

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

# **STANDARDS**

**FOR SPECIALISED  
ACCREDITATION OF  
EDUCATIONAL PROGRAMME  
OF HIGHER AND (OR)  
POSTGRADUATE EDUCATION**

# INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

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## STANDARDS

### FOR SPECIALISED ACCREDITATION OF EDUCATIONAL PROGRAMME OF HIGHER AND (OR) POSTGRADUATE EDUCATION

Nur-Sultan, 2020

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These Standards are developed in accordance with ESG (2015) and define the requirements for the preparation and implementation of the procedure for specialised accreditation of the educational programme of higher and (or) postgraduate education.

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## Foreword

**1. DEVELOPED AND INTRODUCED** by the Non-Profit Institution "Independent Agency for Accreditation and Rating".

**2. APPROVED AND PUT INTO EFFECT** by the order of the General Director of the Non-Profit Institution "Independent Agency for Accreditation and Rating" as of June 16, 2020, No. 57-20-OD.

**3.** This Standard implements provisions of the Law of the Republic of Kazakhstan "On Education" as of July 27, 2007 no. 319-III.

**4.** These standards are in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

**5. ORIGINAL HOLDER** the Non-Profit Institution "Independent Agency for Accreditation and Rating": 010000, Nur-Sultan city, Baurzhan Momyshuly avenue 2, EP-4G

**6. SIXTH EDITION**

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# STANDARDS FOR SPECIALISED ACCREDITATION OF EDUCATIONAL PROGRAMME OF HIGHER AND (OR) POSTGRADUATE EDUCATION

## Basic Provisions

### 1. Scope of Application

1.1 These standards are developed in accordance with the Law of the Republic of Kazakhstan "On Education", with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) and establish requirements for organisations of higher and (or) postgraduate education, conducting specialised accreditation of the educational programme of the HEI

1.2 These standards determine the requirements for conducting specialised accreditation of education programme.

1.3 This standard is used during the specialised accreditation of educational programme of higher and (or) postgraduate education of the HEI regardless of its status, legal corporate form, departmental subordination and form of ownership.

1.4 These standards can also be used by a HEI for internal evaluation of activities and development of appropriate internal regulatory documentation

### 2. Normative References

This standard uses references to the following regulatory documents:

2.1 The Law of the Republic of Kazakhstan "On Education" dated June 27, 2007 No. 319-III.

2.2 The Law of the Republic of Kazakhstan "On Technical Regulation" dated November 9, 2004 No. 603.

2.3 The Law of the Republic of Kazakhstan "On Introducing Amendments and Addenda to Some Legislative Acts of the Republic of Kazakhstan on the Expansion of Academic and Managerial Independence of Higher Educational Institutions" dated July 4, 2018 No. 171-VI.

2.4 The Law of the Republic of Kazakhstan "On Accreditation of the Conformity Assessment" dated July 5, 2008 No. 61-IV.

2.5 Message of the President of the Republic of Kazakhstan N.Nazarbayev to the people of Kazakhstan "Five Social Initiatives of the President" dated March 5, 2018.

2.6 Message of the President of the Republic of Kazakhstan Kassym-Jomart Tokayev to the people of Kazakhstan "Constructive public dialogue - the basis of stability and prosperity of Kazakhstan" dated September 2, 2019.

2.7 Order of the Minister of Education and Science of the Republic of Kazakhstan "On Approval of the Rules for the Recognition of Accreditation

Bodies, Including Foreign Ones, and the Formation of a Register of Recognised Accreditation Bodies, Accredited Educational Organisations and Educational Programmes" dated November 1, 2016 No. 629.

2.8 Order of the Minister of Education and Science of the Republic of Kazakhstan "On Approval of State Compulsory Educational Standards for All Levels of Education" dated October 31, 2018 № 604.

2.9 Order of the Minister of Education and Science of the Republic of Kazakhstan " "On Approval of Rules for Organisation of the Educational Process Using Credit Education Technology" dated April 20, 2011 No. 152.

2.10 The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (new edition) (Approved at the Yerevan Conference of Education Ministers in May 14-15, 2015).

2.11 Guidelines for the use of ECTS (European Credit Transfer and Accumulation System) (Approved at the Yerevan Conference of Education Ministers in May 14-15, 2015).

### **3. Terms and Definitions**

This standard applies the terms and definitions in accordance with the regulatory documentation as specified in paragraph No. 2.

In addition Standards define the following:

**3.1 Academic Mobility:** transfer of students or lecturers-researchers for training or research for a certain academic period (semester or academic year) to another organisation of higher education and (or) postgraduate education (domestically or abroad) with mandatory re-crediting of completed curricula, disciplines in the form of academic credits in their organisation of higher education and (or) postgraduate education or to continue studies in another organisation of higher and (or) postgraduate education.

**3.2 Accreditation of Educational Programme:** recognition procedure by the accreditation body of compliance of educational programmes (specialty) with the established standards (regulations) of accreditation in order of provision of objective information about its quality and confirm the existence of effective mechanisms for its improvement.

**3.3 Analysis:** a research method characterised by the identification and/or study of individual parts of the object of accreditation, the process of determining, collecting data to assess the quality of educational services.

**3.4 Site Visit of the External Expert Panel:** a generally accepted component of the holistic accreditation process, which provides for verification of reality compliance with a previously submitted self-assessment report of the higher education institution, assessing the quality and effectiveness of educational services provided, interviewing and questioning stakeholders, as well as developing recommendations for improving the quality.

**3.5 Framework of Qualifications for the European Higher Education Area:** a structure of qualifications covering three levels of higher and postgraduate

education: bachelor's, master's and doctoral degrees, Dublin descriptors for each level based on educational outcomes and competencies, and a range of credits for the first and second levels.

**3.6 Distance Education Technologies:** an education, carrying out with application of information and telecommunication means upon mediate (in the distance) or incompletely mediate interaction of student and teaching staff.

**3.7 European Credit Transfer and Accumulation System (ECTS):** a student-centered method of planning, describing educational programmes, recording and recognising learning outcomes, as well as monitoring the dynamics of a student's progress along an individual educational trajectory, by determining the laboriousness (labor intensity) of disciplines for all its components.

**3.8 Quality of Educational Programme:** compliance of the level of competencies of students and graduates with the requirements of professional standards and additional requirements established by the organisation implementing educational programmes.

**3.9 Credit Technology of Training:** learning based on choice and self-planning for the students of the sequence of studying disciplines with the accumulation of academic credits.

**3.10 Educational Programme:** the uniform complex of the main characteristics of education including the purposes, results and content of training, the organisation of educational process, ways and methods of their realisation, criteria for evaluation of results of training.

**3.11 Educational Monitoring:** systematic observation, analysis, assessment and prediction of the state and dynamics of changes of the results and conditions of implementation of educational processes, student body, network, as well as rating indicators of achievement of activity of organisations of education.

**3.12 Organisation of Higher and (or) Postgraduate Education:** higher education institution implementing educational programmes of higher and (or) postgraduate education and carrying out research activities.

**3.13 Assessment:** a method for determining the degree of achievement of the planned results of educational services, educational goals of the programme for decision-making and determining further directions for improving quality. Interpretation of data and evidence collected during the analysis.

**3.14 Self-Assessment Report:** a document developed by the higher education institution based on the results of self-assessment and submitted for consideration and decision by the accrediting body.

**3.15 Quality Assurance Policy:** the main directions that characterise the key priorities and value orientations of quality assurance development, determined on the basis of collective discussion and approved by the leadership of the higher educational institution.

**3.16 Diploma Supplement:** a pan-European standardised document containing a description of the nature, level, context, content and status of the training passed and successfully completed by the holder of an educational qualification, additionally attached to the official document of higher education.



**3.17 Assignment of Qualifications:** a procedure for confirming the totality of individual abilities, professional knowledge, skills and abilities necessary to perform work in the framework of the corresponding type of professional activity.

**3.18 Training profile:** an essential characteristic of the educational programme, revealing the specifics of the direction of higher education.

**3.19 Reaccreditation:** accreditation of the organisation of higher and (or) postgraduate education by an accreditation body that previously issued a certificate of institutional accreditation upon the expiration of the accreditation status.

**3.20 Learning Outcomes:** the volume of knowledge, skills and abilities confirmed by the assessment, acquired and demonstrated by students on mastering the educational programme, and the formed values and attitudes.

**3.21 Effectiveness:** the degree of implementation of the planned activities and achievement of the planned learning outcomes.

**3.22 Self-Assessment:** a procedure for self-assessment of a higher educational institution based on standards and criteria for institutional and (or) specialised accreditation.

**3.23 Quality System:** a set of procedures, units and officials in an organisation that perform certain quality management functions in accordance with the established rules and accepted practices and ensure compliance of all graduates of the educational programme with the requirements established in accordance with professional standards.

**3.24 Stakeholder:** an individual, a group of people or an organisation interested in and / or involved in activities, decision-making in a certain area.

**3.25 Higher Education Strategy:** a long-term qualitatively defined direction of the development of higher education, concerning the structure, content, means and form of its activity, the system of internal and external interaction.

**3.26 Student-Centered Learning:** The fundamental principle of the Bologna reforms in higher education, implying a shift of the emphasis in the educational process from teaching (as the main role of the teaching staff in the "translation" of knowledge) to learning (as an active educational activity of the student).

**3.27 Academic Programme:** a programme that defines for each subject, each discipline and (or) module the content and scope of knowledge, skills, abilities and competencies to be mastered.

**3.28 Curriculum:** a document regulating the list, sequence, volume (labour intensity) of academic subjects, disciplines and/or modules, professional practice, other types of educational activities of students of an appropriate level of education and forms of control.

**3.29 Expert Assessment:** a procedure for obtaining an assessment based on the analysis of the problem under consideration, the opinions of specialists with the aim of subsequent decision-making.

**3.30 Efficiency:** the relationship between the result achieved and the resources used.

#### 4. Abbreviations and Acronyms

These standards use abbreviations in accordance with the regulatory documents specified in section 2, in addition to them, the following acronyms and abbreviations are used:

**RK** – the Republic of Kazakhstan;

**MoES RK** – Ministry of Education and Science of the Republic of Kazakhstan

**AC** – Accreditation Council of the Non-Profit Institution "Independent Agency for Accreditation and Rating"

**BA** – Bachelor Degree

**MA** – Master's Degree

**PhD** - Doctoral Studies

**HEI** – Higher Educational Institution

**EEP** – External Expert Panel

**SCES** – State Compulsory Educational Standards

**SPDE** – State Program for the Development of Education

**ENIC/NARIC** – European Network of National Academic Recognition and Mobility Information Centers / National Academic Recognition Information Centers

**MOOCs** – Massive Open Online Courses

**IAAR** – Non-Profit Institution "Independent Agency for Accreditation and Rating"

**RW** – Research Work

**RLA** – Regulatory Legal Acts

**NQF** – National Qualifications Framework

**NSQ** – National System of Qualifications

**EP** – Educational Programme

**TS** – Teaching Staff

**ECTS** – European Credit Transfer and Accumulation System

**ESG** – The Standards and Guidelines for Quality Assurance in the European Higher Education Area.

#### 5. Procedure for Conducting Specialised Accreditation

5.1 Submission by HEI of the application for the specialised accreditation with copies of the title and permit (authorisation) documentation.

5.2 Consideration of the application of the HEI by the IAAR.

5.3 IAAR decision to start the procedure for the specialised accreditation of an educational organisation. Conclusion of the contract between the IAAR and the HEI on specialised accreditation.

5.4 At the request of the educational organisation, the IAAR organises a training seminar for the working group of the educational organisation on the preparation of a self-assessment report in accordance with the criteria of standards

and guidelines for specialised accreditation. This training seminar is a voluntary procedure.

5.5 Educational organisation conducts self-assessment according to the requirements established by IAAR. The final report signed by the first head (in Kazakh, Russian and English) of the educational organisation is sent to the IAAR in electronic form and in the amount of 1 (one) copy on paper.

5.6 IAAR carries out an analysis of the self-assessment report of the educational organisation. Based on the results of the analysis of the self-assessment report, the IAAR makes one of the following decisions:

- «to develop recommendations on the need to improve self-assessment report»;
- «to conduct an external peer review»;
- «postpone the accreditation period due to the impossibility of carrying out the specialised accreditation procedure due to the non-compliance of the self-assessment report with the criteria of these standards».

5.7 In case of continuation of accreditation, the IAAR forms an EEP, which is approved by the IAAR General Director to assess the EP of the HEI. The quantitative composition of the panel is formed depending on the volume of the external review. It includes representatives of the academic community, stakeholders of Kazakhstan, including employers, students, foreign expert (s).

5.8 In case the decision on continuation of accrediting procedure is taken, the IAAR will agree with the organisation of education the dates of specialised accreditation and schedule of the EEP work plan.

5.9 The duration of the site visit of the panel is usually 3-5 days. During the site visit, the educational organisation creates conditions for the work of the EEP in accordance with the Contract for the Provision of Services:

- provides an office for the work of the EEP with a workplace for each member of the EEP;
- provides for each member of the Panel an electronic and paper version of the self-assessment report;
- provides the necessary modern electronic office equipment in agreement with the representative of the IAAR and the number of EEP members;
- organises a visual inspection of infrastructure and resources, meetings, questionnaires, interviews and other forms of EEP's work in accordance with the EEP's programme of the visit;
- provides the requested information;
- organises photography of EEP work.

5.10 At the end of the visit EEP prepares a report on external assessment of HEI's educational programme.

5.11. The report contains a description of the EEP's visit, an assessment of the EP's compliance with the IAAR standards, recommendations to the HEI to improve the quality of the educational programme, recommendations to the Accreditation Council. The proposals to the Accreditation Council contain a

recommendation for making a decision (accredit / not accredit) and the recommended accreditation period for each educational programme.

5.12 The EEP's report, including recommendations is prepared by members of the EEP collectively. If one of the members of the EEP makes a different decision that does not coincide with the majority of the EEP members, this is recorded in the text of the report.

5.13 The EEP's report on the assessment of EP and the HEI's self-assessment report of EP serve as the basis for the Accreditation Council's decision on specialised accreditation.

5.14 The Chair of the EEP presents to the Accreditation Council outcomes of the EEP's visit. If there are objective reasons IAAR General Director appoints a member of the EEP to attend a meeting of Accreditation Council and present a report. Replacement of the Chair of EEP is made by the order of IAAR General Director.

5.15 The exclusive competence of the IAAR Accreditation Council includes decision-making on accreditation or refusal of accreditation of educational organisation's programme. The composition of the Accreditation Council is determined in accordance with the Regulation on the Accreditation Council. The meeting is held if a quorum is present. Accreditation Council shall have the right to make a grounded decision not corresponding with the EEP recommendations.

The Accreditation Council has the right to make one of the following decisions:

- to accredit for a period of **1 (one) year** – if the criteria are met in general, but if there are some shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 30% to 60%, lack of strong criteria);

- to accredit for a period of **3 (three) years** – if the criteria are met in general, but if there are some minor shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 15 to 30%, if there are strong criteria);

- to accredit for a period of **5 (five) years** – if the criteria are met in general and there are positive results (when evaluating criteria requiring improvement of up to 15%, if there are strong criteria);

- to accredit for a period of **7 (seven) years** – when the criteria are met in general and there are examples of best practice translation (when assessing those requiring improvement of up to 5%, and strong criteria of at least 10%);

- **refusal of accreditation** – in the presence of significant shortcomings (when evaluating at least one criterion as "unsatisfactory" or requiring improvement of 60% or more).

5.16 In the event of positive decision on accreditation the Accreditation Council of IAAR sends an official letter to the education organisation with the results of the accreditation and a certificate of specialised accreditation of an educational programme, signed by the IAAR General Director. Further, the decision on accreditation of the educational programme is sent to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register

of Accredited Educational Programmes (Register 3) and posted on the IAAR website. The EEP report is also published on the website.

After receiving a certificate of accreditation, the educational organisation publishes on its website a self-assessment report. By agreement with the IAAR, the educational organisation has the right not to post confidential information specified in the self-assessment report.

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

5.18. The organisation of education in accordance with the Contract for the Provision of Services and the Regulation on the Commission on Appeals and Complaints Consideration may send to IAAR an appeal against the decision of the Accreditation Council. In case of doubts in the competence of the EEP and representatives of the IAAR, or gross violations committed by members of the EEP, the organisation of education may file a complaint to IAAR.

5.20 If the educational organisation decides to undergo specialised re-accreditation (re-accreditation in the IAAR), then the application for re-accreditation the educational organisation must submit at least 6 (six) months before the end of the programme's accreditation period, provided that the post-accreditation monitoring procedure was successfully completed by the educational organisation in accordance with the Regulation on Post-Accreditation Monitoring of the Educational Institutions and (or) Educational Programmes.

5.21 An educational organisation has the right to submit an application no earlier than 1 (one) year after it is denied specialised accreditation or its specialised (programme) accreditation is revoked.

## **6. Follow-Up Procedures**

6.1 In the event of positive accreditation decision of the IAAR Accreditation Council, the educational organisation submits to IAAR an Action Plan on the quality improvement within the framework of the external expert panel's recommendations (hereinafter - the Plan), which is signed and sealed by the chief executive officer, and also an organisation concludes the Contract for the Provision of Services with the IAAR. The Contract and the Plan are the basis for the post accreditation monitoring.

6.2 In accordance with the Regulation on Post-Accreditation Monitoring of the Educational Institutions and (or) Educational Programmes, accredited education institutions should prepare interim reports according to the Plan. Interim reports are sent to the IAAR before the expected date of post accreditation monitoring.

6.3. Post-accreditation monitoring of the educational programme is carried out in accordance with the Regulation on Post-Accreditation Monitoring of the Educational Institutions and (or) Educational Programmes.

6.4. In the event of failure to implement the Plan and the requirements put forward by the IAAR in relation to the post-accreditation monitoring, as well as lack of awareness of the changes carried out in the educational organisation the Accreditation Council shall have the right to adopt one of the following decisions:

- «to temporarily suspend the effectiveness of the EP’s accreditation status»;
- «to revoke accreditation of EP by excluding it from the National Register 3, which may result in the cancellation of all previously achieved results of accreditation».

6.5 If the educational organisation refuses to conclude a Contract with the IAAR on post-accreditation monitoring, the IAAR Accreditation Council has the right to make a decision to revoke the certificate of accreditation.

## **7. STANDARDS FOR SPECIALISED ACCREDITATION**

### **Standard 1. Management of Educational Programme**

#### **1.1 General Provisions**

The implementation of the educational programme is determined by its objectives and development plan, developed in accordance with the mission of the organisation of education, reflecting the place of the HEI in the market (international, national, regional) of educational services.

The implementation of the educational programme should fully comply with the legislation of the Republic of Kazakhstan in the field of education, including the NSQ, the State Compulsory Educational Standard of the Republic of Kazakhstan.

#### **1.2 Evaluation Criteria**

1.2.1 The HEI should demonstrate the development of the objectives and strategy of the EP development based on an analysis of external and internal factors, with the broad involvement of a variety of stakeholders.

1.2.2 The quality assurance policy should reflect the relationship between research, teaching and learning.

1.2.3 The HEI should demonstrate the development of a quality assurance culture.

1.2.4 Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including in the implementation of joint / dual-degree education programmes and academic mobility.

1.2.5 The management of the EP provides transparency in the development of EP’s development plan based on an analysis of its functioning, the actual positioning of the HEI and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.



1.2.6 The management of the EP demonstrates the functioning of the mechanisms for the formation and regular revision of the development plan of the EP and monitoring of its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, making decisions aimed at the continuous improvement of the EP.

1.2.7 The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff, in the development of EP's development plan.

1.2.8 The management of the EP should demonstrate the individuality and uniqueness of the EP development plan, its coherence with national development priorities and the development strategy of the organisation of education.

1.2.9 The HEI should demonstrate a clear definition of those responsible for business processes within the framework of the EP, unambiguous distribution of the duties of the staff, delineation of the functions of collegial bodies.

1.2.10 The EP's management ensures the coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, and also involves all stakeholders in this process.

1.2.11 The EP's management should ensure a transparency of the educational management system, functioning of the internal quality assurance system, including its design, management and monitoring, making appropriate decisions.

1.2.12 The EP's management should implement risk management.

1.2.13 The management of the EP should ensure the participation of stakeholder representatives (employers, teaching staff, students) in the collegial management bodies of the educational programme, as well as their representativeness in making managerial decisions related to the educational programme.

1.2.14 The HEI should demonstrate the management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals.

1.2.15 The EP's management should demonstrate evidence of openness and accessibility for students, teaching staff, employers and other stakeholders.

1.2.16 The management of the EP confirms the completion of training in educational management programmes.

1.2.17 The management of the EP should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparing for the next procedure.

## **Standard 2. Information Management and Reporting**

### **2.1 General Provisions**

The HEI has a system for collecting and analysing external and internal statistical and analytical data and facts for making informed decisions. The EP's management ensures measurability, reliability, accuracy, timeliness and completeness of information and demonstrates decision-making based on facts and shows that EP management, as well as other areas of activity, is carried out on the

basis of regular use of the system for collecting and analysing statistics on the student population and graduates, available resources, workforce, consulting, research and international activities and other areas.

## **2.2 Evaluation Criteria**

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

2.2.2 The management of the EP demonstrates the use of processed, adequate information for improvement of the internal quality assurance system.

2.2.3 The management of the EP demonstrates the existence of a system of reporting that reflects the activities of all structural divisions and departments within the EP, including an assessment of their effectiveness.

2.2.4 The HEI should establish the periodicity, forms and methods of assessing EP management, the activities of collegial bodies and structural units, top management.

2.2.5 The HEI should demonstrate a mechanism for ensuring the protection of information, including the identification of responsible persons for the reliable and timely analysis of information and data provision.

2.2.6 The HEI demonstrates the involvement of students, employees and teaching staff in the processes of collection and analysis of information, as well as making decisions based on them.

2.2.7 The management of the EP should demonstrate the existence of a mechanism of communication with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.

2.2.8 The HEI should provide a measure of the degree of satisfaction of the needs of the teaching staff, personnel and students within the EP and demonstrate evidence of addressing the deficiencies found.

2.2.9 The HEI should evaluate the effectiveness and efficiency of its activities, including in the context of the EP.

2.2.10 The information collected and analysed by the HEI within the EP should take into account :

- key performance indicators;
- dynamics of students population in the context of forms and types;
- level of academic achievement, student achievement and failing students rate;
- students' satisfaction with the implementation of the EP and the quality of education at the HEI;
- availability of educational resources and support systems for students;
- employment and career development of graduates.

2.2.11 Students, teaching staff and other internal stakeholders must document their consent to the processing of personal data.

2.2.12 The management of the EP should facilitate the provision of all necessary information in the relevant fields of science.



## **Standard 3. Development and Approval of the Education Programme**

### **3.1 General Provisions**

The implementation of the EP of the corresponding levels of education is aimed at forming the key competencies of future specialists and meeting the needs of the labor market. EP provide for the possibility of building an individual educational trajectory, taking into account the personal needs and capabilities of students. The HEI has clearly defined procedures for the development and approval of EP.

### **3.2 Evaluation Criteria**

3.2.1 The HEI should demonstrate the existence of a documented procedure for the development of EP and its approval at the institutional level.

3.2.2 HEI should demonstrate the compliance of the developed EP with the established objectives and the planned learning outcomes

3.2.3 The management of the EP should determine the impact of disciplines and professional practices on the formation of learning outcomes.

3.2.4 The HEI can demonstrate the existence of the developed models of the EP's graduates, describing the learning outcomes and personal qualities.

3.2.5 The qualification obtained on completion of EP shall be clearly defined, clarified and consistent with a certain level of the NSQ.

3.2.6 The EP's management must demonstrate the modular structure of the programme based on the European Credit Transfer and Accumulation System (ECTS), ensure the correspondence of the EP and its modules (in content and structure) to the set goals with a focus on achieving the planned learning outcomes.

3.2.7 The management of the EP should ensure that the content of the academic disciplines and learning outcomes correspond to each other and to the level of education (bachelor's, master's, doctoral).

3.2.8 The leadership of the EP should demonstrate the conduct of external examinations of the EP.

3.2.9 The management of the EP must provide evidence of the participation of students, the teaching staff and other stakeholders in the development of the EP, ensuring its quality.

3.2.10 The management of the EP must demonstrate the positioning of the EP in the educational market (regional / national / international), its uniqueness.

3.2.11 An important factor is the possibility of students' training for professional certification.

3.2.12 An important factor is the existence of a double-degree EP and / or joint EP with foreign educational organisations.

## **Standard 4. On-Going Monitoring and Periodic Review of Educational Programme**

### **4.1 General Provisions**

The monitoring and periodic assessment of the EP are aimed at achieving its goals, the complete formation of the planned learning outcomes. The HEI's management must determine its own requirements for the format of monitoring and periodic assessment. Support services should ensure the identification and satisfaction of the needs of various groups of students, their support.

### **4.2 Evaluation Criteria**

4.2.1 The HEI must ensure the revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.

4.2.2 The HEI should demonstrate the existence of a documented procedure for monitoring and periodic assessment of the EP to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP.

4.2.3 Monitoring and periodic evaluation of EP should consider:

- the content of the programmes in the light of the latest achievements of science and technology in a specific discipline;
- changes in the needs of society and the professional environment;
- workload, academic performance and graduation;
- - the effectiveness of student assessment procedures;
- needs and satisfaction of students;
- the educational environment and support services and their compliance with the objectives of the EP.

4.2.4 All stakeholders should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP shall be published.

4.2.5 Support services should identify the needs of various groups of students and the degree of their satisfaction with the organisation of training, teaching, assessment, mastering the EP in general.

## **Standard 5. Student-Centered Learning, Teaching and Performance Evaluation**

### **5.1 General Provisions**

Student-centered learning plays an important role in achieving student learning outcomes. The HEI introduces a student-centered approach to learning, teaching and assessing the achievement of EP goals by each student. Assessment of educational achievements should objectively reflect the achievement of the planned EP results by each student.

## **5.2 Evaluation Criteria**

5.2.1 The HEI should ensure respect and attention to the different groups of learners and their needs, providing them with flexible learning paths.

5.2.2 The management of the EP must ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the EP's goals, including competencies, skills for performing scientific work at the required level.

5.2.3 The management of the EP must define the mechanisms for distributing the teaching load of students between theory and practice within the EP, ensuring the mastering of the content and achievement of EP goals by each graduate.

5.2.4 An important factor is the availability of own research in the field of methods of teaching the academic disciplines of the EP.

5.2.5 The HEI should ensure that the procedures for assessing the learning outcomes of students are consistent with the planned learning outcomes and programme objectives.

5.2.6 The HEI should ensure the consistency, transparency and objectivity of the mechanism for assessing learning outcomes of the EP. Assessment criteria and methods should be published in advance.

5.2.7 Evaluators should be proficient in modern methods of assessing learning outcomes and regularly improve their qualifications in this area.

5.2.8 The management of the EP should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes.

5.2.9 The management of the EP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

5.2.10 The management of the EP should demonstrate the existence of a procedure for responding to student complaints.

## **Standard 6. Students**

### **6.1 General Provisions**

The management of the EP must demonstrate published rules governing all periods of study, including admission, academic performance, recognition and certification. The EP's management must show the existence of a procedure for recognising previous learning outcomes, competencies mastered within the framework of academic mobility, additional, formal and non-formal education.

### **6.2 Evaluation Criteria**

6.2.1 The HEI should demonstrate the policy of forming students' population and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to completion) must be defined, approved, published.

6.2.2 The management of the EP should provide for special adaptation and support programmes for newly enrolled and foreign students.

6.2.3 The HEI must demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognising the results of academic mobility of students, as well as the results of additional, formal and non-formal education.

6.2.4 The HEI should provide an opportunity for external and internal mobility of students, as well as assist them in obtaining external grants for training.

6.2.5 The HEI should actively encourage students to self-education and development outside the main programme (extracurricular activities).

6.2.6 An important factor is the availability of a support mechanism for gifted students.

6.2.7 The HEI should demonstrate a cooperation with other educational organisations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC to ensure comparable recognition of qualifications.

6.2.8 The HEI must provide students with places of practice, demonstrate the procedure for promoting employment of graduates, maintaining communication with them..

6.2.9 The HEI must demonstrate the procedure for issuing documents to graduates confirming the acquired qualification, including the achieved learning outcomes.

6.2.10 The HEI must provide the graduates of the EP with documents confirming the acquired qualification, including the achieved learning outcomes.

6.2.11 The management of the EP must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.

6.2.12 An important factor is the existence of an active association / union of graduates.

## **Standard 7. Teaching Staff**

### **7.1 General Provisions**

The HEI have an objective and transparent personnel policy, create the necessary conditions for the professional development of teaching staff and personnel. The HEI shows a change in the role of the teacher in connection with the transition to student-centered learning.

### **7.2 Evaluation Criteria**

7.2.1 The HEI should have an objective and transparent personnel policy in the context of EP, which includes hiring (including invited teaching staff), professional growth and development of staff, ensuring the professional competence of the entire staff.

7.2.2 The HEI should demonstrate the conformity of the qualitative composition of the teaching staff with the established qualification requirements, the strategy of the HEI, the goals of the EP.

7.2.3 The management of the EP should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning and teaching.

7.2.4 The HEI should provide opportunities for career growth and professional development of the teaching staff, including the young teachers.

7.2.5 The HEI should involve in teaching specialists from relevant industries with professional competencies that meet the requirements of the EP.

7.2.6 The HEI should demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff.

7.2.7 The HEI should demonstrate the active use by the faculty of information and communication technologies in the educational process (for instance, on-line training, e-portfolio, Massive Open Online Course, etc.).

7.2.8 The HEI must demonstrate the focus of activities on the development of academic mobility, attraction of the best foreign and domestic teachers.

7.2.9 The HEI must demonstrate the involvement of each teacher in promoting the quality culture and academic integrity at the HEI, determine the contribution of the teaching staff, including those invited, to the achievement of the EP goals.

7.2.10 An important factor is the involvement of the teaching staff in the development of the economy, education, science and culture of the region and the country.

## **Standard 8. Education Resources and Student Support Systems**

### **8.1 General Provisions**

The infrastructure of the HEI meets modern requirements and ensures the implementation of a student-centered approach to teaching. The learning environment, including material, technical and information resources, corresponds to the mission of the HEI and the goal of the educational programme. The HEI seeks to create conditions for the implementation of the EP and conduct research work based on the results of monitoring the satisfaction with the infrastructure by students, teachers, employees and other stakeholders.

### **8.2 Evaluation Criteria**

8.2.1 The HEI must ensure the compliance of educational resources, including material and technical, and infrastructure with the goals of the EP.

8.2.2 The management of the EP must demonstrate the availability of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the EP's goals.

8.2.3 The HEI must demonstrate the compliance of information resources with the needs of the HEI and implemented EP, including in the following areas:

- technological support for students and teaching staff in accordance with educational programmes (for instance, online training, modeling, databases, data analysis programmes);
- library resources, including a fund for educational, methodological and scientific literature on general education, basic and profiling disciplines in paper and e-media, periodicals, access to scientific databases;
- examination of the results of research, final papers, dissertation papers on plagiarism;
- access to educational Internet resources;
- the functioning of WI-FI in its area.

8.2.4 The HEI should demonstrate that it creates conditions for research, integration of science and education, publication of the results of research work of teaching staff, staff and students.

8.2.5 The HEI should strive to ensure that the training equipment and software used to master the EP are similar to those used in the relevant industries of economics.

8.2.6 The management of the EP must demonstrate the existence of procedures for supporting various groups of students, including information and counseling.

8.2.7 The management of the EP must show the existence of conditions for the student's advancement along the individual educational trajectory.

8.2.8 The HEI should take into account the needs of various groups of students (adults, working, foreign students, as well as students with disabilities).

8.2.9 The HEI must ensure that the infrastructure meets security requirements.

## **Standard 9. Public Information**

### **9.1 General Provisions**

The HEI constantly informs the public about the educational programme and the conditions for its implementation. Informing the public is carried out on the basis of the principles of transparency, openness, involvement and awareness of students, teaching staff, employers and other stakeholders.

### **9.2 Evaluation Criteria**

9.2.1 The information published by the HEI must be accurate, objective, relevant and reflect all areas of the HEI's activities within the EP.

9.2.2 Public information should include support and explanation of national development programmes of the country and the system of higher and postgraduate education.

9.2.3 HEI management should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform the general public and stakeholders.



9.2.4 The information published by the HEI within the framework of EP should be accurate, objective, relevant and should include:

- the goal and planned results of the EP, the qualification awarded;
- information and the system of assessment of educational achievements of students;
- information about academic mobility programmes and other forms of cooperation with partner HEIs, employers;
- information about the opportunities for the development of personal and professional competencies of students and employment;
- data reflecting the positioning of the EP in the educational services market (at the regional, national, international levels).

9.2.5 The HEI must publish on open resources reliable information about the teaching staff, in the context of personalities.

9.2.6 The HEI should publish audited financial statement for the EP on its own web resource.

9.2.7 The HEI should post information and links to external resources based on the results of external evaluation procedures.

9.2.8 An important factor is the placement of information on cooperation and interaction with partners, including scientific / consulting organisations, business partners, social partners and educational organisations.

## **8. Procedure for Amendments and Additions**

8.1 Amendments and additions are made to the current standard of accreditation in order to further improve their.

8.2 The introduction of amendments and additions to the standard is carried out by IAAR.

8.3 In case of initiating amendments and additions to existing standards by educational organisations and other stakeholders, proposals and remarks are sent to IAAR.

8.4 . IAAR conducts an examination of the proposals and comments received on their validity and purposefulness following the established procedure.

8.5 Changes and additions to the current accreditation standards after their approval are approved by the order of the IAAR General Director in a new edition with changes.

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[5] Order of the Minister of Education and Science of the Republic of Kazakhstan "On Approval of the Rules for the Recognition of Accreditation Bodies, Including Foreign Ones, and the Formation of a Register of Recognised Accreditation Bodies, Accredited Educational Organisations and Educational Programmes" dated November 1, 2016 No. 629.

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