STANDARDS FOR INITIAL SPECIALISED ACCREDITATION EDUCATIONAL PROGRAM (EX-ANTE) OF ORGANISATION OF THE HIGHER AND (OR) POSTGRADUATE EDUCATION

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

STANDARDS
FOR INITIAL SPECIALISED ACCREDITATION
EDUCATIONAL PROGRAM (EX-ANTE) OF ORGANISATION
OF THE HIGHER AND (OR) POSTGRADUATE EDUCATION

Astana, 2018

Foreword

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

2 APPROVED AND PUT INTO EFFECT by Order of the Director of the Non-Profit Institution "Independent Agency for Accreditation and Rating" No. 68-18 / 1-OD "Independent Agency for Accreditation and Rating" dated May 25, 2018.

3 These standards implement the norms of the Law of the Republic of Kazakhstan No. 319-III "On Education" dated July 27, 2007, the provisions of the Law of the Republic of Kazakhstan No. 603-II "On Technical Regulation" dated November 9, 2004.

4 These standards are harmonized with the Standards for Quality Assurance in the European Higher Education Area (ESG, new version), approved at the Yerevan Conference of Ministers of Education on May 14-15, 2015.

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

6 FIRST EDITION

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Introduction

These standards key points are determined according to the tasks set for the education system, clearly formulated in the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, the State Programme for Industrial and Innovative Development of the Republic of Kazakhstan for 2015-2019 and the Plan of the Nation - 100 specific steps on 5 institutional reforms.

Harmonious integration of national objectives and European requirements in the standards and criteria of institutional accreditation contributes to the improvement of the activities of organisations of higher and (or) postgraduate education and increases responsibility for the quality of educational services provided.

The procedure for independent initial programme accreditation is carried out in accordance with the standards and criteria agreed with the content of the standards and guidelines for quality assurance in the European Higher Education Area (ESG), providing for the formation of quality culture at a higher level while maintaining the best traditions.

The proposed standards take into account the principles of the Bologna process (objectivity, transparency, mobility, public awareness) and are intended to be used as a model for self-evaluation of the main educational programme, harmonization of the emerging national education quality system in accordance with the requirements of the European Community.

These standards and criteria are harmonized with the Standards for Quality Assurance in the European Higher Education Area (ESG, 2015), developed taking into account the main areas of quality assurance:

- responsibility of the organisation of higher and (or) postgraduate education for the quality of the educational services provided;

- compliance of education with the needs of higher education's various systems (in the international educational market), other organisations and students;

- the orientation of the organisation of higher and (or) postgraduate education on the development of quality culture.

The criteria of the standards are aimed at determining the level of quality of student-oriented educational services.

General Provisions

1. Scope of Application

1.1 These standards define the requirements for the organisation of higher and (or) postgraduate education and the conduct of inital (Ex-ante) specialised accreditation of an educational programme.

1.2 These standards are applied to conduct the procedure of initial specialised accreditation of an educational programme of higher and (or) postgraduate education in the absence of students and graduation, regardless of their status, organisational and legal form, departmental subordination and ownership's form.

1.3 These standards are presented for use by organisations of higher and (or) postgraduate education for internal assessment of the activities' quality of the designed and (or) implemented educational programme, as well as in the development of appropriate internal regulatory documentation.

2. Normative References

For the application of these standards, the following referenced documents are required:

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

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

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

2.4 Strategic development plan of the Republic of Kazakhstan until 2020, approved by the Decree of the President of the Republic of Kazakhstan No. 922 of February 1, 2010.

2.5 Decree of the President of the Republic of Kazakhstan No. 1012 "On Approval of the Concept of Strengthening and Development of Kazakhstan Identity and Unity" dated December 18, 2015.

2.6 Decree of the President of the Republic of Kazakhstan No. 205 "On approval of the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019" dated March 1, 2016.

2.7 Decree of the Government of the Republic of Kazakhstan No. 1080 "On approval of state compulsory education standards of the corresponding levels of education" dated August 23, 2012.

2.8 Message of the President of the Republic of Kazakhstan N. Nazarbayev to the people of Kazakhstan "The third modernization of Kazakhstan: global competitiveness" dated January 31, 2017.

2.9 Order of the Minister of Education and Science of the Republic of Kazakhstan No. 629 "On approval of the Rules for the recognition of accreditation bodies, including foreign ones, and the formation of a register of recognized accreditation bodies, accredited educational organisations and educational programmes" dated November 1, 2016.

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

2.11 Order of the Minister of Industry and Trade of the Republic of Kazakhstan No. 430"On approval of the forms of accreditation documents in the field of conformity assessment and standard forms of pre-accreditation, post-accreditation agreements" dated October 29, 2008.

2.12 Order of the acting Minister of Industry and New Technologies of the Republic of Kazakhstan No. 495 "On approval of the Rules for the development, coordination, accounting, approval, examination, amendment, cancellation and implementation of national standards, preliminary national standards, classifiers of technical and economic information, with the exception of military standards for goods (products), works and services of military and dual use" dated December 28, 2012.

3. Terms and Definitions

In these standards, terms and definitions are applied in accordance with the Regulatory legal acts referred to in paragraph 2 and, in addition to them, the following terms are used with the corresponding definitions:

3.1 Academic mobility: The transfer of students or research teachers for study or research for a specified academic period (semester or academic year) to another higher education institution (within the country or abroad) with the obligatory transfer of the acquired educational programmes, disciplines in the form of credits in their higher education institution or to continue studies at another higher education institution.

3.2 Specialised Accreditation: Evaluation of the quality of individual educational programmes implemented by the educational organisation.

3.3 Initial Accreditation (ex-ante): an initial assessment of the quality of educational programme.

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

3.5 Audit: A systematic, independent, documented process for obtaining audit (verification) certificates and evaluating it objectively to determine the extent to which agreed criteria are met.

3.6 Visit of an External Expert Panel: A generally accepted component of the integral accreditation process, which provides for checking the compliance of reality with the previously submitted EP Self-assessment report, assessing the quality and effectiveness of educational services provided, interviewing and questioning stakeholders, as well as developing recommendations for improving the quality.

3.7 Framework of Qualifications for the European Higher Education Area: A structure of qualifications covering three levels of higher and postgraduate education: bachelor's degree, master's degree and doctoral studies, universal Dublin descriptors for each level based on educational outcomes and competences as well as a range of credits for the first and second levels.

3.8 Distance educational technologies: Training carried out using information and communication technologies and telecommunication means with mediated (at a distance) or not completely mediated interaction between the student and the teacher.

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

3.10 Quality of educational programmes: Compliance of the level of competence of students and graduates with the requirements of professional standards and additional requirements established by the organisation implementing the programme.

3.10 Learning Credit Technology: Learning through choice and self-directed study sequences by students using credit as a unified measure of the student's and teacher's learning effort.

3.11 Monitoring of educational services: Collection and analysis of data on the processes and procedures of educational activities.

3.12 Non-formal learning: Learning carried out in the framework of the implementation of work activities, involving learning in the course of daily work situations.

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

3.14 Educational programme: A single complex of the main characteristics of education, including the goals, results and content of learning, the organisation of the educational process, techniques and methods of their implementation, criteria for assessing learning outcomes.

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

3.16 Self- assessment report: A document developed by the HEI based on the

results of self-evaluation and submitted for consideration and decision by the accredited body.

3.17 Policy in the field of quality assurance: The main directions characterizing the key priorities and value orientations of development for quality assurance, determined in accordance with collective discussion and approved by the organisation's management.

3.18 Post-accreditation monitoring: Monitoring of the organisation's compliance with IAAR requirements set forth in these standards, carried out after the AC makes a decision on accreditation and before the expiration of the said decision.

3.19 Self-assessment: The procedure for the HEI's self-evaluation based on the standards and criteria of institutional and/or specialised accreditation.

3.20 Quality system: A set of procedures of departments and officials in an organisation that perform specific quality management functions in accordance with established rules and accepted methodologies and ensure that all graduates of an educational programme meet the requirements established in accordance with professional standards.

3.21 Special conditions for education: Conditions that include special educational curricula and teaching methods, technical and other means.

3.22 Stakeholder: An individual, a group of persons or an organisation interested in and / or involved in activities, decision-making in a certain area.

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

3.24 Expert evaluation: The procedure for obtaining an assessment based on the analysis of the considered problem of the specialists' opinion with the aim of further decision making.

3.25 Efficiency: The ratio between the achieved result and the used resources.

4. Abbreviations and Acronyms

These standards use abbreviations in accordance with the regulatory documents specified in paragraph 2. In addition, the following abbreviations and acronyms are used in these standards:

RK − Republic of Kazakhstan

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

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

HEI – Higher Educational Institution

EEP − External Expert Panel

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

Centers

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

RLA - Regulatory Legal Acts

RW – Research Work

NQF – National Qualifications Framework

EO – Educational Organisation

EP – Educational Programme

TS – Teaching Staff

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

5. The Procedure for Initial Specialised Accreditation

5.1 Submission by EO application for initial specialised accreditation with copies of title and permissive documents attached.

5.2 Consideration of EO application by IAAR.

5.3 Decision by IAAR to start the procedure of initial specialised accreditation. Conclusion of an agreement between the agency and EO on the conduct of initial specialised accreditation.

5.4 EO management and IAAR organizes training to explain the criteria and procedures for initial specialised accreditation to EO internal experts at special seminars on the theory, methodology and technology of conducting initial specialised accreditation.

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

5.6 Based on the analysis of the report on the HEI educational programmes, IAAR has the right to make the following decisions:

- to develop recommendations on the need for further development of self-evaluation materials;

- to conduct an external expert evaluation by an external expert panel of the agency;

- to postpone the accreditation period due to the impossibility of carrying out the procedure of initial specialised accreditation due to the non-compliance of the self-evaluation report with these standards criteria.

5.7 In case of continuing accreditation, IAAR forms an external expert panel, which is approved by IAAR director to conduct EO assessment. The number of experts is determined depending on the scope of the audit and the number of EO educational programmes. It includes representatives of the academic community, stakeholders in Kazakhstan, including employers, students, and foreign / foreign experts.

5.8 In case of continuation of the accreditation, IAAR will agree with EO on

the terms of the initial specialised accreditation and the Programme of EEP visit.

5.9 EEP visit duration is 3-5 days. During the visit, the HEI creates conditions for the work of EEP in accordance with the Service Agreement:

- submits for each member of the panel an electronic and paper version of the self-evaluation report;

- provides the necessary office equipment in agreement with IAAR representative and the number of EEP members;

- organizes inspection of infrastructure and resources, meetings, questionnaires, interviews and other EEP types of work in accordance with the Programme of EEP visit;

- provides the requested information;

- organizes photo and video filming of EEP work;

- prepares a video for the AC IAAR meeting containing a brief description of EO and information on the course of EEP visit.

5.10 EEP at the end of the visit prepares a report on the assessment of the education programme quality and a presentation on the course of EEP visit.

5.11. The report contains a description of EEP visit, a brief assessment of the compliance of educational programmes in the context of IAAR standards criteria, recommendations to the HEI on improving performance and quality assurance, recommendations to the Accreditation Council. Recommendations to the Accreditation Council contain information on the status of the educational programme and the recommended period of accreditation.

5.12 EEP report, including recommendations, is developed collectively by EEP members.

5.13 The basis for making a decision on initial specialised accreditation by the Accreditation Council is a report on the assessment of educational programmes by an external expert panel and a report on a self-evaluation of EO educational programmes.

5.14 The chairman of the external expert panel, following the visit results of the external expert panel, speaks to the Accreditation Council. If there is an objective reason, IAAR director appoints a member of the external expert panel to participate with a report at the Accreditation Council meeting. The replacement of the chairman of the external expert panel is formalized by the order of IAAR director.

5.15 The exclusive competence of the AC IAAR includes making decisions on accreditation or refusal to accredit EO educational programme. The AC composition is determined in accordance with the Regulation on its activities. The meeting is held if there is a quorum. The Accreditation Council has the right to make a reasoned decision that does not comply with the recommendation of the external expert panel.

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

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

criteria);

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

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

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

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

5.16 When the Accreditation Council makes a positive decision, IAAR sends an official letter with the results of the decision and a certificate of initial specialised accreditation of educational programmes, signed by IAAR Director to the educational organisation. Further, the decision on accreditation of EP is sent to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register of accredited educational programmes (Register 3) and posted on IAAR website. The report of the external expert panel is also posted on the website.

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

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

5.18 EO in the prescribed manner in accordance with the Agreement on the provision of services and the Regulation on the Commission for the consideration of appeals and complaints may send an appeal to IAAR against 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 the members of the external expert panel, EO can send a complaint to IAAR.

6. Follow-Up Procedures

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

6.2 In accordance with the Regulations on the post-accreditation monitoring procedure, the EO must prepare interim reports according to the Plan. Interim reports are sent to the IAAR before the expected date of post-accreditation monitoring.

6.3 Post-accreditation monitoring of the EP is carried out in accordance with the Regulations on the procedure for post-accreditation monitoring of the EO and (or) the EP.

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

☐ "temporarily suspend the accreditation status of the EP";

☐ "revoke the certificate of accreditation of the EP of the EO, which may entail the cancellation of all previously achieved results of accreditation."

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

7. Standard " Management of Educational Programme "

7.1 General Provisions

EP management is determined by its goals and development plan. EP should fully comply with the legislation of the Republic of Kazakhstan in the field of education and the requirements of the State Educational Standard of the Republic of Kazakhstan.

7.2 Evaluation Criteria

7.2.1 The organisation of higher and (or) postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning.

7.2.2 The organisation of higher and (or) postgraduate education should demonstrate the culture's development of quality assurance, including in EP context.

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

7.2.4 EP management demonstrates readiness to ensure transparency of EP development plan based on the analysis of its functioning, EO actual positioning and the focus of its activities on meeting the needs of the state, employers, students and other concerned parties. The plan should contain the timing of the start of the implementation of the educational programme.

7.2.5 EP management demonstrates the existence of mechanisms for the formation and regular revision of EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the students' needs, employers and society, making decisions aimed at continuous improvement of EP.

7.2.6 EP management should involve representatives of stakeholder groups, including employers, students and HETP in the formation of EP development plan.

7.2.7 EP management should demonstrate the individuality and uniqueness of

EP development plan, its consistency with national priorities and the development strategy of the organisation of higher and (or) postgraduate education.

7.2.8 The organisation of higher and (or) postgraduate education should demonstrate a clear definition of those responsible for business processes within EP framework, an unambiguous distribution of job duties of personnel, delineation of collegial bodies functions.

7.2.9 EP management should provide evidence of the transparency of the educational programme management system.

7.2.10 EP management should demonstrate the existence of EP internal quality assurance system, including its design, management and monitoring, their improvement, decision-making based on facts.

7.2.11 EP management should carry out risk management, including within EP framework, undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the risk degree.

7.2.12 EP management should ensure the participation of representatives of employers, HETP, students and other concerned parties in the collegial management bodies of the educational programme, as well as their representativeness in making decisions on the educational programme management.

7.2.13 EO should demonstrate innovation management within EP framework, including the analysis and implementation of innovative proposals.

7.2.14 EP management should demonstrate evidence of readiness for openness and accessibility for students, HETP, employers and other concerned parties.

7.2.15 EP management should be trained in educational management programmes.

8. Standard "Information Management and Reporting"

8.1 General Provisions

EO should demonstrate the existence of a system for collecting and analyzing statistics on the contingent of students and graduates, available resources, staffing, consulting, research and international activities and other areas for intensive use in EP management processes. EO should ensure that EP management, as well as other areas of activity, is based on the collection, analysis and use of relevant information that ensures the measurability, reliability, accuracy, timeliness and completeness of information in EP context.

8.2 Evaluation Criteria

8.2.1 EO should demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software and that it uses a variety of methods to collect and analyze information in EP context.

8.2.2 EP management should demonstrate the existence of a mechanism for

the systematic use of processed, adequate information to improve the internal quality assurance system.

8.2.3 EP management should demonstrate decision-making based on facts.

8.2.4 Within EP framework, a system of regular reporting should be provided reflecting all levels of the structure, including an assessment of the performance and efficiency of the unit activities and departments, scientific research.

8.2.5 EO should establish the frequency, forms and methods of assessing EP management, activities of collegial bodies and structural units, top management, the implementation of scientific projects.

8.2.6 EO should demonstrate the determination of the order and ensuring the protection of information, including the identification of persons responsible for the accuracy and timeliness of the analysis of information and the data provision.

8.2.7 An important factor is the availability of mechanisms for involving students, employees and HETP in the processes of collecting and analyzing information, as well as making decisions based on them.

8.2.8 EP management should demonstrate the existence of a communication mechanism with students, employees and other concerned parties, as well as mechanisms for resolving conflicts.

8.2.9 EO should demonstrate the existence of mechanisms for measuring the degree of satisfaction of the HETP needs, personnel and students within EP framework.

8.2.10 EO should provide for the assessment of the performance and efficiency of activities, including in EP context.

8.2.11 The information intended for collection and analysis within EP framework should take into account:

key performance indicators;

the dynamics of the students' contingent in the context of forms and types;

the level of academic achievement, student achievement and expulsion;

students' satisfaction with EP implementation and the quality of education at the HEI; availability of educational resources and support systems for students.

8.2.12 EO should confirm the implementation of procedures for processing personal data of students, employees and HETP upon their documentary consent.

9. Standard "Development and Approval of the Educational Programme"

9.1 General Provisions

EP implementation is aimed at forming the professional competence of future specialists, corresponding to the qualification framework of educational levels and professional standards, as well as meeting the market needs. EP provides for the possibility of building an individual educational trajectory, considering the personal needs and students' capabilities.

9.2 Evaluation Criteria

9.2.1 EO should define and document the procedures for EP development and

its approval at the institutional level.

9.2.2 EP management should ensure that the developed EP meets the established objectives, including the expected learning outcomes.

9.2.3 EP management should ensure the availability of developed models of EP graduate, describing the learning outcomes and personal qualities.

9.2.4 EP management should demonstrate the performance of external examinations of EP content and the planned results of its implementation.

9.2.5 The qualification awarded upon EP completion should be clearly defined and correspond to a certain NQS level.

9.2.6 EP management should determine the influence of disciplines and professional practices on the formation of learning outcomes.

9.2.7 An important factor is the ability to prepare students for professional certification.

9.2.8 EP management should provide evidence of the participation of students, HETP and other stakeholders in EP development, ensuring their quality.

9.2.9 EP complexity should be clearly defined in Kazakhstani credits and ECTS.

9.2.10 EP management should ensure that the content of academic disciplines and planned results are consistent with the level of education (bachelor's, master's, doctoral studies).

9.2.11 EP structure should provide for various types of activities to ensure that students achieve the planned learning outcomes.

9.2.12 An important factor is the correspondence between EP content and EP learning outcomes, implemented by institutions of higher and (or) postgraduate education in the EHEA.

10. Standard "On-Going Monitoring and Periodic Review of Educational Programme"

10.1 General Provisions

Monitoring and EP periodic evaluation are aimed at achieving its goals, the complete formation of the planned learning outcomes.

EP management should define its own requirements for the format of monitoring and periodic evaluation. Support services should identify and address the needs of different groups of students.

10.2 Evaluation Criteria

10.2.1 EO should define mechanisms for monitoring and EP periodic evaluation in order to ensure the achievement of the goal and meet the needs of students and society. The results of these processes should be aimed at EP continuous improvement.

10.2.2 Monitoring and EP periodic evaluation should provide for:

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

changes in the needs of society and the professional environment;

workload, the level of academic achievement and students' graduation;

the effectiveness of student assessment procedures;

expectations, needs and satisfaction of students with EP training;

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

10.2.3 EO, EP management should define a mechanism for informing all concerned parties about any planned or taken actions in relation to EP.

10.2.4 All changes made to EP should be published.

EP management should develop a mechanism for revising EP content and structure, considering changes in the labor market, employers' requirements and social demands of society.

11. Standard "Student-Centered Learning, Teaching and Performance Evaluation"

11.1 General Provisions

Student-centered learning plays an important role in achieving students' learning outcomes. EO should introduce student-centered learning processes into their programmes. Knowledge assessment should provide an objective assessment of each student's achievements of EP goals.

11.2 Evaluation Criteria

11.2.1 EP management should ensure respect and attention to different groups of students and their needs providing them with flexible learning trajectory.

11.2.2 EP management should provide for the use of various forms and methods of teaching and learning.

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

11.2.4 EP management should demonstrate the existence of feedback mechanisms on the use of various teaching methods and assessment of learning outcomes.

11.2.5 EP management should demonstrate the existence of mechanisms to support the students' autonomy with simultaneous guidance and assistance from the teacher.

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

11.2.7 EO should ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each EP, including appeal.

11.2.8 EP should ensure that the procedures for assessing the learning outcomes of EP students are consistent with the planned results and programme objectives. Criteria and methods of assessment within EP framework should be published in advance.

11.2.9 EO should determine the mechanisms for ensuring the achievement of learning outcomes by each EP graduate and ensure the completeness of their

formation.

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

12. Standard "Students"

12.1. General Provisions

EO should have specific, published and consistently applied rules governing all periods of study, including admission, academic performance, recognition and certification. EP management should determine the procedure for recognizing previous learning outcomes, competencies mastered within the framework of academic mobility, additional, formal and non-formal education.

12.2 Evaluation Criteria

12.2.1 EO should demonstrate the existence of a policy for the formation of the students' contingent in EP context from admission to graduation and ensure the transparency of its procedures. The procedures governing the students' life cycle (from admission to completion) should be defined, approved, published.

12.2.2 EP management should determine the procedure for the formation of the students' contingent based on:

minimum requirements for applicants;

maximum group size when conducting seminars, practical, laboratory and studio classes;

forecasting the number of government grants;

analysis of available material and technical, information resources, human resources;

analysis of potential social conditions for students, including providing places in the hostel.

12.2.3 EP management is obliged to demonstrate readiness to conduct special adaptation and support programmes for newly entered and foreign students.

12.2.4 EO should demonstrate that its actions are consistent with the Lisbon Recognition Convention.

12.2.5 EO should cooperate with other educational institutions and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications.

12.2.6 EP management should demonstrate the existence of a mechanism for the recognition of the students' results of academic mobility, as well as the results of additional, formal and non-formal education.

12.2.7 EO should provide an opportunity for external and internal mobility of EP students, as well as a willingness to assist them in obtaining external grants for training.

12.2.8 EP management should demonstrate its readiness to provide students with places of practice, to promote the graduates' employment, to maintain

communication with them.

12.2.9 EO should provide for the possibility of providing EP graduates with documents confirming the received qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.

12.2.10 An important factor is the availability of mechanisms for monitoring the employment and professional activity of EP graduates.

13. Standard "Teaching Staff"

13.1 General Provisions

The organisation of higher and (or) postgraduate education should implement an objective and transparent personnel policy and be responsible for its employees and provide favorable working conditions. EO should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.

13.2 Evaluation Criteria

13.2.1 EO should have an objective and transparent personnel policy, including in EP context, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff.

13.2.2 EO should demonstrate the compliance of the HETP staff potential with EO development strategy and EP specifics.

13.2.3 EP management should demonstrate awareness of responsibility for their employees and providing them with favorable working conditions.

13.2.4 EP management should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.

13.2.5 EO should determine the contribution of EP HETP to the implementation of EO development strategy, and other strategic documents.

13.2.6 EO should provide opportunities for career growth and professional development of EP HETP.

13.2.7 EP management is obliged to demonstrate readiness to involve practitioners of the relevant industries in teaching.

13.2.8 EO should demonstrate motivation for the professional and personal development of EP teachers, including encouragement for the integration of scientific activity and education, the use of innovative teaching methods.

13.2.9 An important factor is the readiness to develop academic mobility within EP framework, to attract the best foreign and national teachers.

14. Standard "Educational Resources and Student Support Systems"

14.1 General Provisions

The learning environment of students, including material, technical and information resources should correspond to EP objectives. The corresponding

development of the infrastructure used for EP implementation should be carried out based on the results of monitoring satisfaction with the infrastructure, students, teachers, employees and other concerned parties.

14.2 Evaluation Criteria

14.2.1 EO should ensure a sufficient number of training resources and student support services that meet EP objectives.

14.2.2 EO should demonstrate the sufficiency of material and technical resources and infrastructure, considering the needs of students' various groups in EP context of (adults, working, foreign students, as well as students with disabilities).

14.2.3 EP management is obliged to demonstrate the existence of procedures for supporting various groups of students, including informing and consulting. EP management should demonstrate the compliance of information resources with EP specifics, including:

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

library resources, including the fund of educational, methodological and scientific literature on compulsory education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;

examination of research results, graduation works, dissertations for plagiarism;

access to educational Internet resources;

functioning of WI-FI on the territory of the educational organisation.

14.2.4 EO should strive to ensure that the educational equipment and software intended for use in the development of educational programmes are similar to those used in the relevant industries.

15. Standard "Public Information"

15.1 General Provisions

EO should have a mechanism for informing the public about its activities, about the conditions and features of the implementation of EP initial accredited. EP management should carry out its activities following the principles of transparency, openness, involvement and awareness of students, teaching staff, employers and other concerned parties in EP implementation, initiative, continuous development and adaptation to changing conditions.

15.2 Evaluation Criteria

15.2.1 EO should publish reliable, objective, relevant information about the educational programme and its specifics, which should include:

expected learning outcomes of EP implemented;

- qualifications and (or) qualifications that will be awarded upon EP

completion;

- approaches of teaching, learning, as well as the system (procedures, methods and forms) of assessment;

- information about passing scores and learning opportunities provided to students;

- information about the possibilities of employment of graduates.

15.2.2 EP management should provide for various ways of disseminating information, including mass media, information networks to inform the general public and concerned parties.

15.2.3 Public awareness should include support and explanation of the country's national development programmes and the system of higher and postgraduate education.

15.2.4 EO should demonstrate the reflection on the web resource of information characterizing it in general and in EP context.

15.2.5 An important factor is the availability of adequate and objective information about EP HETP.

15.2.6 An important factor is informing the public about cooperation and interaction with partners within EP framework.

16. Standards in the Context of Individual Specialties

16.1 General Provisions

A variety of practical experience is required, the acquisition of skills in programmes related to social sciences, economics, business and law, and, conversely, an emphasis on fundamental knowledge in the humanities, natural and technical sciences.

16.2 Evaluation Criteria
16.2.1 EDUCATION

16.2.1.1 The educational programme of the "Education" direction should meet the following requirements:

16.2.1.1.1 EP management should provide for the existence of mechanisms for the formation of the graduates' learning outcomes programme in the field of psychology and skills in the field of communication, analysis of personality behavior, methods of preventing and resolving conflicts, motivating students.

16.2.1.1.2 EP management should demonstrate the presence in the programme of disciplines that teach innovative teaching methods and training planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, consideration of cases / situations, use of multimedia).

16.2.1.1.3 Within EP, emphasis should be placed on different types of practices:

attending lectures and other lessons in classes led by teachers;

conducting special seminars and discussions of methodologies and the latest teaching technologies;

the opportunity for students to listen to at least one discipline in their area of specialization taught by a practicing specialist.

16.2.1.1.4 EP content should provide for the development by students of world knowledge systems, skills and methods of pedagogy, as well as knowledge in the field of education management.

16.2.2 SOCIAL SCIENCES, HUMAN SCIENCES, ECONOMY, BUSINESS AND LAW, SERVICES

16.2.2.1 The educational programme of the directions "Social Sciences, Economics and Business", "Humanities" and "Law" should meet the following requirements:

16.2.2.1.1 EP management should provide that teaching within the programme is carried out following modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods.

16.2.2.1.2 EP management should provide for the possibility of students' access to modern and up-to-date data (statistics, news, scientific results) in the field of specialization on paper (newspapers, collections of statistical data, textbooks) and electronic media.

16.2.2.1.3 Objectives and learning outcomes should be aimed at obtaining students of specific skills in demand in the labor market.

16.2.2.1.4 EP should include a sufficient number of disciplines and activities aimed at gaining students practical experience in the application of theoretical knowledge, as an industrial practice, - passing training at enterprises, participation in lectures and seminars of practitioners, etc.

16.2.3 NATURAL SCIENCES, AGRICULTURAL SCIENCES, TECHNICAL SCIENCES, AND TECHNOLOGIES

16.2.3.1 The educational programme of the directions "Natural Sciences", "Technical Sciences and Technologies" should meet the following requirements:

16.2.3.1.1 EP should include disciplines and activities aimed at gaining practical experience and skills in the specialty in general and major disciplines in particular, including:

- excursions to enterprises for specialization (factories, workshops, research institutes, laboratories, training and experimental farms, etc.),

- conducting individual lessons or entire disciplines at the enterprise of specialization;

- conducting seminars to solve practical problems relevant for enterprises in the field of specialization, etc.;

16.2.3.1.2 The HETP involved in the education programme shall include, as full-time teachers, practitioners with long-term experience as full-time employees in enterprises in EP field specialization.

16.2.3.1.3 EP content of all disciplines should be based on and include a clear relationship with the content of fundamental natural sciences.

16.2.3.1.4 EP management should provide for measures to enhance practical training in the field of specialization.

16.2.3.1.5 EP management should provide for the training of students in the

use of modern information technologies.

16.2.4 ART

16.2.4.1 The educational programme of the directions "Art" should meet the following requirements:

16.2.4.1.1 EP management should provide for the formation of the graduates' theoretical knowledge programme in the field of art and skills of self-expression through creativity, which are related to the competencies of EP initial accredited.

16.2.4.1.2 EP management should provide for the formation of students' skills of self-study and self-development.

16.2.4.1.3 EP should provide an opportunity to listen to at least one discipline in the field of its specialization taught by a practicing specialist.

16.2.4.1.4 EP should include, as much as possible, disciplines and activities that ensure the development of creative skills by students individually or in small groups.

16.2.4.1.5 EP management should provide as many activities as possible for students, facilitating the demonstration of the acquired creative skills by students.

16.2.4.1.6 Creative work, participation in concerts, performance competitions, etc. within the framework of this direction is part of scientific activity.

16.2.4.1.7 EP should include disciplines and activities aimed at providing practical experience and skills in the field of specialization in general and in the major disciplines in particular in order to familiarize students with the professional environment and current issues in the field of specialization, as well as to master the skills for based on theoretical training, including:

- excursions to enterprises in the field of specialization (museums, theaters, design bureaus, etc.);

- conducting individual classes or entire disciplines at the enterprise of specialization;

- holding seminars to solve practical problems relevant for enterprises in the field of specialization, etc.

16.2.4.1.8 An important factor within EP framework is the presence of a mechanism for collegial assessment of students' creative examination papers.

8. Procedure for Amendments and Additions

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

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

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

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

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

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