

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

STANDARDS

**FOR INSTITUTIONAL
ACCREDITATION OF THE
ORGANISATION OF HIGHER
AND (OR) POSTGRADUATE
EDUCATION**



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EDUCATION**

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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 institutional accreditation of the organisation of higher and (or) postgraduate education, regardless of its status, organisational and legal form, departmental subordination and form of ownership.

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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 These Standards implement provisions of the Law of the Republic of Kazakhstan "On Education" as of July 27, 2007 no. 319-III.

4 These standards are harmonized with the Standards for Quality Assurance in the European Higher Education Area (ESG, 2015), approved at the Yerevan Conference of Ministers of Education on May 14-15, 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 INSTITUTIONAL ACCREDITATION OF THE ORGANISATION 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 institutional accreditation of the HEI.

1.2 This standard is used during the institutional accreditation procedure of organisations of higher and (or) postgraduate education regardless of its status, legal corporate form, departmental subordination and form of ownership.

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

2. Normative References

These standards use 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 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.

2.7 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.

2.8 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.

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

2.10 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

These standards apply 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 Institutional Accreditation: is the process of evaluation the quality of education by the accreditation body for compliance with the declared status and established standards of accreditation body.

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

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

HEI – Higher Educational Institution

EEP – External Expert Panel of the Non-Profit Institution "Independent Agency for Accreditation and Rating"

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

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

RW - Research work

NSQ – National System of Qualifications

EP – Educational Programme

TS – Teaching Staff

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

5. Procedure for Conducting Institutional Accreditation

5.1 Submission by HEI of the application for the institutional 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 institutional accreditation of an educational organisation. Conclusion of the contract between the IAAR and the HEI on institutional 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 institutional 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 institutional 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 institutional 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 organisation, 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 educational organisation.

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 institutional accreditation.

5.14 The Chairman 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 Chairman 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 education

organisation. 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 institutional accreditation of an educational organisation, signed by the IAAR General Director. Further, the decision on accreditation of the educational organization is sent to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register of Accredited Educational Organisations (Register 2) 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 Regulations 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.

5.19 If the educational organisation decides to undergo institutional 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 institution'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.

5.20 An educational organisation has the right to submit an application no earlier than 1 (one) year after it is denied institutional accreditation or its specialised 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 under 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 organisation 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 2, 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

Standard 1. Strategic Development and Quality Assurance

1.1 General provisions

The HEI must have a published quality assurance policy, which is developed on the basis of a vision, mission, reflecting the place of the HEI in the market (international, national, regional) of educational services.

The vision, mission and development strategy of the HEI should be aimed at meeting the needs of the state, society, economic sectors, potential employers, students and other stakeholders and provide for the consistent implementation of the quality assurance policy in education.

1.2 Evaluation Criteria

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

1.2.2 The HEI should demonstrate the focus of the mission, vision and strategy to meet the needs of the state, society, real economy sectors, potential employers, students and other stakeholders.

1.2.3 The HEI should demonstrate the transparency of the processes of formation, monitoring and regular revision of the mission, vision, strategy and policy of quality assurance.

1.2.4 The HEI should have a published quality assurance policy, mission and strategy.

1.2.5 The HEI develops documents on specific areas of activity and processes (plans, programmes, regulations, etc.) that specify the quality assurance policy.

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

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

Standard 2. Leadership and Management

2.1 General provisions

The HEI management must demonstrate the systematic nature of management in the implementation, monitoring and updating of strategic documents and show that the HEI management system is aimed at implementing the vision, mission and strategy.

2.2 Evaluation Criteria

2.2.1 The HEI implements management processes, including the planning and allocation of resources in accordance with the strategy.

2.2.2 The HEI should demonstrate the successful functioning and improvement of the internal quality assurance system.

2.2.3 The HEI should demonstrate a risk management analysis.

2.2.4 The HEI should demonstrate the efficiency analysis of the changes made.

2.2.5 The HEI should demonstrate an analysis of identified nonconformities, implementation of the developed corrective and preventive action.

2.2.6 The HEI must demonstrate the management of the educational process through the management of educational programmes, including the assessment of their effectiveness.

2.2.7 The HEI demonstrates the development of annual activity plans, including for the teaching staff, based on the strategy.

2.2.8 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.

2.2.9 The HEI should provide evidence of the transparency of the HEI's management system

2.2.10 The HEI should ensure the participation of students and teaching staff in the work of collegiate management bodies.

2.2.11 The HEI should demonstrate evidence of openness and accessibility of managers and administrators for students, teaching staff, parents and other stakeholders.

2.2.12 The HEI should demonstrate the management of innovations, including the analysis and implementation of innovative proposals.

2.2.13 The HEI should strive to participate in international, national and regional professional alliances, associations, etc.

2.2.14 The HEI should provide training to the management of the HEI, structural units and educational programmes on educational management programmes.

2.2.15 The HEI 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 3. Information Management and Reporting

3.1 General Provisions

The HEI must show the functioning of the system for collecting and analysing external and internal statistical and analytical data and facts for the effective management of educational programmes and other areas of activity.

3.2 Evaluation Criteria

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

3.2.2 The HEI should demonstrate the use of processed, adequate information for the effective management of educational programmes, to improve the internal quality assurance system.

3.2.3 The HEI should have a system of regular reporting at all levels of the organisational structure, including an assessment of the effectiveness and efficiency of the departments, educational programmes, scientific research and their interaction.

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

3.2.5 The HEI should demonstrate the definition of order and ensure protection of information, including the identification of responsible persons for the reliable and timely analysis of information and data provision.

3.2.6 An important factor is the involvement of students, employees and teaching staff in the processes of collection and analysis of information, being the basis for making decisions.

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

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

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

3.2.10 The information collected and analysed by the HEI 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.

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

3.2.12 The HEI should facilitate the provision of all necessary information in the relevant fields of science.

Standard 4. Development and Approval of Educational Programme

4.1 General provisions

The HEI must have a documented procedure for the development and approval of the educational programme. 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.

4.2 Evaluation Criteria

4.2.1 The HEI should define and document the procedures for the development of the EP and their approval at the institutional level.

4.2.2 HEI should demonstrate the compliance of the developed EP with the established objectives, including the expected learning outcomes.

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

4.2.4 The HEI should demonstrate the conduct of external examinations of the EP.

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

4.2.6 The HEI should determine the impact of disciplines and professional practices on the formation of learning outcomes.

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

4.2.8 The HEI must provide evidence of the participation of students, the staff and other stakeholders in the development of the EP, ensuring their quality.

4.2.9 The HEI should ensure that the content of the academic disciplines and learning outcomes are consistent with the level of education (bachelor's, master's, doctoral).

4.2.10 The structure of EP should provide for various activities corresponding to the learning outcomes.

4.2.11 An important factor is the existence of joint EP with foreign educational organisations.

Standard 5. On-Going Monitoring and Periodic Review of Educational Programmes

5.1 General Provisions

The HEI should monitor and periodically evaluate the educational programme to ensure the achievement of its goals, the complete formation of the planned learning outcomes. The results of monitoring and periodic assessment should contribute to the improvement of the EP.

5.2 Evaluation Criteria

5.2.1 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.

5.2.2 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.

5.2.3 Monitoring and periodic evaluation of EP should consider:

- the content of the programmes in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught;

- changes in the needs of society and the professional environment;

- workload, academic performance and graduation;

- the effectiveness of assessment procedures for;

- expectations, needs and satisfaction of students with EP training;

- the educational environment and support services and their compliance with the objectives of the EP.

5.2.4 The HEI must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP.

5.2.5 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.

5.2.6 Support services should ensure that the needs of different groups of learners are identified and met.

Standard 6. Student-Centered Learning, Teaching and Performance Evaluation

6.1 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.

6.2 Evaluation Criteria

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

6.2.2 The HEI should ensure the use of various forms and methods of teaching and learning.

6.2.3 The HEI should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes.

6.2.4 An important factor is the availability of own research in the field of methods of teaching the academic disciplines

6.2.5 The HEI should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

6.2.6 The HEI should demonstrate the existence of a procedure for responding to student complaints.

6.2.7 The HEI should ensure the consistency, transparency and objectivity of the mechanism for assessing learning outcomes, including the appeal.

6.2.8 The HEI should ensure that the procedures for assessing the learning outcomes of students are consistent with the planned learning outcomes and programme objectives. Assessment criteria and methods should be published in advance.

6.2.9 The HEI must define mechanisms to ensure the mastering of learning outcomes by each graduate and ensure the completeness of their formation.

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

Standard 7. Students

7.1. General Provisions

The HEI must have published and consistently applied rules governing all periods of study, including admission, academic performance, recognition and certification. The HEI must determine the procedure for recognising previous learning outcomes, competencies mastered within the framework of academic mobility, additional, formal and non-formal education.

7.2 Evaluation Criteria

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

7.2.2 The HEI should provide for special adaptation and support programmes for newly enrolled and foreign students.

7.2.3 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.

7.2.4 The HEI should cooperate 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.

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

7.2.6 The HEI should make the maximum amount of efforts to provide students with places of practice, facilitate the employment of graduates, and maintain communication with them.

7.2.7 The HEI must provide the graduates with documents confirming the received qualification, including the results achieved, as well as the context, content and status of the education received and evidence of graduation.

7.2.8 The HEI must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.

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

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

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

Standard 8. Teaching Staff

8.1 General Provisions

The HEI must 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.

8.2 Evaluation Criteria

8.2.1 The HEI should have an objective and transparent personnel policy, which includes hiring, professional growth and development of staff, ensuring the professional competence of the entire staff.

8.2.2 The HEI must have clear, transparent and objective criteria for the hiring of employees, appointments, promotions, dismissals and follow them in its activities.

8.2.3 The HEI should demonstrate the conformity of the personnel potential of the teaching staff with the development strategy of the HEI and the specifics of the EP.

8.2.4 The HEI should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.

8.2.5 The HEI should determine the contribution of the teaching staff to the implementation of the development strategy of the HEI and other strategic documents.

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

8.2.7 The HEI should involve to the teaching practitioners of the relevant industries.

8.2.8 The HEI should demonstrate the motivation for the professional and personal development of teachers, including encouraging both the contribution to the integration of research and education, and the use of innovative teaching methods.

8.2.9 An important factor is 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.).

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

8.2.11 The HEI can show the involvement of the teaching staff in the life of society (the role of the faculty in the education system, the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programmes, etc.).

Standard 9. Research Work

9.1 General Provisions

The research activities of the HEI should be organised in accordance with national priorities in education, science and innovative development, the mission and strategy of the HEI.

9.2 Evaluation Criteria

9.2.1 The HEI should demonstrate that the priorities of research work are in line with the national policy in the field of education, science and innovative development.

9.2.2 The HEI should ensure that the research activities are consistent with the mission and strategy of the HEI.

9.2.3 The HEI should plan and monitor the effectiveness of research.

9.2.4 The HEI should demonstrate the availability of processes for attracting students to research activities.

9.2.5 The HEI should demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific sites, including publication of scientific results.

9.2.6 The HEI should promote the introduction of research results, including consulting and commercialisation.

9.2.7 The HEI should promote the recognition of the results of scientific research, including the registration of scientific projects in authorised bodies, the design of patents and copyright certificates.

9.2.8 An important factor is the conduct of joint scientific research with foreign HEIs.

9.2.9 The HEI should strive to diversify the forms of funding research activities.

9.2.10 The HEI should provide mechanisms for motivating the research activities of students, teaching staff and other internal stakeholders.

Standard 10. Finances

10.1 General Provisions

The HEI implements a financial policy based on the principles of sustainability, efficiency, effectiveness, transparency and verifiability.

The assessment of financial stability is carried out on the basis of an analysis of financial statements (balance sheet, income and expense statement), as well as interviews with employees of the accounting and financial analysis service, heads of HEI departments and stakeholders.

10.2 Evaluation Criteria

10.2.1 The HEI should formulate development scenarios consistent with the development strategy, taking into account the risk assessment.

10.2.2 The HEI should demonstrate the operational and strategic planning of its budget.

10.2.3 The HEI should demonstrate the existence of a formalised financial management policy, including financial reporting.

10.2.4 The HEI should demonstrate the existence of an internal audit system.

10.2.5 The HEI should demonstrate the conduct of an external independent audit.

10.2.6 The HEI should have a mechanism for assessing the adequacy of financial support for various types of activities of the HEI, including strategy for the development of the HEI, the development of the EP, scientific projects.

Standard 11. Education Resources and Student Support Systems

11.1 General Provisions

The HEI must ensure that the infrastructure meets modern requirements and ensures the implementation of a student-centered approach to learning. The learning environment, including material, technical and information resources, is consistent with the mission and strategy of the HEI.

11.2 Evaluation Criteria

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

11.2.2 The HEI should demonstrate the existence of support procedures for various groups of students, including information and counseling.

11.2.3 The HEI must demonstrate the compliance of information resources with strategic goals:

- 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.

11.2.4 The HEI should strive to create conditions for educational, scientific and other activities. Appropriate infrastructure development should be based on the results of monitoring the satisfaction with the infrastructure by students, teachers, employees and other stakeholders.

11.2.5 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.

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

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

11.2.8 The HEI creates conditions for the advancement of the student along an individual educational trajectory.

Standard 12. Public Information

12.1 General provisions

The HEI should demonstrate public awareness of its activities, conditions and features of implementing the EP.

The HEI should inform the public about its activities based on the principles of transparency, openness, involvement and awareness of students, teaching staff, employers and other stakeholders, their initiative, continuous development and adaptation to changing conditions.

12.2 Evaluation Criteria

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

12.2.2 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.

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

12.2.4 The HEI should publish audited financial statement on its own web resource.

12.2.5 The HEI should demonstrate the reflection on the web resource of information that characterises the HEI in general and in the context of the EP.

12.2.6 An important factor is the availability of adequate and objective information about the teaching staff in the context of personalities.

12.2.7 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.

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

8. Procedure for Amendments and Additions

8.1 Amendments and additions are made to the current Standards of Accreditation in order to further improve them.

8.2 The introduction of amendments and additions to the Standards are 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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[7] 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).

[8] Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium

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