles of accessibility, voluntariness and independence, objectivity and professionalism, transparency and reliability, collegiality and awareness.

The joint accreditation by IAAR, ACQUIN and FIBAA was based on standards and procedures specially developed for programme accreditation in the Republic of Kazakhstan. However, we do not exclude the possibility of similar joint accreditation procedures in other countries and for other types of accreditation.

All processes and methodology for joint accreditation are based on existing processes and long-term experience of IAAR and its partner ACQUIN and FIBAA agencies (which are also members of ENQA and EQAR) in the field of programme accreditation.

The process of joint programme accreditation and the principles of external evaluation are fully consistent with those described in detail at the beginning of [paragraph 5](#).

The accreditation stages are generally the same as for other types of accreditation: Stage I - submission of an application by an educational organisation;

Stage II - self-assessment (internal assessment) of an educational organisation;

Stage III - expert visits for external review;

Stage IV - accreditation/non-accreditation decision by the AC in both IAAR and its partner Agency;

Stage V - follow-up procedures: post-accreditation monitoring;

Stage VI - reaccreditation.

For more detailed information on joint programme accreditation please refer to the IAAR's website in the section "[Accreditation](#)" at the following link: <https://iaar.agency/accreditations/mezhdunarodnaya-sovmestnaya-akkreditaciya-s-agentstvom-partnerom/en>.

## 5.2. IAAR CROSS-BORDER ACCREDITATION

### 5.2.1. Cross-Border Institutional Accreditation, Including Initial (Ex-Ante)

Since 2018, the IAAR has been conducting cross-border accreditation beyond the RK jurisdiction. **The first foreign country where the IAAR conducted international accreditation was the KR in 2018.** This is due to the fact that on April 6, 2017, the IAAR was included in [the register of the MES of KR](#). The IAAR became a transnational accreditation agency and was recognised in the KR as an international body for accreditation of HEIs and EPs. IAAR holds the international institutional accreditation of higher education institutions of the KR under the [Regulations for Recognition of Accreditation Agencies in Education](#) (Government Resolution of the KR dated 29/09/2015 No. 670), in accordance with the established ESG based criteria of institutional accreditation by the IAAR, designed for KR HEIs taking into account its state legislative requirements (for non-medical EOs):

1) [Standards for Institutional Accreditation of Higher Education Institutions Implementing Programmes of Higher Professional and Postgraduate Education \(KR\)](#) (approved by the IAAR Director's order dated October 17, 2016 No. 39-16-1-OD);

2) [Self-Assessment Guidelines for Institutional Accreditation of Higher Education Institutions Implementing Programmes of Higher Professional and Postgraduate Education \(KR\)](#) (approved by the IAAR Director's order dated October 17, 2016 No. 39-16-1-OD).

It is important to note that the IAAR institutional accreditation procedure does not stipulate initial institutional accreditation (Ex-Ante) in the KR. In the future, separate standards may be prepared for initial institutional accreditation (Ex-Ante) to involve an external review of the newly created EOs in the KR.

**In 2018, the IAAR developed and introduced the following standards for cross-border institutional accreditation (for accreditation of non-medical EOs in all countries other than the RK and the KR):**

1) [IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes \(based on ESG\)](#) (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25.05.2018)

A distinctive feature of these standards is that they are completely ESG-based, universal and may be applied abroad, with due account of national legislation. These standards allow for both institutional (including initial Ex-Ante) and programme accreditation (including initial Ex-Ante). To date, the IAAR has not conducted cross-border initial institutional accreditation (Ex-Ante). The stages and basic principles of international accreditation are described in detail in the above-mentioned Standards, which take into account the international accreditation and the Bologna process implementation experience. The international accreditation procedure is similar to the domestic procedure in RK and is governed by the IAAR regulations. The cross-border accreditation process and the principles of external evaluation are fully consistent with those detailed at the beginning of [paragraph 5](#). For more detailed information on the procedure and methodology for cross-border institutional accreditation for a particular country please refer to the IAAR's website [www.iaar.agency](http://www.iaar.agency), "Accreditation" section (*select the country and type of accreditation and EO*).

The IAAR has completed cross-border institutional accreditation in 3 non-medical higher education institutions of the KR (under the [Standards for Institutional Accreditation of Higher Education Institutions Implementing Programmes of Higher Professional and Postgraduate Education](#) (for KR):

- 1) Osh Technological University ([link to the decision, report and other details on the IAAR website](#))
- 2) Osh State University ([link to the decision, report and other details on the IAAR website](#))
- 3) Kyrgyz-Uzbek University ([link to the decision, report and other details on the IAAR website](#))

## 5.2.2. Cross-Border Programme Accreditation, Including Initial (Ex-Ante)

**The IAAR holds an international programme accreditation of higher education institutions of the KR** according to the [Regulations for Recognition of Accreditation Agencies in Education](#) (Government Resolution of the KR dated 29/09/2015 No. 670), in compliance with the criteria of the IAAR's programme accreditation, designed for KR HEIs based on ESG taking into account local legislative requirements (for non-medical EOs):

1) [Standards for Programme Accreditation of Basic Educational Programmes of Higher Educational Institutions \(KR\)](#) (approved by the IAAR Director's order as of October 17, 2016 No. 39-16-1-OD);

2) [Self-Assessment Guidelines for Programme Accreditation of the Basic Educational Programmes of Higher Educational Institutions \(KR\)](#) (approved by the IAAR Director's order as of October 17, 2016 No. 39-16-1-OD);

3) [Standards for Initial Programme Accreditation \(Ex-Ante\) of Educational Programme of Higher Education Institutions \(KR\)](#) (approved by the IAAR Director's order as of May 25, 2018 No. 68-18/1-OD);

4) [Self-Assessment Guidelines for Initial Programme Accreditation \(Ex-Ante\) of Educational Programmes of Higher Education Institutions \(KR\)](#) (approved by the IAAR Director's order as of May 25, 2018 No. 68-18/1-OD);

The IAAR conducts two types of programme accreditation in the KR: programme accreditation (for existing EPs) and initial programme accreditation (Ex-Ante) (for new EPs or with no students / graduates).

**In 2018, IAAR developed and introduced the following standards for international programme accreditation (for accreditation of non-medical EOs in all other countries except the RK and the KR):**

- [IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes \(based on ESG\)](#) (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018)

Cross-border programme accreditation (including initial Ex-Ante) of IAAR, with the exception of the KR, is based on the above-mentioned standard. The programme accreditation procedure is similar to the procedure in RK and is self-regulated by the above-mentioned documents. The process of cross-border programme accreditation

and the principles of external evaluation are fully consistent with those presented at the beginning of [paragraph 5](#). For more detailed information on the procedure and methodology for cross-border programme accreditation for a particular country please refer to the IAAR's website [www.iaar.agency](http://www.iaar.agency), "Accreditation" section (*select the country and type of accreditation and EO*). Reports and decisions on these HEIs and EPs are publicly available on the IAAR's website in the [sections "External Expert Panel reports and decisions"](#) and ["Register"](#). All information was also published on [the EQAR website](#). Table 12 shows information on cross-border programme accreditation as of November 2020.

**Table 12. Cross-Border International Programme Accreditation**

Country	International Accreditation Type	Number of external evaluations) / accredited EPs			
		2018	2019	2020	TOTAL
Russia	Cross-Border Programme accreditation		1 / 3	1 / 2 2 / 5*	2 / 5 2 / 5*
	Cross-Border initial Programme (Ex-Ante) accreditation			1 / 1	1 / 1
	Cross-border programme accreditation of educational programmes of medical educational organisations			2 / 2*	2 / 2*
	Cross-border initial programme (Ex-Ante) accreditation of educational programmes of medical educational organisations			1 / 2*	1 / 2*
Kyrgyzstan	Cross-Border Programme accreditation	2 / 4	1 / 1	3 / 21	6 / 26
	Cross-Border initial Programme (Ex-Ante) accreditation			2 / 5	2 / 5
	Cross-border initial programme (Ex-Ante) accreditation of educational programmes of medical educational organisations		1 / 1	1 / 1*	1 / 1 1 / 1*
	Cross-border programme accreditation of educational programmes of medical educational organisations			1 / 2	1 / 2
Tajikistan	Cross-Border Programme accreditation		2 / 9	2 / 6 2 / 6*	4 / 15 2 / 6*
	Cross-border programme accreditation of educational programmes of medical educational organisations		1 / 3		1 / 3
Uzbekistan	Cross-border programme accreditation of educational programmes of medical educational organisations			1 / 3*	1 / 3*
	Cross-border initial programme (Ex-Ante) accreditation of educational programmes of medical educational organisations			1 / 1*	1 / 1*
Moldova	Cross-Border Programme accreditation			1 / 1 *	1 / 1 *
Romania	Cross-border programme accreditation of educational programmes of medical educational organisations			1 / 3 *	1 / 3 *
Armenia	Cross-border initial programme (Ex-Ante) accreditation of educational programmes of medical educational organisations			1 / 1*	1 / 1*
TOTAL	<b>Cross-Border Programme accreditation</b>	<b>2 / 4</b>	<b>4 / 13</b>	<b>6 / 29 5 / 12 *</b>	<b>12 / 46 5 / 12 *</b>
	<b>Cross-Border initial Programme (Ex-Ante) accreditation</b>			<b>3 / 6</b>	<b>3 / 6</b>

Cross-border programme accreditation of educational programmes of medical educational organisations		1 / 3	1 / 2 4 / 8*	2 / 5 4 / 8*
Cross-border initial programme (Ex-Ante) accreditation of educational programmes of medical educational organisations		1 / 1	4 / 5*	1 / 1 4 / 5*

\* in the process of accreditation

### 5.2.3. Cross-Border Institutional Accreditation of Medical Education Institutions

The IAAR conducts cross-border institutional accreditation of MEOs based on the international standards of WFME and ESG. The procedure takes into account the national policy and legislation in the field of higher and postgraduate education of the state in which the accreditation is performed.

**1) IAAR activities in the KR.** Under the [Regulations for Recognition of Accreditation Agencies in Education \(Government of the KR resolution dated 29/09/2015 No. 670\)](#) IAAR performs international accreditation of the KR medical HEIs, according to the established criteria of institutional accreditation of the IAAR, designed for HEIs of the KR based on **ESG and WFME** and taking into account the national legislative requirements of the KR.

The accreditation procedure in the KR is regulated by the [“Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme”](#) (hereinafter – Guidelines), as well as in the RK.

The Guidelines describe in detail accreditation stages and procedures based on the generally accepted principles of international accreditation and the Bologna process, ESG and WFME standards, as well as the functions and responsibilities for organising external expert review, the IAAR coordinator and the organisation of education. The procedure for international institutional medical accreditation in the KR is available [on the website](#).

The IAAR has developed the [Standards for Institutional Accreditation of Medical Educational Organisations \(KR\)](#) (approved and put into effect by the IAAR order No. 39-16-1-OD as of October 17, 2016) in the KR.

[The International Higher School of Medicine](#) (Bishkek, KR) was accredited under the institutional medical accreditation procedure in 2019 ([www.ism.edu.kg](http://www.ism.edu.kg))

The report and decision are published on the IAAR’s website in the sections [“External Expert Panel Reports and Decisions”](#) and [“Register”](#). All information was also made publicly available via [the EQAR website](#).

**2) IAAR cross-border activity.** For international institutional accreditation of MOEs (except for the KR), the IAAR has prepared [“IAAR Standards and Guidelines for International Accreditation of Foreign Medical Educational Organisations \(based on WFME/AMSE Standards\)”](#) (approved by the IAAR Director’s order No. 68-18/1-OD dated 25/05/2018). The accreditation procedure and its stages are defined in detail in the [“IAAR Standards and Guidelines for International Accreditation of Foreign Medical Educational Organisations \(based on WFME/AMSE Standards\)”](#), grounded on the principles of international accreditation and the Bologna process, ESG and WFME standards.

**IAAR conducted international institutional accreditation of 3 higher education institutions under the WFME standards:**

- [State Medical and Pharmaceutical University named after Nicolae Testemitanu](#) (Chisinau, Republic of Moldova) (<https://www.usmf.md/ru>).
- [Kazan State Medical University](#) (Kazan, Republic of Tatarstan, Russian Federation) (<https://kazangmu.ru/>).
- [Abu Ali ibni Sino Tajik State Medical University](#) (Dushanbe, Republic of Tajikistan) (<https://tajimedun.tj/ru/>).

The process of international institutional accreditation of medical educational institutions and the principles of external evaluation fully correspond to those presented at the beginning of [paragraph 5](#). Reports and decisions are publicly available on the IAAR’s website in the sections [“External Expert Panel reports and Decisions”](#) and [“Register”](#). The information is also published on the [EQAR website](#).

### 5.2.4. Cross-Border Programme Accreditation of Educational Programmes of Medical Educational Organisations, Including Initial (Ex-Ante)

The IAAR conducts cross-border programme accreditation of MEOs’ EPs based on the WFME and ESG international standards. The procedure takes into account the national policy and legislation in the field of higher and postgraduate education of the jurisdiction in which the accreditation is performed.

**1) IAAR activities in the KR.** The IAAR has developed specialised accreditation standards for MEOs in the KR:

- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560005 "Pharmacy" \(KR\) and the Self-Assessment Guidelines of Educational Programme in the Specialty 560005 "Pharmacy" \(KR\)](#) (approved and enacted by the IAAR order No. 39-16-1-OD dated October 17, 2016).
- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560004 "Dentistry" \(KR\) and Guidelines for Self-Assessment of the Educational Programme in the Specialty 560004 "Dentistry" \(KR\)](#) (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016).
- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560003 "Medical and Preventive Care"\(KR\) and Self-Assessment Guidelines of Educational Programme in the Specialty 560003 "Medical and Preventive Care" \(KR\)](#) (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016).
- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programmes in the Specialty 560001 "Medicine", 560002 "Pediatrics" \(KR\) and Self-Assessment Guidelines of Educational Programmes in the Specialty 560001 "Medical Care", 560002 "Pediatrics" \(KR\)](#) (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016).
- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 530006 - "Nursing Care" \(specialty\) \(KR\) and Self-Assessment Guidelines of Educational Programme in the Specialty 530006 - "Nursing Care" \(specialty\) \(KR\)](#) (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016).
- [Standards for Programme Accreditation of Master's Degree Programmes \(Medical and Pharmaceutical Education\) \(KR\) and Self-Assessment Guidelines for Programme Accreditation of Master's Degree Programmes \(Medical and Pharmaceutical Education\)](#) (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016).
- [Standards for Programme Accreditation of Doctoral Programmes \(PhD\) \(Medical and Pharmaceutical Education\) \(KR\) and Self-Assessment Guidelines for Programme Accreditation of Doctoral Programmes \(PhD\) \(Medical and Pharmaceutical Education\) \(KR\)](#) (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016).
- [Standards for Accreditation of Postgraduate Medical Education Programmes \(for Residency Specialties\) \(KR\) and Self-Assessment Guidelines of the Residency Programme \(Postgraduate Medical Education\) \(KR\)](#) (approved and enacted by the IAAR order No. 39-16-1-OD dated October 17, 2016).

**Initial accreditation standards (Ex-Ante):**

- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards \(KR\)](#) (approved and enacted by the IAAR order No. 113-18-OD dated December 24, 2018).
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Master's Degree Programmes in Medical and Pharmaceutical Education based on WFME/AMSE Standards \(KR\)](#) (approved and enacted by the IAAR order No. 57-20-OD dated June 16, 2020).
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Doctoral Programmes in Medical and Pharmaceutical Education based on WFME/AMSE Standards \(KR\)](#) (approved and enacted by the IAAR order No. 57-20-OD dated June 16, 2020).
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Clinical Residency Programmes based on WFME/AMSE Standards \(KR\)](#) (approved and enacted by the IAAR order No. 57-20-OD dated June 16, 2020).

The procedure for international specialised (including initial) accreditation in the KR is available on the website at the following [link](#).

In 2019, the IAAR completed the initial programme accreditation (Ex-Ante) in the KR of one basic medical education programme [560001-"General Medicine"](#) of the Ala-TOO International University in Bishkek (<http://alatoou.edu.kg/>).

The reports and decisions are available on the IAAR's website in the sections "[External Expert Panel Reports and Decisions](#)" and "[Register](#)". The information is also publicly available on the [EQAR website](#).

**2) IAAR cross-border activity.** For cross-border programme accreditation, including initial (Ex-Ante), of educational programmes of medical and pharmaceutical profile (except KR) the following documents have been developed:

- [IAAR Standards and Guidelines for International Accreditation of Basic Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#) (approved by the IAAR Director's order No. 68-18/1-OD, dated May 25, 2018).

- [IAAR Standards and Guidelines for International Accreditation of Master's Degree Programmes in Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#) (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018).

- [IAAR Standards and Guidelines for International Accreditation of Doctoral / Aspirantura Programmes in Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#) (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018).

- [IAAR Standards and Guidelines for International Accreditation of Residency Programmes \(Clinical Ordinatura\) Abroad \(based on WFME/AMSE Standards\)](#) (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018).

**Initial cross-border accreditation standards (Ex-Ante):**

- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Basic Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#) (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018).

- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Master's Degree Programmes in Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#) (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018).

- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Doctoral Programmes in Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#) (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018).

- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Residency Programmes \(Clinical Ordinatura\) Abroad \(based on WFME/AMSE Standards\)](#) (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018).

The procedure for international programme accreditation, including the initial (except for the KR), is available on the website in the section [Accreditation](#). (select the country and type of accreditation and EO). The process of international programme accreditation of the MEOs EPs, including initial (Ex-Ante) and the principles of external review, corresponds to those presented at the beginning of [paragraph 5](#).

The IAAR has conducted medical programme accreditation only at the Abu Ali ibni Sino Tajik State Medical University (“[1 - 790101 General Medicine](#)”, “[1 - 790107 Stomatology](#)”, “[1 - 790103 Epidemiology, Hygiene and Public Health](#)”) in Dushanbe, Republic of Tajikistan. International programme accreditation was performed in compliance with the “[IAAR Standards and Guidelines for International Accreditation of Basic Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#)” (approved by the IAAR Director's order No. 68/1-18-OD dated 25/05/2018). The report and decision are available on the IAAR's website in the sections “[External Expert Panel Reports and Decisions](#)” and “[Register](#)”. The information is also publicly available on the [EQAR website](#).

In 2019, the IAAR completed initial programme accreditation (Ex-Ante) in the KR of one basic medical education programme [560001-“General Medicine”](#) of the Ala-TOO International University in Bishkek.



## 6. IAAR INTERNAL QUALITY ASSURANCE

The [IAAR's Development Strategy for 2019-2023](#) defines its [mission statement](#), [vision](#), and place in the NSQAE and the international educational area. The strategic goals serve as the basis for preparation of annual implementation plans under the IAAR strategy.

The Agency's quality policy is focused on continuous improvement and provision of customer quality services at all levels: the state, society, public organisations, employers, students, and public organisations. Working with stakeholders is based on the principles of customer requirements' satisfaction, feedback, mutual partnership, and maximum responsibility for the obligations assumed.

The [IQAS](#) of the IAAR has been developed, documented, introduced and maintained, and is continuously being improved in correspondence with the [Quality Policy](#) and [Development Strategy](#). The IQAS is formalised via the [IQAS Manual](#) and is publicly available on the website. In March 2020, the IQAS Manual were updated.

The IAAR is continuously working for the IQAS enhancement involving collegial bodies and experts. IQAS enhancement is achieved through feedback, internal audits, IQAS analysis, corrective actions, and risk management.

The IAAR following the IQAS Manual conducts internal quality assurance system audits to determine its efficiency, assess its effectiveness and compliance to IAAR requirements, as well as customer requirements and external regulations. Internal audit is performed annually for the main processes - accreditation and post-accreditation monitoring of public organisations and (or) EPs and other areas. The results of the internal audit are duly accounted for in operational activities, in preparation of annual development plans for the IAAR, etc.

For quality assurance of IAAR activity planning, [Annual Action Plans and Strategy Implementation Plans](#), as well as for quality assessment improvement procedures, the IAAR relies on the internal audit results, key stakeholders' questionnaire surveys, analytical reports, and EEP reports analysis, etc. For instance, based on the EEP reports' analysis results, it was proposed to reflect in the reports the expert recommendations for each EP, whereas previously experts presented recommendations for the entire cluster of programmes. Accordingly, since 2016, experts have been providing recommendations both for the cluster as a whole in the EEP reports, and, if necessary, formulate recommendations for individual EPs.

The IQAS processes are provided with the necessary resources and information. The Agency's management, implementing the IQAS, proceeds from the correct recognition and understanding of each employee's responsibility for the quality of work performed.

To involve staff in the process of continuous IQAS effectiveness assurance, management approves responsible staff for the IQAS (strategic development adviser), and supports activities of working groups of initiative employees and experts. The IAAR employees and members of collegial management bodies participate in the discussion of the IAAR's regulatory documents, including the Development Strategy, complaints and appeals procedures, accreditation standards and criteria, and make suggestions and recommendations for enhancement of the IAAR's operational activities.

The IAAR ensures the functioning of processes related to stakeholders, systematically conducts activities to study stakeholder opinions. Methods for information collection about stakeholder satisfaction, which are the main tool for feedback, are defined (please refer to 5.2. Stakeholder Orientation, [IQAS Manual](#)). The educational organisations and experts' questionnaire survey, as well as EEP reports, are analysed annually using measurement tools (Appendices 1 and 2 to the [IQAS Manual](#)) by the information and analytical project team. The EOs' and experts' survey analysis results are publicly available on the IAAR website in the section "[Analytical reports](#)", they are also reviewed by the EC to design recommendations for the IQAS enhancement and their subsequent submission to the IAAR management, and use in the processes of external quality assurance (please refer to [paragraph 10 of this Report](#)).

In order to identify current problems, trends and prospects for the development of higher education and new approaches to quality assurance, the IAAR annually analyses EEP reports, and the results of such analysis are discussed at the [EC for Higher Education](#) and also made publicly available through the IAAR website.

Following up the ENQA experts' recommendations (as per the 2016 review outcomes), the IAAR in 2018-2020 for the purpose of internal quality assurance completed the following procedures:

- improved the planning and organisation processes of the Agency and its collegial bodies by revising the organisational structure (strengthened the Agency's human resources potential with [Advisers](#)) and creating a collegial body – [the Supervisory Board](#), as well as a [Ranking Advisory Board](#);
- updated accreditation standards, clearly defined functions and responsibilities for the organisation of external expert reviews, IAAR observer, and coordinator from EO;
- revised the [IQAS Manual](#) to better implement internal quality assurance procedures;
- improved internal audit tools (please refer to the [IQAS Manual](#), paragraph 8.2.2);

- amendments were introduced to the IQAS Manual, which identifies a mechanism for extended use of accredited HEIs and IAAR experts' questionnaire surveys to enhance accreditation procedures and the Agency's operational activities, and improve feedback practices. In preparation of a questionnaire survey form for feedback of a HEI being accredited after each accreditation procedure, the "ENQA Feedback Questionnaire for Agencies" was used as a model;

- conditions for applying the "cluster approach" in programme accreditation have been justified;

- an Algorithm for internal review of EEP reports have been constructed and implemented (Annex No. 11, [IQAS Manual](#)); requirements for development of the EEP reports' content with an outline of the evidence and analytical section have been updated, recommendations for quality improvement of each evaluated EP have been prepared;

The completed self-assessment [SWOT analysis](#) allows to critically evaluate unused opportunities and potential, and identify areas for improvements. Modern challenges and threats, in particular, the COVID-2019 pandemic outbreak and introduced quarantine measures in most countries of the world, have required the Agency to become more flexible and conduct accreditation procedures online.

Thus, IQAS is improved via analysis of the Agency activities, outcomes of external and internal audit reviews, including results of the educational organisations and expert' surveys, as well as the [EEP reports analysis](#). The IAAR is continuously targeted to improve the quality and results of its activities based on the implemented, maintained and constantly enhanced IQAS to be compliant with the recognition bodies' requirements.

## 7. IAAR INTERNATIONAL ACTIVITIES

One of the key objectives in implementing the IAAR [mission](#) and [vision](#) outlined in the [IAAR Development Strategy for 2019-2023](#) is to recognise the IAAR at the national, European and international scopes as a reliable quality assurance partner. This strategic goal is implemented through the proactive standing of the IAAR on the international platform, adherence to European quality standards, and the study and implementation of best foreign practices. In this way, the IAAR strives to become a reliable quality assurance body and gain the trust of key stakeholders.

On December 14, 2018, the IAAR opened a representative office in the European Union in Riga (Latvia) with an aim of strategic development and strengthening of international profile, and intensive work in the European educational area; as well as expanding the circle of partners in innovative projects; and increasing the export potential of the educational sector.

### 7.1. MEMBERSHIP AND RECOGNITION

***The IAAR is recognised by the main international and regional [quality assurance networks](#):***

- European Association for Quality Assurance in Higher Education (**ENQA**) – the member since 2016;
- International Network of Quality Assurance Agencies in Higher Education (**INQAAHE**) – full member since 2015;
- International Quality Group of the Council for Higher Education Accreditation in the United States (**CIQG**) – full member since 2015;
- Central and Eastern European Network of Quality Assurance Agencies in Higher Education (**CEENQA**) – full member since 2016;
- Asia-Pacific Quality Assurance Network (**APQN**) – full member since 2017;
- Association of Quality Assurance Agencies of the Islamic World (**AQAIIW**) – full member since 2012;
- International Observatory on Academic Ranking and Excellence (**IREG**) – full member since 2015.

***At the same time the IAAR is recognised and included in the following [international registries](#) based on the external review and thorough review procedure:***

- European Quality Assurance Register for Higher Education (**EQAR**) – since 2017
- World Federation of Medical Education (**WFME**) – since 2017
- Asia-Pacific Quality Assurance Network (**APQR**) – since 2020

In order to study and apply best practices, the IAAR representatives take part in forums, conferences and workshops organised by foreign partners and international networks in the field of quality assurance, including as speakers (information about participation in these events is publicly available on the IAAR's website in the "[All News](#)" section).

### 7.2 PARTNERSHIP WITH OTHER AGENCIES

*The IAAR is making sustained efforts to develop mutually beneficial cooperation with the world's recognised quality assurance agencies in the field of higher education. To date, agreements (memoranda) on bilateral cooperation have been signed with [23 partner organisations](#).*

Official partners assist in external quality evaluation procedures for the IAAR. These include conducting collaborative events, including joint international accreditation (described in [paragraph 5.1.9](#) of this SAR) and nominating foreign experts to the EEP.

Over the past few years, more than 100 evaluation procedures and expert panel visits have been completed under various types of accreditation with the involvement of experts from the partner agencies listed above. Professionalism, excellency, and high culture characterise the experts nominated by the IAAR partners.

### 7.3. INTERNATIONAL PROJECTS

The IAAR is proactively engaged in projects, including **Erasmus+**, aiming to expand the accessibility and internationalisation of higher education.

***During the reporting period, IAAR participated and continues to actively participate in the [following international projects](#):***

1) **Since 2017**, the IAAR has been participating in the Erasmus+ project “Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs” ([EDUQAS](#)) as an affiliated partner. **The project is being implemented within the period of 2017 to 2020.**

2) **Since 2018**, the IAAR has been participating in the Erasmus+ project “Kazakhstan Universities to Foster Quality Assurance Processes in Technology Enhanced Learning” ([KUTEL](#)) as a full partner. **The project is being implemented from November 15, 2018 to November 14, 2021.**

3) **Since 2019**, IAAR has been engaged in the Erasmus+ project “Enhancement of Postgraduate Studies on Sustainable Agriculture and Future Farming Systems” ([SAGRIS](#)). **The project is being implemented since January 15, 2020, and is designed for 3 years.**

4) **In 2019**, in cooperation with Ernst & Young - Business Advisory Limited Liability Partnership (LLP) (RK), a package of tender documentation was prepared for participation in the project “Modernisation of Higher Education in the Republic of Uzbekistan” (selection of consulting services for: “Technical assistance for internal and external quality assurance in education”, Customer: Ministry of higher and secondary special education of the Republic of Uzbekistan) funded by the International Development Association (IDA). *Unfortunately, the project was not considered, as our partner Ernst & Young - Business Advisory LLP (RK) failed to submit the final application within the deadline.*

5) **Since 2019**, the IAAR has been engaged in the **Erasmus+** project “Enhancing the Coverage and Connectivity of QA in the EHEA through DEQAR ([DEQAR CONNECT](#))”. The project is coordinated by the **EQAR**. **The project is being implemented from February 1, 2020 to January 31, 2022.**

6) In 2017, the IAAR participated jointly with GDSI Limited in the World Bank project “Review of Best Practices to Develop a Systematic Approach to Align the National Qualifications Framework with Professional and Higher Education Programmes” (KZSJ-1.2/CS-01-CQS).

All detailed information about international projects of the IAAR is publicly available on its website at the [link](#).

## 7.4. INTERNATIONALISATION VIA THE ANNUAL CENTRAL ASIAN INTERNATIONAL FORUM

Since 2017 the IAAR holds an annual traditional Central Asian International Forum for Quality Assurance in Education with the participation of European networks:

- [I Central Asian International Forum for Quality Assurance in Education](#), December 8, 2017, (Almaty, the RK) (more than 400 participants)

[II Central-Asian International Forum for Quality Assurance in Education](#), October 16, 2018 (Astana, the Nazarbayev Centre, the RK) (more than 500 participants)

[III Central Asian International Forum for Quality Assurance in Education](#), October 4-5, 2019 (Turkestan, the RK) (more than 600 participants)

[IV Central-Asian International Forum for Quality Assurance in Education](#), October 2-3, 2020 (in online format due to the COVID-19 pandemic)

The purpose of the Forum is to create an international dialogue platform for discussion and exchange of best practices in development of quality assurance system, accreditation and ranking research, increased cooperation with international networks and agencies, contributing to a culture of quality and formation of professional community for external evaluation. The annual forum attracts a large number of public figures, representatives of the academic and professional community. Every year the Forum is gaining more and more attention and popularity.

The Forum helped to identify problems and ways to improve the quality of education, implement ESG in Central Asia and Europe; promote quality institutional changes in the higher education system; increase the competitiveness of educational services; raise the level of training, demand and employment of graduates; enhance academic mobility and internationalisation of education; create an effective system of interaction between HEIs, employers, and stakeholders based on the principles of balancing the interests of all participants in the educational process; expand integration into the global education.

## 7.5. DISSEMINATION OF EXPERIENCE IN THE FIELD OF QUALITY ASSURANCE IN OTHER COUNTRIES

If at the inception of its development (2011-2016) the IAAR learned more from its experienced foreign partners and adopted the best international practices, in subsequent period it has transformed into a transnational quality assurance body and became able to share its experience in building and developing a national quality assurance system.

**Kyrgyz Republic (KR).** For instance, in 2016-2019 the IAAR proactively advised the MES KR on issues of building quality assurance system of higher education, held seminars to explain the quality assurance system based on the Kazakhstan's experience and ESG principles, and have developed accreditation standards for higher education institutions of KR, the Agency was also entered in the National Register of the MES of the KR as an international accreditation Agency, has developed and implemented tools for ranking HEIs of KR. The IAAR methodology was adapted and approved by the MES KR, and first applied in 2018 to determine the HEIs ranking in the KR.

The IAAR has held more than 5 workshops on accreditation and rating research in the KR in 2017-2019:

- May 23, 2017. Osh city, Osh State University.
- May 25, 2017. Bishkek city, Bishkek University of Humanities named after K. Karasayev.
- January 19, 2019. Seminar with the participation of the Deputy MES of KR K. Kozhobekov "Review of the rating study results "Independent ranking of higher education institutions in the KR – 2018" and discussion of updated functions of the ranking programme used in the 2019 study". Bishkek city, Kyrgyz Economic University named after M. Ryskulbekov.
- May 27, 2019 in Bishkek city in collaboration with the MES of KR, the IAAR held a training seminar: "Role of international accreditation in the quality assurance of higher education" at the Kyrgyz State Technical University named after I. Razzakov. IAAR Director General, Mrs. A. Zhumagulova gave a keynote speech at the seminar on the topic: "International Accreditation – Opportunities and Prospects".
- September 10, 2019. Seminar with the participation of acting head of the Department of Professional Education, MES KR, Mr. T. Abylkasymov "Training of experts of internal and external quality evaluation to participate in accreditation procedures". Osh city, Osh State University.

In 2017-2019, 240 representatives of the teaching staff of higher education institutions in Kyrgyzstan were trained in a series of IAAR training seminars.

The IAAR is an active participant in quality assurance activities in education conducted by the MES of KR. On December 13, 2019, IAAR representatives took part in the regional international meeting "Prospects for the development of medical education in the Central Asian region" in Bishkek city, KR, at an official invitation. The meeting was held at a high government level with the participation of the WFME President, Deputy Prime Minister of the KR, Minister of Health of the KR, Deputy MES of KR, President of the Academic Consortium of the "International University of Kyrgyzstan", the IAAR Director General and other members of the academic community of RK, KR, Tajikistan and other countries. The meeting discussed the quality of medical education in the Central Asian region.

**Republic of Moldova (RM).** In 2017, the IAAR signed a [Memorandum of cooperation](#) with the **National State Agency for Quality Assurance in Professional Education of the RM (ANACEC)** to work together on the exchange of international experts and conduct joint international events.

In 2017-2018, at the request of ANACEC Director Mr. Andrei Chiciuc, IAAR contributed to the development of an independent quality assessment system for higher education in the RM and shared its experience by involving ANACEC experts and employees in the accreditation processes in the RK. At the beginning of 2019, ANACEC requested the IAAR to conduct international accreditation of the [Nicolae Testemitanu State University of Medicine and Pharmacy](#), as the IAAR is the only Agency recognised by the WFME in the region.

The Ministry of Education, Culture and Research of the RM sent a [formal letter of recognition](#) of the IAAR activities in the RM jurisdiction (letter No. 04/1-09/1911 dated 12/04/2019 signed by the Minister of Education, Culture and Research of the RM, Mrs. Monica Babuc).

In September 2019, by invitation of the **Ministry of Education, Culture and Research of the RM** the IAAR Director General, Mrs. A. Zhumagulova was included in the Contest Commission for open elections to the [Governing Council of the National Agency for Quality Assurance in Education and Research](#) (ANACEC, RM).

According to the legislation of the Republic of Moldova, the ANACEC Governing Council is elected by the Contest Commission, which consists of 5 reputable international representatives of quality assurance agencies.

On October 14-15, a meeting of the Contest Commission was held in Chisinau, where members of the Commission conducted interviews with candidates for the Governing Council of the National Agency for Quality Assurance in Education and Research (ANACEC, RM). Based on the interview results, 15 members of the ANACEC Governing Council were elected for a 3-year term. The elections were absolutely open and transparent, each candidate had equal opportunities. Members of the Contest Commission paid special attention not only to candidates' professional and scientific achievements and to the knowledge of the Standards and Guidelines for quality assurance in higher education in the ESG, principles of the Bologna Process, internal and external quality assurance system.

[The inclusion of the IAAR representative](#) in the Contest Commission for the election procedure to the Governing Council of the ANACEC means not only trust and recognition of the high international status, but also the cross-border nature of the IAAR's activities.

**Republic of Tajikistan (RT).** Since 2018, the IAAR has also actively advised the **Ministry of Education and Science of the Republic of Tajikistan (MES of RT)** on building a national system for quality assurance in higher education in accordance with the principles of the Bologna process and ESG. On May 13, 2019, [the MES of RT](#) signed an Agreement with the IAAR on international accreditation in the RT. Under the signed international Agreement with the MES of RT the IAAR's operational activity is recognised in the RT jurisdiction.

The IAAR organises training seminars in RT in order to build a high-quality expert pool of teaching staff and managers of Tajik HEIs:

- On November 18, 2018, a workshop to explain the methodology of programme accreditation of an EP at the Tajik State University of Business, Politics and Law.

- On February 21, 2019, a seminar on accreditation issues in Dushanbe at the Russian-Tajik University.

- On March 14, 2019, an international seminar on professional development of experts in Dushanbe with involving international experts.

**Russian Federation (RF).** The result of a signed on May 6, 2019 "Agreement on cooperation and interaction for quality evaluation of higher education and accreditation of the educational programmes" with the Federal State Budgetary Institution "[National Accreditation Agency in Education](#)" (**FSBI "NAA"**), which is a subordinate institution of the Federal Service for Supervision in Education and Science (Rosobrnadzor) under the RF government, the parties agreed to participate in the implementation of accreditation procedures of educational activities in accordance with international legislation, as well as the development of joint standards and criteria necessary for international accreditation of educational institutions. To date, the IAAR has conducted several procedures for institutional and programme accreditation of Russian HEIs (for more information, please refer to [paragraph 4.3.2](#) of this SAR).

In addition, the IAAR has supported the implementation of measures to ensure the quality of higher education in countries such as **Romania, Uzbekistan and Ukraine**.

At the same time, representatives of state authorities of other countries in the region often request IAAR's advice and assistance in the development of the quality assurance system of higher education.

## 7.6. INTERNATIONAL EXPERT PROFESSIONAL DEVELOPMENT WORKSHOPS

The IAAR annually holds the Central Asian International Forum on Quality Assurance in Education and major international seminars on professional development of experts involving representatives of quality assurance networks and partner agencies:

- August 30, 2014 in Almaty at the Kazakh University of International Relations and World Languages named after Abylai Khan the IAAR in collaboration with FIBAA held a training seminar on certification of external experts by IAAR and FIBAA. One of the speakers at the seminar was the Deputy Managing Director of FIBAA, Mr. Hening Dettleff.

- On January 28-29, 2016, the IAAR in cooperation with the WFME held a training seminar to train national experts on quality evaluation of basic medical and postgraduate education. The seminar was held at the Kazakhstan National Medical University named after S. D. Asfendiyarov involving the WFME Chief Adviser, Mr. Samuel Leinser.

- On October 7, 2016, at the L.N. Gumilyov Eurasian National University (Astana), the IAAR held a training seminar for expert candidates from the faculty, where Birger Hendricks (Director of FIBAA, Germany), Radu-Mirci Damian (expert of ENQA, Romania), Melinda Szabo (Project Manager of EQAR) gave lectures to the audience.

- On January 19, 2017, the IAAR held an international seminar on professional development of IAAR experts at the Narxoz University in Almaty, which was organised with the participation of ENQA Director Maria Kelo.

- On March 12, 2018, the IAAR jointly with EQAR held an international seminar on professional development of IAAR experts. The international seminar of IAAR and EQAR was organised at the Kazakh National Academy of Choreography in Astana. The main speakers at the seminar were Karl Dittrich, President of EQAR, and Hendrik Michael (Erik) Martijnse, Director of Higher Education at the Dutch Education Inspectorate.

- On March 14, 2019, the IAAR held an international seminar on professional development of experts in the field of quality assurance of education at the National Academic Library of the RK. Professor of Masaryk University (Brno, Czech Republic) and ENQA expert Mr. Milan Pol was invited as the keynote speaker to the seminar. The seminar was attended by representatives of the MES of RK, international accreditation bodies for quality assurance in education, Kazakhstan and international experts from the Czech Republic, Georgia, Tajikistan, Kyrgyzstan and Russia.

- On March 3, 2020, the IAAR held a training seminar on professional development and training of experts of the Agency for basic and postgraduate medical education at the S.D. Asfendiyarov Kazakh National Medical University. The main lecturer of the training seminar was Professor Janet Grant, Special Adviser to WFME.

## 7.7. PROSPECTS

Based on the SWOT analysis results, the IAAR needs to continuously enhance the quality culture in the field of best international practices. IAAR continues to make the most of international contacts in order to gain new knowledge and track global developments in the field of quality assurance in higher education.

In this regard, the prospects for international cooperation are related to the solution of the following strategic tasks:

- 1). Re-obtaining the status of a member of ENQA;
- 2). Re-entry into the European register EQAR;
- 3). Maintaining the recognised status of the WFME;
- 4). Promotion of ESG in the Central Asian region;
- 5). Training of IAAR employees at the advanced training courses of international partners, ENQA training courses;
- 6). IAAR joining the European Quality Assurance in Vocational Education and Training (EQAVET) network (for technical and vocational education);
- 7). Continuous work to maintain membership in international quality assurance networks;
- 8). IAAR participation in various international projects on the development of education and science, including under the Erasmus+ programme projects;
- 9). Conducting experts training seminars in the countries of the Central Asian region and Europe;
- 10). Initiation of the creation of a Eurasian Network for Education Quality (ENEQ) to ensure the quality of education;
- 11). Obtaining IAAR membership in the European Network for Accreditation of Engineering Education (ENAE) for quality assurance of engineering education;
- 12). Comprehensive consolidation of previously achieved results in the field of international cooperation and its further development.

## 8. IAAR COMPLIANCE WITH EUROPEAN STANDARDS AND GUIDELINES (PART 3)

### 8.1. ESG 3.1 ACTIVITIES, POLICY AND PROCESSES FOR QUALITY ASSURANCE

**Standard:** *Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.*

#### IAAR compliance

The IAAR undertakes its external quality assurance activities in compliance with the requirements set out in part 2 of the ESG.

The main activity, under the IAAR Statutes ([Annex 1](#)), is an external quality evaluation of EO and EP, performed compliant to the mission, vision, goals and objectives defined in the basic document – “[IAAR Development Strategy for 2019-2023](#)”, prepared with the external stakeholders’ engagement and discussion (IAAR national and foreign experts, members of AC, EC in relevant areas, representatives of the academic community of Kazakhstan and other countries, students, government authorities, employers), agreed by [the IAAR Supervisory Board](#). Objectives and activities to achieve the goal are reflected in the [IAAR annual plans](#).

The [IAAR mission](#) is to continuously support and promote quality culture in the field of education, aiming to enhance competitiveness of educational services at the national and international scopes via external quality assurance measures in education. The main principles of external evaluation are defined as transparency and consistency, outlined in the [IAAR policy](#) in the field of quality assurance.

To achieve this goal, the IAAR conducts an external evaluation of the following types of accreditation: institutional accreditation of secondary education organisations, TVE, higher and postgraduate education, medical and additional education, initial accreditation of EOs of higher and postgraduate, medical education; specialised (programme) accreditation of TVE, higher, postgraduate and medical education; initial specialised (initial programme) accreditation of higher and postgraduate EOs, medical education; joint accreditation of higher and postgraduate EOs. The accreditation methodology for all types of accreditation and the external evaluation results are presented in [paragraphs 4](#) and [5](#).

Prior to the beginning of the accreditation, the HEI can have a training seminar for self-assessment preparation at its own discretion (optional). This seminar conducted in the same format for all HEIs. IAAR according to the [Annex II of Use and Interpretation of the ESG for the European Register of Quality Assurance Agencies](#) clearly separates external quality assurance activities from consultancy procedures. For conflicts of interest prevention purposes, the expert consultant who conducted the self-assessment seminar is not included in the EEP (subparagraph 2.8 of the section 2 of the [Regulations on the External Expert Panel](#)).

IAAR regulatory documents governing external quality assurance procedures are publicly available on [the IAAR website](#).

The external evaluation stages and procedures, as well as generation of their results, are conducted in accordance with the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#). External evaluation of an EO/EP is performed by an external expert panel formed and operating under the [IAAR Regulation of the External Expert Panel](#) and [Regulations Governing the IAAR External Expert](#). Work on expansion of the expert’s database and their further involvement in accreditation procedures continues under these Regulations. The professional and ethical conduct of an external expert is governed by a set of regulatory documents ([the Code](#), a [Commitment Statement on Conflict of Interest and Confidentiality](#)). The outcome of the external evaluation procedure is the EEP report, serving as a tool for decision-making by the management of an EO/EP for further IQAS enhancement. The IAAR systematically examines the EEP reports with an aim of identifying trends, best practice HEIs, as well as determining ways of raising the quality of education in the framework of the EEP recommendations. The IAAR applies the mechanism of internal review of the EEP reports (Annex 11 of the [IQAS Guidelines](#)). The system of external quality assurance embraces work of EC in the relevant areas, acting under the [IAAR Regulations on Expert Councils](#), as well as Appeals and Complaints Review Commission operating under the [Regulations on the IAAR Appeals and Complaints Review Commission](#). All IAAR’s ECs involve representatives of the foreign academic community and employers, including 3 foreign experts in the [EC for Higher Education](#), 1 employer, 1 foreign expert in the [EC for Medical Education](#), 1 foreign expert and 2 employers in [EC for TVE](#).



Thus, the Working group reflects that since 2017, the composition of ECs has expanded via engagement of students and employers, representatives of foreign HEIs and state authorities.

The sole competence to decision making based on the external evaluation results belongs to [AC](#). Its composition and activities are governed by the [Regulation on the IAAR Accreditation Council](#).

According to the principles of openness and objectivity, the IAAR is in continued interaction with HEIs, national and foreign experts, employers and students. One of the main tools for getting feedback from external stakeholders is a questionnaire survey, conducted systematically depending on the subject of the IAAR analytical work. The topics and results of the survey analysis are presented in the [paragraph 8.4 of SAR](#).

All these activities ensure transparency of the external evaluation procedure and trust of HEIs and other stakeholders.

Public information about the external evaluation results of EOs/EPs are created in the following areas:

- publication of EEP reports and AC decisions on the IAAR website;
- holding workshops, training seminars, online conferences, round tables, and the annual Central Asian Quality Assurance Forum (since 2017);
- participation in discussions at the dialogue platforms of the MES of RK and HEIs;
- participation in conferences and forums held by international networks and foreign partners;
- publication of materials on the effectiveness of external evaluation by IAAR in the quarterly published scientific and analytical journal of IAAR “Education. Quality Assurance”;
- speeches, interviews and publications in the media, scientific publications;
- publication of information and news feed on the IAAR website.

One of the goal-oriented activity is rating research based on the three designed ranking methodologies.

Since 2020, the IAAR has been engaged in the International University Ranking “IAAR Eurasian University Ranking (IAAR EUR)”. Information on the IAAR rating studies is given in the [paragraph 4.4.1](#). For transparency and verifiability of its ranking activities the IAAR created the [Ranking Advisory Board](#), which is composed of HEIs representatives from RK and KR, the student community and the representative of the MES of RT. The Advisory Board is governed by the [Regulations on the Ranking Advisory Board](#).

According to the IAAR’s Statutes, rating studies are conducted independently of the accreditation process and do not affect its results ([Annex 1](#)).

IAAR carries out its activities in accordance with the set goals and objectives on the basis of broad partnerships with stakeholders, however, the working group believes in the future it is necessary to interact more widely with the professional community, which will increase the efficiency of the Agency’s activities.

## 8.2. ESG STANDARD 3.2 OFFICIAL STATUS

**Standard:** *Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.*

### IAAR compliance

By the decision of the founder, the IAAR was established in 2011 after amendments and additions were introduced to [the LRK “On Education”](#). It resulted in abolition of National Accreditation Centre of the MES of the RK (NAC), responsible for quality assurance of higher and postgraduate education in the RK. All the accumulated by NAC experience and highly qualified database of experts formed the basis of the methodology and the expert community of IAAR.

The IAAR legal framework, the responsibilities and obligations of its founder are defined in the IAAR Statutes ([Annex 1](#)), and on issues not regulated by its Statutes, the IAAR is guided by the Constitution of the RK, [the LRK “On Education”](#), the Civil Code of the RK, the Law “On Noncommercial Organisations” and other current legislation of the RK in the field of education.

According to article 2 of the Statutes ([Annex 1](#)), the IAAR is a non-governmental and non-profit organisation adhering to no profit-making goals as its main purpose of operational activities.

The article 13-2 of the Statutes defines the exclusive competence of the AC, which is IAAR advisory body, created for the purposes of collegial and public review of materials on the accreditation procedure of an EO and/or EP. The AC’s decisions on the quality evaluation of EO and/or EP are deemed final.

For legitimate operations in the RK jurisdiction all quality assurance agencies should be included in the National Register No. 1 compiled under the [Rules for Recognition of Accreditation Bodies, including Foreign Bodies, and Formation of Registers of Recognised Accreditation Bodies, Accredited Educational Organisations and Educational Programmes](#) (MES of RK order as of November 1, 2016, No. 629).

The IAAR was re-included in the [National Register No. 1](#) by order of the MES of RK dated March 14, 2017, No. 112 for a period of 5 years. This confirms that the IAAR's quality evaluation results are recognised by the higher education system, the state, stakeholders and the public. Every 5 years, i.e. periodically, the IAAR comes through the national external evaluation under the [Rules for Recognition of Accreditation Bodies, including Foreign Bodies, and Formation of Registers of Recognised Accreditation Bodies, Accredited Educational Organisations and Educational Programmes](#).

The [website](#) of the Bologna Process and Academic Mobility Centre of MES of RK presents recognised accreditation agencies.

Public and stakeholder recognition of IAAR is supported by the Memorandum on cooperation with JSC "Republican Scientific-Methodical Centre of Technical and Professional Education Development and Qualification" (RSMC), National Chamber of Entrepreneurs of RK "Atameken" (NCE), the National Medical Association of Kazakhstan, Association of Higher Educational Institutions of the RK, National Engineering Academy of the RK, International Academy of Informatisation, etc. The full list of national partners is available at the [following link](#).

The IAAR operational activity is recognised internationally: IAAR is a [member](#) of ENQA, INQAAHE, APQN, IREG, AQAAIW, CIQG, CEENQA; [recognised](#) by the WFME; included in the EQAR and APQR registries.

In 2016, the IAAR was accredited by the MES of RK [as a research entity](#), verifying its recognition at the national scale.

Since 2018, the IAAR has been engaged in cross-border accreditation and has been recognised in a number of foreign countries where this procedure is law based (for more information, please refer to [paragraph 7](#)):

1) [Kyrgyz Republic \(KR\)](#). On April 6, 2017, the IAAR was included in the Register of the MES of KR for a period of 5 years (until 04/06/22) and was recognised as an international body for accreditation of HEIs and EPs. In 2020, the IAAR received an additional formal letter from the MES of KR on recognition of IAAR activities. The list of recognised agencies on the website of the MES of KR is available at [the link](#).

2) [Republic of Moldova \(RM\)](#). In 2019, the Ministry of Education, Culture and Research of the RM sent a [formal letter on recognition of IAAR](#) activities in the RM jurisdiction (Ref. No. 04/1-09/1911 dated 12/04/2019 signed by the Minister of education, culture and research of the RM, Mrs. Monica Babuc).

3) [Republic of Tajikistan \(RT\)](#). On May 13, 2019, the MES of RT signed an Agreement with the IAAR on international accreditation in the RT. Under the signed international Agreement with the MES of RT IAAR activity is recognised in the RT jurisdiction.

4) [Russian Federation \(RF\)](#). On May 6, 2019, an Agreement was signed with the NAA. The IAAR have come through the international accreditation procedures of IAAR in the RF. In 2020, NAA recognised IAAR operational activities in the RF (Ref. No. 01-25-128 as of 13/04/2020 signed by the NAA Director).

As described in [paragraph 5](#), the IAAR accredits both domestic and foreign medical educational organisations and educational programmes. The IAAR has awarded WFME approval and recognition for accreditation procedures of medical EOs and EPs in countries: [Kazakhstan, Russia, Moldova, Tajikistan, Kyrgyzstan, Ukraine](#).

The IAAR finds it meaningful that the outcomes and consequences of the accreditation processes are accepted within the relevant higher education systems, by the state, the stakeholders, and the public. To this end, the IAAR always strives to take into account the principles and provisions of the ENQA document "[Cooperation in Cross-Border Higher Education: a Toolkit for Quality Assurance Agencies](#)" and "[Guidelines for Quality Provision in Cross-Border Higher Education \(UNESCO and OECD\)](#)".

### 8.3. ESG STANDARD 3.3 INDEPENDENCE

**Standard:** *Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.*

#### IAAR compliance

Under [the LRK "On Education"](#) (2007), accreditation of educational organisations is carried out on a voluntary basis. EOs are independent in selection of an accreditation body and the latter carries out institutional or programme accreditation procedures in accordance with its standards (regulations). Such provisions reflect the independence of agencies in the development of standards, voluntary and free choice of accreditation agencies in RK. The accreditation body independently decides whether to engage in accreditation procedure or refuse based on criteria and supporting documents (defined by the Agency).

The competence of the MES of RK related to the accreditation process includes setting the requirements and procedures for recognition of accreditation bodies (including foreign). A non-profit organisation status is a prerequisite for recognition of an accreditation body (Sub-clause 1, Clause 4 of the [Rules for Recognition of Accreditation Bodies, including Foreign Bodies, and Formation of Registers of Recognised Accreditation Bodies](#),

[Accredited Educational Organisations and Educational Programmes](#) (Order of MES of RK as of November 1, 2016, No. 629).

Accreditation by agencies included in the [Register No. 1](#) entails legal consequences for an EO and recognition of an EO and/or EP at the national scale. Correspondent decisions of recognised accreditation agencies serve as the basis for automatic formation of registers of accredited EOs and EPs. Registers are compiled by the MES of RK.

According to paragraph 2 of the Statutes ([Annex 1](#)), the IAAR has an independent status (non-profit and non-governmental organisation) and bears autonomous responsibility for its actions. Third parties cannot influence the conclusions and recommendations contained in the reports.

The IAAR Statutes define the exclusive competence of the IAAR Accreditation Council (paragraph 13-2) and provides it with the authority to make a final decision on accreditation of EO and/or EP. The AC makes a decision based on the EO's self-assessment and the EEP evaluation report. The IAAR is responsible for the validity of decisions on accreditation or refusal to accredit an EO and/or EP.

To ensure independence in decision-making, the AC may include representatives of state bodies, NGOs, EOs, research institutions, Kazakhstan and international experts in the field of education, employers and student associations in its composition. The basis for inclusion in the AC is the recommendation of a public or professional association or state authorities. Participation in the Council is voluntary and uncompensated.

In order to avoid conflicts of interest and ensure impartial decision-making, each member of the AC signs the [Code of the AC member](#). According to clause [5.13 of the AC Regulations](#), a member of the Council who has a conflict of interest with the EO under accreditation shall leave the meeting room for the time of discussion and decision-making. IAAR holds the selection of candidates to an AC. The appointment of AC members is approved by the order of the Director General. The regulations on the AC and the list of its members are publicly available [on the IAAR website](#).

After analysis of ENQA review report back in 2017 the IAAR revised its governance structure, the Statutes and created a new management body – [the Supervisory Board](#). The changes were discussed at the meetings of the IAAR collegial bodies (Expert Councils, Accreditation Council).

The Statutes fully defines the AC's transparent exclusive responsibility and authority in all academic matters related to the Agency's accreditation activities, and provides a clear distinction between the role of the Accreditation Council and its responsibilities, as well as the powers of the IAAR Founder and Director General ([Annex 1](#)).

The main goal of the Supervisory Board is to discuss policy, management and strategic development of the Agency's activities, assisting the IAAR Director General in the further strategic development of the Agency. Based on the [Regulations on the Supervisory Board](#), the Director General of the Agency reports to the Supervisory Board annually on the IAAR activity results.

The set of documents mentioned above guarantees the Agency's independence from the educational organisation, the state, and other stakeholders.

The methodology of the IAAR external quality assurance (compliant with the requirements of national legislation and ESG) is based on the broad involvement of representatives of the HEI community, employers, students, international experts, which ensures transparency and objectivity of decision-making process without any third-party influence and affiliation with an EO.

The IAAR independently builds a database of experts following the expert's selection criteria. Each expert included in a specific EEP signs the [Expert Code of Ethics](#) and assumes the obligations declared therein. Experts are trained for the external review procedures and independent model of behavior.

Decisions on the appointment and nomination of external experts for the accreditation procedure are made by the Agency independently and autonomously of the educational organisation, state bodies and other stakeholders. The IAAR forms EEP based on the principles of expediency and conformity to professional competencies in the relevant field. Foreign experts are elected in the EEP composition from the expert database and/or upon the recommendation of foreign partners.

Each expert signs the ["Commitment Statement on Conflict of Interest and Confidentiality"](#) and the [Service Agreement](#) prior to their engagement with the EEP work.

In order to avoid conflicts of interest, the IAAR ensures preliminary approval of the list of experts with an educational organisation in question (please refer to clause No. 2.9. of [the Regulation on the IAAR External Expert Panel](#)). An EO being accredited has the opportunity to reject an expert's candidacy based on factual information and via a formal letter with explanations. The text of the Agreement on the provision of accreditation services is agreed with an EO before it is signed. The accreditation process is carried out independently from the management of an EO. The IAAR independently covers all expert costs related to their stay and activities in the EEP.

Evaluated EOs have the right to read the draft EEP report and indicate actual inaccuracies (via formal letter) before the report is reviewed at the AC meeting and prior to its publication on the website (paragraph 15.4 of the

[Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#)). The IAAR is responsible for the final EEP reports.

The IAAR's situation in relation to this standard has not changed since the last ENQA review (2016), but has only strengthened. This has been made possible due to the expansion of cross-border activities and wide recognition by international networks and other governments.

## 8.4. ESG STANDARD 3.4 THEMATIC ANALYSIS

**Standard:** *Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.*

### IAAR compliance

The IAAR proactively continues working on thematic analysis to be able to use the information obtained during the accreditation process for enhancement of the education system and quality of educational services, as well as to create public awareness about the development of the quality assurance system and trends in higher education in general. The IAAR has developed [the concept of thematic analysis](#).

As part of the ESG standard “3.4 Thematic Analysis” implementation, the following work is continued:

**1) Annual report on the IAAR operational activities.** The report contains information on all areas of IAAR activity: development and improvement of standards, international accreditation in Kazakhstan and abroad, post-accreditation monitoring, professional experts' development, etc. For each direction, detailed information is provided supported by the main performance indicators. The Report is sent annually to the MES of RK, submitted to the Supervisory Board and is made publicly available on [the IAAR website](#).

**2) Analytical report based on the EOs' survey results.** Since 2015, the IAAR has been studying customer satisfaction with accreditation services. Feedback from accredited EOs examines the expectations of EOs in relation to quality evaluation procedures and the impact of external quality assurance processes.

The analytical report based on the survey results of EOs accredited by the IAAR is compiled annually and published [on the website](#), and is used for review and improvement of the IAAR internal quality assurance system. The purpose of the survey is to determine the degree of satisfaction with the IAAR institutional and programme accreditation procedures and to study the impact of these procedures on further development of the IQAS and in enhancement of competitiveness of educational services.

Based on the recommendations of the previous ENQA review panel at the meeting of the Expert Council for Higher Education (Protocol No. 12 as of March 12, 2018), the questionnaire survey form was revised for the purpose of receiving feedback on the priority areas of the Agency's future thematic analysis. The survey results are reviewed by Expert Councils and submitted as recommendations to the Director General for decision-making.

**3) Analytical report based on the expert survey results.** The annual survey of certified IAAR experts as an effective feedback mechanism has been employed since 2015 and provides the necessary information to improve the IAAR's activities on quality assurance in education.

The reference summary reflects the result of the compiled data analysis on the status of the EOs' external quality assessment by IAAR, the degree of experts' satisfaction with the conditions for the EEP visits, evaluation of the IAAR employees' work, as well as suggestions on seminar topics for improvement of professional expert skills. The analytical reference summary is published annually on the [IAAR website](#). The results of the survey analysis are submitted to Expert Councils for consideration and as recommendations to the Director General for decision-making.

**4) Feedback questionnaire for EOs after the site-visit of EEP.** After the accreditation process is completed, the IAAR conducts a survey of the satisfaction of experts and EOs. The questionnaire is also filled in by IAAR observers. In 2019, the IAAR analysed [feedback results after the EEP visit](#), and offered conclusions and recommendations for enhancement of accreditation procedures.

**5) Annual analysis of EEP reports.** Every year, since 2012, the IAAR has been analysing the EEP reports for the purpose of their comprehensive study and analytical description of expert recommendations in the framework of specialised accreditation of the IAAR, identifying current problems and prospects for the development of HEIs in Kazakhstan, identifying new approaches to quality assurance, taking into account global trends and priorities. The results of monitoring are discussed at the Expert Council for Higher Education and published on [the IAAR website](#).

**6) Thematic studies.** The [IAAR Development Strategy for 2016-2020](#) stipulated a comprehensive analysis of the NSQAE. For the purposes of implementation of the set tasks, the IAAR has conducted a system analysis of the implementation of academic mobility programmes and internationalisation of education in accredited HEIs ([2018](#)) and a systemic analysis of the commercialisation results of scientific projects in accredited HEIs of the RK ([2019](#)).

According to the [IAAR Development Strategy for 2019-2023](#), one of the Agency's tasks is to raise the analytical potential of the IAAR in improving the NSQAE. As part of this task, an analysis of international accreditation of higher education institutions of the RT and the KR was carried out in [2020](#).

**7) Scientific and analytical Journal “Education. Quality Assurance”.** For media coverage of the best national and international practices in the field of quality assurance of education, the IAAR has been publishing the scientific and analytical journal “[Education. Quality Assurance](#)”. The journal serves as an efficient platform for discussion of contemporary approaches and global trends in education quality improvements, it allows interviewing foreign representatives of international agencies and networks, publication of relevant articles about the main trends in the development of national education systems and the best international practices. The journal is published 4 times a year, and articles are published in 3 languages (Kazakh, English, and Russian). The Journal is distributed not only in Kazakhstan, but also abroad. There is a separate website devoted to the Journal “Education. Quality Assurance”: <http://iaar-education.kz>, with journal editions uploaded in e-format in free access, thus enabling the IAAR to expand the information coverage.

**8) Information interaction with the media.** As part of the broader information interaction, the IAAR proactively works with the media and assigns an important role to information cooperation. In order to provide the public with comprehensive, reliable and up-to-date information about the IAAR activities on quality assurance of education and promote the formation of public opinion in raising social significance of accreditation, IAAR employees [publish materials](#) in foreign journals, newspapers and publications of national significance, as well as give interviews both in the RK and abroad and appear [on national TV channels](#) on a regular basis.

**9) IAAR events.** The IAAR works to attract wider public attention to the results and significance of quality assurance activities via webinars, seminars, workshops, conferences and forums. The IAAR continuously conducts training workshops on a free basis, inviting international experts as speakers. The IAAR training workshops allow experts to master external evaluation methods and technologies of accreditation procedures, to get acquainted with changes in the regulatory framework and best international practices.

The [Central Asian International Forum on Quality Assurance](#), which has been held annually by the IAAR since 2017, is particularly significant. The forum is of great interest to the academic community of the RK, the Eurasian space and other countries of the world and always attracts many participants.

IAAR employees actively participate in various conferences, forums, round tables, meetings of state authorities, information about which is always publicly available on the IAAR website [in the news feed](#).

**10) Participation in international projects.** The IAAR proactively participates in international projects aimed at improving the quality assurance system of education (for more information, please refer to [paragraph 7.3](#) of this report).

Involvement in international projects allows to closely interact with the international academic community, actively work with national and foreign HEIs, which has a positive impact on quality assurance of educational services and expansion of the inter-country cooperation horizons.

Since 2016, the IAAR has implemented major efforts in the systematisation of thematic analysis. Every year, the IAAR draws up a report on the Agency's activities, surveys of stakeholders are conducted on an ongoing basis, EEP reports are analysed, information interaction is expanded, and the number of IAAR activities to ensure the quality of education increases. The results of the IAAR thematic analysis are of interest to the MES of RK, HEIs, accreditation specialists, academic community and students. The IAAR reports are used by the Centre for the Bologna Process and Academic Mobility of the MES of RK in analysis of the national educational system.

The IAAR is constantly improving its activities in this direction. In the future, the IAAR plans to conduct a more targeted analysis of the EEP reports, taking into account stakeholder opinions, and analysis of the expert group reports on post-accreditation monitoring.

The IAAR conducts accreditation procedure beyond the RK, and therefore plans to analyse the external evaluation of foreign educational institutions, which will help improve the quality of education in the national and international contexts.

## 8.5. ESG STANDARD 3.5 RESOURCES

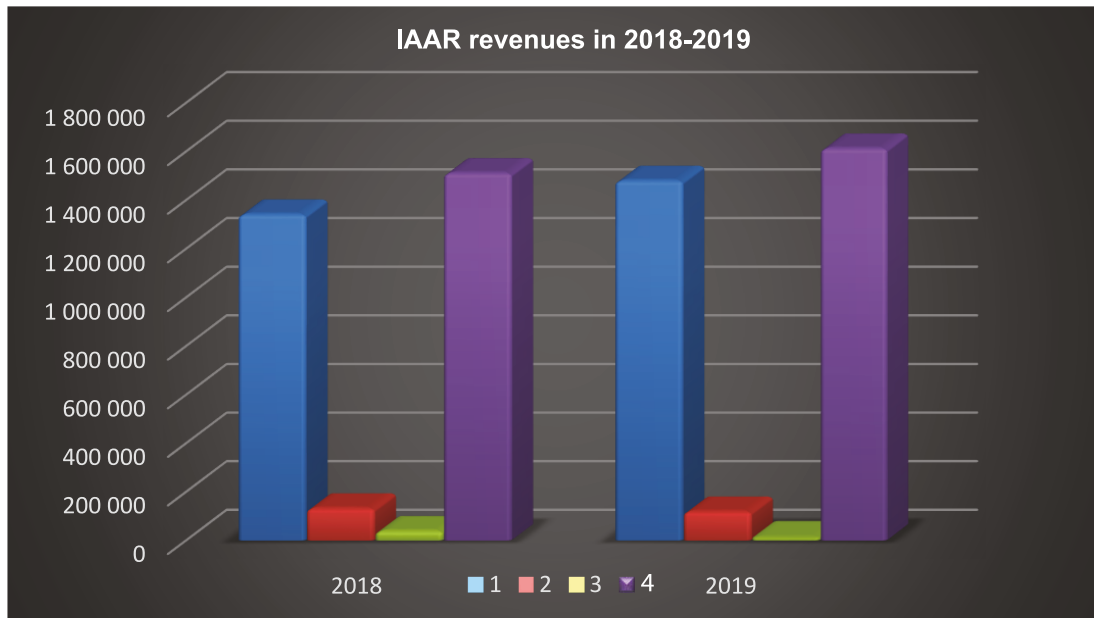
**Standard:** *Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.*

### IAAR compliance

**Financial Resources.** The IAAR is a non-profit organisation whose revenue is fully allocated to the Agency development.

Kazakhstan’s legislation does not stipulate funding of the independent agency activities from the state budget. EOs and EPs accreditation procedures are carried out at the expense of an educational organisation’s own funds (Clause 4, Article 9-1 of the LRK “[On Education](#)”). The main source of the IAAR’s income are the EOs and EPs accreditation related services, holding workshops and participation in international projects. The IAAR budget in 2018 accounted for 689 460 thousand tenge, in 2019, 809 496 thousand tenge.

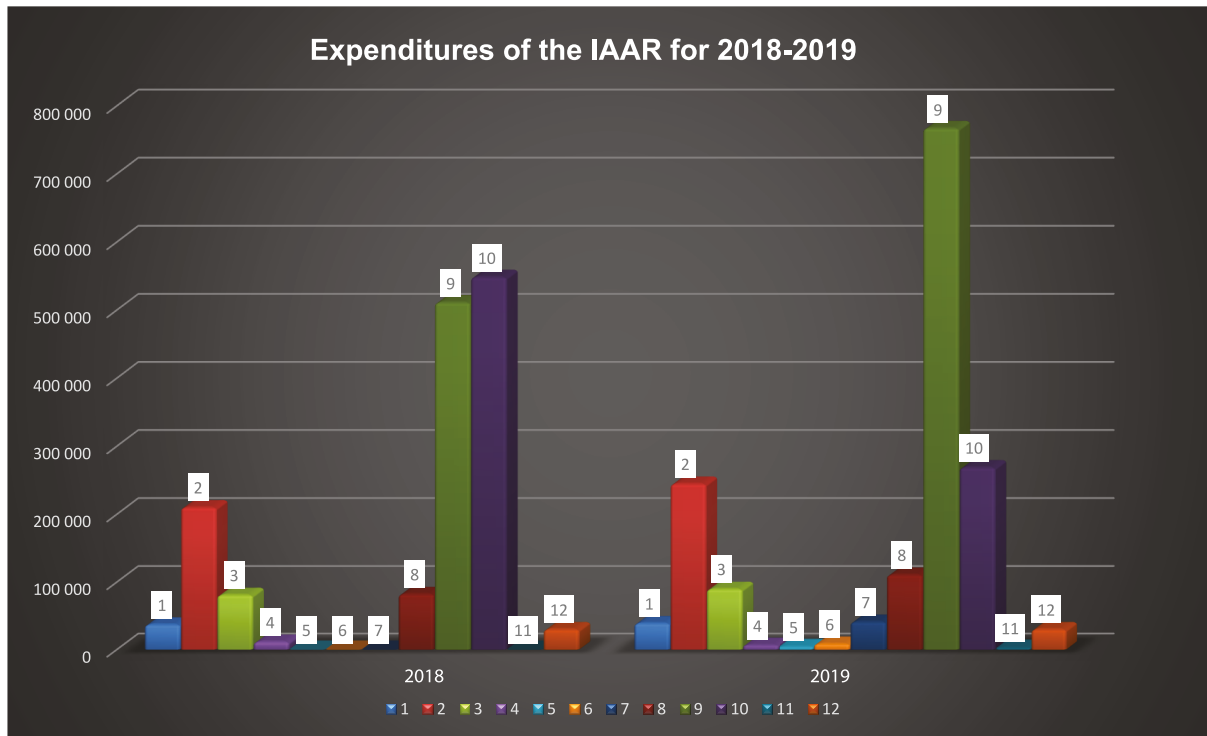
For financial sustainability purposes the IAAR plans to increase participation in national and international research grant projects and competitions (please refer to paragraph 6 of the [IQAS Manual](#): Resource Management).



**Figure 1. IAAR revenues in 2018-2019**

IAAR revenues	2018	2019
1. Accreditation services fees	1 340 801 €	1 479 415 €
2. Post-monitoring	132 019 €	118 943 €
3. Payment for seminars and consultations beyond the accreditation procedure	37 919 €	13 675 €
4. Total	1 510 739 €	1 612 033 €

Exchange rate for 20/07/2020 - 1 KZT = 472 Euro



**Figure 2. Expenditures of the IAAR for 2018-2019**

IAAR costs	2018	2019
1. Office maintenance costs	36 962 €	38 928 €
2. Payroll Fund	210 067 €	244 709 €
3. Business trips	80 813 €	89 714 €
4. Membership fees in international networks	11 500 €	6 267 €
5. APQR External Review	0	4 107 €
6. IREG Audit	0	8 237 €
7. Joint accreditation with FIBAA	0	41 000 €
8. Taxes and fees	82 060 €	110 714 €
9. External contractors (including contracts with experts)	510 926 €	766 957 €
10. Purchase of office space	548 411 €	268 750 €
11. Website development	0	2 650 €
12. Balance of funds (planned funds for development, including review of ENQA)	30 000 €	30 000 €

Exchange rate for 20/07/2020 - 1 KZT = 472 Euro

**Human Resources.** According to the IAAR Statutes and Development Strategy, the Agency is tasked with quality assurance of not only in higher education, but also in TVE and additional education organisations. In addition, the IAAR has been implementing cross-border quality assurance in higher education since 2018. For these goals' implementation purposes, the IAAR employs 19 staff on a permanent basis and has a Supervisory Board, an AC, an Appeal and Complaints Review Commission, a Ranking Advisory Board, and ECs for areas of activity (Table 13).

**Table 13. IAAR Councils**

No	Title of councils	Number of members
1	<a href="#">Supervisory Board</a>	5
2	<a href="#">Accreditation Council</a>	15
3	<a href="#">Ranking Advisory Board</a>	7
4	<a href="#">Expert Council for Higher Education</a>	11
5	<a href="#">Expert Council for Medical Education</a>	7
6	<a href="#">Expert Council for TVE</a>	7

Participation in the AC is voluntary and is regulated by the IAAR Statutes ([Annex 1](#)) and the [AC Regulations](#). The AC activities are coordinated by the Chair.

ECs are a permanent body of expert and information and advisory support. ECs' members work on a voluntary and permanent basis.

The IAAR is headed by the Director General of the IAAR, candidate of juridical sciences, whose powers are set out in paragraph 14 of the IAAR Statutes. Project managers have master's and doctoral degrees.

The functional responsibilities and responsibilities of the IAAR employees are defined in [the job descriptions](#) and in [the IAAR annual plan](#). The number of employees is optimal, and all functions are fully distributed. If the volume of work increases, new analytical positions may be introduced.

Internal feedback is provided at weekly meetings. During the EEP visit to an EOs, the observer informs the IAAR daily about the progress of the visit. Following the results of the EEP visit, feedback from the Panel Chairs and experts is organised via e-mail and/or phone calls.

IAAR strives to improve its employees and experts' competence in accordance with the requirements of the "[ENQA Quality Assurance Professional Competencies Framework](#)", which defines the general core competencies of specialists in quality assurance and quality improvement in ENQA member agencies. The IAAR has developed a [Human Resource Development Plan for 2019-2023](#). IAAR employees regularly improve their professional skills and participate in various conferences, seminars and forums dedicated to education and quality assurance. This process is planned and monitored by the IAAR management under the IQAS Manual (please refer to item 6.2. Human resources of the [IQAS Manual](#)).

The IAAR uses a project-based approach to implement its tasks. The IAAR has appointed project managers for its areas of activity. If necessary, the IAAR engages various external experts on a contractual basis. From 2016 through 2020, the IAAR engaged about 3,000 external experts on a contractual basis to provide services.

The principles and procedures for personnel screening, training and upgrading the skills of IAAR staff and external experts are set out in the IQAS Manual (see paragraph 6.2. Human resources of the [IQAS Manual](#)).

**Physical and Information Resources.** Until February 2016, the Agency was located in its own office at the address: Kazakhstan, 010000, Astana, 42 Kabanbay Batyr Ave., VP-17. The total area was 116.2 sq.m.

Since February 2016, the IAAR moved to a new office at the address: 2, Baurzhan Momysuly Avenue, VP-4G, Nur-Sultan city, Kazakhstan. The total office area is 172 sq.m.

In 2018, the office space was expanded by purchasing an adjacent area. Therefore, the office area has been expanded by 212.8 sq.m. to 384.8 sq.m.

The office area includes Executive office, employees' premises, an archive, a conference room with 25 seats (with video conferencing facilities) for holding AC and EC meetings, a recreation area and a kitchen. The specified office premises are accounted for in the balance sheet of the IAAR. The IAAR has launched a new website hosted at [www.iaar.agency](#), portal for rating studies [www.rating.iaar.kz](#), corporate mail, publishes its own journal "Education QA".

According to the IQAS Manual, the IAAR Director General bears overall responsibility for provision of resources (please refer to paragraph 6.1. Provision of resources, [IQAS Manual](#)). The management of the IAAR provided all employees with the necessary equipment for the proper performance of organisational work. Each employee in the IAAR has a personal computer with Internet access.

The IAAR has the following asset equipment on its balance sheet: Desktop computers – 6; Monoblocks – 14; Laptops – 9; iPad – 2; Fax – 1; Printers – 6; Multi-functional devices – 15; Telephone – 1 (with an internal number for each employee); Projector – 1; Interactive whiteboard – 1; digital Voice recorder – 1; Digital camera – 1; Executive class cars – 2; Flat-screen TV - 1; Scanner - 1. The IAAR employees are satisfied with the technical facilities enabling to provide organisational and technical support for accreditation procedures.



The necessary infrastructure is identified during the IQAS analysis and is provided through the preparation of the IAAR development plan for the year (please refer to item 6. of the [IQAS Manual](#)). The working group on self-assessment report believes that IAAR has sufficient financial resources, physical facilities, human resources and IAAR employees meet the IAAR requirements. However, employee professional development does not lose its relevance. Due to the expansion of the geography of international accreditation, there is an increasing need to improve the level of English language proficiency of employees and experts of the IAAR.

## 8.6. ESG STANDARD 3.6 INTERNAL QUALITY ASSURANCE AND PROFESSIONAL CONDUCT

**Standard:** Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

### IAAR compliance

The IAAR developed [a policy](#) and an [internal quality assurance system](#) in 2015. They are formalised in the [IQAS Manual](#) and published on the website. In March 2020, the policy and internal quality assurance system were updated. The Agency's quality policy is focused on creating a quality culture and meeting the needs of stakeholders: the state, society, educational organisations, employers, students, and public organisations.

The IAAR has developed and implemented external and internal feedback mechanisms to enhance its performance (see [paragraph 6 of the SAR](#) for more details).

The IAAR continues strengthening constructive cooperation with non-governmental and public organisations (student associations, associations and professional communities of employers, etc.), international partners.

The IAAR interacts with the authorised educational authorities of the countries where it operates, in accordance with legal requirements, informs about the results of its activities and external evaluation, contributes to the development of the national quality assurance system, advises on the implementation of ESG, conducts joint activities on quality assurance issues, and contributes to the professional development of the academic community.

The IAAR annually report on its activities, and also regularly informs the MES of RK, the MES of KR, the National Accreditation Councils of KR and MES of RT on accredited EPs and/or EPs (as per their requirements).

For quality assurance and professional conduct purposes, the IAAR strives to enhance the competences of its employees in accordance with the requirements of the "[ENQA Quality Assurance Professional Competencies Framework](#)", which defines the common core competencies of specialists in quality assurance and quality improvement in ENQA member agencies. The IAAR employees regularly improve their professional expertise via participation in seminars, trainings, conferences, and forums at the national and international scales. Based on the participation in the above-mentioned events, employees share their knowledge, experience and skills. Each employee is aware of the role and significance of their activities for quality assurance and improvement.

To ensure the quality and professional behavior of experts, the Agency conducts training seminars. Training and certification of experts is carried out under the [Regulations on Training, Retraining and Advanced Training of the IAAR External Experts](#). Certified experts are entered in the database that is used in the formation of the EEP (for more information, please refer to [paragraph 9.4.](#)). The Agency may delegate individual experts to participate in the RK and international events on quality assessment.

The professional behavior of external experts is governed by a set of regulatory documents that define the ethical behavior of the expert and his / her competence in external quality evaluation procedures. The "[Commitment Statement on Conflict of Interest and Confidentiality of the IAAR Expert](#)" and the "[Expert Code of Ethics](#)" are publicly available on the IAAR website in the "[Experts](#)" section.

When planning the accreditation process, the following are set: goals, activities, deadlines, resource requirements, workload distribution among the IAAR employees, quality control measures for the accreditation process, conformity assessment processes and post-accreditation monitoring of an EO and/or EP.

The accreditation process is carried out in compliance with the IAAR standards and regulations. Standards are developed with the involvement of interested parties (expert reviews, recommendations from government agencies, non-governmental organisations) following the [Instructions for Standards Development and Improvement](#). To ensure the quality and dissemination of best European practices, the IAAR standards are harmonised with the ESG (2015) and WFME (2015) standards.

The AC functions include an objective and independent accreditation decision-making in relation to an EO and/or EP, with the Chair of the EEP presenting a particular case at the meeting, photos are taken and audio recordings are made. The AC makes a decision based on the self-assessment of an EO and/or EP and the EEP review report through the voting of the AC members. The composition of the AC is formed on the basis of recommendations of

public or professional associations and state bodies. To ensure objective decision-making, each member of the AC signs the [AC Member Code](#).

To ensure the compliance of an EO and/or EP activities with standards and for continuous improvement, post-accreditation monitoring is carried out, the rules of which are described in the [Regulation on Post-Accreditation Monitoring of the Educational Institutions and \(or\) Educational Programmes](#).

Under the IQAS Manual IAAR conducts internal reviews of the quality assurance system aiming to determine its efficiency, effectiveness evaluation and compliance with the IAAR requirements, as well as customer requirements and external regulations. Internal review of the main processes - accreditation and post-accreditation monitoring of EO and (or) EP, as well as other areas is carried out on annual basis. The results of the internal audit are taken into account in future activities, including by making additions and amendments to the IAAR regulatory documents, when developing annual IAAR development plans, etc. (for more details please refer to [paragraph 6](#) of this SAR).

In 2018-2020, the IAAR carried out systematic work to implement the recommendations of the previous ENQA review panel, which allowed to gain the following benefits:

- improve the planning and organisation processes of the Agency and its collegial bodies (clearly defined responsibilities and powers of the AC, the Appeals and Complaints Review Commission, and the new management body – the Supervisory Board);

- improve the quality of accreditation standards and procedures (updated accreditation standards, clearly defined functions and responsibilities for the organisation of external evaluation in relation to experts, IAAR observer, coordinator from the organisation of education; justified conditions for applying the “cluster approach” in programme accreditation; updated requirements and format of a high-quality content report with a description of the evidence and analytical part, formulation of recommendations for quality enhancement);

- to achieve a close interaction and feedback from the key stakeholders through update of the “[IQAS Manual](#)” in terms of formalisation of internal reports to determine the effectiveness of treatments, wide use of surveys of accredited HEIs and experts, the revision of the HEIs questionnaire survey form (HEIs survey analysis results for 2017-2019, and suggestions of the surveyed HEIs are reflected in the IAAR Analytical report) as well as conduct thematic analysis;

- ensure the active participation of students in the Agency’s activities, including through broad representation of students in all collegial management bodies (AC, ECs) and the IAAR EEPs with voting rights.

The Working group on self-assessment notes the progress in the IAAR efforts to develop and advance IQAS, but in current conditions (digitalisation, new technologies of education, COVID-19 pandemic) for further improvement of IQAS it is suggested to consider implementing electronic document management system.

## 8.7. ESG STANDARD 3.7 CYCLICAL EXTERNAL REVIEW OF THE AGENCY

**Standard:** *Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.*

### IAAR compliance

The [IAAR Development Strategy for 2019-2023](#) stipulates periodic external assessment of the IAAR quality both at the national and international levels. In 2019 the IAAR on its new version of website hosted at [www.iaar.agency](#) created the section “[External Quality Assessment](#)”, where it publishes all documents and results of the international external quality assessment.

In order to review its quality assurance policies and activities for compliance with ESG, the IAAR came through its first ENQA review procedure in 2016 and applied for re-evaluation of ENQA and inclusion in EQAR in 2020. This procedure is to be performed regularly, every five years. An external evaluation of the IAAR’s activities makes it possible to guarantee high-quality service delivery to key stakeholders.

Recognition of the IAAR at the national scale is confirmed every five years. Requirements for recognition of accreditation bodies of the MES of RK are defined in the applicable [Rules for Recognition of Accreditation Bodies, including Foreign Bodies, and Formation of Registers of Recognised Accreditation Bodies, Accredited Educational Organisations and Educational Programmes](#) (Order of MES of RK as of November 1, 2016 No. 629). The first procedure of IAAR recognition by MES of RK occurred in 2012 and in March 2017 the IAAR was re-listed on the [National Register No. 1](#) for a period of 5 years.

The IAAR was included in the [Register of MES KR](#) on April 6, 2017 and is recognised as a transnational accreditation body in the KR.

In 2017, the IAAR came through the external evaluation procedure of its medicine related accreditation activities and received the WFME recognition for 10 years. Status of recognition applies to all types of EOs’ accreditation

by IAAR in [Kazakhstan](#), the [Russia](#), [Kyrgyzstan](#), [Moldova](#), [Tajikistan](#), [Ukraine](#). The IAAR accreditation procedure in these countries is officially recognised at the governmental level (please refer to [paragraph 8.2](#) above).

In 2019, the IAAR was independently evaluated for inclusion in the APQR. In June 2020, the APQR Council decided to include the IAAR in the APQR [for 5 years](#).

At the end of 2019, the IAAR came through the international audit of the IREG to be recognised and gain the right to use the “IREG Approved” Seal of Approval. In January 2020, the IAAR received a decision and became the first and only organisation in Central Asia that successfully passed the international audit of the IREG and received the “IREG Approved” Seal of Approval.

The IAAR policy on quality of education aims for continuous operational activities enhancement in order to achieve high quality of services provided. Under the IQAS Manual, periodic quality external evaluation of the IAAR by recognition and external evaluation bodies is considered as a tool to measure, analyse and improve performance (please refer to item No. 8.1. Measurement, analysis and improvement of the [IQAS Manual](#)).

## 9. IAAR COMPLIANCE WITH EUROPEAN STANDARDS AND GUIDELINES (PART 2)

### 9.1. ESG STANDARD 2.1 CONSIDERATION OF INTERNAL QUALITY ASSURANCE

**Standard:** *External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.*

#### IAAR compliance

In the RK, as in many countries of the world, the quality assurance system includes three levels: internal quality assurance, external quality assurance, and standards for external quality assurance agencies. In accordance with the [Standard Rules for the EOs' Activities](#) running the higher and postgraduate education programmes, approved by the Minister of Education and Science of the RK order No. 595 dated October 30, 2018, higher education institutions should create an internal quality assurance system based on ESG. At the same time, paragraph 36 of these Rules provides a complete list of internal standards: 1) quality assurance policy; 2) development and approval of programmes; 3) student-centered learning, teaching and assessment; 4) admission of students, academic performance, recognition and certification; 5) teaching staff; 6) educational resources and student support system; 7) information management; 8) informing the public; 9) continuous monitoring and periodic evaluation of programmes; 10) periodic external quality assurance. Internal quality assurance policies and standards are developed independently by HEIs.

External quality assurance is implemented under the accreditation procedure of an EO and (or) EP by accreditation agencies bearing the status of a legal entity in the organisational and legal form of a non-profit organisation. Accreditation agencies independently develop accreditation criteria and standards based on international requirements. The standards for institutional and specialised accreditation must comply with the ESG.

The MES of RK has developed [requirements for an accreditation body](#), with the main of which to be included in the registers and (or) associations of accreditation bodies of the Organisation for Economic Co-operation and Development (OECD) member states. This, the third level of the quality assurance system, is in its infancy, however requirements have been developed for accreditation bodies the accreditation of which is officially recognised in the country. Although, there are still no standards and guidelines for external quality assurance agencies that are planned to be developed in the near future (See: [The Self-Certification Report](#)).

To ensure effective integration of internal and external quality assurance processes, all IAAR standards reflect the requirements of part 1 of the ESG. At the same time, the HEI's quality assurance policy should take into account the national context (ESG Part 1 Standard 1.1). Accordingly, the IAAR standards designed for different types of accreditation of Kazakhstan HEIs, for instance, are also purported to implement national objectives to ensure the quality of education, including such tasks under the [State Programme for the Development of Education and Science for 2020-2025](#) as the implementation of an updated quality assessment system of EOs based on best practices, provision of secure and comfortable learning environment, continuity of learning, professional training, meeting demands of the economy and corresponding to regional characteristics.

The most important requirement for accrediting HEIs is the availability of an intra-university quality management system. For instance, [institutional accreditation standards of RK](#) EOs "Strategic Development and Quality Assurance", "Leadership and Management", "Development and Approval of the Education Programme", etc. require that a HEIs demonstrate successful implementation of internal quality assurance system. When assessing the quality of an EO and/or EP, the IAAR attaches great importance to the fact that the responsibility for internal quality assurance is borne by an educational organisation.

The harmonious integration of national objectives and European requirements in all standards of international accreditation of the IAAR contributes to the improvement of internal quality assurance of education and increases the responsibility of an EO for the quality of educational services provided. The IAAR activities are carried out within the scope of accreditation types described in paragraphs [5.1.1 - 5.2.4](#). of the Self-assessment report, which also correspond to activities defined in the ENQA terms of reference. The [Annex 2](#) herein clearly shows the relationship between all the IAAR activities and the enlarged types of activities under the ENQA terms of reference, together with the corresponding standards. The independent accreditation procedure is the same for all its types and differs in standards and guidelines according to the applied accreditation. The accreditation procedure is implemented under the standards and criteria consistent with the content of ESG, which provide for the formation of a quality culture at a higher level while preserving the best traditions. Regardless of the type of accreditation, the process

of external evaluation of an EO and/or EP (described in detail on the IAAR website in the section “[Accreditation](#)”) includes the main stages (please refer to the beginning of [paragraph 5](#) of this SAR).

For systematic demonstration of the IAAR compliance to part 1 of ESG, this section is divided into the following subsections:

- *Accreditation standards applied in the RK*
- *Accreditation standards applied in the KR*
- *Standards for cross-border accreditation of non-medical organisations (except for the KR)*
- *Standards for cross-border accreditation of foreign medical educational organisations (except for the KR)*
- *Standards for joint accreditation with a partner Agency (ACQUIN and FIBAA)*

These subsections cover all types of accreditation activities (please refer to the [Annex 2](#) on compliance of activities) and indicate how IAAR accounts for Part 1 of the ESG in its procedures and relevant standards.

**Accreditation standards applied in the Republic of Kazakhstan.** The assessment of EO and/or EP of higher education institutions of the RK is based on standards and guidelines for institutional and/or specialised accreditation, including initial, higher, basic medical education and postgraduate medical education, and organisations of additional education.

Compliant to the ESG (2015) the IAAR reviewed its standards for institutional and specialised accreditation of higher education institutions of the RK, approved in 2015 and revised in 2017, and introduced on June 16, 2020 new accreditation standards elaborated in collaboration with external stakeholders (members of the AC, EC for HE, employers, students). The LRK “[On Education](#)”, the LRK “[On Introducing Amendments and Addenda to Some Legislative Acts of the RK on the Expansion of Academic and Managerial Independence of Higher Educational Institutions](#)” dated July 4, 2018, tasks set forth by [SPESD for 2020-2025](#), the new legal acts of MES of RK on regulation of higher and postgraduate educational organisations’ activities, as well as changes in the “[IAAR Development Strategy for 2019-2023](#)” served as the basis for amendments and additions to the standards for institutional and specialised accreditation. Accordingly, the criteria for standards of institutional and specialised accreditation stipulate national priorities, and legal documents governing activities in higher and postgraduate education of the RK.

The standards for institutional and specialised accreditation developed and adopted by the IAAR have been harmonised with the ESG. Introduced improvements to standards related to strengthening of student-centered learning, extension of academic freedom of HEIs and students, application of more flexible approaches to quality assessment in education, evaluation of the effectiveness of the intra-university quality assurance system, formation of a quality culture at a higher level while maintaining diversity, and wide implementation of best practices in the academic study process.

For institutional and specialised (programme) accreditation, including initial (Ex-Ante) in the RK, the following standards have been developed (please refer to [Annex II. Table 18](#). Standards number 1-14).

Compliance with the accreditation standards in the RK of Part 1. ESG (2015) is shown in [Annex 3](#) (please refer to Tables 19, 20, 21).

**Accreditation standards applied in the Kyrgyz Republic.** In 2016-2018, the IAAR developed standards for institutional, programme and initial programme (Ex-Ante) accreditation of higher education institutions in the KR, harmonised with ESG and WFME (for MEOs) in accordance with the legislation and taking into account the specifics of the country’s higher education system. The following standards have been developed for institutional and programme accreditation, including initial (Ex-Ante) accreditation in the KR (please refer to [Annex II. Table 18](#). Standards number 18, 20, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 38, 39, 40, 41).

Compliance of accreditation standards in the KR with part 1 of the ESG (2015) is shown in [Annex 4](#) (Tables 22, 23, 24, 25).

**Standards for cross-border accreditation of non-medical educational organisations (other than the Kyrgyz Republic).** For cross-border accreditation in foreign countries, the unified “[IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes \(based on ESG\)](#)” have been developed (approved on May 25, 2018). These standards are fully ESG-based, may be applied in any country, and allow for both institutional (including initial Ex-Ante) and programme accreditation (including initial Ex-Ante). At the same time, these standards provide for the possibility of taking into account the national legislation of a particular country. In cross-border accreditation the IAAR relies on the “[Guidelines for Quality Provision in Cross-Border Higher Education \(UNESCO and OECD\)](#)” and the provisions of the ENQA document “[Cooperation in Cross-Boarder Higher Education: A Toolkit for Quality Assurance Agencies](#)”. The international accreditation procedure is similar to the procedure in Kazakhstan and is governed by the above-mentioned documents.

Direct correspondence of the “[IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes \(based on ESG\)](#)” with Part 1 of the ESG (2015) is presented in [Annex 5](#) (Table 26).

**Standards for cross-border accreditation of foreign medical educational organisations (except for the Kyrgyz Republic).** The IAAR conducts institutional and programme accreditation of foreign MEOs. The following standards have been developed for institutional and programme accreditation, including initial (Ex-Ante) in MEOs offering medical and pharmaceutical services abroad (please refer to [Annex II. Table 18](#). Standards number 24, 34, 35, 36, 37, 42, 43, 44, 45).

Compliance reference of the standards of cross-border accreditation of medical educational organisations with part 1 of the ESG (2015) is outlined in [Annex 6](#) (Tables 27, 28).

**Standards for Joint Programme Accreditation with the partner Agency (ACQUIN and FIBAA).** An important IAAR activity since 2017 has been joint international programme accreditation with partner agencies. The purpose of the joint international accreditation procedure is to evaluate and recognise the high quality of an EP under the European standards of accreditation ESG. All processes and methodology of joint accreditation are based on existing processes and long-term experience of the IAAR and partner agencies in the field of programme accreditation.

The basis for joint accreditation was adherence to the principles of the Bologna Declaration, recognition of ESG (2015), membership in ENQA, and membership in EQAR.

**Table 14. Substantiation for joint accreditation of IAAR with partner agencies**

GENERAL PRINCIPLES OF ACCREDITATION ACTIVITIES	IAAR	ACQUIN	FIBAA
<b>Support for the principles</b> of the Bologna Declaration	+	+	+
<b>Compliance</b> with ESG standards (2015)	+	+	+
<b>Membership</b> in major European and international associations and networks on quality assurance (ENQA, CEENQA, INQAAHE, etc.)	+	+	+
<b>Inclusion</b> in the EQAR	+	+	+
<b>Principal procedure</b> in accreditation of EPs is the peer review method	+	+	+
<b>Scope of operations:</b> Programme accreditation - accreditation of higher and postgraduate education programmes (bachelor’s, master’s, and doctoral programmes) Institutional accreditation – accreditation of higher education institutions	+	+	+

In 2017-2019, the IAAR conducted 2 accreditation procedures with ACQUIN (2017) and FIBAA (2019) based on joint standards and guidelines (please refer [to paragraph 5.1.9](#) of this SAR for more details).

Compliance of the joint international standards IAAR-ACQUIN and IAAR-FIBAA to Part 1 of the ESG is outlined in [Annex 7](#) (table 29). Thus, the content of the IAAR standards for all types of accreditation is harmoniously integrated with the ESG and takes into account the national context. Harmonisation of the international and national contexts allows for the IAAR’s contribution in enhancement of internal quality assurance processes of EOs’ activities and increased responsibility of EOs for the quality of services provided.

The IAAR’s external quality assurance procedures take into account the results of internal quality assurance processes in higher education institutions and fully comply with Part 1 of the ESG.

## 9.2. ESG STANDARD 2.2 DESIGNING METHODOLOGIES FIT FOR PURPOSE

**Standard:** *External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.*

### IAAR compliance

The main goal of the external evaluation by the IAAR is to facilitate improvements in the quality of education and competitiveness of educational services through independent accreditation activities, as well as to promote a quality culture at the national and international scales. The purpose of the external evaluation is consistent with the mission, vision, and strategic goals defined in the [IAAR Development Strategy for 2019-2023](#), designed in

collaboration with external stakeholders (representatives of the national and international academic communities, employers) and coordinated with the IAAR collegial bodies.

Since 2015, state certification (attestation) of higher education institutions has been replaced by accreditation. Accreditation is law enforced as a process of quality evaluation of EOs for their compliance to the standards of the accreditation body (the LRK “[On Education](#)”). The process of accreditation organisation and conduct is regulated by the legal documents of the external accreditation body. Thus, the procedure for external review is determined by the accreditation body. The IAAR performs external evaluation in compliance with the methodology designed, outlined in [paragraphs 5 and 9.3 of the SAR](#).

Amendments to the LRK “[On Education](#)” and the introduction of new regulations (2018), emphasising the importance of interaction with employers and the need to take into account the “[Professional Standards](#)” designed by NCE “Atameken”, have had an impact on the IAAR activities. The increase in participation of external stakeholders in quality assessment is assured by the conclusion of memoranda of cooperation with professional associations, Alliance of Kazakhstan Students (AKS), involvement of the employers and students community representatives, as well as representatives of foreign HEIs as members of the IAAR collegial bodies such as AC, ECs.

In accordance with the ESG (2015), the IAAR has reviewed its standards for institutional and specialised accreditation approved in 2015. As a result, in 2017, updated accreditation standards were introduced effective until June 16, 2020, and replaced thereafter by new accreditation standards for EOs and EPs.

External evaluation procedure is performed to define the quality of an EO based on the application of the IAAR accreditation standards and guidelines compliant with international standards and guidelines ESG, WFME and the Bologna process.

The IAAR, regardless of the type of accreditation (national or international) within the framework of international institutional, initial institutional, specialised (programme), initial specialised (initial programme) and joint accreditation, engages national and foreign experts, employers and students with the EEP work. The IAAR has a positive experience of programme accreditation of the EPs of the L.N. Gumilyov Eurasian National University in cooperation with ACQUIN and FIBAA.

The IAAR applies a flexible policy in relation to defining accreditation related cost figures. The cost of the procedure accrues from the actual expenses due to the review and analysis of the self-assessment report, travel expenses (travel, accommodation, meals, daily allowance) of Kazakhstani and foreign experts, salary of the IAAR personnel, communication services, administrative expenses, including holding AC meeting, consumables costs. In some countries, the IAAR participates in public procurement (tenders) under the legislation for accreditation.

The EEP is formed regardless of the accreditation type under the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#). For instance, in the case of institutional accreditation of an EO, the EEP includes a Chair, a national expert, a foreign expert, an employer, a student, and an IAAR observer. In post-accreditation monitoring, the EEP consists of a smaller number of experts compared to the number of EEP experts for accreditation purposes.

Due to systemic work, the geographic coverage of the IAAR accreditation activities is successfully expanding. The IAAR developed and implemented 22 standards in 2018 (please refer to [Annex II](#)).

External evaluation procedures under all types of accreditation is carried out in compliance with the IAAR legal documents. The methodology for accreditation by type is presented in [paragraphs 4 and 5](#) of the SAR.

The difference between institutional and specialised (programme) accreditation is reflected in the approaches to the organisation of procedures. Two approaches used for specialised accreditation are as follows:

“individual”, whereby an EO submits a self-assessment report for each EP separately, and based on the evaluation results the EEP report is prepared for each EP in separation

“cluster”, whereby an EO submits a self-assessment report for a cluster that combines no more than 6 EPs in one group and contains the evaluation result of each EP. The EEP report is developed for a cluster with a reflection of the material for each evaluated EP.

One of the mandatory procedures is the EEP review visit to HEI, conducted following the visit programme agreed with the head of an EO, approved by the Director General of the IAAR. In EEP visit planning for **initial** institutional and specialised (programme) accreditation (Ex-Ante), it is allowed to exclude interviews with graduates and employers from the visit programme, and in the absence of student body for a particular EP - interviews with students.

The results of external evaluation of new types of accreditation in the RK and the KR are recognised by the relevant authorities in the field of education. Accredited Kazakhstan EOs and EPs are entered in [registers 2 and 3](#) of the MES of RK. A similar [Register of accredited EO and EP](#) is available in the MES of KR. EEP reports and decisions made by the AC are publicly available on the IAAR [website](#).

The IAAR, as a member of the EQAR, enters accredited EO and EPs of higher education institutions of RK and foreign countries to [the DEQAR](#).

Since 2019, the standards of initial institutional accreditation (Ex-Ante) of the higher and postgraduate education organisations (with no students' graduation) are in effect.

Stages and procedures of the external evaluation, regardless of the type of accreditation are implemented according to the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#).

In 2020, the IAAR revised the [Standards for Institutional Accreditation of the Organisation of Higher and \(or\) Postgraduate Education \(RK\)](#) and the [Standards for Specialised Accreditation of Educational Programme of Higher and \(or\) Postgraduate Education \(RK\)](#), brought into force by order No. 10-17-OD dated February 24, 2017.

The basis for the revision of the *Standards for institutional and specialised accreditation* were amendments to the LRK “[On Education](#)”, the LRK “[On Introducing Amendments and Addenda to Some Legislative Acts of the RK on the Expansion of Academic and Managerial Independence of Higher Educational Institutions](#)” dated July 4, 2018 No. 171-VI, tasks under the [SPESD for 2020-2025](#), the introduction of new legal documents of MES of RK on regulation of higher and postgraduate education organisations activities, as well as the [IAAR Development Strategy for 2019-2023](#).

The draft revised Standards for institutional and specialised accreditation were discussed at the EC for Higher Education (Protocol No. 18 as of April 20, 2020), agreed with the IAAR AC (Protocol No. 51 as of June 9, 2020), approved and put into effect by the IAAR Director General order No. 57-20-OD as of 16/06/2020. In the revised Standards, there is a reduction in the number of criteria that were previously classified as “important factors”, amendments to the criteria categories are defined by the [SPESD for 2020-2025](#), [Standard Rules for the EOs' Activities](#) and other documents of the MES of RK governing educational activities of organisations of higher and postgraduate education.

It should be noted that the introduction of the revised Standards does not change the basic requirements and procedures for accreditation set out in the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#), as well as in sections 5 “Institutional/specialised accreditation procedures” and 6 “Subsequent accreditation procedures” of the Standards.

Taking into account the fact that ESG allows the use of a flexible external quality assurance system, the IAAR provides for an assignment of an extended accreditation term of 7 (seven) years in the event of re-accreditation, positive performance results in general, and successful post-accreditation monitoring of Kazakhstan's EOs and EPs accredited earlier for a period of 5 years by the IAAR.

To reduce pressure and work load on HEI, the IAAR applies a cluster approach to external evaluation of EP, as well as a structured form of a self-assessment report with recommendations for wider use of information and communications technologies (ICT) in its preparation and application.

Thus, the IAAR continuously updates its external evaluation methodology by accreditation type, taking into account updates in the national educational policy and the internal audit results of its accreditation activities. It continues to improve its operational activity by introducing new types of accreditation and systematically informs the public about the effectiveness of external evaluation methodologies applied by IAAR, as well as the effectiveness of applying Standards for the quality assurance system enhancement at HEIs via its Journal “Education. QA” and other publications. The main mean for creating public awareness is still the IAAR website.

In 2016, ENQA experts recommended that attention should be also given to strengthening the contribution of students in the management and work of the IAAR as a group of stakeholders. Based on this, the IAAR has taken measures to work closely with the AKS.

However, until 2018, interaction with the AKS was limited to communication on the inclusion of representatives of student self-government in collegial bodies and external expert panels of the IAAR. This is confirmed by isolated cases of students' participation in national and international events on the problems of quality assurance in the education system. Based on this, the IAAR is tasked with developing a set of measures for sustained interaction with the AKS on issues of quality assurance.



### 9.3. ESG STANDARD 2.3 IMPLEMENTING PROCESSES

*External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include*

- a self-assessment or equivalent;
- an external assessment normally including a site visit;
- a report resulting from the external assessment;
- a consistent follow-up.

#### IAAR compliance

All types of accreditation activities of the IAAR (discussed in paragraphs [5.1.1](#) - [5.2.4](#) of this SAR), including those specified in the ENQA Terms of Reference, are similar, pre-defined, conducted professionally, transparently and consistently. This approach ensures that quality assessment processes are effective and efficient. The IAAR external quality assurance processes described below apply to all types of accreditation (paragraph [5.1.1](#) - [5.2.4](#) of this SAR).

The IAAR accreditation procedures are continuous and start from submission of a HEI's application. The HEI's application is accepted if it meets the established threshold requirements, which differ depending on the type of accreditation and level of education. On the IAAR website, in the "[Accreditation](#)" section, you may learn more about the threshold requirements for certain types of accreditation (select the country, type of accreditation and EO, "Documents" are published in the left-right corner).

At this juncture, the IAAR and an EO agree on the required procedures:

- participation in public procurement for state HEIs (if applicable);
- conclusion of a contract specifying the service cost, the number of experts, the duration of a visit, the post-accreditation monitoring procedure, and the terms of the procedures;
- organisation of a workshop for the working group on self-assessment preparation (a voluntary procedure, conducted at the request of an EO).

After the contract is made, the IAAR employee is appointed to coordinate the accreditation process in the EO. IAAR assessment procedures:

**1. Self-assessment.** SAR should meet the requirements of the IAAR standards and guidelines and be analytical in nature. For the accuracy and reliability of the information provided, it is necessary to attach supporting documentation to self-assessment report.

For conflicts of interest prevention purposes, the expert consultant who conducted the self-assessment seminar is not included in the EEP (subparagraph 2.8 of the section 2 of the [Regulations on the External Expert Panel](#)).

All types of IAAR standards and guidelines provide meaningful and practical recommendations for the development and preparation of a self-assessment report. The IAAR has developed a recommended SAR structure within the framework of standards and guidelines for each activity. This structure is integrated as an "Annex" in the standards and guidelines for individual activities of the IAAR. Specific standards and guidelines are provided in paragraphs 5.1.1. - 5.2.4 of this SAR.

SARs are subject to preliminary review by IAAR (SAR review stages are outlined in subsection 4.6. and section 7 of [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#)), if the report does not meet the requirements of standards, a HEI is recommended to finalise the report before the EEP site visit.

**2. EEP Visit.** After the SAR is accepted, a Panel is formed to evaluate an EO or EP consisting from the Chair, independent experts, employers, and students. Prior to the visit, experts should thoroughly review a SAR and study additional materials from the HEI's website.

Within 8 weeks after the SAR is accepted, the EEP evaluates an EO and/or EP during the site-visit. During the visit, the reliability of documentary information shall be confirmed via visual inspection, meetings and interviews with management, administrative staff, heads of educational programmes, faculty, students (in some cases of Ex-Ante accreditation not applicable), alumni (except Ex-Ante) and employers (except Ex-Ante) under the EEP site-visit.

During the interview, a differentiated approach is applied to the target groups. To determine the degree of satisfaction with the conditions at the EO or at the faculty, an anonymous online survey of teaching staff and students is conducted during the EPP site visit to a HEI.

The duration of the visit may extend from 3 to 5 days, depending on the evaluation scope and the need to arrange translation into other languages during the visit. The average duration of most EEP visits is usually 3 days.

**3. EEP Report.** Based on the results of the visit, the EEP generates a report that provides recommendations in relation to an EO and/ or EP and to AC. The EEP report is prepared in accordance with a specific evaluation

structure of an EO or EP (please refer to [paragraph 9.6](#) of this SAR). The EEP's conclusion regarding the compliance with accreditation standards is presented for each standard in the evaluation tables "institutional/specialised profile parameters", which are usually given in the EEP report as Annex 1. The parameters set the following ranking classification: "strong", "satisfactory", "suggests improvement" and "unsatisfactory". The definition of these evaluation is given in section 14 of the [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#).

For the quality EEP reports, the IAAR conducts a multi-level internal review of EEP reports based on the designed algorithm for internal review of EEP reports (Annex 11 of the [IQAS Manual](#)). The IAAR coordinator ensures the implementation of all stages of internal review of the EEP reports, sends the EEP report to an EO for approval of factual inaccuracies. After final revision is completed, the EEP report is sent to the AC, at the AC meeting the Chair of EEP reports on the EEP working results. At the meeting of the AC, one of the decisions is made: to accredit for a period of 1, 3, 5, 7 years or to refuse accreditation. EEP reports are published on the IAAR website within 2 (two) months after the decision on accreditation is made (subsection 15.7. [Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#)).

**4. Follow-up procedures.** Subsequent procedures for accredited EOs and/or EP are carried out on a systematic basis under the [Regulation on Post-Accreditation Monitoring of the Educational Institutions and \(or\) Educational Programmes](#). This provision applies equally to all types of IAAR accreditation activities (paragraphs 5.1.1. - 5.2.4. of this SAR).

In addition, all IAAR standards describe the subsequent procedures stipulated in the event of a positive accreditation decision in relation to an EO and/or EP. Apart from that, the Agreement on accreditation with an EO contains a provision on subsequent follow-up procedures. The purpose of these procedures is to involve EOs in a continuous process of its educational services quality evaluation and enhancement.

Post-accreditation monitoring is performed in the following cases:

- for accreditation for a period of 3 (three) years, post-accreditation monitoring is carried out once in 1.5 years from the date of decision.
- for accreditation for a period of 5 (five) years, post-accreditation monitoring is performed once every two years;
- for accreditation (reaccreditation) for a period of 7 (seven) years, post-accreditation monitoring is performed once every three years.

Therefore, all EOs should submit interim reports following-up the EEP recommendations in accordance with the action plan. The plan reflects the specific actions for each recommendation and the time frame for their implementation. An EO sends an interim report to the IAAR 2 months prior to the expected date of post-accreditation monitoring. The report should include an analysis on implementation of the EEP recommendations for the entire period from the date of accreditation certificate in relation to an accredited EO and/or EP. The report should reflect all changes in the development of a HEI or the quality of an EP.

The interim report of an EO and/or EP and the experts report on post-accreditation monitoring are sent to the AC for review. The terms of post-accreditation monitoring (schedule) are determined in advance and published on [the IAAR website](#), thereby ensuring consistency and transparency of the external assessment procedure. Table 15 below shows all the external evaluation procedures for the IAAR and the activities covered in these accreditation procedures.

For more information about the procedures for various types of accreditation, please visit the IAAR website, "[Accreditation](#)" section (*select the country and type of accreditation and an EO*).

**Table 15. IAAR evaluation procedures with a breakdown of activities related to each procedure**

IAAR External Assessment Procedures	EVENTS										
	Standards harmonised with ESG	Standards harmonised with WFME standards	Self-assessment report	EEP site visit	Meeting with employers during the EEP visit	Meeting with alumni during the visit of the EEP	Meeting with students during the visit of the EEP	Appeal	Publication of EEP review reports	Follow-up procedures	Reaccreditation
Institutional Accreditation in the RK	+	-	+	+	+	+	+	+	+	+	+
Specialised (Programme) Accreditation in the RK	+	-	+	+	+	+	+	+	+	+	+
Initial Institutional Accreditation (Ex-Ante) in the RK	+	-	+	+	-	-	+/-	+	+	+	+
Initial Specialised (Programme) Accreditation (Ex-Ante) in the RK	+	-	+	+	-	-	+/-	+	+	+	+
Institutional Accreditation of Medical Education Institutions in the RK	+	+	+	+	+	+	+	+	+	+	+
Specialised (Programme) Accreditation of Educational Programmes of Medical Educational Organisations in the RK	+	+	+	+	+	+	+	+	+	+	+
Initial Specialised (Programme) Accreditation (Ex-Ante) of Educational Programmes of Medical Educational Organisations in the RK	+	+	+	+	-	-	+/-	+	+	+	+
Institutional Accreditation of the Organisation of Continuing Education in the RK	+	+	+	+	+	+	+	+	+	+	+
Joint Specialised (Programme) Accreditation with a Partner Agency (ACQUIN and FIBAA)	+	-	+	+	+	+	+	+	+	+	+
Cross-Border Institutional Accreditation*	+	-	+	+	+	+	+	+	+	+	+
Cross-Border Programme Accreditation*	+	-	+	+	+	+	+	+	+	+	+
Cross-Border Initial Programme Accreditation (Ex-Ante)*	+	-	+	+	-	-	+/-	+	+	+	+
Cross-Border Institutional Accreditation of Medical Education Institutions*	+	+	+	+	+	+	+	+	+	+	+
Cross-Border Programme Accreditation of Educational Programmes of Medical Educational Organisations*	+	+	+	+	+	+	+	+	+	+	+
Cross-Border Initial Programme Accreditation (Ex-Ante) of Educational Programmes of Medical Educational Organisations*	+	+	+	+	-	-	+/-	+	+	+	+

\* including the accreditation procedure in the Kyrgyz Republic

+/- In initial accreditation, a meeting with students may or may not be held, depending on the availability of students for the programme being accredited

IAAR carries out all the necessary processes in accordance with ESG Standard 2.3 for the effective operation of the external quality assurance system for higher education. The entire life cycle of accreditation procedures is regulated by the Agency's internal quality assurance system and is provided with constant attention at all stages aimed at improving the activities of HEIs. Given the current circumstances of the COVID-2019 pandemic, the working group considers in the future the importance of the widespread introduction of IT technologies in terms of digitalisation of the life cycle of accreditation procedures.

#### 9.4. ESG STANDARD 2.4 PEER-REVIEW EXPERTS

**Standard:** External quality assurance should be carried out by groups of external experts that include (a) student member(s).

##### IAAR compliance

Based on its mission and strategic goals, the IAAR believes that the role of external experts is essential for achieving the ultimate goals of procedures related to the external quality assurance in higher education. Consequently, the IAAR always puts external experts at the center of external evaluation processes and makes great efforts to form the professional staff of the EEP, train and instruct external experts, and provide comprehensive support during the EEP site visit.

**EEP composition.** As described in sections 9.2 and 9.3, all external quality assurance processes of the IAAR (sections 5.1.1. – 5.2.4. of this SAR) are carried out with the involvement of external experts, including national and international academic experts, representatives of employers and students.

For transparency of procedures and assuring best practices, foreign experts are always involved in the EEP. Since 2012, the IAAR panels have been composed of experts from partners ASIIN, ACQUIN, FIBAA, WFME, AIC, ANACEC, members of the Guild of Russian experts, Rosakredagenstvo, representatives of foreign educational organisations in the UK, Germany, France, USA, Turkey, Poland, Czech Republic, Estonia, Latvia, Lithuania, Bulgaria, Ukraine, Belarus, Kyrgyzstan, Azerbaijan and other countries. Experts nominated by the IAAR foreign partners are characterised by professionalism, excellent training, and high culture.

For IAAR, students' opinions, preferences and needs are a very important part of forming a culture of quality education. The IAAR, which is interested in enhancing the role and opportunities of students in relation to quality assurance in education, engages students in the accreditation processes, evaluation of EPs, and in the decision-making process.

In 2018, the working group on implementing the recommendations of the ENQA panel reviewed the [“Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme”](#), which stated that representatives of students are included in each cluster being accredited.

On April 19, 2018, the IAAR signed a Memorandum of cooperation with the Republican student movement “AKS”, whereby the parties agreed to cooperate on involving students from the AKS to the IAAR collegial bodies and to the IAAR expert panels. To date, in all EEP of IAAR, AKS students are involved in evaluation of each accredited cluster (*except for the regions with no AKS representatives and except for the period of restrictive measures due to the COVID-19 pandemic*). Members of the AKS are also members of all IAAR collegial bodies.

On October 8, 2019, a Memorandum of cooperation was signed with the Russian Youth Union (RYU), an All-Russian public organisation. The scope of cooperation between the IAAR and the RYU covers interaction in the field of quality assurance in education, implementation of joint projects, training and exchange of experts – representatives of the student movement. The IAAR is planning to actively engage the RYU students for accreditation in the RF jurisdiction.

Due to the specifics of professional development institutes in the RK, one expert may act as a representative of employers and students (the listener) for institutional accreditation of additional education organisations ([paragraph 5.1.8](#) of this SAR). Moreover, if the IAAR is able to find highly qualified national experts on additional education within the state, foreign experts may not be involved in all evaluation procedures.

In the event of joint specialised (programme) accreditation with a partner Agency ([paragraph 5.1.9](#) of this SAR), the process of forming an EEP is governed by a separate Guidelines for joint assessment. According to the IAAR experience, in such cases, the EEP is formed on the basis of an equal distribution of experts, that is, half of the IAAR experts and half of the experts from the partner agency, and includes all the necessary categories of experts.

An academic expert with the greatest experience and knowledge of the accreditation process, as well as experience in the management position of an EO, is appointed as the Chair of the EEP. Since 2019, the IAAR has been appointing an experienced foreign expert as the Chair of the EEP following the recommendation of partner agencies. Under the chairmanship of a foreign expert, about 10 visits to the EEP were organised and it is planned to continue this practice in the future.

The Chair organises the EEP work in accordance with the site visit programme, directs and coordinates the work of the Panel members, and is responsible for the final EEP report and recommendations for quality enhancement of an EO and/or EP, and presents the EEP site visit results at the AC meeting.

The EEP consists of a sufficient number of members in accordance with the workload of each evaluated EO and/or EP. All members of the EEP are equal, and their opinions are taken into account to the same extent. In the practice of the IAAR, there were no problems encountered with the EEP composition and functions. In order to ensure transparency of their activities, the IAAR EEP members composition are published separately on the IAAR website in the [“Register”](#) section together with the EEP report and decision.

**Requirements for experts and their selection.** In order to conduct a qualitative assessment of an EO and/or EP, the IAAR management pays special attention to the selection and training of experts. The database of IAAR experts includes representatives of the HEI community, foreign experts, employers and students. For each category of experts, certain selection criteria are established to ensure involvement of the most experienced specialists in quality assessment. The selection criteria and requirements are defined in the [Regulations Governing the IAAR External Expert](#) (section II).

The experts are carefully selected based on their work experience in the field of education, academic degree/title, and nomination by accreditation agencies, professional organisations, public organisations, or student unions. An expert candidate for the IAAR may submit an application via the website in the Structure / [Experts](#) section, or may be invited by recommendation of a partner Agency or a public organisation on the IAAR request. In the selection of foreign experts' knowledge of English and Russian languages are preferred.

With the expansion of cross-border capabilities of the IAAR, it becomes important to extend the base of national experts with knowledge of English, which is a certain challenge in modern conditions in the RK.

**Independence and impartiality of experts, exclusion of conflicts of interest.** The independence of experts and the absence of affiliation with an EO are priorities for the IAAR. The Agency strictly adheres to these principles in forming an EEP. The expert signs a [Commitment Statement on Conflict of Interest and Confidentiality](#) during each visit to an EO. The IAAR coordinates the preliminary composition of the expert panel with an EO. If there is a conflict of interest, a HEI sends a correspondent statement to the IAAR, on based on which the expert is replaced. In their activities, experts must comply with the [IAAR the Code of Ethics](#), which contributes to improving the professionalism of experts, promotes successful interaction of all stakeholders involved in the external quality assessment processes.

In case of non-compliance with the Code, the expert's behavior is considered at the EC and may lead to his exclusion from the IAAR database of experts. As such, in 2013, 2 national experts and 1 foreign expert were excluded from the database (please refer to EC protocols № 2, №3). For such cases prevention purposes, the programme of the training seminar for expert candidates includes the topic "Principles of ethical behavior of an IAAR expert". This issue is also widely discussed during the briefing at the preliminary meeting the day before the visit to an EO.

**Training and experts' preparation.** According to the annual plans of the IAAR, in order to develop the expert candidates' competencies for quality assessment, the IAAR conducts training seminars, being the 1st level of expert training, where candidates master the theoretical part: the established requirements of the IAAR, the content of procedures for various types of accreditation, the IAAR and ESG standards, and the principles of ethical behavior. Participation of candidates in the seminar is mandatory and serves as a basis for inclusion in the EEP.

At the 2nd level of training, practical tasks are given based on the functions of EEP experts. Upon successful completion of level 2 tasks, the candidate is short-listed in the database of experts and assigned a category (1, 2, 3).

Category 1 expert - certified IAAR experts who have participated in the accreditation procedure as part of the EEP at least 7 times.

Category 2 expert - certified IAAR experts who have participated in the accreditation procedure as part of the EEP at least 3 times.

Category 3 expert – certified IAAR experts or experts recommended by other partner accreditation bodies (please refer to [Regulations on Training, Retraining and Advanced Training of the IAAR External Experts](#)).

These categories allow the Agency to track the number of expert engagements and the quality of their work.

Along with national training seminars, the IAAR annually conducts major international seminars on professional development of experts with the participation of representatives of quality assurance networks and partner agencies, whereby in different years keynote speakers list included Hening Dettleff (2014, Deputy Managing Director of FIBAA), Samuel Leinser (2016, Chief Adviser to the WFME), Birger Hendricks (2016, Director of FIBAA), Radu Damian (2016, ENQA expert), Melinda Szabo (2016, Project Manager of EQAR), Maria Kelo (2017, Director of ENQA), Karl Dittrich (2018, President of EQAR), Hendrik Michael (Erik) Martijnse (2018, Director of higher education at the Dutch Education Inspectorate), Milan Pol (2019, ENQA expert), Professor Janet Grant (2020, Special Adviser to WFME) (for more information, please refer to [paragraph 7.6](#) of this SAR).

Based on the ENQA experience, IAAR conducts interactive seminars using various training methods (business games, case studies, etc.) that allow to model the accreditation process, understand the features of evaluation criteria of accreditation standards and the role of experts in the accreditation process. Part of the methodology for training seminars was developed using the ENQA experience of experts training on accreditation agencies evaluation shared at the workshop, attended by the IAAR representative on May 31 to June 1, 2018, Madrid.

In the period from 2016 to 2020, more than 675 IAAR experts in higher and postgraduate education were certified. Since 2015, under the Memorandum with the NCE "Atameken", employers are trained from among the candidates recommended by the regional chambers of entrepreneurs "Atameken". Since 2018, within the framework of the Memorandum with the Republican student movement "AKS", seminars are held on training students recommended by the AKS. The IAAR conducts a briefing at a preliminary meeting with the participation of all members of the EEP the day before the visit to an EO, which is also an effective method of preparing experts for the visit procedure.

**Expert database and continuous monitoring.** Since 2012, the IAAR has maintained an electronic database of certified national and foreign experts, in accordance with the [Regulations on Training, Retraining and Advanced Training of the IAAR External Experts](#). An e-database allows to add an entry for each expert after a visit to a HEI and track the validity of expert certificates.

In 2019, the IAAR developed an e-database of experts with a practical and convenient search system, which is hosted on the new website [www.iaar.agency](http://www.iaar.agency). The developed database of experts is intended for internal use

by the IAAR staff and is available at the following link [https://iaar.agency/experts\\_database](https://iaar.agency/experts_database), logging in is possible using username and password (if necessary, IAAR may grant access and demonstrate it to external reviewers). At present, the IAAR expert base consists of 3,417 experts, including 561 national experts, 1029 foreign experts, 341 medical experts, 152 employers, 273 students, and 1,061 TVE experts.

**Assessment of expert activity and feedback.** To determine the degree of satisfaction and evaluation of the IAAR expert activities after each visit, the EEP conducts a survey (questionnaire) of experts (Appendices 4, 5, 6, 7 of the [IQAS Manual](#)) and the survey of coordinator for the assessment of the EEP members (Annex 8 of the [IQAS Manual](#)). In an expert survey, different categories of experts (chair, academic experts, employer, and student) cross-evaluate each other and the coordinator's work.

The IAAR coordinator, at the end of the accreditation process, uses this survey to evaluate the work of experts on compliance with the IAAR guidelines and regulations, deadlines, and the code of experts on reasoned and impartial evaluation, and the ability to work in a team.

Survey of experts and coordinators is regularly evaluated by an information and analytical project, the results of which are reviewed by ECs to develop recommendations for the IQAS improvement and are taken into account in the future EEP formation. The results of the expert survey analysis are publicly available on the IAAR website at the [following link](#).

Thus, the working group states that the IAAR has a large number of competent experts, both national and foreign, who undergo a selection procedure, training and with whom there is constant feedback. Given the speed of knowledge change in the world, it is important to constantly improve the competence of external experts by conducting more training seminars, including virtual ones.

## 9.5. ESG STANDARD 2.5 CRITERIA FOR OUTCOMES

**Standard:** Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

### IAAR compliance

For all types of accreditation activities of the IAAR (paragraphs 5.1.1. – 5.2.4. of this SAR), standards and guidelines have been developed that include a description of external evaluation procedures and clear criteria for making collective decisions. All standards and other important information on all types of accreditation are publicly available on the IAAR website in the relevant subsections of the "[Accreditation](#)" section (select the country and type of accreditation in the search engine).

Timely update of standards is a prerequisite for meeting the growing needs of EOs and other stakeholders. The standards are updated and analysed by the IAAR working group with the involvement of the IAAR Expert Councils. Standards are reviewed in case of changes in the legal framework in the field of education, ESG and WFME standards, taking into account the views of all stakeholders.

In order to ensure transparency and reliability of the external quality assessment results, IAAR standards, EEP reports, and the results of AC decisions are posted on the IAAR website and updated subject to changes. This allows interested parties to study and compare the quality assessment results.

The self-assessment and the EEP report are the basis for the final decision of the AC. Collectively, the AC has the right to make an informed decision that does not coincide with the EEP recommendations (see clause 5.11 of the [Regulation on the IAAR Accreditation Council](#)). The IAAR always formally informs the HEI about the decision made.

In decision making, the AC is guided by the principles of independence, objectivity, reliability of factual information, and equality of all public organisations, regardless of their form of ownership. The AC may make the following decisions:

- 1) to award accreditation:
  - for 1 year – if the criteria are met in general, but if there are some shortcomings and opportunities for improvement;
  - for 3 years – with positive results in general, but with some minor shortcomings and opportunities for improvement;
  - for 5 years – with positive results in general;
  - for 7 years – with re-accreditation, positive results in general and successful completion of post-accreditation monitoring of an EO accredited earlier for a period of 5 years by the IAAR.
- 2) do not accredit.

During the site visit, the IAAR adheres to the principles of transparency, coherence and consistency. It is important that during the training, experts are given detailed explanations of the content of standards and criteria, as well as the principles and methods of external assessment of an EO and/or EP to make an objective decision.

The IAAR sends the report to an EO to eliminate factual inaccuracies. If necessary, the Chair of the EEP together with the EEP members eliminates the comments and submits the final report to the IAAR. The IAAR observer does not influence the decision-making process, but performs a coordinating function during the visit. The Chair of the EEP submits a report on the visit to the AC and expresses the general opinion of the EEP members on compliance with the requirements of the accreditation criteria. After the AC makes a positive decision, an EO and/or EP receives an accreditation certificate. For accreditation in the RK IAAR informs the MES of RK about the accredited EO and/or EP for inclusion in the [National Registers 2](#) and [3](#). In international accreditation, the IAAR informs the relevant authorised body and publishes all necessary information on the IAAR website.

The IAAR formulates systemic recommendations for enhancement and dissemination of best practices for the national and foreign higher education system in its annual analytical reports. The analysis of EEP reports identifies best practices that can be extended in the field of benchmarking to other EOs by informing and sharing experience.

Thus, in the IAAR, decision-making processes are pre-defined on the basis of published and clear criteria that allow ensuring the continuity, unity of approach to the results of an objective assessment for all EOs, regardless of types and their form of ownership.

## 9.6. ESG STANDARD 2.6 REPORTING

**Standard:** Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

### IAAR compliance

The EEP report on all types of IAAR activities (paragraphs 5.1.1. – 5.2.4. of this SAR) is considered as the final document summarising the EEP work, based on which the AC makes a decision on accreditation. The content of the report serves as a guide for the HEI's subsequent actions depending on the external evaluation results. For a clear understanding of the report content by all interested parties, reports are written in clear language and presented consistently.

#### **Purposes of the report:**

- ◆ Provide the AC with sufficient information on compliance of an EO and (or) EP with the standards requirements;

- ◆ Serve as a source of reliable and transparent information for other interested parties.

The report includes information about the composition of the EEP, a presentation of an EO and (or) EP, outline of the site visit, a compliance analysis of with the IAAR standards, recommendations to HEI, and a recommendation to the AC.

Each section of the report contains:

- **Evidence** – a brief description of the evidence collected;

- **Analysis** – description of strengths and weaknesses, review of the extent to which an EO and (or) EP meets standard requirements based on the available evidence;

- **Decision on compliance (conclusions)** – the number of criteria that meet the requirements of the standard for the following classification:

- ◆ **“Strong”** corresponds to a high indicator of a standard criterion of the institutional and (or) programme accreditation. Such performance indicator under this criterion serves as an example of good practice among other EOs.

- ◆ **“Satisfactory”** is determined by average indicators of a criterion of the standard of institutional and (or) programme accreditation.

- ◆ **“Suggests improvement”** corresponds to a low indicator of a standard criterion of the institutional and (or) programme accreditation.

- ◆ **“Unsatisfactory”** means that this criterion does not meet the standard of institutional and / or programme accreditation.

- **Recommendations for improvement an EO and/or EP** logically follow from the decision on compliance with the IAAR standards, which is taken by all Panel members collectively, by open voting. All recommendations are based on evidence and analysis of the information provided, and serve as the basis for subsequent post-accreditation monitoring procedures.

The presented report under the “analysis – compliance – recommendations” scheme allows the AC to follow the logic of the EEP conclusions. To ensure the effectiveness and accuracy of the information, we recommend that members start generating a report during the visit, rather than after it is completed. The report should contain examples of good practice of an EO and (or) in relation to EP, key indicators in tables and graphs. The EEP submits recommendations to the AC on accreditation for a period of 1, 3, 5, 7 years or to refuse accreditation with clearly indicated reasons and evidence.

The Chair compiles the report in cooperation with the EEP members. At the end of the visit, the draft report is sent to the IAAR. The observer must make sure that the report is prepared in compliance with the IAAR requirements. Once the latter is verified, the Agency sends the draft report to an EO for elimination of any factual inaccuracies before final decision-making. Upon receiving of the formal letter from an EO, the report is finalised by the EEP members. The IAAR is responsible for the accuracy of the EEP report. The final report is sent to the AC along with the parameters of the institutional/specialised (programme) profile for a final decision-making on accreditation of an EO and (or) EP. After the decision is made, the IAAR publishes full-length EEP reports and the AC decisions on accreditation of an EO and (or) EP. If the EEP reports are written in Kazakh or Russian languages, the IAAR publishes a brief version of the report in English along with the full-length report in the original language. Accreditation results are made publicly available in the “[Register](#)” section of the website. All reports and decisions on ESG activities are published in the database on the [EQAR website](#).

Aiming to fully implement the recommendations of the ENQA review panel made in 2017, the Agency reviewed the “[Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#)”, which details the functions and responsibilities for the organisation of external evaluation procedure by experts, the IAAR observer, and the EO coordinator. These Guidelines integrate the EEP report template with a detailed description of the structure of the final report and assessment under the current IAAR standards for both institutional (Annex 4 of [the Guidelines](#)) and programme accreditation (Annex 5 of [the Guidelines](#)). For experts, the programme accreditation report template provides sections and recommendations for describing each accredited EP.

The template allows the Expert Panel to create a meaningful report with a detailed outline of the evidence and analytical part, which logically follow recommendations for quality enhancement. The new template allows to highlight the specifics of an EO and delineate giving separate recommendations for each individual programme.

The working group notes some difficulties in translating the full EEP reports into English, however, in such cases the IAAR publishes short versions of the reports in English.

## 9.7. ESG STANDARD 2.7 COMPLAINTS AND APPEALS

**Standard:** *Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.*

### IAAR compliance

IAAR created an Appeals and Complaints Review Commission (hereinafter - Commission) at the end of 2015. The purpose of the Commission activity is to ensure the protection of interests, guarantees and rights of EO, and review of appeals and complaints made by an EO, that was or is currently involved in the institutional and programme accreditation procedures, or follow-up procedures. The Commission works objectively and independently, and makes decisions on appeals and complaints based on facts.

The appeal mechanism ensures the effectiveness of accreditation procedures and supports transparency and responsibility of those involved in the quality assessment process. The appeal procedure is equally applicable to both institutional and programme accreditation of all the types and areas specified in [paragraph 5](#) of this self-assessment report.

The Commission’s activities are guided by the Statutes and legal documents of the IAAR, as well as accreditation standards and the [Regulations on the IAAR Appeals and Complaints Review Commission](#) (hereinafter - Regulations).

In 2018, as per the recommendation of the Supervisory Board it was decided to amend the Regulations: by extension of a conceptual framework “complaint”, and by defining the Commission action procedures.

According to the new edition of the Regulations, the IAAR has a clearly documented complaints procedure that allows to identify violations, monitor and evaluate the effectiveness of the procedures, maintain the openness and responsibility of the Agency staff activities in compliance with the system of internal quality assurance. The “[Regulations on the IAAR Appeals and Complaints Review Commission](#)” is publicly available on the Agency’s website.



Since the end of 2015, when concluding a contract with an institution of education, the IAAR has included a clause on informing the HEI about the procedure for filing complaints and appeals to the Agency (section 2 of the contract for institutional and (or) specialised (programme) accreditation). All information on the complaints and appeals procedure is available on the [website](#).

To date, the Commission has reviewed one appeal case filed on July 18, 2019 by the Astana University against certain EEP recommendations, submitted following the AC decision dated June 14, 2019.

The appeal procedure was conducted in compliance with the [Regulations on the IAAR Appeals and Complaints Review Commission](#). The Commission consisted of 5 members (2 permanent and 3 non-permanent), engaged to review the Astana University appeal case. The Commission decided [to reject the appeal](#) filed by the Astana University.

Despite the Commission's decision, on February 28, 2020, the Astana University filed an application to the court (the "[Regulations on the IAAR Appeals and Complaints Review Commission](#)" stipulates an appeal of the IAAR Commission's decision in court). After judicial review, the Astana University withdrew its application from the court, which confirms the correctness and objectivity of the IAAR Commission's decision.

In view of the above, the IAAR always works openly and transparently within the framework of legal legislation and takes into account the rights and interests of stakeholders, the procedures for appeals and complaints are clearly defined and properly communicated to the EOs.

## 10. INFORMATION AND OPINIONS OF STAKEHOLDERS

The core IAAR stakeholders are represented by the authorised bodies in the field of education both in RK and abroad, public organisations, expert pool, professional community, students, international networks and organisations for quality assurance in education and society as a whole.

**1) Interaction with stakeholders.** The IAAR proactively cooperates with stakeholders, involves them in the processes of developing and implementing a quality assurance system, and takes into account their feedback.

Along with academic experts, representatives of students and employers participate in the work of the EEP. The IAAR has broad experience of partnership with the professional community, with which agreements have been signed. The IAAR cooperates with various [public associations](#): NCE “Atameken”, National Medical Association of the RK, Association of Higher Educational Institutions of the RK, etc.

A meaningful role in the process of quality assurance in education is assigned to students. The IAAR proactively engages students in all areas of work and works closely with the AKS. Representatives of students are continuously involved in the institutional and programme accreditation conducted by the Agency, as well as members of the accreditation and ECs of the IAAR.

The IAAR has signed more than [20 memoranda](#) and agreements on cooperation with foreign accreditation agencies. This allows to exchange experiences and attract highly qualified foreign experts for accreditation.

The Agency’s employees are also IAAR stakeholders. Communications are ensured via daily interaction, weekly meetings, and internal audit. The IAAR observers fill out a questionnaire concluding each EEP site visit. All this has a positive work-related impact and enables to enhance accreditation procedures.

[The Central Asian International Forum](#), held annually by the IAAR, is a popular platform for exchanging views with stakeholders.

The IAAR representatives participate in various conferences, seminars, and round tables organised by stakeholders. Thus, a close relationship is established.

**2) Stakeholders’ feedback.** The IAAR regularly conducts surveys of EOs and EEP members questioning the quality of accreditation procedures conducted, and publishes reports on the survey outcomes and measures for improvement. All this is an important component of the IAAR IQAS.

Currently, the Agency maintains two types of surveys for accredited EOs and experts: 1) after each EEP visit; 2) once a year. Feedback after each EEP visit is provided by interviewing an EO, members of the EEP: the Chair, academic experts, employers and students, as well as the IAAR observer. Feedback from stakeholders allows to assess the quality of accreditation procedure and obtain recommendations for further improvement. The annual survey is conducted to analyse customer opinions, study the expectations of the public organisation from external quality assessment and the impact of accreditation on further development. The survey of experts also makes it possible to improve the procedures for quality assurance.

The survey outcomes are used to make decisions, improve quality assurance procedures, and improve the IAAR performance.

The questionnaires used in both types of surveys contain both closed and open questions. Questions with closed answers most often use the Likert scale (1-5), and open questions assume a detailed opinion and suggestions for improvement as an answer.

In general, based on survey results, stakeholders’ assessment of the IAAR is positive. The EO and experts are satisfied with the quality and effectiveness of the accreditation procedures (the vast majority of responses reflect ‘good’ and ‘very good’ assessments). The IAAR is trusted by stakeholders as a reliable Agency with a good reputation, strong standing that maintains leading positions (based on [survey results of EOs and experts](#) from 2017 through 2019).

EOs emphasise the positive impact of accreditation on further development of educational activities and enhancement of the quality and competitiveness of educational services. The interaction of the IAAR with educational organisations is rated as very good - 80% and good - 20%.

Experts note the competence and professionalism of the IAAR staff, prompt response to requests, and a high level of organisation of EEP visits within the framework of international accreditation.

According to the survey results, the IAAR conducts training sessions and seminars on the professional development of experts to constantly improve their skills and competence.

Recommendations and suggestions received during the surveys are provided to the IAAR management and serve to improve the Agency’s performance. For instance, the analytical report on the results of the 2016 expert survey recommended that the content and number of criteria in the standards for institutional and programme accreditation be reviewed. This was one of the reasons for the revision of the IAAR standards in 2017.

IAAR makes extensive use of various channels for dissemination of information about the Agency's activities to the general public: the website, the Journal "Education. Quality Assurance", Facebook, via speeches and publications in the media, email newsletters, brochures and booklets, presentations, webinars.

In this way, the IAAR strives to maintain high professional standards and ensures that its work is treated with integrity. External evaluation and improvement of activities are carried out on an ongoing basis to ensure a high level and quality of services provided to educational organisations and the whole community.

The results of the IAAR surveys are of great practical importance and are used in writing an annual report to the MES of RK, MES of KR and MES of RT in terms of accrued recommendations and experiences for improvement of the national quality assurance system and introduction of the ESG.

However, despite extensive interaction with stakeholders, it is important to develop tools and conduct employer surveys to improve the IAAR performance.

## 11. RECOMMENDATIONS AND MAIN FINDINGS FROM PREVIOUS REVIEW AND IAAR'S RESULTING FOLLOW-UP

The [ENQA experts report](#), resultant from the external peer-review visit on June 12-14, 2016, offered recommendations for further development of the IAAR.

A [letter from the ENQA Board](#) dated 14 December 2016 also noted the relevant recommendations and the need to provide a report by November 2018 on follow-up activities.

In 2018, the IAAR reviewed each recommendation and submitted a detailed [follow-up report](#) to ENQA.

[Annex VIII](#) (Table 16) below provides a summary of each recommendation accounting for the implemented works as of November 2020.

The ENQA Board, at its meeting on 13 December 2018, reviewed the IAAR follow-up report, approved it, and recognised the progress made since the last audit procedure, which also confirms the dynamic and sustainable development of the Agency.

## 12. SWOT ANALYSIS

**SWOT analysis** allowed to identify strengths and weaknesses, threats, opportunities, and prospects for the development of the IAAR and enhance its competitiveness.

**Table 17. SWOT-Analysis**

S (STRENGTHS)	W (WEAKNESSES)
<ul style="list-style-type: none"> <li>- domestic and international recognition of the IAAR;</li> <li>- IAAR membership in international quality assurance networks and associations;</li> <li>- conducting international accreditation procedures;</li> <li>- cooperation with foreign agencies;</li> <li>- harmonisation of the IAAR standards with the revised ESG and WFME standards;</li> <li>- IAAR participation in international projects for the development of education and quality assurance systems;</li> <li>- cooperation with education stakeholders, state and non-state organisations within the framework of the Bologna and Turin processes;</li> <li>- monitoring the implementation of the recommendations of the EC of accredited EO and/or accredited EP;</li> <li>- support of the WFME in the development of the national accreditation system for medical and pharmaceutical education;</li> <li>- annual IAAR international forum on quality assurance of education;</li> <li>- professional and close-knit IAAR team;</li> <li>- availability of a broad base of professional and competent experts;</li> <li>- successful completion of the IREG audit procedure and award of the «IREG Approved» Seal of Approval;</li> <li>- compilation of research rating of HEIs in Kazakhstan and Kyrgyzstan;</li> <li>- the international rating procedure IAAR EUR;</li> <li>- constant and timely creation of public awareness (website, media, publications, «Education QA» Journal, etc.);</li> <li>- annual audit of IQAS.</li> </ul>	<ul style="list-style-type: none"> <li>- insufficient English language proficiency by Agency employees;</li> <li>- lack of an e-document flow management system;</li> <li>- poor coverage of feedback from the professional community of employers, due to their low interest;</li> <li>- limited possibility of a face-to-face site visit due to the COVID-19 pandemic</li> </ul>
O (OPPORTUNITY)	T (THREAT)
<ul style="list-style-type: none"> <li>- amendments and additions to the legislation in the field of education, which opened up new opportunities in the field of quality assessment in education as related to higher education institutions in Kazakhstan;</li> <li>- IAAR support by international quality assurance networks (ENQA, INQAAHE, IREG, APQN, WFME);</li> <li>- growing interest in IAAR activities from foreign HEIs;</li> <li>- access to national, European and international educational and research resources;</li> <li>- availability and use of IT technologies to implement quality assurance processes that help improve the efficiency of processes.</li> </ul>	<ul style="list-style-type: none"> <li>- instability of the financial and economic situation in the country and the world;</li> <li>- emergency situations (epidemics, COVID-19 pandemic, man-made threats and natural phenomena);</li> <li>- growing competition (including unfair competition) in the field of accreditation;</li> <li>- insufficient employer engagement in the educational activities of EOs.</li> </ul>

SWOT analysis allows to anticipate possible threats and determine development directions that will strengthen the IAAR standing in the future.

## 13. CURRENT CHALLENGES AND AREAS FOR FUTURE DEVELOPMENT

The [IAAR Development Strategy for 2019-2023](#), aimed at the long-term development of the IAAR, was developed taking into account national policy, legislation and global trends in education. In order to achieve the strategic goals, it is a priority to ensure that the IAAR accreditation procedures comply with ESG requirements and the European quality assurance networks' policy.

IAAR strategic objectives have been identified as development prospects:

- Continuous development of the quality assurance system in the national and international educational area.
- Monitoring the quality of education and bringing the best international experience to the development of national education systems and organisations.
- Conducting rating research in the field of higher, technical and vocational education to support enhancement of the EOs competitiveness and their recognition in the international educational area.
- Timely public information about the educational organisations' quality evaluation results and encouraging feedback based on the principles of transparency and reliability.
- IAAR is a recognised international accreditation agency.

To implement the set initiatives, the IAAR has formed an adequate organisational structure that allows to effectively implement the IAAR Development Strategy, achieve the identified strategic goals and take a leading position in the international market of accreditation services. The IAAR has created the necessary conditions for high-quality work, professional and career growth of the Agency's employees.

IAAR conducts international accreditation not only in RK, but also abroad, and continuously improves the tools for institutional and specialised (programme) accreditation, which positively impacts quality enhancement processes and competitiveness of educational services, to strengthen the Agency standing in the future and image in the international and national markets of accreditation services.

The IAAR constantly monitors, evaluates and analyses the educational activities of the EOs by developing feedback, which has a beneficial impact on further improving the efficiency of activities.

Given the modern challenges of the time, the IAAR expands the scope of rating research (from the national in 2014 to international in 2020), covering different aspects of EOs and EPs, to obtain a detailed understanding of the potential resources, trends and priorities for further development of EO and promotes awareness of educational institutions and the prestige of the IAAR in the world educational area.

Wide coverage of the IAAR's activities and results in the media are expected to expand the Agency's awareness, attract more partners and customers, form a positive public opinion and enhance the image and authority of the Agency.

Quality control of the implementation of the accreditation processes in relation to EO and (or) EP, as well as monitoring and analysis of the Agency's activities are expected to improve the IQAS processes, which are carried out under the [IQAS Manual](#) and the requirements of recognition bodies.

In the face of modern challenges - a state of emergency declared by the World Health Organisation due to the COVID-19 pandemic outbreak, the IAAR has identified new approaches to conduct of accreditation procedures. Following the ENQA and WFME recommendations and based on the analysis of international experience, the IAAR has designed [Guidelines for Organisation and Conduct of an On-Line Visit of an External Expert Panel \(including a visit of an External Expert Panel on post-accreditation monitoring\) for the Period of Restrictive Measures due to the COVID-19 Pandemic](#). In the future the IAAR is planning to return to face-to-face visits when the situation stabilises, as site visits have advantages and opportunities for sharing experience between the involved stakeholders, as opposed to an online environment. Despite the current situation related to the COVID-19 pandemic, the IAAR provides the necessary quality of external assessment.

The development of the IAAR representative office in the EU in Riga (Latvia) will contribute to international accreditation in the European educational area, strengthen international activities and expand the range of partners for innovative projects. Expanding the geography of international accreditation will strengthen the Agency's standing in the international market of accreditation services.

In connection with the international expansion of IAAR activities in the unstable financial and economic situation in the country and the world, it is necessary to pay attention to effective budget and cost planning in the medium-long term, which will optimise costs to ensure financial stability and sustainable growth of the Agency.

Confirmation of the membership of the IAAR in ENQA in 2021 and the status of the IAAR in EQAR in 2022 will strengthen the Agency standing in the international educational area and strengthen its status and authority.

The holding of the annual Central Asian International Forum and quality assurance events, participation in conferences and international projects is expected to assist in cooperation with international networks, foreign

partners and the academic community and use the best international experience and potential to further improve the quality of the Agency's international activities and promote it in the global educational area.

Implementation of the set goals and objectives is expected to raise the Agency status at the international scope, strengthen its positions in promotion of quality culture and ESG in the Central Asian and Eurasian regions.

## Abbreviations

- ABET** - Accreditation Council for Engineering and Technology
- AC** - Accreditation Council of the IAAR
- ACBSP** - Accreditation Council for Business Schools and Programs
- ACQUIN** - Accreditation, Certification and Quality Assurance Institute
- AKS** - Alliance of Kazakhstan Students
- ANACEC** – National Agency for Quality Assurance in Education and Research of the Republic of Moldova
- APQN** - Asia-Pacific Quality Assurance Network
- AQAIIW** - Association of Quality Assurance Agencies of the Islamic World
- ASIIN** - Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences and Mathematics
- BA** - Bachelor Programme
- CEENQA** - Central and Eastern European Network of Quality Assurance Agencies in Higher Education
- CIQG** - United States Council for Higher Education Accreditation International Quality Group
- CIS** - the Commonwealth of Independent States
- DBA** - Doctor of Business Administration
- EC** - Expert Councils
- ECTS** - European Credit Transfer and Accumulation System
- EDUQAS** - the Erasmus+ project “Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs”
- EEP** - External Expert Panel
- EHEA** - European Higher Education Area
- EMBA** – Executive MBA
- ENAE** - European Network for Accreditation of Engineering Education
- ENEQ** - Eurasian Network for Education Quality
- ENQA** - European Association for Quality Assurance in Higher Education
- EO** - Educational Organisation
- EO KR** - Educational Organisation of the Kyrgyz Republic
- EP** - Educational Programme
- EQAR** - European Quality Assurance Register
- EQAVET** - the European Quality Assurance in Vocational Education and Training
- ESG** - the Standards and Guidelines for Quality Assurance in the European Higher Education. Area
- Faculty** – Teaching Staff of Higher Education Institutions
- FIBAA** - Foundation for International Business Administration Accreditation
- HEI** - Higher Education Institution
- HPE** – Higher and Postgraduate Education
- IA** - Institutional Accreditation
- IAAR, Agency** - Independent Agency for Accreditation and Rating
- IB** - International Baccalaureate Organisation
- ICT** - Information and Communications Technologies
- IMarEST** - Institute of Marine Engineering, Science and Technology
- INQAHE** - International Network for Quality Assurance Agencies in Higher Education
- IQAS** - Internal Quality Assurance System
- IREG** - International Observatory on Academic Ranking and Excellence
- ISI** - Inspection of Independent Schools
- JSC** - Joint-Stock Company
- KR** - Kyrgyz Republic
- KUTEL** - the Erasmus+ project “Kazakhstan Universities to Foster Quality Assurance Processes in Technology Enhanced Learning”
- LLP** - Limited Liability Partnership
- LRK** –Law of the Republic of Kazakhstan
- MA** - Master’s Programme
- MBA** - Master of Business Administration
- MEO** – Medical Educational Organisations
- MES of KR** - Ministry of Education and Science of the Kyrgyz Republic
- MES of RK** - Ministry of Education and Science of the Republic of Kazakhstan



**MES of RT** - Ministry of Education and Science of the Republic of Tajikistan  
**MM** - Mass Media  
**NAA** - Federal State Budgetary Institution “National Accreditation Agency in Education”  
**NAC** - National Accreditation Centre of the Ministry of Education and Science of the Republic of Kazakhstan  
**NCE** - National Chamber of Entrepreneurs of the Republic of Kazakhstan “Atameken”  
**NQF** - National Qualifications Framework  
**NSQAE** - National System of Quality Assurance in Education  
**OECD** - Organisation for Economic Co-operation and Development  
**PhD** - Training Programme for Doctors of Philosophy  
**QA** - Quality Assurance  
**Registry** - National Registry  
**RF** – Russian Federation  
**RI** - Research Institutes  
**RK** - Republic of Kazakhstan  
**RSMC** - JSC “Republican Scientific and Methodological Centre for the Development of Technical and Vocational Education and Qualification”  
**RT** - Republic of Tajikistan  
**RYU** - Russian Youth Union  
**SAGRIS** - the Erasmus+ project “Enhancement of Postgraduate Studies on Sustainable Agriculture and Future Farming Systems”  
**SAR** - Self-Assessment Report  
**SC MNE RK** - Statistics Committee under the Ministry of National Economy of the Republic of Kazakhstan  
**SPESD** - State Programme for Education and Science Development of the Republic of Kazakhstan  
**TVE** - Technical and Vocational Education  
**UHEMU** - Unified Higher Education Management System  
**WFME** - World Federation of Medical Education  
**WG** - Working Group

## Annex A. Members of the Working Group for Preparation to the ENQA Review

**Head of the working group** – Dr. Alina Zhumagulova, IAAR General Director

**Members of the Working Group:**

- ◆ Prof. Olga Yanovskaya, IAAR Advisor
- ◆ Prof. Gulnar Iskakova, IAAR Advisor on Strategic Development
- ◆ Dr. Timur Kanapyanov, Manager of International Projects and Public Relations
- ◆ Bagdat Medetov, Head of Legal Department
- ◆ Shynar Smagulova, Chief Accountant
- ◆ Saya Tomashinova, Assistant Accountant
- ◆ Guliyash Niyazova, Project Manager for Institutional and Specialised Accreditation of Higher Education Institution
- ◆ Aigerim Aimurziyeva, Manager of Medical Projects
- ◆ Zhanzira Shalabayeva, Chief Specialist of the Post-Accreditation Monitoring Project
- ◆ Dinara Bekenova, Manager Project for Accreditation of Organisations of TVE
- ◆ Malika Saidulayeva, Project Manager for Institutional and Programme Accreditation of Additional Education Organisations
- ◆ Dr. Nurgul Kydyrmina, Manager of Information and Analytical Project
- ◆ Dr. Nazyrova Gulfiya, Project Manager for Review Panel Members
- ◆ Dariya Umirbekova, System Administrator
- ◆ Botagoz Atygayeva, Office-manager
- ◆ Sagynysh Kaliollayeva, Secretary

## Annex I. The IAAR Statutes

Approved by  
Decision of the sole founder  
dated September 13, 2019  
№ 3

### Statutes of the Non-Profit Institution “Independent Agency for Accreditation and Rating”

#### 1. General Provisions

1. The Non-Profit Institution “Independent Agency for Accreditation and Rating” (hereinafter - the Agency) is an organisation with the status of legal entity, created in the organisational and legal form of the non-governmental non-profit institution to improve the competitiveness of educational organisations at the international level through procedures of institutional, specialised (programme) accreditation and conducting research on ratings.

2. The Agency is a non-governmental and non-profit establishment that does not have profit making as the main goal of its activities.

Agency is an independent body and has autonomous responsibility for its operations and the conclusions and recommendations made in its reports cannot be influenced by third parties (such as education institutions, ministries and other stakeholders).

3. Full name of the Agency in the state language «Аккредиттеу және рейтингтің тәуелсіз агенттігі» коммерциялық емес мекемесі, abbreviated «HAAP»;

Full name of the Agency in Russian некоммерческое учреждение «Независимое Агентство аккредитации и рейтинга», abbreviated «HAAP»;

Full name of the Agency in English Non-Profit Institution «Independent Agency for Accreditation and Rating», abbreviated «IAAR».

4. In its activities, the Agency is governed by the Civil Code of the Republic of Kazakhstan, Law of the Republic of Kazakhstan “On Nonprofit Organisations”, other applicable laws of the Republic of Kazakhstan, other international agreements that do not contradict the activities of the Agency, as well as this Statutes.

5. Location of the Agency – 010000, Republic of Kazakhstan, Nur-Sultan city, Bauyrzhan Momyshuly avenue 2, VP-4G.

6. The Agency is a legal entity, entitled to sign on its behalf the contracts, to acquire property and personal non-property rights and to perform obligations, to act as plaintiff and defendant in the court, has solitary property, independent balance, a seal, independent balance, and accounts in the banks, the letterhead stationery. The Agency is responsible for its obligations on financial resources and properties at its disposal. If these funds of the Agency are insufficient, responsibility for its obligations rests on the founder in the procedure established by law.

7. The Agency may establish branches and representative offices in accordance with the laws of the Republic of Kazakhstan, as well as in other states according to the legislation of the country where branches and representative offices will be opened.

8. The founders of the Agency:

Zhumagulova Valentina Ivanovna, the citizen of the Republic of Kazakhstan, ID number 024852256, issued by the Ministry of Justice of the Republic of Kazakhstan dated 05.02.2010, residing at: Nur-Sultan city, st. Kunaev, house 12/2, apartment 9, hereinafter referred to as “Founder”.

#### 2. The Object and Purposes of the Agency

9. The purpose of the Agency is the organisational and technical provisions of performing the procedures of institutional and specialised (programme) accreditation of educational organisations, the development of standards and criteria of accreditation, conducting a research on the ranking of educational programmes of higher and postgraduate education, organisations of technical and vocational education (TVE) according to the areas and levels of training.

10. To achieve the purpose set, the following activities are performed:

1) organisation and carrying out institutional and specialised (programme) accreditation of educational organisations - higher education institutions, research organisations, implementing educational programmes of postgraduate education, further education institutions for adults, educational institutions, implementing educational programmes of technical and vocational, post-secondary education, international schools;

2) the development of standards and criteria of international institutional and specialised (programme) accreditation of educational organisations;

- 3) conducting a follow-up procedure after carrying out international institutional and specialised (programme) accreditation of educational organisations;
- 4) provision of consulting services to education organisations on issues of quality assurance, international institutional and specialised (programme) accreditation, audit and evaluation of educational services, research on ratings and other tools of education quality assurance;
- 5) participation in the elaboration of regulations and regulatory documents on education;
- 6) arrangement and conduct of meetings of the Accreditation Council, international conferences, symposiums, training workshops for academic experts, employers and students;
- 7) participation in international projects for conducting the institutional and specialised (programme) accreditation of educational organisations;
- 8) conducting researches on the quality assurance of education, including participation in joint international scientific projects;
- 9) participation in international quality assurance networks: the European Association for Higher Education Quality Assurance (ENQA), the Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA), the International Network for Quality Assurance in Higher Education (INQAAHE), IREG Observatory on Academic Ranking and Excellence (IREG), Association of Quality Assurance Agencies of the Islamic World (AQAAIW), The US Council for Higher Education Accreditation (CHEA) International Quality Group (CIQG), the Asia-Pacific Quality Network (APQN) and others;
- 10) participation in the conduct of state accreditation of educational activities as an expert organisation involved in the accreditation examination, in accordance with the current legislation;
- 11) organisation and conduct of public accreditation of organisations engaged in educational activities, in accordance with current legislation;
- 12) implementation of an independent assessment of the quality of training of students in organisations engaged in educational activities, in accordance with current legislation;
- 13) edition and publication of scientific, educational and specialised publications on the Agency activities;
- 14) arranging and conducting advanced trainings in the field of quality assurance;
- 15) elaboration of methodologies on rankings of educational organisations and study programmes;
- 16) organisation and conducting the research on the ratings of educational programmes of educational organisations according to the levels and areas of training.

### **3. Structure, Formation and Competence of the Agency Governing Bodies**

11. The supreme governing body of the Agency is the founder of the Agency.
12. The exclusive competence of the founder of the Agency include:
  - making changes and additions to the Statutes of the Agency;
  - setting the priorities, principles of formation and using its property;
  - definition of competence, organisational structure, procedure of formation and termination of powers of the General Director, directors of branches;
  - approval of the Chair of the Accreditation Council of the Agency;
  - creation, approval of the Regulations, formation and approval of the composition of the Supervisory Board, suspension of its activities and liquidation;
  - approval of the permanent members of the Agency's Appeals and Complaints Commission;
  - determination of the procedure and timing of financial reporting of an executive body, approval of the annual report, annual accounting balance sheet;
  - control over the rational use of funds;
  - within the limits established by the legislative acts, taking decisions on the Agency's involvement in the creation or activities of other legal entities, as well as own branches and representative offices;
  - voluntary reorganisation and liquidation of the Agency.
13. The Accreditation Council of the Agency is an advisory body of the Agency, created for the collegial and transparent consideration of submitted materials to make decisions on the institutional and / or specialised (programme) accreditation of educational organisations - higher education institutions, research organisations, implementing educational programmes of postgraduate education, advanced training institutes, educational institutions, implementing educational programmes of technical and vocational, post-secondary education, international schools.
- 13-1. The Accreditation Council may include representatives of government bodies, non-governmental organisations, educational organisations, research institutions, employers and student associations.

The Chairman of the Accreditation Council re-elected every 3 years at the Council meeting by a simple majority of the members of the Council.

13-2. The exclusive competence of the Accreditation Council of the Agency includes:

- evaluation of quality of educational services of the educational organisations and study programmes on the basis of acting international institutional and (or) specialised (programme) accreditation standards of the Agency;
- continuous quality assurance of education for accredited programmes and / or activities of accredited educational organisations;
- decision-making on the accreditation or refusal of accreditation of educational organisations and/ or programmes;
- consideration of materials based on the results of international institutional and / or specialised (programme) accreditation of educational organisations to inform the public;
- consideration of interim reports of the expert group of the Agency for post-accreditation monitoring of educational organisations and / or educational programmes for the implementation of the recommendation of the external expert panel of the Agency.

14. The current management of the Agency is carried out by its General Director.

General Director:

- represents the interests of the Agency in the state bodies, non-governmental and public organisations;
- conducts the selection of personnel, determines their functional duties, carries out the placement of personnel;
- hires and dismisses the employees of the Agency;
- arranges in the prescribed manner the rational use of funds of the Agency;
- approves the staffing, approves official titular salary, salaries, establishes employees' allowances and surcharges;
- enters into the contracts and grants power of attorney and performs other actions aimed at the execution of the rights of the Agency within its competence;
- issues powers of attorney to directors of branches, for the implementation of actions aimed at exercising the rights of branches within their competence;
- organises the adoption of internal labor regulations and other internal acts;
- opens operating and other accounts;
- develops and submits for approval by the founder of the Agency's draft amendments to the Agency Statutes;
- approves the local statutes and regulations;
- considers and makes decisions on other issues not related to the exclusive competence of the Founder.

15. Решением Учредителя в Агентстве может создаваться Наблюдательный совет, являющийся контрольным и консультационным органом Агентства в сфере стратегического управления развитием и входящий в Систему Управления Качеством Агентства.

16. By the decision of the Founder, a supervisory body (audit commission, auditor) may be appointed in the Agency.

17. The staff of the Agency is shaped by the General Director through signing with each staff member of the employment agreement (contract), which defines the mutual rights and obligations, working conditions and payment.

#### **4. Sources of Property Formation**

18. The Agency is responsible to the founder of the Agency for the safety and efficient use of the property provided. Control over the activities of the Agency is carried out by the founder of the Agency.

19. In the conduct of financial and economic activities of the Agency it is not allowed to make transactions, which possible consequences are alienation or encumbrance of property assigned to the Agency, or property acquired with the funds allocated to the Agency by the founder, the incorporation of cases where such transactions permitted by applicable legislation and in accordance with the decision of the founder.

20. The sources of the Agency property compilation in cash and other forms in accordance with the legislation are:

- incomes from the founder;
- incomes from the sale of goods, works and services, conducting social, scientific, and other activities under the contracts with enterprises, institutions, organisations;
- voluntary contributions and transferred material values from establishments, institutions, organisations and individuals;
- other incomes.

All received funds from various sources, except for sums of money, intended for the specific executors of the labor agreements are included in the total income of the Agency and constitute a single fund.

According to the decision of the founder of the Agency, in the Agency the funds are established as follows:

- A single wage fund;
- Fund of industrial and social development and other funds.

21. The Agency has the right to ownership of funds, property and other proprietary subject matters, transferred to it by individuals and legal entities as sponsorship and charity, gift, donation or bequest; for the intellectual and creative work being the result of its operations and proprietary subject matters acquired for these incomes.

22. The Agency has the right to:

- independently, on its own behalf, enter into contractual relations with enterprises and organisations (any form of ownership), as well as with citizens in the manner and under the conditions stipulated by the current legislation in order to achieve the main objectives;

- make deals within its competence and in accordance with the current legislation, on the territory of the country where transactions with legal entities and individuals are made;

- carry out any creative, scientific, cultural and educational and other activities not prohibited by law;

- own and use basic and circulating assets belonging to it;

- acquire, borrow, or rent all kinds of movable and immovable property in accordance with applicable law;

- provide financial assistance to its employees;

- pay for the elaboration of the author's methodical works and other activities necessary for the normal functioning of the institution.

Licensing activities are subject to licensing.

23. Responsibility for the accuracy of the financial and economic activities of the Agency shall rest on its General Director and Chief Accountant to the Founder in accordance with applicable law.

## **5. Reorganisation and Termination of Activities of the Agency**

24. The establishment may be converted into a fund, business entity under the decision of Agency founder or reorganised through merger, acquisition, division, separation and transformation.

25. When converting the Agency its Statutes, certificate of registration ceases to be in force.

26. Liquidation of the Agency can be performed by:

- the decision of the Founder of the Agency;

- the decision of the judiciary.

27. The Founder of the Agency or authority which decided on the establishment liquidation, appoints a liquidation commission (liquidator) and establishes under the Civil Code of the Republic of Kazakhstan and the Law "On Non-Profit Organisations" the procedure and terms of liquidation of the Agency.

28. Since the appointment of the liquidation commission, the latter acquires the power to manage the affairs of the Agency. The liquidation committee on behalf of liquidated Agency acts in court.

29. During liquidation of the Agency the funds, properties and other properties belonging to it by right of ownership, minus payments on a covering of obligations of creditors, by the decision of a body which has decided on liquidation, may be transferred to a non-profit organisation pursuing the same or similar purpose, that of establishment being liquidated. The founder retains ownership of the property of the establishment.

30. All documents of the Agency are passed in the prescribed manner to the assignee of the establishment, and in case of its absence – for the state storage.

## **6. Relationship with the Labour Collective**

31. The relationship between management and the labour collective of the Agency is determined in accordance with the current labor legislation.

32. The working hours are established by the General Director of the Agency, taking into account the guarantees provided for by the labor legislation in force.

**7. Accounting and Reporting**

33. The Agency keeps records of the results of its activities in accordance with the legislation, submits accounting and statistical reports to the financial, tax and statistical authorities in due time, and bears responsibility for its accuracy.

**8. Making Changes and Amendments to the Statutes**

34. Amendments to the Statutes are made in accordance with the legislation of the Republic of Kazakhstan.  
Zhumagulova Valentina Ivanovna

-----

## Annex II. Types of accreditation and the corresponding standards, as well as the compliance of these IAAR activities with activities defined by ENQA in the Terms of Reference (Table 18)

Enlarged Activities of the IAAR	Subtypes of Accreditation Procedures of the IAAR	Corresponding IAAR Standards	Activities according to ENQA Terms of Reference
<b>IAAR Accreditation Processes in the Republic of Kazakhstan (paragraph 5.1)</b>	Institutional Accreditation in the RK (paragraph 5.1.1.)	<a href="#">1. Standards for Institutional Accreditation of the Organisation of Higher and (or) Postgraduate Education (Republic of Kazakhstan)</a> (approved as of 16.06.2020, No.57-20-OD) <sup>2</sup>	Institutional Accreditation in the Republic of Kazakhstan (including Ex-Ante)
	Initial Institutional Accreditation (Ex-Ante) in the RK (paragraph 5.1.3.)	<a href="#">2. Standards for Initial Institutional Accreditation of Higher Education Institutions that Implement Higher and (or) Postgraduate Education Programmes (without graduated students)</a> (introduced by the IAAR Director General order No. 117-19-OD as of December 9, 2019) <sup>2</sup>	
	Specialised (Programme) Accreditation in the RK (paragraph 5.1.2.)	<a href="#">3. Standards for Specialised Accreditation of Educational Programme of Higher and (or) Postgraduate Education (Republic of Kazakhstan)</a> (approved as of 16.06.2020, No.57-20-OD) <sup>2</sup>	Programme Accreditation in the Republic of Kazakhstan (including Ex-Ante)
	Initial Specialised (Programme) Accreditation (Ex-Ante) in the RK (paragraph 5.1.4.)	<a href="#">4. Standards for Initial Specialised Accreditation Educational Programme (Ex-Ante) of Organisation of the Higher and (or) Postgraduate Education (Republic of Kazakhstan)</a> (approved by Director's order No. 68-18/1-OD as of May 25, 2018) <sup>2</sup>	
	Institutional Accreditation of Medical Education Institutions in the RK (paragraph 5.1.5.)	<a href="#">5. Standards and Guidelines for Institutional Accreditation of Medical Education Organisations (Republic of Kazakhstan)</a> (approved as of 09.12.2019, No.117-19-OD) <sup>2</sup>	Accreditation of Medical Institutions of Education (including all forms of procedures developed for medical accreditation within Kazakhstan or cross-border)
	Specialised (Programme) Accreditation of Educational Programmes of Medical Educational Organisations in the RK (paragraph 5.1.6.)	<a href="#">6. IAAR Standards for Specialised Accreditation of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards (Republic of Kazakhstan)</a> (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018) <sup>2</sup>	Accreditation of Medical Institutions of Education (including all forms of procedures developed for medical accreditation within Kazakhstan or cross-border)
<a href="#">7. IAAR Standards for Specialised Accreditation of Master's Educational Programme based on WFME/AMSE Standards (Medical and Pharmaceutical Education) (Republic of Kazakhstan)</a> (approved and brought into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018) <sup>2</sup>			
<a href="#">8. IAAR Standards for Specialised Accreditation of Doctoral Educational Programme (PhD) based on WFME/AMSE Standards (Medical and Pharmaceutical Education) (Republic of Kazakhstan)</a> (approved and brought into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018) <sup>2</sup>			



		<a href="#">9. Standards for Specialised Accreditation of Postgraduate Medical Education (Residency) based on WFME/AMSE Standards (Republic of Kazakhstan)</a> (approved and brought into effect by the IAAR order No. 21-15-OD as of 28/09/2015) <sup>2</sup>	
Initial Specialised (Programme) Accreditation (Ex-Ante) of Educational Programmes of Medical Educational Organisations in the RK (paragraph 5.1.7.)		<a href="#">10. IAAR Standards and Guidelines for Initial Specialised Accreditation (Ex-Ante) of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards (Republic of Kazakhstan)</a> (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018) <sup>2</sup>	Accreditation of Medical Institutions of Education (including all forms of procedures developed for medical accreditation within Kazakhstan or cross-border)
		<a href="#">11. Standards for Initial Specialised Accreditation (Ex-Ante) of Master's Degree Programme based on WFME/AMSE Standards (Medical and Pharmaceutical Education) (Republic of Kazakhstan)</a> (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018) <sup>2</sup>	
		<a href="#">12. Standards for Initial Specialised Accreditation (Ex-Ante) of Doctoral Education Programme based on WFME/AMSE Standards (Medical and Pharmaceutical Education) (Republic of Kazakhstan)</a> (approved and brought into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018) <sup>2</sup>	
		<a href="#">13. Standards and Guidelines for Initial Specialised Accreditation of Postgraduate Medical Education (Residency) based on WFME/AMSE Standards (Republic of Kazakhstan)</a> (approved and brought into effect by the IAAR order No. 68-18/1-OD as of 25/05/2018) <sup>2</sup>	
Institutional Accreditation of the Organisation of Continuing Education in the RK (paragraph 5.1.8.)		<a href="#">14. Standards of Institutional Accreditation of Organisations of Additional Education (Republic of Kazakhstan)</a> (approved by the Director's order No. 19-15-OD as of September 2, 2015) <sup>2</sup>	Institutional Accreditation of the Organisation of Continuing Education in the Republic of Kazakhstan
Joint Specialised (Programme) Accreditation with FIBAA (paragraph 5.1.9.)		<a href="#">15. Assessment Guide for the Accreditation of Bachelor and Master Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR</a> (approved and implemented under the IAAR order No. 6-19-1-OD as of January 24, 2019) <sup>2</sup>	Accreditation of Programmes in Management Studies, Economics, Law and Social Science (with FIBAA)
		<a href="#">16. Assessment Guide for the Accreditation of Doctoral Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR</a> (approved and put into effect by the IAAR order No. 6-19-1-OD as of January 24, 2019) <sup>2</sup>	
Joint Specialised (Programme) Accreditation with ACQUIN (paragraph 5.1.9.)		<a href="#">17. Guidelines for Joint International Accreditation by the IAAR and ACQUIN</a> (approved by the IAAR's Director order dated 25/09/2017 No. 47-17-OD) <sup>2</sup>	Joint International Accreditation of Educational Programmes (with ACQUIN)
<b>IAAR Cross-Border Accreditation (paragraph 5.1)</b>	Cross-Border Institutional Accreditation* (paragraph 5.2.1.)	<a href="#">18. Standards for Institutional Accreditation of Higher Education Institutions Implementing Programmes of Higher Professional and Postgraduate Education (the Kyrgyz Republic)</a> (approved by the IAAR Director's order dated October 17, 2016 No. 39-16-1-OD) <sup>2</sup>	Cross-Border Institutional Accreditation

		<a href="#">19. IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes (based on ESG)</a> (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25.05.2018) <sup>1</sup>	
Cross-Border Programme Accreditation* (paragraph 5.2.2.)		<a href="#">20. Standards for Programme Accreditation of Basic Educational Programmes of Higher Educational Institutions (the Kyrgyz Republic)</a> (approved by the IAAR Director's order as of October 17, 2016 No. 39-16-1-OD) <sup>2</sup>	Programme accreditation at higher education institutions in the Kyrgyz Republic
		<a href="#">21. IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes (based on ESG)</a> (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25.05.2018) <sup>1</sup>	Cross-Border Programme Accreditation (including Ex-Ante)
Cross-Border Initial Programme Accreditation (Ex-Ante)* (paragraph 5.2.2.)		<a href="#">22. Standards for Initial Programme Accreditation (Ex-Ante) of Educational Programme of Higher Education Institutions (the Kyrgyz Republic)</a> (approved by the IAAR Director's order as of May 25, 2018 No. 68-18/1-OD) <sup>2</sup>	Programme accreditation at higher education institutions in the Kyrgyz Republic
		<a href="#">23. IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes (based on ESG)</a> (approved and put into effect by the IAAR order No. 68-18/1-OD as of 25.05.2018) <sup>1</sup>	Cross-Border Programme Accreditation (including Ex-Ante)
Cross-Border Institutional Accreditation of Medical Education Institutions* (paragraph 5.2.3.)		<a href="#">24. IAAR Standards and Guidelines for International Accreditation of Foreign Medical Educational Organisations (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD dated 25/05/2018) <sup>2</sup>	Accreditation of Medical Institutions of Education (including all forms of procedures developed for medical accreditation within Kazakhstan or cross-border)
		<a href="#">25. Standards for Institutional Accreditation of Medical Educational Organisations (Kyrgyz Republic)</a> (approved and put into effect by the IAAR order No. 39-16-1-OD as of October 17, 2016) <sup>2</sup>	
Cross-Border Programme Accreditation of Educational Programmes of Medical Educational Organisations* (paragraph 5.2.4.)		<a href="#">26. Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560005 "Pharmacy" (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 39-16-1-OD dated October 17, 2016) <sup>2</sup>	
		<a href="#">27. Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560004 "Dentistry" (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016) <sup>2</sup>	

		<p><a href="#">28. Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560003 "Medical and Preventive Care"(Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016)<sup>2</sup></p> <p><a href="#">29. Standards for Programme Accreditation of Higher Education Institutions' Educational Programmes in the Specialty 560001 "Medicine", 560002 "Pediatrics" (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016)<sup>2</sup></p> <p><a href="#">30. Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 530006 - "Nursing Care" (specialty) (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016)<sup>2</sup></p> <p><a href="#">31. Standards for Programme Accreditation of Master's Degree Programmes (Medical and Pharmaceutical Education) (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016)<sup>2</sup></p> <p><a href="#">32. Standards for Programme Accreditation of Doctoral Programmes (PhD) (Medical and Pharmaceutical Education) (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 39-16-1-OD as of October 17, 2016)<sup>2</sup></p> <p><a href="#">33. Standards for Accreditation of Postgraduate Medical Education Programmes (for Residency Specialties) (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 39-16-1-OD dated October 17, 2016)<sup>2</sup></p> <p><a href="#">34. IAAR Standards and Guidelines for International Accreditation of Basic Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD, dated May 25, 2018)<sup>2</sup></p> <p><a href="#">35. IAAR Standards and Guidelines for International Accreditation of Master's Degree Programmes in Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018)<sup>2</sup></p> <p><a href="#">36. IAAR Standards and Guidelines for International Accreditation of Doctoral /Aspirantura Programmes in Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018)<sup>2</sup></p> <p><a href="#">37. IAAR Standards and Guidelines for International Accreditation of Residency Programmes (Clinical Ordinatura) Abroad (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018)<sup>2</sup></p>	
--	--	---	--

	<p>Cross-Border Initial Programme Accreditation (Ex-Ante) of Educational Programmes of Medical Educational Organisations* (paragraph 5.2.4.)</p>	<p><a href="#">38. IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 113-18-OD dated December 24, 2018)<sup>2</sup></p> <p><a href="#">39. IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Master's Degree Programmes in Medical and Pharmaceutical Education based on WFME/AMSE Standards (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 57-20-OD dated June 16, 2020)<sup>2</sup></p> <p><a href="#">40. IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Doctoral Programmes in Medical and Pharmaceutical Education based on WFME/AMSE Standards (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 57-20-OD dated June 16, 2020)<sup>2</sup></p> <p><a href="#">41. IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Clinical Residency Programmes based on WFME/AMSE Standards (Kyrgyz Republic)</a> (approved and enacted by the IAAR order No. 57-20-OD dated June 16, 2020)<sup>2</sup></p> <p><a href="#">42. IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Basic Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018)<sup>2</sup></p> <p><a href="#">43. IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Master's Degree Programmes in Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018)<sup>2</sup></p> <p><a href="#">44. IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Doctoral Programmes in Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018)<sup>2</sup></p> <p><a href="#">45. IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Residency Programmes (Clinical Ordinatura) of Abroad (based on WFME/AMSE Standards)</a> (approved by the IAAR Director's order No. 68-18/1-OD dated May 25, 2018)<sup>2</sup></p>	
--	--	--	--

\* including the accreditation procedure in the Kyrgyz Republic

<sup>1</sup> the same (uniform) standards apply

<sup>2</sup> separate standards for this type of accreditation

## Annex III. Compliance of accreditation standards for the Republic of Kazakhstan with Part 1 of the ESG (2015)

**Table 19. Compliance of the Republic of Kazakhstan's accreditation standards  
of non-medical higher education institutions with Part 1 of the ESG (2015)**

ESG standards. Part 1	<u>Institutional accreditation standards' criteria (2020)</u>	<u>Standards' criteria for initial institutional accreditation of higher education institutions, running programmes of higher and (or) postgraduate education (with no graduation) (2019)</u>	<u>Specialised accreditation standards' criteria (2020)</u>	<u>Standards' criteria for initial specialised accreditation (ex-ante) of higher education programme (2018)</u>	<u>Standards' criteria for institutional accreditation of Continuing Education Organisations</u>
<b>1.1 Policy for Quality Assurance</b>	Standard 1. Strategic development and quality assurance: 1.2.1; 1.2.3; 1.2.4; 1.2.5; 1.2.6.  Standard 2. Governance and administration: 2.2.2; 2.2.3; 2.2.4; 2.2.6; 2.2.7; 2.2.9; 2.2.10; 2.2.11	Standard 1 "Strategic development and quality assurance": 1.2.3; 1.2.4; 1.2.5; 1.2.6.  Standard 2. "Governance and administration": 2.2.2; 2.2.6; 2.2.9; 2.2.10; 2.2.11	Standard "Educational programme management": 1.2.1; 1.2.2; 7.2.4; 1.2.5; 1.2.6; 1.2.7; 1.2.9; 1.2.10; 1.2.11; 1.2.13; 1.2.14; 1.2.15	7. Standard "Educational programme management": 7.2.1; 7.2.2; 7.2.3; 7.2.5; 7.2.6; 7.2.8; 7.2.10; 7.2.12; 7.2.14	1 Standard "Strategic development and quality assurance: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.6, 1.1.7, 1.1.9, 1.1.10
<b>1.2 Design and approval of programmes</b>	Standard 4. Design and approval of educational programme: 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.7; 4.2.8; 4.2.9	Standard 4. Design and approval of educational programme: 4.2.1.; 4.2.2; 4.2.4; 4.2.5; 4.2.6; 4.2.8; 4.2.10	Standard 3. Design and approval of educational programme: 3.2.1; 3.2.2; 3.2.3; 3.2.5; 3.2.6; 3.2.8; 3.2.9. Standard 6. Students: 6.2.8	9. Standard "Design and approval of educational programme": 9.2.1; 9.2.2; 9.2.4; 9.2.5; 9.2.8; 9.2.9; 9.2.11, 9.2.12	4 Standard "Design and approval of continuing study programmes": 4.1.1-4.1.6
<b>1.3 Student-centered learning and performance assessment</b>	Standard 6. Student-centred learning, teaching and assessment: 6.2.1; 6.2.2; 6.2.3; 6.2.5; 6.2.6; 6.2.7; 6.2.8; 6.2.10	Standard 6. "Student-centred learning, teaching and assessment": 6.2.1; 6.2.2; 6.2.3; 6.2.4; 6.2.5; 6.2.6; 6.2.7; 6.2.8; 6.2.9	Standard 5. Student-centred learning, teaching and assessment: 5.2.1; 5.2.2; 5.2.3; 5.2.5; 5.2.6; 5.2.7; 5.2.8; 5.2.9; 5.2.10	11. Standard "Student-centred learning, teaching and assessment": 11.2.1; 11.2.2; 11.2.4; 11.2.5; 11.2.6; 11.2.7; 11.2.8; 11.2.9; 11.2.10	6 Standard "Personal-oriented approach in the implementation of continuing education curricula": 6.1.1-6.1.8
<b>1.4. Student admission, progression, recognition and certification</b>	Standard 7. Students: 7.2.1; 7.2.2; 7.2.3; 7.2.4; 7.2.6; 7.2.7; 7.2.8; 7.2.9	Standard 7. "Students": 7.2.1; 7.2.2; 7.2.3; 7.2.4; 7.2.6; 7.2.8; 7.2.9	Standard 6. Students: 6.2.1; 6.2.2; 6.2.3; 6.2.4; 6.2.5; 6.2.7; 6.2.8; 6.2.9; 6.2.10; 6.2.11	12. Standard "Students": 12.2.1; 12.2.2; 12.2.3; 12.2.4; 12.2.5; 12.2.6; 12.2.7; 12.2.9	7 Standard "Audience": 7.1.1-7.1.5

<b>1.5 Teaching staff</b>	Standard 8. Teaching staff: 8.2.1; 8.2.2; 8.2.3; 8.2.4; 8.2.7; 8.2.10 Standard 9 Research work: 9.2.5; 9.2.6; 9.2.7; 9.2.10	Standard 8. "Teaching staff": 8.2.1; 8.2.2; 8.2.3; 8.2.6; 8.2.8; 8.2.9; 8.2.10 Standard 9 "Research work": 9.2.5; 9.2.6; 9.2.9	Standard 7. Teaching staff: 7.2.1; 7.2.2; 7.2.3; 7.2.4; 7.2.6; 7.2.7; 7.2.8	13. Standard "Teaching staff": 13.2.1; 13.2.2; 13.2.3; 13.2.4; 13.2.6; 13.2.8.	Standard 6 "Personal-oriented approach in the implementation of continuing education curricula" 6.1.8 Standard 8 "Teachers" 8.1.1-8.1.9
<b>1.6 Learning resources and student support</b>	Standard 11. Learning resources and student support system: 11.2.1; 11.2.2; 11.2.3; 11.2.4; 11.2.7; 11.2.8	Standard 11 "Learning resources and student support system": 11.2.1; 11.2.2; 11.2.3; 11.2.7; 11.2.8	Standard 8 "Learning resources and student support system": 8.2.1; 8.2.2; 8.2.3, 8.2.4; 8.2.6; 8.2.7; 8.2.8	14. Standard "Learning resources and student support system": 14.2.1; 14.2.2; 14.2.3, 14.2.4	10 Standard "Learning resources 10.1.1-10.1.4
<b>1.7 Information management</b>	Standard 3. Information management and reporting: 3.2.1; 3.2.2; 3.2.3; 3.2.5; 3.2.6; 3.2.10	Standard 3 «Information Management and reporting»: 3.2.1; 3.2.2; 3.2.5; 3.2.6; 3.2.10	Standard 2. Information Management and reporting: 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 2.2.6; 2.2.7; 2.28; 2.2.9; 8.2.10. Standard 6. Students: 6.2.12	8. Standard "Information Management and reporting": 8.2.1; 8.2.2; 8.2.4; 8.2.5; 8.2.6; 8.2.7; 8.2.9; 8.2.11. 12. Standard "Students": 12.2.10	3 Standard «Information Management and reporting»: 3.1.1-3.1.3, 3.1.5
<b>1.8 Public information</b>	Standard 12. Public awareness: 12.2.1; 12.2.3; 12.2.4; 12.2.5; 12.2.6	Standard 12 "Public awareness": 12.2.1; 12.2.2; 12.2.4; 12.2.5; 12.2.7	Standard 9. Public awareness: 9.2.1; 9.2.2; 9.2.3; 9.2.4; 9.2.5; 9.2.8 Standard 3. Design and approval of the educational programme: 3.2.4	15. Standard "Public awareness": 15.2.1; 15.2.4; 15.2.5	11 Standard "Public Awareness": 11.1.1-11.1.4, 11.1.6
<b>1.9 On-going monitoring and periodic review of programmes</b>	Standard 5. Continuous monitoring and periodic evaluation of the educational programme: 5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.5	Standard 5 "Continuous monitoring and periodic evaluation of the educational programme": 5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.5	Standard 4. Continuous monitoring and periodic evaluation of the core educational programme: 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5	10. Standard «Continuous monitoring and periodic evaluation of the core educational programme»: 10.2.1; 10.2.2; 10.2.3; 10.2.4	5 Standard «Continuous monitoring and periodic evaluation of educational programmes»: 5.1.1-5.1.6
<b>1.10 Cyclical external quality assurance</b>	Standard 1. Strategic development and quality assurance: 2.2.16 Standard 3. Information management and reporting: 3.2.3; 3.2.9 Standard 12. Public awareness: 12.2.8	Standard 1 «Strategic development and quality assurance»: 2.2.16 Standard 3. «Information Management and reporting»: 3.2.3; 3.2.4	Standard 3. Management of educational programme: 3.2.10 Standard 9. Public awareness: 9.2.7	7. Standard "Management of the educational programme": 7.2.4; 7.2.7. 9. Standard "Design and approval of the educational programme": 9.2.3; 9.2.4	Standard 1 "Strategic development and quality assurance" 1.1.1, 1.1.3 Standard 3 "Information Management and reporting" 3.1.3, 3.1.4 Standard 11 «Public Awareness» 11.1.5

**Table 20. Compliance of the Republic of Kazakhstan's standards for institutional accreditation of medical educational organisations and specialised accreditation of medical education programmes with Part 1 of the ESG (2015)**

ESG standards. Part 1	Evaluation criteria for MOE RK IA ( <a href="#">Standards and guidelines for institutional accreditation of medical educational organisations</a> )	Evaluation criteria for BMO RK SA ( <a href="#">Standards of IAAR for specialised accreditation of basic medical and pharmaceutical education based on WFME/AMSE standards</a> )	Evaluation criteria for SA of master's degree programmes in the Republic of Kazakhstan ( <a href="#">Standards for specialised accreditation of master's degree educational programmes based on WFME/AMSE Standards (Medical and Pharmaceutical Education)</a> )	Evaluation criteria for SA of the doctoral educational programmes in the Republic of Kazakhstan ( <a href="#">IAAR Standards for Specialised Accreditation of Doctoral Educational Programme based on WFME/AMSE Standards (Medical and Pharmaceutical Education)</a> )	Evaluation criteria for SA of the Residency EPs in the Republic of Kazakhstan ( <a href="#">Standards for Specialised Accreditation of Postgraduate Medical Education (Residency Programmes) based on WFME/AMSE Standards</a> )
<b>1.1 Policy for Quality Assurance</b>	Standard 4 «Students» 4.1.2, 4.1.5 Standard 8 «Governance and administration»: 8.4.3	Standard 1 «Mission and final results» 1.3 Standard 4 «Students» 4.1.5 Standard 8 «Governance and administration»: 8.4.3	Standard 9 «Governance and administration»: 9.4.2 Standard 2 «Mission and final results»: 2.2. Standard 5 «Master's Programme»: 5.1.4, 5.3.1, 5.3.2 Standard 9 «Governance and administration»: 9.4.2	Standard 14 «Doctoral programme» 14.11, 14.13 Standard 18 «Governance and administration»: 18.1.8, 18.4.3 Standard 11 «Mission and learning outcomes»: 11.3 Standard 14 «Doctoral Programme» 14.11, 14.13 Standard 18 «Governance and administration»: 18.1.8, 18.4.3	Standard 2 «Educational programme»: 2.1.5 Standard 4 «Residency Students»: 4.1.3, 4.1.6, 4.2.2 Standard 6 «Learning resources»: 6.1.2 Standard 8 «Governance and administration»: 8.4
<b>1.2 Design and approval of programmes</b>	Standard 1 «Mission and final results» 1.4.1-1.4.6 Standard 2 «Educational programme»: 2.1.1-2.1.5, 2.7.1- 2.7.4, 2.8.1-2.8.3	Standard 2 «Educational programme»: 2.1.1-2.1.5, 2.5.5, 2.7.1, 2.7.4, 2.8.2 -2.8.4, 2.9.1 Standard 7. «Learning resources»7.5.1	Standard 2 «Mission and final learning outcomes» 2.2, 2.3.1-2.3.4 Standard 3 «Research environment and learning resources»: 3.3.10 Standard 5 «Master's programme»: 5.1.2, 5.2.1-5.2.5, 5.3 Standard 9 «Governance and administration»: 9.1.1-9.1.11, 9.5.2	Standard 11 «Mission and final learning outcomes» 11.3, 11.4.1, 11.4.2, 11.4.8, 11.4.9 Standard 12 «Research environment and learning resources»: 12.3.9 Standard 14 «Doctoral programme»: 14.1-14.16 Standard 18 «Governance and administration»: 18.1.1-18.1.11, 18.5.2	Standard 1 «Mission and final results» 1.1.3, 1.1.7 Standard 2 «Educational programme»: 2.1.1 -2.1.9, 2.3.4, 2.4, 2.5.3 Standard 4 «Residency audience» 4.4.1 Standard 6 «Learning resources» 6.1.1, 6.2 Standard 7 «Evaluation of educational programmes»: 7.1.1-7.1.4, 7.4 Standard 8 «Governance and administration»: 8.1-8.4

<b>1.3 Student-centered learning and performance assessment</b>	<p>Standard 2 “Educational programme”: 2.1.3-2.1.5, 2.6.4, 2.7.2 Standard 3 “Student assessment”3.1.1-3.1.9, 3.2.1-3.2.6 Standard 4 “Students”4.3.1, 4.4.1 Standard 7 “Evaluation of educational programmes”7.2</p>	<p>Standard 2 “Educational programme”: 2.1.4, 2.1.5, 2.7.4 Standard 3 “Evaluation of educational programmes”3.3 Standard 4 “Students”4.1.1, 4.1.6 Standard 5 “Student assessment”5.1.1-5.1.5, 5.2.1-5.2.3</p>	<p>Standard 2 “Mission and final learning outcomes”: 2.3.1, 2.3.2, 2.3.4 Standard 3 “Research environment and learning resources”: 3.2.4, 3.2.8, 3.3.6 Standard 4 “Admission policy and criteria”: 4.3 Standard 5 “Master’s programme” 5.1.8, 5.1.9, 5.1.10, 5.1.14, 5.1.15, 5.2.3, 5.2.2, 5.3.1 Standard 8 “Assessment of dissertation papers” 8.1 Standard 9 “Governance and administration”: 9.1.3, 9.1.4, 9.1.5, 9.1.9, 9.1.11</p>	<p>Standard 11 “Mission and final learning outcomes”: 11.4.1, 11.4.2, 11.4.9 Standard 12 “Research environment and learning resources”: 12.2.3, 12.2.6, 12.3.5 Standard 13 “Admission policy and criteria”: 13.1-13.9 Standard 14 “Doctoral programme” 14.1, 14.2, 14.10, 14.12, 14.13, 14.16 Standard 17 “Assessment of dissertation papers” 17.1 Standard 18 “Governance and administration”: 18.1.3, 18.1.4, 18.1.5, 18.1.8, 18.1.9, 18.1.12</p>	<p>Standard 1 “Mission and final results” 1.1.3, 1.2.1, 1.3.1 Standard 2 “Educational programme”: 2.1.4, 2.1.5, 2.4.1, 2.5.2 Standard 3 “Residency student assessment policy”3.1.1-3.1.7, 3.2 Standard 4 “Residency students” 4.1.8, 4.3.1- 4.3.4, 4.4.1 Standard 7 “Evaluation of educational programmes” 7.3</p>
<b>1.4. Student admission, progression, recognition and certification</b>	<p>Standard 1 “Mission and final outcomes”1.4 Standard 4 “Students”: 4.1.1- 4.1.3 Standard 3 “Student assessment” 3.2.1- 3.2.6 Standard 6 “Learning resources”6.6.2 Standard 7 “Evaluation of educational programmes” 7.1.1, 7.1.8, 7.3.1-7.3.5 Standard 9 “Constant update” 9.1.6, 9.1.14</p>	<p>Standard 1 “Mission and final outcomes”1.1.1, 1.4.1-1.4.10 Standard 2 “Educational programme”: 2.5.1- 2.5.9, 2.7.1, 2.9.3 Standard 4 “Students: 4.1.1- 4.1.6, 4.3.5, 4.3.6 Standard 5 “Student assessment” 5.2.1-5.2.6 Standard 7 “Learning resources” 7.6.2</p>	<p>Standard 2 “Mission and final outcomes”: 2.3.3 Standard 4 “Admission policy and criteria”: 4.1-4.6 Standard 5 “Master’s programme” 5.2.1 Standard 8 “Evaluation of dissertation papers” 8.1, 8.7 Standard 9 “Governance and administration”: 9.5.2</p>	<p>Standard 11 “Mission and final learning outcomes”: 11.4.8 Standard 13 “Admission policy and criteria”: 13.1-13.10 Standard 17 “Evaluation of dissertation papers” 17.1, 17.11 Standard 18 “Governance and administration”: 18.5.1, 18.5.2</p>	<p>Standard 3 “Residency students’ assessment policy”3.1.3, 3.2.1 Standard 4 “Residency students”: 4.1.1, 4.1.3 Standard 6 “Learning resources”: 6.5.1-6.5.3 Standard 7 “Evaluation of educational programmes”7.1.1 Standard 8 “Governance and administration”: 8.2</p>
<b>1.5 Teaching staff</b>	<p>Standard 5 “Academic staff/ teachers”: 5.1.1, 5.1.5, 5.2.1 -5.2.7 Standard 6 “Learning resources”: 6.5.6, 6.6.3, 6.6.4.</p>	<p>Standard 6 “Academic staff/ teachers”: 6.1.1 -6.1.5, 6.2.1- 6.2.7</p>	<p>Standard 3 “Research environment and learning resources”: 3.2.5, 3.1.11 Standard 6 “Scientific guidelines”: 6.1- 6.6</p>	<p>Standard 12 “Research environment and learning resources”: 12.3.4 Standard 15 “Scientific guidelines”: 15.1-15.9 Standard 18 “Governance and administration”: 18.3.4</p>	<p>Standard 5 “Teachers”: 5.1.1-5.1.5</p>



<b>1.6 Learning resources and student support</b>	Standard 4 “Students”: 4.3.1-4.3.6 Standard 6 “Learning resources”: 6.1.1, 6.1.2, 6.1.3, 6.3.1, 6.4.1, 6.4.2, 6.4.4, 6.4.5, 6.6.3, 6.6.4.	Standard 3 “Evaluation of educational programme” 3.1.5 Standard 4 “Students”4.3.1-4.3.6, 4.4.1, 4.4.2 Standard 7 “Learning resources”7.1.1, 7.1.2, 7.2, 7.3.1, 7.6.3	Standard 3 “Research environment and learning resources”: 3.2 Standard 5 “Master’s programme”5.1.14 Standard 6 “Scientific guidelines”: 6.5	Standard 12 “Research environment and learning resources”: 12.2 Standard 14 “Doctoral programme»14.10 Standard 15 “Scientific guidelines”: 15.7	Standard 2 “Educational programme”: 2.5.5 Standard 4 “Residency students” 4.3.1 - 4.3.4 Standard 6 “Learning resources”: 6.1.1, 6.3.1, 6.4.1, 6.4.2, 6.4.3, 6.5.2
<b>1.7 Information management</b>	Standard 6 “Learning resources”: 6.3.1, 6.4.3 Standard 7 “Evaluation of educational programmes” 7.1.1, 7.1.5, 7.2.1, 7.2.2, 7.3	Standard 1 “Mission and final outcomes”1.1.9, Standard 3 “Evaluation of educational programme” 3.1.1, 3.2.1 Standard 7 “Learning resources”7.3.3	Standard 2 “Mission and final outcomes”: 2.1.7, 2.1.8 Standard 3 “Research environment and learning resources”: 3.3 Standard 5 “Master’s programme”5.2.1-5.2.6 Standard 9 “Governance and administration”: 9.1.6	Standard 11 “Mission and final learning outcomes”: 11.1.5, 11.1.6 Standard 12 “Research environment and learning resources”: 12.3 Standard 14 “Doctoral programme»14.13 Standard 18 “Governance and administration”: 18.1.6	Standard 4 “Residency students”: 4.2.1, 4.2.2 Standard 6 “Learning resources”: 6.3.1, 6.4.1 Standard 7 “Evaluation of educational programmes”7.1-7.4
<b>1.8 Public information</b>	Standard 3 “Student assessment”3.1.1 Standard 8 “Governance and administration” 8.1.5	Standard 1 “Mission and final outcomes”1.1.10 Standard 3 “Evaluation of educational programme” 3.4.3 Standard 5 “Student assessment”5.1.1 Standard 8 “Governance and administration”: 8.1.5	Standard 2 “Mission and final outcomes”: 2.1.1, 2.1.9 Standard 3 “Research environment and learning resources”: 3.3.5, 3.3.10 Standard 5 “Master’s programme”5.2.3 Standard 8 “Evaluation of dissertation papers”: 8.1 Standard 9 “Governance and administration”: 9.1.6	Standard 11 “Mission and final learning outcomes”: 11.1, 11.1.5, 11.1.6 Standard 12 “Research environment and learning resources”: 12.3.4 Standard 17 “Evaluation of dissertation papers”: 17.1 Standard 18 “Governance and administration”: 18.1.6	Standard 1 “Mission and final outcomes”1.1.1, 1.1.6, 1.2.5 Standard 7 “Evaluation of educational programmes”7.4

<b>1.9 On-going monitoring and periodic review of programmes</b>	Standard 2 “Educational programme”: 2.7.1 Standard 3. “Student assessment”3.2.4 Standard 6 “Learning resources”6.1.3, 6.2.4 Standard 7. “Evaluation of educational programme” 7.1.1-7.1.9 , 7.4 Standard 9 “Constant update”9.1.13	Standard 1 “Mission and final outcomes”1.4 Standard 3. “Evaluation of educational programme” 3.1, 3.4 Standard 5 “Student assessment” 5.2.1 Standard 7 “Learning resources”7.2.4 Standard 9. “Continuous improvement” 9.1.11 - 9.1.15	Standard 5 “Master’s programme”: 5.2.1-5.2.5, 5.3.1-5.3.5 Standard 9 “Governance and administration”: 9.1.3 Standard 10 “Continuous improvement” 10.10	Standard 14 “Doctoral programme”: 14.13- 14.16 Standard 18 “Governance and administration”: 18.1.10, 18.3.2	Standard 4 “Residency students”: 4.4.1 Standard 6 “Learning resources”6.2.3 Standard 7 “Evaluation of educational programmes”: 7.1.1-7.1.4 Standard 8 “Governance and administration”: 8.2, 8.4
<b>1.10 Cyclical external quality assurance</b>	Standard 6 “Learning resources”6.5.4 Standard 9 “Constant update”9.1.1	Standard 9. “Continuous improvement” 9.1.1, 9.1.3	Standard 3 “Research environment and learning resources”: 3.3.10	Standard 12 “Research environment and learning resources”: 12.3.9 Standard 14 “Doctoral programme»14.13	Standard 7 “Evaluation of educational programmes”: 7.1.1 Standard 8 “Governance and administration”: 8.4

**Table 21. Compliance of the Republic of Kazakhstan’s standards for initial specialised accreditation (Ex-Ante) of medical educational programmes with Part 1 of the ESG (2015)**

<b>ESG standards. Part 1</b>	<b>Evaluation criteria for initial specialised accreditation of the basic medical education EPs in the Republic of Kazakhstan</b> <i>(IAAR Standards and Guidelines for Initial Specialised Accreditation of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards)</i>	<b>Evaluation criteria for ISA of master’s degree programmes in the Republic of Kazakhstan</b> <i>(Standards for Initial Specialised Accreditation of Master’s Degree Programme based on WFME/AMSE Standards (Medical and Pharmaceutical Education))</i>	<b>Evaluation criteria for ISA of PhD EPs in the Republic of Kazakhstan</b> <i>(Standards for Initial Specialised Accreditation of Doctoral Education Programme based on WFME/AMSE Standards (Medical and Pharmaceutical Education))</i>	<b>Evaluation criteria for ISA of the residency EPs in the Republic of Kazakhstan</b> <i>(Standards and Guidelines for Initial Specialised Accreditation of Postgraduate Medical Education (Residency) based on WFME/AMSE Standards)</i>
<b>1.1 Policy for Quality Assurance</b>	Standard 2 “Educational programme”: 2.1.6 Standard 4 “Students 4.1.2 Standard 8 “Management and public awareness”: 8.9	Standard 2 “Mission and final outcomes” 2.2.1 Standard 5 “Master’s programme”5.1.6, 5.3.1, 5.3.2 Standard 7 “Governance and administration”7.1.6, 7.4.2 Standard 8 “Constant update”: 8.10	Standard 2 “Mission and final outcomes” 2.2 Standard 3 “Research environment and learning resources” 3.3.10 Standard 4 “Admission policy and criteria”4.1 Standard 5 “Doctoral study programme”5.1.3, 5.1.6 Standard 7 “Governance and administration”: 7.1.5, 7.4.3	Standard 3 “Educational programme”: 3.1.5, 3.5.4 Standard 5 “Residency students”: 5.1.3, 5.1.6, 5.2.1 Standard 9 “Governance and administration”: 9.4

<b>1.2 Design and approval of programmes</b>	Standard 2 “Educational programme”: 2.1.1-2.1.11, 2.5.1, 2.5.2 Standard 6 “Learning resources” 6.4	Standard 2 “Mission and final outcomes” 2.2, 1.3.1-1.3.4 Standard 3 “Research environment and learning resources”: 3.2.8 Standard 5 “Master’s programme” 5.2.1, 5.2.2 Standard 7 “Governance and administration”: 7.1.5, 7.1.6, 7.2.1 Standard 8 “Constant update”: 8.1	Standard 3 “Research environment and learning resources”: 3.1.8 Standard 5 “Doctoral study programme” 5.1.1-5.1.14 Standard 7 “Governance and administration”: 7.1.1- 7.1.12	Standard 2 “Mission and final results” 2.1.1, 2.1.3 Standard 3 “Educational programme”: 3.1.1-3.1.9, 3.3.3, 3.4, 3.5.4 Standard 5 “Residency students” 5.4.1 Standard 7 “Learning resources” 7.1.1, 7.2 Standard 8 “Evaluation of educational programmes”: 8.1
<b>1.3 Student-centered learning and performance assessment</b>	Standard 2 “Educational programme”: 2.1.6, 2.1.4, 2.1.7 Standard 3 “Students assessment policy” 3.1.1-3.1.5, 3.2 Standard 4 “Students” 4.1.1, 4.1.5 Standard 7 “Evaluation of educational programmes” 7.3	Standard 3 “Research environment and learning resources”: 3.2 Standard 4 “Admission policy and criteria”: 4.1-4.9 Standard 5 “Master’s programme” 5.1.9, 5.1.13, 5.1.14, 5.1.16, 5.2.2, 5.2.3 Standard 6 “Scientific guidelines” 6.7 Standard 8 “Constant update” 8.7	Standard 2 “Mission and final outcomes” 2.3.1, 2.3.3 Standard 3 “Research environment and learning resources”: 3.1.10, 3.2.2 Standard 4 “Admission policy and criteria”: 4.5 Standard 5 “Doctoral study programme” 5.12-5.14, 5.2.3, 5.1.5	Standard 3 “Educational programme”: 3.1.7, 3.5.4 Standard 4 “Residency student assessment policy” 4.1, 4.2 Standard 5 “Residency students” 5.1, 5.3, 5.4 Standard 8 “Evaluation of educational programmes”: 8.2, 8.3
<b>1.4. Student admission, progression, recognition and certification</b>	Standard 1 “Mission and final outcomes” 1.2.1 Standard 2 “Educational programme”: 2.1.3, 2.4.1- 2.4.6 Standard 3 “Students assessment policy” 3.2.1-3.2.3 Standard 4 “Students: 4.1.1-4.1.5, 4.3.2 Standard 6 “Learning resources” 6.5.2	Standard 2 “Mission and final outcomes”: 2.3.1, 2.3.2 Standard 4 “Admission policy and criteria”: 4.1-4.9 Standard 5 “Master’s programme” 5.1.7, 5.1.14, 5.1.15 Standard 8 “Constant update”: 8.8	Standard 2 “Mission and final outcomes” 2.3.2, 2.3.3 Standard 3 “Research environment and learning resources”: 3.1.5, 3.3.10 Standard 4 “Admission policy and criteria”: 4.1-4.7 Standard 5 “Doctoral study programme” 5.1.10	Standard 4 “Residency student assessment policy” 4.1.1-4.1.7 Standard 5 “Residency students”: 5.1.1-5.1.9 Standard 7 “Learning resources”: 7.4.1, 7.5.2, 7.5.3 Standard 8 “Evaluation of educational programmes”: 8.1 Standard 9 “Governance and administration”: 8.2
<b>1.5 Teaching staff</b>	Standard 5 “Academic staff/ teachers”: 5.1.1-5.1.8	Standard 3 “Research environment and learning resources”: 3.2.5 Standard 6 “Scientific guidelines”: 6.1-6.7 Standard 8 “Constant update” 8.9	Standard 6 “Scientific guidelines”: 6.1-6.7	Standard 5 “Teachers”: 6.1.1-6.1.5 Standard 3 “Educational programme”: 3.5.4 Standard 8 “Evaluation of educational programmes” 8.3
<b>1.6 Learning resources and student support</b>	Standard 4 “Students” 4.3.1-4.3.5, 4.4.1 Standard 6 “Learning resources” 6.1.1-6.1.4 6.2.1 Standard 7 “Evaluation of educational programmes” 7.1 Standard 8 “Management and public awareness” 8.4	Standard 3 “Research environment and learning resources”: 3.1.9, 3.2 Standard 5 “Master’s programme” 5.1.14, 5.1.15	Standard 3 “Research environment and learning resources”: 3.1.1, 3.2.4, 3.2.6 Standard 6 “Scientific guidelines”: 6.4, 6.6 Standard 7 “Governance and administration”: 7.1.4	Standard 5 “Residency students” 5.3 Standard 7 “Learning resources”: 7.1.1, 7.3.1, 7.2, 7.4.3
<b>1.7 Information management</b>	Standard 6 “Learning resources” 6.2.4 Standard 7 “Evaluation of educational programmes” 7.1 7.4 Standard 8 “Management and public awareness” 8.6	Standard 3 “Research environment and learning resources”: 3.3 Standard 5 “Master’s programme” 5.2.1-5.2.3	Standard 3 “Research environment and learning resources”: 3.1.10, 3.3.5 Standard 5 “Doctoral study programme” 5.2.3 Standard 7 “Governance and administration”: 7.1.7	Standard 7 “Learning resources”: 7.3.1 Standard 8 “Evaluation of educational programmes” 8.4

<b>1.8 Public information</b>	Standard 1 "Mission and final outcomes" 1.1.1, 1.2.5, Standard 2 "Educational programme": 2.1.8 Standard 7 "Evaluation of educational programmes" 7.4 Standard 8 "Management and public awareness": 8.5, 8.6, 8.7, 8.8	Standard 2 "Mission and final outcomes": 2.1.1 Standard 5 "Master's programme" 5.2.3 Standard 6 "Scientific guidelines" 6.7 Standard 3 "Research environment and learning resources": 3.3.1 Standard 7 "Governance and administration": 7.1.7	Standard 1 "Mission and final learning outcomes" 2.1.6 Standard 4 "Admission policy and criteria": 4.4 Standard 7 "Governance and administration" 7.1.7, 7.3.2	Standard 2 "Mission and final results" 2.1.1 Standard 3 "Educational programme": 3.1.7 Standard 8 "Evaluation of educational programmes" 8.4
<b>1.9 On-going monitoring and periodic review of programmes</b>	Standard 1 "Mission and final outcomes" 1.2 Standard 2 "Educational programme": 2.1.8 Standard 6 "Learning resources" 6.1.4 Standard 7 "Evaluation of educational programmes" 7.1 -7.4	Standard 5 "Master's program": 5.2.1-5.2.3 Standard 7 "Governance and administration": 7.1.12, 7.4.2 Standard 8 "Constant update": 8.1, 8.7	Standard 5 "Doctoral programme": 5.2, 5.3.1, 5.3.4 Standard 7 "Governance and administration": 7.1.6	Standard 5 "Residency students": 5.4.1 Standard 8 "Evaluation of educational programmes": 8.1, 8.4 Standard 9 "Governance and administration": 9.3
<b>1.10 Cyclical external quality assurance</b>	Standard 8 "Management and public awareness" 8.9	Standard 7 "Governance and administration": 7.4.2 Standard 8 "Constant update": 8.7	Standard 7 "Governance and administration": 7.1.6, 7.4.3, 7.4.4	Standard 8 "Evaluation of educational programmes": 8.1 Standard 9 "Governance and administration": 9.1-9.4

## Annex IV. Compliance of accreditation standards for the Kyrgyz Republic with Part 1 of the ESG (2015)

**Table 22. Compliance of the Kyrgyz Republic' accreditation standards of HEIs' and EPs with Part 1 of the ESG (2015)**

ESG standards. Part 1	<u>Standards criteria for institutional accreditation of higher education institutions, running higher and postgraduate education programmes (2016)</u>	<u>Standards criteria for programme accreditation of basic education programmes of higher education institutions (2016)</u>	<u>Standards criteria for initial programme accreditation (ex-ante) of higher education programmes (2018)</u>
<b>1.1 Policy for Quality Assurance</b>	Section 7. Standard «Strategic development and quality assurance» (7 criteria): 7.2.1; 7.2.3; 7.2.4; 7.2.5; 7.2.6	Section 7. Standard "Management of the principal education programme" (17 criteria): 7.2.1; 7.2.2; 7.2.4; 7.2.8; 7.2.9; 7.2.10; 7.2.11; 7.2.12; 7.2.13; 7.2.15; 7.2.17	7. Standard "Management of the principal education programme" (15 criteria): 7.2.1; 7.2.2; 7.2.3; 7.2.5; 7.2.8; 7.2.10; 7.2.12; 7.2.13
<b>1.2 Design and approval of programmes</b>	Section 10. Standard "Design and approval of principal education programmes" (12 Criteria): 10.2.1; 10.2.2; 10.2.3; 10.2.4; 10.2.5; 10.2.6; 10.2.8; 10.2.9; 10.2.11	Section 9. Standard "Design and approval of principal education programme" (12 Criteria): 9.2.1, 9.2.2, 9.2.4, 9.2.5, 9.2.6; 9.2.8; 9.2.9; 9.2.10; 9.2.11	9. Standard "Design and approval of principal education programme" (12 Criteria): 9.2.1; 9.2.2; 9.2.4; 9.2.5; 9.2.8; 9.2.9; 9.2.11
<b>1.3 Student-centered learning and performance assessment</b>	Section 12. Standard "Student-centered learning, teaching, and performance assessment"(9 Criteria): 12.2.1; 12.2.2; 12.2.4; 12.2.5; 12.2.6; 12.2.7; 12.2.9	Section 11. Standard "Student-centered learning, teaching, and performance assessment" (10 Criteria): 11.2.1; 11.2.2; 11.2.4; 11.2.5; 11.2.7; 11.2.9; 11.2.10	11. Standard "Student-centered learning, teaching, and performance assessment"( 10 Criteria): 11.2.1; 11.2.2; 11.2.4; 11.2.5; 11.2.6; 11.2.7; 11.2.8; 11.2.9; 11.2.10 12. Standard "Students" (10 Criteria): 12.2.8; 12.2.10
<b>1.4. Student admission, progression, recognition and certification</b>	Section 13. Standard "Students" (12 Criteria): 13.2.1; 13.2.2; 13.2.3; 13.2.4; 13.2.5; 13.2.6; 13.2.8; 13.2.10	Section 12. Standard "Students" (12 Criteria): 12.2.1; 12.2.2; 12.2.3; 12.2.4; 12.2.6; 12.2.8; 12.2.10	12. Standard "Students" (10 Criteria): 12.2.1; 12.2.2; 12.2.3; 12.2.4; 12.2.5; 12.2.6 9 Standard "Design and approval of principal education programme" (Criteria 12): 9.2.8
<b>1.5 Teaching staff</b>	Section 14. Standard "Teaching staff" (12 Criteria): 14.2.1; 14.2.2; 14.2.3; 14.2.4; 14.2.5; 14.2.6; 14.2.9; 14.2.10	Standard 13 "Teaching staff" (Criteria 12): 13.2.1; 13.2.2; 13.2.3; 13.2.4; 13.2.5; 13.2.6; 13.2.9; 13.2.10	13. Standard "Teaching staff" (Criteria 8): 13.2.1; 13.2.2; 13.2.3; 13.2.7 11. Standard "Student-centered learning, teaching, and performance assessment"(Criteria 10): 11.2.3
<b>1.6 Learning resources and student support</b>	Section 17. Standard "Learning resources and student support systems" (6 Criteria): 17.2.1; 17.2.2; 17.2.3, 17.2.4; 17.2.6.	Section 14. Standard "Learning resources and student support systems" (Criteria 8): 14.2.1; 14.2.2; 14.2.3; 14.2.4; 14.2.6	14. Standard "Learning resources and student support system" (4 Criteria): 14.2.1; 14.2.2; 14.2.3, 14.2.4
<b>1.7 Information management</b>	Section 9. Standard "Information management and reporting" (12 Criteria): 9.2.1; 9.2.2; 9.2.3; 9.2.4; 9.2.6; 9.2.8; 9.2.10	Section 8. Standard "Information management and reporting" (12 Criteria): 8.2.1; 8.2.2; 8.2.3; 8.2.4; 8.2.6; 8.2.8; 8.2.10	8. Standard "Information management and reporting" (Criteria 12): 8.2.1; 8.2.2; 8.2.4; 8.2.5; 8.2.7; 8.2.9; 8.2.11 12. Standard "Students" ( 10 Criteria): 12.2.10
<b>1.8 Public information</b>	18. Standard "Public awareness" (8 Criteria): 18.2.1; 18.2.2; 18.2.5; 18.2.6; 18.2.7	Section 15. Standard "Public awareness" (9 Criteria): 15.2.1; 15.2.2; 15.2.4; 15.2.5; 15.2.7	15. Standard "Public awareness" (6 Criteria): 15.2.1; 15.2.2; 15.2.4; 15.2.6

<b>1.9 On-going monitoring and periodic review of programmes</b>	11. Standard “Continuous monitoring and cyclic evaluation of the principal education programmes” (Criteria 5): 11.2.1; 11.2.2; 11.2.3; 11.2.4; 11.2.5	10. Standard “Continuous monitoring and cyclic evaluation of the principal education programmes” (5 Criteria): 11.2.1; 11.2.2; 11.2.3; 11.2.4; 11.2.5	10. Standard “Continuous monitoring and cyclic evaluation of the principal education programmes” (4 Criteria): 10.2.1; 10.2.2; 10.2.3; 10.2.4
<b>1.10 Cyclical external quality assurance</b>	7. Standard «Strategic development and quality assurance»: 7.2.2; 7.2.7.  15. Standard “Research work”: 15.2.5.  Section 18. Standard “Public awareness”: 18.2.9	7. Standard “Management of the principal education programme”: 7.2.5. Section 15. Standard “Public awareness”: 15.2.8; 15.2.9	7. Standard “Management of the principal education programme” (15 Criteria): 7.2.3; 7.2.7. 9. Standard “Design and approval of principal education programme” (12 Criteria): 9.2.4

**Table 23. Compliance of standards for institutional and specialised (programme) accreditation of educational programmes at medical institutions of education (Kyrgyz Republic) with Part 1 of the ESG (2015)**

<b>ESG standards. Part 1</b>	<b>Evaluation criteria for institutional accreditation of medical institutions of education</b> <i>(Standards for Institutional Accreditation of Medical Educational Organisations (Kyrgyz Republic))</i>	<b>Evaluation criteria for specialised accreditation of educational programmes “Pharmacy”</b> <i>(Standards for Programme Accreditation of Higher Education Institutions’ Educational Programme in the Specialty 560005 «Pharmacy» (Kyrgyz Republic))</i>	<b>Evaluation criteria for specialised accreditation of educational programmes “Dentistry”</b> <i>(Standards for Programme Accreditation of Higher Education Institutions’ Educational Programme in the Specialty 560004 «Dentistry» (Kyrgyz Republic))</i>	<b>Evaluation criteria for specialised accreditation of educational programmes (MPC)</b> <i>(Standards for Programme Accreditation of Higher Education Institutions’ Educational Programme in the Specialty 560003 «Medical and Preventive Care» (Kyrgyz Republic))</i>	<b>Evaluation criteria for specialised accreditation of educational programmes “Medical care”, “Pediatrics”</b> <i>(Standards for Programme Accreditation of Higher Education Institutions’ Educational Programmes in the Specialty 560001 «Medicine», 560002 «Pediatrics» (Kyrgyz Republic))</i>	<b>Evaluation criteria for specialised accreditation of education programmes “Nursing”</b> <i>(Standards for Programme Accreditation of Higher Education Institutions’ Educational Programme in the Specialty 530006 - «Nursing Care» (specialty) (Kyrgyz Republic))</i>
<b>1.1 Policy for Quality Assurance</b>	Standard 10 “Mission and final outcomes”: 10.4. Standard 11 “Educational programme”: 11.5. Standard 13 “Students”: 13.2.2, 13.2.5. Standard 14 “Academic staff/teachers”: 14.2.4. Standard 15 “Learning resources”: 15.6.2. Standard 17 “Governance and administration”: 17.5.3, 17.6	Standard 1 “Mission, planning and administration”: 1.4. Standard 3 “Evaluation of educational programme”: 3.4.1, 3.4.2 Standard 4 “Students”: 4.1.2, 4.1.5. Standard 6 “Academic staff/teachers”: 6.1.6.	Standard 11 “Mission, model of educational programme and final outcome”: 11.3. Standard 13 “Students”: 13.1.2, 13.1.5. Standard 14 “Academic staff/teachers”: 14.1.6. Standard 16 “Evaluation of educational programme”: 16.4.1, 16.4.2 Standard 17 “Governance and administration”: 17.4.3	Standard 1 “Mission, model of educational programme and final outcome”: 11.2. Standard 3 “Students”: 3.1.2, 3.1.6. Standard 4 “Academic staff/teachers”: 4.1.3. Standard 6 “Evaluation of educational programme”: 6.4.1 Standard 17 “Governance and administration”: 7.6.3	Standard 1 “Mission and final outcomes”: 1.3. Standard 4 “Students”: 4.1.2, 4.1.5. Standard 5 “Academic staff/teachers”: 5.1.4. Standard 6 “Learning resources”: 6.5.2. Standard 8 “Governance and administration”: 8.4.3, 8.5	Standard 11 “Mission and management”: 11.1.5, 11.2.3, 11.2.7, 1.3.4, 1.3.5 Standard 12 “Educational programme” 12.1.13 Standard 14 “Teachers and teaching effectiveness”: 14.3.1, Standard 15 “Students”: 15.1.2

<b>1.2 Design and approval of programmes</b>	Standard 10 "Mission and final outcomes" 10.4.1-10.4.4, 10.5 10.5.8, 10.5.9, 10.5.10 Standard 11 "Educational programme": 11.2.1-11.2.5, 11.7.1-11.7.4, 11.8.1-11.8.4, 11.9.1- 11.9.3 Standard 13 "Students"13.5.1 Standard 16 "Evaluation of educational programme": 16.2.1-16.2.4, 16.5	Standard 1 "Mission, planning and administration" 1.3, 1.4.1-1.4.3 Standard 2 "Educational programme": 2.1.3, 2.2.1-11.2.6, 2.7.1, 2.8.1-2.8.4, 2.9.1 Standard 3 "Evaluation of educational programme": 3.1.1-3.1.4, 3.4 Standard 4 "Students" 4.4.1 Standard 7 "Learning resources"7.5.1, 7.5.3	Standard 11 "Mission, model of educational programme and final outcome" 11.1.3, 11.3.1-11.3.2, 11.4, 11.5, 11.7.6, 11.9.6 Standard 13 "Students"13.4.1 Standard 15 "Learning resources" 15.5.1, 15.5.2, 15.5.3 Standard 16 "Evaluation of educational programme": 16.1.1-16.1.4, 16.4 Standard 17 "Governance and administration": 17.2.1, 17.1.5	Standard 1 "Mission, model of educational programme and final outcome" 1.2.1, 1.2.2, 1.8, 1.7 Standard 3 "Students"3.4.1 Standard 5 "Learning resources" 5.5.1-5.5.3 Standard 6 "Evaluation of educational programme": 6.1.1-6.1.4, 6.4 Standard 7 "Governance and administration": 7.2.4, 7.4.1	Standard 1 "Mission and final outcomes"1.3.1-1.3.4, 1.4 Standard 2 "Educational programme": 2.1.1 -2.1.5, 2.6.1-2.6.4, 2.7.1-2.7.4, 2.8.1- 2.8.3 Standard 4 "Students" 4.4.1 Standard 7 "Evaluation of educational programme": 7.1.1-7.1.4, 7.4	Standard 11 "Mission and management" 11.1.2, 11.1.3, 11.1.4, 11.2.4, 11.2.6 Standard 12 "Educational programme": 12.1, 12.2, 12.3 Standard 13 "Efficiency of an educational programme": 13.1 Standard 15 "Students"15.3.1
<b>1.3 Student-centered learning and performance assessment</b>	Standard 11 "Educational programme": 11.2.3-11.2.5, 11.7.4, 11.8.2, Standard 12 "Students assessment" 12.2.1-12.2.8, 12.3, 12.3.6 Standard 13 "Students"13.4.1, 13.4.5, 13.4.6, 13.5.1 Standard 16 "Evaluation of educational programme" 16.3.2	Standard 1 "Mission, planning and administration": 1.5 Standard 2 "Educational programme": 2.1.2, 2.1.3, 2.2.2-2.2.5, 2.7.4, 2.8.2, 2.8.4 Standard 3 "Evaluation of educational programme" 3.2.2, 3.3.1 Standard 4 "Students" 4.1.2, 4.3.1, 4.3.5, 4.4.1 Standard 5 "Students assessment" 5.1.1-5.1.8, 5.2.2	Standard 11 "Mission, model of educational programme and final outcome": 11.5.8, 11.6.4 Standard 12 "Students assessment" 12.1.1-12.1.8, 12.2, 12.2.6 Standard 13 "Students"13.3.1, 13.3.5, 13.4.1 Standard 16 "Evaluation of educational programme" 16.2.2 Standard "Governance and administration" 17.1.2	Standard 1 "Mission, model of educational programme and final outcome": 1.7 Standard 2 "Students assessment" 2.1.1-2.1.8, 2.2 Standard 3 "Students"3.3.1, 3.3.5, 3.4.1 Standard 6 "Evaluation of educational programme" 6.2.2 Standard 7 "Governance and administration"7.1.3	Standard 2 "Educational programme": 2.1.3 -2.1.5, 2.6.4, 2.7.2, Standard 3 "Student assessment"3.1.1-3.1.8, 3.2 Standard 4 "Students" 4.3.1, 4.3.5, 4.3.6, 4.4.1 Standard 7 "Evaluation of educational programmes"7.2.2	Standard 12 "Educational programme": 12.1.11, 12.1.12, 12.1.13, 12.3.2 Standard 13 "Efficiency of an educational programme": 13.1.6, 13.3.6 Standard 15 "Students"15.1, 15.2, 15.3, 15.4, 15.5, 15.6.6, 15.6.7
<b>1.4. Student admission, progression, recognition and certification</b>	Standard 10 "Mission and final outcomes" 10.2.5, 10.5 Standard 11 "Educational programme": 11.9.1 Standard 13 "Students": 13.2.1, 13.2.4, Standard 12 "Students assessment" 12.2.8, 12.3.5, 12.3.6, Standard 16 "Evaluation of educational programme" 16.1, 16.2.1, 16.2.7, 16.4 Standard 18. "Continuous improvement" 18.2.7, 18.2.14	Standard 2 "Educational programme": 2.9.1 Standard 3 "Evaluation of educational programme" 3.1.1, 3.1.7, 3.3 Standard 4 "Students": 4.1.1, 4.1.4, 4.5 Standard 5 "Students assessment" 5.1.1, 5.1.5 Standard 7 "Learning resources": 7.6.3	Standard 11 "Mission, model of educational programme and final outcome" 10.5 Standard 13 "Students": 13.1.1, 13.1.4, Standard 12 "Students assessment" 12.1.8, 12.2.5, 12.2.6, Standard 16 "Evaluation of educational programme" 16.1, 16.1.1, 16.1.7, 16.3	Standard 3 "Students": 3.1.1, 3.1.4, Standard 2 "Students assessment" 2.2 Standard 6 "Evaluation of educational programme" 6.1.1, 6.1.7, 6.3 Standard 7 "Governance and administration"7.3.1	Standard 1 "Mission and final outcomes"1.1.5, 1.4 Standard 2 "Educational programme": 2.8.1 Standard 4 "Students": 4.1.1, 4.1.4 Standard 3 "Student assessment"3.2.5, 3.2.6 Standard 7 "Evaluation of educational programmes"7.1.1, 7.1.7, 7.3 Standard 9 "Continuous improvement" 9.1.7, 9.1.14	Standard 12 "Educational programme": 12.2 Standard 13 "Efficiency of an educational programme" 13.1.1, 13.3.3 Standard 15 "Students": 15.1.1, 15.1.3, 15.4, 15.5

<b>1.5 Teaching staff</b>	Standard 14 “Academic staff / teachers”: 14.2.1-14.2.5, 14.3.1 -14.3.7 Standard 15 “Learning resources”: 15.6.6	Standard 6 “Academic staff/ teachers”: 6.1.1- 6.1.6, 6.2. Standard 7 “Learning resources”: 7.5.5 -7.5.7, 7.6.3	Standard 14 “Academic staff / teachers”: 14.1.1- 14.1.6, 14.2. Standard 15 “Learning resources”: 15.5.6	Standard 4 “Academic staff / teachers”: 4.1.1- 4.1.5, 14.2. Standard 5 “Learning resources”: 5.5.6	Standard 5 “Academic staff/ teachers”: 5.1.1-5.1.5, 5.2.1-5.2.7 Standard 6 “Learning resources”: 6.5.6	Standard 14 “Teachers and teaching effectiveness”: 14.1, 14.2, 14.3 Standard 16 “Learning resources”: 16.4.4
<b>1.6 Learning resources and student support</b>	Standard 15 “Learning resources”: 15.2.1-15.2.3, 15.4.1, 15.5.1, 15.5.2, 15.5.4, 15.5.5, 15.7.3, 15.7.4. Standard 11 “Educational programme”: 11.2.5 Standard 13 “Students”13.4.1-13.4.6	Standard 4 “Students” 4.3.1-4.3.7, 4.4.2 Standard 7 “Learning resources”: 7.1.1-7.1.4, 7.2, 7.3.1, 7.4.1, 7.4.2, 7.4.4, 8.6.3, 7.6.4	Standard 13 “Students”13.3.1-13.3.5, 13.4.2 Standard 15 “Learning resources”: 15.1.1-15.1.3, 15.3.1, 15.4.1, 15.4.2, 15.4.4, 15.6.3, 15.6.4.	Standard 3 “Students”3.3.1-3.3.5, 3.4.2 Standard 5 “Learning resources”: 5.1.1-5.1.3, 5.3.1, 5.4.1, 5.4.2, 5.4.4, 5.4.5, 5.6.3, 5.6.4.	Standard 2 “Educational programme”: 2.1.5 Standard 4 “Students” 4.3.1 - 4.3.6 Standard 6 “Learning resources”: 6.1.1 - 6.1.3, 6.3.1, 6.4.1, 6.4.2, 6.4.4, 6.4.5, 6.6.3, 6.6.4.	Standard 12 “Educational programme”: 12.2.3 Standard 15 “Students”15.2 Standard 16 “Learning resources”: 16.1, 16.2, 16.3, 16.4.4
<b>1.7 Information management</b>	Standard 13 “Students”: 13.3.1, 13.3.2 Standard 15 “Learning resources”: 15.4.1, 15.4.3, 15.5.3, Standard 16 “Evaluation of educational programme” 16.2.1-16.2.4, 16.3.1, 16.3.2, 16.4 Standard 18. “Continuous improvement”: 18.2.15	Standard 1 “Mission, planning and administration”: 1.1.4 Standard 3 “Evaluation of educational programme” 3.1.1-3.1.4, 3.2.1, 3.2.2, 3.3 Standard 7 “Learning resources”: 7.3.1, 7.3.3, 7.4.3	Standard 11 “Mission, model of educational programme and final outcome”: 11.1.4 Standard 15 “Learning resources”: 15.3.1, 15.3.3, 15.4.3 Standard 16 “Evaluation of educational programme” 16.1.1-16.1.4, 16.2.1, 16.2.2, 16.3 Standard “Governance and administration” 17.1.3	Standard 5 “Learning resources”: 5.3.1, 5.3.3, 5.4.3 Standard 6 “Evaluation of educational programme” 6.1.1, 6.2.1, 16.2.2, 16.3 Standard 7 “Governance and administration”7.1.5	Standard 4 “Students”: 4.2.1, 4.2.2 Standard 6 “Learning resources”: 6.3.1, 6.3.3, 6.4.3 Standard 7 “Evaluation of educational programmes”7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3 Standard 9. “Continuous improvement”: 9.1.15	Standard 11 “Mission and management” 11.2.4 Standard 13 “Efficiency of an educational programme” 13.2.1 Standard 15 “Students”: 15.2.4 Standard 6 “Learning resources”: 16.2
<b>1.8 Public information</b>	Standard 10 “Mission and final outcomes”: 10.2.9, 10.2.10 Standard 12 “Students assessment”: 12.2.1 Standard 16 “Evaluation of educational programme” 16.5.3-16.5.5 Standard 17 “Governance and administration”: 17.2.5	Standard 1 “Mission, planning and administration”: 1.1.1, 1.1.4 Standard 3 “Evaluation of educational programme” 3.4.3 Standard 5 “Students assessment”: 5.1.1 Standard 7 “Learning resources”: 7.3.2	Standard 11 “Mission, model of educational programme and final outcome”: 11.5.6 Standard 12 “Students assessment”: 12.1.1 Standard 15 “Learning resources”: 15.3.3 Standard 16 “Evaluation of educational programme” 16.4.3 Standard 17 “Governance and administration” 17.1.3	Standard 1 “Mission, model of educational programme and final outcome”: 1.1.4 Standard 2 “Students assessment”: 2.1.1 Standard 5 “Learning resources”: 5.3.3 Standard 6 “Evaluation of educational programme” 6.4.3 Standard 7 “Governance and administration”7.1.5	Standard 1 “Mission and final outcomes”: 1.1.9, 1.1.10 Standard 3 “Students assessment”: 3.1.1 Standard 7 “Evaluation of educational programmes”7.4.3 - 7.4.5 Standard 8 “Governance and administration”: 8.1.5	Standard 11 “Mission and management”: 11.1.1, 11.2.6, 11.3.2 Standard 13 “Efficiency of an educational programme” 13.2.1 Standard 15 “Students”: 15.5.1



<b>1.9 On-going monitoring and periodic review of programmes</b>	Standard 10 "Mission and final outcomes": 10.5 Standard 11 "Educational programme": 11.4.4 Standard 12. "Students assessment" 12.2.1-12.2.7 Standard 13 "Students": 13.4.2, 13.4.5 Standard 15. "Learning resources" 15.3.4 Standard 16 "Evaluation of educational programme": 16.2.1-16.2.8, 16.4.1, 16.5 Standard 17. "Governance and administration" 17.3.2, 17.4.2 Standard 18. "Continous improvement" 18.2.7, 18.2.13, 18.2.14	Standard 1 "Mission, planning and administration": 1.5 Standard 2 "Educational programme": 2.4.4 Standard 3 "Evaluation of educational programme": 3.1.1-3.1.8, 3.3, 16.4.1-4.4.5 Standard 7 "Learning resources"7.2.4	Standard 15. "Learning resources" 15.2.4 Standard 16 "Evaluation of educational programme": 16.1.1-16.1.8, 16.3.1, 16.4.1-16.4.5 Standard 17. "Governance and administration" 17.2.2, 17.3.2	Standard 5. "Learning resources" 5.2.2 Standard 6 "Evaluation of educational programme": 6.1.1-6.1.8, 6.3.1, 6.4.1-6.4.5 Standard 7. "Governance and administration" 7.4.2, 7.5.2	Standard 1 "Mission and final outcomes": 1.4 Standard 2 "Educational programme": 2.3.4 Standard 4 "Students": 4.3.2, 4.3.5 Standard 6 "Learning resources"6.2.4 Standard 7" Evaluation of educational programme": 7.1.1-7.1.8, 7.3.1, 7.4 Standard 8. "Governance and administration" 8.2.2, 8.3.2 Standard 9. "Continuous improvement"9.1.7, 9.1.13, 9.1.14	Standard 11 "Mission and management" 11.3.1, 11.1.6 Standard 12 "Educational programme": 12.1.8, 12.2.6, 12.3.6 Standard 13 "Efficiency of an educational programme" 13.1, 13.2, 13.3 Standard 15 "Students": 15.6.7 Standard 16. "Learning resources" 16.4.1, 16.4.2
<b>1.10 Cyclical external quality assurance</b>	Standard 18. "Continous improvement" 18.2.1	Standard 1 "Mission, planning and administration": 1.3.5	Standard 16 "Evaluation of educational programme": 16.1.7	Standard 7. "Governance and administration" 7.6.3	Standard 9. "Continuous improvement"9.1.1	Standard 13 "Efficiency of an educational programme" 13.1.1

**Table 24. Compliance of standards for specialised medical accreditation of EPs of master's, doctoral and residency (Kyrgyz Republic) with Part 1 of the ESG (2015)**

ESG standards. Part 1	Standards criteria for programme accreditation of master's degree medical educational programmes <i>(Standards for Programme Accreditation of Master's Degree Programmes (Medical and Pharmaceutical Education) (Kyrgyz Republic))</i>	Standards criteria for programme accreditation of Ph.D. medical educational programmes <i>(Standards for Programme Accreditation of Doctoral Programmes (PhD) (Medical and Pharmaceutical Education) (Kyrgyz Republic))</i>	Standards criteria for programme accreditation of postgraduate medical educational programmes (by residency specialties) <i>(Standards for Accreditation of Postgraduate Medical Education Programmes (for Residency Specialties) (Kyrgyz Republic))</i>
<b>1.1 Policy for Quality Assurance</b>	Standard 2 "Mission and final outcomes": 2.2. Standard 5 "Master's program": 5.3.1, 5.3.2 Standard 9 "Governance and administration": 9.4.3	Standard 11 "Mission and final learning outcomes": 11.3 Standard 14 "Ph.D. doctoral programme"14.11, 14.13 Standard 18 "Governance and administration": 18.1.8, 18.4.3	Standard 11 "Mission and final outcomes": 11.1.6, 11.2.3 Standard 12 "Educational programme": 12.1.5 Standard 14 Resident physician: 14.1.3, 14.1.6 Standard 16 "Learning resources": 16.1.2, 16.6.1. 16.6.2 Standard 18 "Governance and administration": 18.1.2, 18.4.2, 18.5.2

<b>1.2 Design and approval of programmes</b>	Standard 2 “Mission and final outcomes” 2.2, 2.3.1-2.3.4 Standard 3 “Research environment and learning resources”: 3.3.11 Standard 5 “Master’s programme”: 5.1.2, 5.2.1-5.2.6, 5.3 Standard 9 “Governance and administration”: 9.1.1-9.1.12, 9.5.2	Standard 11 “Mission and final learning outcomes” 11.3, 11.4.1, 11.4.2, 11.4.8, 11.4.9 Standard 12 “Research environment and learning resources”: 12.3.9 Standard 14 “Ph.D. doctoral programme”: 14.1, 14.13, 14.16, 5.2.1-5.2.6, 5.3, Standard 18 “Governance and administration”: 18.1.1-18.1.11, 18.5.2	Standard 11 “Mission and final outcomes” 11.2.3, 1.3 Standard 12 “Educational programme”: 12.1.1 -12.1.9, 12.4, 12.5.2 Standard 14 “Resident physician” 14.4.1 Standard 16 “Learning resources” 16.6.1, 16.6.2 Standard 17 “Evaluation of educational programme”: 17.1.1-17.1.4, 17.4 Standard 19 “Continuous improvement” 19.1
<b>1.3 Student-centered learning and performance assessment</b>	Standard 2 “Mission and final outcomes”: 2.3.1, 2.3.2, 2.3.4 Standard 3 “Research environment and learning resources”: 3.2.5, 3.3.7 Standard 4 “Admission policy and criteria”: 4.5, 4.6 Standard 5 “Master’s programme”5.1.12, 5.1.3, 5.2.3, 5.2.6, 5.3.1 Standard 8 “Evaluation of dissertation papers” 8.1 Standard 9 “Governance and administration”: 9.1.3, 9.1.4, 9.1.5, 9.1.9, 9.1.12	Standard 11 “Mission and final learning outcomes”: 11.4.1, 11.4.2, 11.4.9 Standard 12 “Research environment and learning resources”: 12.2.3, 12.3.5 Standard 13 “Admission policy and criteria”: 13.8, 13.9 Standard 14 “Ph.D. doctoral programme”14.1, 14.2, 14.10, 14.12, 14.13, 14.16 Standard 17 “Evaluation of dissertation papers”17.1 Standard 18 “Governance and administration”: 18.1.3, 18.1.4, 18.1.5, 18.1.8, 18.1.9, 18.1.12	Standard 11 “Mission and final outcomes” 11.1.5-11.1.8 Standard 12 “Educational programme”: 12.1.5, 12.4.11, Standard 13 “Resident physicians’ assessment” 13.1.1 -13.1.7, 13.2 Standard 14 “Resident physicians” 14.1.8, 14.3.1-14.3.4, 14.4.1 Standard 17 “Evaluation of educational programme” 17.4.2.
<b>1.4. Student admission, progression, recognition and certification</b>	Standard 2 “Mission and final outcomes”: 2.3.3 Standard 4 “Admission policy and criteria”: 4.1-4.7 Standard 5 “Master’s programme”5.2.1, 5.2.3 Standard 8 “Evaluation of dissertation papers”8.1, 8.7 Standard 9 “Governance and administration”: 9.5.2	Standard 11 “Mission and final learning outcomes”: 11.4.8 Standard 13 “Admission policy and criteria”: 13.1-13.10 Standard 17 “Evaluation of dissertation papers”17.1, 17.11 Standard 18 “Governance and administration”: 18.5.1, 18.5.2	Standard 11 “Mission and final outcomes” 11.3 Standard 13 “Resident physicians’ assessment” 13.1.3, 13.2.2 Standard 14 “Resident physicians”: 14.1.1, 14.1.3 Standard 16 “Learning resources”: 16.7.1-16.7.3 Standard 17 “Evaluation of educational programme” 17.1.1, 17.3.1 Standard 18 “Governance and administration”: 18.1.2
<b>1.5 Teaching staff</b>	Standard 3 “Research environment and learning resources”: 3.2.6, 3.1.12 Standard 6 “Scientific guidelines”: 6.1- 6.6	Standard 12 “Research environment and learning resources”: 12.3.4, 18.3.4 Standard 15 “Scientific guidelines”: 15.1- 15.9	Standard 15 “Teachers”: 15.1.1-15.1.3, 15.2.1-15.2.2
<b>1.6 Learning resources and student support</b>	Standard 3 “Research environment and learning resources”: 3.2	Standard 12 “Research environment and learning resources”: 12.2 Standard 15 “Scientific guidelines”: 15.7 Standard 14 “Ph.D. doctoral programme”14.10	Standard 11 “Mission and final outcomes” 11.1.7 Standard 12 “Educational programme”: 12.5.5 Standard 14 “Resident physicians” 14.3.1 - 14.3.4 Standard 16 “Learning resources”: 16.1.1 - 16.1.2, 16.3.1, 16.4.1, 16.4.2, 16.4.3, 16.7.2, 16.7.3

<b>1.7 Information management</b>	Standard 2 "Mission and final outcomes": 2.1.5, 2.1.6 Standard 3 "Research environment and learning resources": 3.3 Standard 5 "Master's programme" 5.2.1-5.2.6 Standard 9 "Governance and administration": 9.1.6	Standard 11 "Mission and final learning outcomes": 11.1.4, 11.1.5 Standard 12 "Research environment and learning resources": 12.3 Standard 14 "Ph.D. doctoral programme"14.13 Standard 18 "Governance and administration": 18.1.6	Standard 14 "Resident physicians": 14.2.1, 14.2.2 Standard 16 "Learning resources": 16.3.1, 16.3.2, 16.5.2 Standard 17 "Evaluation of educational programme" 17.1.1 - 17.1.4, 17.2.1, 17.2.2, 17.3 Standard 19. "Continous improvement": 19.3
<b>1.8 Public information</b>	Standard 2 "Mission and final outcomes": 2.1.1, 2.1.4, 2.1.6 Standard 3 "Research environment and learning resources": 3.3.6, 3.3.11 Standard 5 "Master's programme" 5.1.11, 5.2.5 Standard 8 "Evaluation of dissertation papers": 8.1 Standard 9 "Governance and administration": 9.1.6	Standard 11 "Mission and final learning outcomes": 11.1, 11.1.3, 11.1.5 Standard 12 "Research environment and learning resources": 12.3.4, 12.3.8 Standard 14 "Ph.D. doctoral programme"14.13 Standard 17 "Evaluation of dissertation papers": 17.1 Standard 18 "Governance and administration": 18.1.6	Standard 11 "Mission and final outcomes" 11.3.5 Standard 13 "Resident physicians' assessment": 13.1.1 Standard 7 "Evaluation of educational programmes"17.4.2
<b>1.9 On-going monitoring and periodic review of programmes</b>	Standard 5 "Master's program": 5.2.1-5.2.6, 5.3.1-5.3.4, Standard 9 "Governance and administration": 9.3.2	Standard 14 "Ph.D. doctoral programme": 14.13- 14.16 Standard 18 "Governance and administration": 18.1.10, 18.3.2	Standard 14 "Resident physicians": 14.3.1 Standard 16. "Learning resources" 16.1.2, 16.6.1 Standard 17" Evaluation of educational programme": 17.1.1-17.1.4, 17.3.1, 17.4 Standard 18. "Governance and administration" 18.2.2, 18.3.2 Standard 19. "Continous improvement" 19.1, 19.3
<b>1.10 Cyclical external quality assurance</b>	Standard 3 "Research environment and learning resources": 3.3.11	Standard 12 "Research environment and learning resources": 12.3.9	Standard 19. "Continous improvement" 18.4.2

**Table 25. Compliance of initial specialised accreditation (Ex-Ante) standards for medical EPs of basic medical education, master's, doctoral and residency studies (Kyrgyz Republic) with Part 1 of the ESG (2015)**

ESG standards. Part 1	Evaluation criteria for initial specialised accreditation (ISA) of the basic medical education EPs <i>(IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards (Kyrgyz Republic))</i>	Evaluation criteria for ISA of master's degree EPs in the Kyrgyz Republic <i>(IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Master's Degree Programmes in Medical and Pharmaceutical Education based on WFME/AMSE Standards (Kyrgyz Republic))</i>	Evaluation criteria for ISA of doctoral studies' EPs in the Kyrgyz Republic <i>(IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Doctoral Programmes in Medical and Pharmaceutical Education based on WFME/AMSE Standards (Kyrgyz Republic))</i>	Evaluation criteria for ISA of the residency EPs in the Kyrgyz Republic <i>(IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Clinical Residency Programmes based on WFME/AMSE Standards (Kyrgyz Republic))</i>
<b>1.1 Policy for Quality Assurance</b>	Standard 1 "Mission and outcomes" 1.3 Standard 2 "Educational programme": 2.1.4 Standard 4 "Students 4.1.5 Standard 8 "Governance and administration": 8.4.3	Standard 2 "Educational programme" 2.1.5, 2.6.2 Standard 4 "Students": 4.1.4 Standard 8 "Governance and administration" 8.4.3 Standard 9 "Continuous update": 9.10	Standard 4 "Policy and candidates' selection criteria" 4.1 Standard 5 "Educational programme" 5.2 Standard 7 "Administration and management": 7.3, 7.5	Standard 2 "Educational programme": 2.1.5, 2.5.2 Standard 4 "Students": 4.1.3, 4.1.6, 4.2.1 Standard 8 "Governance and administration": 8.4
<b>1.2 Design and approval of programmes</b>	Standard 2 "Educational programme": 2.1.1-2.1.5, 2.6.1, 2.6.4, 2.7.2 -2.7.4, 2.8.1 Standard 6 "Learning resources" 6.5	Standard 1 "Mission and final outcomes" 1.3, 1.4.1-1.4.7 Standard 2 "Educational programme": 2.6.2 Standard 4 "Students" 4.4.5 Standard 6 "Educational environment and resources": 6.1.5 Standard 7 "Evaluation of educational programme": 7.1.4 Standard 8 "Governance and administration": 8.2.1, 8.5.2 Standard 9 "Continuous update": 9.1	Standard 2 "Research environment": 2.6 Standard 3 "Training results" 3.1, 3.2, 3.4, 3.5 Standard 5 "Educational programme" 5.1-5.14 Standard 7 "Administration and management": 7.3, 7.5	Standard 1 "Mission and final outcomes" 1.1.1, 1.1.3 Standard 2 "Educational programme": 2.1.1 -2.1.9, 2.3.3, 2.4, 2.5.2 Standard 4 "Students" 4.4.1 Standard 6 "Learning resources" 6.1.1, 6.2 Standard 7 "Evaluation of educational programme": 7.1

<b>1.3 Student-centered learning and performance assessment</b>	Standard 2 “Educational programme”: 2.1.4, 2.6.4 Standard 3 “Students assessment” 3.1.1-3.1.5, 3.1.9, 3.2 Standard 4 “Students 4.1.1, 4.1.6 Standard 7 “Evaluation of educational programmes”7.3	Standard 2 “Educational programme” 2.1.4, 2.2.2 Standard 3 “Student assessment”3.1.2, 3.1.9, 3.2.7 Standard 4 “Students”: 4.1 Standard 6 “Educational environment and resources”: 6.1, 6.6.3 Standard 7 “Evaluation of educational programme”: 7.1.3, 7.1.1 Standard 9 “Constant update”9.7	Standard 2 “Research environment”: 2.4 Standard 3 “Training results”3.1, 3.2 Standard 4 “Policy and candidates’ selection criteria”: 4.5 Standard 5 “Educational programme” 5.8, 5.9, 5.12-5.14 Standard 7 “Administration and management”: 7.5, 7.8	Standard 2 “Educational programme”: 2.1.7, 2.5.2 Standard 3 “Student assessment”3.1.1-3.1.7, 3.2 Standard 4 “Students” 4.1, 4.3, 4.4 Standard 7” Evaluation of educational programme” 7.1, 7.3
<b>1.4. Student admission, progression, recognition and certification</b>	Standard 1 “Mission and outcomes” 1.4.1-1.4.6 Standard 2 “Educational programme”: 2.5.1- 2.5.9, 2.6.1 Standard 3 “Students assessment” 3.2.1-3.2.6 Standard 4 “Students: 4.1.1-4.1.6, 4.3.5, 4.3.6 Standard 6 “Learning resources” 6.6.2	Standard 1 “Mission and final outcomes”: 1.4.1, 1.4.2 Standard 3 “Student assessment” 3.1.2 Standard 4 “Students”: 4.1.1-4.1.11 Standard 6 “Educational environment and resources”: 6.6.1, 6.6.2, 6.6.4 Standard 9 “Continuous update”: 9.8	Standard 1 “Mission and final learning outcomes”1.3.2 Standard 2 “Research environment”: 2.5 Standard 3 “Training results”3.2 Standard 4 “Policy and candidates’ selection criteria”: 4.1-4.7 Standard 5 “Educational programme” 5.8 Standard 7 “Administration and management”: 7.3	Standard 3 “Student assessment” 3.1.1-3.1.7 Standard 4 “Students”: 4.1.1-4.1.9 Standard 6 “Learning resources”: 6.4.1, 6.5.2, 6.5.3 Standard 7” Evaluation of educational programme” 7.1 Standard 8 “Governance and administration”: 8.1
<b>1.5 Teaching staff</b>	Standard 5 “Academic staff/ teachers”: 5.1.1 -5.1.5, 5.2.1-5.2.7	Standard 5 “Academic staff/teachers”: 5.1.1-5.1.9, 5.2.1-5.2.4 Standard 6 “Educational environment and resources”: 6.6.3	Standard 6 “Scientific guidelines”: 6.1-6.12	Standard 5 “Academic staff/teachers”: 5.1.1-5.1.5
<b>1.6 Learning resources and student support</b>	Standard 4 “Students”4.3.1-4.3.6, 4.4.1, 4.4.2 Standard 6 “Learning resources” 6.1.1, 6.1.2, 6.2, 6.3.1 Standard 7 “Evaluation of educational programmes”7.1.6	Standard 6 “Educational environment and resources”: 6.1, 6.6.1, 6.6.3 Standard 4 “Students”: 4.3	Standard 2 “Research environment”: 2.2 Standard 5 “Educational programme” 5.11 Standard 6 “Scientific guidelines”: 6.4, 6.9 Standard 7 “Administration and management”: 7.2	Standard 4 “Students” 4.3 Standard 6 “Learning resources”: 6.1.1, 6.3.1, 6.2, 6.4.3
<b>1.7 Information management</b>	Standard 6 “Learning resources” 6.3.4 Standard 7 “Evaluation of educational programmes”7.1.1, 7.2.1	Standard 6 “Educational environment and resources”: 6.3 Standard 7 “Evaluation of educational programme”: 7.1.1-7.1.4	Standard 7 “Administration and management”: 7.3, 7.5	Standard 6 “Learning resources”: 6.3.1 Standard 7” Evaluation of educational programme” 7.1.4

<b>1.8 Public information</b>	Standard 1 “Mission and outcomes” 1.1.1 Standard 3 “Students assessment”3.1.1 Standard 7 “Evaluation of educational programmes”7.4.3 Standard 8 “Governance and administration”: 8.1.5	Standard 1 “Mission and final outcomes”: 1.1.2 Standard 3 “Student assessment”3.1.1, 3.2.7 Standard 6 “Educational environment and resources”: 6.1.2, 6.3.1 Standard 8 “Governance and administration”: 8.1.11	Standard 1 “Mission and final learning outcomes”1.1.6 Standard 4 “Policy and candidates’ selection criteria”: 4.1	Standard 1 “Mission and final outcomes”1.1.2 Standard 2 “Educational programme”: 2.1.7 Standard 7” Evaluation of educational programme” 7.4
<b>1.9 On-going monitoring and periodic review of programmes</b>	Standard 1 “Mission and outcomes” 1.4 Standard 3 “Students assessment”3.2.1 Standard 6 “Learning resources” 6.2.4 Standard 7 “Evaluation of educational programmes” 7.1, 7.4 Standard 9 “Constant update”9.1.11 - 9.1.14	Standard 6 “Educational environment and resources” 6.5.1 Standard 7 “Evaluation of educational programme”: 7.1.1-7.1.4 Standard 8 “Governance and administration”: 8.1.6 Standard 9 “Continuous update”: 9.1, 9.7	Standard 5 “Educational programme”: 5.13 Standard 4 “Policy and candidates’ selection criteria”: 4.4 Standard 7 “Administration and management”: 7.3, 7.5, 7.10	Standard 4 “Students”: 4.4.1 Standard 7” Evaluation of educational programme”: 7.1, 7.4 Standard 8 “Governance and administration”: 8.3
<b>1.10 Cyclical external quality assurance</b>	Standard 9 “Constant update”9.1.1, 9.1.2	Standard 8 “Governance and administration”: 8.4.4 Standard 9 “Continuous update”: 9.7	Standard 5 “Educational programme” 5.13 Standard 7 “Administration and management”: <b>7.3.2</b>	Standard 7” Evaluation of educational programme”: 7.1 Standard 8 “Governance and administration”: 8.1-8.4

## Annex V. Compliance of the IAAR Standards for cross-border accreditation of foreign educational organisations and education programmes with Part 1 of the ESG (2015)

**Table 26. Direct compliance of the IAAR Standards for cross-border accreditation of foreign educational organisations and education programmes with Part 1 of the ESG (2015)**

ESG. Part 1 (2015)	<a href="#">IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes (based on ESG)*</a>
1.1 Policy for Quality Assurance	ESG Part 1. Standard 1. Quality assurance policy
1.2 Design and approval of programmes	ESG Part 1. Standard 2. Design and approval of programmes
1.3 Student-centred learning and performance assessment	ESG Part 1. Standard 3. Student-centred learning and performance assessment
1.4. Student admission, progression, recognition and certification	ESG Part 1. Standard 4. Admission, academic performance, recognition and certification of students
1.5 Teaching staff	ESG Part 1. Standard 5. Teaching staff
1.6 Learning resources and student support	ESG Part 1. Standard 6. Learning resources and student support system
1.7 Information management	ESG Part 1. Standard 7. Information management
1.8 Public information	ESG Part 1. Standard 8. Public awareness
1.9 On-going monitoring and periodic review of programmes	ESG Part 1. Standard 9. Continuous monitoring and periodic evaluation of programmes
1.10 Cyclical external quality assurance	ESG Part 1. Standard 10. Cyclical external quality assurance procedures

\* Standards herein are used for all types of accreditation of non-medical institutions of education (except for the Kyrgyz Republic)

## Annex VI. Compliance of the international accreditation standards of foreign medical institutions of education with Part 1 of the ESG (2015)

**Table 27. Compliance of cross-border standards for institutional accreditation of foreign medical organisations and specialised accreditation of medical educational programmes with Part 1 of the ESG**

ESG standards. Part 1	<a href="#"><u>Standard criteria of IAAR for international accreditation of foreign medical educational organisations (based on WFME/AMSE Standards) (institutional)</u></a>	<a href="#"><u>Standard criteria of IAAR for international accreditation of basic medical and pharmaceutical education abroad (based on WFME/AMSE Standards)</u></a>	<a href="#"><u>Standard criteria of IAAR for International Accreditation of Master's Degree Programmes in Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</u></a>	<a href="#"><u>Standard criteria for International Accreditation of Doctoral Programmes in Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</u></a>	<a href="#"><u>Standard criteria for International Accreditation of Residency Programmes (Clinical Ordinatura) of Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</u></a>
<b>1.1 Policy for Quality Assurance</b>	Standard 4 "Students 4.1.2, 4.1.5 Standard 5 "Academic staff/ teachers": 5.1.4 Standard 8 "Governance and administration": 8.4.3	Standard 1 "Mission and outcomes" 1.3 Standard 4 "Students 4.1.5 Standard 8 "Governance and administration": 8.4.3	Standard 1 "Mission and final outcomes": 1.2.1, 1.3 Standard 2 "Educational programme" 2.1.7, 2.6.2 Standard 4 "Students": 4.1.4 Standard 7 "Evaluation of educational programme": 7.1.1 Standard 8 "Governance and administration" 8.4.3 Standard 9 "Continuous update": 9.1.14	Standard 3. "Policy and candidates' selection criteria" 3.1 Standard 4 "Educational programme" 4.2 Standard 8 "Structure and management of school": 8.5, 8.6	Standard 2 "Educational programme": 2.1.6, 2.5.2 Standard 4 "Students": 4.1.4, 4.1.7, 4.2.2 Standard 8 "Governance and administration": 8.4
<b>1.2 Design and approval of programmes</b>	Standard 1 "Mission and outcomes" 1.4.1-1.4.6 Standard 2 "Educational programme": 2.1.1-2.1.5, 2.7.1- 2.7.4, 2.8.1-2.8.3 Standard 4 "Students 4.4.1	Standard 2 "Educational programme": 2.1.1-2.1.5, 2.5.5, 2.6.1, 2.6.4, 2.7.2 -2.7.4, 2.8.1 Standard 6 "Learning resources" 6.5	Standard 1 "Mission and final outcomes"1.3, 1.4.1-1.4.7 Standard 2 "Educational programme": 2.6.2 Standard 4 "Students" 4.4.5 Standard 6 "Educational environment and resources": 6.1.5 Standard 7 "Evaluation of educational programme": 7.1.7 Standard 8 "Governance and administration": 8.2.1, 8.5.2 Standard 9 "Continuous update": 9.1.1, 9.1.8	Standard 1 "Research environment": 1.6 Standard 2. "Training results"2.1, 2.2, 2.4, 2.5 Standard 4 "Educational programme" 4.1-4.14 Standard 8 "Structure and management of school": 8.5, 8.6	Standard 1 "Mission and final outcomes"1.1.2 Standard 2 "Educational programme": 2.1.1 -2.1.9, 2.3.9, 2.4, 2.5.2 Standard 4 "Students" 4.4.2 Standard 6 "Learning resources" 6.1.1, 6.2 Standard 7" Evaluation of educational programme": 7.1.1



<b>1.3 Student-centered learning and performance assessment</b>	Standard 2 “Educational programme”: 2.1.3-2.1.5, 2.6.4, 2.7.2 Standard 3 “Students assessment” 3.1.1-3.1.9, 3.2.1-3.2.6 Standard 4 “Students 4.3.1, 4.4.1 Standard 7 “Evaluation of educational programmes”7.2	Standard 2 “Educational programme”: 2.1.4, 2.6.4 Standard 3 “Students assessment” 3.1.1-3.1.5, 3.2.1-3.2.6 Standard 4 “Students” 4.1.1, 4.1.6 Standard 7 “Evaluation of educational programmes” 7.3	Standard 2 “Educational programme” 2.1.6, 2.2.2 Standard 3 “Student assessment”3.1.2, 3.1.9, 3.2.7 Standard 4 “Students”: 4.1, 4.3.6 Standard 6 “Educational environment and resources”: 6.1.6.6.3 Standard 7 “Evaluation of educational programme”: 7.1.1, 7.1.3, 7.1.8, 7.2.1, 7.2.2 Standard 9 “Constant update”9.1.7	Standard 1 “Research environment”: 1.4 Standard 2. “Training results”2.1, 2.2 Standard 3 “Policy and candidates’ selection criteria”: 3.5 Standard 4 “Educational programme” 4.8, 4.9, 4.12-4.14 Standard 7 “Evaluation of dissertation papers” 7.1 Standard 8 “Structure and management of school”: 8.2, 8.5	Standard 2 “Educational programme”: 2.1.8, 2.5.2 Standard 3 “Student assessment”3.1.1-3.1.7, 3.2 Standard 4 “Students” 4.1, 4.3, 4.4 Standard 7” Evaluation of educational programme” 7.1.7, 7.2.4
<b>1.4. Student admission, progression, recognition and certification</b>	Standard 1 “Mission and outcomes” 1.4 Standard 4 “Students: 4.1.1- 4.1.3 Standard 3 “Students assessment” 3.2.1- 3.2.6 Standard 6 “Learning resources”6.6.2 Standard 7 “Evaluation of educational programmes”7.1.1, 7.1.8, 7.3.1-7.3.5 Standard 9 “Constant update”9.1.6, 9.1.14	Standard 1 “Mission and outcomes” 1.1.1, 1.4.1-1.4.6 Standard 2 “Educational programme”: 2.5.1- 2.5.9, 2.6.1 Standard 4 “Students: 4.1.1-4.1.6, 4.3.5, 4.3.6 Standard 3 “Students assessment”3.2.1-3.2.6 Standard 6 “Learning resources” 6.6.2	Standard 1 “Mission and final outcomes”: 1.4.1, 1.4.2 Standard 3 “Student assessment” 3.1.2 Standard 4 “Students”: 4.1.1-4.1.11, 4.3.6, 4.3.7 Standard 6 “Educational environment and resources”: 6.6.1, 6.6.2 Standard 7 “Evaluation of educational programme”: 7.1.1 Standard 8 “Governance and administration”: 8.1.6 Standard 9 “Continuous update”: 9.1.11	Standard 1 “Research environment”: 1.5 Standard 2. “Training results” 2.2 Standard 3 “Policy and candidates’ selection criteria”: 3.1-3.7 Standard 4 “Educational programme” 4.8 Standard 6. “Dissertation”6.3, 6.6 Standard 7 “Evaluation of dissertation papers” 7.1, 7.2, 7.3 Standard 8 “Structure and management of school”: 8.6	Standard 3 “Student assessment” 3.1 Standard 4 “Students”: 4.1.1-4.1.11 Standard 6 “Learning resources”: 6.5.3 Standard 7” Evaluation of educational programme” 7.1.7 Standard 8 “Governance and administration”: 8.1.5, 8.1.6, 8.2.3
<b>1.5 Teaching staff</b>	Standard 5 “Academic staff/ teachers”: 5.1.1- 5.1.5, 5.2.1 -5.2.7 Standard 6 “Learning resources”: 6.5.6, 6.6.3, 6.6.4.	Standard 5 “Academic staff/ teachers”: 5.1.1 -5.1.5, 5.2.1-5.2.7	Standard 5 “Academic staff/ teachers”: 5.1.1-5.1.9, 5.2.1-5.2.4 Standard 6 “Educational environment and resources”: 6.6.3	Standard 5 “Scientific guidance”: 5.1-5.12 Standard 8 “Structure and management of school”: 8.5	Standard 5 “Academic staff/ teachers”: 5.1.1-5.1.12

<b>1.6 Learning resources and student support</b>	Standard 4 “Students: 4.3.1-4.3.6 Standard 6 “Learning resources”: 6.1.1-6.1.3, 6.3.1, 6.4.1, 6.4.2, 6.4.4, 6.4.5, 6.6.3, 6.6.4.	Standard 4 “Students”4.3.1-4.3.6, 4.4.1, 4.4.2 Standard 6 “Learning resources” 6.1.1, 6.1.2, 6.2, 6.3.1, 7.6.3 Standard 7 “Evaluation of educational programmes”7.1.6	Standard 6 “Educational environment and resources”: 6.1, 6.6.1, 6.6.3 Standard 4 “Students”: 4.3	Standard 1 “Research environment”: 1.2 Standard 4 “Educational programme” 4.11 Standard 5 “Scientific guidance”: 5.4, 5.9 Standard 8 “Structure and management of school”: 8.1	Standard 4 “Students” 4.3 Standard 6 “Learning resources”: 6.1.1, 6.3.1, 6.4.1, 6.4.2, 6.4.3, 6.5.3
<b>1.7 Information management</b>	Standard 6 “Learning resources”: 6.3.1, 6.4.3 Standard 7 “Evaluation of educational programmes” 7.1.1, 7.1.5, 7.2.1, 7.2.2, 7.3	Standard 6 “Learning resources” 6.3.4 Standard 7 “Evaluation of educational programmes”7.1.1, 7.2.1	Standard 6 “Educational environment and resources”: 6.3 Standard 7 “Evaluation of educational programme”: 7.1.1-7.1.11 Standard 8 “Governance and administration”: 8.1.2	Standard 6. “Dissertation” 6.8, 6.9 Standard 8 “Structure and management of school”: 8.2, 8.4, 8.5, 8.6	Standard 6 “Learning resources”: 6.3.1 Standard 7” Evaluation of educational programme” 7.1.12
<b>1.8 Public information</b>	Standard 3 “Students assessment” 3.1.1 Standard 8 “Governance and administration” 8.1.5	Standard 1 “Mission and outcomes” 1.1.1 Standard 3 “Students assessment”3.1.1 Standard 7 “Evaluation of educational programmes”7.4.3 Standard 8 “Governance and administration”: 8.1.5	Standard 1 “Mission and final outcomes”: 1.1.2 Standard 3 “Student assessment”3.1.1, 3.2.7 Standard 6 “Educational environment and resources”: 6.1.2, 6.3.1 Standard 8 “Governance and administration”: 8.1.12	Standard 7 “Evaluation of dissertation papers”: 7.1 Standard 6. “Dissertation” 6.8, 6.9 Standard 8 “Structure and management of school”: 8.2, 8.6	Standard 1 “Mission and final outcomes”1.1.2 Standard 2 “Educational programme”: 2.1.9 Standard 7” Evaluation of educational programme” 7.1.12, 7.4.2
<b>1.9 On-going monitoring and periodic review of programmes</b>	Standard 2 “Educational programme”: 2.7.1 Standard 3. “Students assessment” 3.2.4 Standard 4 “Students 4.4.1 Standard 6 “Learning resources”6.1.3, 6.2.4 Standard 7. “Evaluation of educational programme” 7.1.1-7.1.9 , 7.4 Standard 9 “Constant update”9.1.13	Standard 1 “Mission and outcomes” 1.4 Standard 3 “Students assessment”3.2.1 Standard 6 “Learning resources” 6.2.4 Standard 7 “Evaluation of educational programmes” 7.1, 7.4 Standard 9 “Constant update”9.1.11 - 9.1.14	Standard 6 “Educational environment and resources” 6.5.1 Standard 7 “Evaluation of educational programme”: 7.1.1-7.1.11 Standard 8 “Governance and administration”: 8.1.7 Standard 9 “Continuous update”: 9.1.1	Standard 4 “Educational programme”: 4.13 Standard 3 “Policy and candidates’ selection criteria”: 3.4 Standard 8 “Structure and management of school”: 8.3, 8.5, 8.6	Standard 4 “Students”: 4.4.4 Standard 7” Evaluation of educational programme”: 7.1.1-7.1.12, 7.2.4, 7.4.1 Standard 8 “Governance and administration”: 8.2
<b>1.10 Cyclical external quality assurance</b>	Standard 6 “Learning resources”6.5.4 Standard 9 “Constant update”9.1.1	Standard 9 “Constant update”9.1.1, 9.1.2	Standard 8 “Governance and administration”: 8.4.4	Standard 4 “Educational programme” 4.13 Standard 8 “Structure and management of school”: 8.6	Standard 7” Evaluation of educational programme”: 7.1.1 Standard 8 “Governance and administration”: 8.4.4

**Table 28. Compliance of international initial specialised accreditation (Ex-Ante) standards for medical and pharmaceutical education programmes with Part 1 of the ESG**

ESG standards. Part 1	<u>Standard criteria of IAAR for International Initial Accreditation of Basic Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</u>	<u>Standard criteria for International Initial Accreditation of Master's Degree Programmes in Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</u>	<u>Standard criteria of IAAR for International Initial Accreditation of Doctoral Programmes in Medical and Pharmaceutical Education Abroad (based on WFME/AMSE Standards)</u>	<u>Standard criteria of IAAR for International Initial Accreditation of Residency Programmes (Clinical Ordinatura) of Abroad (based on WFME/AMSE Standards)</u>
<b>1.1 Policy for Quality Assurance</b>	Standard 1 "Mission and outcomes" 1.3 Standard 2 "Educational programme": 2.1.4 Standard 4 "Students 4.1.5 Standard 8 "Governance and administration": 8.4.3	Standard 2 "Educational programme" 2.1.5, 2.6.2 Standard 4 "Students": 4.1.4 Standard 8 "Governance and administration" 8.4.3 Standard 9 "Continuous update": 9.10	Standard 4 "Policy and candidates' selection criteria" 4.1 Standard 5 "Educational programme" 5.2 Standard 7 "Administration and management": 7.3, 7.5	Standard 2 "Educational programme": 2.1.5, 2.5.2 Standard 4 "Students": 4.1.3, 4.1.6, 4.2.1 Standard 8 "Governance and administration": 8.4
<b>1.2 Design and approval of programmes</b>	Standard 2 "Educational programme": 2.1.1-2.1.5, 2.6.1, 2.6.4, 2.7.2 -2.7.4, 2.8.1 Standard 6 "Learning resources" 6.5	Standard 1 "Mission and final outcomes" 1.3, 1.4.1-1.4.7 Standard 2 "Educational programme": 2.6.2 Standard 4 "Students" 4.4.5 Standard 6 "Educational environment and resources": 6.1.5 Standard 7 "Evaluation of educational programme": 7.1.4 Standard 8 "Governance and administration": 8.2.1, 8.5.2 Standard 9 "Continuous update": 9.1.1, 9.1.8	Standard 2 "Research environment": 2.6 Standard 3 "Training results" 3.1, 3.2, 3.4, 3.5 Standard 5 "Educational programme" 5.1-5.14 Standard 7 "Administration and management": 7.3, 7.5	Standard 1 "Mission and final outcomes" 1.1.1, 1.1.3 Standard 2 "Educational programme": 2.1.1 -2.1.9, 2.3.3, 2.4, 2.5.2 Standard 4 "Students" 4.4.1 Standard 6 "Learning resources" 6.1.1, 6.2 Standard 7 "Evaluation of educational programme": 7.1
<b>1.3 Student-centered learning and performance assessment</b>	Standard 2 "Educational programme": 2.1.4, 2.6.4 Standard 3 "Students assessment" 3.1.1-3.1.5, 3.1.9, 3.2 Standard 4 "Students 4.1.1, 4.1.6 Standard 7 "Evaluation of educational programmes" 7.3	Standard 2 "Educational programme" 2.1.4, 2.2.2 Standard 3 "Student assessment" 3.1.2, 3.1.9, 3.2.7 Standard 4 "Students": 4.1 Standard 6 "Educational environment and resources": 6.1.6.3 Standard 7 "Evaluation of educational programme": 7.1.3, 7.1.1 Standard 9 "Constant update" 9.7	Standard 2 "Research environment": 2.4 Standard 3 "Training results" 3.1, 3.2 Standard 4 "Policy and candidates' selection criteria": 4.5 Standard 5 "Educational programme" 5.8, 5.9, 5.12-5.14 Standard 7 "Administration and management": 7.5, 7.8	Standard 2 "Educational programme": 2.1.7, 2.5.2 Standard 3 "Student assessment" 3.1.1-3.1.7, 3.2 Standard 4 "Students" 4.1, 4.3, 4.4 Standard 7 "Evaluation of educational programme" 7.1, 7.3

<b>1.4. Student admission, progression, recognition and certification</b>	Standard 1 “Mission and outcomes” 1.4.1-1.4.6 Standard 2 “Educational programme”: 2.5.1- 2.5.9, 2.6.1 Standard 3 “Students assessment”3.2.1-3.2.6 Standard 4 “Students: 4.1.1-4.1.6, 4.3.5, 4.3.6 Standard 6 “Learning resources” 6.6.2	Standard 1 “Mission and final outcomes”: 1.4.1, 1.4.2 Standard 3 “Student assessment”3.1.2 Standard 4 “Students”: 4.1.1-4.1.11 Standard 6 “Educational environment and resources”: 6.6.1, 6.6.2, 6.6.4 Standard 9 “Continuous update”: 9.8	Standard 1 “Mission and final learning outcomes”1.3.2 Standard 2 “Research environment”: 2.5 Standard 3 “Training results”3.2 Standard 4 “Policy and candidates’ selection criteria”: 4.1-4.7 Standard 5 “Educational programme” 5.8 Standard 7 “Administration and management”: 7.3	Standard 3 “Student assessment” 3.1.1-3.1.7 Standard 4 “Students”: 4.1.1-4.1.9 Standard 6 “Learning resources”: 6.4.1, 6.5.2, 6.5.3 Standard 7” Evaluation of educational programme” 7.1 Standard 8 “Governance and administration”: 8.1
<b>1.5 Teaching staff</b>	Standard 5 “Academic staff/ teachers”: 5.1.1 -5.1.5, 5.2.1-5.2.7	Standard 5 “Academic staff/ teachers”: 5.1.1-5.1.9, 5.2.1-5.2.4 Standard 6 “Educational environment and resources”: 6.6.3	Standard 5 “Scientific guidance”: 5.1-5.12	Standard 5 “Academic staff/teachers”: 5.1.1-5.1.5
<b>1.6 Learning resources and student support</b>	Standard 4 “Students” 4.3.1-4.3.6, 4.4.1, 4.4.2 Standard 6 “Learning resources” 6.1.1, 6.1.2, 6.2, 6.3.1 Standard 7 “Evaluation of educational programmes”7.1.6	Standard 6 “Educational environment and resources”: 6.1, 6.6.1, 6.6.3 Standard 4 “Students”: 4.3	Standard 2 “Research environment”: 2.2 Standard 5 “Educational programme” 5.11 Standard 6 “Scientific guidelines”: 6.4, 6.9 Standard 7 “Administration and management”: 7.2	Standard 4 “Students” 4.3 Standard 6 “Learning resources”: 6.1.1, 6.3.1, 6.2, 6.4.3
<b>1.7 Information management</b>	Standard 6 “Learning resources” 6.3.4 Standard 7 “Evaluation of educational programmes”7.1.1, 7.2.1	Standard 6 “Educational environment and resources”: 6.3 Standard 7 “Evaluation of educational programme”: 7.1.1-7.1.4 Standard 8 “Governance and administration”: 8.1.2	Standard 7 “Administration and management”: 7.3, 7.5	Standard 6 “Learning resources”: 6.3.1 Standard 7” Evaluation of educational programme” 7.1.4
<b>1.8 Public information</b>	Standard 1 “Mission and outcomes” 1.1.1 Standard 3 “Students assessment”3.1.1 Standard 7 “Evaluation of educational programmes”7.4.3 Standard 8 “Governance and administration”: 8.1.5	Standard 1 “Mission and final outcomes”: 1.1.2 Standard 3 “Student assessment”3.1.1, 3.2.7 Standard 6 “Educational environment and resources”: 6.1.2, 6.3.1 Standard 8 “Governance and administration”: 8.1.11	Standard 1 “Mission and final learning outcomes”1.1.6 Standard 4 “Policy and candidates’ selection criteria”: 4.1	Standard 1 “Mission and final outcomes” 1.1.2 Standard 2 “Educational programme”: 2.1.7 Standard 7 “Evaluation of educational programme” 7.4

<b>1.9 On-going monitoring and periodic review of programmes</b>	Standard 1 “Mission and outcomes” 1.4 Standard 3 “Students assessment” 3.2.1 Standard 6 “Learning resources” 6.2.4 Standard 7 “Evaluation of educational programmes” 7.1, 7.4 Standard 9 “Constant update” 9.1.11 - 9.1.14	Standard 6 “Educational environment and resources” 6.5.1 Standard 7 “Evaluation of educational programme”: 7.1.1-7.1.4 Standard 8 “Governance and administration”: 8.1.6 Standard 9 “Continuous update”: 9.1, 9.7	Standard 5 “Educational programme”: 5.13 Standard 4 “Policy and candidates’ selection criteria”: 4.4 Standard 7 “Administration and management”: 7.3, 7.5, 7.10	Standard 4 “Students”: 4.4.1 Standard 7 “Evaluation of educational programme”: 7.1, 7.4 Standard 8 “Governance and administration”: 8.3
<b>1.10 Cyclical external quality assurance</b>	Standard 9 “Constant update” 9.1.1, 9.1.2	Standard 8 “Governance and administration”: 8.4.4 Standard 9 “Continuous update”: 9.7	Standard 5 “Educational programme” 5.13 Standard 7 “Administration and management”: <b>7.3.2</b>	Standard 7 “Evaluation of educational programme”: 7.1 Standard 8 “Governance and administration”: 8.1-8.4

## Annex VII. Compliance of joint international standards IAAR-ACQUIN and IAAR-FIBAA with Part 1 of the ESG

**Table 29. Compliance of joint international standards IAAR-ACQUIN and IAAR-FIBAA with Part 1 ESG**

ESG standards. Part 1	<a href="#"><u>Guidelines for Joint International Accreditation by the IAAR and ACQUIN</u></a>	<a href="#"><u>Assessment Guide for the Accreditation of Bachelor and Master Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR</u></a>	<a href="#"><u>Assessment Guide for the Accreditation of Doctoral Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR</u></a>
<b>1.1 Policy for Quality Assurance</b>	ESG Part 1. Standard 1.1: QUALITY ASSURANCE POLICY	5 Quality assurance and documentation	5 Quality Assurance
<b>1.2 Design and approval of programmes</b>	ESG Part 1. Standard 1.2: DESIGN AND APPROVAL OF PROGRAMMES	1 Goals 3 Content, structure and didactic concept of the educational programme	1 Goals and strategy 3 Implementation
<b>1.3 Student-centered learning and performance assessment</b>	ESG Part 1. Standard 1.3: STUDENT-CENTERED LEARNING AND PERFORMANCE ASSESSMENT	2 Admission rules 3.3.1 Logic and persuasiveness of the didactic concept 4 Scientific (academic) environment and framework conditions for the implementation of educational programme	2 Students admission 1.5 Gender equality and equal opportunities 3.4.2 Variety of teaching methods 4 Scientific environment and framework conditions
<b>1.4. Student admission, progression, recognition and certification</b>	ESG Part 1. Standard 1.4: STUDENT ADMISSION, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION	2 Admission rules 3.2.2 Rules for organising training and conducting exams 3.6 Skills required for employment 5.1 Quality assurance and quality development in relation to content, processes and results	2 Students admission 3.5 Professional competencies / employment opportunities 5 Quality assurance
<b>1.5 Teaching staff</b>	ESG Part 1. Standard 1.5: TEACHING STAFF	4 Scientific (academic) environment and framework conditions for implementation of educational programme	4 Scientific environment and framework conditions
<b>1.6 Learning resources and student support</b>	ESG Part 1. Standard 1.6: LEARNING RESOURCES AND STUDENT SUPPORT SYSTEM	4 Scientific (academic) environment and framework conditions for implementation of educational programme	4 Scientific environment and framework conditions

<b>1.7 Information management</b>	ESG Part 1. Standard 1.7: INFORMATION MANAGEMENT	3.1.5 Ethical aspects 5.1 Quality assurance and quality development in relation to content, processes and results 5.3.1 Programme outline 5.3.2 Information about activities during the school year	5.1 Quality assurance in terms of content, processes and results
<b>1.8 Public information</b>	ESG Part 1. Standard 1.8: PUBLIC AWARENESS	2.6 Transparency and documentation of the decision-making process 5.1 Quality assurance and quality development in relation to content, processes and results 5.3.1 Programme outline 5.3.2 Information about activities during the academic year	2.3 Transparency of student admission decisions
<b>1.9 On-going monitoring and periodic review of programmes</b>	ESG Part 1. Standard 1.9: CONTINUOUS MONITORING AND CYCLIC EVALUATION	4.2.1 Programme Manager 5 Quality assurance and documentation	5 Quality Assurance
<b>1.10 Cyclical external quality assurance</b>	ESG Part 1. Standard 1.10: CYCLIC EXTERNAL QUALITY ASSURANCE PROCEDURES	5 Quality Assurance and Documentation	5 Quality Assurance

## Annex VIII. Implementation of the recommendations of the ENQA review panel as of November 2020

ENQA's 2016 Recommendations (Short description)	IAAR progress notes in implementing recommendations, November 2020 (Short description)
<p><b>ESG 3.1 ACTIVITIES, POLICY, AND PROCESSES FOR QUALITY ASSURANCE (Substantially compliant)</b></p> <p><b>ENQA's recommendations:</b>  <i>In order to strengthen the contribution of students to as a stakeholder group to IAAR's governance and work, the IAAR Accreditation Council would benefit by increasing the student representation in its membership.</i></p>	<p>On April 19, 2018, the IAAR signed a Memorandum of cooperation with the Republican Student Movement "AKS". Under the Memorandum, the parties agreed to cooperate in engaging AKS students to the IAAR collegial bodies and the IAAR EEP.</p> <p>At the meeting of the IAAR AC on May 11, 2018 (Protocol No. 37), it was decided to extend the IAAR AC by including 2 more student representatives in the Council, recommended by the AKS. The updated composition of the IAAR AC is available at the <a href="#">following link</a>.</p> <p>In addition, on October 8, 2019 in Moscow, the IAAR signed a Memorandum of cooperation with the all-Russian public organisation «Russian Youth Union» RYU. Cooperation between the IAAR and the RYU is targeted for interaction in the field of quality assurance of education, implementation of joint projects, training and exchange of experts – representatives of the student movement.</p> <p>To date, all IAAR collegial bodies has student representatives (Council members). It is important that students in the IAAR collegial bodies have an equal voice and the opportunity to participate in the decision-making process on accreditation.</p>
<p><b>ESG 3.4 THEMATIC ANALYSIS (Substantially compliant)</b></p> <p><b>ENQA's recommendations:</b>  <i>It is recommended that, in the medium term, the agency should consider how it can use the information contained in its accreditation reports so as to inform general developments in higher education policy and practice. In this context, it would be appropriate to consult with HEI's to seek their views on areas of information or guidance that would be most relevant and valuable to them.</i>  <i>It is recommended that the agency further develops its current work to communicate to institutions and to the public more widely the significance of its quality assurance activities, and provides further guidance in understanding the significance of the outcomes of accreditation.</i></p>	<p>The IAAR proactively continues to conduct thematic analysis in order to use the information contained in the EEP accreditation reports to inform EOs and the general public about the development of the NSQAE and trends in higher education in general. For more information about our thematic analysis activities, see section 8.4 and the IAAR follow-up action report.</p> <p>Based on the recommendations of the ENQA review panel on March 12, 2018 at a meeting of the EC for higher education (Protocol № 12 dated 12 March 2018) HEIs questionnaire survey form was revised with the aim of obtaining feedback on priority relevant areas for future thematic analysis of the Agency (Survey Form is provided in Annex 1. IQAS Guideline). The results of the HEIs survey for 2017-2019 are summarised and the wishes of the surveyed HEIs related to current areas of thematic analysis are taken into account.</p> <p>All analytical reports are published on the <a href="#">IAAR website</a>.</p>



<p><b>ESG 3.6 INTERNAL QUALITY ASSURANCE AND PROFESSIONAL CONDUCT (Substantially compliant)</b>  <b>ENQA's recommendations:</b>  <i>It is recommended that IAAR, as it implements fully its internal quality assurance procedures, maintains regular internal reviews and reports concerning the level of performance against the measures that it has defined for internal quality assurance.</i>  <i>It is recommended that the agency's periodic surveys of experts and institutions be reviewed with the aim of increasing their usefulness, and that the agency should consider ways in which the resulting information could be shared more widely.</i>  <i>In addition, evaluative feedback and comment on individual accreditation events should be introduced.</i>  <i>It is recommended that in the interest of public information, IAAR makes a more concise and accessible statement regarding its internal quality assurance available on its website, possibly in the form of an executive summary of the IQAS Manual.</i></p>	<p>The IAAR, after reviewing the ENQA experts report, revised and supplemented the "<a href="#">IQAS Manual</a>" to better implement internal quality assurance procedures.  By the IAAR Director's order (No. 68-18/1-OD dated 25/05/2018), paragraph 8.2.2. of the <a href="#">IQAS Manual</a> was amended to reflect the formalisation of internal reporting and for determination of the productivity and effectiveness of procedures. Based on these amendments, an internal working group on audit are to be created at least annually. The results of the audit are drawn up in the form of a report and submitted to the Agency's Director General for review. Based on this report, the General Director takes corrective and preventive actions to improve the IQAS.  Amendments were also introduced to paragraph 5.6 of the <a href="#">IQAS Manual</a>, which provisions a mechanism for more extensive use of surveys of accredited HEIs and the Agency experts to improve accreditation procedures in order to introduce feedback practices.  In designing the accredited HEIs feedback survey form after each accreditation procedure, the "ENQA feedback questionnaire for agencies" was used as a model.  The results of this survey are summarised and analysed by the Information and analytical project at least annually, and submitted to the EC for review and as recommendations to the IAAR Director General for decision-making. This process is also governed by the <a href="#">IQAS Manual</a> (paragraph 5.6.1).  The results of an internal audit and a survey of stakeholders are widely used in the preparation of annual activity plans and progress plans for the implementation of the IAAR strategy. At the same time, on the recommendation of ENQA experts, the IAAR website provides a brief summary of the <a href="#">IQAS Manual</a>, which in a more accurate and accessible form makes it possible to inform the public about the main provisions of the IAAR quality assurance policy.</p>
<p><b>ESG 2.1 CONSIDERATION OF INTERNAL QUALITY ASSURANCE</b>  <b>(Substantially complaint)</b>  <b>ENQA's recommendations:</b>  <i>The agency may wish to review its checklists of criteria with a view to making them more manageable within the duration and scope of an accreditation event.</i>  <i>To improve further the reporting on HEI's internal quality assurance it would be desirable for IAAR now to review its 2011 Guidelines for organising and conducting the external expertise in the educational expertise of the education organisations. The review should aim to give the agency's experts more detailed guidance on how to use the IAAR 2015 standards and how to ensure that these were adequately covered in the main body of accreditation reports as well as in the concluding checklists.</i></p>	<p>In 2017 and 2020, as a follow-up to ENQA recommendations the IAAR reviewed the higher education standards for institutional and specialised accreditation of local EOs twice. Such reviews were related to the harmonisation of standards with the revised ESG 2015 and the introduction of new regulations (2018) on the organisation and regulation of higher and postgraduate education organisations in the Republic of Kazakhstan. The survey of experts and HEIs also revealed the need to optimise and reduce the standards criteria.  In order to implement this recommendation, in 2017, the IAAR revised the "<a href="#">Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and (or) Study Programme</a>".  2017 Guidelines provide more detailed information on the functional duties and responsibilities of experts, the IAAR observer, and the EO coordinator in organisation of the external evaluation procedure. The Guidelines also integrate a template for the EEP report with a detailed outline of the structure of the final report and assessment under the current IAAR standards.</p>

<p><b>ESG 2.2 DESIGNING METHODOLOGIES FIT FOR PURPOSE (Substantially complaint)</b>  <b>ENQA's recommendations:</b>  <i>It is recommended that the contribution of student views to the design and review of the agency's quality assurance methodologies should be strengthened.</i></p>	<p>Aiming to tackle this recommendation, as noted above, the IAAR signed a Memorandum of cooperation with the Republican Student Movement "AKS". According to the Memorandum, the parties agreed to cooperate in engaging AKS to the IAAR collegial bodies and to the IAAR expert panels.</p> <p>AKS recommended 2 additional students to the <a href="#">AC</a> (total of 3 students out of 15 members), 1 student - in the <a href="#">Expert Council for Higher Education</a>, 1 student - in the <a href="#">Expert Council for Technical and Vocational Education</a>, 1 student – to the <a href="#">Ranking Advisory Board</a>.</p> <p>The National Medical Association of the Republic of Kazakhstan recommended 1 student to the <a href="#">Expert Council for Medical Education</a>.</p> <p>The above-mentioned IAAR collegial bodies are extensively engaged in the development and revision of all IAAR documentation and methodology for the Agency's internal quality assurance purposes.</p> <p>The expansion of the IAAR collegial bodies by student representatives provides more opportunities to take students' opinions into consideration in designing IAAR methodology related documents.</p>
<p><b>ESG 2.3 IMPLEMENTING PROCESSES (Substantially complaint)</b>  <b>ENQA's recommendations:</b>  <i>It is recommended that the agency ensures that its planning ensures that there is</i></p> <p><i>sufficient time for the proper preparation and confirmation of accreditation reports before their consideration by the Accreditation Council.</i></p> <p><i>It is recommended that IAAR review its</i></p> <p><i>use of 'cluster' accreditation events. The review should define the maximum practical size of a cluster, taking into consideration the effect of such arrangements on the participation of single stakeholder experts, and the adequacy of the information on subject programmes contained in the resulting reports. In particular, the agency should ensure that in designing 'cluster' accreditations, a student panel member is able to participate and contribute fully to the procedures with regard to individual subject programmes.</i></p>	<p>The IAAR, after reviewing the ENQA experts report, has revised and supplemented the "<a href="#">Regulations on the Accreditation Council</a>", taking into account the required provision of sufficient time for studying the EEP reports by the members of the AC. In September 2018, amendments were introduced to the Regulations on the AC provisioning that the EEP materials and reports submitted to the AC members at least 21 calendar days prior to the meeting.</p> <p>Also, in 2018, the IAAR revised the «cluster» approach in relation to specialised (programme-based) EP accreditation. Amendments to the «Regulations on rules of procedure for the specialised accreditation of EOs», «Regulations on rules of procedure for institutional accreditation of EOs», «Guidelines for organisation and conduct of the external evaluation procedures in the accreditation process of EOs and (or) EPs», and clearly states the maximum practical volume of the cluster and the number of EPs. The EEP evaluates no more than 30 EPs per site visit. One cluster includes no more than 6 homogeneous EPs.</p> <p>Student representatives are included in the Panel to make a full contribution to each accredited cluster. In the case of joint institutional and specialised accreditation, and accreditation of more than 3 clusters, at least 2 foreign experts and at least 2 employers are included in the EEP.</p> <p>However, it should be noted that the use of the "cluster approach" for practical purposes does not mean a cluster assessment approach of EPs. The EEP reviews and evaluates each EP in separation, and the AC also makes correspondent decisions related to each individual EP.</p>

<p><b>ESG 2.6 REPORTING (Fully compliant)</b>  <b>ENQA's recommendations:</b>  <i>It is recommended that IAAR review its guidelines with a view to providing a more developed specification of the format of the report, perhaps including a standard template for different types of accreditation. In this context, it is further recommended that reports on 'clusters' of programmes be redesigned so as to provide a detailed statement on each individual programme.</i></p>	<p>To tackle this recommendation, in 2017, the IAAR revised the "<a href="#">Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and (or) Study Programme</a>". The 2017 Guidelines provide more detailed information on the functions and responsibilities of organising the external evaluation procedure for experts, the IAAR observer, and the coordinator from EO. The Guidelines integrates a template for the EEP report with a detailed outline of the structure of the final report and assessment, compliant with the current IAAR standards for both institutional and specialised (programme) accreditation. For experts, the report template for specialised (programme) accreditation contains sections and recommendations for describing each accredited EP. The template allows the Expert Panel to compile and prepare a meaningful report with a detailed description of the evidence and analytical part, which logically follow recommendations for quality enhancement. The new template allows to highlight the specifics of an EP and offers separate recommendations for each programme (<a href="#">Annex 5 of Guidelines</a>).</p>
<p><b>ESG 2.7 COMPLAINTS AND APPEALS (Partially compliant)</b>  <b>ENQA's recommendations:</b>  <i>IAAR is recommended to review the constitution and membership of its Commission for the Consideration of Appeals and Complaints. IAAR is advised that its membership should not include members of the Accreditation Council, and that the membership should be broadened to include appropriately experienced members of the academic community.</i></p>	<p>In 2018, the IAAR reviewed the documentation and practices of other agencies and introduced amendments and additions to the "<a href="#">Regulations on the IAAR Appeals and Complaints Review Commission</a>". The Commission consists of 5 independent members, including 2 permanent members (Chair and Vice-Chair) and 3 non-permanent members (including a master's or doctoral students). Permanent members of the Commission are recommended by professional associations of employers and may not be replaced by the IAAR AC members. Non-permanent members of the Commission are recommended by the Commission Chair nominated from employers, representatives of educational organisations as qualified experts by course areas of educational organisations for a comprehensive and objective review of appeals and complaints, who are not members of the AC, IAAR experts and employees of the educational organisation in question. The decision of the <a href="#">Appeals and Complaints Review Commission</a> is final.</p>
<p><b>Suggestions for further development</b>  <i>Regarding its governance and management structures, IAAR may wish in the medium term to review its Statutes. Such a review should seek to make completely transparent the separate responsibility and authority of the Accreditation Council for all academic-related matters in the accreditation activity of the agency. There should be a clear differentiation between the role of the Accreditation Council and the role, responsibilities and authority of the Founder Director of the agency. The agency might also wish to consider the value of appointing a new overarching governance body, which can advise IAAR on the broader policies, management, and strategic direction of the agency, thus freeing the Accreditation Council to concern itself primarily with accreditation matters.</i></p>	<p>Following the analysis of ENQA experts report, the IAAR revised its governance structure, the Statutes and established a new management body – the <a href="#">IAAR Supervisory Board</a>. These amendments were discussed at the meetings of the IAAR's collegial bodies. The new edition of the Statutes defines in more detail the transparent exclusive responsibility and powers of the AC on all academic matters related to the Agency's accreditation activities, and provides clear distinctions between the role of the AC and its responsibilities, as well as the powers of the sole founder and Director General of the IAAR. The composition of the Supervisory Board is available on the <a href="#">IAAR website</a>.</p>

## Annex IX. List of supporting documents

### Kazakhstan Higher Education Legislation

- [Analytical review](#) prepared by the Bologna Process and Academic Mobility Centre of MES of RK
- [Classifier of Training Programmes for Personnel with Higher and Post-Graduate Education](#)
- Law “[On Science](#)”
- Law of the Republic of Kazakhstan “[On Introducing Amendments and Addenda to Some Legislative Acts of the Republic of Kazakhstan on the Expansion of Academic and Managerial Independence of Higher Educational Institutions](#)”
- [Law of the Republic of Kazakhstan “On Education”](#)
- [National Register of Recognised Accreditation Bodies No. 1](#) of the Ministry of Education and Science of the Republic of Kazakhstan
- [Register 2 \(List of accredited EOs\)](#)
- [Register 3 \(List of accredited EPs\)](#)
- [National Report on the State and Development of the Education System in the Republic of Kazakhstan for 2018](#)
- [Professional standards](#) approved by the National Chamber of Entrepreneurs of the Republic of Kazakhstan “Atameken”
- [Register of the Ministry of Education and Science of the Kyrgyz Republic](#)
- [Regulations for Recognition of Accreditation Agencies in Education \(Government Resolution of the KR dated 29/09/2015 No. 670\)](#)
- [Rules for Recognition of Accreditation Bodies, including Foreign Bodies, and Formation of Registers of Recognised Accreditation Bodies, Accredited Educational Organisations and Educational Programmes](#)
- [Standard Rules for the EOs’ Activities](#) approved by the Minister of Education and Science of the Republic of Kazakhstan order No. 595 dated October 30, 2018
- [State Compulsory Educational Standard \(SCES\) of the Republic of Kazakhstan](#)
- [State Programme of Education and Science Development in the Republic of Kazakhstan for the period 2020 through 2025](#)
- [Unified Higher Education Management System \(UHEMU\)](#)
  
- [Standards and Guidelines of the European Higher Education Area \(ESG\)](#)
- [ENQA Quality Assurance Professional Competencies Framework](#)
- [Cooperation in Cross-Boarder Higher Education: A Toolkit for Quality Assurance Agencies](#)
- [Guidelines for Quality Provision in Cross-Border Higher Education \(UNESCO and OECD\)](#)
- [Quality procedures in European Higher Education. An ENQA survey. ENQA Occasional Papers 5](#)

### IAAR Regulations and Internal Documents

- [Annual Action Plans and Strategy Implementation Plans](#)
- [Appeals and Complaints Review Commission](#)
- [Central Asian International Forum on Quality Assurance](#)

[Certificate of WFME recognition \(Kyrgyz Republic\)](#)  
[Certificate of WFME recognition \(Republic of Kazakhstan\)](#)  
[Certificate of WFME recognition \(Republic of Moldova\)](#)  
[Certificate of WFME recognition \(Republic of Tajikistan\)](#)  
[Certificate of WFME recognition \(Russian Federation\)](#)  
[Certificate of WFME recognition \(Ukraine\)](#)  
[Code of the AC Member](#)  
[Commitment Statement on Conflict of Interest and Confidentiality](#)  
[EEP reports analysis](#)  
[Expert Code of Ethics](#)  
[Guidelines for Organisation and Conduct of an On-Line Visit of an External Expert Panel \(including a visit of an External Expert Panel on post-accreditation monitoring\) for the Period of Restrictive Measures due to the COVID-19 Pandemic](#)  
[Guidelines on the Organisation and Conduct of an External Assessment Procedure in the Accreditation Process of an Education Organisation and \(or\) Study Programme](#)  
[IAAR Development Strategy for 2019-2023](#)  
[IAAR mission](#)  
[IAAR vision](#)  
[IAAR Regulation of the External Expert Panel](#)  
[IAAR Regulations on Expert Councils](#)  
[Instructions for Standards Development and Improvement](#)  
[IQAS Manual](#)  
[Quality Policy](#)  
[Ranking Advisory Board](#)  
[Regulation Governing the Expert Activity of an External Expert](#)  
[Regulation on Post-Accreditation Monitoring of the Educational Institutions and \(or\) Educational Programmes](#)  
[Regulation on the IAAR Accreditation Council](#)  
[Regulation on the IAAR's Ranking Advisory Board](#)  
[Regulations on rules of the institutional accreditation procedure of educational organisations](#)  
[Regulations on rules of the specialised accreditation procedure of educational organisations](#)  
[Regulations on the IAAR Appeals and Complaints Review Commission](#)  
[Regulations on the Supervisory Board](#)  
[Regulations on Training, Retraining and Advanced Training of the IAAR External Experts](#)

## **IAAR Standards and Guidelines**

- [Standards of Institutional Accreditation of the TVE Organisations](#)
- [Standards for Institutional Accreditation of Medical Colleges](#)
- [Standards for Specialised Accreditation of Educational Programmes of TVE Organisations](#)
- [Standards of Specialised Accreditation \(Educational Programmes\) of Medical Colleges](#)
- [Standards for Initial Specialised Accreditation \(Ex-Ante\) of Educational Programmes of TVE Organisations](#)
- [Standards of Institutional Accreditation of Educational Institutions that offer International Programmes of Primary, Basic Secondary and General Secondary Education](#)
- [Standards for Institutional Accreditation of the Organisation of Higher and \(or\) Postgraduate Education \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for Institutional Accreditation of the HEI \(Republic of Kazakhstan\)](#)
- [Standards for Specialised Accreditation of Educational Programme of Higher and \(or\) Postgraduate Education \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for Specialised Accreditation of Educational Programme of Higher and Postgraduate Education \(Republic of Kazakhstan\)](#)
- [Standards for Initial Institutional Accreditation of Higher Education Institutions that Implement Higher and \(or\) Postgraduate Education Programmes \(without graduated students\) \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for the Initial Institutional Accreditation of Higher Education Institutions \(Republic of Kazakhstan\)](#)
- [Standards for Initial Specialised Accreditation Educational Programme \(Ex-Ante\) of Organisation of the Higher and \(or\) Postgraduate Education \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for the Initial Specialised Accreditation of Educational Programme \(Ex-Ante\) \(Republic of Kazakhstan\)](#)
- [Standards and Guidelines for Institutional Accreditation of Medical Education Organisations \(Republic of Kazakhstan\)](#)
- [IAAR Standards for Specialised Accreditation of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for the Basic Medical and Pharmaceutical Education Programme \(Republic of Kazakhstan\)](#)
- [IAAR Standards for Specialised Accreditation of Master's Educational Programme based on WFME/AMSE Standards \(Medical and Pharmaceutical Education\) \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for the Master's Degree Programme \(Medical and Pharmaceutical Education\) \(Republic of Kazakhstan\)](#)
- [IAAR Standards for Specialised Accreditation of Doctoral Educational Programme \(PhD\) based on WFME/AMSE Standards \(Medical and Pharmaceutical Education\) \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for the Doctoral Education Programme \(Medical and Pharmaceutical Education\) \(Republic of Kazakhstan\)](#)
- [Standards for Specialised Accreditation of Postgraduate Medical Education \(Residency\) based on WFME/AMSE Standards \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for the Residency Educational Programme \(Republic of Kazakhstan\)](#)
- [IAAR Standards and Guidelines for Initial Specialised Accreditation \(Ex-Ante\) of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards \(Republic of Kazakhstan\)](#)
- [Standards for Initial Specialised Accreditation \(Ex-Ante\) of Master's Degree Programme based on WFME/AMSE Standards \(Medical and Pharmaceutical Education\) \(Republic of Kazakhstan\)](#)

- [Self-Assessment Guidelines for Initial Specialised Accreditation \(Ex-Ante\) of the Master's Degree Programme \(Medical and Pharmaceutical Education\) \(Republic of Kazakhstan\)](#)
- [Standards for Initial Specialised Accreditation \(Ex-Ante\) of Doctoral Education Programme based on WFME/AMSE Standards \(Medical and Pharmaceutical Education\) \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for Initial Specialised Accreditation \(Ex-Ante\) of Doctoral Education Programmes \(Medical and Pharmaceutical Education\) \(Republic of Kazakhstan\)](#)
- [Standards and Guidelines for Initial Specialised Accreditation of Postgraduate Medical Education \(Residency\) based on WFME/AMSE Standards \(Republic of Kazakhstan\)](#)
- [Standards of Institutional Accreditation of Organisations of Additional Education \(Republic of Kazakhstan\)](#)
- [Self-Assessment Guidelines for Institutional Accreditation of Additional Education Organisations \(Republic of Kazakhstan\)](#)
- [Guidelines for Joint International Accreditation by the IAAR and ACQUIN](#)
- [Assessment Guide for the Accreditation of Bachelor and Master Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR](#)
- [Assessment Guide for the Accreditation of Doctoral Programmes in Management Studies, Economics, Law and Social Science by FIBAA and IAAR](#)
- [Guidelines for Joint International Accreditation by FIBAA and IAAR \(for the Accreditation of programmes in Management Studies, Economics, Law and Social Science\)](#)
- [Standards for Institutional Accreditation of Higher Education Institutions Implementing Programmes of Higher Professional and Postgraduate Education \(the Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines for Institutional Accreditation of Higher Education Institutions Implementing Programmes of Higher Professional and Postgraduate Education \(the Kyrgyz Republic\)](#)
- [IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes \(based on ESG\)](#)
- [Standards for Programme Accreditation of Basic Educational Programmes of Higher Educational Institutions \(the Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines for Programme Accreditation of the Basic Educational Programmes of Higher Educational Institutions \(the Kyrgyz Republic\)](#)
- [Standards for Initial Programme Accreditation \(Ex-Ante\) of Educational Programme of Higher Education Institutions \(the Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines for Initial Programme Accreditation \(Ex-Ante\) of Educational Programmes of Higher Education Institutions \(the Kyrgyz Republic\)](#)
- [Standards for Institutional Accreditation of Medical Educational Organisations \(Kyrgyz Republic\)](#)
- [IAAR Standards and Guidelines for International Accreditation of Foreign Medical Educational Organisations \(based on WFME/AMSE Standards\)](#)
- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560005 "Pharmacy" \(Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines of Educational Programme in the Specialty 560005 "Pharmacy" \(Kyrgyz Republic\)](#)
- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560004 "Dentistry" \(Kyrgyz Republic\)](#)
- [Guidelines for Self-Assessment of the Educational Programme in the Specialty 560004 "Dentistry" \(Kyrgyz Republic\)](#)
- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programme in the Specialty 560003 "Medical and Preventive Care"\(Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines of Educational Programme in the Specialty 560003 "Medical and Preventive Care" \(Kyrgyz Republic\)](#)
- [Standards for Programme Accreditation of Higher Education Institutions' Educational Programmes in the Specialty 560001 "Medicine", 560002 "Pediatrics" \(Kyrgyz Republic\)](#)

- [Self-Assessment Guidelines of Educational Programmes in the Specialty 560001 “Medical Care”, 560002 “Pediatrics” \(Kyrgyz Republic\)](#)
- [Standards for Programme Accreditation of Higher Education Institutions’ Educational Programme in the Specialty 530006 - “Nursing Care” \(specialty\) \(Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines of Educational Programme in the Specialty 530006 - “Nursing Care” \(specialty\) \(Kyrgyz Republic\)](#)
- [Standards for Programme Accreditation of Master’s Degree Programmes \(Medical and Pharmaceutical Education\) \(Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines for Programme Accreditation of Master’s Degree Programmes \(Medical and Pharmaceutical Education\)](#)
- [Standards for Programme Accreditation of Doctoral Programmes \(PhD\) \(Medical and Pharmaceutical Education\) \(Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines for Programme Accreditation of Doctoral Programmes \(PhD\) \(Medical and Pharmaceutical Education\) \(Kyrgyz Republic\)](#)
- [Standards for Accreditation of Postgraduate Medical Education Programmes \(for Residency Specialties\) \(Kyrgyz Republic\)](#)
- [Self-Assessment Guidelines of the Residency Programme \(Postgraduate Medical Education\) \(Kyrgyz Republic\)](#)
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Basic Medical and Pharmaceutical Education based on WFME/AMSE Standards \(Kyrgyz Republic\)](#)
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Master’s Degree Programmes in Medical and Pharmaceutical Education based on WFME/AMSE Standards \(Kyrgyz Republic\)](#)
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Doctoral Programmes in Medical and Pharmaceutical Education based on WFME/AMSE Standards \(Kyrgyz Republic\)](#)
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Clinical Residency Programmes based on WFME/AMSE Standards \(Kyrgyz Republic\)](#)
- [IAAR Standards and Guidelines for International Accreditation of Basic Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#)
- [IAAR Standards and Guidelines for International Accreditation of Master’s Degree Programmes in Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#)
- [IAAR Standards and Guidelines for International Accreditation of Doctoral / Aspirantura Programmes in Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#)
- [IAAR Standards and Guidelines for International Accreditation of Residency Programmes \(Clinical Ordinatura\) Abroad \(based on WFME/AMSE Standards\)](#)
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Basic Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#)
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Master’s Degree Programmes in Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#)
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Doctoral Programmes in Medical and Pharmaceutical Education Abroad \(based on WFME/AMSE Standards\)](#)
- [IAAR Standards and Guidelines for International Initial Accreditation \(Ex-Ante\) of Residency Programmes \(Clinical Ordinatura\) Abroad \(based on WFME/AMSE Standards\)](#)



