

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

**STANDARDS
FOR INSTITUTIONAL
ACCREDITATION
OF HIGHER EDUCATION
INSTITUTIONS THAT
IMPLEMENT HIGHER AND (OR)
POSTGRADUATE EDUCATION
PROGRAMMES
(without graduated students)**

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STANDARDS

FOR INSTITUTIONAL ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS THAT IMPLEMENT HIGHER AND (OR) POSTGRADUATE EDUCATION PROGRAMMES (without graduated students)

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These standards are developed in accordance with ESG (2015) and define the requirements for the preparation and conduct of the procedure for institutional accreditation for higher education organisations (without graduated students), regardless of its status, organisational and legal form, departmental subordination and ownership.

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Introduction

1 DEVELOPED AND SUBMITTED 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 Non-Profit Institution "Independent Agency for Accreditation and Rating" No. 117-19-OD dated December 9, 2019.

3 This standard implements the norms of the law of the Republic of Kazakhstan "On education" dated July 27, 2007 No. 319-III.

4 These standards are harmonized with the quality assurance standards in the European higher education area (ESG, 2015) approved at the Yerevan conference of Ministers of education on May 14-15, 2015.

5 FIRST EDITION

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**FOR INSTITUTIONAL ACCREDITATION
OF HIGHER EDUCATION INSTITUTIONS THAT IMPLEMENT
HIGHER AND (OR) POSTGRADUATE EDUCATION PROGRAMMES
(WITHOUT GRADUATED STUDENTS)**

General provisions

1. Application

1.1 These standards are developed in accordance with the law of the Republic of Kazakhstan "On education", with standards and guidelines for quality assurance in the European higher education area (ESG, 2015) and establish requirements for higher education institutions and institutional accreditation of higher education institutions.

1.2 These standards are applied during the procedure of institutional University accreditation (without graduated students), regardless of its status, organizational and legal form, departmental subordination and form of ownership.

1.3 These standards apply to higher education institutions that implement educational programmes of both higher and postgraduate education and only higher education.

1.4 These standards can also be used by the University for internal evaluation of activities and development of relevant internal regulatory documentation.

2. Regulatory References

The following reference documents are required for the application of these standards:

2.1 Law of the Republic of Kazakhstan "On education" dated July 27, 2007 No. 319-III.

2.2 Law of the Republic of Kazakhstan "On technical regulation" dated November 9, 2004 No. 603-II.

2.3 Law of the Republic of Kazakhstan "On amendments and additions to certain legislative acts of the Republic of Kazakhstan on expanding the academic and managerial independence of higher education institutions" dated July 4, 2018 No. 171-VI.

2.4 Law of the Republic of Kazakhstan "On accreditation in the field of conformity assessment" dated July 5, 2008 No. 61-IV.

2.5 The 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 accreditation bodies recognition, including foreign ones, and formation of the register of recognized 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 mandatory education standards of the relevant levels of education on October 31, 2018, No. 604.

2.8 Order of the Minister of Education and Science of the Republic of Kazakhstan "On approval of the rules for organizing the educational process on credit technology of training" dated April 20, 2011 No. 152.

2.9 Standards and guidelines for quality assurance in the European higher education area (ESG) (approved at the Yerevan conference of Ministers of education on May 14-15, 2015).

2.10 Guidelines for the use of ECTS (European credit transfer and accumulation system) (approved at the Yerevan conference of Ministers of education on May 14-15, 2015).

3. Terms and Definitions

These standards apply terms and definitions in accordance with the legal acts specified in paragraph 2.

In addition to them, the following definitions are set out in these standards:

3.1 Academic mobility: students` transfer or research teachers to study or conduct research for a certain academic period (semester or academic year) in another organization of higher and (or) postgraduate education (within the country or abroad) with mandatory transfer of completed academic programmes, disciplines in the form of academic credits in their organization of higher and (or) postgraduate education or to continue their studies in another organization of higher and (or) postgraduate education.

3.2 Institutional accreditation (for educational organisations): the procedure for recognition by the compliance accreditation body of educational services with the established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the existence of effective mechanisms for improving it.

3.3 Institutional accreditation: the evaluating process of an educational organization quality by an accreditation body for compliance with the declared status and established standards of the accreditation body.

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

3.5 Visit of the External Expert Panel: a generally accepted component of the holistic accreditation process, which includes checking the compliance of the reality with the previously submitted report on the University self-evaluation, evaluating the quality and effectiveness of educational services provided, interviewing and questioning stakeholders, as well as developing recommendations for improving quality.

3.6 Comprehensive qualifications Framework of the European Higher Education Area: the qualifications framework covers three levels of higher and postgraduate education: bachelor's, master's and doctoral studies, Dublin descriptors for each level based on educational outcomes and competencies, and a range of credits for the first and second levels.

3.7 Distance education technologies: training carried out with the use of information and communication technologies and telecommunications tools with indirect (at a distance) or not fully mediated interaction between the student and the teacher.

3.8 European Credit Transfer and Accumulation System (ECTS): a student-centered method for planning, describing educational programmes, recording and recognizing learning outcomes, as well as monitoring the dynamics of student progress along an individual educational trajectory, by determining the complexity of disciplines in all its components.

3.9 Quality of the educational programme: compliance of competence level of students and graduates with the requirements of professional standards and additional requirements established by the organization implementing educational programmes.

3.10 Credit technology of training: training based on the choice and independent planning of the sequence of studying disciplines with the accumulation of academic credits.

3.11 Non-formal education: adult education provided by organisations that provide educational services that do not take into account the place, time and form of education, and are accompanied by the issuance of a document confirming the results of training.

3.12 Educational programme: a single set of basic education characteristics, including goals, results and content of training, organization of the educational process, methods and techniques of their implementation, criteria for evaluating learning outcomes.

3.13 Educational monitoring: systematic monitoring, analysis, assessment and forecast of the state and dynamics of changes in the results and conditions of educational processes, the number of students, the network, as well as rating indicators of achievements of educational organisations.

3.14 Organization of higher and (or) postgraduate education: a higher educational institution that implements educational programmes of higher and (or) postgraduate education and carries out research activities.

3.15 Assessment: a method for determining the achievement degree of the planned results of educational services, educational goals of the programme for decision-making, and determining the further direction of quality improvement. Interpretation of the data and evidence collected in the analysis process.

3.16 Self- Assessment report: a document developed by the University based on the results of self-evaluation and submitted for review and decision-making by the accredited body.

3.17 Quality assurance policy: the main directions that characterize the key priorities and value orientations of quality assurance development, determined based on collective discussion and approved by the management of higher education institutions.

3.18 Diploma Supplement: Pan-European standardized document containing a description of nature, level, context, content, and status of education completed and passed by the holder of educational qualification, additionally attached to an official document on higher education.

3.19 Qualification assignment: a procedure for confirming the totality of individual abilities, professional knowledge, skills and abilities required to perform work within the relevant type of professional activity.

3.20 Training profile: an essential characteristic of the educational programme that reveals the specifics of higher education direction.

3.21 Learning outcomes: the amount of knowledge, skills and abilities acquired and demonstrated to students during the development of the educational programme, as well as the values and attitudes formed.

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

3.23 Self- Assessment: a procedure for University self-evaluation based on standards and criteria of institutional and/or specialized accreditation.

3.24 Quality system: a set of procedures, divisions, and officials in an organization that performs certain quality management functions in accordance with established rules and accepted methods and ensures that all graduates of an educational programme meet the requirements established in accordance with professional standards.

3.25 Stakeholder: an individual, group of individuals, or organization that is interested in and/or involved in activities or decision-making in a particular area.

3.26 The strategy of higher education: a long-term qualitative direction of higher education development, concerning the structure, content, means, and form of its activities, the system of internal and external interaction.

3.27 Student-centered approach in education: the fundamental principle of the Bologna reforms in higher education, which implies a shift in emphasis in the educational process from teaching (as the main role of the higher educational

teaching personnel in the "translation" of knowledge) to teaching (as an active educational activity of the student).

3.28 Curriculum: a programme that defines the content and application of knowledge, skills, and competencies to be mastered for each academic subject, discipline, and/or module.

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

3.30 Formal education: development of an approved educational programme based on an educational institution.

3.31 Expert evaluation: the procedure for obtaining an evaluation based on the analysis of the problem under consideration, the opinion of specialists for the purpose of subsequent decision-making.

3.32 Efficiency: the ratio between the result achieved and the resources used.

4. Abbreviations and Acronyms

These standards use abbreviations in accordance with the normative documents specified in section 2. In addition to them, the following symbols and abbreviations are used:

RK – Republic of Kazakhstan

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

AC IAAR – Accreditation Council of "Independent Agency for Accreditation and Rating"

HEI – Higher Educational Institution

EPP – External Expert Panel of the 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

NQS – National qualifications system

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 an application for institutional accreditation by a higher education institution with copies of legal and permit documents attached.

5.2 Consideration of the educational organization application by the IAAR.

5.3 Decision-making by the IAAR to start the procedure for institutional University accreditation. Conclusion of an agreement between the Agency and the University on accreditation.

5.4 The management of the educational organization and the IAAR organizes training to explain the criteria and procedures for institutional accreditation to internal experts of the educational organization at special seminars on the theory, methodology and technology of institutional accreditation (without graduated students).

5.5 Conducting a self-evaluation by an educational organization in accordance with the requirements set by the IAAR and sending a self-evaluation report (in Kazakh, Russian and English) to the IAAR in electronic form and 1 hard copy for each of the languages.

5.6 Based on the analysis of the University self-evaluation report the IAAR has the right to make the following decisions:

- to develop recommendations on the need to refine the materials of the self-evaluation report;
- to conduct an external expert evaluation;
- to postpone the accreditation period due to the inability to conduct the institutional accreditation procedure due to non-compliance of the self-evaluation report with the criteria of these standards.

5.7 In case of continued accreditation, the IAAR forms an External Expert Panel (hereinafter referred to as the EEP), which is approved by the General Director of the IAAR to conduct an evaluation of the University. The quantitative composition of the Panel is formed depending on the scope of the external audit. It consists of representatives of the academic community, stakeholders in Kazakhstan, including employers, students, and foreign experts.

5.8 In case of continued accreditation, the IAAR will coordinate with the educational organization the dates of the institutional accreditation and the programme of the EEP visit.

5.9 The duration of the Panel's visit is usually 3-5 days. During the visit, the educational organization creates conditions for the work of the EEP in accordance with the service agreement:

- submits an electronic and paper version of the self-evaluation report for each member of the Panel;
- provides the necessary office equipment in agreement with the representative of the IAAR and the number of EEP members;

- organises inspections of infrastructure and resources, meetings, questionnaires, interviews and other types of EEP work in accordance with the programme of the EEP visit;
- provides the requested information;
- organises photos and videos of the EEP work;
- at the end of the visit, prepares a video about the EEP work, confirming the planned events;
- presents a presentation containing information about the University's activities.

5.10 At the end of the visit, the External Expert Panel prepares a report of the University evaluation and a presentation on the course of the EEP visit. The education organization prepares a video for the meeting of the Accreditation Council, which contains a brief description of the organization of education and information about the course of the visit to the University.

5.11 The report contains a description of the EEP visit, a brief assessment of the University's compliance with the criteria of the IAAR standards, recommendations to the University to improve its performance and ensure quality, and recommendations to the Accreditation Council. Proposals to the Accreditation Council contain a recommendation on the University status (to accredit/not to accredit) and the recommended term of accreditation.

5.12 The EEP Report, including recommendations, is developed by the EEP members collectively.

5.13 The basis for making a decision on institutional accreditation (without graduated students) The Accreditation Council is a report on the University evaluation by an External Expert Panel and a self-assessment report of the educational organization.

5.14 The Chairman of the External Expert Panel shall address the Accreditation Council following the results of the External Expert Panel's visit. If there is an objective reason, the Director General of the IAAR appoints a member of the External Expert Panel to report at the meeting of the Accreditation Council. Replacement of the Chairman of the External Expert Panel is made by order of the General Director of the IAAR.

5.15 The exclusive competence of the IAAR Accreditation Council is to make decisions on accreditation or refusal of an educational organization accreditation. The composition of the Accreditation Council is determined in accordance with the regulations on its activities. The meeting is held if there is a quorum. The Accreditation Council has the right to make an informed decision that does not comply with the recommendation of an External Expert Panel.

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 When the Accreditation Council makes a positive decision, the IAAR sends an official letter with the results of the decision and a certificate of institutional University accreditation, signed by the General Director of the IAAR to the educational Organization. Further, the decision on University accreditation is sent to the MES RK for inclusion in the Register of accredited educational organisations (Register 2) and posted on the IAAR website. The website also contains the report of an External Expert Panel.

After receiving the certificate of accreditation, the educational organization publishes a self-evaluation report on its website.

5.17. When the Accreditation Council makes a negative decision, the IAAR sends a letter to the educational organization with the decision.

5.18. The organization of education by the established procedure under the Agreement on the provision of services and the Regulation on the Commission for the consideration of appeals and complaints may appeal to the IAAR against the decision of the Accreditation Council. In case of doubt about the competence of the External Expert Panel and Agency representatives, or a gross violation committed by members of the External Expert Panel, the educational organization can send a complaint to the IAAR.

6. Follow-Up Procedures

6.1 If the IAAR Accreditation Council makes a positive decision, the EO submits to IAAR an Action Plan for Improving and Improving Quality within the framework of the recommendations of the external expert commission (hereinafter - Plan), which is signed by the first head and stamped, and also enters into a Service Agreement with IAAR. The Contract and the Plan are the basis for post-accreditation monitoring.

6.2 In accordance with the Regulations on the post-accreditation monitoring procedure, the EO must 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 EP is carried out in accordance with the Regulations on the procedure for post-accreditation monitoring of the EO and (or) the EP.

6.4 In case of non-fulfillment of the Plan and requirements put forward by the IAAR for post-accreditation monitoring, as well as the lack of information about changes carried out in the EO, the Accreditation Council has the right to make one of the following decisions:

- "temporarily suspend the accreditation status of the EP";
- "revoke the certificate of accreditation of the EP of the EO, which may entail the cancellation of all previously achieved results of accreditation."

6.5 If the EO refuses to conclude a contract with the IAAR for post-accreditation monitoring, the AU has the right to decide on revocation of the certificate of accreditation.

7. STANDARDS OF INSTITUTIONAL ACCREDITATION

Standard 1. Strategic Development and Quality Assurance

1.1 General provisions

The HEI activity is determined by its mission, which reflects the University's place in the market (international, national, regional) of educational services. The mission, vision, and development strategy of the University should be aimed at meeting the needs of the state, society, sectors of the economy, potential employers, students, and other stakeholders and provide for the consistent policy implementation to ensure the quality of education.

1.2 Evaluation criteria

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

1.2.2 The HEI must demonstrate that its mission, vision, and strategy are aimed at meeting the needs of the state, society, real economy sectors, potential employers, students, and other stakeholders.

1.2.3 The HEI must demonstrate transparency in the processes of forming, monitoring, and regularly reviewing the mission, vision, strategy, and quality assurance policy.

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

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

1.2.6 Quality assurance policies should reflect the relationship between research, teaching, and learning.

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

Standard 2. Leadership and Management

2.1 General provisions

2.1.1 The HEI management system is aimed at implementing the vision, mission and strategy.

2.1.2 The management of the HEI must demonstrate systematic management in the implementation, monitoring and updating of strategic documents.

2.2 Evaluation criteria

2.2.1 The HEI should implement management processes, including planning and resource allocation 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 must demonstrate a risk management analysis.

2.2.4 The HEI must demonstrate an analysis of the changes effectiveness.

2.2.5 The HEI must demonstrate an analysis of the identified inconsistencies, implementation of the developed corrective and preventive actions.

2.2.6 The HEI must demonstrate a clear definition of those responsible for business processes, an unambiguous distribution of staff responsibilities, and differentiation of functions of collegial bodies.

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

2.2.8 The HEI demonstrates the development of annual activity plans, including HETP, based on the development strategy.

2.2.9 Commitment to quality assurance should apply to all activities performed by contractors and partners (outsourcing), including joint/double-degree education and academic mobility.

2.2.10 The HEI must provide evidence of the transparency of the University's management system.

2.2.11 The HEI must ensure the participation of students and teaching HETP in the work of collegial management bodies.

2.2.12 The HEI must demonstrate evidence of openness and accessibility of managers and administration for students, HETP, parents and other interested persons.

2.2.13 The HEI must demonstrate innovation management, including analysis and implementation of innovative proposals.

2.2.14 The HEI should strive to participate in international, national and regional professional associations.

2.2.15 The HEI should provide training for the management (rector, advisers, Vice-rectors, deans, heads of structural divisions, heads of departments) in educational management programmes.

2.2.16 The HEI should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.

Standard 3. Information Management and Reporting

3.1 General provisions

3.1.1 The HEI should have a system for collecting and analyzing external and internal statistical and analytical data and facts for making informed decisions.

3.1.2 The HEI must ensure the measurability, reliability, accuracy, timeliness and completeness of information.

3.2 Evaluation criteria

3.2.1 The HEI must ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.

3.2.2 The HEI must demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.

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

3.2.4 The HEI must establish the frequency, forms and methods of evaluating the EP management, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.

3.2.5 The HEI must demonstrate the definition of the procedure and ensuring the information protection, including the identification of responsible persons for the accuracy and timeliness of information analysis and data provision.

3.2.6 The HEI must demonstrate the students` involvement, employees and HETP in the processes of collecting and analyzing information, as well as making decisions based on them.

3.2.7 The HEI must demonstrate that there is a mechanism for communication with students, employees, and other stakeholders, including mechanisms for conflict resolution.

3.2.8 The HEI must ensure that the degree of satisfaction with the needs of HETP, staff and students is measured and demonstrate elimination evidence of the identified shortcomings.

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

3.2.10 Information collected and analyzed by the University should take into account:

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

3.2.11 Students, employees and TS 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 implementation of the programme of appropriate levels of education is aimed at developing the key competencies of future specialists and meeting the needs of the labor market. EP provides for the possibility of building an individual educational trajectory, taking into account the personal needs and students` capabilities.

4.2 Evaluation criteria

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

4.2.2 The HEI must demonstrate that the developed EP meets the set goals and planned learning outcomes.

4.2.3 The HEI must demonstrate the existence of the graduate model of the EP, describing the results of training and personal qualities.

4.2.4 The HEI must demonstrate that external examinations of the EP are conducted.

4.2.5 The qualifications obtained at the end of the EP must be clearly defined, explained and correspond to a certain level of the NQS.

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 ability to prepare students for professional certification.

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

4.2.9 The HEI must ensure the content of academic disciplines and learning outcomes at the level of education (bachelor's, master's, doctoral).

4.2.10 The EP structure should include various types of activities that correspond to the training results.

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

Standard 5. On-going Monitoring and Periodical Review of Educational Programmes

5.1 General provisions

Monitoring and periodic evaluation of the EP are aimed at achieving its goals, the full formation of the planned learning outcomes. The University management should define its own requirements for the format of monitoring and periodic evaluation.

5.2 Evaluation criteria

5.2.1 The HEI should review the EP content and structure, taking into account changes in the labor market, the requirements of employers and the social request of society.

5.2.2 The HEI must demonstrate that there is a documented procedure for monitoring and periodically evaluating the EP in order to achieve the goal of the EP. The results of these procedures are aimed at continuous EP improvement.

5.2.3 Monitoring and periodic evaluation of the EP should consider:

- content of programs in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline taught;
- changes in the needs of society and the professional environment;
- load, academic performance and graduation of students;
- effectiveness of student assessment procedures;
- expectations, needs and satisfaction of students;
- compliance of the educational environment and support services with the EP goals.

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

5.2.5 All concerned parties should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP must be published.

5.2.6 Support services should ensure that the needs of different groups of students 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 students' achievement of learning outcomes. The University implements a student-centered approach to learning, teaching, and evaluating the achievement of each student's EP goals.

6.2 Evaluation criteria

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

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

6.2.3 The HEI must demonstrate that there is a feedback system for using various teaching methods and evaluating learning outcomes.

6.2.4 The HEI must demonstrate support for students' autonomy while providing guidance and assistance from the teacher.

6.2.5 The HEI must demonstrate that there is a procedure for responding to students' complaints.

6.2.6 The HEI must ensure consistency, transparency and objectivity of the mechanism for evaluating learning outcomes, including appeal.

6.2.7 The HEI must ensure that the procedures for evaluating students' learning outcomes are consistent with the planned learning outcomes and programme goals. Evaluation criteria and methods should be published in advance.

6.2.8 The HEI should determine the mechanisms for ensuring that each graduate learns the results of training and ensure the completeness of their formation.

6.2.9 Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area.

Standard 7. Students

7.1. General provisions

The HEI must have published rules governing all periods of study, including admission, academic performance, recognition, and certification. The University must determine the procedure for recognizing previous learning outcomes, competencies acquired in the framework of academic mobility, additional, formal and non-formal training.

7.2 Evaluation criteria

7.2.1 The HEI must demonstrate the policy of forming students` contingent and ensure transparency of its procedures. Procedures governing the life cycle of students (from admission to completion) must be defined, approved, and 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 that its actions comply with the Lisbon recognition Convention, including the existence and application of a mechanism for recognizing 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 Information Centers of recognition" ENIC/NARIC in order to ensure comparable recognition of qualifications.

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

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

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

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

7.2.9 The HEI must demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the results of their studies.

Standard 8. Teaching Staff

8.1 General provisions

The HEI should conduct an objective and transparent personnel policy, create the necessary conditions for the professional development of HETP and staff. The University 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 must have an objective and transparent personnel policy that includes hiring, professional growth and development of staff, ensuring the professional competence of the entire staff.

8.2.2 The HEI must demonstrate that the personnel potential of the HETP corresponds to the development strategy of the University and the specifics of the EP.

8.2.3 The HEI must demonstrate an awareness of responsibility for its employees and provide them with favorable working conditions.

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

8.2.5 The HEI must determine the contribution of HETP to the implementation of the HEI development strategy and other strategic documents.

8.2.6 The HEI should provide opportunities for career growth and professional HETP development, including young people.

8.2.7 The HEI should provide for the involvement of practitioners of the relevant industries in training and teaching.

8.2.8 The HEI must demonstrate the existence of a mechanism for motivating the professional and personal development of TS.

8.2.9 The University should demonstrate a wide application of information and communication technologies and software tools in the educational process (for example, on-line education, e-portfolio, MOOCs, etc.).

8.2.10 The University must demonstrate its focus on developing academic mobility and attracting the best foreign and domestic teachers.

8.2.11 University can show the involvement of TS in the society (the role of TS in education, in science, in the region, creating a cultural environment, participation in exhibitions, creative competitions, charity programmes, etc.).

Standard 9. Research Work

9.1 General provisions

Research activities of the HEI correspond to national priorities in the field of education, science and innovative development, the mission and strategy of the University.

9.2 Evaluation criteria

9.2.1 The HEI must demonstrate that the priorities of research work correspond to the national policy in the field of education, science and innovative development.

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

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

9.2.4 The HEI must demonstrate the existence and effectiveness of processes for attracting students to research activities.

9.2.5 The HEI should provide support and research development activities of HETP, employees and students.

9.2.6 The HEI should promote the implementation and recognition of research results, including consulting and commercialization.

9.2.7 Conducting joint research with foreign HEI is an important factor.

9.2.8 The HEI should strive to diversify the sources of funding for research activities.

9.2.9 The HEI should provide mechanisms for motivating research activities of TS, employees and students.

Standard 10. Finance

10.1 General provisions

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

10.2 Evaluation criteria

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

10.2.2 The HEI must demonstrate strategic and operational budget planning.

10.2.3 The HEI must demonstrate that it has a documented financial management procedure, including monitoring and reporting.

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

10.2.5 The HEI should provide for an external independent audit.

10.2.6 The HEI must demonstrate the existence of a mechanism for assessing the adequacy of financial support for various types of University activities, including the HEI development strategy, EP development, and research projects.

Standard 11. Education Resources and Student Support Systems

11.1 General provisions

The HEI infrastructure meets modern requirements and ensures the implementation of a student-centered approach to learning. The learning environment, including material and information resources, should correspond to the mission and strategy of the University.

11.2 Evaluation criteria

11.2.1 The HEI must ensure that educational resources, including material and technical resources, and infrastructure meet the strategic goals of the University.

11.2.2 The HEI must demonstrate that it has procedures in place to support various groups of students, including information and counseling.

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

- technological support for students and TS in accordance with educational programmes (for example, online training, modeling, databases, data analysis programmes);

- library resources, including the collection of educational, methodological and scientific literature on General education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;

- examination of research results, graduation papers, dissertations for plagiarism;

- access to educational Internet resources;

- functioning of WI-FI on its territory.

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 students` satisfaction, teachers, employees, and other stakeholders with the infrastructure.

11.2.5 The HEI should strive to ensure that the training equipment and software used for the EP development are similar to those used in the relevant industries.

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

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

11.2.8 The HEI creates conditions for the advancement of students on an individual educational trajectory.

Standard 12. Public Information

12.1 General provisions

The University constantly informs the public about its activities. Public awareness is based on the principles of transparency, openness, involvement and awareness of students, HETP, employers and other stakeholders.

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 The HEI management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the General public and interested persons.

12.2.3 Public awareness should support and explain the country's national development programmes and the higher and postgraduate education system.

12.2.4 The HEI must publish audited financial statements on its own web resource.

12.2.5 The HEI must demonstrate the reflection on the web resource of information that characterizes the University as a whole and in the EP context.

12.2.6 An important factor is the availability of adequate and objective information about TS in the context of personnel.

12.2.7 An important factor is the publication of information about 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 assessment procedures.

8. The order of modification and additions

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

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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