

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

**IAAR Standards and Guidelines
for International Accreditation of
Foreign Educational Organisations and
Educational Programmes
(based on ESG)**



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

IAAR Standards and Guidelines for International
Accreditation of Foreign Educational
Organisations and Educational Programmes
(based on ESG)

2018

CONTENTS

I. INTERNATIONAL ACCREDITATION PROCEDURE	4
Goals and Objectives of International Accreditation	4
Procedure for Carrying Out International Accreditation	4
External Expert Panel (external evaluation expert group)	7
II. SELF-ASSESSMENT REPORT	9
Key Principles of the Report Preparation	9
Report Format	9
Contents of the Self-Assessment Report.....	9
III. INTERNATIONAL ACCREDITATION STANDARDS	12
Standard 1. POLICY FOR QUALITY ASSURANCE	12
Standard 2. DESIGN AND APPROVAL OF PROGRAMMES	13
Standard 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT	14
Standard 4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION	16
Standard 5. TEACHING STAFF	17
Standard 6. LEARNING RESOURCES AND STUDENT SUPPORT	18
Standard 7. INFORMATION MANAGEMENT	19
Standard 8. PUBLIC INFORMATION	20
Standard 9. ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES	21
Standard 10. CYCLICAL EXTERNAL QUALITY ASSURANCE.....	22
ANNEXES	23
Annex 1. Recommended Form of the Site Visit Programme	23
Annex 2. Recommended Structure of the Self-Assessment Report	28
Annex 3. Sample of a Title Page	38

Annex 4. Responsibilities of IAAR Coordinator in the Framework of the International Accreditation Procedure	39
Annex 5. Interaction with the EO Coordinator	40
Annex 6. Roles and Responsibilities of EEP Members	41
Annex 7. Preparation of the Site Visit by the Expert Panel	43

I. INTERNATIONAL ACCREDITATION PROCEDURE

Goals and Objectives of International Accreditation

The objective of the international accreditation (hereinafter - accreditation) is to evaluate and recognise the high quality of educational organisation (hereinafter - EO) and offered study programmes against international accreditation standards according to European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-ENQA).

The international accreditation procedure serves the common goal of quality evaluation of educational organisation and / or study programmes in higher education and compliance with European standards. When conducting international accreditation the specific legislation of relevant countries is taken into account.

The standards and procedures of international accreditation comply with the main principles and documents of the Bologna process.

For programme accreditation, in order to ensure a qualitative assessment of the educational programme (hereinafter - the EP) and the effectiveness of the External Expert Panel (hereinafter - EEP), a cluster approach is being implemented, which provides for the division of the accredited educational programmes into clusters. One cluster includes no more than 5 educational programmes. It is allowed to evaluate no more than 20 educational programmes for one visit of the External Expert Panel.

The main principles of international accreditation are: professional and public character of evaluation; voluntary basis; independence; objectiveness and professionalism; transparency, credibility and relevance of information about accreditation procedures; collective decision making, publicity of positive and negative outcomes.

Procedure for Carrying Out International Accreditation

The procedure includes the following stages:

1. Applying for accreditation.

Applying for an application by the educational organisation for institutional and (or) programme accreditation with copies of title and authorisation documents.

IAAR considers the application of the educational organisation.

2. Conclusion of a contract between the EO and IAAR.

The IAAR decision to start the procedure of institutional or programme accreditation of the educational organisation. The schedule of visits to the educational organisation, conditions and financial issues of accreditation are determined by the agreement between the Independent Agency for Accreditation and Rating (IAAR) and the educational organisation.

At the request of the organisation of education, IAAR can organise training to clarify the standards and procedures of institutional and (or) programme accreditation to internal experts of the educational organisation at special seminars on the theory, methodology and technology of institutional and (or) programme accreditation. This seminar procedure is not a mandatory component of the accreditation process.

3. Preparation of a self-assessment report.

The educational institution independently organises and carries out the self-assessment of the educational organisation and the study programme (cluster of programmes) in order to establish the compliance with the international accreditation

standards and prepares a self-evaluation report according to the second section of the Guidelines.

In case of institutional or programme accreditation of medical educational organisations and / or educational programmes, a self-evaluation report is prepared on the basis of separate Standards and Guidelines developed on the basis of WFME standards.

The educational institution is provided with guidelines and methodological materials to facilitate the preparation of the self-assessment report.

EO sends a report on institutional or programme self-assessment and all necessary applications to IAAR at least 8 (eight) weeks before the visit of the EEP.

IAAR sends a self-assessment report to the experts for review at least 6 (six) weeks before the visit after the internal examination for compliance.

An expert reviews the self-assessment report for compliance with the International Standards of IAAR, prepares and sends the review to IAAR within 10 (ten) calendar days. In case of non-compliance with the requirements of IAAR, the review is sent to the expert for revision. In the case of repeated inconsistencies, IAAR is entitled to remove this expert from participation in the EEP.

Based on the analysis of the report on the self-assessment of the educational organisation, IAAR is entitled to make one of the following decisions:

- develop recommendations on the need to finalise the self-assessment report;
- carry out further accreditation procedures (the EEP site visit to EO);
- postpone dates of the further accreditation procedures due to inconsistency of the self-assessment report with International Standards of IAAR.

4. EEP site visit to an educational organisation

In case of continuation of further accreditation procedures, IAAR forms an External Expert Panel, which is approved by the IAAR General Director. The external evaluation of the quality of the educational organisation and the implementation of the educational programme (cluster of programmes) for compliance with International Standards of IAAR is carried out by the External Expert Panel during a visit to the educational organisation.

The composition of the EEP is determined depending on the workload of the external evaluation. The panel consists of independent experts including foreign experts experienced in teaching and quality assurance, a representative of an employer and a student community representative.

In case of continuation of accreditation, IAAR will coordinate with the educational organisation the dates for institutional and (or) programme accreditation and the Programme of EEP site visit.

The programme of the EEP site visit is developed by the Chairman of EEP and the IAAR Coordinator with the participation of an EO. The agreed programme of the visit of EEP is approved by the IAAR Director at least 2 (two) weeks before the visit to an EO. The structure and content of the programme is developed taking into account the specifics of the EO and (or) the EP in accordance with the recommended sample programme of the EEP visit programme (*Annex 1*).

The duration of the visit of the commission is 3-5 days. During the site visit, the educational organisation creates conditions for the work of EEP in accordance with the Service Contract:

- submits an electronic and (or) paper version of the self-assessment report for each member of the panel;
- provides the necessary office equipment in consultation with the representative of IAAR and according to the number of members of EEP;

- organises an inspection of infrastructure and resources, meetings, questionnaires, interviews and other types of EEP work in accordance with the Programme of EEP visit;
- provides the requested information.

The results of the visit to the educational organisation are reflected in the report on the results of the external evaluation.

The draft of EEP report is reviewed by the IAAR and sent to the educational organisation for approval. If the educational organisation reveals factual inaccuracies, the Chairman agrees with the EEP members and makes the necessary changes to the EEP report. In case of disagreement with the educational organisation's comments to the EEP report, the Chairman, together with the IAAR coordinators, prepares an official response with justification.

The report contains a description of EEP visit, a brief assessment of the compliance of the activities of the educational organisation in the context of the international standards of IAAR, recommendations of the educational organisation for improving activities and quality assurance, recommendations for the Accreditation Council (hereinafter - AC). Proposals to the Accreditation Council contain a recommendation for accreditation (including recommended accreditation period) or non-accreditation.

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

5. Decision-making by IAAR

The basis for the decision making on institutional and (or) programme accreditation by the Accreditation Council is the evaluation report of the educational organisation by the external expert panel and the self-assessment report of the educational organisation.

The Chairman of the external expert panel speaks to the Accreditation Council following the visit of the external expert panel.

The exclusive competence of the Accreditation Council of IAAR includes making decisions on accreditation or refusal to accredit the educational organisation. The composition of the Accreditation Council is determined in accordance with the Regulations on its activities. The meeting is held in the presence of a quorum. The Accreditation Council has the right to make an informed decision that does not comply with the recommendations of the external expert panel.

The Accreditation Council has the right to take following decisions:

- *accreditation for a period of 1 (one) year* - in compliance with the standards in general, but in the presence of some shortcomings and opportunities for improvement (when assessing standards that require improvement from 40% to 60%, the absence of strong standards);

- *accreditation for a period of 3 (three) years* - in compliance with the standards in general, but in the presence of certain minor shortcomings and opportunities for improvement (when assessing standards that require improvement from 20 to 40%, in the presence of strong standards);

- *accreditation for a period of 5 (five) years* - if the standards are observed in general and there are positive results (when assessing standards that require improvement up to 20%, in the presence of strong standards);

- *accreditation for a period of 7 (seven) years* - in compliance with the standards in general and the presence of examples of best practice translation (when assessing those requiring improvement up to 20%, and strong standards at least 20%)

- *refusal of accreditation* - if there are significant shortcomings (when assessing at least one standard as "unsatisfactory" or requiring an improvement of 60% or more).

If the Accreditation Council makes a positive decision, IAAR sends an official letter to

the EO with the results of the decision and a certificate of institutional and / or programme accreditation of the educational organisation. Further, the decision on the accreditation of the educational organisation is sent to the authorised educational authority of the relevant country and is posted on the IAAR website. Also a report of the external expert panel is posted on the IAAR website.

After receiving the accreditation certificate, the educational organisation posts a self-assessment report on its website.

When the Accreditation Council makes a negative decision, IAAR sends an official letter to the educational organisation with the decision made.

The educational organisation in the prescribed manner in accordance with *the Service Agreement* and *the Regulation on the Commission for the Review of Appeals and Complaints* may appeal to IAAR on the decision of the Accreditation Council. In case of doubt about the competence of the external expert panel and representatives of the Agency, or a gross violation committed by members of the external expert panel, the educational organisation may send a complaint to IAAR according to *the Regulation on the Commission for the Review of Appeals and Complaints*.

6. Follow-up procedures

In case of a positive decision by the Accreditation Council of IAAR, the educational organisation provides IAAR with a Plan of measures to improve and refine quality in the framework of recommendations of an external expert panel (hereinafter - Plan), which is signed by the head and sealed, and also concludes a Service Agreement with IAAR. The Agreement and Plan are the basis for post-accreditation monitoring.

In accordance with the Regulations on the procedure for post-accreditation monitoring of educational organisations and (or) educational programmes, accredited educational organisations must prepare interim reports in accordance with the Plan. Interim reports are sent to IAAR before the expected date of post-accreditation monitoring.

Post-accreditation monitoring of educational organisations and (or) educational programmes is carried out in accordance with the regulations on the procedure for post-accreditation monitoring of educational organisations and (or) educational programmes.

In the event of non-compliance with the Plan and the requirements put forward by IAAR in relation to the educational organisation, as well as the lack of information about changes made in the educational organisation, the Accreditation Council has the right to take one of the following decisions:

- temporarily suspend validity of the institutional and (or) programme accreditation of the educational organisation;
- withdraw the accreditation of the educational organisation, which may entail the cancellation of all previously achieved accreditation results.

In case of failure of the educational organisation to conduct post-accreditation monitoring, expressed in not signing the Service Agreement with IAAR, the Accreditation Council of IAAR has the right to decide on the termination and revocation of the accreditation status.

In case of early termination and revocation of accreditation status, the education organisation has the right to apply for accreditation to IAAR within one year from the date of the decision to revoke the accreditation of the educational organisation.

External Expert Panel (external evaluation expert group)

External review of an educational organisation and/or educational programme (cluster of programmes) is performed by an External evaluation panel (external evaluation expert group) which consists of independent experts including foreign experts experienced

in teaching and quality assurance, a representative of an employer and a student community representative.

EEP is formed on the basis of the order of the Director of IAAR from among the certified representatives of the academic, professional and student community included in the database of experts of IAAR. Foreign experts may be recruited from partner accreditation agencies.

During the programme accreditation, the composition of EEP is formed depending on the number of EPs in the accredited EO.

In order to eliminate a conflict of interest, IAAR sends an official letter on the composition of EEP to EO 14 (fourteen) calendar days prior to the visit.

EO is entitled to notify IAAR in an official letter of a conflict of interest with a justification within 3 (three) working days. IAAR replaces the expert if necessary.

All members of EEP sign a Statement of Obligation on the absence of a conflict of interest and the Code of Ethics of the external expert of IAAR during each visit.

The expert is obliged to notify the coordinator of IAAR of any connection with EO or his own interest, which may lead to a potential conflict related to the external evaluation process.

Each member of EEP should perform his functions and duties with high quality. Failure to comply and refusal without a proper reason are considered as a violation of the Code of Ethics of an external expert of IAAR and may lead to exclusion from IAAR expert database.

Information about EO, obtained during the external evaluation, is presented as confidential and is not subject to disclosure.

EEP members should not disclose or comment on the recommended accreditation dates before the decision of the AC.

External Expert Panel includes:

– Chairman of EEP, responsible for coordination of experts work, preparation and oral presentation on preliminary conclusions, drawn up during the site visit of EO, also responsible for preparation of the final Report on the results of the external review of an educational programme (cluster of programmes).

– External experts – representatives of the academic community responsible for assessing the compliance of an accrediting educational organisation and / or educational programme(s) with the IAAR international accreditation standards.

– External expert – a representative of the professional community (an employer) who is to assess whether an accrediting educational programme and/or educational programme(s) (a cluster of programmes) and professional competencies of its graduates comply with the labour market requirements.

External expert - a representative of a student community, who is responsible for assessing the compliance of an accrediting educational organisation and / or educational programmes with the needs and expectations of students (for each cluster, 1 representative of the student community).

IAAR appoints from among its staff a coordinator responsible for coordinating the work of the expert group. The educational organisation, for its part, appoints an authorised person responsible for the process of international accreditation of the educational organisation and / or educational programme (cluster of programmes).

II. SELF-ASSESSMENT REPORT

The self-assessment report (SAR) is one of the basic documents of international accreditation.

Key Principles of the Report Preparation

1. Structuring: strict compliance of the presented information with the sections of the document.
2. Readability: the text of the document should be easy for apprehension from the point of view of printing, semantic and stylistic features of the text.
3. Analyticity: analysis of advantages and disadvantages, analysis of development dynamics of the EO or EP (cluster of programmes).
4. Criticism: objectiveness of assessment.
5. Conclusiveness: provision of facts, data, information as arguments for conclusions.

Those features of the study programme which have not been described in the guidelines must be included in the documents of the corresponding part.

During the cluster accreditation the aspects common to all programmes are described once in the introductory section to avoid repetition.

The final document must be well-structured, the pages numbered (including annexes).

Report Format

The report should be drawn up in the form of a coherent and logical text with tables, graphs, figures, where appropriate and attachments, in which large tables (occupying more than half of a sheet in A4 format) and other large-scale sources of information are placed.

The self-assessment report shall include an introduction, main body, conclusion and annexes. All statements, judgments, assumptions of the report must be supported by necessary documents in the main body of the text and attachments (*Annex 2. Recommended Structure of the Self-Assessment Report*).

Report shall be drafted in the following format: font type - Times New Roman, font size - 12, space between lines - 1.5, paragraph spacing before and after titles - no more than 6 pt, at the beginning of report, there is automatically edited inline table of contents, page numbers. The report is printed in A4 format in portrait orientation, attachments may also use landscape orientation. The first annex to report contains text confirming the reliability, exhaustive nature and accuracy of all data provided, signed by the head of the institution and executors who prepared the report with the contact details of compilers of report for further consultations if necessary: "I, [name of head of organisation], confirm that in self-assessment report [institution name] containing [number of pages in the main body of report, i.e. without attachments] pages, provided absolutely reliable, accurate and comprehensive data, which adequately and fully characterise activities of the institution".

Contents of the Self-Assessment Report

The SAR consists of introduction, main section, conclusion and annexes.

It is recommended that the introduction should include information on the conditions and organisation of self-evaluation, its goals and objectives.

The introduction presents general information about the educational organisation for institutional accreditation, the structural division of the educational institution, which implements the accrediting study programme (cluster of programmes) for programme accreditation:

- brief background;
- organisational and legal provision of activity;
- organisational structure and management system;
- interaction with educational, research, professional organisations on the local, regional and national levels;
- international activity;
- quantity of students (in each year);
- dynamics of the student population of different educational forms during the last 3-5 years.

The main section includes an analysis of the conformity of the activities of the educational organisation and (or) the educational programme being accredited to the international accreditation standards.

The articles of the section are supposed to be arranged according to the order suggested in the guidelines. The SAR must provide answers to all the main questions and include all necessary documentary evidence in the annexes.

The educational organisation must provide information on the achievements of the organisation and/or the study programme for the last 3-5 years individually for each article of the second section of the report. It is also supposed to point out in the report problems and areas for improvement which were revealed with the help of the SWOT analysis.

The conclusion of the report is supposed to include general findings and the conclusion of the self-assessment process, giving grounds for applying an application for passing an external quality assessment procedure.

Annexes must include tables, general information about the educational institution, information about the accredited study programme (cluster of programmes), achievements of the study programmes (no less than 2 pages) (in case of programme accreditation), and the list of material and documentary evidence, which are presented for the consideration of the external expert panel during the visit to the educational organisation.

The SAR must be presented in English¹ – officially in electronic version if there were no other preliminary agreements. The report must not exceed 50-60 pages (without annexes). To reduce the amount of attachments, it is recommended that the text of self-assessment report, as much as possible, include links to supporting documents located on electronic resources of EO.

The SAR should be presented from the name of the head of the educational institution and signed by the head of the educational institution.

The main provisions and conclusions of the report must be brought to notice of all participants of the self-assessment process; posted on the website of the educational institution. All persons responsible for self-assessment and accuracy of the material presented in the report must be involved in filling out the “Conclusion of the Self-Evaluation Committee” table (see Annex 2, section 3.2).

The evaluation table “Conclusion of the Self-Evaluation Committee” has following positions for assessment:

- **“Strong”** is characterised by a high level of indicators of one standard of international accreditation. This position of this standard makes it possible to serve as an example of good practice for dissemination among other EOs.

¹ Large documents can be submitted in the original language on condition that they are accompanied by a short summary in English

- **“Satisfactory”** is determined by the average level of indicators of one standard of international accreditation and means compliance with the standard.
- **“Suggests improvement”** is characterised by a low level of performance of one standard of international accreditation.
- **“Unsatisfactory”** means that indicators of EO or EP does not meet the standard of international accreditation.

III. INTERNATIONAL ACCREDITATION STANDARDS

The self-assessment procedure at the international level must contain the following parts: Standards 1-10 and relevant annexes.

These standards are applicable for institutional and programme accreditation of non-medical educational organisations or educational programmes of higher and postgraduate education (including initial accreditation of educational organisations or educational programmes (ex-ante)).

Standard 1. POLICY FOR QUALITY ASSURANCE

Standard:

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Guidelines:

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports

- the organisation of the quality assurance system;
- departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- academic integrity and freedom and is vigilant against academic fraud;
- guarding against intolerance of any kind or discrimination against the students or staff;
- the involvement of external stakeholders in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.

The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.

Sample questions for assessment:

- ✓ *What documents reflect the quality assurance policy? Where is it published? Is it posted on open resources or only on internal ones?*
- ✓ *Is the quality assurance policy available to teaching staff, employees and students? Is it known and available to employers and other interested parties?*
- ✓ *Do other institutions or stakeholders participate in the design and implementation of the quality assurance policy?*

- ✓ *How did the quality assurance policy changes occur?*
- ✓ *Demonstrate the results of assessing the satisfaction of the main stakeholders with the quality assurance policy.*
- ✓ *Does the EP match the stated mission or overall strategy of the EO?*
- ✓ *How is the link between research work, teaching and learning reflected in the quality assurance policy?*
- ✓ *Does the quality assurance policy include interaction between business community, scientific community, teaching staff and students?*
- ✓ *With the help of what mechanisms does this relationship come to life. Give examples.*
- ✓ *Are the competences and decision-making processes of the bodies involved in the development of the EP defined?*
- ✓ *How much is the information on the educational process for students available and transparent?*
- ✓ *Are there any revision procedures of the objectives of the EP, the concept and its implementation?*
- ✓ *How much do the developed EPs comply with the regulatory documents of the EO?*
- ✓ *Does the EO have a concept of gender equality and the promotion of equal opportunities?*
- ✓ *Describe a valid quality assurance system at the university. How is it applied during the implementation of the EP? How is its continuous improvement ensured?*
- ✓ *What activities are outsourced (contractors, partners) and what are the requirements for them? How is their adherence monitored?*

Standard 2. DESIGN AND APPROVAL OF PROGRAMMES

Standard:

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Guidelines:

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

Programmes

- are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
- are designed by involving students and other stakeholders in the work;
- benefit from external expertise and reference points;
- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);
- are designed so that they enable smooth student progression;
- define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;
- are subject to a formal institutional approval process.

Sample questions for assessment:

- ✓ *What is the goal of the EP / general qualification / target group (students)? Are the qualification objectives set out in an adequate manner in the documents governing the educational process and the evaluation of academic achievement and in the Diploma Supplement?*
- ✓ *What skills and methodological competencies are taught?*
- ✓ *What skills (including foreign languages) can be developed as a part of the programme?*
- ✓ *Are there any opportunities for successful learning and participation in society?*
- ✓ *How does the university monitor changes since the last quality assurance procedure?*
- ✓ *What recommendations and suggestions were offered the university / EP management on the basis of the latest quality assurance procedure? What decisions were made at the university following the last external quality assurance procedure? How and how fully are they implemented?*
- ✓ *How are changes taken into account in preparation for the upcoming external assessment procedure?*
- ✓ *Are the requirements of the professional environment properly reflected?*
- ✓ *Do the higher education programmes have a special profile (for example, a double degree, additional education, dual education, related studies, correspondence education, distance, intensive education, combinational education, teacher training, etc.), and was it properly described and justified?*
- ✓ *How is the correspondence of the content of academic disciplines and learning outcomes to the level of education (bachelor, master, doctoral) ensured?*
- ✓ *Are the volume of compulsory, elective and optional modules/ disciplines reasonable?*
- ✓ *Is there a mobility window (for example, a semester abroad)? Is it advisable to have it in the EP?*
- ✓ *How does the system of assessing students' knowledge correlate with the ECTS system?*
- ✓ *Is the higher education programme harmonious with respect to the expected learning outcomes? Does the content of the disciplines (modules) ensure the achievement of the planned results of the EP?*
- ✓ *Does the name of the course (discipline) match the content?*
- ✓ *Are modern achievements of science reflected in EP?*
- ✓ *Is the ratio of classroom attendance and self-study time appropriate?*
- ✓ *Is the module description complete and competent? Are they informative enough?*
- ✓ *Is the EP technically possible in terms of student workload?*
- ✓ *Are the procedures for the development of the EP and their approval at the institutional level defined and documented?*
- ✓ *Is there an external examination of the EP? Who is attracted to it and what are the requirements for them?*

Standard 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Standard:

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Guidelines:

Student-centred learning and teaching plays an important role in stimulating students'

motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;

- considers and uses different modes of delivery, where appropriate;

- flexibly uses a variety of pedagogical methods;

- regularly evaluates and adjusts the modes of delivery and pedagogical methods;

- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;

- promotes mutual respect within the learner-teacher relationship;

- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;

- The criteria for and method of assessment as well as criteria for marking are published in advance;

- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;

- Where possible, assessment is carried out by more than one examiner;

- The regulations for assessment take into account mitigating circumstances;

- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;

- A formal procedure for student appeals is in place.

Sample questions for assessment:

- ✓ *Are respect and attention given to different groups of students and their needs, are they provided with flexible learning trajectory?*

- ✓ *How are students' needs taken into account in the formation of the EP?*

- ✓ *What opportunities do students have in forming an educational trajectory?*

- ✓ *How are equal opportunities for students in achieving learning outcomes ensured, including in the context of different groups of students?*

- ✓ *How does the implementation of the EP take into account the individual peculiarities of students?*

- ✓ *Is there any own research in the field of teaching academic subjects of the EP? (Give examples).*

- ✓ *Does the EP have a feedback system on the use of various teaching methods and the assessment of learning outcomes?*

- ✓ *How is the academic freedom of students ensured in the EP?*

- ✓ *Does the EP ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each EP?*

- ✓ *How is the mechanism of assessing knowledge, skills and professional competencies implemented?*

- ✓ *What forms of learning and teaching are used, including innovative teaching methods (for example, online learning)? Is there sufficient variability?*

- ✓ *Do the didactic concepts ensure the formation of career-oriented competencies among students?*
- ✓ *Are learning achievement assessment tools competently oriented? Is there sufficient variability in inclusion of different qualification criteria?*
- ✓ *Are learning achievement assessment tools modular oriented? Are combined achievement assessment tools applied?*
- ✓ *Do normative documents / training documents reflect examination procedures and types of examinations?*
- ✓ *Do examination-taking normative documents take into account conditions for students with disabilities?*
- ✓ *Are there any procedures for responding to students' complaints and appeals in the EP?*
- ✓ *What are the methods of assessing learning outcomes used in the framework of the EP?*
- ✓ *How is the training and professional development of evaluators conducted?*

Standard 4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Standard:

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Guidelines:

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.

It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided.

Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

Sample questions for assessment:

- ✓ *How is a contingent of students formed in the EO and what additional requirements*

does the university impose on applicants applying for studying?

✓ How do students and applicants learn about the method of implementing contingent formation procedures (admission rules, transfer from one course to another course, from other universities, re-crediting procedure, mastered at other universities, expulsion, etc.)?

✓ How does the university evaluate the correspondence between the admission process and the subsequent progress of students?

✓ Is there recognition of prior learning outcomes and qualifications in accordance with the Lisbon Convention?

✓ Are training requirements transparent to all target groups? What areas of information are available to students (Internet, university fairs, information days, contact partners, etc.)?

✓ Is there a mechanism for recognition of students' results, including those mastered during academic mobility, as well as the results of additional, formal and non-formal education?

✓ What are the requirements for recognition of prior learning outcomes? Give examples of previous learning outcomes recognition.

✓ What normative university document brings under regulation the procedure of recognition of academic mobility results?

✓ Is there an opportunity to prepare students for professional certification? What types of professional certification are possible in the professional sphere?

Standard 5. TEACHING STAFF

Standard:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Guidelines:

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively.

Such an environment

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies.

Sample questions for assessment:

✓ Are human resources sufficient to implement the higher education programme and guarantee the profile of the programme? What documents reflect the personnel policy? Are management decisions transparent?

✓ How are appointments made to promote?

✓ Does the personnel potential of teachers correspond to the development strategy of the university and the specifics of the EP?

- ✓ *How is the level of teachers' competence defined at the university related to the professional standard, the industry framework and the EQF (European Qualifications Framework)?*
- ✓ *Are there any differences between the requirements for teachers holding positions of different skills levels?*
- ✓ *How do the requirements for the qualifications of teachers differ depending on the level of the EP (BA, MA, PhD)?*
- ✓ *What are the requirements for experience, field and quality of teaching?*
- ✓ *Is the teaching and examination load balanced?*
- ✓ *Is an interdisciplinary approach to learning implemented?*
- ✓ *What are the measures for professional development and staff qualification?*
- ✓ *How is the professional and personal development of the teachers of the EP stimulated, for example, are self-development of qualification, knowledge acquisition, application of innovative teaching methods, integration of scientific activity and education stimulated?*
- ✓ *Do the teachers use information and communication technologies in the educational process (for example, on-line education, e-portfolio, MOOC, etc.)? How has the quality of teaching and the quality of knowledge, skills and competencies of graduates in connection with the introduction of new technologies changed?*
- ✓ *Are practices of the relevant industries involved in teaching?*
- ✓ *How does the selection of teachers of practitioners conduct?*
- ✓ *Describe the dynamics and results of the academic mobility of teachers in the framework of the EP over the past 5 years and the contribution to ensuring the quality of education, the development of the EP.*
- ✓ *How is the involvement of teachers for research work conducted?*

Standard 6. LEARNING RESOURCES AND STUDENT SUPPORT

Standard:

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Guidelines:

For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Sample questions for assessment:

- ✓ *Are the financial resources and educational infrastructure sufficient to achieve the goals of the EP?*
- ✓ *Do the material-technical and information resources ensure the achievement of the planned results of the EP? How is the development of material resources for EO and the accredited EP planned?*
- ✓ *What information systems are used at the university and what problems do they solve, what processes do they serve?*
- ✓ *How do students have access to information on the subjects they study?*
- ✓ *How is the website used to inform students, employees, all interested parties - what information is published, how often is it updated, why is this information published, is there an access to the most up-to-date information through the university website?*
- ✓ *Do the information resources match the specifics of the EP? Is there an examination of the results of research work, graduation works, theses for plagiarism? Is there an access to educational Internet resources and does WI-FI function?*
- ✓ *Are library resources sufficient? Is the library open for a long time?*
- ✓ *Are online technologies used in training? Their expediency?*
- ✓ *Are the regulation and planning of individual support and consulting for students provided appropriately (educational programme manual, a consulting hour, teaching aid support, etc.)? Are students assisted in finding accommodation, internships, passing semesters abroad?*
- ✓ *What are the procedures for supporting various groups of students, including information and consulting?*
- ✓ *Do support programmes exist for students with disabilities and in special life situations and do they meet the requirements?*
- ✓ *Are cooperative relations with other organisations established for professional practice?*
- ✓ *Are there any educational equipment and software used for learning programmes similar to those used in their respective industries?*
- ✓ *How does the EO ensure compliance with safety requirements in the learning process?*
- ✓ *How are the needs of various groups of students taken into account in the context of the EP (adults, workers, foreign students, as well as students with disabilities, etc.)?*

Standard 7. INFORMATION MANAGEMENT

Standard:

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Guidelines:

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system.

The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:

- Key performance indicators;
- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;

- Learning resources and student support available;
- Career paths of graduates.

Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Sample questions for assessment:

- ✓ *What information systems are used to improve the internal quality assurance system?*
- ✓ *How is the effectiveness and efficiency of the activities of the EO assessed, including the context of the EP?*
 - ✓ *What are the quality system assessment processes in the EO (assessment of teaching, satisfaction monitoring, analysis of employment and career growth of graduates, collection and processing of information on areas of activity, etc.)?*
 - ✓ *What information management processes are implemented at the university? How are stakeholders involved in the process of collecting and analysing information and making decisions based on them?*
 - ✓ *How constantly is the processed, adequate information used to improve the internal quality assurance system?*
 - ✓ *How are risks identified and projected based on the information analysis?*
 - ✓ *How is the internal reporting on information management carried out at the university?*
 - ✓ *How do the tools change when the requirements for the nature and structure of information change?*
 - ✓ *What are the communicative mechanisms of the implementation of the EP plan and changes used in the EO?*
 - ✓ *How does the EO protect information?*

Standard 8. PUBLIC INFORMATION

Standard:

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Guidelines:

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.

Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.

Sample questions for assessment:

- ✓ *What information processes of stakeholders are defined in the EO?*
- ✓ *Does the EO have a special information resource (website, portal, etc.) through which information is distributed (including relevant) regarding the formation and implementation of the EP development plan?*
 - ✓ *What are the ways of distributing information, including the media, information networks for informing the general public and stakeholders in the EO?*

✓ *Does the EO publish information that meets the needs of the stakeholders (implemented programmes, expected learning outcomes, assigned qualifications, teaching and learning, assessment procedures, passing points, tuition fees, studying opportunities provided to students, information about teachers, employment opportunities, cooperation with partners, financial statements, etc.)?*

✓ *How is the satisfaction of interested persons in the quality of the received information and in its completeness investigated?*

✓ *Is there graduates' community (association) and how does it participate in the activities of the EO?*

Standard 9. ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

Standard:

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Guidelines:

Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students.

They include the evaluation of:

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
- The changing needs of society;
- The students' workload, progression and completion;
- The effectiveness of procedures for assessment of students;
- The student expectations, needs and satisfaction in relation to the programme;
- The learning environment and support services and their fitness for purpose for the programme.

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Revised programme specifications are published.

Sample questions for assessment:

✓ *How are the programmes monitored and evaluated at a university?*

✓ *How is the achievement of the objectives of the EP tracked?*

✓ *How is the need for changing the content of curricula and educational programmes (changes in the labor market, the requirements of employers and the social demand of society) determined in the EO?*

✓ *Are students represented in collegiate bodies? Are students involved in the further development of learning?*

✓ *How are students, employers and other stakeholders involved in the review of the EP?*

✓ *Are the results of surveys taken into account in evaluating and revising the EP?*

✓ *Does the content of programmes reflect the latest achievements of science in a particular discipline?*

✓ *How is the monitoring of satisfaction with the quality of the organisation of the*

practice and its results monitored?

✓ *How are the achievement of the goals and objectives of professional practice, its compliance with the upcoming professional activity guaranteed?*

✓ *How is the monitoring of student and community needs conducted? Demonstrate its results.*

✓ *Describe how the learner's personal development is monitored during the programme processing? What methods are used for this? Where are the results recorded?*

✓ *Are students and graduates surveyed?*

✓ *Do surveys take into account student load check?*

Standard 10. CYCLICAL EXTERNAL QUALITY ASSURANCE

Standard:

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Guidelines:

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.

Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution).

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Sample questions for assessment:

✓ *Do the EO and the EP participate in external evaluation procedures?*

✓ *How regularly do(es) the EO and / or EP undergo an external assessment? What are the results of external evaluations, national and international, in which the EO took part? In case of publication of the results in open sources, provide the links.*

✓ *What decisions were taken in the EO following the results of the last external quality assurance procedure? How and to what extent are the recommendations and proposals implemented following the last external assessment procedure? How are changes taken into account in preparing for the upcoming external assessment procedure?*

✓ *What is the role of the effectiveness of external evaluation in the development of an internal quality assurance system of the EO?*

ANNEXES

Annex 1. Recommended Form of the Site Visit Programme

AGREED
 Rector _____
 (institution of education)

APPROVED
 Director, Independent Agency for
 Accreditation and Rating

_____ Full name
 202_ «__» _____

_____ A.B. Zhumagulova
 202_ «__» _____

**PROGRAMME OF THE VISIT
 FOR THE IAAR EXTERNAL EXPERT PANEL**

TO _____
 institution of education

Date of the visit: _____ 202_

Arrival day: _____ 202_

Departure day: _____ 202_

Study programmes for accreditation

(in case of programme accreditation)

Cluster 1	SP
	SP
	SP
Cluster 2	SP
	SP
	SP
Cluster 3	SP
	SP
	SP

Date and time	EEP work with target groups	Full name and job title of the target groups	Venue
«_» _____ 202_			
During the day	Arrival of the EEP team members		Hotel
16.00-18.00	Preliminary meeting of the EEP team (mutual introduction of the EEP members, distribution of responsibilities, discussion of the key issues and the visit programme)	<i>External experts of the IAAR</i>	Hotel
18.00-19.00	Dinner (only members of the EEP)	<i>External experts of the IAAR</i>	
Day 1, «_» _____ 202_			
9.00-9.30	Discussion of organisational issues with experts	<i>External experts of the IAAR</i>	Main building, office for the EEP
9.30-10.00	Meeting with the head of EO	Head of the institution (full name)	Office of the head of EO
10.00-10.30	Meeting with the deputy heads of the organisation (Vice-rector, Deputy director, Vice-presidents)	<i>Job title, full name</i>	Main building, Conference hall
10.30-11.15	Meeting with heads of structural units	<i>Job title, full name (or Appendix no._)</i>	Main building, Conference hall
11.15-11.30	Coffee-break for working discussions	<i>Only EEP members</i>	EEP room
11.30-12.45	<i>Visual inspection of the EO (in the case of specialised accreditation)</i>	<i>Job title, full name</i>	Itinerary based

	<i>only facilities for SPs under accreditation)</i>		
13.00-14.00	Lunch (only EEP members)	Lunch break	
14.00-14.15	EEP work		EEP room
14.15-15.00	Meeting with heads of accredited SPs	<i>Job title, full name (or Appendix no. _)</i>	Main building, Conference hall
15.00-15.45	Meeting with the heads of the chairs of accredited SPs	<i>Job title, full name (or Appendix no. _)</i>	Main building, Conference hall
15.45-16.00	Coffee-break for working discussions	<i>Only EEP members</i>	
16.00-17.00	Meeting with teachers of accredited SP	<i>Lecturers' list (Appendix No. _)</i>	1-cluster: lecture theater 1 2-cluster: lecture theater 2 3-cluster: lecture theater 3
17.00-18.00	Questionnaire survey by lecturers (in parallel)	<i>Academic teaching staff of the SPs under accreditation</i>	Computer rooms no.513-519
17.00-18.00	Work of the EEP (discussion of results and summarizing outcomes of the 1 st day)		EEP room
18.00-19.00	Dinner (only EEP members)		
Day 2, «_» _____ 202_			
09.00-09.30	The work of the EEP (discussion of organisational issues)		EEP room
09.30-12.30	Visit to the graduate chairs	<i>Job title, full name</i>	Academic building no. 5

			Academic building no. 2
09.30-12.30	Attending classes	According to the schedules of SPs under accreditation	Academic buildings no. 2, 5
12.30-13.00	Work of the EEP (exchange of views)		EEP room
13.00-14.00	Lunch (only EEP members)	Lunch break	
14.00-15.00	Meeting with students	<i>Students of SPs under accreditation (Appendix no. __)</i>	1-cluster: lecture theater 1 2-cluster: lecture theater 2 3-cluster: lecture theater 3
15.00-16.00	Questionnaire survey of students (in-parallel)	<i>Students of SPs under accreditation</i>	Computer rooms no. 513-519
15.00-16.00	Meeting with employers	<i>Representatives of state and financial institutions, heads of manufacturing enterprises and organisations (Appendix No. __)</i>	Lecture theater 1
16.00-16.30	Coffee-break for working discussions	<i>Only EEP members</i>	EEP room
16.30-17.00	Meeting with graduates of SPs	<i>Graduates - representatives for each SP (Appendix no. __)</i>	Lecture theater 1
17.00-18.00	Work of the EEP (discussion of results and summarizing outcomes of the 2 nd day)	<i>Only EEP members</i>	EEP room
18.00-19.00	Dinner (only EEP members)		
Day 3, «__» _____ 202__			
09.00-09.30	The work of the EEP (discussion of organisational issues)		EEP room
09.30-12.30	Site visits to professional internship	<i>Professional internship venues</i>	<i>Appendix no. __</i>

	venues, branches of departments (clinical sites, educational and clinical centers)		
12.30-13.00	Work of the EEP (collegial coordination and preparation of an oral preliminary review of the visit results)		EEP room
13.00-14.00	Lunch (only EEP members)	<i>Lunch break</i>	
14.00-16.30	Work of the EEP		EEP room
16.30-17.00	Final EEP meeting with the management of the EO	<i>Management of HEI and its structural units</i>	Main building, Conference hall
18.00-19.00	Dinner (only EEP members)		
Schedule based	<i>EEP members departure</i>		
«_» _____ 202_			
Schedule based	<i>EEP members departure</i>		

Annex 2. Recommended Structure of the Self-Assessment Report

The report should be submitted according to the following structure:

Title page indicating name of educational organisation and accreditation body (see Annex 3 below) (1 page)

A statement confirming reliability and accuracy of the data submitted signed by the first head of educational organisation (usually given in Annex 1 of the self-assessment report) (1 page)

Content (created by using the function of Automatic Table of Contents) (1 page)

Symbols and Abbreviations (1-2 pages)

Provides a list of symbols and abbreviations used in text of the Self-Assessment Report.

I. Introduction

1.1 Educational Organisation Profile (formed in accordance with the requirements of section II of this Guide) (1-3 pages)

Basis for passing the external assessment, result of the previous accreditation (accreditation body, accreditation standards according to which external assessment was carried out and accreditation status) in case of re-accreditation shall be indicated.

A brief description of methods used in development of the Self-Assessment Report of the educational organisation (appointment of a working group, involvement of stakeholders, etc.) shall be reflected.

The following tables are also included in this section.

Table 1

GENERAL INFORMATION ABOUT THE EDUCATIONAL INSTITUTION

Full Name of the Educational Institution	
Contact Information	
Founders	
The Year of Foundation (name and the new name if applicable)	
The Current Accreditation Status:	
Location / Registration Venue	
Rector / Head of Institution	
License (title document)	

Number of Students (full-time, part-time)	
Date of Submission of the Self-Assessment Report	
Name of Contact Person for Preparation of the Report	
Levels of Education Implemented by the Institution in accordance with the NQF (for example, 6,7,8) and QF-EHEA (for example, 1,2,3 cycles)	
The Output of the IAAR Standard according to which the Assessment is Carried Out	
Information about the Working Group that Conducted the Self-Assessment	

Table 2

INFORMATION ABOUT THE STUDY PROGRAMMES UNDER INTERNATIONAL ACCREDITATION (EXAMPLE)

(in the case of institutional accreditation, the educational organisation fills in this table for one of the educational programmes being implemented)

PART I	Examples
Study Programme/Study Programmes	<i>"Information Science and Computer Engineering" (230100.62, 230100.68), "Applied Informatics" (230700.62, 230700.68)</i>
Level/ Period of Study	<i>Bachelor / 4 years Master / 2 years</i>
Levels of Education Programme in accordance with the NQF (for example, 6,7,8) and QF-EHEA (for example, 1,2,3 cycles)	<i>SP "Informatics" NQF - level 7 QF-EHEA - 2nd cycle SP "Mathematics" NQF - level 6 QF-EHEA - 1 cycle</i>
Structural Unit (Head)	<i>Faculty of Technical Cybernetics (Ahmetov Serik, Dr. of Technical Sciences, professor Smagulov Kanat, Candidate of Technical Sciences, senior lecturer)</i>
Major Departments (Heads of the Departments)	<i>The Department of Computer Engineering (Nurgaliyev Samat, Dr. of Technical Sciences, professor)</i>
Dates of Site Visit	<i>2-4 March 202__</i>
Person Responsible for Accreditation (tel./fax/ e-mail)	<i>Vice-Rector for Academic Affairs, Sultanova Maral, Dr. of Technical Sciences, professor</i>

Table 2 continued

PART II	
Number of ECTS Credits	
Study Duration (number of semesters), Type of Studies	
Beginning of Studies (winter semester/summer semester)	
Date of Introduction of Study Programme	
Previous Accreditation (date, term of validity, accreditation agency)	

Entry Requirements	
Possibilities for Further Education (upon the completion of the programme)	
Goals and Objectives of the Programme	
Short Description of the Programme	
Learning Outcomes	
Specialisation	
Additional Features	
Number of Students to be Admitted	
Tuition Fees	
Employability, Possible Career Fields	

1.2 Presentation of Education Organisation (1-2 pages)

A brief history, information about types of activities of the educational organisation, directions of educational services indicating quantitative data of the EP by levels of education, information about position and status of the educational organisation in national and international educational space.

Uniqueness of internal quality assurance system functioning in organisation of education shall be noted.

1.3 Previous Accreditation (1-2 pages)

A brief description of results of previous accreditation shall be given with analysis and degree of implementation of each EEP recommendation (for EP, a brief description of results of the previous accreditation with analysis and degree of implementation of each EEP recommendation in the context of EP shall be given).

II. Main section. Compliance with Institutional or Programme Accreditation Standards (30-40 pages)

Evidence and analytical material developed on the basis of self-assessment of an educational organisation for compliance with each standard of institutional or programme accreditation are presented. The result of the analysis of the current state of the activities of the EO or EP shall be reflected. Material shall be presented on the effectiveness of the functioning of the internal quality assurance system and the effectiveness of its mechanisms in accordance with the standards.

2.1 - 2.10 Standards (the report for each standard is designed according to the following requirements):

Each Standard shall contain evidence and analytical materials on compliance of the educational organisation or educational programme with the standard under consideration, thus consistently shall reflect the results of self-assessment. Achievements for the last 3-5 years (except for initial accreditation) according to the standard under consideration are also given.

Substantiations of the positions of the organisation of education or educational programme (strong, satisfactory, suggests improvement, unsatisfactory) shall be given in accordance with the assessment of standards by the working group on self-assessment of the organisation of education. In the case of an assessment of "suggests improvement" and "unsatisfactory", the proposed measures to strengthen the position shall be indicated.

At the end of each section, the assessment conclusions of the EO working group on the standard shall be given, for example, "According to the standard "(name of the Standard)", the EO (name of the institution) or EP (name of the programme) has a "strong" position, or a "satisfactory" position, or a "suggests to improve" position.

III. Conclusion

3.1 SWOT-ANALYSIS (1-5 pages) (does not apply to programme accreditation)

Analysis of strengths and weaknesses, opportunities and threats identified during the EO self-assessment for compliance with institutional accreditation standards shall be presented.

3.2 Conclusion of the Self-Evaluation Committee (7-8 pages)

Below is the presented assessment table "Parameters of the Institutional or Programme Profile" (section " Conclusion of the Self-Evaluation Committee") with a mark on the compliance of the EO or EP with each standard (strong / satisfactory / suggest improvements / unsatisfactory) of the evaluation table, considered as the conclusions of the self-assessment working group.

Conclusion of the Self-Evaluation Committee

№	IAAR International Standards	Assessment Indicators			
		Strong	Satisfactory	Suggest improvements	Unsatisfactory
Standard 1. POLICY FOR QUALITY ASSURANCE					
1	<p>Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.</p> <p><i>Guidelines:</i> Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.</p> <p>Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports</p> <ul style="list-style-type: none"> • the organisation of the quality assurance system; • departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance; • academic integrity and freedom and is vigilant against academic fraud; • guarding against intolerance of any kind or discrimination against the students or staff; • the involvement of external stakeholders in quality assurance. <p>The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.</p> <p>The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.</p>				

Standard 2. DESIGN AND APPROVAL OF PROGRAMMES				
2	<p>Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p><i>Guidelines:</i> Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers. Programmes</p> <ul style="list-style-type: none"> • are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes; • are designed by involving students and other stakeholders in the work; • benefit from external expertise and reference points; • reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts); • are designed so that they enable smooth student progression; • define the expected student workload, e.g. in ECTS; • include well-structured placement opportunities where appropriate; • are subject to a formal institutional approval process. 			
Standard 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT				
3	<p>Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p> <p><i>Guidelines:</i> Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes. The implementation of student-centred learning and teaching</p> <ul style="list-style-type: none"> • respects and attends to the diversity of students and their needs, enabling flexible learning paths; • considers and uses different modes of delivery, where appropriate; • flexibly uses a variety of pedagogical methods; • regularly evaluates and adjusts the modes of delivery and pedagogical methods; • encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher; • promotes mutual respect within the learner-teacher relationship; • has appropriate procedures for dealing with students' complaints. <p>Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:</p> <ul style="list-style-type: none"> • Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field; • The criteria for and method of assessment as well as criteria for marking are published in advance; • The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process; • Where possible, assessment is carried out by more than one examiner; 			

	<ul style="list-style-type: none"> • The regulations for assessment take into account mitigating circumstances; • Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures; • A formal procedure for student appeals is in place. 				
Standard 4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION					
4	<p>Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.</p> <p><i>Guidelines:</i> Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems. It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided. Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression. Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students’ progress in their studies, while promoting mobility. Appropriate recognition procedures rely on</p> <ul style="list-style-type: none"> • institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention; • cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country. <p>Graduation represents the culmination of the students’ period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.</p>				

Standard 5. TEACHING STAFF				
5	<p>Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p> <p><i>Guidelines:</i> The teacher’s role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3). Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment</p> <ul style="list-style-type: none"> • sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching; • offers opportunities for and promotes the professional development of teaching staff; • encourages scholarly activity to strengthen the link between education and research; • encourages innovation in teaching methods and the use of new technologies. 			
Standard 6. LEARNING RESOURCES AND STUDENT SUPPORT				
6	<p>Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p> <p><i>Guidelines:</i> For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support. Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.</p>			
Standard 7. INFORMATION MANAGEMENT				
7	<p>Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p> <p><i>Guidelines:</i> Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and</p>			

	<p>analyse information about study programmes and other activities feed into the internal quality assurance system.</p> <p>The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:</p> <ul style="list-style-type: none"> • Key performance indicators; • Profile of the student population; • Student progression, success and drop-out rates; • Students’ satisfaction with their programmes; • Learning resources and student support available; • Career paths of graduates. <p>Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.</p>				
Standard 8. PUBLIC INFORMATION					
<p>8</p>	<p>Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.</p> <p><i>Guidelines:</i> Information on institutions’ activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.</p>				
Standard 9. ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES					
<p>9</p>	<p>Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.</p> <p><i>Guidelines:</i> Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students. They include the evaluation of:</p> <ul style="list-style-type: none"> • The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date; • The changing needs of society; • The students’ workload, progression and completion; • The effectiveness of procedures for assessment of students; • The student expectations, needs and satisfaction in relation to the programme; • The learning environment and support services and their fitness for purpose for the programme. <p>Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.</p>				

Standard 10. CYCLICAL EXTERNAL QUALITY ASSURANCE				
10	<p>Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.</p> <p><i>Guidelines:</i> External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities. Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution). Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.</p>			
GRAND TOTAL ACCORDING TO ALL STANDARDS				

Attachments to the Self-Assessment Report (formed in a separate file in accordance with the requirements of Section II of this Guide or attachments can be made in the form of hyperlinks in the text of the self-assessment report).

Annex 3. Sample of a Title Page

Name of the EO
Name of the Faculty (*in case of programme accreditation*)
Name of the Department (*in case of programme accreditation*)

APPROVED
Rector
_____ Name, Surname
signature
« ____ » _____ 20__
seal stamp

SELF-ASSESSMENT REPORT

(institutional accreditation)
or
ON THE CLUSTER OF STUDY PROGRAMMES
“Name of the programmes”
prepared for
“Independent Agency for Accreditation and Rating (IAAR)”

City, year

Annex 4. Responsibilities of IAAR Coordinator in the Framework of the International Accreditation Procedure

Before visit:

- Providing regulatory and methodological materials on organising and performing self-assessment of the educational organisation and (or) the educational programme (a cluster of programmes) developed by IAAR.
- Carry out communication with the EO and participate in meetings on the accreditation procedure;
- Consult the EO on the accreditation procedure, including on self-assessment and the preparation of a self-assessment report;
- Carry out technical evaluation of the self-assessment report for completeness and applicability (if important omissions are discovered, request the missing materials from the EO coordinator);
- Instruct external experts on international accreditation requirements;
- Provide external experts with normative and methodological materials (developed by IAAR) determining the activities of the external expert panel;
- Timely provide the necessary information, including a self-assessment report to the EEP members to study and review;
- If necessary, send to the EO recommendations for finalizing the self-assessment report based on expert reviews;
- Agree on the time frame of the visit of the EEP to the EO;
- Organise the visit of EEP (accommodation, meals, transfer, etc.);
- To provide EEP with an approved visit programme;
- Direct the composition of the EEP to the EO to eliminate a conflict of interest 14 calendar days before the visit;
- To act as the main contact person and to maintain communication between the EEP, the EO and IAAR;
- `Organise informational support of the preliminary meeting of the members of the external expert panel prior to the visit to the EO.

During the visit:

- to regulate EEP activities, provide the necessary methodological materials;
- to create favorable psychological climate for the EEP work;
- to monitor the integrity of the accreditation process and ensure compliance with IAAR requirements.

After the visit:

- to send the draft EEP report to the EO to eliminate the actual inaccuracies;
- to ensure timely delivery of materials to the secretary of the AC;
- to send the report of the EEP to the EO after the AC decision on the accreditation of the EO and/or SP is taken (in case of a positive decision by the AC on accreditation, to request.

The Action Plan for the implementation of the EEP recommendations;

- to inform EEP members about the decision of the AC;
- to provide feedback on the accreditation procedure of the EO and/or SP (an online survey of the EEP members and the EO after the accreditation decision).

Annex 5. Interaction with the EO Coordinator

The coordinator is appointed by the head of the EO. It is not required for the coordinator to be the head of the working group for the preparation of the institutional and (or) specialised self-assessment of the EO and/or SP.

The coordinator interacts with the IAAR coordinator on the planning and organisation issues of the visit to the EO.

To maximise the effectiveness of the accreditation procedure, the EO coordinator shall:

- coordinate the process of the self-assessment report preparation related to the EO and/or SP;
- ensure timely submission of a self-assessment report to IAAR;
- facilitate timely coordination of the EEP visit programme;
- ensure the organisation of site visits according to the programme of the visit, including transportation;
- provide meetings of the EEP members with the target groups of EO during the EEP visit;
- organise coordination of the report of the EEP report for the presence of actual inaccuracies.

The EO Coordinator helps to provide the necessary additional information about the EO and / or educational programme (cluster of programmes) at the request of members of the external expert panel.

Annex 6. Roles and Responsibilities of EEP Members

Chair Functions

- participation in the development of the visit programme to the EO and responsibility for its implementation, management and coordination of the EEP members work, preparation of the EEP final report with recommendations for improving quality of the EO and/or SP and recommendations for the AC;
- interaction with the IAAR coordinator prior to an external evaluation on the organisation of the visit and the coordination of the programme;
- defining the agenda and holding meetings;
- assuring participation of the expert panel members in the meetings with various target groups, as well as monitoring the compliance of the main objective of the external evaluation and of the visit to the EO;
- ensuring collegial discussion by the entire EEP of the assessment table "Parameters of the institutional or programme profile" in accordance with the IAAR Standards;
- holding a concluding meeting with the EEP members to agree on recommendations for accreditation;
- presentation of the visit outcomes to the EO and the main provisions of the EEP report at the meeting of the AC. In the event of his absence for a good reason, the presentation of the visit outcomes to the EO is carried out by one of the members of the EEP.

Chair Duties

Before the visit:

- to get acquainted with the EO related information;
- to study self-assessment report of the EO and write a review according to IAAR requirements;
- to take part in the development of the EEP's visit programme;
- to formally introduce all members of the EEP at a preliminary meeting, communicate the purpose of the visit, conduct a discussion of the visit programme and the self-assessment report of the EO and/or SP.

During the visit:

- to hear the views of the EEP members on self-assessment of the EO and/or SP and to identify areas requiring clarification;
- to distribute responsibilities among the EEP members;
- to have discussions at meetings with target groups;
- to hold a concluding meeting with the EEP members to agree on the recommendations;
- to provide an oral feedback on the EEP's visit outcomes, to familiarise with the draft recommendations of a general nature during the final meeting with the leadership of the EO.

After the visit:

- to prepare a draft report on the results of the EEP visit and coordinate it with the members of the EEP;
- to send a draft report on the outcomes of the EEP visit for consideration by IAAR;
- in the event of any actual inaccuracies revealed after the review of the EEP report by the EO, make necessary amendments therein and coordinate their approval with the EEP members;

- in case of disagreement with the comments of the EO to the EEP report, to prepare jointly with the IAAR observer an official response to the EO with the rationale indicated;
- to prepare EEP report for subsequent presentation to the AC.

Functions of an external expert

- evaluation of the completeness and reliability of self-assessment results of the EO and/or EP in accordance with the Standards of the IAAR;
- preparation for each meeting with the target groups of the EO with the definition of the key issues in accordance with the IAAR Standards;
- drafting report on the external evaluation results of the EO and/or EP for compliance with the IAAR Standards;
- drafting recommendations for improving the quality of the EO and/or EP;
- drafting recommendations for the AC on accreditation in accordance with the level of the EO's and/or EP's preparation to institutional and/or programme accreditation.

Responsibilities of an external expert

Before the visit:

- to study all the documentation, including self-assessment report and any other available information (Standards, legal acts in the field of education, websites of IAAR, EOs, etc.);
- to maintain liaisons with IAAR and the EEP Chair;
- to prepare a review (except for employers and students) for compliance with the international standards for accreditation in accordance with IAAR requirements;
- to discuss a visit to the EO with the IAAR Coordinator and the Chair;
- to agree with the IAAR Coordinator on the details of the visit;
- to participate in preliminary meeting of the EEP.

During the visit:

- to actively participate in all meetings and discussions, contribute to the EEP work;
- to carry out duties within the EEP related to the evaluation procedure;
- to inform the IAAR Coordinator and the Chair about any doubts and questions arising in the course of the EEP work;
- not to interrupt EEP work during the whole period of the visit;
- to speak at meetings as it may be agreed with the EEP Chair;
- to document the data received;
- to provide the EEP Chair with the necessary documentation related to the data received during the external evaluation;
- to conduct interviews with the target groups;
- to attend various types of classes, study rooms, training places, etc. according to the programme of the EEP visit;
- to participate in the online survey of teachers and students aiming to identify the degree of satisfaction with the educational process;
- to receive through the IAAR observer and the Chair additional information necessary for the analysis of the prospects of the EO and/or EP.

After the visit:

- to participate in the preparation of the EEP report;
- to destroy confidential materials received during the visit;
- not to disclose the external evaluation results of the EO and/or EP prior to the adoption of a formal decision by the AC.

Annex 7. Preparation of the Site Visit by the Expert Panel

The purpose of the visit to the educational organisation of the external expert panel of the Independent Agency for Accreditation and Rating is to assess the quality of the EO and (or) the educational programme according to international standards for accreditation of IAAR and to develop recommendations for accreditation for consideration by the Accreditation Council.

To achieve the goal, the following tasks are defined:

- control of the completeness and reliability of the results of the self-assessment of the EO and (or) the EP;
- assessment in accordance with international standards of IAAR, developed on the basis of ESG;
- development of the EEP report on the results of the evaluation of the EO and (or) EP;
- preparation of recommendations for improving the quality of EO and / or EP;
- preparation of recommendations for the Accreditation Council on accreditation in accordance with the level of preparedness of the EO and (or) EP for institutional and (or) programme accreditation.

Materials to be reviewed by the review panel before a site visit

The following methodological and legal documentation are circulated to the members of the external review panel:

- Normative documents relating to external reviews EO and/or educational programme(-s)
- Standards and guidelines for international accreditation of IAAR abroad (based on ESG)
- Self-assessment report provided in the framework of the accredited EO and (or) educational programme(-s)
- Information about the composition of the review panel
- The schedule (programme) of the site visit in EO
- Additional information about the educational programme and (or) educational organisation (upon request of the external review panel members)

Review of the self-assessment report of the accredited EO and (or) EP

Upon receipt of the self-assessment report (SER) of the educational programme (a cluster of programmes) accredited by IAAR, copies of the SAR are sent to the expert panel no later than 6 weeks before the date of the visit.

Every panel member must carefully study the SAR and write a review (except for the employer and the student) according to the requirements of IAAR.

Preliminary meeting of EEP

The preliminary meeting of the EEP is held with a view to mutually agree and have the responsibilities of the EEP members being allocated by the Chair, discuss the programme of the EEP visit, the report on the institutional and (or) programme self-assessment to identify key issues and matters requiring additional information.

The preliminary meeting of the EEP is held according to the programme the day before the visit to the EO. Only EEP members shall be present at the meeting.

The preliminary meeting will consider the following questions:

- Does the SAR contain sufficient information regarding all aspects specified in Guidelines at the level of EO and (or) a programme?
- What additional information on the programme(-s) under review should be provided?
- To what extent is the specificity of the programme(-s) under review reflected?
- Are strategic purposes achieved?
- Are the mechanisms of strategic management of the EO clearly defined within the framework of the accredited educational programme (s)?
- Are the problems related to the realisation of the programme(-s) under review clearly formulated? Have any concrete ways to address the problems been presented?
- What are the main lines of inquiry which need particularly to be addressed during the site visit?

The chair of the external review panel and the panel members should discuss their impressions gained from the pre-visit information so that they can identify any additional documentation which they would like to have access to, as well as determine the basic structure and strategy of the site visit.

Recommendations for scheduling the expert panel work

The EO submits to IAAR of the expert panel a preliminary schedule of events planned during the visit.

The agenda of the site-visit should be well-planned in order to make schedule more efficient. The planned meeting should provide opportunity for crosschecking the facts provided in the self-assessment report.

The timetable should include meetings with institutional management, department chairs, employees, students, postgraduate students, graduates and representatives of professional associations.

When planning the site visit, it should be kept in mind that the review panel should have a sufficient amount of time for conducting panel meetings at which the panel members can review the evidence presented, draw and discuss preliminary findings, as well as decide the basic structure and agenda of the following meetings and interviews with key institution and programme personnel and stakeholders. The panel should also have a reasonable amount of time for the panel to meet with the Institution's staff members and students individually.

The site visit timetable of EO for the external evaluation of the review panel should also include the information on participants from the educational institution.

To use the time allocated for the site visit with maximum benefit, the panel may be divided in smaller teams for conducting meetings and interviews at the Institution.

Meetings and interviews on site

During meetings and interviews with representatives of the educational institution the panel checks information provided by the institution in the self-assessment report. The planned meeting should provide opportunity for crosschecking of the facts.

Results of the meetings and interviews provide the basis for evaluation of an educational programme (a cluster of programmes). For this purpose each panel member is provided with reference tables with the review criteria.

Meeting with the managerial staff

Meeting with the managerial staff is aimed at getting general information about the activity of the educational institution, mechanisms of quality assurance policy, the fulfillment of regional and national requirements in quality assurance.

In the course of interaction the parties discuss issues of the involvement of all the stakeholders (administrative bodies, teaching staff, students and employers) in determining goals and the development strategy of the educational institution and separate educational programmes.

Meetings with department heads

Interviews with department heads are aimed at the discussion of issues related to the development and implementation of the programme(-s) under review, as well as research activities and general management.

The optimum number of group discussions participants is from five to fifteen people.

Meetings with students

Students are a valuable source of information, though students' opinions should be compared with the information provided by the teaching staff.

From interviews with students, the panel gain impressions on the amount of the workload, the level of teachers' professional competency, consistency and coherence of the study programmes, clarity of goals and objectives, curriculum design, as well as on the material resources available for carrying out the educational process.

Interviews with students should be conducted in a safe atmosphere, at the meetings organised for communication of the panel with students only. The optimum number of students for the meeting – no more than twenty people. The students invited to the meeting should study the programme under review.

It is advised that it's the panel members who are to carry out the selection of student candidates for the meeting.

Meetings with the teaching staff

During the meetings and interviews with the teaching staff issues connected with the delivery of the educational programme (cluster of programmes) as well as research, mobility, resources and financing are discussed.

Also, themes/questions are raised that have been earlier discussed at meetings with students.

The preferred number of participants is 15-25 people.

Meeting with undergraduates and doctoral students

A survey of undergraduates and doctoral students provides information on the continuity and sequence of educational levels; the role of research at every level of education; quality and availability of material and technical resources for research.

The expert panel should include undergraduates, doctoral students of different years of study, graduates of the educational programme being accredited (clusters of programmes).

Meeting with graduates

Graduates are a very important source of information. Opinions of graduates provide information on satisfaction with the level of education, the realisation of expectations in promotion and salary increase, employment opportunities and opportunities for further education.

Interviews should be conducted in the absence of teaching staff so that respondents can express their opinions. The optimal number of group members is up to 25 people. The group must include graduates who have studied the accredited educational programme (cluster of programmes) (in the case of programme accreditation).

Meeting with employers

The key issue that should be discussed during the meetings with employers is the level of competence of graduates of the programme (cluster of programmes) under review, demand for the graduates on the regional labor market. The problems of cooperation and interaction with the educational organisation in the field of management, agreeing the content of the educational programme and quality evaluation are also discussed at the meetings.

Teaching staff members are not supposed to participate in the meeting. The group of employers must include representatives of organisations that regularly employ graduates of the programme (a cluster of programmes) in question. If possible, employer organisations should not be represented by former students of the institution offering the education programme under review.

The optimal number of group participants is 15-25 people.

Summing up and preparation of recommendations

Summing up in accordance with the evaluation table "Institutional and (or) programme profile parameters" is carried out on the basis of an individual external assessment collectively.

The evaluation table "Institutional and (or) Programme Profile Parameters" is a final document to summarise the work of EEP.

The evaluation table "Institutional and (or) Programme Profile Parameters" allows EEP to determine the position of the EO and (or) EP, which is evaluated for each standard as follows:

- "Strong" is characterised by a high level of indicators of one standard of international accreditation. This position of this standard makes it possible to serve as an example of good practice for dissemination among other EOs.
- "Satisfactory" is determined by the average level of indicators of one standard of international accreditation and means compliance with the standard.
- "Suggests Improvement" is characterised by a low level of performance of one standard of international accreditation.
- "Unsatisfactory" means that indicators of EO or EP does not meet the standard of international accreditation.

Based on a collegial decision on the results of the assessment, EEP prepares a report with recommendations on accreditation for the AC and on improving the quality of the EO and / or EP.

EEP makes the following recommendations for the Accreditation Council:

- accredit the EO and (or) EP for a term of 1/3/5/7 years, (in case of re-accreditation the panel may recommend other terms);
- do not accredit EO and (or) EP.

In case of compliance of the EO and (or) EP with the standards of IAAR, EEP makes a recommendation on quality improvement.

In case of non-compliance of the EO and (or) EP with the IAAR Standards, EEP recommends defining the measures necessary to bring the EO and (or) the EP into conformity with the IAAR Standards.

The final meeting of the external expert panel members with representatives of the educational organisation

The chair of the external expert panel should clearly and laconically present the key issues, which are important for effective realisation of educational programmes (clusters of

programmes), point out advantages and disadvantages of the educational programme in question, propose alternative ways of solving identified problems and recommendations on the plan of actions aimed at improving the quality of the educational programme (the cluster of programmes).

Conclusions on the results of the review should not be mentioned. There is no discussion on the findings of the review.

Working facilities for the review panel

For the time of the site visit the educational organisation must provide the review panel with a separate working room as a place for panel meetings and review sessions. For the whole time of the site visit only panel members will have access to the room.

The room for the panel work should be spacious and separated from other rooms, and contain a big table for the documents, a table for the panel collegiate work, and be equipped with a telephone with international access, and a computer with an access to the Internet, and a printer.

All the documentation related to the external review process including the list of the teaching staff members, curricula, work programmes, student works, research papers, catalogues, leaflets, etc. should be gathered in the specified working room.