



INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

STANDARDS

for specialized accreditation of higher
education programs

Astana 2015

INDEPENDENT ACCREDITING AND RATING AGENCY



Independent agency for
accreditation and rating

STANDARDS

for specialized accreditation of higher education programs

UDC 006
LBC 30ts
S 77

Recommended by the Expert Board of Independent Accrediting and Rating Agency

Reviewers:

Yu.N. Pak, Doctor of Engineering, professor, expert of IAAR

L.A. Shkutina, Doctor of Education, professor, expert of IAAR

A.A. Volodin, Candidate of Pedagogic Sciences, associate professor, expert of “Guild of experts in the field of professional education of the Russian Federation”

G.B. Turtkarayeva, Candidate of Pedagogic Sciences, associate professor, expert of IAAR

M.B. Pogrebetskaya, Candidate of Pedagogic Sciences, associate professor, expert of IAAR

S.S. Aldabergenova, Master of Engineering

S 77 Standards for specialized accreditation of educational programs of higher education institutions / Comp. A.B. Zhumagulova, R.G. Seidachmetova, M.A. Skiba, I.A. Muchtarova, T.E. Kanapyanov. – Astana, 2015. – 31 p.

ISBN 978 – 601 – 7778 – 13 – 2

The present standards define the requirements for the preparation and holding procedure of specialized accreditation of higher education institutions, regardless of their status, organizational and legal forms, departmental affiliation and form of ownership.

UDC 006

LBC 30ts

IAAR, 2015

© Zhumagulova A.B.,

Seidachmetova R.G.,

Skiba M.A.,

Muchtarova I.A.,

Kanapyanov T.E.

ISBN 978 – 601 – 7778 – 13 – 2

Foreword

1 DEVELOPED AND INTRODUCED by a non-profit agency "Independent Accrediting and Rating Agency".

2 APPROVED AND IMPLEMENTED by the order of the director of "Independent Accrediting and Rating Agency" dated 28 September 2015, No. 21-15-од.

3 The standards are based on the provisions of the Law on Education of the Republic of Kazakhstan dated July 27, 2007 № 319-III.

4 THIRD EDITION

These standards cannot be completely or partially reproduced, replicated and distributed without the permission of the non-profit agency "Independent Accrediting and Rating Agency".

Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга

THE STANDARDS AND CRITERIA FOR SPECIALIZED ACCREDITATION OF EDUCATIONAL PROGRAMS

The basics

1. Scope of application

1.1 The standards define requirements for the organization of educational process and conducting specialized accreditation of educational programs.

1.2 The standards are used during specialized accreditation of educational programs delivered by educational institutions regardless of their status, organizational and legal forms, departmental affiliation and form of ownership.

1.3 The standards can also be used by universities for internal evaluation of their activities and the quality of educational programs, as well as for development of appropriate internal regulatory documents.

2. Normative references

References in the present standard are made to the following normative documents:

2.1 The Law of the Republic of Kazakhstan “On technical regulation” dated November 9, 2004 № 603-II ЗРК.

2.2 The Law of the Republic of Kazakhstan “On Education” dated June 27, 2007 № 319-III.

2.3 The Law of the Republic of Kazakhstan “On accreditation for compliance assessment” dated July 5, 2008 No. 61-IV.

2.4 The Message of the President of the Republic of Kazakhstan, N.A. Nazarbayev, to the citizens of Kazakhstan “Kazakhstan – 2050: common goal, common interests, common future”. Astana, January 17, 2014.

2.5 The Message of the President of the Republic of Kazakhstan, N.A. Nazarbayev, to the citizens of Kazakhstan “Nurly Zhol – a path to the future”. - Astana, November 11, 2014.

2.6 Strategic plan for development of the Republic of Kazakhstan by 2020, approved by the Decree of the President of the Republic of Kazakhstan dated February 1, 2010 № 922

2.7 The Decree of the President of the Republic of Kazakhstan dated December 7, 2010, № 1118 “On approval of the State program for developing education in the Republic of Kazakhstan for 2011 – 2020”.

2.8 Resolution of the Government of the Republic of Kazakhstan dated August 23, 2012 No. 1080 “On approval of state educational standards at different levels of education”.

2.9 The Order of the Minister of education and science of the Republic of Kazakhstan dated June 2, 2014 №198 "On amendments and additions to the decree of the Minister of education and science of the Republic of Kazakhstan dated April 20, 2011 №152 “On approval of Rules for implementing credit system in educational process ”.

2.10 Standards and guidelines for quality assurance in the European Higher Education Area (EHEA) (revised version) (Adopted at the Yerevan conference of Ministers of education in May 14-15, 2015).

2.11 ECTS Users guide (The European credit transfer and accumulation system). – Publication office of the European Union, 2015 ISBN 978-92-79-43562-1 (adopted at the Yerevan conference of Ministers of education in May 14-15, 2015).

2.12 The Order of the Minister of industry and trade of the Republic of Kazakhstan of October 29, 2008 № 430 "On approval of forms of documents for accreditation for compliance assessment and standard forms of pre accreditation, and post accreditation contracts".

2.13 The joint order of the Minister of labour and social protection of population of the Republic of Kazakhstan dated September 24, 2012 No. 373- ө-м and the Minister of education and science of the Republic of Kazakhstan dated September 28, 2012 № 444. Registered in the Ministry of justice of the Republic of Kazakhstan on October 19, 2012 No. 8022 “On approval of the National qualification frameworks ”.

2.14 The order of the Minister of industry and new technologies of the Republic of Kazakhstan dated December 28, 2012 № 495. Registered in the Ministry of justice of the Republic of Kazakhstan on February 4, 2013, No. 8314 “On approval of Rules of development, coordination, accounting, confirmation, examination, change, cancellation and implementation of national standards, preliminary national standards, qualifiers of technical and economic information, except for military standards on the goods (products), work and services of military and double purpose”.

3. Terms and definitions

This standard uses terms and definitions in accordance with the Laws of the Republic of Kazakhstan “On education”, “On technical regulation” and the order of the government of the Republic of Kazakhstan dated August 23, 2012 No. 1080 “On approval of state educational standards for different levels of education”.

In addition, these standards set the following definitions:

Audit: Systematic, independent documented process for obtaining audit (inspection) evidence and its objective assessment to establish the degree of compliance with agreed criteria.

The European Credit Transfer and Accumulation System – ECTS): student-centered system based on the academic workload for curriculum, and a systematic way of describing educational programs by assigning credits to all its components

Quality of educational programs: appropriate level of students' and graduates' competences according to the requirements of professional standards and additional requirements established by the University.

Monitoring of educational services: Collection and analysis of data about processes and procedures of educational activities.

Consumer: An organization or a person receiving goods or services (students, their parents, employers, government).

Procedure: A set way of carrying out an activity or process.

Process: A set of interrelated and interacting activities that transforms "inputs" into "outputs".

Effectiveness: the degree of implementing planned activities and achieving planned outcomes.

Quality system: a set of procedures, units and officials in the organization that perform certain functions of quality management in accordance with established rules and accepted practices and ensure the compatibility of all graduates of the educational program with established professional standard requirements.

Student-centered learning: a fundamental principle of the Bologna reforms in higher education, suggesting a shift of emphasis in the educational process from teaching (as the main role of lecturers in knowledge “transmitting”) to learning (as an active educational activity of the student).

Customer satisfaction: consumers' perception of the degree to which their requirements have been met.

Management documentation: Documentation on planning, process management, application of various procedures, provisions of subdivisions, job descriptions, reporting.

Efficiency: the ratio between the achieved outcomes and effort.

4 Symbols and abbreviations

This standard uses abbreviations in accordance with the regulations stated in Paragraph 2.

In addition, this standard uses the following symbols and abbreviations:

RK – Republic of Kazakhstan;

MES RK– Ministry of education and science of the Republic of Kazakhstan;
EEC – external expert commission;
SCSE – state compulsory standards of education;
IARA – Independent Accrediting and Rating Agency;
NSQ – national system of qualifications
RW– research work;
EI – educational institution;
EP – educational program;
ECTS – The European credit transfer and accumulation system;
ESG – an agreed set of standards, procedures and guidelines for quality assurance within European higher education institutions;
HETS – higher education teaching staff.

5 The procedure of specialized accreditation of educational programs

5.1 The educational institution applies for specialized accreditation supplying copies of title documents and permits.

5.2 Consideration of the educational institution application by the Independent Accrediting and Rating Agency;

5.3 Decision of the IARA on the beginning of the process of specialized accreditation. Signing a contract between the Agency and the Institution about specialized accreditation.

5.4 Senior executives of the educational institution and the IARA organize training in order to clarify criteria and procedure of specialized accreditation for internal experts of the educational institution at special seminars on the theory, methods, and process of specialized accreditation.

5.5 The educational institution submits a soft and 2 hard copies of self-study report in accordance with the requirements of the IARA (in Kazakh, Russian and English) to the IARA.

5.6 As a result of the report review the IARA makes recommendations on necessary improvements of self-study report, or a decision on conducting an external expert review by external expert commission of the Agency or in case of not satisfying the criteria makes the decision not to accredit the institution.

5.7 If the decision of the IARA is to continue accreditation, the chair of the Accreditation Council of the IARA organizes the external expert commission for reviewing educational programs. The number of the commission members depends on the external audit scope. The commission includes representatives of the academic community and other stakeholders, including employers, students, as well as a foreign expert.

5.8 The Chairperson of the external expert commission and the IARA together with the educational institution set the dates of specialized accreditation and the program of the EEC visit.

5.9 The duration of the commission's visit is 2-4 days. During the visit, the higher education institution creates conditions for the work of the EEC in accordance with the agreement on the provision of services:

- provides each member of the commission with a soft and a hard copy of the self-study report;

- provides necessary office equipment in coordination with the representative of the IARA and in accordance with the number of the EEC members;

- in accordance with the Program of the EEC's visit organizes the examination of infrastructure and resources, meetings, questionnaires, interviews, and other activities of the EEC;

- provides the requested information;

- organizes photo and video recording of the EEC's activities.

5.10 After the visit the external expert commission prepares an EP evaluation report and presentation on the visit of the EEC. For the meeting of the EEC the institution prepares a video containing a brief description of the educational institution and information about the visit of the EEC.

5.11 The evaluation report contains a review the EEC's visit, a brief evaluation of educational programs and their compliance with standards of the IARA, recommendations to the institution on performance improvement and quality assurance, recommendations to the Accrediting Council. The recommendations to the Accrediting Council contain information on the status of the educational program and the recommended term of accreditation.

5.12 The EEC presents the report with recommendations, developed collectively by the members of the commission. All the dissenting opinions of the EEC members are fixed in the text of the report.

5.13 The basis for the decision on the specialized accreditation by the Accrediting Council is the EP evaluation report by the external expert Commission and self-study report of the institution.

5.14 The Chairman of the EEC reports the results of the accreditation process to the Accrediting Council. The Chairman of the IARA Accrediting Council will appoint a member of the EEC to report the results of the accreditation at the session of the Accrediting Council if there is an objective reason.

5.15 The Accrediting Council decides on granting accreditation status to the program and the review cycle. The members of the Accrediting Council will be appointed in accordance with the regulations on its activities. A quorum is needed to hold the meetings. The Accrediting Council has the right to make a grounded decision which doesn't comply with the recommendations of the EEC.

Review cycles:

1 year – the programme is in compliance with the criteria in general, but with some weaknesses and opportunities for improvement;

3 years – the programme is in compliance with the criteria, but with some concerns and opportunities for improvement;

5 years – in case of positive overall results;

7 years – in case of positive results during reaccreditation of EP.

5.16 Provided the Accrediting Council makes a positive decision, the IARA awards a certificate of specialized accreditation of educational program, signed by the Director of the IARA to the institution. Further the decision on EP accreditation is sent to the MES of RK for inclusion in the National register 3 and is posted on the website of the IARA.

Also the external expert commission posts its report on the website.

When the Accrediting Council decides not to grant accreditation, the IARA sends a letter to the institution.

5.17. The decision of the IARA Accrediting Council may be appealed by the institution in the prescribed manner, specified in the Contract on rendering services and Provision for appeal.

6 Further procedures

6.1 Provided the IARA Accrediting Council grants accreditation to the institution, the institution will develop a plan to implement the recommendations of the IARA EEC. The plan is approved by the director of the IARA and the head of the institution. The plan is the basis for continuous review.

6.2. Reviews occur in accordance with the Table.

The duration of the accreditation period	3 years	5 years	7 years
The period of presenting the interim report and carrying out the expert visit.	once every 1,5 year	2 times every two years	3 times every two years

In case of accreditation of the educational program for a period of 1 year, the governing body of the educational program decides on another accreditation within this period.

6.3. In case of nonfulfillment of the plan to implement the recommendations and/or requirements of accreditation standards, requirements of the IARA to the

institution, as well as the lack of informing about changes in the institution, the Accrediting Council may decide the following:

- to suspend the accreditation status of the educational program,
- to terminate the accreditation of the institution educational program by excluding from the National Register 3, which may result in the cancellation of all results for the accreditation and posting relevant information on the web site of the IARA.

6.4 In case of refusal of the educational institution from continuous reviewing, expressed in not signing the treaty about continuous reviewing with the IARA, in accordance with the article 6.1.2. the IARA Accrediting Council is entitled to take a decision on termination of accreditation status.

6.5 In case of early termination of accreditation, the institution has no right to apply for accreditation to the IARA for one year from the date of taking a decision to terminate accreditation of the program.

7 "Management of the educational program" Standard

7.1 General provisions

7.1.1 Implementation of EP is determined by its goals and development plan.

7.1.2. Implementation of EP ought to comply fully with the legislation of the Republic of Kazakhstan in the sphere of education, including SCSE of RK.

7.1.3 The following steps are undertaken to evaluate the necessity of this standard:

7.1.3.1 Analysis of the existing plan for the development of EP, plans and monitoring of their implementation.

7.1.3.2 Analysis of the results of the external periodic assessment of the educational program.

7.1.3.3 Analysis of the formation and revision mechanism of EP development plan.

7.1.3.4 Analysis of the information resources and processes for spreading information about EP development plan.

7.1.3.5 Analysis of the mechanism of resource provision and compliance with institutional and management structure, aimed at the implementation of EP development plan.

7.1.3.6 Analysis of the internal and external environment of the market of educational services to determine the initial parameters of EP development plan.

7.1.3.7 Examining the information resources, material and technical resources of the University, intended for the implementation of the EP.

7.1.3.8 Analysis of the protocols of collegiate governing bodies, orders of the head of the University, documentation management.

7.1.3.9 Analysis of the conformity of professional qualifications of senior management staff of the organization and distribution of responsibilities.

7.1.3.10 Conducting an interview, questionnaire survey with HETS (higher education teaching staff), employees, students, employers and other interested parties.

7.2 Evaluation criteria

7.2.1 University is obliged to publish the policy of quality assurance.

7.2.2 The policy of quality assurance ought to reflect the relation between research, teaching and learning.

7.2.3 University is obliged to demonstrate a culture evolution of quality assurance.

7.2.4 Policy of quality assurance shall also refer to any activities performed by contractors and partners (outsourcing).

7.2.5 University demonstrates the development of EP plan based on the analysis of its functioning, the actual positioning of the University and focusing its activities on meeting the needs of the state, employers, interested parties and learners.

7.2.6 University determines the mechanisms of formation and regular revision of EP development plan and monitoring of its implementation.

7.2.7 Monitoring of the EP implementation and periodic assessment ought to ensure the achievement of learning objectives, meet the needs of students, employers and society. Decisions aimed at continuous improvement of EP made ought to be based on the results of monitoring and evaluation.

7.2.8 University demonstrates transparency of formation processes of the EP development plan. The University informs the interested parties about the content of the EP plan development and the processes of its formation.

7.2.9 University ought to involve representatives of stakeholders' groups, including employers, students and HETS (higher education teaching staff) to take part in the formation of the EP development plan.

7.2.10 The development plan of EP undergoes public hearings with representatives of all stakeholders, on the basis of proposals and amendments. The authorized collegiate body of educational institution has the right to introduce in the project / existing plan and approve it.

7.2.11 University is obliged to demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national development priorities and the development strategy of educational institution.

7.2.12 University is obliged to ensure compliance of the development plan of EP and available resources (including financial, information, personnel, material and technical basis).

7.2.13 The educational institution ought to record all the major business processes, regulating the implementation of the EP.

7.2.14 University ought to appoint the personnel responsible for the business processes, and their official duties, difference in functions of the collegiate bodies involved in the implementation of the EP.

7.2.15 University systematically collects, accumulates and analyzes information on the implementation of the EP and conducts inner monitoring in all directions, based on the development and measurement processes to analyze the success of strategy implementation of EP development through such indicators as 'effectiveness' and 'efficiency'.

7.2.16 EP Supervisors is obliged to provide evidence of the transparency of educational program management.

7.2.17 University demonstrates compatibility of consulting and research work priorities, implemented by the HETS (higher education teaching staff) of EP, with actual problems of economics, priorities of the state development, national policy in the sphere of education, science and innovative development.

7.2.18 EP Supervisors is obliged to demonstrate successful functioning of internal quality assurance system of the EP, its design, management and monitoring, and improvement and making decisions based on facts.

7.2.19 The control of EP is obliged to include:

7.2.19.1 Management through processes;

7.2.19.2 Mechanisms of planning, development and continuous improvement;

7.2.19.3 Risk assessment and identifying ways to reduce these risks;

7.2.19.4 Monitoring, including the establishment of reporting processes, allowing determining the dynamics in the activity and implementation plans;

7.2.19.5 Analysis of the identified discrepancies and implementation of corrective and preventive actions;

7.2.19.6 Analysis of the effectiveness of changes;

7.2.19.7 Evaluation of the effectiveness and efficiency of divisions' activity and their interaction;

7.2.19.8 Cooperation with employers.

7.2.20 An important factor in making decisions on the educational program management is to ensure the representativeness of spokesmen from the groups of stakeholders.

7.2.21 An important factor is the participation of stakeholder representatives (employers, HETS, students) as part of the collegiate management bodies of an educational program.

7.2.22 An important factor is the cooperation and sharing experience with other educational institutions, implementing such educational programs.

7.2.23 University demonstrates the implementation degree of principles of sustainability, effectiveness, efficiency, prioritization, transparency, responsibility, delegation of authorities, separation and independence of the finance systems in the implementation of the educational program.

7.2.24 EP Supervisors is obliged to measure the degree of needs satisfaction of the HETS, staff and students and demonstrate evidence of deficiencies detected in the framework of the measurement process.

7.2.25 EP Supervisors is obliged to demonstrate evidence of openness and accessibility for students, for HETS, and for employers (the office hours on personal questions, e-mail communication, etc.).

7.2.26 University is obliged to demonstrate to the administration the availability of a communication channel by which any interested person may make innovative suggestions to improve the activities of the EP. University ought to demonstrate examples of analysis of these proposals and their implementation.

8 ‘Development and approval of the educational program’ Standard

8.1 General provisions

8.1.1 Implementation of the educational program is aimed at formation of professional competence of future specialists, appropriate qualified frameworks of educational levels and professional standards, as well as the needs of the market.

8.1.2 University specifies its procedures for developing and approving the educational program.

8.1.3 Educational programs include the ability to create an individual learning path, taking into account personal needs and capabilities of students.

8.1.4 Quality assessment of educational programs is based on:

8.1.4.1 analysis of curriculum, catalogue of elective courses, schedules, individual plans of students, internal normative documents regulating the implementations of educational programs.

8.1.4.2 analysis of teaching methods and organization of independent work of the student.

8.1.4.3 interviews and surveys of students, HETS, employers and stakeholders.

8.1.4.4 results of class observations in the educational institution.

8.1.4.5 review the methodology and results of observations and evaluation of students’ competences.

8.2 Evaluation criteria

8.2.1 University is obliged to demonstrate participation of the HETS and employers in the development and management of educational programs, as well as to ensure their quality.

8.2.2 University is obliged to conduct external examination of the educational program and the adoption of collective bodies.

8.2.3 EP Supervisors is obliged to clearly define the objectives of the EP.

8.2.4 EP Supervisors is obliged to demonstrate the logic and reasons of making curricula and EPs, in particular the reasons including any discipline in the list of the curriculum, the reasons for assigning the status of post - or prerequisites, matching names and content of the disciplines relevant to the areas of economic development of the country.

8.2.5 EP Supervisors is obliged to ensure that the names and content of the disciplines relevant areas of study in science / society, etc.

8.2.6 University is obliged to determine the content, scope, logic of students' individual educational trajectory definition.

8.2.7 EP Supervisors are obliged to demonstrate the continuity of the EP content at different levels, including the logic of academic disciplines interrelation, consistency and succession.

8.2.8 EP Supervisors are obliged to provide an annual review of curricula content and educational programs taking into account changes in the market, the demands of employers, students and teachers.

8.2.9 EP Supervisors are obliged to demonstrate the impact of disciplines on formation of students' professional competence.

8.2.10 The Complexity of the EP ought to be clearly defined in the Kazakhstani credits and ECTS.

8.2.11 The structure of the educational program ought to provide various activities that will contribute to the formation of students' professional competence based on their personal characteristics.

8.2.12 University is obliged to demonstrate the effectiveness of the organization and conduct of professional internship.

8.2.13 University is obliged to ensure compliance of the content of academic disciplines with planned learning outcomes. The list of subjects and content to be available to students.

8.2.14 An important factor is the harmonization of the content of curricula with similar educational programs of leading foreign and Kazakhstani educational institutions.

8.2.15 An important factor is the presence of joint educational programs with foreign educational institutions.

8.2.16 An important factor is the cooperation and exchange of experience with other educational organization implementing similar educational programs.

8.2.17 EP supervisors is obliged to ensure that research elements in the content of EP.

9 “Student-centered learning, teaching and assessment” Standard

9.1 General provisions

9.1.1 University is obliged to implement processes of student-centered learning in its programs.

9.1.2 Student-centered learning plays an important role in achieving learning outcomes by students.

9.1.3 Knowledge assessment is obliged to objectively evaluate the attainment of learning objectives by each student.

9.1.4 Assessment of student-centered learning and the objectivity of the process of knowledge evaluation is based on:

9.1.4.1 the analysis of curriculum, catalogue of elective courses, schedules, individual plans of students, internal normative documents regulating the implementation of educational programs;

9.1.4.2 the analysis of teaching methods and organization of students' independent work;

9.1.4.3 the analysis of the declared learning outcomes;

9.1.4.4 the analysis of used methods and technologies for assessment of learning outcomes;

9.1.4.5 the analysis of conformity of the learning outcomes declared by the educational institution with professional standards and appropriate levels of NSQ;

9.1.4.6 interviews and surveys of students, HETS, employers and stakeholders.

9.1.4.7 observation results of the classes in the educational institution.

9.1.4.8 the analysis of the methodology and results of observations for evaluation of students' competences.

9.2 Evaluation Criteria

9.2.1 EP supervisors are obliged to provide equal opportunities to each student in spite of which is aimed at the development of professional competence.

9.2.2 EP supervisors are obliged to demonstrate the use of students' achievements, their individual characteristics and needs, cultural experience when implementing the EP

9.2.3 EP supervisors are obliged to provide systematic development, introduction and efficiency of modern teaching techniques and innovative teaching methods.

9.2.4 EP supervisors are obliged to prove that different researches are conducted in the field of teaching disciplines of the EP.

9.2.5 EP supervisors are obliged to demonstrate the existence of a feedback system on the use of different methods of teaching and learning and its results.

9.2.6 In the process of EP implementation students' independent work must be monitored and mechanisms for its adequate evaluation must be established.

9.2.7 EP supervisors are obliged to monitor the level of satisfaction of students and employers of those enterprises where students are planning to have their practical training.

9.2.8 EP supervisors are obliged to demonstrate the policy of decision taking based on the results of students' feedback system and the level of their satisfaction.

9.2.9 EP supervisors are obliged to prove the functioning of student progress according to the educational trajectory and achievements system

9.2.10 EP supervisors are obliged to provide effective functioning of objective, accurate and complete assessment of students' knowledge and skills which have been acquired in the process of study as well as collegiate appeal mechanism.

9.2.11 EP supervisors are obliged to provide objective assessment of students' knowledge and the level of their professional competence, as well as transparency and adequacy of assessment criteria

9.2.12 EP supervisors are obliged to provide conditions for inclusive education.

10 "Students" Standard

10.1. General provisions

10.1.1 EP supervisors are obliged to demonstrate consistently of applied rules which are defined and published and which regulate all the stages of study, including admission, academic progress, recognition and certification.

10.1.2 EP supervisors are obliged to define the rules of contingent formation based on the following principles:

10.1.2.1 minimum requirements to entrants;

10.1.2.2 maximum size of student groups when conducting seminars, practical classes, laboratory and studio classes;

10.1.2.3 prediction of state grant number;

10.1.2.4 analysis of material and technical resources, information resources, the personnel;

10.1.2.5 analysis of social conditions for students, such as providing a place in a hostel.

10.1.3 EP supervisors are obliged to demonstrate recognition of prior academic outcomes, academic outcomes acquired during mobility programs and during additional, formal and informal learning modes.

10.1.4 The present standard evaluation is based on the following:

10.1.4.1 analysis of internal normative documents regulating the educational process;

- 10.1.4.2 analysis of students' individual plans, personal files and orders;
- 10.1.4.3 analysis of transcripts, diplomas, and diploma supplements, confirming the students' academic achievement
- 10.1.4.4 analysis of areas of study, including information support of educational process;
- 10.1.4.5 interviews and questionnaires of students.

10.2 Evaluation criteria

10.2.1 EP supervisors are obliged to demonstrate the policy of forming its contingent starting with students' admission to their graduation and ensure transparency of its procedures.

10.2.2 Admission and enrolment in an EP ought to be accompanied by an introductory course, containing information on educational process organization and specificities of an EP.

10.2.3 Management software provide the special adaptation and support program for foreign students.

10.2.4 Manual OP demonstrate the conformity of the actions to the Lisbon Recognition Convention.

10.2.5 The institution should cooperate with other organizations and national education centers "European network of national information centers on academic recognition and mobility / National Academic Recognition Information Centres" in order to provide a comparable recognition of qualifications.

10.2.6 Management of the educational program must demonstrate the existence and effectiveness of the mechanism for the recognition of the results of academic mobility of students, as well as additional results of formal and informal learning.

10.2.7 Manual OP must demonstrate the effectiveness of the monitoring of academic achievements of students.

10.2.8 EP supervisors are obliged to demonstrate awareness of the main roles (professional, social) of students based on learning outcomes.

10.2.9 EP supervisors are obliged to contribute to professional certification of students.

10.2.10 EP supervisors are obliged to ensure the involvement of students in research work and consulting.

10.2.11 The university and EP supervisors are obliged to provide an opportunity for internal and external mobility of students and assist them in obtaining external grants for training.

10.2.12 The university is obliged to provide graduates with the documents confirming the qualification, including learning outcomes achieved, as well as the context, content and status of education and a certificate of its completion.

10.2.13 EP supervisors are obliged to provide graduates with employment opportunities, systematic monitoring of employment of graduates, their career development and improve the efficiency of alumni associations.

10.2.14 EP supervisors are obliged to enable students to exchange and expression – for example, through the Internet forum of student organizations.

10.2.15 EP supervisors are obliged to demonstrate the operation of the feedback system support for students, including the prompt submission of information on the results of assessment of students.

10.2.16 EP supervisors are obliged to demonstrate the existence and effectiveness of support mechanism of gifted students.

11 “Teaching Staff and Teaching Efficiency” Standard

11.1 General provisions

11.1.1 University are obliged to follow objective and transparent personnel policy, including staff recruiting, professional growth and professional development providing professional competency of the whole staff.

11.1.2 Personnel policy of teaching staff formation and development:

11.1.2.1 defines responsibilities, duties and qualification requirements;

11.1.2.2 contains activities aimed at developing and improving skills of the teaching staff, administrative staff and employees of educational organizations;

11.1.2.3 takes into account possible hazards connected with the teaching staff;

11.1.2.4 regulates organizational and functional structure of personnel management and its development, including the system of personnel recruitment;

11.1.2.5 ensures compliance of staff qualifications with the requirements of EPs;

11.1.2.6 provides functioning of mechanisms for motivation of employees, adaptation of new employees, attestation and the use of disciplinary measures as well as the procedure of dismissing employees;

11.1.2.7 contains principles of ethical behavior for employees.

11.1.3 Educational institution is responsible for its employees and provides them with favourable working conditions.

11.1.4 University administration is obliged to realize and demonstrate the change in teacher’s role as a result of transition to student-centered mode of learning.

11.1.5 Assessment of compliance to the criteria of the present standard is based on the following:

11.1.5.1 analysis of the university development strategy, EP development plan;

11.1.5.2 analysis of documents defining duties, rights, responsibility, professional development and improvement of professional skills, motivation, adaptation, dismissal and other personnel issues;

11.1.5.3 analysis of the use of innovative methods and teaching technologies;

11.1.5.4 analysis of ethic behavior, corporate culture in the educational institution;

11.1.5.5 analysis of statistics reflecting qualitative and quantitative characteristics of the personnel;

11.1.5.6 analysis of interviewing the teaching staff, employees and administration.

11.2 Evaluation criteria

11.2.1 The institution is obliged to have an objective and transparent staff policy, including recruitment, professional growth and development, ensuring the professional competence of all staff.

11.2.2 EP supervisors are obliged to demonstrate compliance with the human resource capacity of the university faculty development strategy, eligibility requirements, and the level of specificity of the educational program and employment on the basis of the recruiting system.

11.2.3 EP supervisors are obliged to demonstrate awareness of responsibility for its employees and providing them favorable conditions of work.

11.2.4 EP supervisors are obliged to demonstrate the changing role of the teacher in connection with the transition to student-centered education.

11.2.5 The institution are obliged to demonstrate public availability of information on teaching staff, including staff directories, posting profiles on the university website.

11.2.6 EP supervisors are obliged to monitor the activity of the teaching staff, systematically assess the competence of teachers, comprehensively assess the quality of teaching, including the assessment of satisfaction of teachers and students.

11.2.7 EP supervisors are obliged to ensure the completeness and adequacy of teaching staff individual work planning for all types of activities, performance monitoring and the effectiveness of individual plans, to demonstrate proof of performance of teachers of all types of planned load.

11.2.8 EP supervisors are obliged to demonstrate support for research activities of faculty, providing connection between research and teaching.

11.2.9 EP supervisors are obliged to demonstrate the existence of continuing education, professional and personal development of faculty and administrative staff, as well as compliance of training, professional and personal development of faculty with the development strategy.

11.2.10 EP supervisors are obliged to involve specialists with experience in the industry, as well as well-known scientists, public and political figures.

11.2.11 EP supervisors are obliged to ensure concerted action on the professional development of young teachers.

11.2.12 EP supervisors are obliged to ensure the incentive scheme for professional and personal development of faculty and staff.

11.2.13 EP supervisors are obliged to ensure monitoring teaching staff satisfaction.

11.2.14 EP supervisors are obliged to demonstrate involvement of the teaching staff in practical activities in the field of specialization on a permanent basis.

11.2.15 EP supervisors are obliged to demonstrate IT competence of the teaching staff, terms of motivation of the teaching staff for the use of innovative methods and forms of education, information and communication technologies in the educational process.

11.2.16 An important factor is the development of academic mobility of teachers, attraction of the best foreign and domestic lecturers, joint research.

11.2.17 An important factor is participation of the teaching staff in social life (role of the teaching staff in the system of education, in the development of science in the region, creating a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).

11.2.18 EP supervisors demonstrate compliance with the priorities of consulting, research, implemented by the teaching staff in the EP, topical issues of the economy, the development priorities of the state national policy in the sphere of education, science and innovation development.

12 Standard "Educational resources and student support system"

12.1 General provisions

12.1.1 The University is obliged to guarantee a sufficient number of available and relevant objectives of the educational resources and student support services.

12.1.2 The administration of EP is obliged to ensure the existence and effective functioning of the students support and consulting system on the educational process.

12.1.3 Constant improvement of logistical and information resources is a factor to ensure the quality of EP.

12.1.4 Students' educational environment, including logistical and information resources, must comply with the objectives of the educational program.

12.1.5 The administration of EP creates the conditions for the effective promotion of the student on an individual educational trajectory, including consultations of faculty advisors.

12.1.6 The University creates conditions for conducting the scientific researches and science integration into the educational process, publications of the research work results of the teachers and students.

12.1.7 The University is obliged to provide comfortable conditions to study and work on its territory. The students, teachers, employees and others, must carry out appropriate infrastructure development, which is used to implement EP, on the basis of the infrastructure satisfaction monitoring results.

12.1.8 Assessment of the quality of logistic and information resources is based on:

12.1.8.1 the analysis of library resources, availability of high-speed internet, unified information system, public information and communication system, laboratory and educational equipment, software programs;

12.1.8.2 analysis of logistic and information resources in educational organizations;

12.1.8.3 interviews and questionnaires of students, teachers and others.

12.2 Evaluation criteria

12.2.1 The University is obliged to demonstrate sufficient material, financial and human resources.

12.2.2 The university is obliged to demonstrate the effectiveness of the students support services and the availability of support procedures.

12.2.3 The University is obliged to identify the support needs of different groups and categories of students.

12.2.4 The university is obliged to ensure the existence and effective functioning of information and feedback system focused on students, staff and others.

12.2.5 The university is obliged to demonstrate the effectiveness of the regular analysis of the adequacy of resources and support systems for students, including the competence of the involved staff.

12.2.6 The university is obliged to create learning environment that reflects the specifics of the educational programs, which includes:

12.2.6.1 technological support of students and the teaching staff in accordance with EPs (e.g. on-line education, database, data analysis program);

12.2.6.2 personalized interactive resources (with the access in extracurricular time), including teaching materials and assignments, ensuring the possibility of self-assessment of students' knowledge through remote access to the university portal ;

12.2.6.3 interactive academic consultations to help students plan and develop the educational programs, including personified interactive resources;

12.2.6.4 professional guidance, assistance in choosing and achieving career paths;

12.2.6.5 the sufficient number of classrooms, equipped with modern technological means of teaching, educational and research laboratories, educational

and training grounds, technoparks with modern equipment, complied with EPs, sanitary-epidemiological norms and requirements;

12.2.6.6 the sufficient number of computer classes, reading halls, multimedia, language and scientific-methodical classrooms, the number of seats in them;

12.2.6.7 the book fund, including the fund of educational, methodical and scientific literature on general disciplines, basic courses and majors in print, electronic versions, periodicals in the context of learning languages;

12.2.6.8 structured information in the context of disciplines. For example, presentation materials, videos, lecture notes, compulsory and additional literature, practical tasks, etc .;

12.2.6.9 the availability of scientific databases and electronic scientific journals;

12.2.6.10 the availability of electronic versions of new journals;

12.2.6.11 plagiarism expertise of research work results, graduation papers, dissertations;

12.2.6.12 free WI-FI and access to educational online resources, throughout the territory of the institution.

12.2.7 The administration of EP is obliged to ensure the copyright compliance when publishing educational and methodical materials in open access

12.2.8 Learning equipment and programs must comply with modern requirements.

13 Standard “Information management”

13.1 General provisions

13.1.1 The University is obliged to demonstrate decision taking policy based on facts.

13.1.2 The university is obliged to demonstrate intensive use of statistics collection and analysis according to the population of students and alumni, different resources, staff, consulting, research and international activities, and other areas.

13.1.3 The University is obliged to guarantee that EPs management is based on collection, analysis and use of the relevant information.

13.1.4 The university must use different methods of data collection and analysis.

13.1.5 Quality assessment of information management is based on:

13.1.5.1 analysis of methods and forms, data collection analysis;

13.1.5.2 analysis of decisions taken by colleagues and administration;

13.1.5.3 analysis of information systems and programs which are used in University with the aim of information management;

- 13.1.5.4 analysis of information resources of educational organization;
- 13.1.5.5 analysis of interviews and questionnaires of students, teachers and others.

13.2 Evaluation criteria

13.2.1 The University is obliged to introduce the processes of management, including data collection and analysis.

13.2.2 The University determines the volume and structure of periodically updated information and the persons responsible for the accuracy and timeliness in compliance with the development strategy of the university.

13.2.3 The University ensures timeliness, accuracy, completeness of information and its protection.

13.2.4 EP administration is obliged to demonstrate decision-taking policy based on facts.

13.2.5 data collection, analysis and information management system should be used to improve the EP quality.

13.2.6 Information collected and analyzed by different educational institutions is obliged to include:

13.2.6.1 Dynamics of students' contingent in the context of forms and types

13.2.6.2 the level of students' performance, achievements and expulsion;

13.2.6.3 the level of students' satisfaction with the EP;

13.2.6.4 the availability of educational resources and support systems;

13.2.6.5 the employment and career development of graduates.

13.2.7 EP administration is obliged to analyze data to identify and predict possible risks.

13.2.8 The University is obliged to ensure the existence and effective functioning of information and feedback system focused on students, staff and others.

13.2.9 Students, employees and teachers must confirm their consent to personal data processing.

13.2.10 The involvement of students, employees and teachers in the process of collecting and analyzing data is one of the key factors, as well as taking decision on the basis of their decisions.

14 Standard “Public Informing”

14.1 General provisions

14.1.1 The University is obliged to demonstrate the policy of public informing about its activities, conditions and specificities of EP implementation.

14.1.2 The university is obliged to follow the principles of transparency, openness, involvement of students, teachers, employers and others in EP realization, initiative, constant development and adaptation to the changing conditions.

14.1.3 The current standard assessment is based on:

14.1.4 analysis of internal documents regulating principles of public relations;

14.1.5 analysis of publications on the activities and the implementation educational program

14.1.6 University information resources analysis;

14.1.7 interviews and questionnaires of students, teachers and others.

14.2 Evaluation criteria

14.2.1 The University is obliged to publish information about its activities and EP implementation. The information must be clear, precise, objective, relevant and available.

14.2.2 EP administration should employ different means of information dissemination, including information networks for informing the public and others.

14.2.3 The University is obliged to display information in web resources that characterizes the university as a whole and in the context of educational programs, to improve the educational process, including the following characteristics:

14.2.3.1 complete objective information about the specifics of the EP, including actual support systems, students' achievements and professional qualifications;

14.2.3.2 the availability of reliable and objective information about the teaching staff including teachers' personal pages;

14.2.3.3 transparency of information concerning complaints, including the posting a virtual book of complaints for consumers;

14.2.3.4 information about collaboration with scientific/ consulting organizations as well as with educational institutions implementing similar EPs;

14.2.3.5 information and links to external resources concerning results of external evaluation procedures.

14.2.4 EP involvement in different external evaluation procedures including ratings and rankings is one of the key factors.

15 Standards for individual specialties

15.1 General provisions

15.1.1 Specialized accreditation standards will differ to some extent depending on exactly which specialties are accredited.

15.1.2 Standards elaborated for certain specialties present the key principles of EP organization and emphasize the importance of the adequate distribution of the load between the theory and practical training within the EP framework. It is necessary to diverse practical experience, to acquire skills in programs connected with social sciences, economics, business and law, and vice versa, to lay emphasis on fundamental knowledge acquisition in the humanities, technical and natural science disciplines.

15.2 Evaluation criteria

15.2.1 EDUCATION

15.2.1.1 EPs in the direction of "Education" are obliged to comply with the following requirements:

15.2.1.1.1 EP administration is obliged to ensure the theoretical knowledge of graduates in the field of psychology and communication skills as well as analysis of personality and behavior, methods of preventing and conflict resolution, learners' motivation;

15.2.1.1.2 EP administration is obliged to demonstrate the literacy of graduates in Information Technology program.

15.2.1.1.3 EP administration is obliged to display the programs containing innovative methods of teaching and learning planning including interactive methods of teaching with the high level of student engagement and motivation (games, case-study, use of multimedia resources);

15.2.1.1.4 EP administration is obliged to demonstrate the students ability to train the skills of self-learning;

15.2.1.1.5 EP should focus on different types of practices:

- attending lectures and seminars conducted by teachers;
- conducting special seminars and discussing the innovative methods and technologies of teaching;

- students must have possibilities to attend at least one course in the sphere of their specialization taught by an expert.

15.2.1.1.6 Students of the EP should be given the knowledge and skills of pedagogical systems and methods in the world, as well as the knowledge in the sphere of education management.

15.2.2 SOCIAL SCIENCES, HUMANITIES, ECONOMICS, BUSINESS AND LAW

15.2.2.1 EPs in the direction of “Social sciences, economics and business”, “Humanities” and “Law” e.g. such as “Management”, “Economics”, “Philology”, “Law Studies”, etc. are obliged to comply with the following requirements:

15.2.2.1.1 EP administration is obliged to ensure that teaching is based on the most modern and complete achievements of the world science in the field of specialization as well as on the use of the most modern and advanced methods of teaching;

15.2.2.1.2 EP administration is obliged to ensure a free access to the most modern and relevant databases (statistics, news, scientific achievements) in the field of specialization on print (newspapers, textbooks, collections of statistics) and electronic media;

15.2.2.1.3 Aims and results of the EP are obliged to be directed to student acquisition of certain skills demanded on the labour market;

15.2.2.1.4 EP administration is obliged to demonstrate that graduates of the EP possess these skills and that these skills are really in great demand on the labour market;

15.2.2.1.5 The EP is obliged to contain an essential number of disciplines and events aimed at getting practical experience in the application of theoretical knowledge such as: internship, participation in lectures and seminars, etc.;

15.2.2.1.6 EP administration is obliged to display a labor market analysis and provide the examples of successful employment of graduates.

15.2.3 NATURAL SCIENCES, AGRICULTURAL SCIENCES, ENGINEERING SCIENCES, AND TECHNOLOGY

15.2.3.1 EPs in the fields of “Natural sciences”, “Technical sciences and technologies” such as “Mathematics”, “Physics”, “Information systems”, etc. are obliged to comply with the following requirements:

15.2.3.1.1 EP is obliged to include subjects and activities aimed at obtaining practical experience and skills for the whole profession and majors in particular in order to get students introduced to professional environment and current issues in the field of their specialization as well as for the acquisition of skills through theoretical training education program.:

- excursions to enterprises in the field of specialization (plants, workshops, research institutes, laboratories, etc.)
- conducting lessons and seminars at the enterprise of specialization;
- conducting seminars to solve practical tasks relevant to enterprises in the field of specialization, etc.

15.2.3.1.2 The teaching staff must consist of at least one full-time teacher who has a long experience of working at enterprises in the field of specialization.

15.2.3.1.3 The contents of all the disciplines within the EP must be based and include a clear correlation with the contents of fundamental natural sciences such as Mathematics, Chemistry, Physics.

15.2.3 ARTS

15.2.4.1 EPs in the fields of “Arts” such as “Music Studies”, “Choreography”, “Architecture”, etc. is obliged to comply with the following requirements:

15.2.4.1.1 Students of the EP are obliged to have theoretical knowledge in the field of art and skills of self-expression through creative works, such as modeling, drafting, singing, etc.;

15.2.4.1.2 Students of the EP are obliged to demonstrate the skills of self-study and self-development;

15.2.4.1.3 Within the EP students are obliged to have the possibility to attend at least one discipline taught by an expert;

15.2.4.1.4 The EP is obliged to include the maximum number of disciplines and events where students are taught either individually or in small groups, for example by well-know art workers;

15.2.4.1.5 EP administration is obliged to organize different events to help students demonstrate the acquired creative skills, e.g. concerts, exhibitions;

15.2.4.1.6 Creative work, participation in concerts, performances and competitions etc. in this direction are all the part of the scientific activities.

15.2.4.1.7 Within the EP students should be given knowledge and skills of creative work and methods/ technologies applied in the world as well as knowledge of art management;

15.2.4.1.8 The EP should contribute to enrich the creative experience in different activities inherent in the specialty;

15.2.4.1.9 EP is obliged to include subjects and activities aimed at obtaining practical experience and skills for the whole profession and majors in particular in order to get students introduced to professional environment and current issues in the field of their specialization as well as for the acquisition of skills through theoretical training education program;

- excursions to enterprises in the field of specialization (museums, theatres, design offices, etc.)
- conducting lessons and lectures at the enterprise of specialization;
- conducting seminars to solve practical tasks relevant to enterprises in the field of specialization, etc

15.2.4.1.10 Mechanism of peer assessment of students' examination works is one of the key principles of the EP.

16. The procedure for making amendments and additions

16.1 Amendments and additions are introduced into the present accreditation standard with the aim of its further improvement.

16.2 The Independent Agency of Accreditation and Rating (IAAR) introduce the amendments and additions.

16.3 In the case of initiation of changes and amendments to existing standards of education organizations, suggestions and comments are sent to the IAAR.

16.4 IAAR conducts expertise of the received proposals and comments for their validity and feasibility in accordance with established procedure.

16.5. Amendments and additions to the present accreditation standard are approved by the Director of IAAR in a new edition with changes or in a booklet-insert to the existing standard.

Bibliography

- [1] The law of the Republic of Kazakhstan "On education" dated July 27, 2007 No. 319-III LRK.
- [2] The law of the Republic of Kazakhstan "On technical regulation" dated November 9, 2004 № 603-II LRK.
- [3] Message of the President of the Republic of Kazakhstan N.A.Nazarbayev to the people of Kazakhstan "Kazakhstan's way – 2050: common goal, common interests, common future". - Astana, January 17, 2014
- [4] Message of the President of the Republic of Kazakhstan N.A.Nazarbayev to the people of Kazakhstan “Nurly Zhol – way to the future”. – Astana, November, 11, 2014
- [5] Standards and guidelines for quality assurance in the European higher education. European Association for quality assurance in higher education. 2006, Astana, NAC of MES of RK, p. 36
- [6] Quality Procedures in the European Higher Education Area and Beyond - Second ENQA Survey, ENQA, 2008, Helsinki.
- [7] Guidance on the use of ECTS (European system of transfer and accumulation of credits). - The publications office of the European Union, 2015 ISBN 978-92-79-43562-1 (adopted at the Yerevan conference of Ministers of Education in May 14-15, 2015).
- [8] Standards and guidelines for quality assurance in the European higher education area (ESG) (revised version) (Adopted at the Yerevan conference of Ministers of education in may 14-15, 2015).
- [9] General criteria for the accreditation of educational programs awarding a degree in Engineering, Informatics, Architecture, Natural science, Mathematics, separately by regions or a combination of different specialties, the Accreditation Agency for educational programs with an awarding degree in Engineering, Informatics/Computer Sciences, Natural Sciences and Mathematics (ASIIN), Düsseldorf (Germany), 2012, 55p.
- [10] Criteria for accrediting engineering technology programs, ABET, 2012, Baltimore.
- [11] Accrediting standards, ACEJMC, 2006.
- [12] The decree of the Government of the Republic of Kazakhstan dated August 23, 2012 No. 1080 "On approval of state compulsory educational standards of respective levels of education”
- [13] Joint order of the Minister of Labour and Social Protection of population of the Republic of Kazakhstan dated 24 September 2012 No. 373 and the Minister of Education and Science of the Republic of Kazakhstan dated September 28, 2012 № 444. Registered in the Ministry of Justice of the Republic of Kazakhstan on October 19, 2012 No. 8022 "On Approval of the National Qualifications Framework".
- [14] Professional standards of the Republic of Kazakhstan

Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга
Независимое агентство аккредитации и рейтинга