STANDARDS

FOR INSTITUTIONAL ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS IMPLEMENTING PROGRAMMES OF HIGHER AND POSTGRADUATE EDUCATION

Astana 2017

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

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Independent agency for
accreditation and rating

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Astana, 2017

Recommended by the Expert Council
of the Independent Agency for Accreditation and Rating

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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 institutional accreditation of the higher education organization, regardless of its status, organizational and legal form, departmental subordination and form of ownership.

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**

CONTENT

STANDARDS AND CRITERIA
OF INSTITUTIONAL ACCREDITATION OF
HIGHER EDUCATION INSTITUIONS IMPLEMENTING
PROGRAMMES OF HIGHER AND POSTGRADUATE EDUCATION

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Main provisions

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1.   Applicable scope

1.1 These Standards determine the requirements for higher education institution (hereinafter – HEI) and institutional accreditation of HEIs.

1.2 These standards are used during the institutional accreditation procedure of HEIs regardless of their status, legal corporate form, institutional subordination and form of ownership.

1.3 These standards are applied to HEIs implementing education programmes of either both higher and postgraduate education or only of higher education.

1.4. These standards may also be applied by 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 President 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 31, 2017 "Third modernization of Kazakhstan: global competitiveness".

2.8 Order of the Minister of Education and Science of the Republic of Kazakhstan as of November 1, 2016 No. 629 "On approval of the Rules for the

recognition of accreditation bodies, including foreign ones, and the formation of a register of recognized accreditation bodies, accredited educational organizations and educational programs."

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 at the current higher educational institution or to continue studying in another higher educational institution;

Accreditation of educational organizations - the recognition procedure by accreditation body of the compliance of educational services to the established accreditation standards (regulations) in order to provide objective information about their quality and to confirm the availability of effective mechanisms for quality increase.

Distance educational 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.

International accreditation - the process of evaluation the quality of educational organization by the accreditation body for compliance with the declared status and established standards of accreditation body;

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;
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 institutional accreditation

5.1 Submission by HEI of the application for the institutional 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 institutional accreditation of HEI. An agreement between the agency and HEI to conduct the institutional accreditation is concluded.

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

– to conduct an external peer review;

– to change the accreditation term as it is impossible to conduct the institutional 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 institutional 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 EEP work, which provides evidence of the planned events fulfilled.

5.10 At the end of the visit EEP is preparing a report on evaluation of HEI and a presentation on EEP visit. The organization of education prepares a video recording for the Accreditation Council meeting, which contains a brief description of the organization of education and information on the EEP's visit.

5.11 The report contains a description of the EEP's visit, a brief assessment of the HEI's activities 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 (accredit / do not accredit) 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 HEI and the HEI's self-assessment report serve as the basis for the Accreditation Council's decision on institutional 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 educational organization. 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 the educational organization shall be entitled to apply for a re-accreditation. In the case of re-accreditation 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 institutional 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 educational institutions (Register 2) and places the information on the IAAR website. The EEP report is also published on the website.

After receiving the certificate of accreditation 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 within the framework of the external expert panel 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 higher education institutions is conducted as follows:

Validity period of the accreditation certificate	3 years	5 years	7 years
Periodicity of interim reports	One time in 1,5 years	two times every two years	three times every two years
Visit	once	twice	3 times

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 institutional accreditation of HEI;

- to revoke accreditation of the HEI by excluding it from the Registry 2, 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 «Strategic development and quality assurance»

7.1 General provisions

7.1.1 The activity of the HEI is determined by its mission, which reflects the place of the HEI in the educational space. The development strategy of the HEI should provide for the consistent implementation of policies to ensure the quality of education.

7.1.2. The activity of HEI should fully comply with the current laws of the Republic of Kazakhstan in the field of education and science, including the SCSE of the Republic of Kazakhstan.

7.1.3 HEIs should undergo external quality assurance procedures in accordance with European Standards and recommendations on a regular basis.

7.1.4 This Standard is evaluated on the basis of:

7.1.4.1 analysis of the current mission and strategy, plans and monitoring system for their implementation;

7.1.4.2 analysis of the mechanism for the formation and revision of the mission and strategy;

7.1.4.3 analysis of information resources and processes for disseminating information about the mission and strategy;

7.1.4.4 analysis of the resource support and organizational structure mechanism aimed at the implementation of the mission and strategy;

7.1.4.5 analysis of the internal and external environment, as well as the market for determining the initial parameters of the mission and strategy;

7.1.4.6 survey of information resources, material and technical base of the HEI;

7.1.4.7 interviewing and surveying teaching staff, personnel, HEI students, employers and other stakeholders.

7.2 Evaluation criteria

7.2.1 The HEI should demonstrate the development of a unique strategy based on an analysis of external and internal factors, with the broad involvement of a variety of stakeholders.

7.2.2 The HEI should demonstrate the focus of the mission, vision and strategy to meet the needs of the state, society, real economy sectors, potential employers, students and other stakeholders.

7.2.3 The HEI should demonstrate the transparency of the processes of formation, monitoring and regular revision of the mission, vision, strategy and policy of quality assurance.

7.2.4 The institution should have a published quality assurance policy, mission and strategy.

7.2.5 The HEI develops documents on specific areas of activity and processes (plans, programs, regulations, etc.) that specify the quality policy.

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

7.2.7 The HEI should demonstrate the development of a quality assurance culture.

8 Standard «Leadership and management»

8.1 General provisions

8.1.1 The management system of the HEI is aimed to implement the vision, mission and strategy.

8.1.2 The assessment of the quality of leadership and management is carried out on the basis of:

8.1.2.1 analysis of minutes of collegiate management bodies, orders of the rector, management documentation;

8.1.2.2 interviewing and questioning of employees, students of the HEI and stakeholders;

8.1.2.3 conformity analysis of the professional qualifications of the top management of the HEI and the distribution of job responsibilities.

8.2 Evaluation criteria

8.2.1 The HEI implements management processes, including the planning and allocation of resources in accordance with the strategy.

8.2.2 The HEI should demonstrate the successful functioning and improvement of the intra-university quality assurance system.

8.2.3 The HEI should demonstrate an analysis of risk management.

8.2.4 The institution should demonstrate the efficiency analysis of the changes made.

8.2.5 The HEI should demonstrate an analysis of identified nonconformities, implementation of the developed corrective and preventive actions.

8.2.6 The HEI should demonstrate a clear definition of those responsible for business processes, unambiguous distribution of the personnel duties, delineation of the functions of collegial bodies.

8.2.7 An important factor is the management of the educational process through the management of educational programs, including an assessment of their effectiveness.

8.2.8 The HEI demonstrates the development of annual activity plans, including for the teaching staff, based on the development strategy.

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

8.2.10 The HEI should provide evidence of the transparency of the HEI's management system.

8.2.11 The HEI should ensure the participation of students and teaching staff in the work of collegiate management bodies.

8.2.12 The institution should demonstrate evidence of openness and accessibility of managers and administrators for students, teaching staff, parents and other stakeholders.

8.2.13 The HEI should demonstrate the management of innovations, including the analysis and implementation of innovative proposals.

8.2.14 The HEI should strive to participate in international, national and regional professional alliances, associations, etc.

8.2.15 The HEI should provide training to the management (rector, advisers, pro-rectors, deans, heads of structural units, heads of departments) on educational management programs.

8.2.16 The institution should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparing for the next procedure.

9 Standard «Information management and reporting»

9.1 General provisions

9.1.1 The HEI should have a system for collecting and analyzing external and internal statistics and facts to make informed decisions.

9.1.2 The institution should provide the information to be measurable, reliable, accurate, timely and complete.

9.1.3 The HEI uses a variety of methods to collect and analyze information.

9.1.4 Evaluation of information management and reporting processes is carried out on the basis of:

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

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

9.1.4.3 surveys of information systems and software used at the HEI for the purpose of information management;

9.1.4.4 surveys of information resources of the education organization;

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

9.2 Evaluation criteria

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

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

9.2.3 The HEI should have a system of regular reporting at all levels of the organizational structure, including an assessment of the effectiveness and resulting quality of the activities of structural units, educational programs, research and their interaction.

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

9.2.5 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.

9.2.6 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.

9.2.7 The HEI should demonstrate the existence of a mechanism of communication with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.

9.2.8 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.

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

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

9.2.10.1 key performance indicators;

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

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

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

9.2.10.5 availability of educational resources and support systems for students;

9.2.10.6 employment and career development of graduates.

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

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

10   Standard «Development and approval of educational programs»

10. 1 General provisions

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.

10.1.2 The HEI should define its own requirements for various forms and levels of education (BA-MA-PhD) as well as technologies used (including distance learning).

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

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

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

10.1.4.2 analysis of protocols of collegiate bodies;

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

10.2 Evaluation criteria

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

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

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

10.2.4 The HEI should demonstrate the conduct of external evaluations of the EP.

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

10.2.6 The institution should determine the impact of disciplines and professional practices on the formation of learning outcomes.

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

10.2.8 The HEI must provide evidence of the participation of students, the staff and other stakeholders in the development of the EP, ensuring their quality.

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

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

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

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

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

11. 1 General provisions

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

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

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

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

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

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

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

11.1.6.2 analysis of the protocols of collegiate bodies;

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

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

11.2 Evaluation criteria

11.2.1 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.

11.2.2 Monitoring and periodic evaluation of EP should consider:

11.2.2.1 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;

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

11.2.2.3 workload, academic performance and graduation;

11.2.2.4 the effectiveness of evaluation procedures for students;

11.2.2.5 expectations, needs and satisfaction of students of teaching methods;

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

11.2.3 The institution must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP.

11.2.4 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.

11.2.5 The HEI 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»

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

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

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

12.1.4 The evaluation of student-centered learning and the objectivity of knowledge assessment processes is carried out on the basis of:

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

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

12.1.4.3 analysis of planned learning outcomes;

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

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

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

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

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

12.2 Evaluation criteria

12.2.1 The institution should ensure respect and attention to the different groups of learners and their needs, providing them with flexible learning paths.

12.2.2 The HEI should ensure the use of various forms and methods of teaching and learning.

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

12.2.4 The HEI should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes.

12.2.5 The HEI should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

12.2.6 The institution should demonstrate the existence of a procedure for responding to student complaints.

12.2.7 The institution should ensure the consistency, transparency and objectivity of the evaluation mechanism, including the appeal.

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

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

12.2.10 Evaluators should possess modern methods for evaluation of learning outcomes and regularly improve their qualifications in this field.

13 Standard «Students»

13.1. General provisions

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

13.1.2 The institution should determine the order of formation of students' population on the basis of:

13.1.2.1 minimum requirements for entrants;

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

13.1.2.3 forecasting the number of government grants;

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

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

13.1.3 The HEI should determine the procedure for recognizing the previous learning outcomes, competences that have been mastered in academic mobility, additional formal and informal education.

13.1.4 This standard is evaluated on the basis of:

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

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

13.1.4.3 analysis of transcripts, degree certificates and attachments to them, confirming the achievement of learning outcomes;

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

13.1.4.5 questioning and interviewing of students.

13.2 Evaluation criteria

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

13.2.2 The HEI should provide for special adaptation and support programs for newly enrolled and foreign students.

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

13.2.4 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.

13.2.5 The institution 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.

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

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

13.2.8 The institution must provide the graduates 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.

13.2.9 Monitoring of the employment and professional activities of graduates is an important factor.

13.2.10 The institution should actively encourage students to self-education and development outside the main program (extracurricular activities).

13.2.11 An important factor is the existence of an active association / union of graduates.

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

14 Standard «Faculty»

14.1 General provisions
14.1.1 The personnel policy of the institution should include the recruitment and hiring, professional development and development of personnel, and ensure the professional competence of the entire state.

14.1.2 Personnel policy of the formation and development of the faculty:

14.1.2.1 defines responsibility, job responsibilities and qualification requirements;

14.1.2.2 contains activities aimed to develop and upgrade the qualifications of the teaching staff, administrative and management personnel, university staff;

14.1.2.3 takes into account possible risks;

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

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

14.1.2.6 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;

14.1.2.7 contains the principles of ethical behavior of personnel.

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

14.1.4 The role of the teacher is changed in the HEI due to the transition to student-centered learning.

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

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

14.1.5.2 interviewing faculty, staff and management;

14.1.5.3 analysis of data on ethical behavior, corporate culture of the HEI.

14.2 Evaluation criteria

14.2.1 The HEI should have an objective and transparent personnel policy, which includes hiring, professional growth and development of staff, which ensures the professional competence of the whole state.

14.2.2 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.

14.2.3 The institution should demonstrate awareness of responsibility for its employees providing them with favorable working conditions.

14.2.4 The HEI should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.

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

14.2.6 The HEI should provide opportunities for career growth and professional development of the teaching staff.

14.2.7 The institution should involve practitioners in the relevant sectors.

14.2.8 The HEI should provide targeted actions for the development of young teachers.

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

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

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

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

15 Standard «Research work»

15.1 General provisions

15.1.1 The HEI consistently implements the integration of science and education.

15.1.2 The HEI demonstrates the results of the research work of the teaching staff and students to the general public, including the international community, as well as their application in the learning process.

15.1.3 The evaluation of research work is carried out on the basis of:

15.1.3.1. Analysis of the plans for the research work of the HEI, individual students' plans, project and program planning;

15.1.3.2 analysis of publications of teaching staff and students;

15.1.3.3 analysis of reliable facts, recognition of the results of the research work of the teaching staff and students;

15.1.3.4 analysis of financial resources for the implementation of research work;

15.1.3.5 survey of scientific infrastructure;

15.1.3.6 examining the possibilities of access to information resources, including the database of scientific publications;

15.1.3.7 questioning, interviewing the faculty and students, as well as stakeholders.

15.2 Evaluation criteria

15.2.1 The HEI should demonstrate that the priorities of research work are in line with the national policy in the field of education, science and innovative development.

15.2.2 The HEI should ensure that the research activities of the mission and the strategy of the HEI are in accordance with the mission.

15.2.3 The HEI should plan and monitor the effectiveness of research.

15.2.4 The HEI should demonstrate the availability of processes for attracting students to research activities.

15.2.5 The HEI should demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific sites, including publication of scientific results.

15.2.6 The HEI should promote the introduction of research results, including consulting and commercialization.

15.2.7 The HEI should promote the recognition of the results of scientific research, including the registration of scientific projects in authorized bodies, the design of patents and copyright certificates.

15.2.8 The HEI should strive for joint research with foreign universities.

15.2.9 The HEI should strive to diversify the forms of funding research activities.

15.2.10 The HEI should stimulate research activities using various forms of motivation.

16 Standard «Funds»

16.1 General provisions

16.1.1 The HEI demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, delineation and autonomy of the HEI's funding system.

16.1.2 Financial sustainability is assessed on the basis of an analysis of the financial statements (balance sheet, income and expense statement), as well as interviews with employees of the accounting and financial analysis of the HEI, heads of the HEI's structural units and stakeholders.

16.2 Evaluation criteria

16.2.1 The HEI should formulate development scenarios consistent with the development strategy, taking into account the risk assessment.

16.2.2 The HEI should demonstrate the operational and strategic planning of its budget.

16.2.3 The institution should demonstrate the existence of a formalized financial management policy, including financial reporting.

16.2.4 The HEI should demonstrate the existence of an internal audit system.

16.2.5 The HEI should demonstrate an external independent audit.

16.2.6 The HEI should have a mechanism for assessing the adequacy of financial support for various types of activities of the HEI, including strategy for the development of the HEI, the development of the EP, scientific projects.

17 Standard «Education resources and student support systems»

17.1 General provisions

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

17.1.2 The institution should ensure the availability and effective functioning of the system of individual assistance and counseling of students in the educational process.

17.1.3 The continuous improvement of material, technical and information resources is a factor in ensuring the quality of education at the HEI.

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

17.1.5 The institution creates conditions for the student to advance on an individual educational pathway, including counseling.

17.1.6 The institution should ensure the creation of conditions for training, research and work 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.

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

17.1.7.1 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;

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

17.1.7.3 interviewing and questioning students, teaching staff and stakeholders.

17.2 Evaluation criteria

17.2.1 The HEI should demonstrate the sufficiency of material and technical resources and infrastructure.

17.2.2 The HEI should demonstrate the existence of support procedures for various groups of students, including information and counseling.

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

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

17.2.3.2 library resources, including a fund for educational, methodological and scientific literature on general education, basic and profiling disciplines in paper and e-media, periodicals, access to scientific databases;

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

17.2.3.4 access to educational Internet resources;

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

17.2.4 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.

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

17.2.6 The HEI should strive to take into account the needs of different groups of students (adults, working, foreign students, as well as students with disabilities).

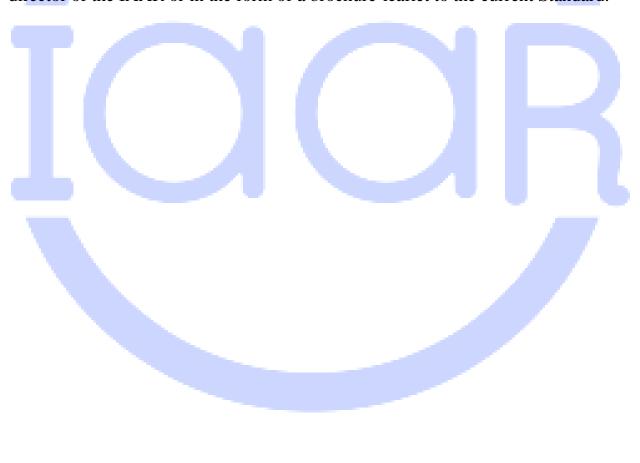## 18 Standard «Public awareness»

18.1 General provisions

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

18.1.2 The institution should inform the public about its activities based on the principles of transparency, openness, involvement and awareness of students, teaching staff, employers and other stakeholders, their initiative, continuous development and adaptation to changing conditions.

18.1.3 This standard is evaluated on the basis of:

18.1.3.1 analysis of internal documents regulating communication with the public;

18.1.3.2 analysis of publications on the activities of the HEI and the implementation of the EP;

18.1.3.3 survey of information resources of the HEI;

18.1.3.4 interviewing and questioning students, teaching staff and stakeholders.

18.2 Evaluation criteria

18.2.1 The information published by the HEI should be accurate, objective, relevant and should include:

18.2.1.1 programs to be implemented, indicating expected learning outcomes;

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

18.2.1.3 information on teaching, training, evaluation procedures;

18.2.1.4 information on "pass" scores and educational opportunities provided to students;

18.2.1.5 information on employment opportunities for graduates.

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

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

18.2.4 The HEI should publish audited financial statements on its own web resource.

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

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

18.2.7 An important factor is the placement of information on cooperation and interaction with partners, including scientific / consulting organizations, business partners, social partners and educational organizations.

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

19 Procedure for amendments and additions

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

19.2. The introduction of amendments and additions to the Standard is carried out by IAAR.

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

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

19.5 Amendments and additions to the current Standard of Accreditation after their approval in a new edition with amendments are approved 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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