



Independent agency for  
accreditation rating

# Independent Agency for Accreditation and Rating (IAAR)

Self-Assessment Report for the  
External Review for Confirmation of  
Full Membership of ENQA



February 2016

# FOREWORD

Independent Agency for Accreditation and Rating (IAAR, Agency) is a nonprofit organization, which conducts an external evaluation of both higher education and vocational education in the Republic of Kazakhstan.

Kazakhstan's accession to the Bologna Process in 2010, the introduction of amendments and supplements to the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 № 319-III LRK in 2011 and the Presidential Decree of the Republic of Kazakhstan "On approval of the State Program on Education Development of the Republic of Kazakhstan on 2011 - 2020" dated 7 December 2010 № 1118 served as the impetus for the creation of the IAAR.

The main activity of the IAAR is related to conducting procedures of institutional and specialized accreditation of educational institutions - higher education institutions, research organizations, implementing educational programs of postgraduate education, training institutes, educational institutions, implementing educational programs of technical and vocational, post-secondary education, international schools.

IAAR was recognized by the authorized body in the field of education, i.e. Ministry of Education and Science of the Republic of Kazakhstan, and listed on the National Register of Accreditation Bodies (2012).

IAAR is a member of the international quality assurance networks. IAAR is a full member of the following networks: the International Network for Quality Assurance Agencies in Higher Education (INQAAHE): (INQAAHE), the CHEA International Quality Group (CIQG), the Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA), the Association of Quality Assurance Agencies of the Islamic World (AQAAIW), International Observatory on Academic Ranking and Excellence (IREG). IAAR is an intermediate member of the Asia-Pacific Quality Network (APQN).

The development strategy of the IAAR is worked out taking into account the national policies and legislation in the field of education. Compliance of Agency's procedures of accreditation with the ESG requirement and policy of the European Network for Quality Assurance is the priority to achieve the strategic goals.

The purpose of this self-evaluation is the assessment of the IAAR and the verification of compliance of its activities to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

External evaluation of the IAAR includes the following stages: self-assessment and preparation of the report on self-assessment, development of plan to implement the recommendations, the publication of materials by the results of external evaluation.

The self-report has been prepared by employees of the IAAR in collaboration with the Expert Council and Accreditation Council. This self-report allowed to critically evaluate and improve the internal quality assurance system, to identify the strengths, weaknesses, opportunities and threats, which are an incentive for further improving the activities of the IAAR.

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## GLOSSARY OF TERMS

- ABET - Accreditation Board for Engineering and Technology  
 AC – IAAR Accreditation Council  
 ACBSP - Accreditation Council for Business Schools and Programs  
 ACQUIN - Accreditation, Certification and Quality Assurance Institute  
 APQN - Asia-Pacific Quality Network  
 AQAIIW - Association of Quality Assurance Agencies of the Islamic World  
 ASIIN - Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics  
 BBA - Bachelor of Business Administration Programme  
 CEENQA - Central and Eastern European Network of Quality Assurance Agencies in Higher Education  
 CIQG - CHEA International Quality Group  
 CS MNE RK - Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan  
 DBA - Doctor of Business Administration  
 EC – IAAR Expert Council  
 EEC - External Expert Committee  
 EEEA- external evaluation of educational achievements  
 EHEA - European Higher Education Area  
 ENQA - European Association for Quality Assurance in Higher Education  
 EO - education organization  
 EQAR - the European Quality Assurance Register for Higher Education  
 ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area  
 FIBAA - Foundation for International Business Administration Accreditation  
 GDP - Gross Domestic Product  
 HEI – Higher Education Institution  
 IA - Institutional Accreditation  
 IAAR - Independent Agency for Accreditation and Rating  
 IMarEST - Institute of Marine Engineering, Science & Technology  
 INQAAHE - International Network for Quality Assurance Agencies in Higher Education  
 IQAA - Independent Kazakhstan Quality Assurance Agency in Education  
 IQAS - Internal Quality Assurance System  
 IQAS Manual - Internal Quality Assurance System Manual  
 IREG – International Observatory on Academic Ranking and Excellence  
 MBA - Master of Business Administration  
 Media - Mass Media  
 MES RK - Ministry of Education and Science of RK  
 NAC - National Accreditation Centre of the MES RK  
 Natsaccredcentr - National Center for Public Accreditation (Russia)  
 NCE - National Chamber of Entrepreneurs "Atameken"  
 NSEQA - National System of Education Quality Assessment  
 PhD – Doctoral Programme  
 QA - Quality Assurance  
 RAC MES RK – Republican Accreditation Council of the Ministry of Education and Science of RK  
 Registry - National Registry  
 RF – Russian Federation

RI - research institutes

RK - Republic of Kazakhstan

RSMC - JSC "Republican scientific-methodical center for the development of technical and professional education and qualification"

SA - Specialized Accreditation

SAR - the Self-Assessment Report

SP – Study Programme

SPED - State Program of Education Development in the Republic of Kazakhstan for 2011 – 2020

SPIID - State Program for Innovative and Industrial Development of the Republic of Kazakhstan for 2015 – 2019

TVE - Technical and Vocational Education

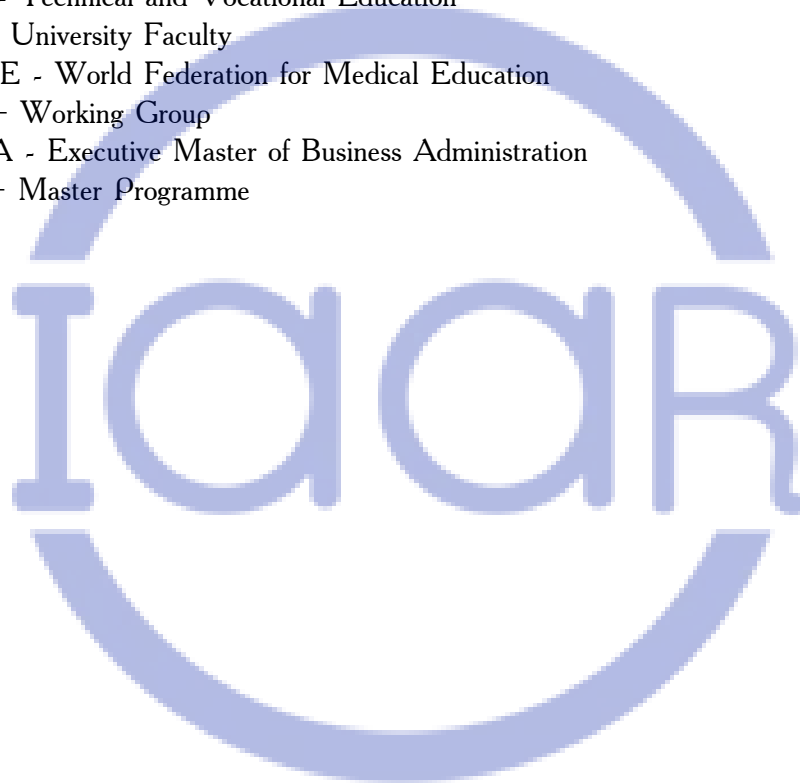
UF – University Faculty

WFME - World Federation for Medical Education

WG – Working Group

EMBA - Executive Master of Business Administration

MA – Master Programme



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## 1. Introduction

Independent Agency for Accreditation and Rating (further IAAR, the Agency) was created to improve the competitiveness of HEIs and other EO of the RK at the national and international levels through a process of institutional and specialized accreditation.

Kazakhstan's accession to the Bologna Process in 2010, the introduction of amendments and supplements to the Law of the Republic of Kazakhstan "[On Education](#)" dated July 27, 2007 № 319-III LRK in 2011 and the Presidential Decree of the Republic of Kazakhstan "[On approval of the State Program on Education Development of the Republic of Kazakhstan on 2011-2020](#)" dated 7 December 2010 № 1118 served as the impetus for the creation of the IAAR.

The purpose of the IAAR is to support organizationally and technically the institutional and specialized accreditation procedures of EOs; to design standards and criteria for accreditation; as well as to conduct research rating of study programs for higher and postgraduate education, technical and vocational organizations of education according to the levels and areas of study.

[The MES RK](#) as an authorized body in the field of education in Kazakhstan, establishes the Requirements and Regulations for the recognition of national and international accreditation bodies; generates a register of recognized accreditation bodies, accredited educational organizations and study programs.

On June 27, 2012 IAAR was included into the National Register 1, which was formed by the MES RK on the basis of the RAC's recommendations. This consultative body considers collectively and openly questions on the formation and maintenance of the National Register (see [Regulation on the RAC MES RK](#)).

The IAAR self-evaluation report was developed to self-assess the compliance of its activities with the [ESG](#) requirements.

Sections 1-9 of the report contain a description of the tools used by the IAAR for the development of the self-evaluation report (Working Group appointment, stakeholder involvement, etc.); description and analysis of the Kazakhstani system of higher education, history and profile of the IAAR activities, as well as its position and status in the national context, compliance with national requirements; SWOT analysis.

Section 10 contains an analysis and description of the IAAR activities on compliance with the ESG Part 3: activities, policies and processes for quality assurance; official status; independence; thematic analysis; resources; internal quality assurance and the code of conduct; periodic external evaluation of agencies.

Section 11 includes an analysis and description of the IAAR activities on compliance with the ESG Part 2: consideration of procedures for internal quality assurance; the development of appropriate methodologies; implementation processes; experts; process results: criteria for making formal decisions; reporting; complaints and appeals.

The key stakeholders' information (HEIs, students, employers and experts) and their opinions, as well as the outputs of the self-assessment process results are presented in the concluding part of the report.

The self-evaluation report prepared by the IAAR staff in cooperation with the EC and the AC, allowed evaluating critically and improving the IQAS. The report assists to identify the strengths, weaknesses, opportunities and threats, which served as the impetus for further improvement of the IAAR activities.



## 2. Development of the Self-Assessment Report (SAR)

In accordance with the ESG requirements the Working Group was appointed to develop the self-assessment report and to pass an external evaluation (the order from 02.09.15, the №19-15 / OD-1).

In accordance with the given order the IAAR staff has started the preparations for self-evaluation since September 2015.

This work was aimed at further development of IAAR and creating its own IQAS, as the Agency is interested in confirming its compliance with the ENQA requirements in order to get a full member status.

The next stage after the filing the self- assessment report is the visit of the ENQA experts.

By the results of the ENQA experts' visit, the top management and staff of the IAAR are planning to consider all ENQA experts recommendations and design an action plan to implement those recommendations within the follow-up procedures.

The results of this process will be integrated into the annual action plan and the [IAAR strategic plan for 2016-2020](#).

### Indicative Schedule of the Review

Agreement on terms of reference	January 2016
Appointment of review panel members	February/March 2016
Self-assessment completed	February/March 2016
Pre-screening of SAR by ENQA coordinator	March 2016
Preparation of site visit schedule and indicative timetable	April 2016
Briefing of review panel members	May 2016
Review panel site visit	Late June/Early July 2016
Draft of evaluation report and submitting it to ENQA coordinator for pre-screening	September 2016
Draft of evaluation report to IAAR	October 2016
Statement of IAAR to review panel if necessary	October/November 2016
Submission of final report to ENQA	December 2016
Consideration of the report by ENQA Board and response of IAAR	February 2017
Publication of the report	February/March 2017

The analysis of external and internal reviews, as part of the feedback from stakeholders, is an important component of the IAAR self-assessment report. In accordance with their functional responsibilities all IAAR departments were involved in data collection and analysis processes of relevant information. The Working Group is responsible for the SWOT-analysis and self-assessment report.

Internal and external reviews are collected through questionnaires and interviews with stakeholders, as well as discussions and meetings with the AC and EC members, IAAR experts.

The ESG requirements for IQAS and IAAR internal documents have become the basis for the collection of reviews. [The Analytical Review](#), prepared by the MES Center for Bologna Process and Academic Mobility, as well as the [National report on the status and development of education system in Kazakhstan](#) (for 2013-2015) were used to analyze the trends in the system of higher education.

Self-Assessment Report has been prepared on the basis of documents regulating the work of the IAAR, the structure, funding and development of human resources: the IAAR Statutes, Development Strategy, IQAS Manual, job descriptions, different regulations, etc.



### 3. Higher Education and QA of Higher Education in the Context of the IAAR

The development of education is a priority of the state policy of the Republic of Kazakhstan.

Main priorities and principles of the State's education policy are set forth in the Laws of RK "[On Education](#)", "[On Science](#)", "[On state youth policy in the Republic of Kazakhstan](#)", the [Strategic Plan for Development of Kazakhstan till 2020](#), the [Strategic Plan for Development of Education in Kazakhstan for 2011-2020](#), the [Strategic Plan of the MES RK for 2011-2015](#), the [Strategy for internationalization and academic mobility in Kazakhstan till 2020](#), the [Plan of the Nation - 100 concrete steps to implement the five institutional reforms by the President Nursultan Nazarbayev](#), the [Concept on the State Youth Policy of Kazakhstan](#).

Since Kazakhstan joined the Bologna Process in 2010, the higher education system has developed in accordance with the parameters and the basic tendencies for the development of education within the EHEA. There have been significant changes in the field of quality assurance, internationalization of education, the development of students and staff mobility, improving the national system of qualifications.

Within the framework of the Bologna process the following changes in the national system of higher education were introduced:

- The introduction of a three-level model of education (BA-MA-PhD);
- The use of credit system and the Diploma Supplement of the European standard (Diploma Supplement);
- The development of national and sectoral qualifications frameworks;
- The student centered education;
- The use of learning outcomes in educational programs design;
- Development of the concept for lifelong education;
- Implementation of the ESG recommendations into the national system of quality assurance.

Reform of the education system in these areas reflects not only the features of the Bologna process, but also global trends towards the development of national education system. The implementation tools of the Bologna process contributes for the internationalization of higher education, improves the quality and accessibility of education, integration of science, education and industry, promotes the autonomy of HEIs.

Those people who completed the program of secondary, vocational and further education can get a higher education. Citizens have the right for free higher education on a competitive basis.

The following degrees and qualifications were approved by the Law "[On Education](#)" (2007):

- 1) Higher education - undergraduate program (BA) - with a duration of 4 years of study;
- 2) Post-graduate education, including scientific and pedagogical direction - with duration of training not less than two years; profile with duration of training not less than one year (MA);
- 3) Doctors of philosophy training program (PhD) - Doctorate - after the completion of post-graduate programs. Duration of training - at least 3 years.

Postgraduate medical and pharmaceutical education includes residency, magistracy and doctorate. The residency is an in-depth medical education on clinical specialties with the duration of training from 2 to 4 years, depending on the specialization. For certain medical specialties duration is seven years and the last year of training is organized in the form of an internship.

Postgraduate education of higher level (cycle) of continuing education aimed at training highly qualified scientific and pedagogical staff. It is organized in the framework of the clinical, post-graduate, apprenticeship programs, postgraduate, doctoral programs, research, training, etc.

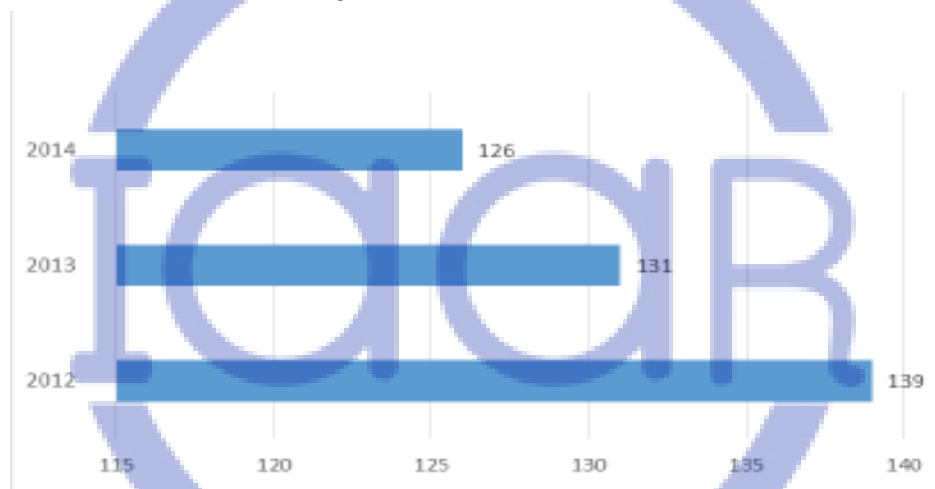
The HEIs operate in the form of universities, academies and institutes. Conservatory, higher schools and higher colleges have a similar status. Type of HEIs determined by the licensing and depends on the number of active higher and postgraduate programs, research work target and is confirmed by the state attestation and accreditation.

Types of higher education institutions:

- The Institute - an educational institution that implements vocational training programs of higher education for one or two groups of specialties;
- Academy - an educational institution that implements vocational training programs of higher and postgraduate education for one or two groups of specialties;
- University - an educational institution that implements vocational training programs of higher and postgraduate education in three or more groups of specialties (Medical University - two or more), carrying out fundamental and applied research, and is a scientific and methodical center.

According to official data of the annual [National report on the status and development of education system of the Republic of Kazakhstan](#), dated August 2015, 126 HEIs operate in the country as of 2014. They provide educational services for programs of higher and postgraduate education, 44% of which are the private one. As part of the optimization in 2014 the number of private HEIs has decreased by 5 units in comparison with 2013.

Figure 1. Number of HEIs



MES RK data.

In 2014, the number of HEIs students of the Republic decreased significantly, for 477 387 people, which is 49,839 less in comparison with students' contingent in 2013. One of the objective reasons for reducing the number of HEIs students is the decline in birthrate in 90s. Demographic trends have notably influenced the average number of students per one HEI.

[Higher and Postgraduate Education Organizations Model Regulation](#) standardize requirements (Government Resolution dated May 17, 2013 N 499) to prepare students for professional training programs on a part-time basis only if there are students enrolled on full-time basis. The ratio of full-time students and part-time students should be 4: 1 (not more than 20% on a part-time division).

In general, reduction of full-time students in the proportion (-7.2%) has been observed. So, in 2013 part-time students were accounted for 27.3% of the total number of students. According to [CS MNE RK](#), some HEIs exceed the ratio of number of students in full-time and correspondence courses.

The proportion of students in Kazakh language training is 60.4% in the HEIs, Russian - 37,0%, other (English, German) - 2.6%. In comparison with 2013 the number of students enrolled in the state language, has increased by 2.5%.

In accordance with international standards the degree modeled of multilingual education of young people is being implemented in Kazakhstan.

Special department for preparation of multilingual personnel in the engineering and technical, natural-scientific and pedagogical direction has been launched at 42 HEIs (6 national, one international, 26 state, 7 corporatized, 2 private).

The ordinary age of students enrolled in higher education is 17-24 years (Source: [CS MNE RK](#)).

177 678 people have been trained for the labor market by the HEIs in Kazakhstan. At the same time the number of part-time education graduates (86 409 people) is bigger than the full-time graduates (82 899 people). In the whole the number of HEIs graduates was increased slightly (+ 2.8%) in comparison with 2013.

Master programme training is conducted in scientific and pedagogical and job-oriented directions. In 2014, the number of postgraduates was 32 527 people, and 16 220 of whom were enrolled by the state order.

In 2014 there were 15880 postgraduates, 14653 or 92% of who defended the thesis work.

The master program education is carried out in 118 organizations of education. The leading position at the master program in terms of students' quantity was obtained by the following specialties: "Social Sciences, Economics and Business" - 24.5%, "Engineering and Technology" - 20%, "Education" - 15.8% "Law" - 9.7%, " Humanities " - 7.2%," Natural sciences " - 6.5%," Agricultural sciences " - 2,6%.

In Kazakhstan, the scientific and pedagogical staff training is carried out in doctoral studies with the award of the Doctor of Philosophy (PhD) and Doctor of his profile degrees. The universities and research institutions manage the doctoral training programme in collaboration with foreign HEIs as prerequisite for doctoral training is the presence of foreign consultants.

In 2014 the total number of doctoral students was 2063 people, including the doctor of philosophy (PhD) - 1962, Doctor on the profile – 101. The doctoral graduates were 314 people, including a dissertation defense - 125 people or 40%. The leading position at the doctoral program in terms of students' quantity, was obtained by the following specialties: "Engineering and Technology" - 28%, "Social Sciences, Economics and Business" - 13% and "Natural sciences" - 11% of people.

Top 10 HEIs in the country have implemented the principles of collective management. Integration of education, science and innovation is held through active cooperation of HEIs with the business sector and manufacturing.

Integration of education, science and industry is one of the priorities of Kazakhstan's higher education. Creating conditions for the commercialization of intellectual property products and technologies have been implemented on the basis of cooperation of HEIs with research institutes and industry.

In 2014, the financing for the Kazakhstani HEIs constituted 124696 million Tenge, or 0.3% of GDP (see p. 191 [National report on the status and development of education system of the Republic of Kazakhstan](#)).

The total amount of state orders for the personnel training with higher education degree was 34,165 educational grants for 2014-2015 academic year.

The priority was given to technical careers in allocating state grants. 12060 grants were allocated for the engineering and technology. 5364 grants were allocated for teaching specialty and 2670 grants for the agricultural and veterinary sciences.

At the beginning of the 2014-2015 academic year, 6032 students or 1.3% of students received the social quota.

70278 students or 15% of the total number of students received the rural quota.

In 2014, the total number of HEIs faculty engaged in research and teaching activities has been decreased by 3.3% in comparison with 2013 year (-1 315) and was amounted to 40320 people. For comparison, the number of teaching staff in 2004 amounted to 42 333 people.

The staffing index reduction is caused mainly due to the optimization of HEIs, which has been conducted since 2011, and a decrease in the number of students.

The RK university faculty academic degree is 49%, the share of faculty with scientific titles - 23%.

The higher education system is undergoing a transformational period. The governments and HEIs around the world are making substantial efforts to cope with the increasing pressure caused by international competitiveness. This leads to the development of new strategies that make governments and HEIs develop science, introduce innovative technologies to increase the potential and attractiveness of the national education system.

Kazakhstan has realized effectively the HEIs development strategy. The innovative activity of the country's HEIs is implemented in the framework of government grant programme support for science, innovation and commercialization of research. The foundations for research and innovation system as well as centers of commercialization of research results in 13 HEIs have been launched. The students' business incubators have been created in 4 HEIs.

As part of the [SPIID](#), 11 HEIs on training the specialists for the industrialization of the country were identified:

1. Gumilyov Eurasian National University (ENU)
2. Al-Farabi Kazakh National University (KazNU)
3. Satpayev Kazakh National Technical University (KazNTU)
4. Kazakh National Agrarian University (KazNAU)
5. Serikbayev East Kazakhstan state technical university (EKSTU)
6. Karaganda State Technical University (KSTU)
7. Toraigyrov Pavlodar State University (PSU)
8. Baitursynov Kostanai State University (KSU)
9. Auezova South-Kazakhstan State University (SKSU)
10. Seifullin Kazakh Agro Technical University (KazATU)
11. Atyrau Institute of Oil and Gas (AIOG)

[6 HEIs](#) out of 11 (ENU, KazNAU, EKSTU, KSTU, PSU, KazATU) have undergone the institutional and specialized accreditation with the IAAR.

In addition, it is important to strengthen the research capacity of HEIs and research institutes, to attract foreign scientists to the implementation of joint research projects, to create favorable conditions for the further development of research universities in the near future. These measures will increase the efficiency and economic benefits of the Kazakhstani science in the perspective to increase country's competitiveness.

The quantitative and qualitative indicators analysis certifies the reduction of students' contingent due to demographic trends in fertility decline in the 90s.

A positive trend is that there is a growth in rates of the university faculty publications in scientific journals with impact factor.

High quantitative and qualitative index of the updated materials and technical facilities of HEIs provides an access to the advanced digital educational resources not only for the faculty but for the students as well.

Training the qualified teachers for the education system is a key factor for the efficiency and effectiveness of the educational process.

In general, the implementation of all planned activities for achieving target indicators and indicators of the MES RK strategic documents in the sphere of higher and postgraduate education promotes innovative development of HEIs in the country. That is aimed at training highly skilled personnel to be demanded in Kazakhstani and international labor market.

During the implementation of the SPED for 2011-2020 issues on education quality, its measurement, improvement and control were actualized.

Kazakhstan has developed a holistic, multi-level national system for assessing the quality of education (NSEQA), which includes internal and external quality assessment of education. NSEQA is a set of methods, tools, and organizational structures to match the quality of the education with requirements of the state obligatory standards and conditions to achieve them within the external and internal evaluation.

NSEQA aims to achieve education quality to ensure the competitiveness for national education system, and the Kazakhstani experts in the international educational space and labor market.

The key NSEQA objectives:

- implementation of institutional education quality evaluation at all degrees;
- implementation of external evaluation of students' educational achievements at all degrees of education;
- educational process participants' activity assessment;
- Improvements in the teaching and learning process;
- conducting a systematic and comparative analysis of the quality of educational services organizations, education, maintenance of sustainable development of the educational system;
- receive objective information about the state of the education system needed to ensure the constitutional rights of citizens to quality education;
- inform the public in order to achieve transparency;
- ensuring evaluation results consistency between the stages of continuous education;
- comparative monitoring of educational achievements of students in international studies to compare national compulsory education standards with international ones;
- designing the strategy for the education development in the Republic of Kazakhstan.

External evaluation of the education quality is one of the main means of ensuring effective management of the education system and includes the following quality assurance procedures:

1. Licensing;
2. State attestation;
3. State control;
4. Quality assessment (rating, accreditation);
5. Unified national testing;
6. External evaluation of educational achievements (TDMA);
7. Certification of the faculty.

The State control will be carried out only in the form of license checks since 2017.

State control is inherently bureaucratic, formal procedure with a limited degree of effectiveness. Its goal is to establish compliance with the minimum requirements for educational institutions of the state. These procedures are not sufficient to motivate EO authority to implement creativity, do not encourage the initiative to obtain the high goals. Therefore, the state policy in the sphere of education the emphasis is on the social and professional quality control mechanisms of the formation.

This function is performed by the accreditation. It determines the prospects of development for the OE and / or SP, its highest attainable standards with the available resources (material, technical, human and other).

In Kazakhstan, the first accreditation was held in 2001 in the form of state accreditation only on quantitative parameters, which were presented by the HEIs to the MES RK.

The strategic documents have been adopted in the period from 1999 to 2012. These documents define the basic principles, goals, objectives and mechanisms for the phased implementation of the state policy in the field of education and the creation of a national education quality assessment system.

The NAC MES RK was established in 2005, and in 2009 a new stage for the development of accreditation processes were outlined.

During 2009-2010 35 Kazakhstan HEIs have passed national institutional accreditation by the NAC MES RK and IQAA.



NAC - a state organization which subordinates to the MES RK. IQAA is an independent agency. Both of these accreditation agencies used common standards, approved by the MES RK. There had also been approved the Rules and Regulations governing the accreditation, which lost power in 2011.

Since 2011, the accreditation functions were transferred to the competitive environment, which provides public and professional quality assessment. Thus, the process of formation of the institute of accreditation as an independent assessment for the quality system.

Changes are reflected primarily in a number of legal acts, starting with the Law "On education". The regulatory document defining the [Rules and Requirements for maintaining National Registry of Accreditation Institutions, Accredited Education Institutions and Education Programs](#) was entered into force by the Order of the Minister of Education and Science RK (number 556 of 30.12.2011) .

MES RK forms the Registry 1 which includes recognized accreditation bodies; Register 2 which includes accredited educational organizations passed accreditation in the accreditation bodies from the Register 1 and Register 3 - accredited educational programs that have passed accreditation for accreditation bodies from the Register 1.

In accordance with the Law "On Education" (as amended in 2015) the mechanisms to stimulate the HEIs of Kazakhstan to conduct accreditation are:

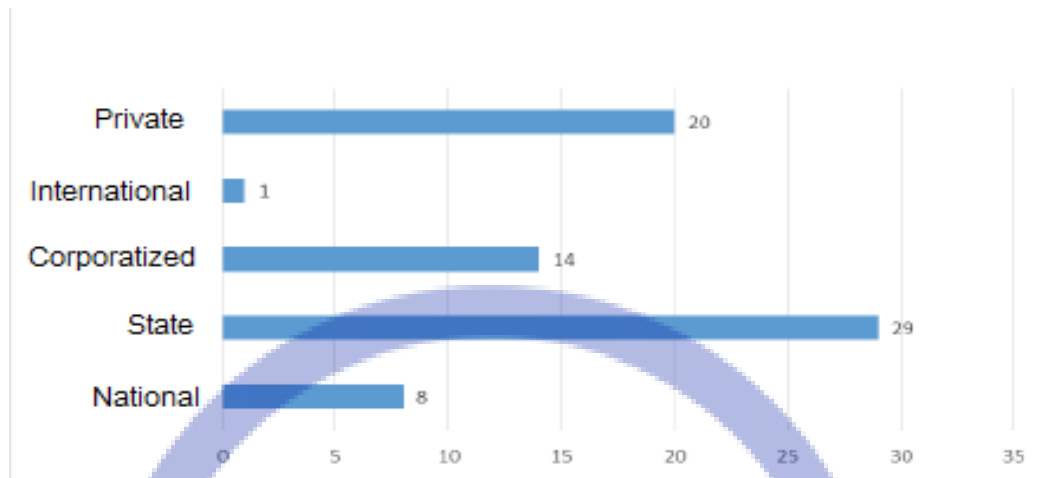
- state documents on education are given for those students, who have passed the final certification at the education organizations which were licensed to engage in educational activities in general education curriculum of basic secondary, general secondary education, educational programs of technical and vocational, post-secondary education and passed the state certification, as well as educational programs of higher and postgraduate education and passed the state certification and accreditation in the prescribed manner;
- educational grants financing for the higher education staff training is carried out in educational institutions that have passed the institutional accreditation of accreditation agencies, listed in the register of accreditation bodies, accredited educational organizations and educational programs;
- educational grants financing for the training of the specialties in certain areas of higher education is carried out in educational institutions, passed specialized accreditation in these professions in the accredited bodies entered in the register of accreditation bodies, accredited educational organizations and educational programs.

According to MES RK data the proportion of the HEIs that have passed independent national institutional accreditation during the 2011-2013, has been increased and amounted to 40.4%. In this regard the state HEIs have been involved actively in the passage process for the institutional accreditation.

66 HEIs (57%) out of the 115 civilians passed national institutional accreditation in 2014. HEIs (38%) on 321 specialties of higher and postgraduate education have passed national specialized accreditation.

By the end of December 2015, 72 HEIs, which is 57.6% of the total number of HEIs (national - 8, the state - 29, corporatized - 14 International - 1, private-20) have undergone the institutional accreditation in national and international accreditation agencies.

Figure 2. Institutional accreditation of HEIs



54 Kazakhstani HEIs (including national-1; corporatized-10 international-1; state-29; private-13) have passed specialized accreditation for national agencies.

26 HEIs (including national-5; 3-corporatized, state-14; private-4) have passed the international specialized accreditation.

Independent agency for  
accreditation rating



## 4. History, Profile and Activities of the IAAR

IAAR as a non-profit organization was established in 2011. The main activities of the IAAR were organizational and technical support for the institutional and specialized accreditation of educational organizations procedures, as well as conducting rating studies of study programs for higher and postgraduate educations, organization of technical and vocational education according to degrees and fields of study.

In accordance with the [Rules and Requirements for maintaining National Registry of Accreditation Institutions](#), the IAAR was recognized by the MES RK and included into the Register 1 in **2012**. The IAAR developed Regulations on the organization of the accreditation processes, as well as Standards and Guidelines for institutional and specialized accreditation of HEIs, technical and vocational education. The training seminars for national experts were held. Reports on the Agency's activities are published on the [IAAR's website](#).

In **2013**, the IAAR continued working on the development of a system for independent assessment of the education quality. The Standards for the SA and IA and schools implementing international programs of primary, basic secondary and general secondary education have been developed.

These Standards for evaluating school activities have been developed on the basis of international practice of education quality assessment, the ISI standards (Independent Schools Inspection) and the IB (International Baccalaureate Organization).

Standards for the accreditation of these types of schools consider international mechanisms for assessment of their quality and make demands for harmonizing activities with the Kazakhstani education system.

Standards and criteria for institutional accreditation of medical education organizations have been harmonized with the revised WFME standards. The methodology for ranking educational programs of HEIs of Kazakhstan in terms of training has been developed.

The first issue of information-analytical magazine [“Образование/Education KZ. Обеспечение качества/Quality assurance. Аккредитация/Accreditation. Рейтинг/Ranking. Инновации/Innovations”](#) has been published.

In October 2013 the IAAR and FIBAA (Germany) signed a memorandum on cooperation in the field of quality assurance in higher education. In November 2013, the IAAR signed a bilateral cooperation agreement with Natsaccredcentr (Russia). Also in December 2013 the IAAR signed a cooperation agreement with the ASIIN (Germany).

In accordance with international standards of WFME, in **2014** a set of specialized accreditation standards for basic medical and postgraduate education were developed. The IAAR signed a Memorandum of Cooperation with the ACBSP in the framework of cooperation with the recognized international agencies on quality assurance.

The IAAR in collaboration with the FIBAA held a seminar-training on certification of external experts on August 30, 2014 in Almaty on the site of Kazakh Abylai Khan University of International Relations and World Languages.

In 2014 for the first time in a pilot mode, the Agency conducted a rating study where 38 HEIs participated. The results of the ranking of the top three undergraduate - graduate - doctoral studies SP, as well as the rating of HEIs faculty in Kazakhstan were published in the media and posted on the website.

In **2015**, the IAAR continued its work on perfecting the independent quality assessment of the education system. The SA & IA Standards for the further education institutions for adults, as well as accreditation standards SP for MBA & DBA education have been introduced. The standards can be used for all kinds of business education programs, including a mini-MBA, EMBA and others, and can also be used by organizations that implement business education program for the internal evaluation of its activities and to develop appropriate internal regulatory documents.

The SA & IA standards were revised and harmonized with the ESG terms in 2015. The IAAR conducted training seminars for experts. At the seminars academic experts, employers, students were trained. 55 HEIs took part in the rating study in 2015. Results of the study were also published in the republican newspaper "Kazhstanskaya Pravda" and on the IAAR site; and reference to the results of a SP rating on degrees and fields of study and the university faculty ranking were prepared.

The Commission for Appeals and Complaints was formed. The IAAR strategic development plan for 2016-2020 and the ISQA Guidelines were developed. The working group on preparing for the ENQA review was appointed.

**Today IAAR** is well-established and dynamic national agency in the field of education quality assurance at different degrees. The accreditation decision is made by the independent IAAR AC, represented by the state bodies, non-governmental organizations, research institutions, employers and the students' communities. All AC members are highly qualified professionals and have big experience working in the education system. Each of them has been recommended by relevant professional bodies and associations such as the National Medical Association, the National Chamber of Entrepreneurs of Kazakhstan "Atameken", the Center of Bologna process and academic mobility, etc. The AC Regulation and other normative documents are available for the public.

The organizational structure of IAAR represented by different departments such as the "Health Projects", "International Projects", "Project on Institutional and Specialized Accreditation of Higher Education Institutions", "Project on Accreditation of Organizations TVE", "Project on conducting ratings" and "Information-Analytical Project". Each department is responsible for its activity. It is managed by the IAAR Director and Scientific Consultant. Within the Agency the EC operates, the chairman is selected among IAAR experienced experts.

## **IAAR activities profile**

### **Institutional accreditation of EO**

In accordance with the Law of RK "On education" institutional accreditation is a process of evaluating the quality of educational organization by accreditation body to conform to the applied status and approved accreditation body standards.

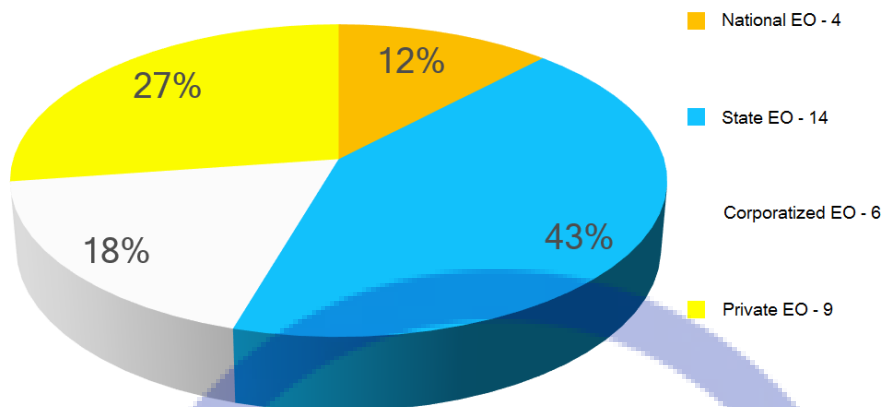
An independent institutional accreditation of educational institutions contributes to:

- Financing based on state educational grants and government orders;
- Issuing state-recognized diplomas;
- The implementation interstate agreements on mutual recognition of academic degrees and educational credentials;
- Graduates employment and their further education abroad.

EO Quality Assessment is based on the institutional accreditation [Standards and Guidelines](#) for higher, vocational, basic medical and postgraduate medical education, medical colleges, and organizations of further education for adults, schools, implementing international programs of primary, basic secondary and general secondary education.

During 2012-2015, [33 educational organizations](#) (including 29 HEIs, one college and three international schools) were accredited by the IAAR within the institutional accreditation.

Figure 3. Institutional Accreditation of EO according to the Legal Form



### Specialized accreditation of study programs

In accordance with the Law "On Education" specialized accreditation is an assessment of the quality of separated study programs implemented by the organization of education.

The Independent specialized accreditation contributes to:

- Financing, based on state educational grants and government orders;
- The issuance of state-recognized diplomas on accredited SP;
- Expansion of international cooperation in developing joint educational and double-degree programs, joint research projects with foreign partner HEIs;
- Further implementation of the academic mobility of students and academic staff within the accredited SP;
- The implementation interstate agreements on mutual recognition of academic degrees and educational credentials;
- Employment of graduates and their further education abroad.

SP Quality Assessment is based on the specialized accreditation [Standards and Guidelines](#) for higher, vocational, basic medical and postgraduate medical education, medical colleges, and further education programs for adults, schools, implementing international programs for primary, basic secondary and general secondary education.

During 2012-2015, [848 study programs](#) and 32 educational organizations were accredited in the IAAR within the specialized accreditation.

Table 1. IAAR Statistics on Accredited SP of the Higher Education in accordance with the Field of Study and Degrees

Field of Study	BA	MA	PhD
Education	111	52	4
Humanitarian sciences	36	27	7
Law	12	5	
Arts	20	15	1
Social sciences, business and economics	98	69	13
Natural Sciences	23	25	6
Engineering & Technology	105	60	10
Agricultural sciences	33	23	13
Services	40	21	3
Veterinary science	4	4	2
Health and Social Care (medical)	2	2	2
TOTAL 848	484	303	61

### Rating studies

In order to support the objective assessment and monitoring of the quality of education the IAAR holds research ratings in the field of higher education of Kazakhstan.

The publicly available sources of the MES RK and international electronic resources are used as part and tool for the rating study of HEIs. They are: information on the institutional and specialized accreditation of HEIs, educational grants, the list of the state grant owners like "Altyn Belgi", "The best teacher of the HEI", the state awards and scholarships owners for their contribution to the development of Kazakhstani science, research grants, patents and inventions, as well as publications on the h-index (ISI Web of Knowledge, Thomson Reuters and Scopus).

The methodology for the rating study is national in its nature and can be used by the HEIs:

- for the comprehensive analysis and evaluation of HEIs, taking into account the diversity of the national higher education system, with the purpose of comparison, benchmarking, competitiveness, strategic planning and development of Kazakhstan's system of higher education;
- as a tool for promoting Kazakhstani HEIs in the international educational fields and global academic rankings;
- to address the challenges for developing the leading HEIs "road maps" and monitoring their implementation.

The results of the study are presented in the rating guides "[Independent Ranking - 2014](#)", "[Independent Ranking - 2015](#)" and posted on the IAAR website ([www.iaar.kz](http://www.iaar.kz)).

The study is conducted in the following areas:

- Rating of RK HEIs on SP in accordance with the degree and field of study;
- Rating of the RK HEIs in accordance with the field of study and degrees: BA - MA - PhD;
- General rating of Kazakhstani HEIs in accordance with the field of training the specialists;
- General rating of the HEIs' faculty of the RK (top 50).

According to the IAAR Statutes the rating studies are carried out independently from the accreditation process and do not affect on its decision (Annex 1).

## 5. SWOT Analysis

SWOT-analysis reflects the implementation of strategic objectives and is the basis for the annual planning of the IAAR activities.

Table 2. IAAR SWOT Analysis

S (Strength)	W (Weakness)
<ul style="list-style-type: none"> <li>- Recognition of the IAAR in the Republic of Kazakhstan and abroad;</li> <li>- Cooperation with foreign partner-agencies for the mutual exchange of experts;</li> <li>- Membership of the IAAR in international networks for quality assurance;</li> <li>- Harmonization of IAAR standards with the ESG standards revised in 2015 and the WFME revised in 2012;</li> <li>- Copyright state registration of the IAAR standards for the institutional and specialized accreditation;</li> <li>- Cooperation with the stakeholders of education, government and non-governmental organizations in the framework of the Bologna and Turin processes;</li> <li>- Monitoring the implementation of recommendations of the EEC accredited education institutions and / or accredited educational programs;</li> <li>- The designing mechanisms for institutional and specialized quality assessment of higher education institutions; organizations of technical and vocational education; schools implementing international programs of primary, basic secondary and general secondary education; organizations of additional education for adults; business education programs MBA, DBA education; medical education;</li> <li>- Support for the WFME in activities aimed at developing national system of accreditation for medical and pharmaceutical education;</li> <li>- Developed and tested technology for the national ranking of the study programs of universities of the Republic of Kazakhstan on three degree training (Bachelor, Master, Doctorate (PhD));</li> <li>- Timely dissemination of information to the public (website, media, publications).</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of full membership in ENQA, joining the European Register EQAR WFME and recognition;</li> <li>- The lack of joint projects with foreign agencies;</li> <li>- Lack of experience in accrediting VET institutions; schools implementing international programs of primary, basic secondary and general secondary education;</li> <li>- Lack of expertise in accrediting organizations of additional education for adults and MBA, DBA programs;</li> <li>- Insufficient level of cooperation with the professional community, associations, educational organizations and student associations;</li> <li>- Insufficient level of training agency staff;</li> <li>- The lack of foreign experts in the composition of the Accreditation Council;</li> <li>- Lack of experience in participating in the projects to develop education and quality assurance systems;</li> <li>- Lack of practice in holding conferences and seminars on quality assurance issues;</li> <li>- Lack of effective feedback from experts.</li> </ul>
O (Opportunity)	T (Threat)
<ul style="list-style-type: none"> <li>- Amendments to the legislation in the field of education, which open up new possibilities in the field of education quality assessment;</li> <li>- international quality assurance networks (ENQA, INQAAHE, IREG, APQN, WFME) support for national agencies;</li> <li>- Support for a system of independent assessment of the quality of education and the state authorized body in the field of education;</li> <li>- Implementation of the principles of the Bologna and Turin processes at the national level;</li> <li>- Awareness of the importance of education stakeholders an independent quality assurance system;</li> </ul>	<ul style="list-style-type: none"> <li>- Unstable policy of the authorized body in the field of education for the recognition of national and international quality assurance agencies;</li> <li>- Failure to inform the public about the accredited institutions of education and educational programs, in accordance with the procedure of formation of the National Register 1, 2 and 3;</li> <li>- Unfavorable economic situation in the country;</li> <li>- The lack of professional standards for the industry sector;</li> <li>- Small involvement of employers in the educational process of educational organizations, as well as in the quality assessment procedure.</li> </ul>

- Access to national, European and international educational and research resources;
- Improving the national education system;
- Competition in the field of accreditation.

SWOT-analysis allowed formulating logically coherent framework for an interaction of strengths, weaknesses, opportunities and threats. The IAAR strives to overcome identified in the SWOT-analysis weaknesses and neutralize possible threats using strengths.

**Evidence:**

[The IAAR Development Strategy for 2016-2020](#)



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## 6. Higher Education Quality Assurance Activities of the IAAR

Ensuring high quality of higher education is a priority for the IAAR activity, where the transparency of education system management, public participation, transparency and objectivity of the procedure have become the hallmark for the independent quality assurance system.

According to the IAAR Statutes, the main activities are (Annex 1):

- to organize and conduct the procedures for institutional and specialized (program) accreditation;
- to develop and revise the standards and guidelines, as well as the necessary regulations for carrying out those or other procedures in order to ensure the quality of education.

Quality assessment, procedures and decisions of the Agency are set and regulated by the internal regulations. Agency Development Strategy and the IQAS Manual altogether define the IAAR's policy on the quality assurance. Accreditation procedures and decisions taken by the Agency are recognized by the MES RK and HEIs. The accreditation decisions are reported at MES RK for inclusion in the registers 2 and 3.

Adherence to the IAAR to the ESG standards to improve the quality of education and the use of them at the national level is the predominant factor for continuous improvement of independent quality assurance system.

The stakeholders: employers, students, representatives of the academic community and professional associations, are involved for quality assessment process.

The foreign experts experienced in the assessment of quality in their respective countries are involved in accreditation procedures to ensure the principle of transparency.

The IAAR performs its activity in accordance with the Law "[On Education](#)" and the [Rules and Requirements for maintaining National Registry of Accreditation Institutions, Accredited Education Institutions and Education Programs](#):

- existing of its own standards for institutional and specialized accreditation;
- Full or associate membership in the international network of quality assurance;
- The lack of affiliation with educational institutions, etc.

IA and SA are focused on continuous improvement of the education quality, and the formation of EO's competitive and developing the culture of quality, public awareness on the quality of institutions and SP.

The HEIs are evaluated for compliance with the accreditation standards through the study of the self-assessment reports on IA / SA, conducting external evaluation, EEC site visit to the EO, EEC final report, the AC decision on the accreditation of EO and / or SP.

Self-evaluation reports of IA and SA are one of the main processes of accreditation and it involves the representatives of the HEI administration, faculty, student organizations and other stakeholders to collect and analyze data on the EO and / or SP, define its own strengths and weaknesses needed to be improved.

Self-assessment process includes the publication and dissemination of evaluation results for the public awareness and continuous improvement.

An important condition for the accreditation process is a critical assessment of the EO and SP's strengths and weaknesses, which are analyzed later by the EEC during its visit.

Accreditation results show that EO and / or SP are complied with the accreditation standards and ensure the public that graduates are properly trained and prepared for their future professional activity.

According to the Regulations of accreditation the accreditation standards are developed by the accreditation bodies themselves. The IAAR standards are targeted to provide professional and reliable support for external quality of the accredited SP and HEIs.

The Guidelines to the standards of IA and SA have been developed, in which the methodic recommendations for the organizing and conducting the self-assessment procedures, for preparing and designing of the self-assessment report were given.



All standards are the intellectual property agencies. They are available to the public and presented on the IAAR website.

The IAAR standards and guidance are subject to be revised and improved, and are governed by the [Instruction on the development and improvement of standards](#), taking into account the HEIs recommendations, academic experts, employers, professional organizations.



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## 7. IAAR's Quality Assurance Processes and their Methodologies

The methodology of the IAAR in the field of IA and SA is determined by the concept, principles and content of education quality evaluation.

**The concept of accreditation**, which is in the basis of the methodology, is a public and professional assessment of the EO and / or SP.

**The content of the assessment** is a detection of compliance of EO and / or SP with accreditation standards that are defined, developed, implemented and maintained in the actual state by the Agency.

External evaluation of the EO and / or SP is based **on the principles** of objectivity, integrity, openness, transparency, reliability of sources of information, compliance with ethical standards.

The IAAR, based on the "four-stage model" of the quality assurance system, defined processes, which formalize the methodology of quality assurance systems, and include the following steps:

1. Development of procedures and criteria for assessment independently of the government and EOs;
2. Carrying out the self-assessment procedures of the EO and / or SP;
3. The procedure for external expertise by the group of experts with the site visit to the HEIs;
4. Publication of the report with results of the evaluation (see [Quality procedures in European Higher Education. An ENQA survey ENQA Occasional Papers 5](#). - European Network for Quality Assurance in Higher Education, 2003. 41 p.).

### IA and SA procedures and evaluation methods.

Procedures of IA and SA includes following steps:

- filing an application to the IAAR;
- approval for accreditation after the establishment of compliance with the threshold requirements;
- self-evaluation of the EO and / or SP;
- EEC's preparation to visit EO;
- EEC visit to the EO;
- a decision on the accreditation of the EO and / or SP;
- post-accreditation monitoring;
- re-accreditation.

Defined steps in this procedure of accreditation of EO and / or SP are formalized and reflected in a Table 3.

Table 3. Carrying out procedures of IA and SA in the IAAR:

№	Accreditation procedure stages	Recommended time frame (months)
1	EO submits an application to the IAAR	0
2	Brief presentation of the SP description to the IAAR by the EO	0
3	Conformity assessment to the threshold requirements	0
4	Signing bilateral contract between the IAAR and the organization of education on accreditation with the deadline	0
5	The IAAR experts train and advise the EO faculty on the self-evaluation procedure of the EO and / or SP	+1
6	Planning and holding the self-evaluation procedure of the EO and / or SP	+6
7	Developing self-evaluation report of the EO and / or SP with annexes attached, accompanying and supporting documents	+6
8	Preparation of the final report on the self-evaluation of the EO and / or SP and the presentation of the report to the IAAR (2 copies in Kazakh, Russian and English)	+6
9	Consideration of the self-evaluation report on the EO and / or SP by the EEC members before the visit to EO.	+8

10	Request for the additional information from EO by EEC members	+8
11	Development and approval of the program on EEC visit to the sites of high school	+8
12	EEC site visit to the university to assess the validity of EO and / or SP self-evaluation report (3-5 days). Regulation of the work of external experts group shall be conducted according to standards and guidelines for the organization and conduct of external expertise during the accreditation of educational organizations.	+9
13	Writing a report during the external experts' visit on the OE and the presentation of the decisions to the IAAR. Development of recommendations on accreditation of the university by the external experts for the AC to make a decision.	+9
14	Consideration of accreditation of the EO and / or SP by the AC. The adoption of the AC decision on the basis of self-assessment report of the EO and / or SP, the EEC report on the visit to the university and recommendations.	+10
15	Assigning the status of an accredited EO and / or SP after a positive decision on the accreditation by the AC with the issuance of a certificate of accreditation for a period of 1/3/5 years	+11
16	Publication of a brief report on accreditation of the OE and / or SP on the website of the IAAR in case of a positive decision	+12
17	The decision on the accreditation of the EO and / or SP shall be sent to the MES RK for inclusion to the National Register of 2/3	+12
18	Undergoing the post accreditation monitoring procedures, depending on the term of accreditation	Every 1,5 & 2 years
19	Undergoing the re-accreditation after the expiration of the date of the accreditation certificate	Every 1, 3, 5, 7 years

The Agency developed and applies the threshold requirements for the EO and / or SP to undergo accreditation.

Application of the EO for accreditation may be rejected in case:

- lack of current state license;
- implementation of educational services on the market for less than 5 years;
- lack of learners and graduates;
- underdeveloped internal quality management system;
- the presence of existing instruments of the offense.

The main methods of the IAAR assessment, used in the accreditation of the EO and / or SP and during the work of the EEC are:

1. The study and examination of the self-assessment report of the EO and / or SP;

2. Evaluation of the EO and / or SP by the EEC (with the departure to the EO) by certain, developed, introduced criteria for IA / SA and make recommendations for the adoption of accreditation decisions;

3. Feedback of EO with the IAAR;

4. Post accreditation monitoring.

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

- self-assessment report of the EO and / or SP;
- interviews with representative groups;
- visual inspection of the EO;
- teaching staff and students' questionnaires (surveys);
- documents, including posted on the official website of the EO;
- EO and / or SP supporting documents;
- monitoring results of EO and/or SP;
- reviews and reports of the experts.

### **Self-assessment procedure of EO and/or SP.**

The IAAR provides the EO and / or management of SP with methodical documentation necessary for self-assessment and designing a report on self-assessment.

The Agency conducts seminars at the HEI to clarify the standards requirements and the content of the self-assessment report.

During the preparation of the self-evaluation report EO and / or SP management shall analyze the development dynamics, strengths and weaknesses of their activities and the activities of the structural units (office, faculty, center, institute), which ensure the implementation of the program (s). The results of this analysis allow determining the suitability of the EO and / or SP to evaluation criteria and identify opportunities to improve the quality.

### **EEC site visit to the EO**

Site visit procedure to the EO conducted by the EEC formed by the IAAR.

The main objective of the EEC are:

- 1) to assess the completeness and reliability of the EO and / or SP self-assessments results ;
- 2) to assess in accordance with the IAAR standards;
- 3) to develop a Report on the results of the evaluation of the EO and / or SP in compliance with IAAR standards.
- 4) to design recommendations on the improvement of the EO and / or SP;
- 5) to suggest recommendations to the AC.

EEC activities are carried out in accordance with the [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations.](#)

IAAR pays special attention to the selection and appointment of external experts to evaluate the quality of the EO and / or SP. Experts are the certified representatives of the academic community, professional and student associations. During the expert selection process for the EEC group, the following criteria are taken into account: experience in the field of higher education, academic achievement (grade, rank, etc.), a profile in the fields and areas of expertise.

The EEC is formed from a database of certified experts, which includes qualified teachers, representatives of employers or professional associations, students, external / international experts, an observer from the IAAR in every accrediting EOs and / or SP group, taking into account the activities and educational services.

The IAAR appoints the EEC chairman, who is a specialist with much experience and knowledge on the accreditation process, as well as has an experience in a managerial position of the structural divisions of the HEI. The Chairman organizes the work of the EEC according to the program of the

visit to the EO, manages and coordinates the members of the commission, prepares the final report and recommendations of the EEC to improve the quality of the OE and / or SP. The Chairman also presents the results of EEC's visit to the AC.

In order to improve the efficiency of the external experts activities the [Regulation on the control of the external expert activities](#) and [Code of Ethics of external experts](#) were created. They establish mandatory ethical rules of experts' behavior. After the signing of the Code of Conduct, the expert assumes the obligation not to disclose confidential information obtained during EEC work. Before starting the assessment procedure every EEC expert signs a statement confirming that there are [no conflicts of interests](#).

All information and documentation supplied to the IAAR is confidential and shall be used to analyze the EOs and / or SP assessment and accreditation.

The Agency shall provide organizational and technical support for EEC activities. The Agency observer coordinates the work of EEC.

IAAR together with EC provide courses to train and improve professional skill of experts in accordance with [the qualification requirements](#).

The agency provides in advance the EEC members with standards, regulations, self-evaluation reports on the EO and / or SP applications. This contributes to qualitative assessment procedures.

Every EEC member scrutinizes the expelled material before the visit to the EO and provides a review of the self-assessment report to the IAAR.

During the preliminary meeting, the EEC members determine areas of concern and discuss the visiting program (Annex 2).

The EEC members are guided by the standards during their working. The EEC report analyzes all criteria of standards. The supporting materials are parameters for institutional profile and / or profile SP, notepads to be filled by the EEC members during the visit.

The quality assessment work of the EO and / or SP and development of the EEC final report includes the following steps:

1. Individual expert evaluation.
2. Making conclusions based the data received on the final day of the EEC visit using the parameters of institutional profile and / or profile of SP.
3. Development of recommendations on perfection of EO and / or SP.
4. The wording of the EEC assessment and recommendation to the AC.
5. Preparation of oral revocation of accredited EO and / or SP.

After completion of the work the EEC members will take final decision on the conformity of the EO and / or SP to accreditation standards. The Commission does not have the right to evaluate this EO and / or SP on the basis of its comparison with other EO and / or SP.

Recommendation is an important part of the evaluation for the AC. It must be confirmed by the facts, based on the scores mutually evaluated according to the parameter table by the IA / SA. The EEC recommendations are adopted collectively by open vote by a majority vote.

The EEC passes to the AC a report substantiated with conclusions and recommendations based on the results of the visit.

The Agency identified a clear post accreditation monitoring (see [Regulation on post-accreditation monitoring of the educational institutions and educational programs](#)).

In case of a positive decision on the accreditation by the AC, the management of the HEI and / or SP design plans for the implementation of the EEC recommendations, which will serve as a basis for post accreditation monitoring.

Post accreditation monitoring of the EO activities is carried out in accordance with the terms of accreditation:

Accreditation period duration	3 years	5 years	7 years
Interim report frequency	Once in 1,5 years	Two times every 2 years	Three times every 2 years
Visit	Once	Two times	Three times

In the case of the EO and/or SP accreditation for 1 year period, the management of the EO and/or SP during that period makes a decision to pass re-accreditation.

AC may decide to suspend or revoke the certificate of accreditation in case of default of EEC recommendations on the EO and/or SP.



Independent agency for  
accreditation rating

## 8. IAAR's Internal Quality Assurance

As part of the pre-audit of ENQA it was recommended by the expert to formalize IQAS (internal quality assurance system) Agency in accordance with the ESG.

In 2015, in order to improve the efficiency of the IAAR the [Guidelines on internal quality assurance system](#) were developed.

The Guidelines defined policies of IAAR in terms of quality and described the internal quality assurance system developed for the implementation of this [Policy](#).

With the support of the strategic objectives of the state in the field of quality of the Agency's Policy is focused on the continuous development and providing quality services to consumers at all levels: state, society, the education system of Kazakhstan, educational organizations, students.

Work with customers is aimed at meeting their requirements and is based on feedback principles and mutually beneficial partnership based on the maximum liability for commitments.

The agency gives priority to:

- The formation of a culture of quality,
- Continuous improvement of the internal quality assurance system according to the requirements of international and Kazakh authorities on recognition,
- Assurance of development policies and strategies unity.

The IAAR management unit and its subdivisions use IQAS Guidelines. General IQAS is administered by the Director. Scientific Consultant coordinates the content component of IQAS. Legal Consultant is responsible for organizational and legal activities of the Agency as well as processes of providing resources within IQAS.

IQAS is the instrument for implementing the Quality Policy through the achievement of quality goals.

The following IQAS processes are defined in the IAAR:

- document management;
- management responsibility;
- providing resources;
- lifecycle.

IQAS documentation is aimed at ensuring a common understanding of the Policy and Strategy of the IAAR.

Developed, documented, implemented and maintained IQAS Agency documentation includes the following:

- IQAS Manual;
- Agency Development Strategy;
- Standards and guidelines on assessment of compliance with accreditation standards;
- external documents of bodies, carrying out recognition: including the ESG, the WFME standards, etc .;
- regulations-governing acts in the field of accreditation and rating research;
- corporate documents regulating the activities in the field of accreditation and rating research of the Agency;
- the results of the Agency's research;
- work instructions, regulations, job descriptions, etc., which are developed in the development or maintenance of instruments;
- reporting documentation;
- recordings, and their templates/patterns.

IAAR Management undertakes to ensure that the development, implementation and continuous IQAS improvement to achieve its effectiveness.



In order to involve staff in the process of continuous IQAS improvement, IAAR administration supports the working groups of the initiative groups of employees and experts.

The IAAR takes processes for determining and meeting consumer requirements as a priority of the Agency. Management Agency also informs the personnel about the requirements of users (stakeholders) and the significance of their meeting.

The most important resource to ensure the quality of services and products is IAAR staff, which corresponds to qualification requirements. Management maintains an internal environment, involving employees of the Agency to achieve its strategic goals, takes care of the maintenance of competence, awareness and training of personnel.

Agency workers increase their competence by taking part in the training seminars, conferences, etc. on a regular basis. IAAR experts and accredited EOs Poll Results, conducted as part of the feedback in 2015, showed a high level of consumer confidence in services to Agency staff and their level of professionalism (see [Analytical reports](#)).

The agency attracts the competent national and international experts for accreditation. Particular attention is paid to training national experts to continually improve the quality of accreditation procedures. The Agency determined the qualification and ethical requirements for experts. All the experts are trained on special training courses held by the Agency.

Agency forms Expert Councils from data base of certified experts on different directions (see the [Regulations on the Expert Councils](#)). Some Agency experts may be sent to participate in local (Kazakhstan) and international events in the field of quality assessment.

For accreditation and rating research a systematic and process approach in activity and resource management are used.

When planning the accreditation process objectives, activities, timelines, resource requirements, load distribution among the IAAR staff, measures to control the quality of the process of accreditation, conformity assessment processes and post accreditation monitoring of the EO and/or SP are established.

The accreditation process is carried out in accordance with the standards and regulations of the IAAR. Standards are developed with the involvement of stakeholders (expert reviews, recommendations, public bodies, non-governmental organizations) in accordance with the [Instruction on the development and improvement of standards](#). To ensure the quality and dissemination of European best practices, the IAAR standards are harmonized with the ESG (2015) and WFME (2012) standards.

In order to make objective and independent decisions on accreditation of EO and/or EP the Agency has the AC, who makes decisions on the basis of self-assessment of EO and/or EP and EEC report. The composition of the AC is based on the recommendations of the public or professional associations, public authorities. To provide an objective decision-making, each member of the AC signs the [AC Member Code of Ethics](#).

To ensure compliance of the EO and/or EP with standards and continuous improvement a post-accreditation monitoring is carried out, regulation of which is described in the [Regulations on post-accreditation monitoring](#).

IAAR strives to constantly improve the results of its activities through annual plans for the implementation of development strategies, involvement of staff and experts in the working groups on continuous improvement of the IQAS, internal audits IQAS, IQAS analysis by management, corrective and preventive actions.

## 9. IAAR's International Activities

One of the key objectives of the implementation of the mission and vision of the IAAR set out in the 2016-2020 Strategic Plan to the IAAR years, is the recognition of the IAAR at national, European and international levels as a reliable partner for quality assurance. This strategic objective is realized with the help of the active position of the IAAR in the international platform, commitment to European quality standards, the study and implementation of the best international practices. Thus, the IAAR strives to be a reliable authority to ensure the quality and win the trust of key stakeholders.

IAAR recognized as major international and regional quality assurance networks:

- The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) - [full member](#);
- The European Association for Quality Assurance in Higher Education (ENQA) - [affiliated member](#);
- The US Council for Higher Education Accreditation (CHEA) International Quality Group (CIQG) - [full member](#);
- The Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA) - [full member](#);
- The Asia-Pacific Quality Network (APQN) - [an intermediate member](#);
- Association of Quality Assurance Agencies of the Islamic World (AQAAIW) - [full member](#);
- International Observatory on Academic Ranking and Excellence (IREG) - [full member](#).

Active work is underway on the development of mutually beneficial cooperation with the recognized world agencies for quality assurance in higher education. To date, [agreements on bilateral cooperation](#) with four such organizations signed:

- Foundation for International Business Administration Accreditation (FIBAA, Germany);
- Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN e.V., Germany);
- Accreditation Council for Business Schools and Programs (ACBSP, USA);
- National Center of Public Accreditation (Natsaccredcentr, Russia).

The aforementioned agencies as official partners assist in the procedures for the external quality evaluation of the Agency. These include joint activities and nominate foreign experts in the EEC.

Over the past year more than 20 visits have been carried out by the expert committee under the IA and SA with experts from FIBAA, ASIIN e.V. and Natsaccredcentr. Professionalism, excellent training, high culture characterizes the experts nominated by the Agency's partners.

In its turn, the IAAR recommended from its base to Natsaccredcentr – 8 experts, ASIIN - 3 experts, FIBAA - 18 experts, ACBSP - 12 experts.

IAAR is negotiating on signing bilateral agreements on cooperation with the Institute for Accreditation, Certification and Quality Assurance (ACQUIN, Germany), Accreditation Council for Engineering and Technology (ABET, USA) and the Institute of Marine Engineering, Science and Technology (IMarEST, UK).

On August 30, 2014 on the basis of the Abylaikhan Kazakh University of International Relations and World Languages in Almaty IAAR together with FIBAA held a seminar-training on certification of external experts of IAAR and FIBAA.

At the beginning of 2016, the IAAR in collaboration with WFME held a training seminar for training national experts in assessing the quality of basic medical and graduate education. The seminar was held on the basis of the name S.D. Asfendiyarov Kazakh National Medical University with the participation of Chief Advisor of WFME Samuel Leinser.

In February 2016 IAAR entered into a consortium that participates in the competition program of projects [Erasmus+ named "Integrate \(high quality\) Practical Experience in Higher Education"](#). The consortium also includes the Accreditation Agency Specialised in Accrediting Degree Programmes in

Engineering (ASIIN e.V, Germany), the National Centre for Educational Quality Enhancement (NCEQE, Georgia).

The project will develop an approach and a set of tools to stimulate continuous, structured cooperation between higher education, science and business in order to enhance graduate employability.

For the purposes of the study and application of best practices IAAR representatives take part in conferences and seminars organized by foreign partners and international networks in the field of quality assurance (by [CIQG in January 2013](#) (Washington D.C.), by [APQN in April 2013](#) (Taipei), by [INQAAHE in April 2013](#) (Taipei), [May 2014 \(Tallin\)](#), by [ENQA in April 2013 \(Prague\)](#), [October 2013 \(Vilnius\)](#), [April 2014 \(St Petersburg\)](#), by [IREG in May 2013](#) (Warsaw) and [in May 2014 \(London\)](#)).

According to SWOT-analysis results, the Agency should continuously improve the quality culture in the field of good international practices. In this context, the prospects for international cooperation are related to the solution of such problems as:

- 1) obtaining ENQA full member status;
- 2) entry into the European Register EQAR;
- 3) recognition of the WFME;
- 4) training of Kazakh experts in cooperation with foreign partners on an ongoing basis;
- 5) IAAR employees training at the advanced training courses of foreign partners, ENQA trainings.



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## 10. IAAR's Compliance with European Standards and Guidelines (Part 3)

### 10.1 ESG Standard 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.

#### Guidelines:

*To ensure the meaningfulness of external quality assurance, it is important that institutions and the public trust agencies.*

*Therefore, the goals and objectives of the quality assurance activities are described and published along with the nature of interaction between the agencies and relevant stakeholders in higher education, especially the higher education institutions, and the scope of the agencies' work. The expertise in the agency may be increased by including international members in agency committees.*

*A variety of external quality assurance activities are carried out by agencies to achieve different objectives. Among them are evaluation, review, ACdit, assessment, accreditation or other similar activities at programme or institutional level that may be carried out differently. When the agencies also carry out other activities, a clear distinction between external quality assurance and their other fields of work is needed.*

#### IAAR's Compliance

IAAR conducts activities on external quality assurance in accordance with requirements set out in Part 2 of the ESG. The main characteristics of this process are transparency and regularity. This procedure analyzed in detailed way in the next [chapter on the self-assessment report](#).

In 2015, standards of IAAR harmonized in compliance with the revised standards of ESG and takes into account ESG's standards in conducting procedures of institutional and specialized accreditation of EO and SP. IAAR has published [Development Strategy](#) and [Mission](#) of the Agency, which have been developed with the involvement and discussion of key stakeholders (national and foreign experts of IAAR, EC and AC members, representatives of the academic community, students, state agencies, employers).

The Mission of IAAR - ongoing support and promotion of a culture of quality in the sphere of education in order to increase the competitiveness of Kazakhstan's society and education through appropriate external quality assurance.

Activity of Agency is based on Development Strategy and Guidelines for IQAS, which are designed on the basis of Part 2 of ESG, since these standards reflect best practice examples and provide the basis for the activities of external quality assurance throughout the Europe.

In order to conduct appropriate activities to external quality assurance of education and development of NSEQA of RK using international experience in the accreditation process of IAAR includes the following steps:

- Preliminary analysis / self-analysis of compliance of the EO and / or SP to the threshold requirements;
- Self-evaluation of EO and / or SP;
- site visit to EO by expert group of IAAR;
- The report of the expert committee on the results of the visit, including the EO and AC recommendations;
- making a decision of AC;
- publication of EEC Report to inform the public;

- consistent procedures of post accreditation monitoring.

All these have contributed and continue to contribute to the enhancement of independent accreditation in the Republic of Kazakhstan.

The procedure of EEC organization and formation of the report defined in the [Regulations on the external expert committee of IAAR](#) and the [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#). According to the Regulation on the external expert committee of IAAR the expert group should include foreign experts who are nominated from among experts of IAAR expert's base and / or a foreign accreditation agency partners. Also students and employers are necessarily included into the EEC.

Since the formation of the AC, it consisted of representatives of the academic community, students and employers. In 2016 expert capacities of IAAR expanded by inclusion of foreign expert (member) into AC of IAAR.

IAAR incorporates ECs on areas of activity, which also includes foreign experts (see the [Regulations on the Expert Councils](#)). These activities have increased the transparency of quality assurance procedures in Kazakhstan and the confidence of the public and educational organizations.

Informing the public about the results of EP and EO quality assessments carried out by:

- Publication of EEC reports and AC decisions on the IAAR's website;
- Organizing seminars and roundtables;
- Participation in the dialogues with MES RK and HEIs;
- Conferences and forums held by international networks and international partners;
- Speeches and publications in the media and scientific publications;
- Placing information and the latest news on the portal of Agency;
- Direct mailing delivery.

In order to support the objectiveness of assessment and monitoring of the quality of education IAAR holds rating researches in the field of higher, technical and vocational education of Kazakhstan:

- from 2014 the rating of HEIs and educational programs are held on directions and levels of specialists' training programs. The rating results are published annually in the IAAR's website and in the republican newspaper "Kazakhstanskaya Pravda" to inform stakeholders, parents and students about the competitive HEIs and educational programs;

- the rating of teaching staff enables to disseminate information about the best teachers of the country and attracts the attention of the public to the best academic practicum.

According to the Statutes of IAAR rating researches carried out independently from accreditation process and do not affect on the results (Annex 1).

In the process of self-report preparation, the Working group came to the conclusion that despite the fact that the Agency regularly attracts key stakeholders to its activities, the level of interaction with professional societies, HEI and student associations is insufficient. This finding echoes the SWOT-analysis of the IAAR Development Strategy for 2016-2020.

#### **Evidence:**

- Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"
- [Standards of institutional accreditation for institutions of higher education implementing higher and postgraduate educational programs \(ESG 2015\)](#)
- [Standards for specialized accreditation of educational programs of higher education institutions \(ESG 2015\)](#)
- [Regulations on the external expert committee of IAAR](#)
- [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#)
- [Regulations on the Expert Councils](#)

- [The methodology of ranking HEIs and educational programs](#)
- [The rating results \(2015\)](#)



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## 10.2 ESG Standard 3.2 Official Status

### Standard:

Agencies should have an established legal basis and should be formally recognized as quality assurance agencies by competent public authorities.

### Guidelines:

*In particular when external quality assurance is carried out for regulatory purposes, institutions need to have the security that the outcomes of this process are accepted within their higher education system, by the state, the stakeholders and the public.*

### IAAR's Compliance

In the accreditation system of HEIs of Kazakhstan everything has changed after signing the Bologna Declaration and the adoption of the decree of the President of [State Program of Education Development in the Republic of Kazakhstan for 2011 – 2020](#) (2010). The above mentioned documents are key to the quality assurance system and a new milestone in the accreditation of HEIs of Kazakhstan, which identified further development vector.

By the decision of the founder, the IAAR was founded in 2011, right after that the in same year changes were made into the Law of Kazakhstan "On Education" ([Law of the Republic of Kazakhstan dated October 24, 2011 № 487-IV](#)), which clearly stated independence and voluntariness of accreditation in Kazakhstan (article 9-1). The Law abolished the NAC MES RK, the public agency that is responsible for ensuring the quality of higher education in Kazakhstan, and passed the accreditation function in a competitive environment. All the accumulated experiences and the base of highly qualified NAC MES RK experts became the basis of methodology and the IAAR experts' community.

The legal framework of the IAAR and the responsibilities and duties of the founder are defined by the IAAR Statutes. In the part, where it is not governed by the Statutes, the IAAR is guided by the [Constitution of RK](#), the Law "On education", the [Civil Code of the Republic of Kazakhstan](#), the Law of RK "[On Noncommercial Organizations](#)» and other applicable laws of the Republic of Kazakhstan in the field of education.

According to Article 2 of the Statutes of the IAAR, the Agency is a non-profit organization that does not have profit as the main purpose of its activities.

Article 12-3 of the Statutes of the IAAR defined exclusive competence of the AC IAAR, which is an advisory body of the IAAR, created for the collegial and transparent consideration of materials on the accreditation procedure of organization of educational and training programs.

AC Decisions on quality assessment of the EO and / or EP are final.

Methods of selection and appointment of members of the AC is defined in the [Regulations on the AC IAAR](#). To date, the AC presented authoritative education stakeholders, including representatives of government agencies, research institutions, associations and employers' associations and students, which is an important factor in ensuring a high reputation as a recognized agency.

The [list of AC members](#) is available on the IAAR's website. According to the legislation of the Republic of Kazakhstan and its internal normative acts IAAR is independent in the development of standards, guidelines and quality assessment procedures for education organization. The group of authors with the participation of IAAR experts developed standards and requirements for accreditation procedures. Copyright is confirmed by a [certificate of state registration to the standards of institutional and specialized accreditation IAAR](#).

IAAR is included in the Registry 1, formed in accordance with the [Rules and the Requirements for maintaining National Registry of Accreditation Institutions, Accredited Education Institutions and Education Programs](#) (MES RK Order number 556 from 30.12.2011).

IAAR has a [Certificate for inclusion in the National Register 1](#) according to the order of the MES RK dated by June 27, 2012 № 304. This certificate is valid until June 1, 2017 and gives the full right



to carry out quality assurance activities in Kazakhstan. This certificate confirms that the IAAR quality assessment results are recognized by the system of higher education, government, stakeholders and the public. In 2017, the IAAR shall re-confirm compliance with national requirements.

The recognition of the Agency's activities by public and stakeholders are confirmed by Memoranda of Cooperation with JSC "[Republican scientific-methodical development centre of technical and vocational education and Qualification](#)" (RNMTS), the [National Chamber of Entrepreneurs of Kazakhstan "Atameken"](#) (GMP), the [National Medical Association of Kazakhstan](#).

IAAR activities are recognized at the international level. IAAR is [a member of](#):

- INQAAHE;
- ENQA;
- APQN;
- IREG;
- AQAAIW;
- CIQG;
- CEENQA.

In 2016, the IAAR is [accredited by the MES of RK](#) as a subject of scientific activity, which confirms its recognition at the national level.

According to the SWOT-analysis the external threat was identified, which can affect the official status of the Agency. In particular, the threat associated with unstable politics of MES RK for the recognition of national and international quality assurance agencies. The IAAR management recognizes this problem and looking for solutions. Obtaining the status of full member of ENQA and subsequent inclusion to the EQAR will enhance the credibility of the competent authorities to the IAAR and influence the policy of the MES RK for the recognition of quality assurance agencies.

#### **Evidence:**

- [Constitution of RK](#)
- [Civil Code of the Republic of Kazakhstan](#)
- [Law of RK "On Noncommercial Organizations»](#)
- [State Program of Education Development in the Republic of Kazakhstan for 2011 – 2020](#)
- [Law of the Republic of Kazakhstan dated October 24, 2011 № 487-IV](#)
- [Rules and the Requirements for maintaining National Registry of Accreditation Institutions, Accredited Education Institutions and Education Programs](#)
- [Regulations on the Republican Accreditation Council of the Ministry of Education and Science of the Republic of Kazakhstan](#)
- [Certificate for inclusion in the National Register 1](#)
- Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"
- [Regulations on the AC IAAR](#)
- [List of AC Members](#)

## 10.3 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.

### Guidelines:

*Autonomous institutions need independent agencies as counterparts.*

*In considering the independence of an agency the following are important:*

- *Organizational independence, demonstrated by official documentation (e.g. instruments of government, legislative acts or statutes of the organization) that stipulates the independence of the agency's work from third parties, such as higher education institutions, governments and other stakeholder organizations;*

- *Operational independence: the definition and operation of the agency's procedures and methods as well as the nomination and appointment of external experts are undertaken independently from third parties such as HEIs, governments and other stakeholders;*

- *Independence of formal outcomes: while experts from relevant stakeholder backgrounds, particularly students, take part in quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.*

*Anyone contributing to external quality assurance activities of an agency (e.g. as expert) is informed that while they may be nominated by a third party, they are acting in a personal capacity and not representing their constituent organizations when working for the agency. Independence is important to ensure that any procedures and decisions are solely based on expertise.*

### IAAR's Compliance

In accordance with Article 9-1 of the [Law "On Education"](#) (2007) accreditation of educational organizations is carried out on a voluntary basis. The organization is independent in choosing education accreditation body and accreditation body conducts institutional and specialized accreditation in accordance with its accreditation standards (regulations). These provisions demonstrate the independence of agencies in the development of standards, voluntary and free choice of accreditation agencies in Kazakhstan.

In accordance with paragraph 2 of Art. 9-1 of the [Law "On Education"](#), the accreditation body alone decides on accreditation or refusal to conduct on the basis of criteria and supporting documents (as defined by the Agency).

[SPED for 2011-2020](#) provides the development of effective measures on the recognition of the education quality by means of an external evaluation by independent non-profit agencies.

The competence of MES RK, related to the accreditation process, includes the establishment of requirements and procedures for recognition of accreditation bodies, including foreign ones. Status of non-profit organization is a prerequisite for the recognition of the accreditation body (subp. 1 p. 11 of [Rules and the Requirements for maintaining National Registry of Accreditation Institutions, Accredited Education Institutions and Education Programs](#)).

Accreditation bodies, included in the Registry, entail legal consequences for the EO and the recognition of the EO and / or SP at the national level. Solutions of recognized accreditation agencies serve as the basis for the automatic generation of a Registry of accredited EOs and SPs. Formation of Registries is performed by MES RK.

According to Article 2 of the IAAR Statutes, the Agency has an independent status (non-profit and non-governmental organization) and carries autonomous responsibility for their actions. Third parties cannot affect the conclusions and recommendations contained in the reports.

IAAR Statutes defines the exclusive competences of the IAAR Accreditation Council (Article 12-3) and gives it the power to make a final decision on the award of accreditation status of the EO and / or SP. AC makes decisions on the basis of self-evaluation of education organisation and the EEC report. Responsibility for the legality of administrative decisions on accreditation or refusal of accreditation of educational organizations and / or educational programs provided by them lies on the IAAR.

In order to ensure the independence of decision-making, the AC may include representatives of government agencies, non-governmental organizations, research institutions, local and international experts in the field of education, employers and student associations. The basis for inclusion in the AC is the recommendation of public or professional associations and public authorities. Participation in the Council is voluntary and gratuitous. To avoid conflicts of interest and to ensure impartial decision each member of the AC signs the [AC Member Code of Ethics](#). The Agency carries out the selection of candidates for the AC. Appointment of the members of the AC shall be approved by order of the Director. [Regulations on the AC IAAR](#) and the list of members are published on the IAAR website.

Complex documents mentioned above guarantee the independence of the agency from the organization of education, government and other stakeholders.

IAAR's methodology of external quality assurance (in accordance with the requirements of national legislation and ESG) is based on the involvement of representatives of the higher education community, employers, students, international experts, which ensures transparency and objectivity of decision-making, and the lack of influence of third parties and affiliation of the EO.

Agency forms the database of national experts in accordance with the [criteria for selection of experts](#) independently. Each expert included in a particular EEC signs the Code of Ethics and therefore accepts the declared commitments. In particular:

1. Prior to the inclusion in the external expert committee, the expert is obliged to inform IAAR about the circumstances preventing its participation in the work of the commission.
2. Carrying out an external examination in educational institutions and educational programs, the external examiner must not act in excess of its powers delegated by the IAAR.
3. The expert undertakes to fulfil its function as a part of the external expert commission high quality and the deadline to submit the IAAR materials for the final report to ensure objective assessment of the self-assessment results.
4. The examiner should build its relations with other external experts and employees of the accredited educational organizations based on mutual respect, not to use statements and expressions belittle the honour and dignity of another expert, representatives of educational organizations, in respect of which the examination is being conducted.
5. The expert accepts the obligations of confidentiality of information obtained in the course of EEC IAAR.
6. The expert is involved only in the accreditation procedures undertaken by the IAAR. While participating in the work of other accrediting agencies the expert should coordinate their work with the IAAR.
7. Expert is forbidden to accept any form of compensation from the accredited organization of education workers and others.
8. The expert should strive to create a positive public opinion about the IAAR experts and their activities.

Experts are trained in the course of which they are developing the competence of conducting external audit and independent behaviour model.

Decisions on the appointment and nominating external experts for the accreditation procedure shall be taken by the Agency independently of the educational organizations, government agencies and other stakeholders. Agency creates EEC on the basis of expediency and compliance principles with professional fields. Foreign experts are included in the EEC from the database of experts and / or by foreign partners' nominations.

Each expert before starting EEC signs "[Statement of IAAR Expert on the Absence of Conflict of Interest](#)" and the [paid service agreement](#).

To avoid conflict of interest IAAR conducts preliminary approval of the list of experts with the educational organization (Paragraph 13 of [Regulations on the external expert committee of IAAR](#)). Accredited educational organization has the opportunity to reject the candidature of experts on the basis of the facts and send an official letter with a detailed justification.

The interaction with EO as follows. The text of the contract on accreditation services is agreed with the organization of education before signing it.

The accreditation process is independent from the management of the EO. The Agency shall pay all the expenses of the experts relating to their stay and activities as part of EEC.

Assessed education organization and/or SP have the right to get acquainted with the draft of the EEC report and point out factual inaccuracies (official letter) before reviewing the report at a meeting of the AC and its publication on the website (see [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#)). Responsibility for the final EEC Reports is carried out by IAAR.

**Evidence:**

- [Law of the Republic of Kazakhstan dated October 24, 2011 № 487-IV](#)
- Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"
- [Regulations on the AC IAAR](#)
- [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#)
- [AC Member Code of Ethics](#)
- [Regulation on the control of the external expert activities](#)
- [Statement of IAAR Expert on the Absence of Conflict of Interest](#)
- [Code of Ethics of the External Expert on Accreditation](#)
- [Regulations on the external expert committee of IAAR](#)
- [A sample of an expert paid service agreement](#)

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## 10.4 ESG Standard 3.4 Thematic Analysis

### Standard:

Agencies should regularly publish reports that describe and analyze the general findings of their external quality assurance activities.

### Guidelines:

*In the course of their work, agencies gain information on programs and institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. These findings can contribute to the reflection and the improvement of quality assurance policies and processes in institutional, national and international contexts.*

*A thorough and careful analysis of this information will show developments, trends and areas of good practice or persistent difficulty.*

### IAAR's Compliance

As a result of the EEC, IAAR regularly publishes reports. External evaluation results are summarized in the Agency's annual reports, which contain an analytical review of the results of the accreditation and EO and EP for the past year. The structure of this report includes a description of best practices used by HEIs, and general recommendations for the development of education system. The trends identified in the report and recommendations of the MES RK are used to improve the quality of education on the republic level.

Analytical report on the activities of the IAAR with recommendations to improve the national quality assurance system is provided annually in the MES RK and published on the Agency website.

Since 2015 the IAAR is studying consumer satisfaction with accreditation services. During feedback from the accredited HEIs, their expectations are studied with respect to assessing the quality and impact of external quality assurance processes.

The annual survey of certified IAAR external experts allows the improvement the quality assurance procedures and the content of standards and criteria.

Survey results are analyzed and published [on the web site](#).

The survey results are included in the annual analytical report of the IAAR and are used for continuous improvement of accreditation procedures and standards. On this basis, the IAAR's management is taking corrective and preventive actions (see [IQAS Manual](#)).

A paragraph 7 of Article 10 of the IAAR Statutes incorporates a conducting research on the procedure of quality assurance of education.

In February 2016 the IAAR entered into a consortium that participates in the competition program of projects [Erasmus+ named "Integrate \(high quality\) Practical Experience in Higher Education"](#). The consortium also includes the Accreditation Agency Specialized in Accrediting Degree Programs in Engineering (ASIIN e.V, Germany), the National Centre for Educational Quality Enhancement (NCEQE, Georgia).

The purpose of the project is to develop an approach and a set of tools to stimulate continuous, structured cooperation between higher education, science and business in order to enhance graduate employability. The mission is to enhance sustainable development of partner countries in the field of higher education in cooperation and mutual exchange of experiences and capabilities among stakeholders from Higher Education Institutions (HEIs), employers and profession representatives from partner countries in Eastern Europe (Georgia) and Central Asia (Kazakhstan) and from the European Union (Finland, Germany, UK, Netherlands) as well as with external quality assurance organizations for higher education setting quality standards for it.

IAAR Strategic Development Plan for 2016-2020 considers a comprehensive analysis of the national quality assurance system. In order to implement the set tasks based on evaluations of the

education organizations IAAR plans to carry out a systematic analysis of the implementation of the academic mobility programs and the internationalization of education at accredited HEIs (2016-2017) and a system analysis of commercialization research projects in the accredited HEIs of the Republic of Kazakhstan (2018-2020).

One of the forms of higher educational monitoring conducted by agency is a rating research on educational programs on levels and areas of training that include a comprehensive analysis of the quality of HEIs implemented Kazakh educational services. Rating criteria encourages HEIs to implement the Bologna process parameters. The results of rating research are used to inform the public, continuous improvement of quality of education and increasing the competitiveness of HEIs of Kazakhstan. The results of the independent rankings are published annually in the media and [on the Agency website](#).

In order to highlight the best world and domestic practice in the field of quality assurance IAAR publishes informational and analytical magazine "[Образование/Education KZ. Обеспечение качества/Quality assurance. Аккредитация/Accreditation. Рейтинг/Ranking. Инновации/Innovations](#)". The magazine serves as a dialogue platform for national and foreign experts and the academic community.

Management, employees and experts of the IAAR participate and represent the quality assurance policy of the IAAR in various international and national conferences, forums and workshops on quality assurance.

It is a great challenge to the IAAR as for young agency to implement this standard (ESG 3.4), since it requires a lot of resources and efforts. Currently, the Agency are not fully able to demonstrate the results of thematic analysis, as well as completed reports for some areas of research.

Together with this, the SWOT-analysis has shown that the absence of joint projects with foreign partners, the lack of experience of participation in the development of educational projects are weak parties of the Agency. However, the IAAR are already conducting the analytical work as described above. The Strategic Development Plan for 2016-2020 includes activities for the implementation of the system analysis of academic mobility and internationalization of education programs (2016-2017), the commercialization of research projects (2018-2020) in accredited by the Agency HEIs of Kazakhstan.

#### **Evidence:**

- [The IAAR Development Strategy for 2016-2020](#)
- [Project Erasmus+ "Integrate \(high quality\) Practical Experience in Higher Education"](#)
- Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"
- [IQAS Manual](#)
- [A sample questionnaire of accredited educational organization](#)
- [A sample questionnaire of certified IAAR external experts](#)
- [The methodology of ranking HEIs and educational programs](#)
- [The rating results \(2015\)](#)
- [Our Publications](#)
- [IAAR magazines](#)



## 10.5 ESG Standard 3.5 Resources

**Standard:**

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

**Guidelines:**

*It is in the public interest that agencies are adequately and appropriately funded, given higher education's important impact on the development of societies and individuals. The resources of the agencies enable them to organize and run their external quality assurance activities in an effective and efficient manner. Furthermore, the resources enable the agencies to improve, to reflect on their practice and to inform the public about their activities.*

**IAAR's Compliance**

**Financial Resources**

IAAR is a nonprofit organization whose income is fully directed to the development of the Agency.

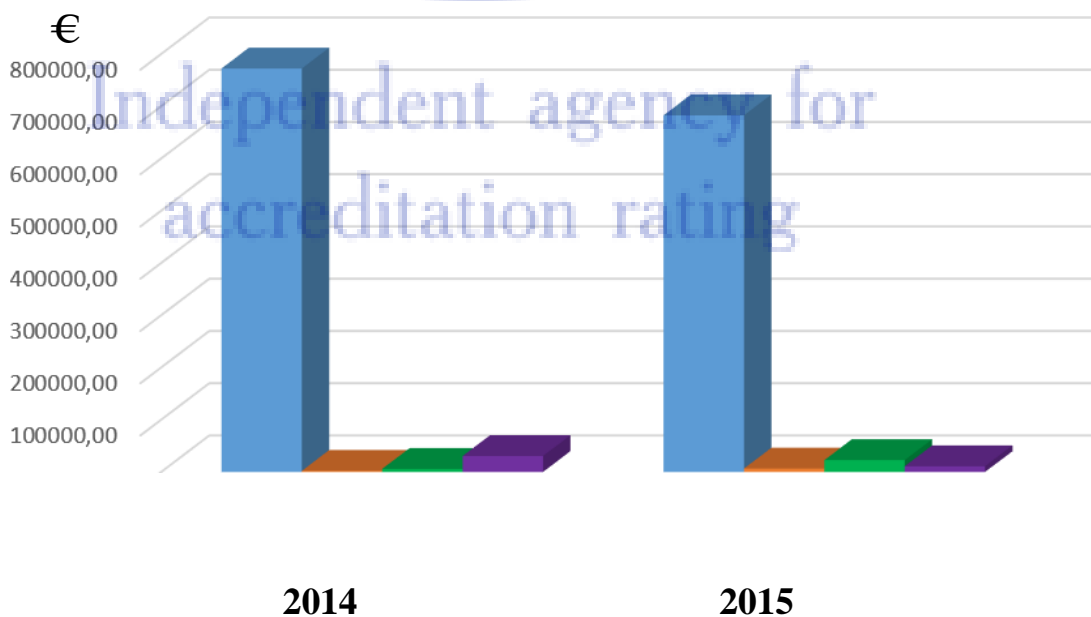
Kazakhstan legislation does not provide for the funding of independent agencies from the state budget. Accreditation of EO and SP is performed at the expense of the education organization (p. 4 of Article 9-1 of the [Law "On Education"](#)). The main source of IAAR income are the accreditation services of EO and SP.

Budget of IAAR in 2014 was 306.666.000 tenge (810.856,68 Euro as of 2 March), in 2015 it was 273.287.000 tenge (722.599,15 Euro as of 2 March).

To improve its financial stability IAAR plans to be more involved in national and international research grants and competitions, to attract sponsorship (See para. 6. Resource Management of [IQAS Manual](#)).

In order to ensure financial stability and reduce the cost the Founder provides space for the operation of the Agency for free.

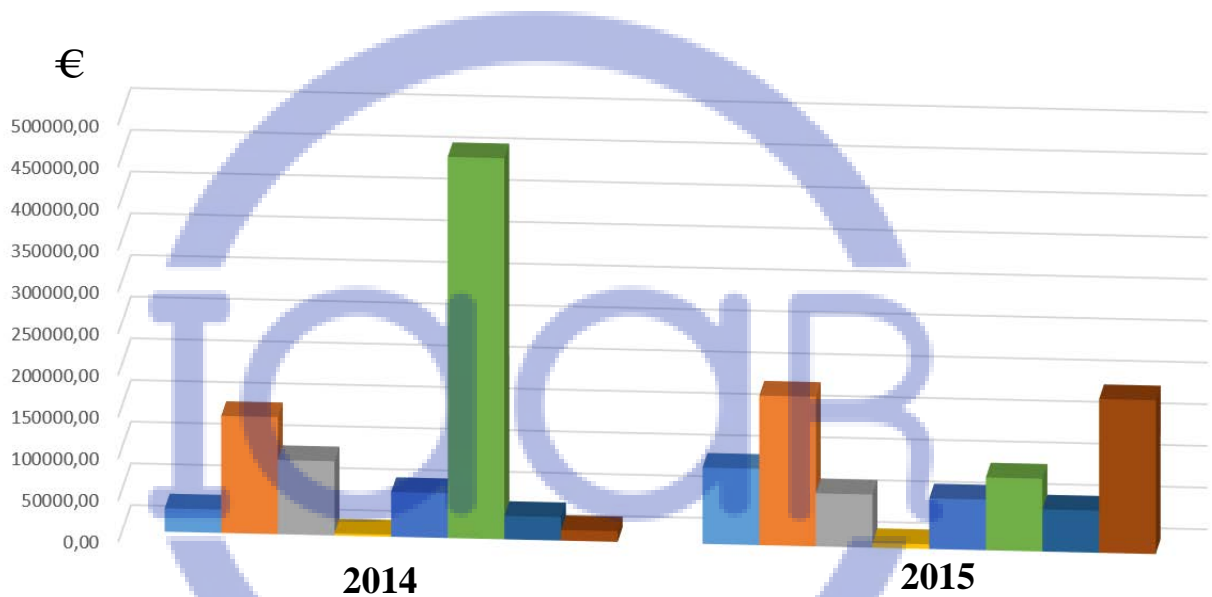
Figure 4. Funding Sources of IAAR in 2014-2015





IAAR's Income	2014	2015
Fees for accreditation services	772269,43 €	682565,84 €
Fees for participation in rating and printing of certificates	2134,32 €	6450,03 €
Fees for post-accreditation monitoring	5953,73 €	22608,14 €
Fees for seminars and consultations out of accreditation procedure	30498,68 €	10974,62 €

Figure 5. Expenditures of IAAR in 2014-2015



IAAR Expenses	2014	2015
IAAR office expenses	27892,65 €	91345,58 €
Salary	140320,47 €	179304,60 €
Business trip expenses	88932,05 €	63618,19 €
QA networks membership fees	2462,45 €	5591,49 €
Taxes and levies	53690,90 €	60656,00 €
Outside contractors (including with external experts)	456771,55 €	87319,67 €
Other development activities	28091,75 €	50456,64 €
Balance (planned funds for development, including ENQA Review and WFME Recognition)	12694,34 €	184306,45 €

## Human Resources

According to the Statutes and Development Strategy the IAAR has tasks to ensure the quality not only of higher education which is wide enough, but also vocational and technical education, the organization of secondary education, implementing international educational programs. Today, for the implementation of the objectives of the Agency there works [14 people](#) on a regular basis and functions Accreditation Council and Expert Councils on activity directions.

Table 4. IAAR Councils

#	Council names	Number of council members
1	<a href="#">Accreditation Council</a>	18
2	<a href="#">Expert Council for Higher Education</a>	8
3	<a href="#">Expert Council on TVE</a>	8
4	<a href="#">Expert Council on Medical Education</a>	8

Participation in the AC is voluntary and governed by the Statutes of the IAAR and AS Regulation. The activities are coordinated by the AC elected Chairman, who after the election becomes a part of personnel of the accreditation agency as a Scientific Consultant (see para. 19 of the [Regulations on the AC](#)).

EC is a permanent body of experts, and information and advisory support. EC members work on a voluntary basis, on a permanent basis.

The agency is headed by Director of the IAAR, whose powers are described in paragraph 13 of the Statutes of the IAAR. The Director has a degree of Candidate of Juridical Sciences. Scientific Consultant is Doctor of Philology, Associate Professor, Head and Chief Scientific Officer of 6 scientific projects, [member of the Public Council of the MES RK](#) (see [CV](#)). Most project managers have master's degree. Head of International Projects is a PhD researcher, the planned duration of defense is Fall 2016.

Functional duties and responsibilities of the IAAR are described in job descriptions and identified in the annual plan of the IAAR. Number of employees is the enough, all functions are fully distributed. In case of increase of the volume of work, the introduction of new analytical positions is possible.

The internal feedback is carried out at weekly meetings. During a EEC site visit to EO, the observer daily informs the Agency of the course of the visit. Following the visit of EEC feedback from the Chairman of the Commission and experts is carried out through e-mails and/or telephone calls.

IAAR staff regularly improves their professional competence, participate in various conferences, seminars and forums dedicated to discussion of the educational issues and quality assurance in Kazakhstan and abroad. This process is planned and controlled by management of the Agency in accordance with the Guidelines for internal quality assurance system (See para. 6.2. Human resources of [IQAS Manual](#)).

IAAR uses project-based approach for the implementation of their tasks. The Agency project managers are assigned by branches activity. If necessary, the IAAR attracts a variety of external experts on a contract basis. Since 2011, the IAAR drew on a contractual basis for the provision of services of about 637 experts.

The principles and procedures for the selection, training and development of employees and IAAR external experts are contained in the Guide on IQAS (See para. 6.2. Human Resources of [IQAS Manual](#)).

## Physical and Informational Resources

Until February 2016 the Agency was located in its own office at the address: Republic of Kazakhstan, 010000, Astana city, Kabanbay Batyr avenue 42-17-VP. Total area is 116.2 m<sup>2</sup>. Currently, the office is owned by the agency and may be involved in the case of expansion of the IAAR staff.

Since February 2016 the IAAR occupies a new office at Bauyrzhan Momyshuly avenue 2, VP-4D, 010000, Astana city, Kazakhstan. Total area - 172 square meter. The office includes the offices of management, staff offices, archive, conference hall for 20 seats (with the possibility of video conferencing) for holding a meeting of the AC and the EC, a relaxation area and a kitchen. The mentioned office space is delivered in trust with the subsequent transfer to the agency's balance sheet.

The agency has a website located at [www.iaar.kz](http://www.iaar.kz), portal for carrying out rating research [www.rating.iaar.kz](http://www.rating.iaar.kz), corporate e-mail, the magazine "Education KZ. Quality Assurance. Accreditation. Rating. Innovations".

According to the IQAS Manual, the Director of the IAAR has overall responsibility for ensuring those resources (see para. 6.1. Provision of resources of [IQAS Manual](#)). By now, the IAAR management provided all employees with the necessary equipment for the proper performance of organizational work. Every employee in the IAAR has a personal computer with Internet access.

The IAAR has the following equipment on its balance:

- Desktop Computers - 3;
- Monoblock PC - 8;
- Notebooks - 6;
- iPad - 2;
- Fax - 1;
- Printers - 3;
- Multi-functional device - 6;
- Phone - 1;
- Projector - 1;
- Smart board - 1;
- Digital Voice Recorder - 1;
- Digital Camera - 1;
- Executive cars - 1.

The IAAR employees are satisfied by technical equipment for ensuring the organizational and technical support for the accreditation procedures.

Necessary infrastructure is revealed in the process of analysing IQAS and is provided through composing of the Agency's development plan (See para. 6. [IQAS Manual](#)).

The Working Group on writing self-assessment report finds that despite the fact that the staff of the IAAR regularly improve their professional competence, it is not enough to perform the tasks. This problem will be solved gradually, at the expense of the Agency. In annual action plans of the IAAR the relevant work are planned. In the future, extension of the IAAR staff and creation of analytical positions taking into account the practical experience in higher education and scientific degree of candidates for the position is possible.

### Evidence:

- [The IAAR Development Strategy for 2016-2020](#)
- Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"
- [IQAS Manual](#)
- [Law "On Education" \(2007\)](#)
- [Regulations on the AC IAAR](#)
- [IAAR Structure](#)

- [Job Descriptions](#)
- [A sample of an expert paid service agreement](#)
- IAAR Annual Action Plans and Strategy Implementation Plans ([2016](#), [2015](#), [2014](#), [2013](#), [2012](#))
- [Our Publications](#)



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## 10.6 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.

### Guidelines:

*Agencies need to be accountable to their stakeholders. Therefore, high professional standards and integrity in the agency's work are indispensable. The review and improvement of their activities are on-going so as to ensure that their services to institutions and society are optimal.*

*Agencies apply an internal quality assurance policy which is available on its website. This policy:*

- ensures that all persons involved in its activities are competent and act professionally and ethically;*
- includes internal and external feedback mechanisms that lead to a continuous improvement within the agency;*
  - guards against intolerance of any kind or discrimination;*
  - outlines the appropriate communication with the relevant authorities of those jurisdictions where they operate;*
    - ensures that any activities carried out and material produced by subcontractors are in line with the ESG, if some or all of the elements in its quality assurance activities are subcontracted to other parties;*
    - allows the agency to establish the status and recognition of the institutions with which it conducts external quality assurance.*

### IAAR's Compliance

In 2015 IAAR has developed policy and system of internal quality assurance. It is formalized in [IQAS Manual](#) and published on the site.

The Policy of the Agency in the sphere of quality is focused on continuous improvement and providing quality services for users of all levels.

Working with stakeholders (educational organization, expert community, academic community, partners and state agencies) based on the principles of meeting their requirements, feedback, mutually beneficial partnership and maximum liability for commitments.

IQAS policy is aimed on the formation of a culture of quality, continuous improvement processes of accreditation, compliance with international and Kazakh authorities for recognition, providing unity of Policy and Strategy.

IAAR in the Strategy defined [mission](#), [vision](#), and its place in the education system of Kazakhstan. In the development plan identified the strategic objectives for 2016-2020 years, which are reviewed regularly. The main strategic goals are the basis for the preparation of Annual Action Plans and Strategy Implementation Plans.

IAAR generates internal environment for the full involvement of employees and stakeholders in the achievement of strategic objectives. The agency draws the competent national and international experts for quality assessment.

In the development of plans of the Agency taken into account the views and suggestions of EC members, who are not only experts of the IAAR, but also representatives of the HEI. Development Strategy Project for 2016-2020 years was discussed at the AC in December of 2015, where the majority of the members are represented by non-governmental organizations, associations and employers' associations. Strategy of development was approved by the Director at the end of 2015 and is available on [the IAAR site](#).

Results of IAAR activities are reflected in the annual analytical reports that include all processes and accreditation procedures and comply with the stated mission and goals of the IAAR.

The Agency is accountable to the stakeholders of education, provides reporting through a variety of internal quality assurance mechanisms (see [IQAS Manual](#)).

IAAR annually sends to the MES RK an analytical report with recommendations to improve the national quality assurance system, also IAAR regularly informs MES RK about accredited EO and / or SP.

At the initiative of the AC Agency annually reports on the results of post accreditation monitoring of accredited EOs and / or SPs. AC members regularly participate in the discussion of important normative documents of the IAAR, including Development Strategy, procedures, complaints and appeals procedures, standards and accreditation criteria, provide comments and recommendations for improving the activity of the IAAR.

To ensure the quality and professional conduct of external experts the Agency conducts trainings. Trainings and certifications of experts are carried out in accordance with the [Regulation for training, retraining and advanced training of external experts](#). Trained experts entered into the database, which is used to form the EEC.

Professional conducts of external experts are governed by [complex regulations](#), which define expert's ethical behavior and his/her competence in the procedures of external quality assessment.

"[Statement of IAAR Expert on the Absence of Conflict of Interest](#)" and "[Code of Ethics of the External Expert on Accreditation](#)" are published on the IAAR website in the section "[Experts](#)".

Important tools to ensure internal quality are the annual surveys of accredited educational institutions and certified external experts who contribute to the continuous improvement of the IAAR activities. The survey is conducted to identify the degree of satisfaction of EO by conducting procedures of institutional and specialized accreditation of the IAAR, as well as with aim to determine the degree of influence of the accreditation procedure on the further development of the EO and the internal quality assurance of the HEI. Survey results will be used when writing the annual analytical report for MES RK and, based on them IAAR leadership will take corrective and preventive actions.

Analysis of the results of the 2015 poll showed that the Agency needs to enhance its capacity for electronic collection of opinions and feedback from employers, representatives of accredited educational organizations, external experts and staff members on a regular basis (see. 5.2. Customer focus of [IQAS Manual](#)).

Conducted SWOT-analysis and the results of a survey of experts and accredited HEIs, made possible to critically evaluate weaknesses, to identify areas for improvement (on preparation and retraining of Agency experts, feedback from experts, organization of conferences, seminars).

#### **Evidence:**

- [The IAAR Development Strategy for 2016-2020](#)
- Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"
- [IQAS Manual](#)
- [Regulations on the AC IAAR](#)
- [Job Descriptions](#)
- [A sample of an expert paid service agreement](#)
- IAAR Annual Action Plans and Strategy Implementation Plans ([2016](#), [2015](#), [2014](#), [2013](#), [2012](#))
- [Regulations on the external expert committee of IAAR](#)
- [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#)
- [Regulation for training, retraining and advanced training of external experts](#)



- [Regulations on the Expert Councils](#)
- [AC Member Code of Ethics](#)
- [Regulation on the control of the external expert activities](#)
- [Statement of IAAR Expert on the Absence of Conflict of Interest](#)
- [Code of Ethics of the External Expert on Accreditation](#)
- [A sample questionnaire of accredited educational organization](#)
- [A sample questionnaire of certified IAAR external experts](#)



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## 10.7 ESG Standard 3.7 Cyclical External Review of Agencies

### Standard:

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

### Guidelines:

*A periodic external review will help the agency to reflect on its policies and activities. It provides a means for assuring the agency and its stakeholders that it continues to adhere to the principles enshrined in the ESG.*

### IAAR's Compliance

The periodic external assessment of the IAAR quality is provided both nationally and internationally in accordance with the [Strategic Development Plan for 2016-2020](#).

In December 2015, IAAR had applied for the ENQA coordinated review for receiving the status of full member of ENQA with the further inclusion into the European Quality Assurance Register for Higher Education (EQAR). It would be a first external assessment of IAAR.

IAAR applied for passing the audit in ENQA in order to analyze their policies and activities in relation to the accreditation of higher education. This procedure will be held regularly every five years. The external review of the IAAR makes it possible to ensure quality services for main IAAR stakeholders. In accordance with the schedule of ENQA review the site visit is expected in late June or early July of this year.

Along with this recognition of the IAAR at the national level is confirmed every five years. Requirements for the recognition of accreditation bodies by the MES RK are defined in the acting the [Rules and Requirements for maintaining National Registry of Accreditation Institutions, Accredited Education Institutions and Education Programs](#). The following procedure of the MES RK Agency's recognition is expected in June 2017.

In the future, the IAAR plans to be recognized by the WFME on the compliance with international standards of the WFME. The application was filed at the beginning of 2016. The audit for the recognition of the WFME is expected in 2016-2017.

The IAAR policy on the education quality leads to continuous improvement activities to achieve a high quality of services. According to the IQAS Manual the external quality assessment of IAAR activities by the recognition bodies is considered as a measurement tool, analysis and improvement activities (See p. 8. Measurement, analysis and improvement of [IQAS Manual](#)).

### Evidence:

- [The IAAR Development Strategy for 2016-2020](#)
- Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"
- [IQAS Manual](#)
- [Rules and Requirements for maintaining National Registry of Accreditation Institutions, Accredited Education Institutions and Education Programs](#)
- [Regulations on the Republican Accreditation Council of the Ministry of Education and Science of the Republic of Kazakhstan](#)
- [Certificate for inclusion in the National Register 1](#)

## 11. IAAR's Compliance with European Standards and Guidelines (Part 2)

### 11.1 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.

#### Guidelines:

*Quality assurance in higher education is based on the institutions' responsibility for the quality of their programmes and other Regulation; therefore it is important that external quality assurance recognises and supports institutional responsibility for quality assurance. To ensure the link between internal and external quality assurance, external quality assurance includes consideration of the standards of Part 1. These may be addressed differently, depending on the type of external quality assurance.*

#### IAAR's Compliance

In assessing the quality of the EO and/or SP Agency pays attention to the fact that an internal quality assurance is the primarily EO's responsibility. Therefore, one of the threshold requirements for the HEIs is the presence of internal quality control system. Criteria 8.2.10 of [IA Standard](#) and Criteria 7.2.15 of [SA Standards](#) require that the HEI demonstrate successful realization of internal quality assurance system.

For the effective integration of the processes of internal and external quality assurance in the Agency standards of SA and IA the requirements of Part 1 of ESG are reflected. Since the policy of quality assurance of the HEI should take into account the national context (Part 1 standard 1.1 ESG), the criteria of SA and IA standards cover the national priorities and objectives of the [SPED for 2011-2020](#) and [SPIID](#), and other legal documents, regulating the activity in the sphere of higher education of the Republic of Kazakhstan.

Table 5. Interrelation between ESG Part 1 and IAAR Standards of IA / SA

ESG Standards	Evaluation Criteria of the IA	Evaluation Criteria of the SA
1.1 Policy for quality assurance	Standard 7 «Strategic development and quality assurance»: 7.2.15, 7.2.16, 7.2.17	Standard 7 «Educational program management»: 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.8, 7.2.15
1.2 Design and approval of programmes	Standard 9 «Development and approval of educational program»: 9.2.1, 9.2.2, 9.2.3, 9.2.5, 9.2.8, 9.2.9, 9.2.11, 9.2.22	Standard 8 «Development and approval of educational program»: 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.2.7, 8.2.12, 8.2.14, 8.2.16, 8.2.18, 8.2.19, 8.2.20
1.3 Student-centered learning, teaching and assessment	Standard 10 « Student-centered system of learning, teaching and assessment»: 10.2.1, 10.2.2, 10.2.3, 10.2.5, 10.2.7, 10.2.9, 10.2.10, 10.2.11	Standard 9 «Student-centered learning, teaching and assessment»: 10.2.1, 10.2.2, 10.2.3, 10.2.5, 10.2.7, 10.2.9, 10.2.10, 10.2.11
1.4. Student admission, progression, recognition and certification	Standard 11 «Students»: 11.2.1, 11.2.2, 11.2.4, 11.2.5, 11.2.6, 11.2.7, 11.2.9, 11.2.11, 11.2.12	Standard 10 «Students»: 11.2.1, 11.2.2, 11.2.4, 11.2.5, 11.2.6, 11.2.7, 11.2.9, 11.2.11, 11.2.12
1.5 Teaching staff	Standard 12 « Teaching staff and teaching efficiency»: 12.2.1, 12.2.3, 12.2.4, 12.2.5, 12.2.11, 12.2.15	Standard 11 « Teaching staff and teaching efficiency»: 11.2.1, 11.2.2, 11.2.3, 11.2.4, 11.2.8
1.6 Learning resources and student support	Standard 15 «Learning resources and student support system»: 15.2.1, 15.2.2, 15.2.3, 15.2.4, 15.2.5	Standard 12 «Educational resources and student support system»: 12.2.1, 12.2.2, 12.2.3, 12.2.5, 12.2.6

1.7 Information management	Standard 16 «Information administration and reporting»: 16.2.1, 16.2.3, 16.2.6, 16.2.7, 16.2.12, 16.2.16	Standard 13 «Information management»: 13.2.1, 13.2.2, 13.2.5, 13.2.6, 13.2.10
1.8 Public information	Standard 17 «Public information»: 17.2.1, 17.2.2	Standard 14 «Public information»: 14.2.1, 14.2.3
1.9 On-going monitoring and periodic review of programmes	Standard 9 «Development and approval of educational program»: 9.2.14, 9.2.17, 9.2.18, 9.2.21	Standard 8 «Development and approval of educational program»: 8.2.6, 8.2.9, 8.2.12, 8.2.12
1.10 Cyclical external quality assurance	Standard 7 «Strategic development and quality assurance»: 7.2.18; Standard 17 «Public informing»: 17.2.7	Standard 14 «Public informing»: 14.2.4

Table 6. Orientation of the IA/SA standards for the implementation of national objectives for quality assurance of education ([SPED](#))

1. Development of new education financing mechanisms aimed at improving access to quality education	Standard 14 «Finance»: 14.2.10	
2. Increase in government support and stimulation of pedagogical employees	Standard 12 «Teaching staff and teaching efficiency»: 12.2.11, 12.2.14, 12.2.15,	Standard 11 «Teaching staff and teaching efficiency»: 11.2.1, 11.2.11, 11.2.12
3. Management improvement in education, including implementation of corporate governance principles, formation of public-private partnership in education system	Standard 8 «Administration and management»: 8.2.19	Standard 7 «Management of the educational program»: 7.2.17,
4. Ensuring the integration of education, science and industry, creation of conditions for the intellectual property products and technologies commercialization	Standard 13 «Research work»: 13.2.9, 13.2.11, 13.2.15	Standard 8 «Development and approval of educational programs»: 8.2.21; Standard 11 «Faculty and teaching efficiency»: 11.2.18
5. Training infrastructure development for economic sectors	Standard 15 «Learning resources and student support system»: 15.2.5	Standard 12 «Educational resources and student support systems»: 12.2.6
6. Ensuring the integration into the European Higher Education Area	Standard 9 «Development and approval of educational program»: 9.2.9, 9.2.19, 9.2.23; Standard 12 «Teaching staff and teaching efficiency»: 12.2.20; Standard 13 «Research work»: 13.2.12	Standard 8 «Development and approval of educational programs»: 8.2.14, 8.2.18, 8.2.19, 8.2.20; Standard 10 «Students»: 10.2.5, 10.2.11; Standard 11 «Teaching staff and teaching efficiency»: 11.2.16
7. Providing staff with higher and postgraduate education, relevant to the needs of industrial and innovative development of the country	Standard 9 «Development and approval of educational program»: 9.2.14; Standard 10 «Student-centered system of learning, teaching and assessment»: 10.2.3; Standard 10 «Students»: 11.2.10; Standard 12 «Teaching staff and teaching efficiency»: 12.2.19	Standard 8 «Development and approval of educational programs»: 8.2.9 Standard 9 «Student-centered learning, teaching and assessment»: 9.2.3; Standard 10 «Students»: 10.2.10; Standard 11 «Teaching staff and teaching efficiency»: 11.2.18;
8. Training of highly qualified scientific and pedagogical staff	Standard 12 «Teaching staff and teaching efficiency»: 12.2.12, 12.2.14, 12.2.17	Standard 11 «Teaching staff and teaching efficiency»: 11.2.9, 11.2.11, 11.2.14

9. Creating conditions for lifelong learning and education for all	Standard 9 «Development and approval of educational program»: 9.2.12	Standard 8 «Development and approval of educational programs»: 8.2.12
10. Implementation of complex measures on patriotic education and formation of civic engagement, social responsibility and youth potential opening mechanism	Standard 11 «Students»: 11.2.8, 11.2.11, 11.2.15, 11.2.16	Standard 10 «Students»: 10.2.8, 10.2.11, 10.2.14
11. Inclusive education development		Standard 9 «Student-centered learning, teaching and assessment»: 9.2.12
12. Updating the content of education and teaching through implementation of new teaching methods and technologies	Standard 10 « Student-centered system of learning, teaching and assessment »: 10.2.3	Standard 9 «Student-centered learning, teaching and assessment»: 9.2.3



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Table 7. Orientation of the IA/SA standards for the implementation of national objectives for quality assurance of education ([SPIID](#))

SPIID objectives	Evaluation criteria for the IA corresponding the objectives	Evaluation criteria for SA corresponding the objectives
1. Increase in productive employment	Standard 11 «Students»: 11.2.13, 11.2.14	Standard 13 «Students»: 10.2.13
2. Giving a new level of adaptability to the priority sectors of the manufacturing industry and providing a basis for future sector development through the formation of innovation clusters	Standard 13 «Research activities»: 13.2.1, 13.2.9, 13.2.11	Standard 8 «Development and approval of educational program»: 8.2.9; Standard 15 «Natural sciences, agricultural sciences, engineering sciences, and technology»: 15.2.3.1.1, 15.2.3.1.4, 15.2.3.1.5

Besides, the criteria for IA / SA standards are aimed to solve the problems in higher education, defined by SPED for 2011-2020.

Table 8. The focus of IA/SA standards to address the problems identified by [SPED](#)

Problems identified in SPED	IA criteria	SA criteria
1. Educational programs do not always meet the expectations of employers and needs of the economy	Standard 9 «Development and approval of educational program»: 9.2.8, 9.2.11, 9.2.14	Standard 8 «Development and approval of educational program»: 8.2.9, 8.2.12, 8.2.15
2. There is no interaction mechanism of project institutes, design offices and production with HEIs	Standard 9 «Development and approval of educational program»: 9.2.24; Standard 13 «Research activities»: 13.2.8, 13.2.9	Standard 11 «Teaching staff and teaching efficiency»: 11.2.10, 11.2.18
3. Conditions have not been created to attract young people to science	Standard 11 «Students»: 11.2.10; Standard 12 «Teaching staff and teaching efficiency»: 12.2.14, 12.2.15	Standard 10 «Students»: 10.2.10; Standard 11 «Teaching staff and teaching efficiency»: 11.2.8, 11.2.11
4. Insufficient funding for university research	Standard 13 «Research activities»: 13.2.14; Standard 14 «Finance»: 14.2.10	

Thus, a harmonious integration of the national objectives and European requirements in Agency standards of IA and SA, contributes to the improvement of the internal quality assurance of HEIs, increases their responsibility for the quality of provided education. All of this is demonstrated during the post-accreditation monitoring of EO and / or SP.



### Evidence:

- Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"
- [Threshold requirements for the HEIs to undergo the procedure of the institutional accreditation](#)
- [Threshold requirements for the HEIs to undergo the procedure of the specialized accreditation](#)
- [Standards of institutional accreditation for institutions of higher education implementing higher and postgraduate educational programs](#)
- [Standards for specialized accreditation of educational programs of higher education institutions](#)
- [State Program of Education Development in the Republic of Kazakhstan for 2011-2020](#)
- [State Program for Innovative and Industrial Development of the Republic of Kazakhstan for 2015-2019](#)



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## 11.2 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.

### Guidelines:

*In order to ensure effectiveness and objectivity it is vital for external quality assurance to have clear aims agreed by stakeholders.*

*The aims, objectives and implementation of the processes will*

- bear in mind the level of workload and cost that they will place on institutions;*
- take into account the need to support institutions to improve quality;*
- allow institutions to demonstrate this improvement;*
- result in clear information on the outcomes and the follow-up.*

*The system for external quality assurance might operate in a more flexible way if institutions are able to demonstrate the effectiveness of their own internal quality assurance.*

### IAAR's Compliance

The IA/SA procedures are aimed at the national system development of quality assurance in higher education of Kazakhstan and dissemination of best international practices.

The main purpose of the procedures of external quality assessment of the IAAR is continuous improvement of the quality of the EO and / or SP.

Legal base of IAAR regulations are the Law of the Republic of Kazakhstan "On Education", SPED, SPIID, the ESG, the regulation and requirements for national register, the results of feedback from experts, recommendations of NCE "Atameken", the IAAR observers' recommendations on the visits to the HEI.

The IA/SA Standards contain clear evaluation criteria, procedure description, including follow-up procedures (post-monitoring, re-accreditation), which are addressed to continuous improvement of the quality culture.

The Working Group developed the IA/SA Standards in 2012, which included the Chairman of the Expert Council, representatives of HEIs. Engaging employers in the process of developing standards of IA / SA has been hampered due to the fact that they did not show interest in active social partnership with HEIs and did not take part in designing the educational programs, focused on learning outcomes.

A draft of the 2012 standards was sent for recommendations to academic experts and the MES RK. After elimination of comments received by reviewers, the standards were agreed with the AC. Approved standards had been reviewed and accepted by the RAC MES RK.

In 2015, the [IAAR Standards](#) were reviewed and harmonized in accordance with the new edition of the ESG (Yerevan, 2015). Project of new standards was discussed at the meeting of the IAAR EC (see. EC minutes №6), and then sent to Kazakhstani and foreign experts for expertise. Standards were also considered at the seminars with the participation of representatives of the HEI community to identify the expectations of stakeholders. Working Group, taking into account the received recommendations, directed the Standards to the AC for approval.

The following factors are taken into account in institutional and specialized accreditation procedures:

## 1. Load level and the cost of the accreditation procedure for EO.

Cost of the procedure is determined by the actual costs of expertise and analysis of the report on self-assessment, travel expenses (travel, accommodation, meals, daily allowance) of Kazakhstani and foreign experts, the salary of the IAAR employee, services, administrative costs, including the holding of meetings of the AC, expense materials.

Attracting experts from near and far abroad is taken into account in drawing up the calculation. The foreign experts are attracted from database of experts profile or by foreign partners' recommendations for the IA/SA. Unlike for private HEIs, the cost of services for state HEIs is governed by the [Law of the RK "On public procurements"](#).

The HEI places announcement on public procurement portal to conduct an IA / SA services. The IAAR participates in the public procurement tender. The agency that provided the lowest price and the best technical characteristics of accreditation services, wins public procurement.

With the private HEIs a contract is signed only after the detection of compliance of the [threshold requirements](#).

## 2. Further improvement of EO activities.

Post-accreditation monitoring and reaccreditation procedures of the EO and SP are reflected in the [Standard 6 for IA](#), [Standard 7 for SA](#), in the [Regulation on post-accreditation monitoring of the educational institutions and educational programs](#).

IAAR regulations governing the follow-up evaluation procedures aimed at the continuous development of the quality of higher education.

As part of the post-accreditation, implementation of the EEC recommendations, the confirmation of positive changes in the content of education, teaching and knowledge assessment are required from the HEI.

A progress made since the last procedure of external quality review is taken into consideration throughout the reaccreditation. All these should be reflected in the report on self-assessment and the EEC report.

Developed methodology of the IAAR IA/SA procedure enables Kazakhstani HEIs to form quality culture, stimulates to continuously improve their services, facilitates recognition of graduates' qualifications at the international level.

### Evidence:

- [IAAR Strategic Plan for 2016-2020](#)
- [Instruction on the development and improvement of standards](#)
- [IQAS Manual](#)
- [Law of the RK "On public procurements"](#)
- [Threshold requirements for the HEIs to undergo the procedure of the institutional accreditation](#)
- [Threshold requirements for the HEIs to undergo the procedure of the specialized accreditation](#)
- [Standards of institutional accreditation for institutions of higher education implementing higher and postgraduate educational programs](#)
- [Standards for specialized accreditation of educational programs of higher education institutions](#)
- [Regulation on post-accreditation monitoring of the educational institutions and educational programs](#)
- [State Program of Education Development in the Republic of Kazakhstan for 2011-2020](#)
- Annex 3. Calculation of the cost of services for institutional accreditation of higher education institutions
- Annex 4. Calculation of the cost of services for specialized (program) accreditation of higher education institutions
- Annex 5. Calculation of the cost of services for post-accreditation monitoring
- Minutes of IAAR EC meetings

## 11.3 ESG Standard 2.3 Implementing Processes

### Standard:

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.

### Guidelines:

*External quality assurance carried out professionally, consistently and transparently ensures its acceptance and impact.*

*Depending on the design of the external quality assurance system, the institution provides the basis for the external quality assurance through a self-assessment or by collecting other material including supporting evidence. The written documentation is normally complemented by interviews with stakeholders during a site visit. The findings of the assessment are summarised in a report (cf. Standard 2.5) written by a group of external experts (cf. Standard 2.4).*

*External quality assurance does not end with the report by the experts. The report provides clear guidance for institutional action. Agencies have a consistent follow-up process for considering the action taken by the institution. The nature of the follow-up will depend on the design of the external quality assurance.*

### IAAR's Compliance

The institutional and specialized accreditation procedures are the same, conducted professionally, transparently and consistently. This approach ensures the efficiency and effectiveness of the quality assessment processes.

The IA/SA procedure is continuous and begins with the submission of the HEI application. The application is accepted once the following [threshold requirements](#) of the Agency are met:

- 1) the existence of a state license, which gives the right to conduct educational activities;
- 2) experience on the educational market for at least 5 years;
- 3) the existence of students, according to the type of HEI;
- 4) the existence of graduation or training of students in the framework of the state educational order;
- 5) the existence of internal quality control system;
- 6) the existence of the HEI's development strategy;
- 7) the existence of the HEI web site;
- 8) lack of current acts of existing instruments for administrative offenses.

At this stage, the IAAR and the HEI agree to undertake necessary measures:

- participation in the government purchasing for state HEIs;
- conclusion of an agreement with an indication of the services cost, the number of experts, visit duration, post-accreditation monitoring procedures and timing of procedures;
- a workshop for the working group for the preparation of self-assessment.

After the conclusion of the agreement, the IAAR employee is determined for coordination of the process of IA and/or SA at the HEI.

The IAAR assessment procedures include:

## Self-assessment

Self-assessment report of the EO and/or SP should be analytical and comply with the IA/SA standards. For the credibility and reliability of the information, it is necessary to append supporting documents to self-report.

In order to prevent conflicts of interest, an expert consultant, who conducts a workshop on self-assessment, is not included to the EEC (see p. 13 of the [Regulations on the external expert committee of IAAR](#)).

Agency conducts a preliminary expertise of self-assessment reports of the IA/SA; in the case of non-compliance of the report with the Standard requirements, the HEI is given the recommendation to finalize the report before the EEC visit.

## ECC visit

After the admission of self-assessment report of the IA/SA, the commission for evaluation of the HEI or SP is formed, consisting of the Chairman, independent experts, employers and students.

Prior to the visit, the experts should conduct a thorough report assessment on the self-assessment and explore additional materials from the HEI website.

Within 5 weeks after the admission of the self-assessment report, the EEC conducts the HEI and/or SP evaluation by visiting. During the visit, the accuracy of the documentary information is confirmed by visual inspection, meetings and interviews with the management, administrative and managerial staff, and head of the SP, faculty, students, graduates and employers.

During the interview, differentiated approach to the target groups is applied. To determine the level of satisfaction with conditions at the HEI or faculty, a survey of faculty and students is conducted.

Term of the visit on IA is 3 days, when SA is 3-4 days, depending on the number of SPs.

## EEC report

Report is formed by the result of the EEC visit that provides recommendations for the EO/SP and the AC IAAR. The EEC report is drawn up in accordance with a defined structure of the HEI or SP evaluation (see [Section 11.6](#) of this SAR). Conclusion of the EEC on the compliance with the accreditation standards is filled for each criterion in the Parameters of institutional / specialized profile. Assessment classification as "strong", "satisfactory", "anticipates improvement" and "unsatisfactory" is set on the parameters.

The IAAR observer checks the report for consistency and clarity and sends the EEC report to the HEI to correct factual inaccuracies. Once finalized, this report sent to the AC, on the basis of which one of the decisions is made: to accredit for a period of 1, 3, 5 years, or deny accreditation. [The EEC reports](#) are published on the IAAR website.

## Follow-up procedures

Standards 6 of the IA and SA describe follow-up procedures in the case of a positive decision on the accreditation of the EO and/or SP. The follow-up procedures are equally applicable to the IA and SA. Purpose of these procedures is the HEIs involvement in the continuous process of evaluation and quality improvement of their services. Therefore, all HEIs should provide interim reports within the EEC recommendations according to the action plan. The plan reflects the specific activities for each of the recommendations and deadlines for their implementation. The HEI sends interim reports to the IAAR 2 months before the expected date of post-accreditation monitoring. The report should include a work analysis on the implementation of the EEC recommendation for the entire period of accreditation certificate of the EO and/or SP. The report should reflect all the changes on the development of the HEI or the quality of SP.

Interim report is transmitted to the IAAR expert for study. As a result of the expertise, in the case of necessity, the Agency sends mini experts group to the EO.

Interim report of the EO and/or SP and the expert report on the post-accreditation monitoring are forwarded for consideration by the AC.

The AC takes the following decisions in case of unfulfillment of the EEC recommendation:

- suspend the accreditation of the HEI or SP for a fixed term (3 to 6 months) for the partial implementation of the recommendations.
- withdraw the accreditation of the HEI or SP in case of unfulfillment the EEC recommendations by excluding from the list of accredited EO and/or SP.

Dates of post-accreditation monitoring are pre-determined and published on the IAAR website, thereby it ensures the consistency and transparency of the external evaluation procedure.

### **Evidence:**

- [Threshold requirements for the HEIs to undergo the procedure of the institutional accreditation](#)
- [Threshold requirements for the HEIs to undergo the procedure of the specialized accreditation](#)
- [Regulations on the external expert committee of IAAR](#)
- [Regulation on post-accreditation monitoring of the educational institutions and educational programs](#)
- [The guide to carrying out a self-assessment for institutional accreditation of higher education implementing higher and postgraduate educational programs](#)
- [The guide to carrying out a self-assessment for specialized accreditation of educational programs of higher educational institutions](#)
- [Regulation on the control of the external expert activities](#)
- [Schedule of post-accreditation monitoring](#)
- [The EEC reports](#)



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## 11.4 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).

### Guidelines:

*At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and employers/professional practitioners. In order to ensure the value and consistency of the work of the experts, they*

- *are carefully selected;*
- *have appropriate skills and are competent to perform their task;*
- *are supported by appropriate training and/or briefing.*

*The agency ensures the independence of the experts by implementing a mechanism of no-conflict-of-interest.*

*The involvement of international experts in external quality assurance, for example as members of peer panels, is desirable as it adds a further dimension to the development and implementation of processes*

### IAAR's Compliance

For the qualitative evaluation of the EO and/or SP, the IAAR management pays particular attention to the selection and training of experts. The IAAR expert's database includes representatives of the higher education community, foreign experts, employers and students. For each category of experts, there are specific selection criteria, that allow to attract the most experienced professionals to the assessment of quality.

№	Experts category	Selection criteria
1	Representatives of the HEI community	<ul style="list-style-type: none"> <li>- experience in the field of education for at least 5 years;</li> <li>- the availability of a scientific degree and / or rank or length of service in the post of the head of at least 3 years for administrative staff;</li> <li>- experience in teaching, research activity at least 3 years;</li> <li>- profile of activities corresponding to the subject of expertise;</li> </ul>
2	Foreign Experts	<ul style="list-style-type: none"> <li>- nomination by accreditation agencies;</li> <li>- the existence of a scientific degree and / or titles;</li> <li>- the profile of activities corresponding to the subject of expertise;</li> </ul>
3	Employers	<ul style="list-style-type: none"> <li>- nomination by professional organizations - key partners in the employment of graduates, specialized agencies, or employers' associations;</li> </ul>
4	Students	<ul style="list-style-type: none"> <li>- senior students, undergraduates, Phd;</li> <li>- nominated by educational institutions, or student organizations and unions, except the accredited one;</li> <li>- a positive recommendation of management of educational organizations;</li> <li>- good knowledge of the legal framework in the field of higher education;</li> <li>- knowledge of the main provisions of the Bologna process.</li> </ul>

Careful selection of experts carried out considering the length of work in the field of education, the availability of a scientific degree / title, nomination by accreditation agencies, professional and educational institutions or student unions. Candidate can apply via the website or the HEIs recommend candidacy.

For the formation of the candidates' competencies on experts of quality assessment, the IAAR conducts training seminars which is first level of experts training. On the first level, participants learn theoretical part: the IAAR requirements, the content of IA/SA procedures, standards of the IAAR and ESG, principles of ethical behavior. Participation of candidates in the seminar is compulsory and serves as a basis for inclusion in the EEC.

On the second level of training, candidates are given practical tasks in accordance with the functions of experts as part of the EEC. Successful completion of the second level tasks allows candidate has the category (1, 2, 3) assigned and enter the expert database.

Expert 1 category - Certified Agency experts participated in the accreditation procedure as part of the external expert committee of the Agency for at least 7 times.

Expert 2 category - Certified Agency experts participated in the accreditation procedure as part of the external expert committee of the Agency for at least 3 times.

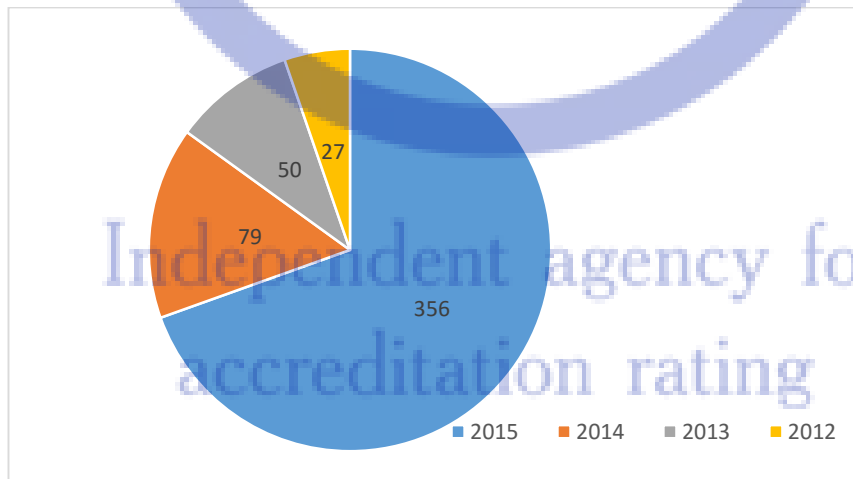
Expert 3 category - Certified Agency experts or experts recommended by other accreditation bodies.

These categories allow the Agency to monitor the amount of involvement of experts and the quality of their work.

Experts have trainings regularly to improve their competence. By the standards harmonized with the ESG 2015 training seminars were conducted in Almaty and Astana. During the seminars, the IAAR experts gave recommendations to improve the criteria for IA/SA standards. The recommendations made were included to the standards by the Working Group.

In the period from 2012 to 2015 more than 500 experts have been certified in higher and postgraduate education.

Figure 6. Certification of the IAAR experts



Since 2015 trainings have been held for the candidates recommended by the regional chambers of entrepreneurs "Atameken" within the framework of the Memorandum with NCE "Atameken". 114 expert employers from the regions are certified.

Foreign experts are involved in the EEC to achieve transparency of procedures and disseminating best practices. Since 2012 experts from ASIIN, FIBAA, WFME, and members of the Guild of Russian experts, representatives of international education organizations of the United Kingdom, Germany, France,

USA, Turkey, Poland, the Czech Republic, Estonia, Latvia, Lithuania, Bulgaria, Ukraine and Azerbaijan have participated in the IAAR EEC.

The IAAR holds an electronic database of certified national and foreign experts, according to the regulations. Electronic database allows adding a record of each expert after his/her visit to the HEI and track periods of validity of experts' certificates.

Independence of experts and lack of affiliation with the EO are a priority for the Agency. These principles are followed in the formation of the EEC. The expert signs a statement on the absence of conflict of interest. Agency approves the preliminary structure of the expert commission with the EO and/or SP management. In the case of conflict of interest, replacement of experts is made on the basis of rationale sent by HEI to the IAAR.

As EEC Chairmen are appointed an academic expert with the greatest experience and knowledge of the accreditation process, as well as experienced in a managerial position of the structural divisions of the HEI.

Chairman organizes the work of the EEC according to the visit program to the EO, leads the management and coordination of the commission members preparing the final EEC report and recommendations on improvement of the OE and/or SP quality. The Chairman also presents the results of EEC visit at the AC meetings.

In its activities, the experts should comply with the Code of Ethics, which contributes to the professionalism of experts, promotes successful interaction of all stakeholders involved in the process of external quality assessment.

In the case of non-compliance of the Code of Ethics rules, the behavior of expert goes into discussion on the Council of Experts and can be excluded from the database of experts of the IAAR. For instance, in 2013 two national experts and one foreign expert were excluded from the database (see. EC Minutes №2, №3). In order to prevent similar cases, there was included the topic "Principles of Ethical Conduct of the IAAR expert" in the training seminar program for candidates for expert.

**Evidence:**

- [Regulation on the control of the external expert activities](#)
- [Regulation for training, retraining and advanced training of external experts](#)
- [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#)
- EC Minutes № 2 и №3

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## 11.5 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.

### Guidelines:

*External quality assurance and in particular its outcomes have a significant impact on institutions and programmes that are evaluated and judged.*

*In the interests of equity and reliability, outcomes of external quality assurance are based on pre-defined and published criteria, which are interpreted consistently and are evidence-based. Depending on the external quality assurance system, outcomes may take different forms, for example, recommendations, judgements or formal decisions.*

### IAAR's Compliance

IA and SA standards include a description of external evaluation procedures and clear criteria that ensure collective decision-making.

Timely updating of standards is a prerequisite for meeting the increasing needs of the EO and other stakeholders. Update and analysis of standards is carried out by the IAAR Working Group with the involvement of the Expert Council for Higher Education. Standards are generally reviewed in the case of changes in the legislative and regulatory base in the field of education, the ESG standards taking into account the views of all stakeholders.

In order to maintain fairness and reliability of the results of external quality assurance, IA and SA standards, EEC reports, [AC decisions](#) (list of [accredited EO](#) and [SP](#)) are placed on the IAAR website and updated depending on changes. This allows interested parties to compare the quality of evaluation results.

Self-assessment and the EEC report are the basis for taking final decision of the AC. The AC has a right to make a collegial reasoned decision, not complied with the EEC recommendations (see p. 15 of Standards 5 IA and SA). AC makes a decision based on the regional characteristics of the HEI, its reputation, demand for graduates and employers' review. In this case, the Agency officially informs the HEI about their decision.

AC is guided by the principles of independence, objectivity and reliability of the facts, equality of all HEIs, regardless of ownership.

AC has the right to take following decisions:

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

During the visit, the EEC follows the principles of transparency, consistency and coherence. It is important that during the training, content of the standards and criteria as well as IA and SA principles and methods are explained in detail in order to make the right decisions.

To correct factual inaccuracies, IAAR directs EEC report to the EO for approval. If necessary, the EEC Chairman removes comments and provides the IAAR final report. The IAAR observer does not affect decision making process, but carries out a coordinating function during the visit.

EEC Chairman provides a report on visit to the HEI, directly to the AC and expresses the general opinion of the EEC members about the compliance with the requirements of accreditation criteria.

After positive decision made by the AC, EO and/or SP receives a certificate of accreditation. The Agency also informs the MES RK about accredited EO and/or SP for inclusion in the Register 2 and 3.

IAAR develops system recommendations for improvement and dissemination of best practice for the national system of higher education in its [annual analytical reports](#) to the MES RK.

In 2015, during the analysis of the EEC visit, the best practices of Kazakhstani HEIs were identified, which can be distributed as a benchmark. For example, in order to monitor the employment of graduates and career development in the D.Serikbaev East Kazakhstan State Technical University, close cooperation with the State Center for Pension Payments was carried out (see [EEC report of D.Serikbaev EKSTU](#)); in Academy of Civil Aviation, the practice-oriented training of pilots is realized at the expense of strengthening the practical component of the educational process (see [EEC report of ACA](#)); the developed system of electronic document management, that provides planning, analysis and monitoring of the educational activities was marked in the Shakarim State University of Semey (see [EEC Report of Shakarim State University of Semey](#)); implementation of multilingual education in Sh.Ualikhanov Kokshetau State University is carried through the teaching of special subjects in English by teachers of graduating chair (see [EEC Report of Sh.Ualikhanov Kokshetau State University](#)).

#### **Evidence:**

- [Standards of institutional accreditation for institutions of higher education implementing higher and postgraduate educational programs](#)
- [Standards for specialized accreditation of educational programs of higher education institutions](#)
- [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#)
- [List of Accredited Educational Organizations](#)
- [List of Accredited Programs](#)
- [Regulations on the Accreditation Council](#)
- [Annual Reports](#)
- [Analytical Report on the Results of Experts Survey](#)
- [Analytical Report on the Results of the Educational Institutions Survey](#)

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## 11.6 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.

### Guidelines:

*The report by the experts is the basis for the institution's follow-up action of the external evaluation and it provides information to society regarding the activities of an institution. In order for the report to be used as the basis for action to be taken, it needs to be clear and concise in its structure and language and to cover*

- *context description (to help locate the higher education institution in its specific context);*
- *description of the individual procedure, including experts involved;*
- *evidence, analysis and findings;*
- *conclusions;*
- *features of good practice, demonstrated by the institution;*
- *recommendations for follow-up action.*

*The preparation of a summary report may be useful.*

*The factual accuracy of a report is improved if the institution is given the opportunity to point out errors of fact before the report is finalised.*

### IAAR's Compliance

EEC report of IA and/or SA is considered as a final document of the EC work on the basis of which the AC makes decision on accreditation. Content of the report serves as a guide for follow-up actions of the HEI by the external review result. Report is drawn up in plain language and presented consistently for clear understanding the content of the report by all interested parties.

The purpose of the report:

- Provide the AC with sufficient information about compliance of the EO/SP with standard requirements;
- Serve as a source of reliable and transparent information to other stakeholders.

The report includes information on the EEC structure, the representation of the EO and/or SP, explanation of the visit, the analysis of compliance with the IA/SA standards, HEI and AC recommendations.

Each section of the report includes:

- **Evidence** - a brief description of collected evidences;
- **Analysis** - a description of the strengths and weaknesses, consideration of how EO and/or SP corresponds to the requirements of standards on the basis of the available evidence;

• **The decision on compliance (conclusions)** – how many criteria complies with the standard by the following classification:

- «strong» - full compliance;
- «Satisfactory» - largely in line;
- «anticipates improving» - partially compliant, there is opportunity for improvement;
- «unsatisfactory» - EO and/or SP does not comply with standards.

• **Recommendations for the improvement of the EO and/or SP** logically follow from the decision on compliance with the IAAR standards, which is accepted by all members of the commission jointly by open vote. All recommendations are based on evidence and analysis of the information provided, serves as the basis for follow-up procedures of post-accreditation monitoring. This report on "analysis-matching-recommendation" allows the AC to follow the logic of the EEC conclusions.



For the efficiency and accuracy of information, the EEC members are recommended to form a report during the visit, not after it is completed. The report should contain examples of good practice of the EO and/or SP, key indicators in tables and graphs.

EEC recommends the AC to accredit a period for 1, 3, 5, 7 or deny accreditation with clear reasons and evidence. A unanimous opinion of all members of the EEC is required to make recommendations.

Chairman generates a report, together with the EEC members. Upon completion of the visit, a draft report is sent to the IAAR. The observer must ensure that the report was prepared in accordance with IAAR requirements. The agency sends the draft report to the EO in the case of compliance with the requirements of the report to correct any factual inaccuracies before the final decision. After receiving an official letter from the EO, report is finally edited by EEC members online. IAAR is responsible for the accuracy of the EEC report.

The final report is sent to the AC within the parameters of institutional / specialized profile for a final decision on accreditation of the EO and/or SP.

After the decision made, the Agency publishes full [EEC reports and AC decisions](#) on the accreditation of the EO and/or SP. The results of the accreditation are introduced in the list of accredited EO and/or SP on the website.

#### **Evidence:**

- [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#)
- [List of Accredited Educational Organizations](#)
- [List of Accredited Programs](#)
- [Regulation on post-accreditation monitoring of the educational institutions and educational programs](#)
- [The EEC reports](#)

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## 11.7 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.

### Guidelines:

*In order to safeguard the rights of the institutions and ensure fair decision-making, external quality assurance is operated in an open and accountable way. Nevertheless, there may be misapprehensions or instances of dissatisfaction about the process or formal outcomes.*

*Institutions need to have access to processes that allow them to raise issues of concern with the agency; the agencies, need to handle such issues in a professional way by means of a clearly defined process that is consistently applied.*

*A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process or those carrying it out.*

*In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.*

### IAAR's Compliance

According to ENQA expert recommendations, the Commission was established to review appeals and complaints in late 2015 (hereinafter - the Commission). The purpose of the commission is to enable the HEI to express their dissatisfaction with the accreditation procedures and decisions made by the AC. The commission's work should be objective, based on facts, independently make decisions on appeals and complaints.

Appeal mechanism ensures the effectiveness of accreditation procedures and support transparency, accountability involved in the quality assurance process. The appeal procedure is the same as for institutional and for specialized accreditation.

Members of the Commission are elected among employers, public associations, chaired by one of the members of the AC. Commission members must keep confidential, to refuse to work in the Commission in the case of a conflict of interest.

IAAR clearly delineates the concept of complaints and appeals:

- during filing a complaint the EO subjects the EEC competence and IAAR representatives to doubt;
- appealing HEI disagrees with the results of the AC decision.

A mandatory requirement for filing a complaint or statement of appeal is justification and providing materials, which may affect the AC decision.

Commission considers the received complaint within 30 days.

Complaints submitted anonymously without presentation any fact and reasoning is not subject to review.

Established Commission ensures transparency and accountability of the external quality assurance procedures.

The decision taken by the Commission and the Council may be appealed by the applicant in the court in accordance with law of the RK.

From the end of 2015 external evaluation of the EO and/or SP includes informing the HEI on complaints and appeal procedures during the conclusion of the main agreement (see subp 4, p. 2 Contract on carrying out institutional/specialized accreditation).

All information on the procedure for complaints and appeals is available on [the website](#).

**Evidence:**

- [Regulations on the Commission on Appeals and Complaints Consideration](#)
- Annex 6. A sample of the contract on carrying out accreditation



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## 12. Information and Opinions of Stakeholders

As part of the preliminary visit of the ENQA expert to the Agency, it was recommended to expand the possibilities of feedback and gather stakeholder and customers' opinion. In this context, in 2015 the IAAR developed two forms of [survey of experts](#) and [accredited EO](#).

The survey of service customers is carried out to identify the level of EO satisfaction with the conducting procedures of institutional and specialized IAAR accreditation, and to determine the degree of influence of the accreditation procedure in the further development of the EO and the internal quality of the HEI education system.

[Analysis of the survey results](#) of 112 respondents representing 28 EOs showed that more than 78% of the respondents assessed the procedure of independent accreditation of EO and SP carried out by the IAAR for "excellent".

Conducting IA and SA has had a positive impact on education quality and competitiveness of higher educational institutions, in improving the employability of graduates, expansion of students and teachers academic mobility, strengthening student-centered learning, an opportunity to identify the strengths and weaknesses of higher educational institutions, to identify the main areas for further improvement.

The Agency's methodological approach of conducting IA and SA inspires the confidence of the educational institutions focused on increasing the competitive advantages of HEIs - more attractive for students and employers' demand.

The purpose of the survey of experts is to continuously improve quality of the IA and SA procedures and obtain feedback on the results of visit to the EO.

[The survey of certified experts](#) allowed to determine the level of organization of the EEC, and to identify the degree of satisfaction with the conditions created at the time of the visit, regulations of accreditation procedures to be improved.

According to experts' opinion, IAAR at the proper level organizes the expert work in the EEC and conducts external quality assessment.

Based on the assessment of experts' satisfaction level with the created conditions at the time of the site visit, we can conclude that most experts are satisfied with the organization of the transfer, the terms of payment, the organization of the visit in the framework of institutional and specialized accreditation and the work of IAAR observers, to a lesser extent – with the training workshops for IAAR experts.

Designed IAAR regulations governing the procedure of external quality assessment, comply with the requirements and expectations of stakeholders. The majority of the experts did not have proposals to improve the regulatory documents.

The agency [cooperates with various public organizations](#) such as the National Chamber of Entrepreneurs of RK "Atameken" (NCE), National Medical Association of the RK, JSC "Republican scientific-methodical center for the development of technical and professional education and qualification" (RSMC). In the framework of the signed memorandums, Agency is working to attract these organizations to expert evaluation and improvement of standards. On a regular basis, these organizations recommend candidates for training. With the support of the NCE "Atameken" representative in the AC, the Commission was established to review appeals and complaints.

During the seminars and roundtables organized by the Agency, an exchange of views with representatives of the HEI community and experts, employers is held. The round table with the participation of regional centers of NCE "Atameken" was attended by representatives of local education departments.

In perspective, survey results will be used in writing the IAAR annual analytical report for MES RK and, based on that the IAAR will undertake corrective and preventive actions.

The Agency is planning to expand its capacity by electronic collection of opinions and feedback from employers, representatives of accredited educational organizations, external experts and faculty on a regular basis (see. 5.2. Customer orientation, [IQAS Manual](#)).



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## 13. Current Challenges and Areas for Future Development

Implementation of the principles and parameters of the Bologna Declaration on the legislative and conceptual levels began with the adoption of [SPED for 2011-2020](#), where indicators of accreditation of education organizations were identified. [Law of the RK "On education"](#) amended in 2011 and 2015 declare voluntariness of accreditation that serves as stimulating mechanisms for passing an independent quality assessment of education.

The amendments to the [Law "On Education"](#) in 2015 is due to the fact that the national accreditation bodies should be full members of the international European networks of quality assurance and entered in the register of authorized body in the field of education (Article 39 and 62).

Strategic development plans ([2011-2015](#), [2016-2020](#)) designed taking into account national policies and legislation in the field of education. In order to achieve the strategic objectives a compliance of the Agency's accreditation procedure with the ESG and policy of the European Networks for Quality Assurance becomes priority for IAAR.

In this regard, in 2015 the IAAR initiated a preliminary audit of ENQA to identify weaknesses and to prepare for the ENQA review for full membership. In agreement with the management of the ENQA secretariat, on 30-31 March - 1 April 2015 the ENQA expert - Josep Grifoll visited the IAAR. Within 3 days, he met with various target groups, including the IAAR members, with representatives of MES RK, with representatives of accredited HEIs of Astana and Almaty. After the visit, ENQA expert analyzed all the IAAR activities in accordance to the draft of revised ESG and wrote a [report for the IAAR management](#) with recommendations for further improvement.

In autumn of 2015 IAAR launched a process of preparation for the self-assessment by forming a working group. ENQA expert recommendations were considered at the EC, AC and at the meetings with the IAAR staff within implementation of the step-by-step plan of the working group.

During the period of preparation for the ENQA review, following changes have taken place in the activities of the IAAR:

- Moving to a new spacious office 172 m<sup>2</sup>;
- Formalized internal quality assurance system and designed [IQAS Manual](#);
- Formed a separate [Commission on Appeals and Complaints Consideration](#);
- Amendments made to the Statutes, which reflected the principles of independence and more clearly defined competences of the IAAR AC;
- feedback mechanisms with stakeholders are improved, including EO and IAAR experts (annual [survey of accredited education organizations](#) and [external IAAR experts](#));
- IAAR website is modified with a focus on public informing and increasing the transparency of the basic procedures of accreditation, including the publication of [EEC reports](#).

One of the key objectives of the IAAR [Strategic Development Plan for 2016-2020](#) is a recognition at the European level, which is achieved by demonstrating full compliance with ESG standards.

The SWOT analysis of the IAAR Development Strategy identified the following weaknesses, which serve as challenges for the implementation of tasks of perspective development of the Agency:

- Lack of full membership in ENQA, being listed on the EQAR, WFME recognition;
- Lack of joint projects with foreign agencies;
- Lack of experience for the accreditation of organizations of additional education for adults and MBA, DBA programs;
- Insufficient level of cooperation with the professional community, associations of educational organizations and student associations;
- Insufficient level of training agency staff;
- Lack of practice of holding conferences and seminars on issues of quality assurance;
- Lack of effective feedback from experts.

The SWOT analysis also identified external threats faced by the IAAR in their daily activities:



- Unstable policy of MES RK for the recognition of national and international quality assurance agencies;
- Failure to inform the public about the accredited education organizations and study programs, in accordance with the procedure of formation of the National Register 1, 2 and 3;
- Economic situation in the country;
- Lack of professional standards for the industry sector;
- Weak involvement of employers in the educational process, as well as the quality assessment procedure.

On the basis of SWOT analysis strategic goals and objectives for their implementation have been developed. It is expected that the realization of tasks in the period from 2016-2020 will help to overcome the weaknesses and threats, to continuously improve the national quality assurance system, to develop a quality culture.

On February 12, 2016 the project of SAR was considered at a meeting of EC and sent to the AC members to propose suggestions. As a result of the discussion relevant amendments were made to the SAR.

Self-assessment process showed that the IAAR activity in substantial conformity with the ESG, largely due to the implementation the main recommendations of the ENQA experts during the preliminary visit.

Thus, the IAAR as a recognized national agency is responsible for external quality assurance of higher and postgraduate, professional and technical, secondary education (international school) in Kazakhstan. At the same time the IAAR plays a positive role in supporting the continuous improvement of the quality of education through the identification and dissemination of national best practices and culture of quality.

IAAR plans to further expand its expertise, willing to work with all education organizations in Kazakhstan that meet the threshold requirements and wish to demonstrate good practice at the institutional and program levels.

IAAR will continue to work with the MES RK and share the responsibility for ensuring the quality of higher education through the development of recommendations on improvement of the entire education system.

IAAR staff will be very happy to cooperate with the ENQA expert group during a visit to the Agency. IAAR will seriously consider all recommendations for improvement developed in the report of ENQA experts and will show commitment to implement all the recommendations within the ENQA follow-up procedures.

Independent agency for  
accreditation rating

## ANNEXES

### *Annex 1. Statutes of the non-profit organization "Independent Agency of accreditation and rating"*

#### **1. General Provisions**

1. The Non-profit establishment "Independent Agency for Accreditation and Rating" (hereinafter - the Agency) is a organization with the status of legal entity, created in the organizational and legal form of the non-governmental non-profit institution to improve the competitiveness of educational organizations of the Republic of Kazakhstan at the national and international levels through procedures of institutional, specialized accreditation and conducting research on ratings.

2. The Agency is a non-governmental and non-profit establishment, not having profit extraction as the main purpose of its activity.

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 Russian некоммерческое учреждение «Независимое Агентство аккредитации и рейтинга», abbreviated «НААР».

4. In its activities, the Agency is governed by the Civil Code of RK, Law of RK "On Nonprofit Organizations", other applicable law of Kazakhstan, as well as this Statutes.

5. Location of the Agency – 010000, Republic of Kazakhstan, Astana, 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.

8. The founders of the Agency:

Zhumagulova Alina Bakhytzhanovna, the citizen of the Republic of Kazakhstan, ID number 031490008, issued by the Republic of Kazakhstan on 28.04.2011, residing at the city of Astana, Saraislyk street, building 38, apt.110, hereinafter referred to as "Founder".

An owner of the property assigned to the Agency is Zhumagulova Alina Bakhytzhanovna.

#### **2. The object and purposes of the Agency**

9. The purpose of the Agency is the organizational and technical provisions of performing the procedures of institutional and specialized accreditation of educational organizations, the development of standards and criteria of accreditation, conducting a research on the ranking of educational programs of higher and postgraduate education, organizations of technical and vocational education (TVE) of Kazakhstan according to the direction of preparation of educational programs.

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

1) arrangement and carrying out institutional and specialized accreditation of educational organizations - higher education institutions, research organizations, implementing educational programs of postgraduate education, further education institutions for adults, educational institutions, implementing educational programs of technical and vocational, post-secondary education, international schools;

- 2) the development of standards and criteria of institutional and specialized accreditation of educational organizations;
- 3) conducting a follow-up procedures after carrying out institutional and specialized accreditation of educational organisations;
- 4) provision of consulting services to education organizations on issues of quality assurance, institutional and specialized accreditation, audit and evaluation of educational services, research on ratings and other tools of quality assurance education;
- 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 specialized accreditation of educational organizations;
- 8) conducting researches on the quality assurance of education, including participation in joint international scientific projects;
- 9) involvement in the international networks of quality assurance: the International Network for Quality Assurance in Higher Education (INQAAHE), Eurasian network of quality education guarantee, the Asia-Pacific Quality Network (APQN), the European Association for Higher Education Quality Assurance (ENQA), Association of Quality Assurance Agencies of the Islamic World (AQAAIW), the Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA), the International Ranking Expert Group (IREG), and others;
- 10) edition and publication of scientific, educational and specialized publications on the Agency activities;
- 11) arranging and conducting advanced trainings in the field of quality assurance;
- 12) elaboration of methodologies on rankings of educational organizations and study programs;
- 13) organization and conducting the research on the ratings of educational programs of educational organizations according to the levels and areas of training.

### **3. The 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, organizational structure, procedure of formation and termination of director powers;
- appointment of the Chair of the Accreditation Council of the Agency;
- 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 reorganization and liquidation of the Agency.

12-1. 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 specialized accreditation of educational organizations - higher education institutions, research organizations, implementing educational programs of postgraduate education, training institutes, educational institutions, implementing educational programs of technical and vocational, post-secondary education, international schools.

12-2. The Council may include representatives of government bodies, non-governmental organizations, educational organizations, research institutions, international experts in the field of education,

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.

12-3. The exclusive competence of the Accreditation Council of the Agency include:

- evaluation of quality of educational services of the educational organizations and study programs on the basis of acting institutional and (or) specialized accreditation standards of IAAR;
- insuring the society of the quality of education in accredited programs and (or) activities of accredited educational organizations;
- decision-making on the accreditation or refusal of accreditation of educational organizations and programs;
- consideration of applications, appeals and complaints of educational organizations on issues of accreditation;
- review of materials related to the publication of the results of accreditation of educational organizations and programs;
- appointment and approval of the Chairman and members of a Commission on Appeals and Complaints Consideration of IAAR.

13. Current management of the Agency carried out by its Director.

Director:

- represents the interests of the Agency in the state bodies, non-governmental and public organizations;
- conducts staffing, defines their responsibilities, provides 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;
- arranges the adoption of work rules 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.

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

#### **4. Sources of property**

15. 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 carries out by the founder of the Agency.

16. 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.

17. 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, organizations;

- voluntary contributions and transferred material values from establishments, institutions, organizations 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.

18. 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 income.

19. The Agency has the right to:

- independently, on its own behalf, enter into contractual relations with enterprises and organizations (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 with Kazakh and foreign legal entities and individuals within its competence and in accordance with the laws of the Republic of Kazakhstan, in the territory of the country;
- carry out any creative, scientific, cultural and educational and other activities not prohibited by law;
- own and use basic and working capital 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.

20. Responsibility for the accuracy of the financial and economic activities of the Agency shall rest on its director and chief accountant to the founder in accordance with applicable law.

## 5. Reorganization and Termination of the Agency

21. The establishment may be converted into a fund, business entity under the decision of Agency founder or reorganized through merger, acquisition, division, separation and transformation.

22. When converting the Agency its Statutes, certificate of registration cease to be in force.

23. Liquidation of the Agency can be performed by:

- The decision of the founder of the Agency;
- the decision of the judiciary.

24. 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 organizations" the procedure and terms of liquidation of the Agency.

25. 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.

26. 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 organization pursuing the same or

similar purpose, that of establishment being liquidated. The founder retain ownership of the property of the establishment.

27. 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. Relations with the workforce**

28. The relationship between management and the workforce of the Agency is determined in accordance with the labor laws of the Republic of Kazakhstan.

29. Mode of operation of the Agency shall be established taking into account the guarantees provided by the labor legislation of the Republic of Kazakhstan.

### **7. Accounting and reporting**

30. The Agency shall record the results of its operations in accordance with the law, present timely accounting and statistical reports to the financial, tax and statistical authorities, and is responsible for accuracy thereof.

### **8. Making changes and amendments to the Statutes**

31. Amendments to the Statutes are made in accordance with the legislation of the Republic of Kazakhstan.

Zhumagulova Alina Bakhytzhonovna \_\_\_\_\_ <signature> \_\_\_\_\_  
Seal: State Enterprise “Astana city Department of Justice”



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*Annex 2. A sample of the planning schedule for a site visit to the EO*

Date and time	Work of EEC with target group	Participants from HEI	EEC	Place
<b>17<sup>th</sup>, November, 2015. Tuesday, Arrival date</b>				
During the day	Meeting of members of EEC	Provost of EMW, deans of departments, heads of department of ETD	EEC	Check-in at the hotel
During the day	Preliminary meeting of EEC members	-	EEC	At the hotel
<b>18<sup>th</sup>, November, 2015. Wednesday, Day 1</b>				
8.30-9.00	Accompaniment from hotel to university	Deans of departments, heads of department of ETD	EEC	303-304, main building
9.00-9.45	Preliminary meeting of EEC		EEC	304, main building
9.45-10.15	Meeting with Rector	Rector	EEC	Conference hall
10.15-11.00	Meeting with Provosts	Provost of educational and methodical work, Provost of Research work, Provost of Public Relations and Youth Work (List 1)	EEC	Conference hall
11.00-11.15	<i>Break</i>			
11.15-13.00	Excursion	Provost of EMW, deans of departments, heads of department	EEC	Main building, building A, Building B, Building C
13.00-14.00	<i>Lunch</i>			<i>Canteen</i>
14.30-15.30	Meeting with representatives of management of educational programs and HEI teaching staff	Provost of educational and methodical work, Head of the department of organization and planning of the educational process, Head of the department of planning of the educational process, the head of the department of organization and control of the educational process, Head of office of the Registry, Head of Center of Distance Learning, Head of Judiciary Department, Head of department of Public Relations, Head of Information - Technology Center, Dean of the Faculty of Engineering and Technology, Dean of the Faculty of Economics, Dean of the Faculty of correspondence and distance learning,	EEC	Conference hall

		Head of department "Standardization and Food Technology", Head of department "Information technologies and automation", Head of department "Energy and Engineering", Head of the department "Transport and service", Head of the department of "Economy", Head of the department "Accounting and Auditing", Head of the department "Social Science and Management", Head of educational and methodical council, Deputy Head of Personnel department, Chairman of the trade union (List 2)		
15.30-15.45	<i>Break, discussion</i>			
15.45-16.45	Meeting with representatives of management of financial, material and technical, informational resources	Chief Accountant, Leading expert on Finance and Economic Affairs, Head of Information - Technology Center, Director of the Center of Distance Education, the head of the library, Head of sport and health center, Head of department of administration and maintenance, Commandants of buildings (dormitory) (List 3)	EEC	Conference hall
16.45-17.45	Meeting with representatives of department of management of educational process and representatives of student self-administration	Head of department of educational work, Head of medical center, Director of sport complex, Chairman of the student self-administration, advisors, Deputy Deans of educational work, who are responsible for education at the departments. (List 4)	EEC	304, main building
17.45-18.00	<i>Break, discussion</i>			
18.00-19.00	<i>Dinner</i>			<i>Canteen</i>
19.00-19.30	Accompaniment in hotel	Deans of faculties, Deputy Deans of Engineering Technical Faculty		
<b>19<sup>th</sup>, November, 2015. Thursday. Day 2</b>				
8.30-9.00	Accompaniment from hotel to University	Deans of faculties, Deputy Deans of Engineering Technical Faculty	EEC	303-304, main building
9.00-10.00	Meeting with University teaching staff	University teaching staff, cluster №1 (List 5)	Group of EEC cluster №1	Reading room

		University teaching staff , cluster №2 (List 6)	Group of EEC cluster №1	Conference hall
		10.00-11.00 Survey among University teaching staff involved in the meeting	Group of EEC cluster №1,2	Computer classroom
10.00-11.00	Meeting with Bachelor and Master students	Students cluster №1 (List 7)	Group of EEC cluster №1	Reading room
		Students cluster №2 (List 8) Master students (List 9)	Group of EEC cluster №2	Reading room
		11.00-12.00 Survey among students and master students, involved in meeting	Group of EEC cluster №1,2	Computer classroom
11.00-11.15	<i>Break, discussion</i>			
11.15-12.05	Attending lessons		EEC	
12.05-13.00	Meeting with representatives of management of research work	Provost for Research Work, Provost for Public Relations and Youth Work, Coordinator of department of the International Cooperation, Head of the department of Law, responsible personnel for research in departments, Provost of Administrative department, Head of the consulting center (List 10)		
13.00-14.00	<i>Lunch</i>			Canteen
14.00-15.00	Meeting with University Alumni	Alumni of different EP (List 11)	EEC	Conference hall
15.00-16.00	Meeting with employers	Representatives of employers on all educational programs (List 12)		Conference hall
16.00-17.30	Visiting graduate EP departments	Departments - "Standardization and food technologies", "Information technologies and automation",		

		"Energy and Engineering", "Transport and service"		
17.30-18.00	<i>Break, discussion</i>		EEC	
18.00-19.00	<i>Dinner</i>			Canteen
<b>20<sup>th</sup>, November, 2015. Friday, Day 3</b>				
8.30-9.00	Accompaniment from hotel to University	Deans of faculties, Deputy Deans of Engineering Technical Faculty	EEC	<i>304 main building</i>
9.00-12.30	Visiting practice bases	KA JSC "Agromash", LLP "Saryarka Avtoprom", LLP "Agrotechmash", JSC "National Company "Kazakhstan Temir Zholy" (Kostanai branch of the road), KA JSC "TransTeleCom", LLP "Evrazkazspianstal", LLP «Baltik control», LLP "Experimental farm Zarechniy", KA RSE "Kazakhstan Institute of Standardization and Certification"	EEC groups cluster 1,2	
12.30-13.00	<i>Break, discussion</i>		EEC	
13.00-14.00	<i>Lunch</i>			Canteen
14.00-14.30	Meeting of EEC members with the employees of the university. Providing additional information	Under request of EEC members		<i>303-304, main building</i>
14.00-17.00	Work of EEC. Completion of the results of revision		EEC	<i>303-304, main building</i>
17.00-17.30	Closing meeting of EEC members with Heads of University	Rector, provosts, deans	EEC	Conference hall
18.00-19.00	<i>Dinner</i>			Canteen
	<i>Departure of EEC</i>			

### Annex 3. Calculation of the cost of services for institutional accreditation of higher education institutions

№	Expenditure name	Unit of measurement	Quantity	Total (tenge)
1	External review			3 079 120
	Kazakhstan experts			429 120
1.1	Traveling expenses EEC Astana-Almaty-Astana Travel by railways(air) (28000*2)*2 people = 112000 Hotel accommodation (experts) (1982*12)*4 days*2 people=190 272 tenge daily allowance 4 days*(1982*4)*4 people= 126848 tenge	tenge	2 people	429 120
2	Foreign experts	tenge		1 435 000
2.1	Departure of external experts to the university: Traveling expenses for one expert: UK-Astana-UK Round trip air ticket (450000 tenge) Daily allowance - 4 working days (\$ 80) * 250 tenge = 80000 tenge Accommodation - 3 days. * \$ 250 * 250 tenge = 187500 tenge Total per person 717 500 tenge	tenge	2 people	1 435 000
3	Payment of the EEC members fees Chairman Kazakhstan expert Foreign expert Foreign expert Employer Student	tenge	5 people	732 778
4	Formation and approval of the EEC list	tenge		482 222

Note: The sum of the expert committee can be changed depending on the location of the foreign expert

### Calculation of the institutional accreditation cost

№	Number of students	Accreditation Cost (tenge)	Including the cost of EEC (tenge)
1.	less than 2500	4,5 million	3,5-4,1 million
2.	less than 4000	5,3 million	
3.	less than 6000	6,5 million	
4.	less than 13000	8,5 million	
5.	more than 13000	10,5 million	

**Annex 4. Calculation of the cost of services for specialized (program) accreditation of higher education institutions**

No	Expenditure name	Unit of measurement	Quantity	Total (tenge)
	Expenditure for EEC			
<b>1</b>	Kazakhstan Experts	tenge		429 120
<b>1.1</b>	Traveling expenses EEC Astana-Almaty-Astana Travel by railways(air) $(28000*2)*2$ people = 112000 Hotel accommodation (experts) $(1982*12)*4$ days*2 people=190 272 tenge daily allowance $4$ days* $(1982*4)*4$ people= 126848 tenge	tenge	2 people	429 120
<b>2</b>	Foreign Experts	tenge		1 435 000
<b>2.1</b>	Departure of external experts to the university: Traveling expenses for one expert: UK-Astana-UK Round trip air ticket (450000 tenge.) Daily allowance - 4 working days. $(\$ 80) * 250$ tenge = 80000 tenge. Accommodation - 3 days. * $\$ 250 * 250$ tenge = 187500 tenge. Total per person 717 500 tenge	tenge	2 people	1 435 000
<b>3</b>	Payment of the EEC members fees Chairman Kazakhstan experts Foreign experts Foreign experts Employer Student	tenge	5 people	732 778
<b>4</b>	Certificate issuance	tenge		7 000
<b>4.1</b>	Certificate form	tenge	2000	2000
<b>4.2.</b>	Certificate frames	tenge	5000	5000
<b>7</b>	Agency staff salaries	tenge		2 875 222
<b>8</b>	Other administrative expenses	tenge		150 000
<b>9</b>	The cost of Accreditation Council	tenge		300 000
	<b>TOTAL</b>			<b>5 929 120</b>

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Calculation of the specialized (program) accreditation cost

Degree	Clusters (Three homogeneous study programs)		
	Cluster 1	Cluster 2	Cluster 3
		(+30%)	(+30%)
Bachelor	5 929 120 tenge	7 707 856 tenge	9 486 592 tenge
Masters (+15%)	6 818 488 tenge	8 864 034 tenge	10 909 581 tenge
PhD (+15%)	7 707 856 tenge	10 020 213 tenge	12 332 570 tenge



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### Annex 5. Calculation of the cost of services for post-accreditation monitoring

Calculation of the cost of services for post-accreditation monitoring of institutional accreditation of HEIs of RK

No	Expenditure name	Unit of measurement	Quantity	Total (tenge)
	Agency employee expenses			
1	Traveling expenses for the consulting services of higher educational institutions Astana-Almaty-Astana Transportation cost by train 12000 tenge * 1 person * 2 = 24000 tenge Hotel accommodation (1982 * 12) * 3 days * 1 person = 71 352 tenge daily allowance 4 days * (1982 * 5) * 1 person = 39 640 tenge	tenge	1 person	134 992
2	Salary of the Agency employee on studying the report of self-assessment	tenge	1 person	238 888,89
	Attracted Expert expenses			
3	Departure of external experts to the university: Traveling expenses: Astana – Almaty - Astana Round trip air ticket (54 000 tenge) Daily allowance - 3 working days. (1982*5) * 1 person = 29 730 tenge Accommodation - 3 days * 36000 = 108 000 tenge	tenge	1 person	191 730
4	Payment of the expert fees	tenge	1 person	111 111,11
	Production costs			
5	Communication services (intercity and international calls, internet access)	tenge	1 year	15000
6	Administrative expenses, including database support and consumables	tenge	1 year	220 000
	TOTAL			911 722

Calculation of the cost of services for post-accreditation monitoring of specialized accreditation of HEIs of RK (for one cluster)

No	Expenditure name	Unit of measurement	Quantity	Total (tenge)
	Agency employee expenses			
1	Traveling expenses for the consulting services of higher educational institutions Astana-Almaty-Astana Transportation cost by train 12000 tenge * 1 person * 2 = 24000 tenge Hotel accommodation (1982 * 12) * 3 days * 1 person = 71 352 tenge daily allowance 4 days * (1982 * 5) * 1 person = 39 640 tenge.	tenge	1 person	134 992
2	Salary of the Agency employee on studying the report of self-assessment	tenge	1 person	238 888, 89
	Attracted Expert expenses			
3	Departure of external experts to the university: Traveling expenses: Astana – Almaty - Astana			

	Round trip air ticket (54 000 tenge) Daily allowance - 3 working days. (1982*5) * 1 person = 29 730 tenge Accommodation - 3 days * 36000 = 108 000 tenge	tenge	1 person	191 730
4	Payment of the expert fees	tenge	1 person	111 111,11
	Production costs			
5	Communication services (intercity and international calls, internet access)	tenge	1 year	15000
6	Administrative expenses, including database support and consumables	tenge	1 year	220 000
	TOTAL			911 722

*Note: Each additional cluster costs 466 700 tenge*



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## *Annex 6. A sample of the contract on carrying out accreditation*

Contract on carrying out institutional accreditation No. \_\_\_\_\_

Astana

" \_\_\_\_\_ " \_\_\_\_\_ 2016

The noncommercial institution "Independent Agency of Accreditation and Rating" called further "Agency" in the person of the director Zhumagulova A.B., acting under the Charter and the certificate No. 2 on entry into the national register of accreditation bodies, on the one hand, and \_\_\_\_\_, called further "Applicant", in the person \_\_\_\_\_ acting under the Charter, on the other hand, in common called "Parties", signed the present contract (further – the Contract) as follows.

### **1. Subject of the contract**

1.1 Carrying out an assessment of the Applicant's educational organization by the Agency within the visit of the external experts commission (further – EEC) and in case of compliance to the standards of the Agency's accreditation (further – Standards) making decision on their accreditation.

1.2 The main stages of accreditation process are:

- initial acquaintance with the educational organization;
- carrying out process of a self-assessment of the organization of education according to standards of accreditation;
- studying of system of internal ensuring quality;
- the analysis and an assessment of reports on a self-assessment, preparation of the expert opinion with remarks and offers on reports of the accredited educational organization;
- studying and analysis of a final version of the report on a self-assessment;
- visit of ECE for carrying out an assessment of the Applicant's organization;
- making decision on accreditation of Agency by Accreditation Council (further – Council).

1.3 Conditions, terms and order of the process of the accreditation in the educational organization are defined by conditions of the present Contract, Standards and the guidance of the Agency on accreditation process (further – the Guidance).

1.4 Standards and Guidance are developed by the Agency and approved by the director of the Agency. The process of accreditation is carried out and will be organized only according to the Standards and Guidance existing at the moment.

1.5 The decision on period of validity of the certificate on accreditation is made by Council.

1.6 Post-accreditation monitoring on compliance to criteria and implementing recommendations of the Agency by the Applicant is carried out during accreditation's action according to the conditions approved in Standards and Guidance. Conditions and cost of rendering service of post-accreditation monitoring make a reservation in the separate additional agreement to the present Contract.

### **2. Rights and obligations of the Parties**

2.1 Applicant's rights and duties.

2.1.1 The applicant has the right:

1) to submit the application for accreditation of the educational organization being a subject of the Law RK "On Education" and to require from the Agency the solution on assignment to the Applicant the status of the candidate for accreditation;

2) to submit the report on self-assessment of the educational organization in case of the positive decision of the Agency and to demand from the Agency rendering of decision by the results of the analysis of the report on self-assessment and in case of the positive decision to require approval of structure and terms of visit to the Applicant's organization the EEC from the Agency;

3) to demand from the Agency in terms and conditions established in the Guidance, carrying out a visit of EEC to the Applicant's organization and pronouncement of the reasonable decision on accreditation or about refusal in accreditation of the Applicant;

4) in case of disagreement with the decision on accreditation made by the Council to submit the appeal in the Agency;

5) to appeal in Agency of action of its workers;

6) to present the remarks on the rendered services to the Agency;

7) in case of appearing disputes to appeal to court;

8) at any time unilaterally to dissolve the Contract, having in writing notified on it the Agency in twenty days prior to the date of cancellation in the contract, at the same time having paid the actual expenses incurred by the Agency before cancellation of the contract;

9) in case of the refusal in accreditation to receive the motivated decision;

10) to receive from the Agency on inquiry information on passing stages of accreditation process by it;

11) to reasonably get the candidacy of any member of EEC on conditions and terms established by the Guidance and to demand his replacement with the other candidate.

2.1.2 The Applicant is obliged:

1) to follow provisions of standards and Guidance of the Agency by drawing up and providing the application, report on self-assessment, reception of EEC of the Agency;

2) to provide all documents both in written and in electronic form;

3) to pay Services according to the Contract;

4) to define the authorized officer for interaction with the Agency when rendering Services;

5) to provide EEC with access to the room (rooms), the equipment and information when carrying out survey;

6) The Applicant is also obliged to provide to EEC with working rooms and equipment, and also to create conditions on movement of the commission in the settlement;

7) to bear full responsibility for life, health and safety of members of EEC for visit to the Applicant's organization;

8) during period of validity of the certificate on accreditation to provide to the Agency reports according to standards of accreditation;

9) to sign with the Agency the additional agreement to the present Contract defining order of post-accreditation monitoring, directly after adoption of the positive decision on accreditation of the Applicant by the Council;

10) certainly to take decisions of the Council concerning degree of compliance of the documents and data to Standards and Guidance provided by the Applicant, to strictly execute these decisions, and also to fulfill the obligations caused by these decisions;

11) strictly and certainly to follow requirements of the Agency on elimination of the discrepancies of documents and real activity of the Applicant to Standards and Guidance found by the Agency;

12) immediately and more exhaustively to inform the Agency on all changes in the activity.

2.1.3 The Applicant has other rights and performs other duties provided by the Contract, standards and Guidance of the Agency, and also the current legislation of the Republic of Kazakhstan.

2.2 Rights and obligations of the Agency.

2.2.1 The Agency has the right:

1) to refuse reasonably assignment to the Applicant the status of the candidate for accreditation proceeding from the application submitted by the Applicant;

2) to refuse reasonably to the Applicant in organizing the visit of EEC to the Applicant's organization on the basis of the results of the report analysis on self-assessment provided by the Applicant;

3) according to the decision of Council to refuse accreditation of the Applicant's organization;

4) to cancel or suspend the certificate on accreditation in case of infraction of the rules of post-accreditation of the Applicant established in Guidance and stipulated in the additional agreement to the present Contract.

5) to reserve the indisputable right to make decisions concerning degree of compliance of the documents and data provided by the Applicant to Standards and Guidance.

6) to demand from the Applicant unconditional elimination of discrepancies of documents and real activity of the Applicant to Standards and Guidance;

7) to dissolve the Contract unilaterally in case of detection by the Agency of considerable discrepancies of the documents and data provided by the Applicant to the Agency and also his activity to Standards and Guidance of the Agency, restraining from the Applicant actually cost outlays incurred on performance of the present contract;

8) in case of detection by the Agency of insignificant discrepancies of the documents and data provided by the Applicant to Agency and also his activity to Standards and Guidance, the Agency demands elimination of discrepancies, and the Applicant has the right to once eliminate the insignificant discrepancies found by the Agency and to provide documents or data repeatedly together with the documents confirming elimination of the revealed discrepancies. This point is valid only prior to visit of EEC.

2.2.2. The Agency is obliged:

1) to carry out expertize and to pass the reasonable decision on all documents provided by the Applicant according to Guidance conditions;

2) by results of examination of documents to send to the Applicant the copy of the decision;

3) to conduct examination of the organization of the Applicant of EEC;

4) by results of inspection of the Applicant's organization of EEC to give the last one copy of the report of EEC. During the term established in the Guidance to make the relevant decision taking into account remarks of the Applicant (at their existence) and to send to the Applicant the copy of the decision;

5) in case of refusal to send to accreditations to the Applicant the motivated decision on it and one copy him the filed documents earlier.

6) to urgently inform the Applicant on changes and additions to Standards and Guidance.

2.2.3 The Agency has other rights and performs other duties provided by the Contract, Standards and guidance, and also the current legislation of the Republic of Kazakhstan.

### 3. Cost of the Contract and procedure of payments

3.1 The cost of the Contract makes \_\_\_\_\_ (\_\_\_\_\_) tenge \_\_\_\_ tyin (cents), excluding VAT.

The Applicant pays 30% (thirty percent) of a total cost of the Contract within 5 (five) working days from the moment of signing by the Parties of the Contract and providing by the Agency the invoice for payment, 20% (twenty percent) of a total cost of the Contract within 3 (three) working days from the moment of coordination by the Parties of the report(s) on self-assessment and 50% (fifty percent) in 10 (ten) working days prior to visit of ECE.

3.2 Date of receipt of money is considered the date receiving the money into account of the Agency.

3.3 Return of money is carried out taking into account actually incurred expenses of the Agency including connected with banking services.

3.4 Upon the termination of the Services the Agency provides to the Applicant the act of the executed services.

3.5 The negative decision on accreditation of the Applicant made by the Council can't form the basis for refusal in signing the act of the rendered services and presentations of the requirement about return of the paid sums or a non-payment of services of the Agency.



3.6. In case of threat to security, to life and health of members of ECE during visit of the Applicant's organization and also in case the Applicant actively interferes with implementation of planned duties of ECE, ignores reasonable complaints of ECE on the organization of visit, etc., the Agency has the right to urgently withdraw ECE and to unilaterally dissolve the Contract with deduction of 90% of a total cost of the Contract, and also expenses on banking services.

#### **4. Responsibility of the parties**

4.1 The Applicant pays for untimely payment to the Agency a penalty fee at a rate of 0,1 (zero whole one tenth) percent from the sum the subject payment for each working day of delay, but no more than 10 (ten) percent from the specified sum.

4.2 The Agency pays a penalty fee at a rate of 0,1 for untimely return of means to the Applicant (zero whole one tenth) percent from the sum to the subject payment for each working day of delay, but no more than 10 (ten) percent from the specified sum.

4.3 Payment of a penalty fee doesn't exempt the Parties from execution of the obligations under the Contract.

#### **5. Force majeure circumstances (force majeure)**

5.1 The parties are exempted from liability for partial or full non-execution of the obligations under the Contract if it was a consequence of force majeure circumstances (flood, earthquake, edition of the government bodies of the acts forbidding or somehow the Services interfering performance) provided that these circumstances made impossible execution of any of the Parties of the obligations under the Contract.

5.2 The date of performance of obligations under the Contract is postponed in proportion to time during which force majeure circumstances, and also consequences caused by these circumstances worked.

5.3 Any of the Parties, at emergence of force majeure circumstances, is obliged within five calendar days from the date of their approach in writing to inform other Party on occurrence of these circumstances.

The documents confirming the fact of a fulfillment of force majeure circumstances are the relevant documents (references, acts, etc.) given by representatives on that government bodies or the organizations of the Republic of Kazakhstan where force majeure circumstances took place.

#### **6. Validity periods and conditions of termination of the contract**

6.1 Period of validity of the present Contract is full execution of all obligations provided in the present Contract and all its components.

6.2 The contract is terminated in a case:

1) full or partial revocation of license of the Applicant on the right of conducting educational activity;

2) the Agency's decision on refusal to the Applicant in accreditation;

3) liquidation of the Applicant or Agency;

4) cancellation of the contract according to the civil legislation of the Republic of Kazakhstan.

6.3 With expiration of the certificate on accreditation the Applicant loses the status of the accredited educational organization.

#### **7. Confidentiality**

7.1. Concerning the present Contract and any information provided in connection with the present Contract, their recipient is obliged:

7.1.1 to keep confidentiality of data reasonably and adequately;

7.1.2 to use confidential information only for implementation of obligations under the present Contract;

7.1.3 to reproduce confidential information only in case of need for implementation of the obligations under the present Contract.

7.2. The present section of the Contract isn't applied to data which:

7.2.1 are well-known;

7.2.2 are already known to one Party on not confidential basis from the third parties;

7.2.3 reveal the Party to the third parties without restriction;

7.2.4 reveal according to requirements of the legislation.

7.3. The parties can disclose confidential information to the government bodies authorized to request such data according to the applicable legislation on the basis of properly the issued request for providing such data, at the same time the Parties don't bear responsibility for such disclosure.

7.4. Obligations for nondisclosure of confidential information work within 60 (sixty) months from the date of disclosure of confidential information by the opening Party.

## 8. Other conditions

8.1 The contract is considered to be made from the date of its signing by the Parties, if the Contract is to be registered – from the date of such registration.

8.2 The contract is made in duplicate in the Kazakh and Russian languages, in one copy for each of the Parties.

8.3 In case of disagreements which can arise in the course of implementation of the Contract the Parties undertake to allow them by negotiations.

In case of not settlement of dispute, it can be submitted to judicial authorities in the location of Agency.

8.4 Under the mutual agreement of the Parties modification and additions to the present Contract is possible.

8.5 All changes and additions to the Contract are valid only on condition that they are made in writing, signed by the Parties.

8.6 Changes and additions to the present Contract can be issued by agreement the Parties in the form of Additional agreements between the Parties which will be an integral part of the present Contract.

8.7 In all other that isn't provided by the Contract, the Parties are guided by the current legislation of the Republic of Kazakhstan.

## 9. Requisites and signatures of the Parties

**Applicant:**

**Agency:**

Nonprofit establishment «Independent Agency for Accreditation and Rating»

The Certificate of State Registration №41886-1901-У-Е from  
November 11, 2011

БИН 111140016592

ИИК KZ93998ВТВ0000098322

БИК TSESKZKA

АО «Цеснабанк» 8 (7172) 45 22 02, 45 24 02

Director \_\_\_\_\_ **Zhumagulova A.B.**

s.h.

« \_\_\_\_\_ » \_\_\_\_\_ 2016

## *Annex 7. List of Evidences*

### **Kazakhstani higher education legislation**

[Constitution of RK](#)

[Law of RK "On Education"](#)

[Law of the Republic of Kazakhstan dated October 24, 2011 № 487-IV](#)

[Law of RK "On state youth policy in the Republic of Kazakhstan"](#)

[Law of RK "On Science"](#)

[Law of RK "On Noncommercial Organizations"](#)

[Law of the RK "On public procurements"](#)

[State Program of Education Development in the Republic of Kazakhstan for 2011-2020](#)

[Strategic Plan of the MES RK for 2011-2015](#)

[Strategy for internationalization and academic mobility in Kazakhstan till 2020](#)

[State Program for Innovative and Industrial Development of the Republic of Kazakhstan for 2015-2019](#)

[Plan of the Nation - 100 concrete steps to implement the five institutional reforms by the President Nursultan Nazarbayev](#)

[Strategic Plan for Development of Kazakhstan till 2020](#)

[Civil Code of the Republic of Kazakhstan](#)

[Concept on the State Youth Policy of Kazakhstan](#)

[Higher and Postgraduate Education Organizations Model Regulations](#)

[Rules and Requirements for maintaining National Registry of Accreditation Institutions, Accredited Education Institutions and Education Programs](#)

[Regulations on the Republican Accreditation Council of the Ministry of Education and Science of the Republic of Kazakhstan](#)

[National report on the status and development of education system of the Republic of Kazakhstan](#)

[The Analytical Reviews](#), prepared by the MES Center for Bologna Process and Academic Mobility

[Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)

### **IAAR regulations and internal documents**

[A sample of an expert paid service agreement](#)

[A sample questionnaire of accredited educational organization](#)

[A sample questionnaire of certified IAAR external experts](#)

[AC Decisions](#)

[AC Member Code of Ethics](#)

[Analysis of the IAAR against the ENQA membership criteria, and thereby the ESG \(Josep Grifoll\)](#)

[Analytical Report on the Results of Experts Survey](#)

[Analytical Report on the Results of the Educational Institutions Survey](#)

[Annual Reports](#)

[Certificate for inclusion in the National Register 1](#)

[Code of Ethics of the External Expert on Accreditation](#)

[Expert Council for Higher Education](#)

- [Expert Council on Medical Education](#)
- [Expert Council on TVE](#)
- [Guidelines for the organization and conduct of external expertise in the process of accreditation of educational organizations](#)
- [Guidelines on internal quality assurance system \(IQAS Manual\)](#)
- [IAAR Annual Action Plans and Strategy Implementation Plans \(2016, 2015, 2014, 2013, 2012\)](#)
- [IAAR magazines](#)
- [IAAR Standards](#)
- [IAAR Strategic Plan for 2016-2020](#)
- [IAAR Structure](#)
- [Independent Ranking - 2014](#)
- [Independent Ranking - 2015](#)
- [Instruction on the development and improvement of standards](#)
- [Job Descriptions](#)
- [List of AC Members](#)
- [List of Accredited Educational Organizations](#)
- [List of Accredited Programs](#)
- [Minutes of the Accreditation Council meetings](#)
- [Minutes of the Expert Council meetings](#)
- [Our Publications](#)
- [Regulation for training, retraining and advanced training of external experts](#)
- [Regulation on post-accreditation monitoring of the educational institutions and educational programs](#)
- [Regulation on the control of the external expert activities](#)
- [Regulations on the Accreditation Council](#)
- [Regulations on the Commission on Appeals and Complaints Consideration](#)
- [Regulations on the Expert Councils](#)
- [Regulations on the external expert committee of IAAR](#)
- [Schedule of post-accreditation monitoring](#)
- [Standards for specialized accreditation of educational programs of higher education institutions \(ESG 2015\)](#)
- [Standards of institutional accreditation for institutions of higher education implementing higher and postgraduate educational programs \(ESG 2015\)](#)
- [Statement of IAAR Expert on the Absence of Conflict of Interest](#)
- [The EEC reports](#)
- [The guide to carrying out a self-assessment for institutional accreditation of higher education implementing higher and postgraduate educational programs](#)
- [The guide to carrying out a self-assessment for specialized accreditation of educational programs of higher educational institutions](#)
- [The methodology of ranking HEIs and educational programs](#)
- [Threshold requirements for the HEIs to undergo the procedure of the institutional accreditation](#)
- [Threshold requirements for the HEIs to undergo the procedure of the specialized accreditation](#)