



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

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АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING



WORLD FEDERATION FOR
MEDICAL EDUCATION

STANDARDS

OF PROGRAM ACCREDITATION
(OF EDUCATIONAL PROGRAMS)
OF MEDICAL COLLEGES



Astana 2016



Independent agency for
accreditation and rating

STANDARDS
of program accreditation
(of educational programs)
of medical colleges

Astana city, 2016

Foreword

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

2. APPROVED AND PUT INTO EFFECT by the order of the Director of the Non-Profit Institution “Independent Agency for Accreditation and Rating” as of October 17, 2016 no. 39-16-1-OD.

3. This standard implements the norms of the Law of the Kyrgyz Republic “On Education” as of April 30, 2003 No. 92.

4. INITIALLY INTRODUCED

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STANDARDS AND CRITERIA OF PROGRAM ACCREDITATION OF MEDICAL COLLEGES

General provisions

1. Applicable scope

1.1 This standard defines the requirements for the organization and conduct of program accreditation of medical colleges.

1.2 This standard is applied when conducting the procedure of program accreditation of educational programs (EP) of medical colleges regardless of their status, legal corporate form, departmental affiliation and ownership.

1.3 This standard can also be used by medical colleges for the internal evaluation of their activities and the development of appropriate internal regulatory documents.

2. Regulatory references

This standard contains references to the following regulatory documents:

2.1. The Law of the Kyrgyz Republic “On Education” as of April 30, 2003, No. 92.

2.2 The concept of development of education in the Kyrgyz Republic until 2020, approved by decree of the Government of the Kyrgyz Republic as of March 23, 2012 No. 201.

2.3 The strategy for the development of education in the Kyrgyz Republic for 2012–2020, approved by decree of the Government of the Kyrgyz Republic as of March 23, 2012 No. 201.

2.4 Resolution of the Government of the Kyrgyz Republic as of September 29, 2015 No. 670 “On approval of acts on independent accreditation in the education system of the Kyrgyz Republic”.

3 Terms and definitions

This standard applies the terms and definitions:

3.1 Accreditation of educational organizations: a procedure by an accreditation agency to evaluate the quality level of an educational organization as a whole or its individual educational programs, during which it is recognized that the educational organization or educational program meets certain criteria and standards;

3.2 Program accreditation: the procedure for assessing the compliance of individual programs of an educational organization with certain criteria and standards;

3.3 Primary vocational education - training of skilled workers (workmen,

employees) in the main areas of socially useful activities based on basic or secondary education;

3.4 Secondary vocational education - training that provides students with the acquisition of professional knowledge and skills in a particular specialty (area) on the basis of basic, secondary or primary vocational education;

3.5 Remote educational technologies: educational technologies, implemented mainly with the use of information means and telecommunication technologies using mediated or incompletely mediated interaction of a student and a teacher.

3.6 Institutional accreditation: the procedure of the recognition by an accrediting agency of compliance with the quality level of an educational organization as a whole to certain criteria, standards and its status.

3.7 Competency - a predetermined social requirement (norm) for the educational preparation of a student (trainee) necessary for his effective productive activity in a certain area;

3.8 Competence - the integrated ability of a person to independently apply various elements of knowledge and skills in a certain situation (educational, personal and professional);

3.9 Educational program - educational content of a specific level, direction or specialty;

3.10 Educational process - an organized process of education and training in the form of various types of classes with the direct participation of teachers and self-study of students, as well as examinations, credits, other types of certification of students and graduates. The educational process is the implementation of educational programs;

3.11 Educational standard - a set of norms and rules that defines the educational minimum of the content of basic educational programs, basic requirements for the quality of graduate training, the maximum allowable learning workload for students;

3.12 Educational strategy (strategy of the development of education) - definition of the main directions and principles for the development of the education system as an integral social institution;

3.13 Self-assessment procedure: an internal assessment process conducted by an educational organization on the basis of standards and criteria for institutional accreditation, based on the results of which a self-assessment report is compiled.

4 Designations and abbreviations

This standard uses the abbreviations in accordance with the Law of the Kyrgyz Republic “On Education”.

In this standard the following designations and abbreviations are used:

KR - Kyrgyz Republic;

MES KR – Ministry of Education and Science of the Kyrgyz Republic;

MH KR - Ministry of Health of the Kyrgyz Republic;

PE – professional education;

IAAR – Independent Agency for Accreditation and Rating;
EP – educational program;
MLMW – middle-level medical worker;
ICT – Information and communication technology;
QMS – quality management system.

5. Main objectives of implementation of program accreditation standards

5.1 Program accreditation aims to achieve at least five main objectives:

5.1.1 guarantee of the compliance of the educational program with the interests of the community - the professions of a middle-level medical worker (MLMW), consumers, employers, technical and vocational, post-secondary education, students and their families, working professionals, by ensuring that the educational program includes statements of mission, objectives and expected results needed to train individuals capable of performing their professional functions;

5.1.2 evaluation of success of the educational program in achieving its mission, objectives and expected results;

5.1.3 assessment of the degree of compliance of the educational program with program accreditation standards;

5.1.4 informing the public about the objectives and principles of accreditation and identifying training programs for MLMW that meet accreditation standards.

5.1.5 promoting the refinement and continuous improvement of the quality of educational programs of medical colleges in accordance with the requirements of a rapidly changing external environment;

5.1.6 consideration and protection of the interests of society and the rights of consumers by providing reliable information about the quality of educational programs;

6. Principles of the formation of program accreditation standards

6.1 The standards presented to ensure the quality of education programs of a medical college are based on the following principles:

6.1.1 voluntariness - the procedure of accreditation of educational programs is conducted on a voluntary basis;

6.1.2 honesty and transparency - internal and external evaluation is carried out extremely honestly and transparently, ensuring the availability of information for all participants in the accreditation process;

6.1.3 objectivity and independence - internal and external evaluation is carried out objectively, regardless of third parties (state bodies, the administration of the medical college and public opinion) and obtained results;

6.1.4 responsibility of medical educational organizations - the primary responsibility for the quality of education falls on a medical college;

6.1.5 confidentiality - information provided by medical colleges is used confidentially by the accreditation body;

6.2 External evaluation is carried out independently of third parties (state bodies, medical colleges and public organizations).

6.3 Informing the public of the country and abroad about the accredited educational program is carried out in the mass media, including the presentation of information on the website of the accreditation body.

7. Objectives of accreditation of the educational program for MLMW training

7.1 The main objectives on which program accreditation standards are based include the following:

7.1.1 development and application of accreditation standards that ensure continuous improvement of MLMW training programs;

7.1.2 provision of the active participation of the interested community in the review, formulation and approval of standards and accreditation policy, and determination of the reliability of the accreditation procedure;

7.1.3 establishment and implementation of an efficient, cost-effective and accountable evaluation and recognition towards the medical college and students;

7.1.4 assessment of the corresponding achievement of the stated missions, objectives and expected results by MLMW training programs;

7.1.5 provision with the compliance of MLMW training programs with the expectations placed on MLMW profession in terms of the preparation of students for professional practice, lifelong learning and postgraduate education;

7.1.6 ensuring that MLMW training programs focus on successful education by improving the quality of teaching, learning and assessment, as well as the quality of knowledge and services provided to society in accordance with the unique mission of the medical college;

7.1.7 provision of continuous improvement of programs through the planning and development of resources;

7.1.8 respect and recognition of independence of a medical college, as well as the diversity of programs used in the preparation of MLMW;

7.1.9 raising public awareness of the functions and principles inherent in the accreditation of MLMW training programs;

7.1.10 provision of the accountability of MLMW preparation programs to the public, as well as ensuring public approval and support.

8 Procedure of program accreditation

8.1 The procedure of conducting program accreditation begins with the filling in an application form for the said accreditation by the medical college (hereinafter referred to as the medical educational organization). The application is accompanied by copies of the state license, appendixes to the license of the right of conducting educational activities and a brief description of the activities of the relevant medical college and educational program.

8.2 Consideration of the application of the educational organization by IAAR.

8.3 The decision of IAAR to start the program accreditation procedure. Conclusion of an agreement between the agency and the medical college on program accreditation and assignment of the status of a candidate for accreditation.

8.4 The management of the medical college and IAAR organizes training to clarify the criteria and procedure for program accreditation to internal experts of the medical college at special seminars on the theory, methodology and technology of program accreditation.

8.5 Carrying out a self-assessment by a medical college in accordance with the requirements established by IAAR, and sending a self-assessment report (in Russian and English) to IAAR in electronic form and in the amount of 2 copies on paper for each language.

8.6 The formation of the expert commission is carried out by the Chairman of the Accreditation Council of IAAR to conduct an audit of the medical college. The expert commission consists of experts who are specialists in the evaluation of educational organizations, employers, representatives of educational organizations and their units (associations), who are qualified specialists (experts) in the field of activity of educational organizations, representatives of students and a foreign expert. The number of experts is determined depending on the scope of inspection and the specifics of the medical college.

8.7 Based on the report on the self-assessment of the medical college, IAAR is entitled to make the following decisions:

- develop recommendations on the need to refine the materials of the self-assessment report;
- conduct an external expert assessment;
- to terminate the contract due to the impossibility of conducting the procedure of institutional accreditation due to the inconsistency of the self-assessment report with the criteria of these standards.

8.8 In case of continuing accreditation, the Chairman of the expert commission and the coordinator of the project of accreditation of IAAR agree with the medical college on the timing of institutional accreditation and the working plan of the commission.

8.9 The duration of the visit of the expert commission depends on the scope of the audit. At the end of the visit, the external commission of experts prepares a detailed assessment report of the educational programs, which serves as the basis for decision making on institutional accreditation by the Accreditation Council.

8.10 In case of making a positive decision, IAAR sends a certificate of program accreditation, signed by the Director of IAAR, to the medical college with an indication of the period of validity. Further, the decision on educational accreditation is sent to the MES KR and is posted on the IAAR website.

8.11 Accreditation terms:

1 year - under the condition of compliance with the criteria as a whole, but with some drawbacks and opportunities for improvement;

3 years - with positive results in general, but with some minor drawbacks and opportunities for improvement;

5 years - with positive results in general;
denial of accreditation.

8.12 In case of a negative decision, the medical college has the right to appeal against the decision of the Accreditation Council in the manner provided by the regulation on the Accreditation Council of IAAR and the legislation of the Kyrgyz Republic.

9 Follow-up procedures

9.1 In case of non-compliance with the requirements put forward by IAAR in relation to the medical college, the Accreditation Council is entitled to take the following decisions:

- temporarily suspend accreditation of the educational program;
- revoke the accreditation of the educational program of a medical college, which may entail the cancellation of all previously achieved results of accreditation and the obligation to go through all the stages of accreditation again if the applicant expresses a wish to pass accreditation again.

9.2 In case of a positive decision made by the Accreditation Council of IAAR, the educational organization develops a Plan to implement the recommendations of the IAAR EEC. The plan is approved by the Director of IAAR and the Director of the educational organization. The plan is the basis for post-accreditation monitoring.

9.3 Post-accreditation monitoring of the educational program is carried out as follows:

Duration of accredited period	3 years	5 years
Interim report submission frequency	Once in 1.5 years	Twice every two years
Visit	Once	Twice

In case of accreditation of the educational organization for a period of 1 year, the management of the educational program during this period decides on re-accreditation.

10 Standard “MISSION AND MANAGEMENT”

10.1 General provisions

10.1.1 The mission, objectives and expected cumulative results of the educational program coincide with the mission, objectives and expected cumulative results of the medical college.

10.1.2 The mission, objectives and expected cumulative results of the educational program take into account the needs and expectations of stakeholders.

10.1.3 The policy of the medical college and training programs for specialists with secondary medical and pharmaceutical education are aimed at achieving the mission, objectives and expected results of the educational program.

10.1.4 Teachers and students, students of the educational program, participate in the management of the program and the measures taken to improve the quality of the educational program.

10.2 Criteria for evaluation

10.2.1 The medical college shall define the mission, objectives and expected results of the educational program and bring them to the notice of stakeholders.

10.2.2 The mission, objectives and expected results of students are periodically reviewed to reflect:

- professional standards of technical and vocational, post-secondary education in medical and pharmaceutical specialties;
- needs and expectations of stakeholders.

10.2.3 Medical college shall have a strategical development plan that meets the stated mission of the educational program and ensures the achievement of the final learning outcomes.

10.2.4 Medical college shall guarantee representation from teachers and students in the management of the educational program, ensuring their quality.

10.2.5 Documentation and publication shall be accurate and reliable. References to proposals, results, status of accreditation/approval of the program, schedule of the educational process, personnel policy and admission policy, grading policy, requirements for the completion of the program to obtain qualifications, tuition fees shall be accurate and reliable.

10.2.6 The academic policy of the medical college is coordinated with the program of training specialists with secondary medical and pharmaceutical education. This policy is aimed at achieving the mission, objectives and expected results of students and is honest, fair, published, revised to improve the quality of the educational program.

11 Standard “EDUCATIONAL PROGRAM”

11.1 General provisions

11.1.1 The educational program is developed in accordance with the mission, objectives and expected cumulative results of students, and reflects professional and technical standards of vocational and post-secondary education in medical and pharmaceutical specialties.

11.1.2 The educational program is developed in accordance with the theoretical and practice-oriented requirements to basic and professional competencies.

11.1.3 In the educational program, the practice of teaching and learning is consistent with the expected learning outcomes of the individual student and the expected cumulative learning outcomes of students.

11.1.4 The learning and teaching environment contributes to the achievement of the expected learning outcomes of the individual student.

11.1.5 The educational program contributes to the achievement of certain learning outcomes, meets the requirements of safe practice in the modern healthcare system.

11.2 Criteria for evaluation

11.2.1 Educational and program documentation: curriculum model, model working curricula and programs, individual curricula correspond to the objectives and content of the educational program to achieve expected learning outcomes.

11.2.2 Medical college should use an educational program and teaching and learning methods based on modern teaching principles that stimulate, prepare and support students and ensure that students are accountable for their learning process.

11.2.3 Medical college shall give a description of the content, scope and sequence of courses and other elements of the educational program in order to ensure that the principles of studying the cycle of disciplines, combined into modules according to the principle of integrated learning, are followed.

11.2.4 Medical college shall set a certain amount of time for the component of specialization in a profile that includes disciplines in priority areas of healthcare, taking into account national and regional needs.

11.2.5 Medical college shall ensure that students acquire sufficient knowledge and clinical and professional skills in order to take on the appropriate responsibility for health promotion, disease prevention and patient care.

11.2.6 Contracts, written agreements with medical organizations that are clinical bases for practical training are in force, determine the expectations of all participants and ensure the protection of students.

11.2.7 Medical college guarantees various assessment methodologies that reflect the established basic and professional competencies, and evaluate the achievement of the results of students' learning activities.

11.2.8 Work curricula and curriculum programs shall be regularly reviewed in accordance with the objectives and results of realization of the educational program to ensure integrity, rigor and relevance.

11.2.9 Medical college shall provide an operational connection between the educational program and the subsequent stages of vocational training (specialty, specialization, CPD / CME) or the practices that the student will begin upon graduation.

12. Standard “EFFECTIVENESS OF THE EDUCATIONAL PROGRAM”

12.1 General provisions

12.1.1 The program effectively fulfills its mission, objectives and expected cumulative results of students and teachers.

12.1.2 The program performance data is used to continually improve the educational program.

12.1.3 The effectiveness of the educational program is evaluated on the basis of:

12.1.3.1 analysis of teaching methods;

12.1.3.2 methods of assessing the results of students' learning activities;

12.1.3.3 determination of the competence of the graduate;

12.1.3.4 interviewing and surveying students, teaching staff and stakeholders;

12.1.3.5 employment analysis.

12.2 Criteria for evaluation

12.2.1 As part of the educational program, a student assessment plan is defined and implemented, which establishes the fact that graduates of the program have achieved the expected learning outcomes of students and the effectiveness of the program is assessed.

12.2.2 Surveys and other data sources are used to collect information on the level of satisfaction of students, former students and employers and demonstrate the achievements of graduates. The collected data includes, among other things, the percentage of graduates, the percentage of successfully passed a certificate exam, and the percentage of employment.

12.2.3 Data on the cumulative results of students shows the effectiveness of the program in achieving its mission and objectives, as well as the expected results.

12.2.4 The cumulative results of teachers correspond to and contribute to the achievement of the mission and objectives of the educational program and the expected results of students.

12.2.5 The educational program implements a clear and open policy regarding complaints from students, and, if necessary, information obtained from official complaints is used to facilitate continuous improvement of the program.

12.2.6 The monitoring system of the educational program includes determination of the degree of satisfaction with the quality of education from students and employers.

12.2.7 Medical college has mechanisms of approval, regular evaluation and monitoring of the educational program and graduations.

13. Standard “TEACHERS AND TEACHING EFFICIENCY”

13.1 General provisions

13.1.1 Teachers are the main resource of the educational process, available to most students.

13.1.2 Medical college shall have mechanisms and criteria for assessing the competence of teachers.

13.1.3 Teachers shall have a full knowledge and understanding of the subject being taught, the necessary skills and experience for the effective transfer of knowledge within the educational process, as well as for organizing feedback on the quality of their teaching.

13.2 Criteria for evaluation

13.2.1 Medical college shall ensure that the qualifications of teachers are in line with the disciplines taught.

13.2.2 The teaching staff ensuring the implementation of the program shall be represented by experts in the specialized areas of knowledge covered by the educational program.

13.2.3 Mentors, if any, should be qualified professionals with relevant practical work experience and their duties should be clearly documented.

13.2.4 The number of full-time teachers should be sufficient to ensure that student learning outcomes and program results are achieved.

13.2.5 Teachers shall take part in continuous development and receive support of educational and distance learning technologies.

13.2.6 Medical college should define and implement a policy for the activities and development of employees that:

13.2.6.1 ensures that clinical activities and research are used in teaching and learning;

13.2.6.2 guarantees the adequacy of knowledge by each employee of the educational program, which includes knowledge of the methods of teaching/learning and the general content of the educational program, and other disciplines, and subject areas in order to stimulate cooperation and integration;

13.2.6.3 includes training, development, support and evaluation of teachers, which involve all teachers, not only newly recruited, but also teachers drawn from practical public health.

13.2.7 Medical college provides monitoring of the activities of the teaching staff, a systematic assessment of the competence of teachers, a comprehensive assessment of the effectiveness of teaching quality.

13.2.8 A systematic assessment of the activities of teachers demonstrates competencies that correspond to the objectives and results of the educational program.

14 Standard “STUDENTS”

14.1 General provisions

14.1.1 Students shall be assessed using sequential procedures based on published common criteria and regulations.

14.1.2 Procedures of assessment of the level of students’ knowledge shall:

- be compiled in accordance with the planned learning outcomes and meet the objectives of the educational program;

- comply with its purpose (diagnostic, current or final) and be based on clear generally accepted criteria;

- be conducted by specialists who are aware of the impact of their assessment on the further learning process and the student’s success in obtaining the knowledge and skills necessary to assign them qualifications;

- if possible, be based on the judgment of more than one examiner.

14.2 Criteria for evaluation

14.2.1 Changes in the policy, procedures, and information about the educational program are clearly, consistently, and promptly communicated to students.

14.2.2 Medical college guarantees the quality of programs and graduations based on regular feedback from employers, representatives of practical training and other relevant organizations.

14.2.3 Students shall be clearly informed about the assessment strategy used in their program, examinations or other methods and assessment criteria by which their knowledge, skills and attitudes will be assessed.

14.2.4 Medical college shall:

14.2.4.1 have a system of academic counseling for their students, which includes issues related to the choice of elective classes, career planning, the appointment of mentors (supervisors) for individual students or small groups of students.

14.2.4.2 offer a student support program aimed at social, financial and personal needs, which includes support related to social and personal problems and events, health and financial issues, access to medical care, immunization programs and medical insurance, and financial assistance services in form of material assistance, scholarships.

14.2.4.3 provide resources to support students.

14.2.4.4 ensure confidentiality regarding counseling and support.

14.2.5 Medical college shall define and implement a policy of representation of students and their respective participation in the design, management and evaluation of the educational program, and other issues related to students, which includes student self-government, the participation of student representatives in the boards of the medical college and other relevant bodies, as well as in community activities and local healthcare projects.

14.2.6 An important factor is the monitoring of the employment and professional activities of graduates.

14.2.7 Satisfaction of students with the quality of educational services (conduct systematic survey).

15 Standard “EDUCATIONAL RESOURCES”

15.1 General provisions

15.1.1 Medical college demonstrates continuous commitment and support to the training program for specialists with secondary medical and pharmaceutical education.

15.1.2 Medical college provides the resources necessary to achieve the mission and objectives of the educational program, as well as the expected cumulative results of the student.

15.1.3 Financial, material and educational resources are reasonable and sufficient to guarantee the achievement of learning outcomes of students and the results of the program.

15.1.4 Students shall have access to all training resources. Resources can be both material (libraries or computers) and human (teachers, mentors, tutors, and others).

15.1.5 Educational resources and other mechanisms of the student support system shall be freely available and respond to their needs.

15.1.6 Medical college shall conduct ongoing monitoring of the effectiveness of educational resources.

15.2 Criteria for evaluation

15.2.1 Medical college shall ensure that the resources used to organize the learning process are sufficient and meet the requirements of the educational program being implemented.

15.2.2 Budgetary and material resources are in sufficient quantities to ensure the achievement of the program of their mission, objectives and expected results. The sufficiency of resources is checked on a periodic basis and, if necessary, the resources are modified.

15.2.3 Academic support services provide quality and are regularly checked for compliance with the educational program and the needs of students. There is a defined procedure for a regular verification of the sufficient amount of academic support services provided by the program.

15.2.4 Academic support services available through the educational program ensure the implementation of the mission and the achievement of expected results of students and at least, include the following:

15.2.4.1 computer and technology services;

15.2.4.2 library services;

15.2.4.3 support of distance education, if necessary;

15.2.4.4 counseling services, including career counseling services in healthcare;

15.2.4.5 other student support services (for example, literary centers, support services for persons with disabilities) if they are related to the program.

15.2.5 Resources are sufficient in size, level, variety and quantity to support the EP, the research program, as well as the intellectual and cultural development of students, teachers and staff.

15.2.6 Medical college has the necessary resources for students to acquire practical skills and master professional competencies, including specialized laboratories, mannequins, simulators, simulation equipment, as well as clinical bases of practical public healthcare.

15.2.7 Medical college shall guarantee the integration with intracollege electronic resources, the availability of comparative information (benchmarking) on the achievements of the educational program implementation against the background of other specialties (training directions) in the medical college.

16 The procedure of amendments and additions making in accreditation standard

16.1 Amendments and additions are made to the current accreditation standard in order to further improve it.

16.2 Amendments and additions to the standard are carried out by IAAR.

16.3 In case of initiation of amendments and additions to valid standards by educational organizations and other stakeholders, proposals and comments are sent to IAAR.

16.4 IAAR studies and conducts an expertise of the received proposals and comments on their validity and expediency in the prescribed manner.

16.5. Amendments and additions to the current accreditation standard after their approval are established by the order of the Director of IAAR in a new edition with the changes or in the form of a booklet-insert to the current standard.

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