



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

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АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

STANDARDS

FOR SPECIALIZED ACCREDITATION OF
EDUCATIONAL PROGRAMS OF HIGHER
EDUCATION INSTITUTIONS

Astana 2017

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING



Independent agency for
accreditation and rating

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FOR SPECIALIZED ACCREDITATION OF EDUCATIONAL PROGRAMS OF HIGHER EDUCATION INSTITUTIONS

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These Standards are developed in accordance with ESG (2015) and define the requirements for the preparation and implementation of the procedure for specialized accreditation of the higher education organization, regardless of its status, organizational and legal form, departmental subordination and form of ownership.

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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 February 24, 2017 no. 10-17-OD.

3 This Standard implements provisions of the Law of the Republic of Kazakhstan "On Education" as of July 27, 2007 no. 319-III.

4 FIFTH EDITION

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STANDARDS AND CRITERIA OF SPECIALIZED ACCREDITATION OF EDUCATION PROGRAMS

Main provisions

1. Applicable scope

1.1 These Standards determine the requirements for education institution and specialized accreditation of education programs.

1.2 These standards are used during the specialized accreditation procedure of educational programs of education institution regardless of their status, legal corporate form, institutional subordination and form of ownership.

1.3 These standards may also be applied by higher education institution (hereinafter – HEI) for an internal assessment of its activities and for the development of the correspondent internal regulatory documentation.

2. Regulatory references

These standards contain references to the following regulatory documents:

2.1 The Law of the Republic of Kazakhstan "On Technical Regulation" as of November 9, 2004 no. 603.

2.2 The Law of the Republic of Kazakhstan "On Education" as of June 27, 2007 no. 319-III.

2.3 The Law of the Republic of Kazakhstan "On accreditation of the conformity assessment" as of July 5, 2008 no. 61-IV.

2.4 Strategic Development Plan of the Republic of Kazakhstan until 2020 approved by the Presidential Decree of the Republic of Kazakhstan as of February 1, 2010 no. 922.

2.5 Decree of the President of Kazakhstan as of March 1, 2016 no. 205 "On approval of the State Program on the Development of Education and Science of the Republic of Kazakhstan for 2016-2019".

2.6 Resolution of the Government of the Republic of Kazakhstan as of August 23, 2012 No. 1080 "On approval of the state compulsory education standards for the corresponding levels of education".

2.7 Message of the President of the Republic of Kazakhstan N.Nazarbayev to the people of Kazakhstan dated January 17, 2014 " Kazakhstan way - 2050: One goal, common interests, common future".

2.8. Message of the President of the Republic of Kazakhstan N.Nazarbayev to the people of Kazakhstan dated November 11, 2014 "Nurly Zhol – the way to the future".

2.9 Order of the Minister of Education and Science of the Republic of Kazakhstan as of April 20, 2011 No. 152 "On Approval of the Rules for Organization of the Educational Process based on credit technology of education".

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

2.11 Order of the Acting Minister of Industry and New Technologies of the Republic of Kazakhstan as of December 28, 2012 No. 495. "On approval of the Rules for the development, recording, approval, examination, amending, cancellation and enactment of national Standards, preliminary national Standards, classifiers of technical and economic information, excluding military Standard for goods (products), works, military and dual-use services."

2.12 Standards and guidelines for quality assurance in the European Higher Education Area (ESG) (new edition) (Approved at the Yerevan Conference of Education Ministers in May 14-15, 2015).

2.13 Guidelines for the use of ECTS (European Credit Transfer and Accumulation System). - Office of the European Union Publications, 2015, ISBN 978-92-79-43562-1 (Approved at the Yerevan Conference of Education Ministers in May 14-15, 2015).

3. Terms and Definitions

This standard applies the terms and definitions in accordance with the regulatory documentation as specified in paragraph no. 2.

In addition Standards define the following:

Academic Mobility: The transfer of students or teachers-researchers for learning or research for a certain academic period (semester or academic year) to another higher educational institution (domestically or abroad) with mandatory credit transfer of studied learning programs, disciplines at the current higher educational institution or to continue studying in another higher educational institution;

Distance learning technologies: Training carried out with the use of information and communication technologies and telecommunications with mediated (at a distance) or not completely mediated interaction between the student and teacher;

The European Credit Transfer and Accumulation System (ECTS): a student-centered method of planning, describing educational programs, recording and recognizing learning outcomes, and monitoring the dynamics of student progress through an individual educational pathway, by determining the laboriousness of disciplines for all its components.

Specialized accreditation - the evaluation of the quality of educational programs implemented by organization of education;

Quality of educational programs: Compliance of the level of competencies of students and graduates with the requirements of professional standards and additional requirements established by the organization implementing educational programs.

Credit technology of education: Training based on the choice and self-planning of students for the sequence of studying disciplines with the use of credit as a unified unit for measuring the amount of academic work of the student and teacher.

Educational program: A single set of basic characteristics of education, including the goals, results and content of training, the organization of the educational process, the ways and methods of their implementation, the criteria for assessing learning outcomes.

Educational monitoring: Systematic observation, analysis, assessment and forecast of the status and dynamics of changes in the results and conditions of the implementation of educational processes, student population, the network, as well as the rating indicators of achievements of educational organizations.

Qualifications award: The procedure for confirming the totality of individual capabilities, professional knowledge, skills necessary to perform work in the relevant type of professional activity for a particular profession.

Effectiveness: Degree of implementation of the planned activity and achievement of the planned results.

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

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

Curriculum: A program that determines the content and amount of knowledge, skills and competences to be learned for each academic discipline (subject).

Curriculum: A document regulating the list, sequence, volume (labor intensity) of educational subjects, disciplines (modules), practices, other types of educational activity of students of the appropriate level of education and form of control.

Efficiency: The relationship between the result achieved and the resources used.

4 Notations and abbreviations

In this Standard, abbreviations are used in accordance with the regulatory documents referred to in paragraph 2 herein.

In addition, the following notations and abbreviations are used in this Standard:

RK - Republic of Kazakhstan;

MES - Ministry of Education and Science of the Republic of Kazakhstan;

AC - Accreditation Council;

BA - Bachelor's degree;

MA – Master degree;

PhD - Doctoral studies;

HEI - Higher Educational Institution;

EEP - External Expert Panel;

SCES - State Compulsory Educational Standards;

SPDE - State Program for the Development of Education;

MOOC – Mass open online course;

IAAR - Independent Agency for Accreditation and Rating;

RW - Research work;

RLA - Regulatory Legal Acts;

NQF - National Qualifications Framework;

NSQ - National System of Qualifications;

EP - Educational Program;

TS – Teaching Staff;

ECTS - European System of Credit Transfer and Accumulation;

ESG - Standards and Recommendations for Quality Assurance in the European Higher Education Area.

5 The procedure for specialized accreditation of educational programs

5.1 Submission by higher education institution (hereinafter – HEI) of the application for specialized accreditation with copies of the title and permit (authorization) documentation.

5.2 Consideration by IAAR of the educational organization’s application.

5.3 IAAR decision to start the procedure for the specialized accreditation. An agreement between the agency and HEI to conduct the specialized accreditation is concluded.

5.4 Management of educational institution and IAAR organize training to explain the criteria and procedures for the specialized accreditation to internal experts of educational institution at the special seminars on the theory, methodology and techniques of the specialized accreditation.

5.5 Educational institution conducts self-assessment according to the requirements established by IAAR, and submits self-assessment report (in Kazakh, Russian and English languages) to IAAR in e-format and 1 hard copy in each of the languages.

5.6 On the basis of HEI’s self-assessment report IAAR has the right to make the following decisions:

- to develop recommendations on the need to improve self-assessment materials;
- to conduct an external peer review;

– to change the accreditation term as it is impossible to conduct the specialized accreditation procedure due to non-compliance of the self-assessment report to the criteria of these standards.

5.7 In the event accreditation continues IAAR generates external expert panel (hereinafter –EEP), which shall be approved by the IAAR director to assess HEI. The number of experts is determined depending on the review volume. The structure of the EEP includes representatives of the academic community, stakeholders in Kazakhstan, including employers, students, foreign / international experts.

5.8 In the event accreditation continues IAAR agrees with the educational organization on the dates for the specialized accreditation and EEP’s visit program.

5.9 The duration of the EEP’s visit accounts for 3-5 days. During the visit, the organization of education creates working conditions for the EEP under the Service Agreement:

- provides for each member of the Panel an electronic and paper version of the self-assessment report;
- provides the necessary office equipment in consultation with the IAAR representative and based on the number of EEP members;
- organizes the inspection of infrastructure and resources, meetings, questionnaires, interviews and other forms of EEP’s work in accordance with the EEP’s program of the visit;
- provides information requested;
- organizes photo and video recording of the EEP’s work;
- prepares a video clip on the IAAR AC’s work, which provides brief characteristic of education organization and information on the EEP visit.

5.10 At the end of the visit EEP is preparing a report on evaluation of education program and a presentation on EEP visit.

5.11 The report contains a description of the EEP’s visit, a brief assessment of the EP’s compliance with the IAAR criteria, recommendations to the HEI for performance improvement and quality assurance, recommendations to the Accreditation Council. Recommendations to the Accreditation Council provide information on the status of the educational organization and recommended accreditation period.

5.12 The EEP’s report, including recommendations is prepared by members of the EEP collectively.

5.13 The EEP’s report on the evaluation of EP and the HEI’s self-assessment report of EP serve as the basis for the Accreditation Council’s decision on specialized accreditation.

5.14 The Chairman of the EEP presents to the Accreditation Council outcomes of the EEP’s visit. If there are objective reasons IAAR director appoints a member of the EEP to attend a meeting of Accreditation Council and present a report. Replacement of the Chairman of EEP is made by the order of IAAR Director.

5.15 The exclusive competence of the IAAR Accreditation Council includes decision-making on accreditation or refusal of accreditation of education program

of HEI. The composition of the Accreditation Council is determined in accordance with the Regulations of its activities. The meeting is held if a quorum is present. Accreditation Council shall have the right to make a grounded decision not corresponding with the EEP recommendations.

Accreditation Council makes decision:

- on accreditation:

- 1 year - in the event of compliance with the criteria as a whole, but with some shortcomings and opportunities for improvement;
- 3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement;
- 5 years - with positive results in general.

- on non-accreditation.

On expiry of the accreditation period of **5 years** and successful completion of the post accreditation monitoring of EP shall be entitled to apply for a re-accreditation. In the case of re-accreditation of EP and its positive results, the organization of education has the right to apply for the period of **7 years**.

5.16 In the event of positive decision on accreditation the Accreditation Council of IAAR sends an official letter to the education organization with the results of the accreditation and a certificate of specialized accreditation of a HEI, signed by the IAAR Director. The decision on accreditation of educational organization the Agency sends to the MES for inclusion in the Register of accredited education programs (Register 3) and places the information on the IAAR website. The EEP report is also published on the website.

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

5.17 In the event of the Accreditation Council's negative decision on accreditation the IAAR sends a letter to the organization of education indicating the adopted decision.

5.18 The organization of education in the prescribed manner under the Service Agreement and the Regulations of the Commission on Appeals and complaints may send to IAAR an appeal against the decision of the Accreditation Council. In case of doubts in the competence of the EEP and representatives of the Agency, or gross violations committed by members of the EEP, the organization of education may file a complaint to IAAR.

6 Follow-up procedures

6.1 In the event of positive accreditation decision of the IAAR Accreditation Council, the educational organization submits to IAAR an Action Plan on the quality improvement under the external expert panel's recommendations (hereinafter - the Plan), which is signed and sealed by the chief executive officer, an organization enters into a Service Agreement with IAAR. An agreement and Plan are the basis for the post accreditation monitoring.

6.2 In accordance with the Regulation on the post accreditation monitoring procedure of educational organizations / educational programs, accredited

education institutions should prepare interim reports under the Plan. Interim reports are sent to the IAAR before the expected date of post accreditation monitoring.

6.3 Post accreditation monitoring of HEI's EP is conducted as follows:

Validity of the accreditation period	3 years	5 years	7 years
Periodicity of interim reports and review visit	One time in 1,5 years	two times every two years	three times every two years

6.4 In the event of failure to implement the Plan and the requirements put forward by the IAAR in relation to the HEI, as well as lack of awareness of the changes carried out in the educational organization the Accreditation Council shall have the right to adopt the following decisions:

- to temporarily suspend the effectiveness of the EP's accreditation status;
- to revoke accreditation of EP by excluding it from the Registry 3, which may result in the cancellation of all previously achieved results of accreditation.

6.5 In the event of waiver of the educational organization from the post accreditation monitoring through the failure to sign the Service Agreement with IAAR, under the paragraph 6.4 IAAR Accreditation Council may decide to terminate and withdraw accreditation status.

6.6 In the event of early termination and withdrawal of accreditation the educational organizations are not allowed to submit an application for accreditation to IAAR within one year after the decision to revoke the accreditation of HEI.

7. Standard «Management of education program»

7.1 General provisions

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

7.1.2. The implementation of the EP should fully comply with the legislation of the Republic of Kazakhstan in the field of education, including the State Compulsory Educational Standard of the Republic of Kazakhstan.

7.1.3 For evaluation of this standard the following is fulfilled:

7.1.3.1 analysis of the current development plan for the EP, plans and systems for monitoring their implementation.

7.1.3.2 analysis of the results of the external periodic evaluation of the EP.

7.1.3.3 analysis of the mechanism for the formation and revision of the development plan for the EP.

7.1.3.4 analysis of information resources and processes for disseminating information on the development plan for the EP.

7.1.3.5 analysis of the resource support mechanism and the conformity of the organizational and management structure aimed at implementing the development plan for the EP.

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

7.1.3.7 survey of information resources, material and technical base of the HEI, intended for implementation of the EP.

7.1.3.8 analysis of the protocols of collegiate management bodies, orders of the head of the HEI, management documentation.

7.1.3.9 analysis of the suitability of the professional qualifications of the top management of the organization and the distribution of job responsibilities.

7.1.3.10 interviewing, questioning of staff, students, employers and other stakeholders.

7.2 Evaluation criteria

7.2.1 The institution should have a published quality assurance policy.

7.2.2 The quality assurance policy should reflect the relationship between research, teaching and learning.

7.2.3 The HEI should demonstrate the development of a culture of quality assurance, including in the context of the EP.

7.2.4 Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / dual degree education and academic mobility.

7.2.5. The management of the EP provides transparency in the development of an EP's development plan based on an analysis of its functioning, the actual positioning of the institution and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.

7.2.6 The management of the EP demonstrates the functioning of the mechanisms for the formation and regular revision of the development plan of the EP and monitoring of its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, making decisions aimed at the continuous improvement of the EP.

7.2.7 The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff, in the development of an EP's development plan.

7.2.8 The management of the EP should demonstrate the individuality and uniqueness of the development plan for the EP, its coherence with national development priorities and the development strategy of the organization of education.

7.2.9 The HEI should demonstrate a clear definition of those responsible for business processes within the framework of the EP, unambiguous distribution of the duties of the staff, delineation of the functions of collegial bodies.

7.2.10 Supervisory authorities should provide evidence of the transparency of the educational management system.

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

7.2.12 Management should implement risk management.

7.2.13 The management of the EP should ensure the participation of stakeholder representatives (employers, teaching staff, students) in the collegial bodies of management of the educational program, as well as their representativeness in making managerial decisions related to the educational program.

7.2.14 The HEI should demonstrate the management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals.

7.2.15 The EP's management should demonstrate evidence of openness and accessibility for students, teaching staff, employers and other stakeholders.

7.2.16 The management of the EP should be trained in management of education programs.

7.2.17 The management of the EP should aim to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparing for the next procedure.

8 Standard «Information management and reporting»

8.1 General provisions

8.1.1 Management should demonstrate decision-making based on facts.

8.1.2 The HEI should demonstrate the availability and evidence of intensive use in the EP's management system processes for the collection and analysis of statistics on the population of students and graduates, available resources, staffing, consulting, research and international activities and other areas.

8.1.3 The HEI should ensure that the management of the EP, as well as other activities, is carried out through the collection, analysis and use of relevant information.

8.1.4 The HEI should provide measurability, reliability, accuracy, timeliness and completeness of information in the context of the EP.

8.1.5 The HEI uses a variety of methods to collect and analyze information in the context of the EP.

8.1.6 The assessment of information management and reporting processes is based on:

8.1.6.1 analysis of methods and forms of information collection and analysis;

8.1.6.2 analysis of decisions taken by collegiate bodies and evidence-based management;

8.1.6.3 surveys of information systems and software used in the HEI for the purpose of information management;

8.1.6.4 surveys of information resources of the education organization;

8.1.6.5 interviewing and questioning of students, teaching staff and stakeholders.

8.2 Evaluation criteria

8.2.1 The HEI should ensure the functioning of the system for collection, analysis and management of information using modern information and communication technologies and software.

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

8.2.3 Under the EP there should be a system of regular reporting, reflecting all levels of structure, including an assessment of the effectiveness and efficiency of activities of structural units, departments and research.

8.2.4 The HEI should establish the periodicity, forms and methods of the EP's evaluation management, the activities of collegial bodies and structural units, top management, the implementation of scientific projects.

8.2.5 The HEI should demonstrate the definition of order and ensure protection of information, including the identification of responsible persons for the reliable and timely analysis of information and data provision.

8.2.6 An important factor is the involvement of students, employees and teaching staff in the processes of collection and analysis of information, being the basis for making decisions.

8.2.7 The EP's management should demonstrate the existence of a mechanism of communication with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.

8.2.8 The HEI should provide a measure of the degree of satisfaction of the needs of the teaching staff, personnel and students and demonstrate evidence of addressing the deficiencies found.

8.2.9 The HEI should evaluate the effectiveness and resulting quality of its activities, including in the context of the EP.

8.2.10 The information collected and analyzed by the HEI should take into account:

8.2.10.1 key performance indicators;

8.2.10.2 dynamics of students population in the context of forms and types;

8.2.10.3 level of academic achievement, student achievement and failing students rate;

8.2.10.4 students' satisfaction with the implementation of the EP and the quality of education at the HEI;

8.2.10.5 availability of educational resources and support systems for students;

8.2.10.6 employment and career development of graduates.

8.2.11 students, employees and teaching staff should confirm in writing their consent to the processing of personal data.

8.2.12 The HEI should facilitate the provision of all necessary information in the relevant fields of science.

9 Standard «Development and approval of educational programs»

9.1 General provisions

9.1.1 The implementation of the EP is aimed to develop professional competence of future specialists, to establish relevant qualification frameworks for education levels and to satisfy labor market needs.

9.1.2 The HEI should define its own procedures for the development and approval of EP.

9.1.3 The EP provides for the possibility of constructing an individual educational pathway, taking into account the personal needs and abilities of students.

9.1.4 Analysis of the quality of development and approval of educational programs is carried out based on:

9.1.4.1. Analysis of curricula, catalogue of elective disciplines, working educational schedules, individual plans of students' programs, internal regulatory documents governing the implementation of educational programs;

9.1.4.2. Analysis of teaching methods and organization of student's independent work.

9.1.4.3 interviewing and questioning of students, teaching staff, employers and stakeholders.

9.1.4.4 results of observations of the conduct of classes in the organization of education.

9.1.4.5 analysis of the methodology and results of observations of the procedure for assessing the competencies of students.

9.2 Evaluation criteria

9.2.1 The HEI should define and document the procedures for the development of the EP and their approval at the institutional level.

9.2.2 The management of HEI should demonstrate the compliance of the developed EP with the established objectives, including the expected learning outcomes.

9.2.3 The management of HEI should ensure the existence of the developed models of the EP's graduates, describing the results of training and personal qualities.

9.2.4 The management of HEI should demonstrate the conduct of external reviews of the EP.

9.2.5 The qualification obtained on completion of EP shall be clearly defined, clarified and consistent with a certain level of the NQF.

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

9.2.7 An important factor is the possibility of students' training for professional certification.

9.2.8 The management of EP must provide evidence of the participation of students, the staff and other stakeholders in the development of the EP, ensuring its quality.

9.2.9 The complexity of the EP should be clearly defined in Kazakhstan credits and ECTS.

9.2.10 The management of EP should ensure the content of the academic disciplines and learning outcomes of the level of study (bachelor's, master's, doctoral).

9.2.11 The structure of EP should provide for various activities corresponding to the learning outcomes.

9.2.12 An important factor is the existence of joint EP with foreign educational organizations.

10 Standard «Constant monitoring and periodical assessment of education programmes»

10.1 General provisions

10.1.1 Monitoring and periodic evaluation of the EP are aimed to achieve the objectives of the EP, the full formation of planned learning outcomes.

10.1.2 The HEI and management of EP should define its own requirements for the format of monitoring and periodic evaluation.

10.1.3 Support services should ensure the identification and satisfaction of the needs of different groups of learners.

10.1.4 A key role in the support of students belongs to the administration and specialized services.

10.1.5 The HEI provides professionalism of employees of support services and development of their competence.

10.1.6 Analysis of procedures for monitoring and periodic evaluation of the EP is carried out based on:

10.1.6.1 analysis of curricula, catalog of elective disciplines, individual plans of students, internal regulatory documents governing the implementation of the EP, their monitoring and evaluation;

10.1.6.2 analysis of the protocols of collegiate bodies and minutes of the meetings of departments;

10.1.6.3 interviewing and questioning of students, teaching staff and stakeholders;

10.1.6.4 analysis of the results of observations of the activities of the support services.

10.2 Evaluation criteria

10.2.1 The HEI should monitor and periodically evaluate the EP in order to ensure that the goal is achieved and meet the needs of students and society. The results of these processes are aimed at the continuous improvement of the EP.

10.2.2 Monitoring and periodic evaluation of EP should consider:

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

10.2.2.2 changes in the needs of society and the professional environment;

10.2.2.3 workload, academic performance and graduation;

10.2.2.4 the effectiveness of evaluation procedures for students;

10.2.2.5 expectations, needs and satisfaction of students of teaching methods under the EP;

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

10.2.3 HEI and management of EP must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP.

10.2.4 All stakeholders should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP shall be published.

10.2.5 The management of EP should provide a review of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of the society.

11 Standard «Student-centered learning, teaching and performance evaluation»

11.1.1 The HEI should introduce student-centered learning processes into its programs.

11.1.2 Student-centered learning plays an important role in the achievement of learning outcomes by students.

11.1.3 Evaluation of knowledge should objectively evaluate the achievement of each learning goal for each student.

11.1.4 The evaluation of student-centered learning and the objectivity of knowledge assessment processes are carried out based on:

11.1.4.1 analysis of curricula, catalog of elective disciplines, timetables, individual plans of students, internal regulatory documents governing the implementation of educational programs;

11.1.4.2 analysis of teaching methods and organization of independent work of students;

11.1.4.3 analysis of declared learning outcomes;

11.1.4.4 analysis of applied techniques and technologies for evaluation of learning outcomes;

11.1.4.5 analysis of materials (test results, test papers, written answers to exam questions, graduation papers, etc.) using which the students' knowledge is assessed;

11.1.4.6 analysis of the compliance of training results declared by the education organization with professional standards and relevant levels of the NSQ;

11.1.4.7 interviewing and questioning of students, teaching staff, employers and stakeholders;

11.1.4.8 observations results of the conduct of classes in the organization of education;

11.1.4.9 analysis of the methodology and observations results of the procedure for assessing the competencies of students.

11.2 Evaluation criteria

11.2.1 The management of EP should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.

11.2.2 The management of EP should ensure the use of various forms and methods of teaching and learning.

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

11.2.4 The management of EP should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes.

11.2.5 The management of EP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

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

11.2.7 The HEI should ensure the consistency, transparency and objectivity of the learning outcomes evaluation mechanism for each EP, including the appeal.

11.2.8 The HEI should ensure that the procedures for evaluating the learning outcomes of students of EP are consistent with the planned learning outcomes and program objectives. Criteria and methods of evaluation should be published in advance.

11.2.9 Mechanisms for ensuring that each graduate of EP has mastered the learning outcomes must be defined in the institution of higher learning, and the completeness of their formation is ensured.

11.2.10 Reviewers should know modern methods for evaluation of learning outcomes and regularly improve their qualifications in this field.

12 Standard «Students»

12.1 General provisions

12.1.1 The management of EP must demonstrate certain, published and consistently applied rules that govern all periods of study, including admission, academic achievement, recognition and certification.

12.1.2 The management of EP should determine the order of formation of students' population on the basis of:

12.1.2.1 minimum requirements for entrants;

12.1.2.3 прогнозирования количества государственных грантов;

12.1.2.2 the maximum size of the group for conducting seminars, practical, laboratory and studio sessions;

12.1.2.3 forecasting the number of government grants;

12.1.2.4 analysis of available material, technical, information resources, personnel potential;

12.1.2.5 analysis of social conditions provided to students, incl. providing places in dormitories.

12.1.3 The management of EP should determine the procedure for recognizing the previous learning outcomes, competences that have been mastered under the framework of academic mobility, additional formal and informal education.

12.1.4 This standard is evaluated on the basis of:

12.1.4.1. Analysis of internal regulatory documents governing the educational process;

12.1.4.2 analysis of individual plans of students, personal files, orders;

12.1.4.3 analysis of transcripts, degree certificates and their enclosures, confirming the achievement of learning outcomes;

12.1.4.4 surveys of the field of study, including information support of the educational process;

12.1.4.5 questioning and interviewing of students.

12.2 Evaluation criteria

12.2.1 The HEI should demonstrate the policy of forming students' population from admission until graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) must be defined, approved, published.

12.2.2 The management of EP should provide for special adaptation and support programs for newly enrolled and foreign students.

12.2.3 The institution must demonstrate its compliance with the Lisbon Recognition Convention.

12.2.4 The HEI should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC to ensure comparable recognition of qualifications.

12.2.5 The management of EP should demonstrate the existence and application of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and informal training.

12.2.6 The institution should provide an opportunity for external and internal mobility of students of EP, as well as assist them in obtaining external education grants.

12.2.7 The management of EP should make the maximum amount of efforts to provide practice-enrolled students, facilitate the employment of graduates, and maintain communication with them.

12.2.8 The institution must provide graduates of EP with documents confirming the received qualification, including the results achieved, as well as the context, content and status of the education received and evidence of graduation.

12.2.9 Monitoring of the employment and professional activities of EP's graduates is an important factor.

12.2.10 The management of EP should actively encourage students to self-education and development outside the main program (extracurricular activities).

12.2.11 An important factor is the existence of a valid association / union of graduates.

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

13. Standard «Teaching Staff»

13.1 General provisions

13.1.1 The HEI should ensure objective and transparent personnel policy including recruitment, professional growth and staff development, as well as to ensure the professional competence of the entire personnel.

13.1.2 Personnel policy of the formation and development of the teaching staff of EP:

13.1.2.1 defines responsibility, job responsibilities and qualification requirements;

13.1.2.2 contains activities aimed to develop and upgrade the qualifications of the teaching staff, implementing EP, administrative and management personnel, HEI's staff;

13.1.2.3 takes into account possible risks associated with the teaching staff;

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

13.1.2.5 ensure that the qualifications of the faculty are in line with the needs of the EP;

13.1.2.6 ensure the functioning of staff motivation mechanisms, the adaptation of new employees, including foreign ones, attestation and application of disciplinary measures against employees, procedures for the dismissal of employees;

13.1.2.7 contains the principles of ethical behavior of personnel.

13.1.3 The HEI is responsible for its employees and provides them with favorable working conditions.

13.1.4 The HEI should realize and demonstrate the changed role of the teacher due to the transition to student-centered learning.

13.1.5 The conformity assessment of this standard is carried out on the basis of:

13.1.5.1 analysis of HEI's development strategy and EP's development plan;

13.1.5.2 analysis of documents defining job duties, rights, responsibilities, professional development, the system of motivation, adaptation, dismissal and other personnel issues;

13.1.5.3 analysis of information on the use of innovative teaching methods and technologies by the teaching staff;

13.1.5.4 data on ethical behavior, corporate culture in the organization of education;

13.1.5.5 analysis of statistical data reflecting the quantitative and qualitative characteristics of the staffing;

13.1.5.6 interviewing the faculty, employees and management.

13.2 Evaluation criteria

13.2.1 The HEI should have an objective and transparent personnel policy, earmarked for the specific EP, which includes hiring, professional growth and development of staff, ensuring the professional competence of the whole manning power.

13.2.2 The HEI should demonstrate the conformity of the personnel potential of the faculty with the development strategy of the HEI and the specifics of the EP.

13.2.3 The management of EP should demonstrate the awareness of responsibility for its employees providing them with favorable working conditions.

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

13.2.5 The HEI should determine the contribution of the faculty to the implementation of the development strategy of the HEI and other strategic documents.

13.2.6 The HEI should provide opportunities for career growth and professional development of the EP's teaching staff.

13.2.7 The management of EP should involve practitioners in the relevant sectors.

13.2.8 The management of EP should provide targeted actions for the development of young teachers.

13.2.9 The HEI should demonstrate the motivation for the professional and personal development of teachers, including encouraging both the integration of research and education, and the use of innovative teaching methods.

13.2.10 An important factor is the active use by the EP's faculty of information and communication technologies in the educational process (for instance, on-line training, e-portfolio, mass open online courses, etc.).

13.2.11 An important factor is the development of academic mobility under the EP, attracting the best foreign and domestic teachers.

13.2.12 An important factor is the involvement of the faculty of EP in the society life (the role of the faculty in the system of education, in the development of science, of the region, in the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).

14 Standard «Education resources and student support systems»

14.1 General provisions

14.1.1 The HEI should guarantee a sufficient number of accessible and correspondent with the learning objectives training resources and support services for students.

14.1.2 The management of EP should ensure the availability and effective functioning of the system of individual assistance and counseling of students in the educational process.

14.1.3 The continuous improvement of material, technical and information resources is a factor in ensuring the quality of education under the EP.

14.1.4 The students' learning environment, including material, technical and information resources should correspond to the development strategy of the EP.

14.1.5 The management of EP creates conditions for student to efficiently advance throughout an individual educational pathway, including advisor's counseling.

14.1.6 The HEI creates conditions for research, integration of science into the educational process, publication of R&D work results of employees and students.

14.1.7 The institution should ensure favorable conditions for learning and working on its territory. The corresponding development of the infrastructure used to implement the EP should be based on the results of monitoring satisfaction of students, teachers, employees and other stakeholders with the infrastructure.

14.1.8 The evaluation of the quality of the material, technical and information resources used in the implementation of the EP is carried out on the basis of:

14.1.8.1 analysis of the adequacy of library resources (book fund, e-resources, access to scientific databases), the availability of high-speed communication, a single automated information system, information and communication systems, laboratory and educational equipment, software;

14.1.8.2 examinations of the material, technical and information resources of the education organization;

14.1.8.3 interviewing and questioning students, teaching staff and stakeholders.

14.2 Evaluation criteria

14.2.1 The management of EP should demonstrate the sufficiency of material and technical resources and infrastructure.

14.2.2 The management of EP should demonstrate the existence of support procedures for various groups of students, including information and counseling.

14.2.3 The management of EP should demonstrate the compliance of information resources with the specifics of the EP, including compliance in the following areas:

14.2.3.1 Technological support for students and teaching staff in accordance with educational programs (for instance, online training, modeling, databases, data analysis programs);

14.2.3.2 library resources, including a fund for educational, methodological and scientific literature on general education, basic and major disciplines in hard or soft copies, periodicals, access to scientific databases;

14.2.3.3 examination of the results of research, final papers, dissertation papers on plagiarism;

14.2.3.4 access to educational Internet resources;

14.2.3.5. The functioning of WI-FI in the area of the educational organization.

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

14.2.5 The institution should ensure that safety requirements are met in the learning process.

14.2.6 The HEI should strive to take into account the needs of different groups of students under specific EP (adults, working, foreign students, as well as disabled students).

15 Standard «Public awareness»

15.1 General provisions

15.1.1 The HEI should demonstrate public awareness of its activities, conditions and features of implementing the EP.

15.1.2 The management of EP should perform its activities based on the principles of transparency, openness, involvement and awareness of students, teaching staff, employers and other stakeholders in implementation of the EP, as well as principles of imitativeness, continuous development and adaptation to changing conditions.

15.1.3 This standard is evaluated on the basis of:

15.1.3.1 analysis of internal documents regulating communication with the public;

15.1.3.2 analysis of publications about the HEI's activities and implementation of EP;

15.1.3.3 survey of information resources of the HEI;

15.1.3.4 interviewing and questioning students, teaching staff and stakeholders.

15.1 Evaluation criteria

15.2.1 The information published by the HEI within the framework of EP should be accurate, objective, relevant and should include:

15.1.1.1 programs to be implemented, indicating expected learning outcomes;

15.1.1.2 information on the possibility of awarding qualifications at the end of the EP;

15.1.1.3 information on teaching, training, evaluation procedures;

15.1.1.4 information on “pass” scores and educational opportunities provided to students;

15.1.1.5 information on employment opportunities for graduates.

15.2.2 Management of EP should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform the general public and stakeholders.

15.2.3 Public awareness should support and explain national development programs of the country and the system of higher and postgraduate education.

15.2.4 The HEI should publish audited financial statements on its own web resource including in reference to specific EP.

15.2.5 The HEI should demonstrate the reflection on the web resource of information that characterizes the HEI in general and in the context of EPs.

15.2.6 An important factor is the availability of adequate and objective information about the faculty of EP in the context of personalities.

15.2.7 An important factor is public awareness about cooperation and interaction with partners under the EP, including scientific / consulting organizations, business partners, social partners and educational organizations.

15.2.8 The institution should post information and links to external resources based on the results of external evaluation procedures.

15.2.9 An important factor is the various external assessment procedures of the HEI and EP being implemented.

16 Standards by specific specialties

16.1 General provisions

16.1.1 Standards for specialized accreditation will differ to some extent depending on which particular specialties are accredited.

16.1.2 Standards earmarked for specific course groups represent the fundamental principles of program organization and emphasize the importance of adequately sharing the learning load between theory and practice within the program, the need for diverse practical experience, acquisition of skills in programs related to social sciences, economics, business and law, and, on the contrary, to emphasize fundamental knowledge within the framework of humanities, natural and technical sciences.

16.2 Evaluation criteria

16.2.1 EDUCATION

16.2.1.1 Educational programs in the field of "Education" should meet the following requirements:

16.2.1.2 The management of EP should demonstrate that the alumni have theoretical knowledge in the field of psychology and communication skills, analysis of personality and behavior, methods of preventing and resolving conflicts, motivating learners;

16.2.1.3 Management of EP should demonstrate the literacy of program graduates in the field of information technology;

The management of EP should demonstrate the availability in the program of disciplines teaching to innovative teaching and planning methods of instruction,

incl. interactive methods of teaching, methods of teaching with high involvement and motivation of students (games, case studies / situations, use of multimedia tools);

16.2.1.4 The EP's management should demonstrate the ability of the learners to develop self-study skills.

16.2.1.1.5 The management of EP should emphasize various types of practices:

- attending lectures and classes conducted by teachers;

- holding special seminars and discussions of the latest teaching methodologies and technologies;

- within the framework of the program, students should be able to study at least one discipline in their field of specialization, taught by a practicing specialist;

16.2.1.1.6 Under the EP, students should be provided with knowledge and skills of systems and methods of pedagogy in the world, as well as knowledge in the field of education management.

16.2.2 SOCIAL SCIENCES, HUMANITIES, ECONOMICS, BUSINESS AND LAW, SERVICES

16.2.2.1 Educational programs in the areas of "Social sciences, Economics and Management", "Humanities" and Law", such as "Management", "Economics", "Philology", "Jurisprudence", etc. should comply with the following requirements:

16.2.2.1.1 The management of the EP should demonstrate that the teaching within the program is conducted on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods;

16.2.2.1.2 The management of the EP must guarantee the access of students to the modern and most up-to-date data (statistics, news, scientific results) in paper editions (newspapers, statistical data collections, textbooks) and electronic media.

16.2.2.2.1 Objectives and correspondingly the results of the EP should be aimed at providing learners with specific skills required in the labor market;

16.2.2.2.2 The management of the EP must demonstrate that the graduates of the program have these skills and that these skills are really in demand in the market;

16.2.2.2.3 The EP should include a significant number of disciplines and activities aimed at providing students with practical experience in applying theoretical knowledge, such as industrial placement, training in enterprises, participation in lectures and workshops of practicing specialists, etc.

16.2.2.2.4 The management of EP should demonstrate the labor market analysis and ensure instances of successful employment of graduates.

16.2.3 NATURAL, AGRICULTURAL AND TECHNICAL SCIENCES AND TECHNOLOGIES

16.2.3.1 Educational programs in fields "Natural Sciences", "Technical sciences and technologies", such as "Mathematics", "Physics", "Information Systems" etc. should comply with the following requirements:

16.2.3.1.1 In order to familiarize learners with the professional environment and relevant issues in the field of specialization, as well as to acquire skills through theoretical training, the education program should include disciplines and activities aimed at gaining practical experience and skills in the specialty as a whole and majoring disciplines in particular, including:

- site visits to enterprises in the field of specialization (factories, workshops, research institutes, laboratories, scientific and experimental households, etc.),

- individual lessons or complete courses on specialization of enterprises,

- workshops for solving practical problems of relevance at companies in the field of EP's specialization, etc.

16.2.3.1.2 The teaching staff involved in the EP shall include in-house practitioners who have long-term experience working at enterprises in the field of EP's specialization.

16.2.3.1.3 The content of all disciplines should in one way or another be based and have a clear relationship with the content of the fundamental natural sciences, such as mathematics, chemistry, physics.

16.2.3.1.4 The management of EP should ensure that measures are taken to strengthen practical training in the field of specialization.

16.2.3.1.5 The management of the EP shall ensure the training of students in the field of application of modern information technologies.

16.2.4 Art

16.2.4.1 Educational programs in the field of "Art", such as "Science Musical sciagraphy", "Choreography", "Architecture", etc., should meet the following requirements:

16.2.4.1.1 The EP's management should demonstrate that the graduates have a program of theoretical knowledge in the field of arts, and skills of self-expression through creativity, related to competencies of the accredited EP, for instance choreography, singing, graphics, pictorial art, the sculptural arts, architectural, industrial and graphic design, etc.;

16.2.4.1.2 The EP's management should demonstrate the skills of self-learning and self-development among students.

16.2.4.3 Within the framework of the program, students should be able to be taught to at least one discipline in their field of specialization by a practicing specialist;

16.2.4.1.4 The EP should include the maximum possible number of disciplines and activities wherewith skills are taught individually or in small

groups, for instance, master classes of the renowned personalities in the field of specialization;

16.2.4.1.5 The EP's management should organize for students the maximum possible number of events that facilitate the demonstration by students of the acquired creative skills, for instance, concerts and exhibitions;

16.2.4.1.6 Creative work, participation in concerts, competitions, performances, etc. under particular specialization is part of scientific activity.

16.2.4.1.7 Under the EP, students should be provided with the knowledge and skills of creative activities and methods / technologies practiced in the world, and knowledge of the art management;

16.2.4.1.8 The EP should help enrich the creative experience in different types of practical activities specific to the specialty.

16.2.4.1.9 In order to familiarize learners with the professional environment and current issues in the field of specialization, as well as to acquire skills on the basis of theoretical training, the EP should include disciplines and activities aimed at obtaining practical experience and skills in the specialty in general and in the relevant disciplines in particular, including:

- site visits to enterprises in the field of specialization (museums, theaters, design bureaus, etc.),
- some classes or whole courses taught at the specialization enterprise,
- seminars to solve practical problems relevant to enterprises in the field of specialization, etc.

16.2.4.1.10 An important factor within the framework of the EP is the availability of the collegial assessment mechanism of the creative papers of students.

17 Procedure for amendments and additions

17.1 Amendments and additions are made to the current Standard of Accreditation in order to further improve it.

17.2. Amendments and additions to the Standard are introduced by IAAR.

17.3 In case of initiating amendments and additions to existing Standards by educational organizations and other stakeholders, proposals and remarks are sent to IAAR.

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

17.5 Amendments and additions to the current Standard of Accreditation after their approval in a new edition with amendments are endorsed by the order of the director of the IAAR or in the form of a brochure-leaflet to the current Standard.

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