Independent Agency for Accreditation and Rating

НААР

Независимое агентство
аккредитаций и рейтинга

GUIDELINES FOR

institutional accreditation of higher education institutions implementing higher and postgraduate educational programs

Astana 2015

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The guidelines for institutional accreditation of higher education institutions implementing higher and postgraduate educational programs provides an overview for the accreditation process and the basic elements for institutional self-assessment process. The comments to the standards and criteria for organization of educational process self-assessment are given in accordance with the new edition of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

The purpose of the guidelines is to clarify the conditions and provide the accredited higher education institutions with recommendations for the preparation of the higher education institution self-assessment report. The report is submitted to the Agency as grounds for expert assessment and adjudication on assignment for institutional accreditation for the HEI.

The guidelines on institutional accreditation self-assessment for higher education institutions implementing higher and postgraduate educational programs intended for the authority, faculty and staff of HEI of the Republic of Kazakhstan, the experts of IAAR, representatives of apparatus and organizations of the Ministry of Education and Science of the Republic of Kazakhstan.

Independent Agency for Accreditation and Rating, 2015

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The guidelines are an integral part of the common Agency manual on the institutional accreditation.

2. Purpose of guidelines

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3. Field of application

The guidelines were compiled on the basis of approved standards for institutional accreditation Agency. Clarity, accuracy and character of these conditions execution in the process of completing and submitting the self-assessment report are the basis for the evaluation of the university by the Agency while expert commission's visit to the university and the Agency decision on the accreditation. The guidelines can also be used for the internal self-assessment system of the HEI and perfecting its quality assurance system.

4. Terms and definitions

In this document, the terms and definitions are applied in accordance with the laws "On Education", "On technical regulation" of the Republic of Kazakhstan.
In addition, in the current standards the following definitions are established:
Audit: A systematic independent documentary process for obtaining audit evidence (checking) and their objective evaluation to determine the degree of agreed criteria implementation.
Monitoring educational services: Data collection and analysis of the processes and procedures for educational activities.
Consumer: organization or an individual who purchases goods and services (students, parents, employers, state).
Procedure: an established way of carrying out activities or process.
Process: a series of inter-related and inter-acting actions or steps taken in order to transform "inputs" into "outputs".
Effectiveness: the degree of implementing the planned activities in producing a desired result
The quality system: A set of procedures, departments and executives in organizations which perform certain functions of management quality in accordance with established rules and adopted methods, and ensure all graduates of the educational program correspond to the professional standards' requirements.
Consumer satisfaction: Consumers' perception of their requirements' implementation degree.
Managerial documentation: Documentation on planning, management process and application of different procedures, regulations on structural subdivisions and duty regulations.
Efficiency: Correlation between the achieved result and used resources.

5. Alphabetic reference and abbreviations

In the guidelines alphabetic references and abbreviations are used in accordance with the regulations referred to paragraph 4.
Furthermore, the following alphabetic references and abbreviations are used in the standard:
RK – the Republic of Kazakhstan
MES RK - The Ministry of Education and Science of the Republic of Kazakhstan
EEC - external expert commission
NES – National educational standards
IS - informational systems
IAAR – Independent agency for accreditation and rating
NQF - National qualifications framework
RW - research work

HEI – higher education institutions

EP - educational program

F- faculty

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

ECTS - European Credit Transfer and Accumulation System

6. General principles for assessment

Evaluation of the HEI is based on compliance of its practices with the Standards criteria according to the following general principles:

-the HEI conducts self-assessment and describes its results in a self-assessment report;

-the HEI is responsible for content compliance with the regulatory legal acts of the RK;

-the HEI is responsible for the compliance of the presented report and the data with the actual results of the HEI.

Experts evaluate compliance of report and reported data with Standards of the Agency.

The Agency stimulates educational organizations to be committed to the national policy on education by the Standards and criteria for accreditation.

Standards and accreditation process have been developed by the Agency on the basis of ESG.

EEC determines the compliance of the HEI activities with the standards and criteria of the Agency and develops recommendations for the educational organization and Accreditation Council by the results of the on-site visit.

The decision on the HEI accreditation is made by the Accreditation Council.

7. Structure and format of self-assessment report

The structure of self-assessment report should generally follow the structure of the Agency's Standards, that is, the main part of the report should consist of chapters describing the HEI activities in terms of the standards. The main part of the report should consist at least of 11 chapters, which will reflect the qualitative and quantitative assessment of the HEI in terms of certain standards.

Self-assessment report should meet the standards of the Agency's structure and may be presented in a form and content, based on the answers given by the educational organization on general Agency's standards. The following sections provide recommendations for the compilation of the self-assessment report in terms of certain standards of the Agency with brief descriptions on each Standard and criteria.

In the first part of each section - "General Provisions" general logical order and principles are presented. It lets educational institutions have a deeper understanding of the content and context of certain standards, which in turn leads to more effective implementation of the Standard requirements. In the second part - " Evaluation Criteria" – there are specific criteria, according to which the expert assessment will be held and reflected in the self-assessment report. These criteria are complemented with questions; the answers will direct the author of the report and allow them make more thorough assessment on the compliance of the HEI activity with the accreditation standards.

Higher education institution can be accredited under condition of conformity of all above mentioned standards and required criteria.

The criteria establish different levels of requirements:

• "should", "necessary" means a requirement, the implementation of which is mandatory for accreditation of the program;

• "an important factor" means the desirable requirements that are in priority while making the accreditation decision;

• "can" is used where examples of possible embodiments of the criterion are given.

The format of the report: The report should begin with general information (profile), which includes the following items: the name of the educational organization, legal details, full name of the head of the organization, information about the founders, contact details, date of self-assessment report, full name of person in charge of the report, the list of educational programs, information about the group which conducted self-assessment. All statements, opinions, assumptions of the report should be supported by the required documents in the main body of the text and appendices.

The report should be drawn up in the form of related, logical document, and in a common format structure with tables, graphs, drawings with appropriate applications, which are presented in the big volume of the table (which occupy more than half of A4 sheet), and other solid and extensive sources of information. Due to the large volume of files, images before exporting to text applications should be pre-compressed to a resolution of 96 dpi.

The report should be written in the following format: font type – Times New Roman, font size - 12, the space between lines - 1.5, the interval of the paragraph before and after titles - no more than 6 points, at the beginning of the report should be given automatically edited embedded table of contents, page numbers. Print report carried out in A4 format portrait orientation (portrait), applications may also use landscape orientation (landscape). The first appendix to the report shall contain the text, confirming the accuracy, exhaustive nature and accuracy of the data presented, signed by the head of the NGO and performers draw up a report to bringing the contact details of the drafters of the report for further consultations, if necessary: "I, [Name of the organization], confirm, that this self-assessment report [accredited educational programs, educational organization name], a [number of pages of the main part of the report, i.e., without appendices] pages, the provided data is absolutely reliable, accurate and exhaustive. It adequately and fully describes the activity of educational institution in the implementation of the educational program at the HEI."

Volume of the report is no more than 150 pages of text. It also provides an additional set of documents as attachments.

The report should be submitted with all appendices to the Agency in Kazakh, Russian and English soft copy to e-mail addresses iaar@inbox.ru, as well as two (2) hard copies with the signature of the head of the organization and the report compilers.

The institution should provide each member of the EEC and the representative of the agency with soft or hard copy of the self-assessment report during on-site visit.

8. Standards №7 «Strategic development and quality assurance»

8.1 General provisions

Activity of the HEI is defined by its mission displaying place of the HEI in educational area. Strategy of the HEI development should provide consecutive implementation of policy on maintenance of education quality.

Higher education institutions of the RK as the organizations of education should completely match to the requirements of legislations of the RK. Accreditation does not relieve the HEI from the responsibility before the law and other regulatory and legal acts of the RK.

As any organization, the HEI should act in regard with own mission, which defines a content of all activities of the organization and designates the place of the HEI in educational area of the RK. On the basis of its mission, the HEI develops own vision which reflects the basic spheres of the HEI development to be realized in short terms. The vision and mission are

designed to develop the HEI strategy in general and separate departments' strategies, levels and directions (functional strategy, for example, marketing strategy of the HEI). The Strategy is formed on the basis of strategic objectives, which the HEI wishes to reach in the near future and indicators of objectives, according to which there will be conducted an assessment of how far the HEI has come closer to achievement of the strategic objectives during the years of the strategy realization. Thereafter more general provisions of the HEI strategy are described within the limits of the plan on realization of strategy in details – with the indication of responsible individuals, deadlines, methods and the resources which are necessary for realizing of separate strategic goals.

In the framework of accreditation, evaluation of the organization efficiency plays the main role which is defined as a productive activity of the organization in achievement of its goals outlined in vision, missions, strategy(s) and action plans – i.e. in strategic documents. These documents form a complex of basic foundations of any organization establishing and having a cardinal importance which are the basis for strategic management of the organization and all types of its activity. Therefore within the framework of a self-assessment and process of accreditation all the activities of the HEI, except departmental standards, also will be estimated from the point of view of conformity to the strategic documents of the HEI: at least the HEI should prove that all its activities do not contradict with objectives and the methods reflected in strategic documents; as the maximum the HEI should show that all of activities of the HEI were elaborated and managed by cope proceeding from mission, visions, strategy and plans of high school.

Process of development, formation, discussion, affirmation and review of strategic documents should be fixed in written form as an order, provision or another administrative document of the HEI. This document should be always available for all the interested individuals, and first of all, for faculty, staff, students, representatives of outside departments.

Development of strategic documents should begin with the analysis of a current internal situation in the HEI, the analysis of place of the HEI in educational field, the analysis of the market of educational services and other types of the analysis, that have a direct or indirect influence on processes in the HEI. The effective analysis is possible in case if the HEI possesses the systems on gathering the statistical and qualitative data about the state of affairs in the HEI and beyond, as well as databases in which the data is stored, and which allow making the analysis of data in time space, i.e. during years. The commission of experts will expect availability of gathering systems, the analysis and storage of the information in the HEI and availability of such tools. Their scale and efficiency will also affect an assessment of the commission.

On the basis of the analysis results, the HEI outlines a number of problems. They are targeted by the activity of the HEI and prospects which will be probably provided to the HEI by external environment. On the basis of problems and prospects mission, vision and strategic objectives of the HEI are built.

Strategic documents of the HEI cannot be adequate if not based on the adequate analysis of current events in all parts of the organization and in the sphere of its activity and beyond. Therefore problems which arise, for example, at a level of the separate workers, students etc. also the GUIDELINES on carrying out of a self-assessment for institutional accreditation of higher educational institutions, implementing programs of high and post-graduate education should be considered during the process of forming the strategic documents. It causes an indispensability of attraction to this process of all possible interested individuals by the principle of representation and listening initiatives and innovative offers of all interested individuals.

Not only authorities participate in implementing of strategic documents, but also the staff, the teachers, representatives of other institutions which the HEI contacts – these people in a daily mode provide activity of organizations. Accordingly, the HEI should provide all interested individuals receive with maximum information concerning the content and forms of strategic documents, i.e. to make the process of strategic documents formation the most transparent, otherwise ignorance by executors of the mission, visions and strategy will lead to a high probability of a failure of strategic objectives realization.

It is insufficient just to approve strategy and the plan of strategy realization and issue orders on their realization. Any positions of strategy can appear inexact, idle, any objectives can mismatch actual demands – it is required to watch the process of realization of strategy constantly in case of errors or barriers to make variations into initial plans.

Strategic documents form a unique course of all the HEI which guide all divisions and participants of the HEI. Otherwise realization of mission, vision and strategy will face with conflicts, barriers. Accordingly, the HEI should provide all of activities of the HEI, all its decisions at different levels to have been coordinated in regard with mission, vision and strategy of the HEI.

During realization of the strategy there are always accompanying risks caused by changed circumstances, unforeseen circumstances, global variations, etc. On the basis of the analysis of an internal and external situation, some risks can be estimated precisely enough and in case of variations and threats of the strategy realization alternative plans of realization can be developed.

Strategy of progress of the HEI, strategy and program documents in directions of activity, the politician of maintenance of quality, plans for development of educational program, mechanisms of strategic planning, the mechanism of dissemination of information, the mechanism of resource maintenance should undergo to an assessment.

Moreover, the mechanisms being a basis of strategic planning will undergo an assessment: conformity of all activities of the HEI to legislation of the RK, particularly, an assessment of qualification of the top management and a management of programs, as well as distribution of official duties, an assessment of internal and external environment, availability of resources for the organization of qualitative training, the analysis of the administrative reporting (including decisions of joint controls and orders). All interested groups, including PPS, employees, students, employers will be led by interview and questioning.

8.2. Evaluation criteria

"7.2.1 The HEI demonstrates the design of mission, perspective and strategy on the basis of the analysis of external and internal factors, exactly on the basis of the analysis of its real state and provision with resources".

Whether the analysis of real positioning of the HEI was carried out in the HEI? How, who, for what purpose the analysis was carried out? What are the results of the analysis and how these results were used for strategic planning?

How strategic documents of the HEI correspond to needs of the state, interested individuals and students? Which needs of the state, interested individuals and students satisfy strategic documents of the HEI? How did the HEI find out, establish, and defined the needs of the state, interested individuals and students? Who enters a group of interested people of the HEI and why?

How potential risks are considered in strategy: for example, what will the HEI do if there are changes interfering realization of strategy in an original form – financial crisis, etc.?

What risks are taken into account and which are not in the strategy and why?

How is the HEI going to prevent potential risks?

What preventative mechanisms are considered in the strategies?

Does the strategy include alternative plans for achieving strategic aims in case of having potential risks? Exactly what plans?

In what forms does the HEI keep and regularly reconsider the information about financial, infrastructural, personnel, intellectual resources of the HEI?

How often does the information renovate in the available resources?

How does the HEI understand that available resources are really enough for adequate realization of strategic aims?

Besides traditional resources, such as financial, personnel and resources of infrastructure which are often limited, for realization of the purposes of strategy there can be a need for resources of another type (virtual, image, international relations, etc.) – how does the HEI consider such risks?

"7.2.2 For the purpose of the analysis of external factors the HEI defines and uses the corresponding tools".

What tools are used in the HEI to the analysis of external factors?

With what frequency?

Give the results of the previous analyses.

Illustrate the dynamics of carrying out the analysis.

 Give examples of monitoring of changes.

Whether SWOT and PEST/PESTEL analyses are applied?

In what parts, points and the purposes of strategy of the HEI the perspective analysis (the analysis of development, planning of future development) of development of the market of educational services is used? What conclusions within the strategy were drawn on the basis of this analysis? For what purpose conclusions of the perspective analysis are used within the strategy?

"7.2.3 The HEI should illustrate a focus of mission, perspective and strategy on satisfaction of needs of the state, society of branches of real economy, the potential employers, learners and other interested individuals".

How the analysis of the available resources was carried out (financial, informational, personnel staff, material base) and in what form the results of this analysis are presented? For example, how the HEI defines, sufficiency of audiences, computers, etc. in the HEI for training of the new contingent of students at the beginning of an academic year?

How results of the analysis of resources were used while designing strategic documents?

How and in what various prospects the necessities of the market of educational services were analyzed? What are the necessities of the market from the HEI's point of view? Whether the employers were brought to understanding the necessities of the market – how, who exactly and why these employers and how the HEI collected their opinions. How the HEI guaranteed adequacy, accuracy and reliability of this analysis? How results of the analysis of requirements of the market were used while designing strategic documents?

"7.2.4 The HEI should demonstrate the identity and uniqueness of mission and strategy".

How strategic documents were worked out – how far they correspond to an essence and identity of the HEI, its activity and how it can be checked?

How the correspondence analysis of strategic documents was carried out on compliance to national priorities of development? To what national priorities are strategic documents coincided with and how? Why exactly to these priorities?

How the HEI displayed in strategy the necessities of interested individuals and data on the market niche? In what way the uniqueness of the HEI satisfies needs of the interested individuals and uniqueness of the market niche occupied by the HEI?

"7.2.5 Perspective, mission and strategies should be agreed with each other".

Is the HEI assured that mission, perspective and strategy correlating among them and form a single whole, single course of developing the HEI?

"7.2.6 The HEI should show their coherence with national priorities and programs of development, policy in educational sphere".

How the HEI correlated the strategic documents to educational policy of the RK – in which aspects positions are coordinated, in what are not present and why?

Show their coherence.

"7.2.7 Strategy of the HEI contains:

7.2.7.1 an assessment of uniqueness of the HEI in satisfaction of needs of interested individuals and a market niche;

7.2.7.2 perspective analysis of development of the market of educational services;

7.2.7.3 priority activities of the HEI;

7.2.7.4 the analysis of a condition of the HEI and success in strategy realization;

7.2.7.5 risk analysis and mechanisms of their prevention;

7.2.7.6 the analysis of available resources and their sufficiency for realization of assigned goals".

Show compliance of strategy to the specified requirements.

"7.2.8 The HEI should involve representatives of groups of the interested individuals including students, teaching staff and employers in formation of mission, perspective, and strategy".

What role was played by interested individuals while drawing up formation of mission, perspective and strategy of the HEI?

How interested individuals were selected for participation in formation of strategic documents?

How the HEI guaranteed representativeness (compliance of interests of the certain representative of group and group in general) these or those groups of interested individuals?

How the HEI guaranteed that all interested individuals have an opportunity to influence on contents of strategic documents?

Whether interested individuals had the right to vote at the approval of strategic documents? Whether there are documents testifying the existence of voices against the approval of these or those strategic documents?

How the HEI guarantees a representativeness of the interested individuals participating in formation and revision of strategic documents of the HEI?

"7.2.9 The HEI displays transparency of processes formation of mission, perspective, and strategy".

How the HEI distributes information on all aspects of designing, formation, the approval and realization (including results of realization) strategy of the HEI?

How the HEI can guarantee, that the majority of teachers, workers and students in general know mission, perspective and basic provisions of strategy? Whether the HEI can guarantee that students, workers, teachers and partners of the HEI, including employers, are notified on the latest changes in strategic documents and plans according to their modifying?

"7.2.10 The HEI provides knowledge of interested individuals about the content of mission and strategy and processes of their formation".

Whether there is a special information resource (a web site, the stand, etc.) in the HEI by means of which information (including actual) concerning formation and realization of mission, perspective and strategy of the HEI extends?

How interested individuals can receive information about processes of formation and realization of mission, perspective and strategy of the HEI? Which information interested individuals have already received about these processes from representatives of the HEI - give officially recorded examples?

"7.2.11 The HEI should define mechanisms of formation and regular revision of mission, perspective, strategy and monitoring of their realization".

How the HEI monitors realization of mission, perspective and strategy and efficiency of realization of these strategic documents in life? Whether there is formally approved procedure?

In what form reports on realization and efficiency of implementation of strategic documents are compiled? How often reports are formed and to whom they are intended, to whom are transferred for consideration? How results of an assessment of implementation efficiency of mission, prospective and strategy of the HEI are used?

How often strategy of the HEI was reconsidered?

Who and how is engaged in monitoring of realization of strategy of the HEI?

"7.2.12 The HEI systematically collects, accumulates and analyzes information on the activity and carries out a self-assessment on all areas of activity and educational programmes, on the basis of development and deployment of measurement processes, the analysis for an assessment of success of strategy realization in the HEI".

Describe the arrangement of constantly operating system of collection of information about internal and external environment of the HEI, particularly concerning the contingent and the main characteristics of the contingent of students, preferences of entrants and their parents, the contingent of teaching staff, share of the HEI in the market of educational services, data on measurements of public opinion (teaching staff and students etc.)?

Over what period is there such information? Why?

In what way is this information stored and used (a paper format; programs like Microsoft Office, Excel or specialized databases)?

In what aggregated form (summary tables, the correlation analysis, the analysis of dynamics in a view of years, the factorial analysis, etc.) and to whom is this information available?

How does the system of collecting and the analysis of information help the formation, realization and revision of mission, vision and strategy of the HEI?

Whether the analysis of real positioning of teaching staff was carried out in the HEI? How, who, for what purpose has the analysis been carried out? What are the results of the analysis and how these results for strategic planning were used?

Which needs of the state, interested individuals and students satisfy purposes of teaching staff? How has the HEI found out, established, defined needs of the state, employers, business communities, others interested people and students? Who enters a group of interested people and why? What share teaching staff occupies in the market? What prospects define its development?

"7.2.13 The HEI carries out processes of strategic, tactical and operational planning and distribution of resources according to vision and mission".

Whether there is a correspondence of all decisions and processes of planning in the HEI to mission and vision – how it is reached?

How the HEI can guarantee, that processes of strategic, tactical and operational planning and distribution of resources correspond to vision and mission of the HEI?

To what extent do the processes of strategic, tactical, operational planning and distribution of resources correspond to vision and mission of the HEI and why?

"7.2.14 On the basis of strategy, the HEI designs the documents concretizing it in separate spheres of activity and processes (including: strategy for the certain directions, politics, codes, plans of realization, plans on activity directions, provisions, procedures, etc.)".

What orders, provisions and other managerial documents have been recently developed on the basis of strategy of the HEI? For what purpose? Prove that documents are developed on their basis or proceed from provisions of strategic documents.

How are these documents used and how their content reaches performers? How do these documents correspond to mission, vision and strategy?

Provide the list of the documents concretizing and supplementing strategy in a view of areas.

"7.2.15 The HEI should possess the published policy of a quality assurance".

In what documents is the policy of a quality assurance reflected? Where is it published? Whether it is placed on open access sources or only on the internal?

Whether the policy of a quality assurance is available to teaching staff, to workers and students? Whether it is known and available to employers and other interested individuals?

"7.2.16 The policy of a quality assurance should reflect communication between scientific researches, teaching and training".

How is communication between scientific researches, teaching and training reflected in policy of a quality assurance? Whether interaction between real sectors of economy, business community, scientific community, teaching staff and students is provided in policy of quality? By means of what mechanisms has this interrelation been implemented? Give examples.

"7.2.17 The HEI should show the development of a quality assurance culture".

What changes have occurred in the organization of education? Describe how a policy of quality assurance was changed. Show the results of satisfaction assessment.

Show the influence of changes on image of the educational institution and educational program.

"7.2.18 The HEI should carry out monitoring and periodic review of the programs to guarantee that they achieve goals and meet the requirements of the students and other interested parties. Results of monitoring have to be a basis for continuous improvement of activity and educational programs".

By what means the HEI analyzes the current state, and available resources in particular, a condition of infrastructure, sufficiency of infrastructure for the optimum organization of educational process and process of teaching staff work along with administrative and managerial staff, sufficiency of financial resources for a sustainable development of the HEI, etc.

How does the HEI estimate the situation in the relation to external environment, in particular, the niche and a share in the market, the relation with target groups of interested individuals?

What could the HEI do more effectively to improve the current position?

Who watches the implementation, carries out mission realization monitoring? How is this process carried out and how results of this activity in the course of strategic planning are used?

What is the successful implementation of strategy for the HEI – how is success defined?

"7.2.19 Vision, mission and strategy undergo a public discussion by representatives of all interested parties, on the basis of offers and amendments which are made and approved by the Academic Council of the HEI or another authorized collegial body of higher educational institution in the framework of the project".

Whether a public discussion of mission, vision and strategy of the HEI takes place and how it is conducted: who participates, who has the right to vote, how and according to what principle are the participants selected?

How can interested people make amendments and offers to these strategic documents within public discussion and how these offers and amendments are used (taken into consideration, approved, voting conducted, etc.)? Give examples.

"7.2.20 An important factor is providing a representativeness of delegate of interested parties groups ".

How does the HEI guarantee a representativeness of the interested parties participating in formation and revision of strategic documents of the HEI?

Standards №8 «Leadership and Management"

9.1 General provisions

Mission, vision and strategy - a road map, an action plan, on the basis of which the institution lives and develops. Task of the management - implementation of strategic documents in the form they were adopted, monitoring of strategic documents implementation, i.e. constant monitoring of changes in the internal and external environment, the analysis of the effectiveness of individual strategic goals implementation and the revision of the strategic documents under the influence of changing circumstances.

The basis of any institution nowadays is more not in departments, but in the processes that constitute the essence of the HEI, the foundation of its activities and aimed at achieving the main result, the strategic goals of the HEI. Objectives of processes are based on and correspond to the strategy, mission and vision. The activity of authorities is, first of all, in the management of the processes of educational institution and the achievement of the objectives set out in the framework of these processes. The main management tools are planning educational activities, risk assessment and action to reduce the threat of high-risk situations, monitoring the activities of the organization and to take adequate measures of eliminating or reforming processes and departments that do not meet the institution objectives.

The success of the activity can be estimated on the basis of performance in achievement of certain objectives, clear and comprehensive documentation of management processes (minutes, orders, etc. on any decisions), clearly and realistically allocated duties, training of employees and managers, the corresponding position and processes which manages or has been an employee. Accordingly, managementshould ensure maximum efficiency of the institution as a whole, based on the success in achievement of the goals of the individual employees and departments, and thereby ensure the effectiveness. For example, the problem of collective decision-making include the establishment of the unity of the organization through decisions by consensus, clarification and resolution of systemic differences, the so-called "Snorting steam" - that can measure the performance of collegial bodies.

In the management of the HEI lays the realization of the fact that any institution can be sustained while constantly developing and avoids dealing only with routine activities.

9.2. Evaluation criteria

"8.2.1 The HEI management should include:

8.2.1.1 Control the activity through the processes;

8.2.1.2. Mechanisms of planning, development and continuous improvement;

8.2.1.3. Risk assessment and identification of ways to reduce these risks;

8.2.1.4. Monitoring, including the creation of reporting processes, allowing to determine the dynamics in the activity and plans implementation;

8.2.1.5. Analysis of identified inconsistencies, implementation of designed corrective and preventive actions;

8.2.1.6. Analysis of changes efficiency;

8.2.1.7. Assessment of the performance and effectiveness of the departments and their interaction."

What can be regarded as a unit of management in the HEI - the process or subdivision? How is the HEI management characterized through the process, what is expressed and what is used?

How to evaluate the effectiveness of the HEI as a whole and its individual departments - it is estimated that, what are the criteria and indicators with which they are associated: with more units and positions or processes that may span multiple departments and officials? What mechanisms are used in the planning of the HEI leadership? What is planned for what purpose, how and with what results, the effects of planning?

What are the mechanisms of development have been established at the HEI - that develops, how and why it is so, what are the goals of development and the results? How to understand the development activities in high school? What are the results of this activity?

How does the institution ensure continual improvement of processes, including the management of the HEI? How management identifies, analyzes and evaluates the potential risks to the organization and its individual activities?

What are the reporting mechanisms that have been established at the HEI, which help management to monitor the internal situation in the organization, in particular for the implementation of management plans?

How are the results of the reporting used in the HEI?

How are the management plans adjusted in the case of the identified non-compliance of the real situation of the original plan? How are the change processes implemented in the HEI analyzed and studied?

How to evaluate the effectiveness, efficiency of changes and what actions are undertaken on the basis of these data?

Criteria of changes performance.

Describe the mechanisms for monitoring the implemented changes.

How is analysis executed and how to draw conclusions on the effectiveness of individual departments? How often is the analysis executed? How are these data? Do you use this data to adjust the activity of divisions?

"8.2.2 The HEI should ensure the correspondence to organizational, functional and staff structure of the development strategy of the HEI."

What is meant by organizational, functional and staff structure of the HEI?

Prove that the organizational, functional and staff structure of the HEI meet the development strategy of the HEI.

Does the staff structure of the HEI consider changes that will bring the realization of the strategy of the HEI - the expansion of the state, the change in qualification requirements, etc. Show how, together with the implementation of the strategy of the HEI changed the organizational, functional and staffing structure of the HEI.

"8.2.3 The HEI should demonstrate that the principles of formation of the organizational and functional structure."

How does the HEI shape its organizational and functional structure - based on what principles and logic, why the structure is such that any alternative structures were considered, why the functions are distributed by areas of activity and among departments that way and not another?

"8.2.4 The HEI should ensure that a document on the organizational structure and management of the HEI." Provide the list and names of documents, the date of their approval. Attach the copies in appendix.

"8.2.5 The HEI should document all the major business processes."

Describe how and how well (for example, over what period in the archive are undocumented) documented key business processes, first of all, the processes of HEI management and organizational structure? Does the high school comprehensive database of internal and external regulatory and legal acts regulating all major business processes (including management of educational activities)?

8.2.6 The HEI should demonstrate a clear definition of those responsible for the business processes, a clear distribution of duties of personnel, separation of functions of collegial bodies." Prove that all business processes are sufficiently clearly defined and associated with specific officials responsible for the implementation of the business process. Do all the processes at the HEI are tied to specific officials responsible for these processes? Do all employees have clearly defined terms of the obligations and rights? Prove that the duties clearly divided between workers that there is no duplication of duties prescribed in the documents that the duties and rights actually implemented, untrue.

"8.2.7 The HEI should ensure the availability and efficient functioning of the system of information and feedback oriented to students, employees and other interested parties."

How is feedback practiced in the HEI? How do students receive feedback from teachers about student progress in the course of study? How does management provide feedback on all requests to it by students, workers, representatives of the external environment? Is there a position on the rules, forms and terms of feedback in high school - whom does it concern, whom does not it apply?

"8.2.8 The HEI should demonstrate the existence of a mechanism of communication with the students, employees and other interested parties in the activities of the HEI, including the presence of deadlines complaints, appeals and requests."

Does the HEI possesses a provision of the review of petitions, complaints and other appeals to the authorities of the HEI and department - how the institution guarantees pursuant to the terms response to petitions, complaints? Is appropriate statistics, control conducted? Is there corresponding statistics, control?

How are students, workers and other interested parties can effectively convey information and suggestions to the leadership of the HEI and department heads - prove that such an effective

opportunity to really there that people listen to, and based on their proposals to take real steps, and it's not isolated cases.

"8.2.9 The HEI should establish the frequency, forms and methods of evaluation of collegial bodies and departments, senior management."

How the functions and activities of collective authorities?
Describe the procedure for evaluation of collegial bodies.

"8.2.10 The HEI should demonstrate its cooperation with other HEIs and exchange of experience."
To what extent is the HEI open to cooperation with other universities and institutes of education? What specific activities, projects are carried out in collaboration?
Can the HEI in today's world be successful on the world stage and within the country without cooperation?!

"8.2.11 The HEI should make decisions justified by the facts."

What is at the moment the logic of the decision-making collegial bodies
We, the leadership of the HEI, heads of departments - on the basis of which decisions are made?
As is customary at the HEI to make decisions: only if the amount of data governmental or qualitative analysis?

"8.2.12 The HEI should ensure that the management of the educational process through the management of individual educational programs, including an assessment of their effectiveness."

Whether to build the organizational structure and/or management structure of HEI education around, whether they are the basic starting point when planning a financial investment, development planning, international relations, and so on?
Are there educational programs of the HEI authority to make decisions, manage the budget?
When planning the educational process, is it based on the institution of the facilities for educational programs, or there are accounted interests of the HEI departments and the HEI as a whole?

"8.2.13 The HEI demonstrates the development of annual plans of activities, including the departments and faculty on the basis of the development strategy."
How is the development of annual action plans implemented?
Show off their connection with the development strategy of the HEI.

"8.2.14 The HEI should demonstrate the successful functioning intrahigh quality assurance system, including the design, management and monitoring of business processes, their improvement, making decisions based on facts."

Describe existing in the HEI quality assurance system.
How is its continuous improvement?

"8.2.15 Policy assurance/quality assurance should also refer to any activity carried out by contractors and partners (outsourcing)."
What activities are outsourced? What kinds of activities the HEI are transferred to partners and contractors?

How is outsourcing executed?

What are the requirements to them?

What are the mechanisms and criteria are defined to ensure the quality of specified activities? Are they documented?

"8.2.16 The HEI should demonstrate the availability of information systems and databases and their use for the operation."

What information systems are used in the HEI and what problems they solve, which processes are serviced? Describe them.

Does the HEI possess a system of electronic documentation?

"8.2.17 The HEI should demonstrate the existence and evidence of sustainable use in their management system to collect and analyze statistics on the contingent of high school students and graduates, the resources available, personnel, research and international activities, and other areas".

What data is in high school are collected and analyzed on a regular basis? How this process is automated? As these data are then used in decision-making and management of the HEI?

Demonstrate use in the management of the collection and analysis of statistics on the contingent of high school students and graduates, available resources, personnel, research and international activities, and other areas.

What decisions have been taken on the basis of data collection and statistics?

"8.2.18 An important factor in the use of the Internet for information is availability of the portal and/or the Internet site containing information reflecting the planning and the evaluation of its effectiveness for students, staff and the public."

Is there a web site of the HEI and its separate departments - based on what principles it is built, for example, customer focus and dedication to the creation of the official "face" of the HEI?

How can the site be used to inform students, workers and all the interested individuals - what information is published, how frequently is it updated, why this information is published, how you can access to the most current information through the website of the HEI?

Is the website used for feedback from all interested individuals - surveys, blogs, Complaints Book, etc.? How are the results of the feedback applied to the strategic planning?

"8.2.19 The HEI should provide the approval of the HEI management system transparency."

What do students know about the activities of supervisors, authorities of the HEI, about the decisions of collegial bodies, the official information available through the HEI and how the HEI can ensure that all interested groups, if desired, can find interesting information, which information is available?

Does the institution possess privacy policy? What documents are included in the list?

Is there an availability and how the minutes of the meetings of the Academic Council and other collegiate bodies, the provisions on the organization of work of these bodies, the meeting agenda, the orders of the rector, vice-rectors and other executives, etc.

"8.2.20 The HEI should ensure the participation of students and faculty in the collegial management bodies."

Does the Academic Council of the HEI and other collegial bodies comprise the representatives of employers, students, teachers and workers?

How are they elected or appointed to participate in the collegial making bodies?

Do these participants have the right to vote at meetings of the collegial bodies or is their participation just limited to the presence?

What is the purpose of attracting the members to the collegial body?

"8.2.21 An important factor is the involvement of employers in the collegial management bodies."

Demonstrate the involvement of employers in the collegial management bodies.

Are they involved in the work on a permanent or temporary basis?

"8.2.22 The HEI should demonstrate mechanisms to resolve conflicts of interests and relationships, through the availability of information on compliance / violations and the presence of a feedback system, in consideration of the management bodies, efficient operation of the disciplinary bodies and the motivational system."

How are the conflicts solved at the HEI?

How available is the information about the conflicts and violations? Give examples of dissemination of such information?

How can the guidelines learn about the ongoing conflict? How can the conflicting workers, students, etc. get the help from guidelines for resolution of the conflict?

How is the feedback got in the program/in the HEI? What is the purpose of the feedback: for example, for change of mechanisms or business processes with the purpose of its bigger focus on clients? Are there rules and regulations, on forms and terms of feedback in the HEI, what is its target audience?

How does the management of the HEI use the offers and other information received within feedback? To what extent are the offers and information received within feedback used in the management of the HEI? Prove.

"8.2.23 The HEI should provide measurement of degree of the personnel requirements satisfaction, and show evidence of elimination of the shortcomings found within measurement process".

How is satisfaction of requirements of faculty, students and the personnel measured in the HEI? How are these data used by the management?

"8.2.24 The HEI should show evidence of openness and availability of heads and guidelines for students, faculty and parents (blogs on the HEI site, official reception hours on personal issues, e-mail communication, etc.)".

To what extent is the management available to all interested persons? Do heads of the HEI have blogs? How often does the head use the blog?

Do heads have reception hours for visitors, how effective are the reception hours: has the HEI conducted research on visitors' satisfaction?

"8.2.25 The HEI should show the existence of a communication channel on which any interested person can make innovative suggestions for improvement of activity of the HEI to the management of the HEI and governing bodies.

The HEI should demonstrate the examples of the analysis of these offers and the realization of similar offers in the life of the HEI".

How do innovative offers from interested persons reach the management bodies? What happens to those offers? Which part of offers is realized in practice? Explain the causes of declining the offers.

10. Standard No. 9 "Development and approval of an educational program"

10.1 General provisions

Expansion of the academic freedom of the Kazakhstani HEIs assumes also the increase of their responsibility on quality of training of graduates corresponding to the social order of society and requirements of employers.

The state program of a development of education is directed on providing the academic freedom to the HEIs and satisfaction as needs of society in professionals and socially responsible citizens, and satisfaction of needs of the personality in professional formation and personal development. Educational programs provide the possibility of creation of an individual educational trajectory, the accounting of the personal requirements and student opportunities. The certificates confirming quality of educational programs, and also their contribution to a performance of the HEI mission are provided in this section.

The HEI should have the academic policy and the corresponding procedures of a quality assurance, and the standards for the realized programs directed on formation of professional competence of the personality corresponding to the European, national and branch qualification framework, and also professional standards. The HEI should take the responsibility and show implementation of obligations on quality culture development, recognizing the importance of the quality and its assurance. The HEI develops and introduces strategy for continuous improvement of quality and improvement of activity for the achievement of these purposes.

The official policy and procedures represent the structure by means of which the HEI can develop and control the efficiency of the system of quality assurance. The existence of such structure promotes strengthening of independence of the HEI and its recognition in society. The academic policy should reflect the intention of the HEI and the list of means and mechanisms of its realization. Recommendations about application of procedures can provide full information on mechanisms and forms of its realization, and also can be used as a reference material for the persons interested in its application.

The academic policy also should reflect the relation and interrelation of Learning process and research work, intention of the HEI concerning quality and standards, the organization of system of quality assurance, duty and a contribution of structural divisions and faculty in quality assurance of educational programs, participation of students in procedures of quality assurance, methods by means of which the academic policy and their revision is realized.

The educational programs standard is directed on an assessment of process of professional training of the students. The data confirming quality of educational services and quality of graduates as results of training are provided in this section. The certificates confirming formation of professional competence of future experts, to the corresponding qualification framework of levels to education programs and satisfaction of requirements of the market are provided in report section text.

Formation of educational space of the HEI depends on how transparent and accurate the HEI defines the final results of training and a trajectory of their achievement. For each program the HEI formulates, documents the purposes and strategy of development of an educational program. It also defines methods of achievement and ways of correction of the purposes of an educational program, as well as the efficiency of these methods. During realization of an educational program the trainees have to realize possibility of creation of an individual educational trajectory, the accounting of personal requirements and opportunities.

Considering features of implementation of the academic programs the HEI independently defines its own requirements to various forms (full-time, evening, correspondence), to levels (to BD – MD – PHD) and to the used technologies (including distance).

The description of various programs, with their purposes, the description of the main actions which are carried out for activity improvement is provided in the report. Short data on how educational programs are realized are provided as well. The connection between main types of programs, which are offered by the HEI and its mission are explained.

Also the certificates confirming the quality of educational programs are provided.

The regional and international orientation of educational programs is shown. Methods of the management of process of design, the statement and revision of educational programs are described. The main changes in educational programs over the last 5 years are specified and prospects of their development are described.

10.2 Evaluation criteria

"9.2.1 The HEI should provide the mechanism of an internal assessment of quality and examination of educational programs, and also feedback for their improvement".

By means of what procedures the HEI estimates the quality of educational programs? When and by whom were these procedures defined? In what documents were they find reflection?

What is the basis for their development? Who is responsible for implementation of these procedures?

Describe how often is educational program assessment carried out? In what form? What methods are used for this purpose?

In what documents is procedure described? Is consideration of results of an assessment at meetings of collegial bodies provided? How is statement of educational program approved? Who carries out reviewing of educational program? What are the terms of revision of educational program? What events were the bases of unplanned revision of educational program? Who carries out the reviewing of educational program?

Are representatives of business community involved in reviewing? Describe an order of monitoring of educational program, who carries it out? To whom are the results of monitoring available? What decisions are made on their basis? Specify dates of the approval and reapproval of programs.

"9.2.2 The HEI should define and document the procedures of an assessment of educational program quality ".

What processes are defined for the purpose of an assessment of quality of educational program? Provide the short review of these procedures. How is the assessment of quality of educational program carried out?

"9.2.3 The qualification received at ending of an educational program should be accurately defined, explained and correspond to the certain level of NSC ".

How is the possible skill level of graduates defined? Who makes the decision on qualification assignment? Are professional standards developed by professional community, and if yes, how are they applied? To what NSC level do educational programs correspond?

How was the qualification received at the end of an educational program defined? Is faculty informed on results of training, including qualification? How does the trainee receive information on the qualification corresponding to educational program?

"9.2.4 The HEI should show existence of the developed models of the graduate of an educational program including knowledge, abilities, skills, competences, personal qualities".

Describe the main approaches to formation of educational programs in the HEI. What is the model of the graduate of educational program in your understanding?

How was the model of the graduate of an educational program developed and who participated in its development? What formed its basis? How does the level of training influence the maintenance of model of the graduate?

What makes the model of the graduate of educational program depending on the level of training to which the program belongs unique? Does the HEI have a standard model of the graduate, including graduate of joint stock company - the credited educational program? How are interested persons in drawing up model of the graduate involved?

What is the degree of their involvement – for example, simply consultations, polls or a vote at decision-making on model? How is the model of the graduate verified and validated? Give model of the graduate of an educational program.

"9.2.5 The HEI should define the mechanisms of a guarantee of acquiring of information by each graduate ".

How is monitoring of the students advancement happen within educational program? How is progress of the students defined? In what documents is it reflected? How is advancement of students reflected in a transcript?

What information systems / databases are used for storage and processing of data on advancement of the students? Describe how the personal growth and development of students in the course of development of the program traced? What methods are used for this purpose? Where are results fixed? What barriers are there for the purpose of ensuring quality of graduates?

"9.2.6 The HEI should define influence of disciplines and professional practice on formation of graduates' professional competence ".

Analyze existing educational-methodical documentation to reflect the learning outcomes.

On the basis of this analysis describe the practice of determining the impact of disciplines on the formation of students' professional competence and reflection of the learning outcomes.

How and by whom is the contribution of a particular discipline determined in the formation of the main learning outcomes?

Are employers, the representatives of the business community involved in contribution to the definition of disciplines in the process of formation of competencies?

Who and how determine the results of HEI education in general, specialty and updates in the context of disciplines?

"9.2.7 The HEI should provide evidence of participation in the development of faculty and the management of academic educational programs, ensuring their quality.

9.2.8 The HEI should provide evidence of the participation of employers in the development and management of academic educational programs, ensuring their quality. "

How can these categories of stakeholders be involved in the approval of educational programs, on the development of their content? What is the extent of their involvement in this process?

How is the business community involved in the development of EP?

Provide information on how to design and approve educational programs with description of the participation of faculty and employers.

Describe the practice of employers' participation in designing programs, give examples of their proposals and their contribution to development.

Demonstrate the practice of faculty and the participation of employers in the management of academic educational programs, ensuring their quality.

What kind of employers is typical?

How to attract employers to the design and implementation of the EP?

How involved in the design and implementation of the EP employers are selected: justify the representativeness of employers' involvement.

"9.2.9 The complexity of the educational program should be clearly defined in the Kazakhstani credits and ECTS».

Describe the practice of determining the complexity of credits in academic disciplines. On the basis of what it is carried out?

Where the complexity of academic disciplines is fixed?

How to transfer the Kazakhstani credits to ECTS credits and vice versa?

How employers and business community can participate in determining the complexity of academic disciplines?

"9.2.10 The HEI should determine the content, scope, logic of individual educational trajectories of students and learning outcomes".

How do students participate in the development of EP?

Describe the process of individual training plans' formation?

Can students propose to change the content and structure of the EP?

Were there any precedents?

Do students have opportunity to choose subjects that are not included in the curriculum and the EP's catalog of elective disciplines?

Describe the practice of formation of individual educational trajectories of students.

Bring a list of documents on the basis of which individual educational trajectories are formated.

Demonstrate the impact of disciplines and professional practice on the formation of professional competence of graduates.

"9.2.11 The HEI should ensure the completeness of the formation of the learning outcomes."

Demonstrate the completeness of development of learning outcomes and their compliance with the needs of stakeholders.

How do the learning outcomes cover the requirements of professional standards, national and sectoral frameworks?

"9.2.12 The HEI should show a continuity of the educational contents to programs of various levels (BD, MD, PhD and additional education), including logic of the disciplines' academic interrelation, sequence and continuity".

Demonstrate the completeness of learning outcomes' development and their compliance with the needs of stakeholders.

How do the learning outcomes cover the requirements of professional standards, national and sectoral frameworks?

"9.2.13 The HEI should demonstrate the logic and reasons for drawing up curricula and training programs, in particular the reasons for choosing a particular discipline in the list of the curriculum, the status of post-study assignment or a prerequisite."

How is the curriculum formed?

Describe the process of determining the content of educational programs.

Describe the procedure of the formation of curricula and disciplines in the catalog of elective courses.

Show how the disciplines are included in the curriculum?

How and who determines the pre- and post requisite?

How, where and by whom the analysis of compliance with the names and content of the disciplines in relevant areas of study in science and society, etc. is held?

How and to what extent the faculty of the educational program/ HEI, employers and students involved in all the processes - give examples of changes in the educational program proposed by the representatives of the stakeholder groups.

"9.2.14 The HEI should ensure that the names and content of the disciplines are relevant in science / society, etc. Disciplineshould contain the results of the most relevant research projects and other information taught in the area. Discipline should comprehensively cover all the issues, the problems existing on the teaching area's agenda".

Does the guidelines do the EP analysis of external changes?

How does the HEI is determined by the need to change the content of curricula and educational programs?

Does the wishes of employers, learners and teachers are realized?

What tools are used to detect changes? For example, are the SWOT analysis and PESTEL used?

How does the analysis of changes realized in the labor market?

How determine the wishes of the students?

How to take into account the opinion of the teachers?

How changes affect the content of the EP?

Describe the frequency of the EP's content review. Give examples of changes.

Who does formulate proposals for amendments to the content of educational programs? Who does make the decision?

Specify the possible objects for the change (curricula, catalogs of elective courses, training programs, etc.) and describe the procedure. By which internal documents is regulated?

How does the decision-making procedure involve representatives of employers, learners, teachers and stakeholders?

Was there any assessment on how well the teachers and students are involved in the decisions regarding the EP, i.e what are the opportunities educators and students have influence on the content and form of EP?

How is the representativeness of attracting employers, students, teachers and stakeholders confirmed?

"9.2.15 The HEI should demonstrate the existence of an effective balance between the theoretical and practice-oriented disciplines taking into consideration the orientation at solving economical urgent problems."

How does specifics of EP affect on inclusion of elective disciplines, theoretical and practical courses into the catalog?

How is professional context reflected in the content of all the cycles of academic disciplines? Illustrate how this is done, give examples.

Give examples of the impact of the specificity of educational programs on the maintenance of academic disciplines.

How is the balance between the disciplines defined?

What is the effective balance between theoretical and practical-oriented subjects in your program?

How is the balance between the theoretical and practice-oriented disciplines achieved?

How are decisions about the structure of EP made?

Who makes a decision on the inclusion of disciplines in the catalog of elective courses?

How does advisors influence on the selection of training courses?

"9.2.16 The HEI should provide the content of training courses and level of education of learning outcomes (Bachelor, Master, Doctorate)."

How to develop learning outcomes in high school?

How do they correlate with levels of training and qualifications framework?

Demonstrate the relevance of the content of qualifications frameworks and levels of education.

"9.2.17 The list and content of courses should be available for students."

Describe how do the list of subjects proposed for consideration carried to students.

Demonstrate accessibility of content subjects to students.

Demonstrate how to ensure the relevance and content of modern disciplines, solidity and compliance with the new scientific directions.

"9.2.18 An important factor is the harmonization of the educational programs' content with the educational programs of leading foreign and Kazakh universities."

Make a comparative analysis on the content of educational programs with leading Kazakhstani universities.

Learn from foreign leading universities. Was the experience of leading foreign universities in the field of EP content learned? How? What were the results? Were there any changes of EP on the bases of analysis of foreign experience? Demonstrate.

Demonstrate how is the harmonization of the educational programs' content with the educational programs of leading foreign and Kazakhstani universities happens?

"9.2.19 In the structure of the educational program should provide a variety of activities, the content of which should contribute to the development of professional competencies of the students based on their personal characteristics."

What kinds of activities are provided in the study of academic disciplines?

Analyze the compliance activities of learning outcomes. On this basis, describe how to use the different activities in the learning process of forming professional competence of students.

Demonstrate educational-methodical documentation, which reflects the variety of activities provided in the learning process.

How does the personal characteristics of the students, including the features of perception of information taken into account in the learning process?

How does a professional context is reflected in the content of all the cycles of academic disciplines?

Provide examples on how this is done.

Give examples of the impact of the educational programs' specificity on the maintenance of academic disciplines.

"9.2.20 The HEI should ensure the annual review of the content of curricula and training programs, taking into account changes in the market, the wishes of students and teachers, as well as to involve making decisions of employers' representatives, students, teachers and other stakeholders."

Describe the procedure for revision. In what documents is it defined?

Who is responsible for its conduction?

What kind of collegial bodies are responsible for making decision according to its results?

"9.2.21 The HEI should demonstrate the renewability of educational programs taking into account the interests of employers in the development of educational programs of disciplines, aimed at developing professional skills."

Demonstrate renewability of educational programs. Give specific examples.

How are the interests of employers are known to high school?

How are they used in the development of EP?

How the interests of employers in the development of educational programs are taking into account?

How often educational programs are updated? What is the cause and the reason for their renewal?

How educational programs which focused on the development of disciplines and skills are implemented to achieve intended learning outcomes?

How to consider and identify the needs of employers in the development of specific skills? How to use this information further - does changes of amendments of EP makes decision on the basis of that information?

Do the external examination compliance content of academic disciplines and planned learning outcomes of study realised? Do the employers attracted?

"9.2.22 The educational programshould provide a permanent promotion of students, personal growth and development of the learner in the process of development of the program."

How is learning the development of the content of EP realised?

How is envisaged implementation of continuing progress realised?

What exactly has the HEI invested in the concept of personal growth in the context of the EP?

How is the monitoring of these phenomena realised?

9.2.23 Guidelines of educational program should demonstrate the provision of places of professional practice where it is necessary."

Does the EP suppose the need of passing professional practice?

How can employers and business community participate in determining the need of passing professional practice?

How and by whom need of passing professional practice is determined? Who determines the number of places for practice?

What kind of criterias apply to the places of practice?

How is the place of practice connected with individual educational trajectories of learners?

How the final topics of work affects on the choice of professional practice?

Demonstrate the passing of all types of internship in the specialty.

How is the site planning and contracting practices happen?

Who monitors the internship and the quality of its organization?

How does the HEI ensure that the activities performed by students in the course of internship, corresponds to the upcoming professional activity?

How are the goals and objectives of professional practice's achievement guaranteed?

Describe the mechanism of planning and carrying out the internship.

How is the specialty practice compliance provided?

How is the contentment of internship's final result monitoring realised? What kind of decisions are made on its basis?

"9.2.24 The main factor is the presence of joint educational programs with foreign educational institutions. "

How partners are determined? What kind of criteria do they meet?

Describe the procedure of concluding agreements on joint educational programs.

What kind of requirements are presented to partners of the universities and to the guidelines of EP in item?

Are the partner universities admitted in the country in the international level?

What are the advantages of studying through joint programs? What is the difference between Kazakhstani and exchange EP?

What kind of joint programs are being implemented in the framework and on the basis of the submitted EP?

How is the quality of educational programs' monitoring happen?

How is the assessment of the quality of education provided by the partner institution?

Compare the content of the accredited educational programs on that very university and similar programs of other universities.

What is the contribution of the joint program in improving the quality of the accredited EP?

How is the need of a joint educational programs defined? Who is the initiator and in what levels the decision is made on the early development and implementation of such programs?

"9.2.25 An important factor is the involvement of scientific-research organizations in the Learning process."

What kind of Kazakhstani and foreign organizations are involved in the Learning process?

Describe the possibility of changing the content of education and its outcomes by attracting Kazakhstani consulting and scientific-research organizations in the Learning process.

How does the HEI ensure the implementation of the results of consulting and educational research work in educational program?

Describe precedents. Describe the main ways of implemention of the consulting results and ERW. Demonstrate successful practices.

What tools are used to motivate the implementation of research results in the Learning process.

Describe the academic subjects in which the results of research are used.

How the attraction of them affects on the formation of professional competencies?

Describe bonuses incurred in bringing specific organizations.

10.2 Evaluation Criteria

"10.2.1. The HEI should ensure equal opportunities to learners regardless of the language of instruction on the formation of individual educational program aimed to form professional competence. "

How do the students get equal opportunities?

What opportunities do students have in the formation of educational trajectory?

Provide evidences of creating equal opportunities to students regardless their language of instruction.

"10.2.2 The HEI should demonstrate the use of the advantages of individual characteristics, needs and cultural experience of students in the implementation of the educational program".

How does the implementation of the educational program take into account the individual characteristics of students?

How do the individual characteristics of the students influence on the formation of individual educational trajectory and implementation of EP?

How are the students' needs taken into account on the formation of EP?

"10.2.3 The HEI should provide systematic development, implementation and effectiveness of active methods learning and innovative teaching methods."

Who is responsible for implementing the requirements of the given criteria?

What kind of active learning methods and innovative teaching methods are integrated in the Learning process? What methods are planned for integration?

What are active learning methods used in the learning process? Who creates the need to use them? Who makes the decision about the possibility of their use?

Analyse the use of innovations in the learning process? How is their impact on the learning process assessed?

Are there any obstacles in the implementation of new teaching methods and how are they eliminated?

How and at what level are decisions made about the use of innovations in the learning process?

How are monitoring of implications, efficiency of innovation and the use of active learning methods realised?

"10.2.4 The HEI should prove holding of research and presence of own development in the field of teaching methodology of disciplines".

What researches are conducted at the HEI that are related to the development of teaching methods of academic discipline?

How are the development of own innovation, existing methods and ways of learning worked out and adopted?

Give examples of successful implementation of new developments in the field of teaching methodology in the framework of EP.

What impact do they have on the quality of the Learning process?

"10.2.5 The HEI should demonstrate the existence of a feedback system by the use of various methods of teaching, learning and its implications."

How are the effectiveness and efficiency of the integration monitored?

How are satisfaction of students and faculty monitored by methodological innovation?

"10.2.6 In implementing the educational program monitoring of learners' self study should be required and mechanisms of an adequate assessment should be created.

How is students' self-study monitored?

Where are the tasks for students independent work established?

How is the complexity of independent work established?

How is discussion of mechanisms of an adequate assessment to its results held?

Who makes the decision on the adequacy of the content of disciplines and learning outcomes?

Who analyzes the compliance tasks for independent work of students learning level and specific disciplines? How does this correspondence provided?

"10.2.7 The HEI should monitor the satisfaction of students, business leaders, a practice place and employers."

How does an assessment of satisfaction of students and the organization of places of practice held?

How is the level of students' training evaluated by employers? Give examples of questionnaires and polls.

Show the dynamics of students' satisfaction, faculty and employers in some places, conditions and maintenance practices, as well as the level of students and teachers.

What decisions have been taken on the basis of the results of the monitoring?

"10.2.8 The HEI should demonstrate made decision on the basis of feedback from learners and assess their satisfaction."

What decisions that aimed at implementing student centered approach in training have been taken on the bases of the results' analysis of the feedback?

Who produces these decisions?

How does decisions influence on the strengthening of student centered EP?

"10.2.9 The HEI should prove the existence of a monitoring system for the promotion of student educational trajectory and achievement of students."

How is the monitoring of promotion enrolled in the educational trajectory?

How does the administrative EP track the progress of students on an educational trajectory?

How does the administrative EP track the achievements of students?

"10.2.10 The HEI should ensure the existence and effective functioning of the mechanism of objective, accurate and comprehensive assessment of knowledge, skills and qualities acquired by students during the course of study in the discipline, as well as a collective mechanism for appeal and professional assessment of the appeal assessment."

How is the mechanism for assessing of the knowledge, skills and professional competencies realized? How does the guidelines of EP guarantee that the evaluation of knowledge is accurate and adequate?

How does appeal happen?

In some which documents of the HEI the mechanism of assessment is reflected?

How were professionalism and competence of the members of the appeal committee confirmed? Name the requirements.

"10.2.11 The HEI should ensure the objectivity of knowledge and degree of development of students' professional competence, transparency and value criteria, instruments and mechanisms for their evaluation."

What mechanisms are used to ensure right assessment of knowledge and degree of development of students' professional competence?

Analyze the tasks system used to assess students' knowledge.

Demonstrate the adequacy of the tasks to assess the degree of development of professional competence.

How does the HEI define tools and evaluation mechanisms? Where does it reflect?

How can students know about the HEI assessment system?

"10.2.12 The HEI should ensure the procedures relevance of assessing the students' level of knowledge of intended learning outcomes and program objectives. Criteria and evaluation methodsshould be published in advance. "

How does the compliance of the level of students' knowledge ensure to the intended learning outcomes and program objectives?

Describe the forms and methods that used to assess students' knowledge?

How does the guidelines of EP ensure the compliance of the level of students' knowledge to the intended learning outcomes and program objectives?

What actions are taken in accordance to students in case they do not reach the intended learning outcomes and program objectives?

Demonstrate the publication of criteria and evaluation methods.

How are the criteria and methods of assessment given to the students?

How does the transparency of knowledge assessment ensure?

Describe how the information about evaluation procedure is given to students, including the interim assessment in the form of exam, current exam, GPA?

How can students know about the obtained marks?

How can the results of assessment be appealed?

12. Standards № 11 "Students"

12.1 General provisions

This section shows the current policy of the university's contingent formation during the whole studying period, as well as procedures after the completion of study. The HEI demonstrates certain published and consistently applied rules for all periods of learning, including the reception, performance, recognition and certification. All the rules and procedures should ensure a smooth, consistent development of the student's academic career, their promotion of the educational trajectory. Their content should give students a clear understanding about necessary actions. The procedures should include the original familiarity with studying corporate culture, its history, order and peculiarities of teaching at the HEI and within the educational program.

The HEI needs to create a mechanism by which they will monitor the academic achievements of students, promotion of individual educational trajectory.

An integral component of ensuring recognition of the students' achievement is recognition of the results of prior and informal learning. The HEI should ensure the necessary procedures and the objectivity of recognition.

The HEI should provide graduates with appropriate documents confirming the qualification, including achieved learning outcomes and the context of the Learning process, including a

description of the education system at the country level and characteristics of studying process, the content and the status of the received education, confirmation of its completion.

In assessing compliance with the criteria of the standard taking place the assessment of students' involvement in the Learning process, in which there is a formation of professional competence and personal development of the individual's needs and capabilities of students.

The HEI defines the procedure for recognition of prior learning outcomes, competencies developed in the framework of academic mobility, additional, formal and informal learning.

The HEI estimates the conditions and mechanisms for the effective promotion of the student on an individual educational trajectory. The HEI determines the order of formation of a contingent of students on the basis of: the minimum requirements for applicants; the maximum size of the group during seminars, practical, laboratory and class sessions; forecasting the amount of state grants; analysis of the available material, technical and information resources, human resources; analysis of the social conditions for students, including of seats in the hostel.

The specificity of the educational program also affects the possibility of formation of an individual trajectory.

Evaluation of this standard is based on: analysis of internal documents regulating the Learning process; analysis of individual plans for students, personal files, orders; Analysis of transcripts, certificates and applications for them, confirming the achievement of learning outcomes; Survey areas of study, including the information support of the Learning process; questioning and interviewing students.

12.2 Evaluation Criteria

"11.2.1 The HEI should demonstrate the policy of formation of students of the Educational Program from admission to release and ensure the transparency of its procedures."

How is the cohort\contingent of students formed?

What additional conditions does the HEI impose on applicants?

How are students informed about the requirements of the educational program and the specifics of its implementation?

How does the HEI evaluate the conformity between the admission process and the subsequent progress of students?

How can students and applicants learn about the procedure of formation of the cohort\contingent (rules for admission, transfer from one year to another, transfer from other universities, rules of credit transfer mastered in other universities, expulsion etc.)?

What are the preventive actions taken with students in order to avoid possible problems?

What transferable points from course to course are set for students?

Is the information on programs analyzed to improve their effectiveness? Is there a comparative analysis with a contingent of other universities in the context of the Educational Program?

"11.2.2 The procedures regulating the life cycle of students from admission to completion should be defined, approved and published."

List the internal documents, which reflect the formation of a contingent of students. Specify the date of approval and their revision. Describe briefly the scope of these documents.

Demonstrate accessibility to students and other interested persons of their contents.

"11.2.3 Admission and enrollment to the educational programshould be accompanied by an introductory course, containing information on the organization of education and the specifics of the educational program."

Demonstrate introductory course content. Prove that its development will enable students to join harmoniously in the Learning process.

Provide information confirming the time and place of the meeting.

"11.2.4 The HEI should provide the special adaptation programs and support for foreign students."

What programs are there for foreign students?

What activities are carried out for them?

Describe the activities and programs of adaptation of foreign students.

"11.2.5 The HEI should demonstrate conformity of their actions with the Lisbon Recognition Convention."

Demonstrate the commitment of the HEI to the provisions of the Lisbon concept of recognition.

Provide internal documents, on the basis of which the recognition of prior learning outcomes and qualifications can be evidenced.

"11.2.6 The HEI should cooperate with other educational institutions and national centers ENIC/NARIC to ensure comparable recognition of qualifications".

Demonstrate cooperation with other organizations and national centers to ensure comparable recognition of qualifications.

"11.2.7 The HEI should demonstrate the recognition of previous results of the learning mastered in the course of the academic mobility, additional and formal\informal learning".

Is the mechanism of recognition of previous results of learning, developed in the course of the academic mobility, additional, formal and informal learning at the HEI defined? Is it known for faculty and students?

What are the requirements defined for the recognition prior results of study?

Please provide statistics and examples of the recognition of prior results of the study.

Demonstrate the process of recognition within the academic mobility of students.

Which universities concluded agreements on academic mobility?

Which document of the HEI is it regulated by?

Describe the mechanism of recognition of outcomes of academic mobility.

How and by whom the decision on credit transfer of disciplines mastered in other HEI is taken?

What documents form the basis for credit transfer?

"11.2.8 A HEI should demonstrate the availability and use of tools for collecting and monitoring information about academic achievements of students and decision making in follow-up actions on the basis of those tools".

How is the monitoring of academic achievements of students implemented?

What information systems are used for that?

Give examples of taken decisions.

Which individuals and collegial positions make decisions on the basis of provided information?

"11.2.9 A HEI should demonstrate the awareness of the key roles (professional, social) of students based on their learning results".

How are the main professional and social roles of students in the framework of educational program identified? List them. Describe the characteristics of major roles.

How is the learning process aimed at students' realization of social and occupational roles?

How is the readiness of students to professional and social roles determined?

How are the students introduced with the possibility of building a professional career, including the various positions and professional responsibilities?

"11.2.10 The opportunity for professional certification of students is the important factor ".

What types of professional certification are available in professional sphere in accordance with the educational program?

How can students get professional certification?

Please provide statistical data on learners who successfully complete professional certification.

Describe programs where students can take professional certification.

"11.2.11. Attracting students to scientific-research work and consulting is the important factor".

How are the students of the EP involved in scientific research work? Enter a percentage of students involved in scientific research work out of the total number enrolled in the program.

How are the students motivated?

Describe the opportunities to participate in consulting, scientific research work of students within the EP. Conduct an analysis of efficiency of active involvement of students in research and consulting.

Demonstrate the results of student participation in consulting and scientific research work.

Demonstrate publication activities of students.

Do students get research and consulting work experience during their study?

"11.2.12 The HEI should create opportunities for external and internal mobility of students".

Demonstrate the opportunities of student participation in internal and external academic mobility.

How are the students of the educational program informed about the programs internal and external mobility?

While the organization of internal and external mobility do the educational programs coincide?

How does the HEI and heads of educational program contribute to the mobility of students?

Analyze the external and internal academic mobility of the EP being accredited for the last 3 years in terms of languages and forms of education. Determine its priorities. Describe prospects of development.

How is the academic mobility supported, concerning the study of the prerequisites, credits and mastered disciplines?

Describe the practice of academic support of students in the academic mobility.

How are students advised and supported? Demonstrate the evidence that problems are identified on the early stage and solved.

How are students and the faculty informed about the opportunities of academic mobility?

Who funds academic mobility of students?

Describe the flow of incoming and outgoing academic mobility. Provide statistical data showing the flows of academic mobility inside Kazakhstan, with foreign universities and the virtual academic mobility.

Who monitors academic mobility?

Who carries out the analysis of its results?

"11.2.13 The HEI should provide graduates with documents confirming qualification, including learning outcomes achieved, as well as the context, content and status of education and the evidence of its completion."

What documents confirm the completion of fulfilling the EP?

Does the HEI provide students with European Diploma Supplement or EUROPASS plus to the transcript?

What types of certificates can enrolled students get in the course of learning at the HEI?

"11.2.14 A HEI should make the maximum effort to provide graduates with employment, maintenance links with alumni and opportunities of creating a community of graduates, including distinct EP"

How is the employment of graduates organized?

Does the HEI have structural divisions, promoting employability of students?

How are the recruitment processes implemented at the HEI?

Is there any precise statistics concerning the employment of graduates?

How is the analysis of customer satisfaction organized?

Are coaching programs for students realized?

How can a student get adequate professional assistance in making career decisions and looking for a job while studying at HEI or after it?

"11.2.15 The important factor is the monitoring of the employment of graduates and professional activity of graduates."

How is monitoring of the employment of graduates organized?

Describe mechanisms of monitoring of the professional activities of graduates.

Are there any support programs for graduates and their subsequent professional development?

Provide information on the best graduates. How are their professional activities used to improve and enhance the EP image? How are their opinions taken into account while improving education programs?

"11.2.16 A HEI should actively encourage students to self-education and development out of the main program (extracurricular activities)."

Describe extracurricular development opportunities at the HEI. What groups, sections, clubs are available to students? In which of these are students involved?

What social events are held involving HEI students? What is the contribution of these activities in the personal development of students and the region?

How are extracurricular activities for students organized? Are there any well-functioning student organizations, associations, making significant contribution to the personal development and the development of society?

Where and how can students spend time outside the classroom and socialize on the territory of the university?

How is the possibility of extracurricular pastime of students tracked?

"11.2.17 A HEI should provide an opportunity for students to share and express thoughts, for example, through the Internet forum or students' organizations"

How is the possibility of real and virtual communication of students realized?

How are student organizations involved in this communication?

How are official resources of the HEI and social networks used in this communication?

"11.2.18 The HEI should demonstrate the operation of the feedback system to support students, including prompt reports demonstrating the results of students' assessment of knowledge."

How does the interaction with the students happen?

What kind of feedback is used?

How quickly can students get the results of the evaluation? Describe the possibility of obtaining information.

What tools are used to maintain the feedback from alumni?

Is there an alumni community? What are the functions it performs?

Provide e-mail addresses of graduate forums. What problems are resolved there?

How does the HEI operate a mechanism for monitoring the students' satisfaction with the activities of the university/with the EP as a whole and individual services?

What tools are used for monitoring? How often is monitoring held?

What decisions were made at the end of it? Give examples?

"2.11.19 An important factor is to assist students to obtain external grants for training and academic mobility and the financing of their academic activities by non-governmental sources."

What options do the students have for obtaining external grants?

What programs, including foreign ones are used to finance the academic mobility and training in other universities?

What alternative sources and ways of financing used?

"2.11.20 An important factor is the availability of existing associations / associations of graduates."

Has the HEI created graduates association? Describe its structure and function.

How often do the meetings happen?

What activities are carried out with their participation?

How do they interact with the HEI and hold events, providing assistance to students?

"2.11.21 An important factor is the availability of a mechanism to support gifted students."

Are individual educational trajectories designed on the basis of students' individual qualities?

Does the HEI have educational purposes in relation to the development of intellectual skills of students?

How are gifted students identified?

Describe the gifted students. Give examples.

Does the HEI determine the level of language skills and the degree of their integration into the program?

Describe the possibilities of gifted students' support.

How are talented students informed about support programs?

How can talented students form individual educational paths in accordance with their increased abilities?

Analyze opportunities for gifted students. What trends do you see? What are the prospects?

13 Standard number 12, "The faculty and teaching effectiveness"

13.1 General provisions

Transference to student-centered training highlights a priority of the change in the position and function of the teaching. The role of the faculty is central in ensuring the quality of educational programs. Management and development of the faculty, providing its professional competence, in compliance with the requirements of educational program level is one of the most important tasks of the HEI. Competence of the instructors may only be provided by creating objective and transparent processes of staff formation, its development and career growth. Particular attention is traditionally paid to the professional development of teaching in the environment, as career opportunities are limited and teaching environment is becoming highly professional and highly competitive at the same time.

Personnel policy of the HEI should not only be objective and transparent staff policy, including recruitment, professional growth and development, ensuring the professional competence of the entire state.

The management of the faculty includes:

-a clear definition of responsibilities and adequate faculty on the basis of job descriptions and other internal documents;

-hiring and responsibility distribution in accordance with clearly defined qualification requirements of the HEI;

- effective functioning of such mechanisms of personnel management as motivation, adaptation, continuous training, the procedure of dismissal of employees, providing practical experience in the faculty in their area of activity;

- the faculty principles of ethical behavior and implementation of these principles in their work.

An important factor is the availability of information on existing and active on the program / institution procedures, regulations, internal regulations and principles / values that govern human resource management, as with no information about their responsibilities, faculty is unlikely to provide a quality education.

Management of the faculty should be enshrined in a clear, logical and effective organizational and functional structure of Personnel Management. One of the main mechanisms for monitoring the activity and development of the faculty, including in the context of EP should be monitoring the success of the implementation of an individual action plan for each program.

Personnel Management System will be evaluated on the basis of the analysis of internal regulatory documents, statistics, educational program and the HEI, as well as through interviews with staff. In addition, it will assess the implementation of the corporate culture and ethical standards, operating in the HEI.

An important factor in ensuring the quality of educational programs is to engage in teaching and related activities such as research and development of political, social, distinguished figures, famous scientists as well as local and foreign lecturers and experts, in the framework of academic mobility. In addition, the management of the program should support the teachers and young scientists.

13.2 Evaluation Criteria

"12.2.1 The HEI should demonstrate objective and transparent personnel policy including provide recruitment, hiring, career promotion and development opportunities essential for all staff professional competence"

What document of faculty reflects the personnel policy?

How does the educational program faculty correspond the performance of personnel policy?

Describe faculty's main provisions.

Is it available for the HEI faculty? Are solutions made by guidelines transparent?

Demonstrate its use for faculty.

Describe the criteria used in hiring the faculty?

How is the assignment to a position of promotion service implemented?

What is the reason for dismissal? How does it work?

Provide statistical information on the faculty progress, its quantitative and qualitative characteristics.

"12.2.2 The HEI should demonstrate compliance of faculty capacity to HEI development strategy"

How is the need of faculty at the HEI determined?

How is this need satisfied?

What is the tenure of faculty, as well as in the context of the EP?

Can current faculty provide strategic development of the HEI?

"12.2.3 The HEI should provide compliance of the faculty with the qualification requirements, the level and specificity of the educational program"

How is necessary level of the faculty competence identified at the HEI?

What are the eligibility requirements for the position? Does it work?

Is the faculty competence model created? Are there differences between the requirements for the faculty, holding positions of different qualification?

How is the level of faculty competence, particularly at the HEI associated with professional research, industry frameworks and the NSC?

What measures are taken to achieve it?

Has there been any analysis of the educational program faculty to meet the qualification requirements of the legislation of Kazakhstan? Give results.

What are the qualification requirements for the faculty that act on the educational program?

What requirements are defined for experience, region and the quality of teaching faculty?

How to evaluate teaching skills of the faculty practice in the employment?

How different the qualification requirements for the faculty depending on the level of training?

How does the specific of the educational program reflect on the qualification requirements for the educational program faculty?

How are candidate teachers' program monitored the research the compliance with requirements of program specifics within the educational program? Give examples.

"12.2.4 The HEI should demonstrate a sense of responsibility for its faculty and promote favorable working conditions for them"

"12.2.5 The HEI should recognize and demonstrate change of a lecturer role in respect to the transition to the student-centered teaching and learning"

Describe the policy of HEI in this sphere.

Demonstrate social support for employees

How to identify the needs of employees?

Are their professional and general competencies development and training held?

How to monitor the satisfaction with work conditions?

"12.2.6 The HEI should demonstrate a personnel selection based on the analysis of the educational programs needs, the existence of recruitment system"

How is the staff requirement identified?

Who is involved in the analysis of the educational program requirements?

Describe the current system of recruiting?

How is the faculty requirement identified?

"12.2.7 The HEI should define contribution of the faculty to realization of the HEI's development strategy and other strategic documents"

How is the cascade of strategic documents conducted to faculty level? Describe it.

How is the faculty aware of their participation in the strategy implementation? Are they aware of their role? Are there specific tasks?

"12.2.8 The HEI should demonstrate availability to the public the information on faculty, including faculty's directories, placing profiles on the HEI's website"

How easily can interested parties obtain information on the faculty qualifications teaching the EP? Where is the information placed?

How to find information on the instructors teaching practices?

What proportion of the information is available in standalone mode (online, on the stands, in the library), and which is available only upon request?

Do the HEI / program have the faculty catalogue?

Do interested parties have access to information about what the discipline to read and read by faculty?

"12.2.9 The HEI should demonstrate management accessibility"

In what ways communication takes place between the interested parties and program guidelines: blogs, profiles on the site, mail (including electronic, office hours, etc.).?

Is there analysis of how these methods of communication are effective and/or are interested parties satisfied with these types of communication, in general, with feedback of the guidelines (give the results of the analysis)?

Does the educational program guideline shave office hours? How often and what is duration? Explain, why you think that this frequency and duration of office hours is sufficient (for example, provide analysis results of the effectiveness of the requests of stakeholders, submitted to the guidelines in office hours)

"12.2.10 The HEI should demonstrate transparency of all personnel procedures"

How transparent personnel procedures, ex., how stakeholders can learn the duties of employees or how educational program faculty about changes in the personnel of the program?

How is the transparency of personnel procedures observed?

As part of EP, demonstrate the transparency of personnel procedures, the objectivity of decisions.

Are personnel procedures available for the faculty?

"12.2.11 The HEI should provide monitoring of faculty's activity, a systematic assessment of the professor's competency, a complex assessment of the teaching quality, including faculty and students' degree of satisfaction"

How do educational program guidelines obtain information about the activities of the EP's faculty, the teaching quality, methods and the technologies used? How can educational program guidelines guarantee that this information is complete and exhaustive? Is there a process for the periodical evaluation of the work of the FACULTY? How is a comprehensive assessment of the teaching quality conducted? What standards are used at the same time, i,e, what is qualitative teaching, and what is poor quality teaching, and why? How is the systematic evaluation of competence of the teacher conducted? What criteria are used? What are the requirements to the teacher – a practice, attracted from the real economy area?

"12.2.12 The HEI should provide the entirety and adequacy of the faculty's individual planning for all kinds of activities, monitoring the productivity and efficiency of individual plans. Also, the HEI should demonstrate evidence of performance of all types of planned assignment by the teachers. The workload of faculty should include educational, methodical, scientific work (including the preparation of projects and applications), the organizational and methodological (including the participation and organization of various events), upgrading professional competence (qualification enhancing, including personal development and study of literatures on the field of interest) and activities in a professional field.

What activities include the workload of the teacher?

Bring a confirmation that these activities included to the workload of individual teachers were actually implemented.

If the workload does not include educational, methodical, scientific load or improvement of professional competence and work in a professional environment, then explain why?

In your opinion, what should be included in the workload of teachers?

Is the individual performance plan of teachers prepared?

What principles, rules and objectives are applied to complete individual plans of teachers, i.e following what logic it is used and why so?

How and how often the program guidelines or HEI monitors the implementation of individual plans of teachers?

What are the criteria for successful implementation of individual plans of teachers? Why so? Is the analysis of the effectiveness of implementation of individual plans conducted?

"12.2.13 The HEI should demonstrate its support of the faculty's research work; ensure correlation with other scientific researches and learning.

How is the support of research activities and consulting services carried out?

Describe the range of research conducted by educational program faculty. Give brief characteristics of the projects. Specify at whose expense they are implemented, the registration number in the Scientific Center of scientific and technical information for the Kazakhstani projects.

What incentives are used to involve the faculty in scientific and consulting activities?

How is the relation between research and education ensured.

Bring a list of projects that are integrated into the learning process. What form is this relation fulfilled in?

"12.2.14 The HEI should demonstrate the existence of system for qualification upgrading, professional and personal development of the faculty and administrative staff"

Describe the existing system of qualification upgrading?

What is meant by HEI qualification upgrading?

Give the statistics of qualification upgrading, conduct its analysis.

What decisions have been made?

Does the HEI have faculty that has not improved professional skills in the last 5 years?

Who and why?

Who pays for training?

"12.2.15 The HEI should provide compliance of qualification upgrading, professional and personal development of the faculty with the development strategy"

What direction is qualification enhancement proceeded in? Why?

What objectives, needs correspond the faculty's qualification development?

What strategic goals does its implementation correspond?

Is there a process of systematic evaluation of the professional and personal development of the faculty?

"12.2.16 The HEI should attract experienced experts in relevant sectors of economy to work for the HEI, also identify the feasibility of the involvement and proportion of courses to be lectured by them"

Who has experience in the relevant sector of economy?

How are they involved in the learning process: on an ongoing basis, in combination or as guest lecturers?

How is the feasibility of their involvement identified? By whom?

What criteria allow referring the teacher to practices? What university documents stipulated that understanding?

How is the selection of practitioners carried out?

Why are practitioners attracted to the teaching the educational program?

What educational results achieved by attracting lecturers practitioners?

"12.2.17 The HEI should provide purposeful actions for the development of young teachers"

How does the education program guidelines or university support young teachers? What resources they are allocated and for what purpose? What perspective is offered to young teachers? How is the selection of young teachers carried out?

"12.2.18 The HEI should provide top management training (rector, counselors, vice-rectors, deans, and heads of structural units) according to the program of educational management"

How is the training of top management by the education program guidelines implemented? Describe the preparation.

How to evaluate satisfaction with qualification development programs?

What are the results of the qualification development programs?

"12.2.19 The HEI should provide a system of incentives for professional and personal development of faculty and staff"

How do the educational program guidelines stimulate the professional and personal development of the educational program faculty? If the educational program guidelines encourage self-development, the acquisition of knowledge on the subject taught? How?

"12.2.20 The HEIshould ensure monitoring of faculty's satisfaction"

How, when and how often is the faculty satisfaction with working conditions, the quality of students preparation, the educational infrastructure and all that affects the quality of education monitored?

Who and how to analyze these results? What criteria are applied and which hypotheses are tested in the analysis?

What happens with the research results of the faculty satisfaction? How systematically are the results used to improve and develop the educational program? Is there any internal regulation of the program or HEI for this procedure?

"12.2.21 The HEI should demonstrate the involvement of faculty into practical activities in the field of specialization on permanent basis"

What practical activities does the faculty specialization area conduct on permanent basis? What is the purpose?

How does it satisfy the needs and goals of the educational program?

How many working professionals are there from the economy area that is compatible with an area of teaching which they teach in the educational program? Why is that amount enough?

How are the search and selection of specialists for teaching the educational program carried out?

"12.2.22 The HEI should demonstrate faculty skills in IT, application of innovative teaching methods"

What requirements are identified for faculty's IT competency at the HEI?

What innovations and information technologies have been introduced in learning process within three years? What was the purpose? What was the result?

How does the HEI motivate the faculty to implement innovation and information technology in the learning process? What are the results and achievements? How have the quality of teaching and knowledge, skills and competencies of graduates in connection with the introduction of new technologies been changed?

How often does the faculty apply innovation and information technology in the process of teaching?

How can HEI demonstrate the faculty competence of usage of the information technology? Is there any qualification test and how often it is conducted? Are there requirements of managing the information technology among the qualification requirements?

How often is this kind of competence verified?

Provide examples and statistics of the application of innovative methods and forms of teaching on the part of the faculty.

"12.2.23 The HEI should motivate the faculty to apply innovations and IT in teaching on a regular basis"

How is the faculty motivated to use innovation and IT in learning process?

What mechanisms are used for it?

How is the support for the active use of the faculty in ICT learning process carried out?

What training programs are aimed to apply the ICT in the learning process?

What measures are taken to stimulate the active use of the ICT at the HEI?

How is the application of ICT monitored and analyzed in the learning process?

"12.12.24 An important factor is the active application of information and communication technologies in teaching (for instance on-line, e-portfolio, MOOC, etc.)"

What ICTs are used in the learning process?

How is the adaptation proceeded?

What are the results of application?

"12.12.25 An important factor is to develop an academic mobility, attract the best foreign and domestic professors, conduct joint research".

Describe the dynamics of academic mobility of the faculty over the last 5 years.

How does academic mobility of the faculty develop?

How long is the term of the faculty mobility? To what extent does it correspond with the mission?

Describe its share of the total number of the faculty, the main directions and forms.

Which universities/research institutions do the faculty and researcher do exchanges with?

What criteria are applied to the partner institution?

What criteria are applied to the faculty of other universities, to the educational program faculty and who goes on academic mobility program? What was the result of the academic mobility?

How many foreign and local teachers from Kazakhstani universities were involved in teaching within the educational program for the last year and over the past two years? Why exactly them?

How many joint investigations were conducted with representatives of universities, research and consulting institutions in Kazakhstan and abroad in the last, two or three years?

How is the attracting of foreign and local faculty carried out?

What are the criteria?

How is faculty attracting to conduct joint research carried out?

What qualifications does the HEI determine to attract foreign and local faculty? What internal document it is delineated in?

How are the involved faculty's activities monitored?

Describe the academic mobility results, its contribution to education quality and educational program development?

"12.12.26 An important factor is to attract outstanding scientists, public and political figures, and Honoured Scholars to teaching process"

How many outstanding scientists, public and political figures, and Honoured Scholars have been involved as teachers, researchers, employees?

What is the purpose?

What is the impact of their involvement?

"12.12.27 An important factor is the participation of faculty in the social life of (the role of faculty in the education system, science and region development, creating cultural area, participation in exhibitions, art competitions, charity programs, etc.)"

How is the faculty involved in public life? Describe.

How does HEI promote and develop this activity?

Which volunteering projects is the faculty involved in?

14. Standard № 13 "Research work"
14.1 General Provisions

Research activities is the basis for ensuring the relevance of the learning content at the modern HEI. Self-assessment of the HEI activities for compliance with this Standard involves the consistency and implementation assessment of the integration of research and learning process.

Also faculty and student scientific studies are monitored in extended environment including international, as well as their application in the process of learning.

14.2 Evaluation criteria

"13.2.1 The HEI should demonstrate compliance of the research work priorities with the national policies in the sphere of education, science and innovation development"

What areas of research are realized at the HEI?

How is the compliance of the priorities of scientific research with national policy in the sphere of education, science and innovation development ensured?

Which Republic priorities were reflected in the executed research at the HEI?

"13.2.2 The HEI should provide compliance of research activity with the HEI mission and strategy"

What strategic activities reflected in research?

Describe the main directions of research.

Demonstrate compliance of research with the performance indicators defined in strategy. What are the objectives and indicators that characterize research, presented in the strategy?

How are they realized in the activities of the HEI?

How does the research at the HEI contribute to the implementation of its mission?

"13.2.3 The HEI should implement the planning and monitoring of research work productivity"

"13.2.4 The HEI should create conditions for the development of research teams, research laboratories, academic schools and workshops, involving students to research activities; ensuring the participation of the faculty and students in scientific conferences and competitions; employing leading scholars and practitioners"

How are conditions created for the implementation of research at the HEI?

How are conditions created for attracting students to the research?

What research teams and research schools exist at the HEI?

How does HEI create the conditions for the participation of faculty and students in research conferences and competitions?

How are the conditions for the recruitment of leading scientists and practitioners created?

How are the conditions for the development of scientific potential of young scientists and students created?

How does the HEI promote research of young scientists and students?

What tools and resources are allocated for these purposes?

"13.2.5 The HEI should demonstrate the integration of research and conduct joint research with overseas scientists

Demonstrate the integration of researches.

What scientific direction it is going on?

How is the integration of research teams realized?

How are foreign scientists involved in the research conducted at the HEI?

"13.2.6 An important factor is the use of different forms of financing research activities – assets of various research funds, shareholders, economic entities, local budgets, economic agreements, and international research scholarships"

What forms are used to finance research?

Analyze the various sources of funding research and show their ratio as a fraction?

What are the prospects for HEI to diversify sources of financing scientific research?

"13.2.7 The HEI should encourage scientific research activities, using various forms of motivation"

What resources are used to motivate the HEI research?

Which of these funds have the greatest result?

What are the prospects for the motivation of research at the HEI?

"13.2.8 An important factor is to conduct joint research programs with foreign HEIs "

What joint research with foreign universities were conducted over the past 3 years? Describe the research and indicate their main results. How to conduct research to attract foreign academics?

What capacity are they involved in (leaders, executor, experts, reviewers, etc.)?

What is the efficiency of the joint research?

"13.2.9 An important factor is to facilitate the publication of the research results the HEI's employees and students"

How does HEI assist the publication of research results?

Does HEI issue magazines recognized by the scientific community?

Is it recommended for printing the main research results?

How do employees and students are informed about the possibility of publishing in foreign and Kazakhstan journals? How to evaluate their satisfaction? Demonstrate results assisted publication.

"13.2.10 The HEI should ensure the implementation of research findings into the teaching process"

How does the HEI ensures the implementation of research results in learning process?

Describe precedents. Describe the main ways to implement the research results. Demonstrate successful practices.

What tools are used to motivate the implementation of research results in the learning process?

Describe the academic subjects in which the results of HEI's research work.

"13. 2.11 An important factor is the HEI membership in international, national and regional professional alliances, associations, etc., as well as participation in their activities"
What international, national and regional professional alliances, associations, etc. does the HEI participate?

List them. What advantages does HEI have in participating such activities? What activities of these organizations is HEI participating?

"13.2.12 The HEI should ensure dissemination of the results of research work and the collection, analysis and use the information on the implemented and ongoing research activities while perfecting the research"

How does the HEI ensure the dissemination of research results?

Provide the statistics and examples of publications in recognized journals, databases and knowledge.

How is the monitoring of the research activities carried out?

What decisions are made?

Give examples of such decisions.

"13.2.13 An important factor is to implement the innovative activities in education management and monitor it"

What is the innovative activity carried out?

How does the HEI manage the innovative activity?

What forms of innovative activities implemented at the HEI?

How is the monitoring of innovation implemented?

What mechanisms are used for their implementation and sustainable operation?

"13.2.1. The HEI should demonstrate the development and implementation of innovative proposals and results of scientific research"

How does the HEI develop innovative proposals?

How are decisions about their implementation made?

How are research results used in practice?

How does copyright protection work, in case of necessity?

"13.2.15 The HEI should provide mechanisms for the evaluation of researches"

How does the HEI assesses the conducted research?

Is there an external evaluation? How it is implemented?

How is the objectivity of the research ensured?

Bring a list of researches registered in the NC STI.

What internal documents delineate the evaluation mechanisms of research?

How are the information on the forms and assessment methods brought to the researchers?

13. 2.16 The HEI should provide the research work with all necessary resources, first of all, with the literature and information needed for the development of research methodology tools.

Demonstrate provision of all necessary resources for research.

How do researchers, faculty and students have access to the scientific literature funds?

What scientific databases is the HEI connected to? Give the list and the duration of the contract.

13. 2.17 The HEI should ensure the significance of research topics and their compliance with the latest developments and important issues in international market and global community.

How does the HEI ensure the relevance of the research topics?

Demonstrate the relevance of research in the Republic of Kazakhstan, as well as abroad.

13. 2.18 The HEI should provide the evidence of active support for the development and implementation of interdisciplinary research

How does the HEI support for interdisciplinary research?

Give a list of similar researches and a brief description of their results.

How is interdisciplinary research impelled at the HEI?

15 Standard №14 "Finance".

15.1 General Provisions.

During the self-assessment, the compliance of general level of financial resources, mission capabilities, the HEI development strategy and goals of educational programs are analyzed.

During the self- assessment, the HEI demonstrates the implementation phase of the principles of stability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, differentiation and independence of the HEI financing system.

15.2 Evaluation criteria

14.2.1 The HEI should demonstrate coherence of the HEI development strategy and financial flows management.

How is a financial resources allocation executed for the strategy implementation?

How does the HEI manage the financial flow?

Describe the mechanisms of strategic coordination and cash flow management

Demonstrate the dynamics of the financial resources allocation in accordance with strategic goals

"14.2.2 The HEI should demonstrate the HEI budget planning, the existence of short and medium term plans based on project approach.

How is the budget planning carried out at the HEI?

What is the priority for its planning?

How is the project approach considered to the budget planning?

How are short and medium-term budget planning implemented at the HEI? What documents it is defined in?

How is the financial resources allocation for projects carried out?

14.2.3 The HEI should demonstrate existence of formalized policy of financial management: report on cash flow, report on changes in own capital

What internal documents delineate formalized policy of financial management?

Analyze the cash flow reports over the last 3 years, indicate general trends.

Provide the dynamics of changes in capital at least the last 3 years.

Are accounting and budgetary procedures efficient for the institution?

14.2.4 The HEI should demonstrate availability of the internal audit system and the results of conducting regular external independent audit.

How is internal financial audit carried out in the HEI? Describe the mechanism of its implementation.

Describe the results and bring the decisions made on their basis.

Specify the date of the installation. What changes were brought by internal audit?

Describe the results of external independent financial audit.

Who carried it out? What are the results?

What changes the external audit led to?

14.2.5 The HEI should provide with evidences on the HEI financial stability and its viability

How does HEI provide its financial stability and viability? Is the general level of resources enough to support the activities of the HEI, including the implementation of its mission and strategy?

Does the financial provision for the support and development of the HEI adequate? How it can be compared with the level of the last 5 years?

14.2.6 The HEI should work out an alternative scenario for the development based on the annual risk assessment

What are the main areas of financial risk for the HEI?

Is this level of risk accepted?

How is an annual risk assessment implemented at the HEI?

What risks were identified at the HEI for at least last three years?

Which scenarios have been formed on the basis of risk assessment?

What risks were realized?

What scenarios were used for prevention its influence?

Which risks have not been considered?

14.2.7 The HEI should demonstrate a mechanism for assessing the adequacy of financial support of the HEI various activities, including its development strategy, the development of educational programs, research projects.

Is the balance between resources and expenditure adequate the planning process?

How is the assessment of the financing adequacy carried out?

14.2.8 The HEI should ensure the transparency of budget allocation and its effectiveness.

Is a financial statement transparent and available for all stakeholders?

How to determine the procedure of budgeting? How is this information available to interested employees of the HEI?

Who decides on the allocation of the budget?

Where is research by the financial results of the year?

What are the criteria of efficient allocation of the budget? Describe the results of the financial results of the last 5 years.

14.2.9 The HEI should demonstrate an effective mechanism for financial reporting.

Describe the acting mechanism of financial statements in the HEI.

How is its effectiveness?

Where are the results of the financial statements reported? What actions are taken for at least the last three years on the basis of annual account?

14.2.10 An important factor is the existence of own funds of the HEI's units and project teams, and rights to dispose of them.

Describe the process of representation offices and project teams of the HEI's own financial resources. How do departments and project teams of the HEI delegate the right to dispose of the allocated funds?

16 Standard 15 "Educational resources and students' support system.
16.1 General Provisions

Orientation of education to the learner, placed at the core of the learning process that presupposes the existence of a sufficient number of accessible, diverse and corresponding to training purpose of educational resources and support services for students. The foundation of the learning process is the existence and effective functioning of the individual aid and consultation students concerning learning process. The rapid changes in information and production technologies require updated technology, software, equipment in the HEIs. Continuous improvement of material and technical and information resources were a factor in providing the quality of learning. The HEI should demonstrate leadership self-assessment for the HEI accreditation of higher education, the HEIs implementing programs of higher and postgraduate education, to demonstrate the effectiveness of the regular analysis of the adequacy and modernity available to the educational programs of the resources - classrooms, laboratories, computer equipment and software, financial resources, access to international databases of scientific research results, teaching aids and materials, etc. The HEI creates a learning environment, promote the formation of professional competence of students by taking into account their individual needs and capabilities. The learning environment of students, including logistical and information resources should be consistent with the objectives of the educational program. Focusing on the implementation of the research results of the learning process is impossible without the creation of conditions for scientific research, the integration of science in the learning process, research results publication of faculty and students. The HEIshould ensure the creation of favorable conditions for training and work in its territory. To implement educational programs in HEI should be created favorable conditions, including training, is teaching a class, research and development, consulting and teaching activities in the territory of the HEI. It assesses compliance with infrastructure development, infrastructure satisfaction of students, teachers, employees and other stakeholders. Assessment of the quality of material and technical and information resources is based on: analysis of the conformity of the adequacy of library resources (book collection), the availability of high-speed communications, unified automated information system development, information system and communication with the public, laboratory and teaching equipment, software; Survey logistical and informational resources of educational organization, interviewing and questioning students, faculty and stakeholders.

16.2 Evaluation criteria

15.2.1 The HEI should demonstrate the sufficiency of material, financial and human resources.

How is the need of various kinds of resources for the HEI determined?

What measures to admit the HEI for ensuring sufficiency?

How are resource requirements determined to consider the requirements of legal acts in the learning process?

Demonstrate proof of the sufficiency of resources. Carry out the analysis of sufficiency and modernity available to the educational programs of the resources - classrooms, laboratories, computer equipment and software, financial resources, access to international databases of scientific research results of professional practice and employment, teaching aids and materials, etc. Demonstrate the regularity of installation of such analysis. Specify the minutes of meetings of the collegial bodies, which dealt with similar questions.

Describe mechanisms for monitoring the adequacy and present the used resources. Specify who carries them out, where the results of research and decisions are made. How does plan for development of material resources for the accredited educational program work? How does plan the development of information resources created? What activities are undertaken for implementation to the planned events? Is there access to computers except class hours?

15.2.2 The HEI should demonstrate the awareness of the role of support services for students, the determination of their functions and procedures

How is consultation for students carried out on questions of the learning process? Who carries it out? Are there opportunities for teachers' individual work with the students and the audience? To whom the student can apply at any time to answer questions? After what time, does he receive a response to a question? Describe the mechanism of assistance to students in case of problems related to the learning process? For example, absence of occupations due to illness, low ball GPA. How to implement actions aimed at preventing problems? Classify the causes of requests for appeal.

15.2.3 The HEI should identify the support of different groups and categories of students.

How supported the autonomy and independence of the students? What does enter it? How it transformed the scope of the independence at advance on individual educational trajectory? How does transform faculty support depending on the level of training? Describe the format of faculty support for different groups and categories of students. Justify its sufficiency.

15.2.4 Procedures for supporting students, as well as the contact personshould be informed and available for students

How do students get information about the possibilities of formation of individual educational trajectory? What is the meaning the HEI invests in the concept of "academic career", "efficiency of advance"? How is formed contingent of students? Is it known to them? How can they get this information? What additional conditions does impose the HEI on applicants? How does the HEI provide information to students about the requirements to training programs? How does the HEI evaluate the correspondence between the admission process and the subsequent progress of students?

How are students assisted while the formation and promotion of the educational path?

Which university documents reflect the issues related to the promotion of students in the educational path?

Where and whom can students get advice from on the promotion of the educational path from?

How does HEI of advisors work? What are they? What is their contribution to the promotion of students in the educational path?

How can prospective students learn about the exercise procedure of formation of the contingent (rules for admission, transfer from course to course, transfer from other universities, research of transfer of the credits received in other universities, contributions, etc.)?

What kind of special support can foreign students get?

Which transferable credits from course to course are set in HEI?

Is information is contingent of all programs being analyzed in research to improve their effectiveness?

How the help is assisted to students with problems?

Which preventive actions are taken with students so that to avoid possible problems?

Are the students aware about any treatments to support? Are they available on the web-site?

Are there any contact person for the issues of support? Is there free access to them? What support services are in touch round the clock?

How does HEI provide availability of necessary resources?

Is the access to library possible after school hours?

Does remote access to electronic library resources operate?

Specify e-mail of information placement on the formation of a contingent of the HEI on the website.

"15.2.5 The HEI should ensure the existence and effective operation of the system of informing and feedback focused on students, employees and stakeholders"

Describe the tools of providing the feedback at HEI. Which ones are most effective?

Is the website used for receiving of feedback from all interested parties - polls, blogs, Complaints Book, etc.? How are the results of feedback applied for decision-making?

Demonstrate what decisions were made and what changes have occurred in the educational organization after feedback analysis?

How is the feedback between the employers and the business community conducted? Give some examples.

"15.2.6 The HEI should demonstrate the effectiveness of regular analysis of sufficiency of the resources and support system for students, including the competence of the faculty involved"

How often is the analysis of the adequacy of resources and support systems for students carried out? Where are the results considered?

Who makes the decisions based on it? By what criteria is the efficiency of the analysis determined by?

15.2.7 A learning environment of the educational program should be established in the HEI, that reflects the specificity of educational programs and includes:

15.2.7.1 Technological support for students and faculty in accordance with the programs (such as online learning, simulations in the classroom) and the intellectual demands (databases, data analysis programs);

15.2.7.2 Personalized interactive resources (available outside the classroom), including learning materials and assignments, and as well as the possibility of experimental self-evaluation of students' knowledge through remote access to the HEI portal (website) is provided;

15.2.7.3 Interactive academic advising aims to help students plan and implement academic programs, including personalized interactive resources;

15.2.7.4 Professional orientation – to provide assistance in choosing and achieving career paths;

15.2.7.5 Required number of classrooms equipped with modern technical means of teaching: educational and research laboratories, modern teaching and training grounds, technology parks equipped with modern facility that is in correspondence with the educational programs implemented, the sanitary and epidemiological norms and requirements;

15.2.7.6 Required number of computer classes, reading rooms, multimedia, language and science classrooms, the number of seats in them;

15.2.7.7 Book fund, including fund of educational, methodical and scientific literature on general education, basic and major disciplines in print and electronic form, periodicals in the context of learning language;

15.2.7.8 Structured information on the disciplines read, such as presentation materials, lecture notes, compulsory and additional literature, practical assignments, etc.

15.2.7.9 Scientific databases, electronic journals and their availability;

15.2.7.10 Availability of electronic versions of published journals;

15.2.7.11 Examination of the research results, final papers, dissertations on plagiarism;

15.2.7.12 Free access to educational Internet resources, the functioning of free Wi-Fi throughout the HEI.

How is learning environment created in the HEI to meet criteria?

Describe the condition of the learning environment in the context of these criteria. Show the dynamics for at least 3 years?

How is the monitoring of the learning environment conducted?

How are the requirements for the learning environment identified and defined?

How does improvement happen?

How is the academic support of students provided?

How are the content and frequency of providing students with reference and teaching materials necessary for the development of the educational program defined?

How is the support of educational ICT programs implemented?

Describe the general trends.

Give specific experience of the use of ICTsin support of educational programs?

What specific knowledge, skills, competences and personality trainings are developed through the use of ICT?

Who is responsible for the completeness and adequacy of the submitted materials in such publications?

Are these materials in the public domain? Specify e-mail address.

What information systems are used in the program and what problems they do solve, what processes are served?

Is there a web site at HEI, individual units - based on what principles it is built, for example, customer focus or dedication to the creation of the official "face" of the HEI etc?

How the site for informing students, workers and all interested parties is used - what information is published, how frequently it is updated, why this information is published, access to the most current information is available in which way through the website of HEI? What information is not published on the website and why?

How is structuring of information implemented on in HEI disciplines?

How do students have access to information on HEI subjects?

How is the availability of this information to students implemented?

"15.2.8 The HEI should pay particular attention to external and internal academic mobility for students and recognition of its results"

How does the HEI support academic mobility of students and faculty?

How does the HEI inform about opportunities to participate in programs of academic mobility?

Does HEI support financially? Demonstrate that.

How to recognize its results? Is there briefing before the trip? During the stay in another university are there fixed charge / supervisors for learners and teachers?

How is the support of academic mobility endured?

Describe the procedure for recognition of the results

"15.2.9 An important factor is to comply with copyright when placing teaching and methodological materials on the public domain"

How to observe the copyrights of HEI employees and others?

Were there any violations? What measures are applied to offenders?

Which authorization documents do authors demonstrate, confirming the possibility of publishing?

"15.2.10 An important factor is to use open educational resource including massive online open courses in the learning process"

Is the decision about using open educational resources in the learning process accepted?

Give a list and briefly justify the choice.

Give the statistics of the use of open educational resources in the context of disciplines.

"15.2.11 Teaching equipment and software used to master educational programs should be similarly used in the relevant sectors and meet the requirements of operational safety"

Who is conducting a marketing study aimed at determining in the sectors of research and software in HEI?

How is the need for the purchase of educational equipment and software calculated?

Who analyzes the adequacy of HEI educational equipment and software?

Who determines the safety requirements for operating equipment in HEI?

Which documents govern the security requirements?

Give the lists with equipment and software used in university in the context of majors?

"15.2.12 The HEI should create conditions for the development of research teams, research laboratories, academic schools and workshops, involving students in research activities; ensuring the participation of faculty and students in academic conferences and competitions"

Describe available research and teaching laboratories in university.

What sections does the program for the development of laboratories include?

Bring on one development programs for every type of laboratory in the appendix.

How is monitoring of the activities of the laboratories endured?

How are the needs of laboratories in material resources and software determined?

How are the conditions for the implementation of research at HEI created?

How are the conditions for attracting students to scientific research created?

What kind of research teams, research schools are there in HEI?

How does HEI create the conditions for the participation of academics and students in scientific conferences and competitions?

How are the conditions for the recruitment of leading scientists and practitioners created?

What forms are used to finance research work?

Analyze the various sources of research work funding and show their relationship in shares?

What are the prospects for the HEI to diversify sources of research work financing?

How are the conditions for the development of scientific potential of young scientists and students created?

How does HEI promote research of young scientists and students?

What means and resources are allocated for these purposes?

"15.2.13 The HEI should demonstrate the compliance of infrastructure used for implementation of the educational program with its specifics. Classrooms, offices, laboratories, communication and computer equipment and other facilitiesshould meet high requirements"

Do the existing resources suit the requirements for core activity?

What are the requirements to implementation of the Educational Program?

What is the state of facilities and equipment used?

"15.2.14 The HEI should determine the degree of implementation of information technology in the learning process of the educational program, monitor the use and innovative technologies development by faculty, including ICT-based"

How is the need for the introduction of information technologies in the learning process defined?

Describe information technology currently used in the learning process. Analyze the effectiveness of their use.

How is the monitoring of the use of ICT and software tools in the learning process implemented?

How to observe the copyrights while development and dissemination of educational and methodological support of the accredited EP?

How is the decision on the placement of educational and methodological support EP in the public domain made?

"15.2.15 The HEI should create special support programs of the incoming and outgoing mobility, including adaptation programs for foreign students"

Describe the processes to support academic mobility?

How are students informed about its possibilities?

How are foreign students attracted?

What programs exist to train local students to study in other universities and countries?

How does the adaptation of foreign and local students from other universities go?

17 Standard № 16 "Information management and reporting"

16.1 General provisions

Information guideline is the foundation for modern guidelines. "Who owns the information, he owns the world." The HEI in modern conditionsshould demonstrate decision-making based on facts. It is also necessary to demonstrate the existence and evidence of heavy use in the processes of governance and HEI EP system of collection and analysis of statistics on the contingent of students and graduates, available resources, staffing, consulting, research and international activities, and other areas.

HEI shall ensure that the guidelines of educational programs, as well as other activities carried out on the basis of data collection, analysis and use of relevant information. The HEI should use a variety of methods for collecting and analyzing information.

Evaluation of the quality control information based on the analysis methods and forms of information collection and analysis; analysis of decisions of collegial bodies and guidelines adopted on the basis of the facts; Survey of information systems and software used in the organization of education for information guidelines; Survey information resources of educational organization, interviewing and questioning of students, academics and stakeholders.

16.2 Evaluation Criteria

"16.2.1 The HEI should implement information management processes along with data collection and analysis"

What information guideline processes in place at HEI? Are they documented? Who is responsible for their performance and reliability of the information?

Describe the main information flows.

How to differentiate access to information?

How is the analysis of the information? Who does he represent? What decisions are made based on it? Give examples.

"16.2.2 The HEI should determine the amount of information collected, sources, frequency, time interval and those responsible for the accuracy and timeliness"

How and in what document defines the amount of information collected, sources, frequency, time interval and the people responsible for the accuracy and timeliness?

How to ensure the reliability of information is achieved? It is the timeliness of the submission?

"16.2.3 The HEI should use modern information systems, information and communication technologies and software tools for adequate management of information"

What information systems, information and communication technologies and software are used in the information management? Describe them and imagine a brief description. Specify, if possible, input and output data.

How is the change of the instruments considered with the requirements change in the information type and structure?

"16.2.4 The HEI should ensure measurability, reliability, accuracy, timeliness and completeness of the information"

How is the implementation of specified principles observed? Confirm the information.

"16.2.5 The HEI should demonstrate the use of various forms of processing, evaluation and analysis"

Demonstrate the use of various forms of processing, evaluation and analysis.

What tools are used for this?

How are decisions about their use?

"16.2.6 The HEI should ensure the protection of information and its preservation"

How does HEI provide data protection?

What information needs to be protected?

Describe IP and used database.

Does backup work?

"16.2.7 The HEI should demonstrate decisions based on the analysis of facts"

Confirm the practice of making decisions based on the analysis of the facts.

"16.2.8 The findings should be used to improve the internal quality assurance system"

Demonstrate how the information obtained is used to improve? How does this happen? Give examples.

"16.2.9 The HEI should demonstrate the opportunity to check the data and use of information from alternative sources"

How is the evaluation of the reliability of the data?

How is the information used from alternative resources? Give them a list, indicating the kinds of information.

"16.2.10 The HEI should evaluate the effectiveness and efficiency of the HEI's activity and educational program implementation, as well as identify opportunities to improve the quality on the basis of information analysis"

How is the evaluation of the effectiveness and efficiency? Has the criteria that distinguish these two faculties?

What are collective bodies are involved in this process? Attracted thereto outside experts?

16.2.11 The HEI determines the size, form and structure of the collected information in accordance with mission and strategy"

How to define properties and characteristics of the information being collected?

How is the information collected relating to the mission and strategy?

How are established and documented information requirements?

"2.16.12 Information collected and analyzed by educational organizations,should consider:

16.2.12.1 Key performance indicators

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

16.2.12.3 performance level, achievements and expulsion of students

16.2.12.4 Students' satisfaction with the educational program implementation and teaching quality in the HEI

16.2.12.5 Availability of educational resources and support system for students

16.2.12.6 Employment and career path of graduates

Demonstrate the compliance of information with the specified criteria.

Give this information in the educational program context.

16.2.13 The HEI should consider the opportunities to analyze the information to identify and predict risks"

How does the analysis of information predict and identify the risks?

What methods of analysis are used?

Give examples of such analysis.

16.2.14 Students, employers and facultyshould confirm the agreement to the personal data processing"

Describe the procedure of the agreement to the personal data processing.

Provide the sample.

16.2.15 An important factor is the involvement of students, employees and faculty in the process of data collection and analysis, including decisions based on them"

How are students, workers and faculty involved in the process of gathering and analyzing information and making decisions based on them?

Specify their role and function in the process.

Provide participation facts.

18 Standard № 17 «Public information»
18.1 General Provisions

The activities of educational HEIs contributes to the transfer and dissemination of culture, the implementation of social functions for the transfer of knowledge, skills, experience, and the formation of social competence. HEI should demonstrate to inform the public about its activities, conditions and characteristics of the implementation of accredited EP and educational purposes. In addition, the HEI should conduct explanatory work on the role of education, current trends in education.

The HEI operates on the principles of transparency, openness, involvement and awareness of all stakeholders in its work, initiative, constant development and adaptation to changing conditions.

The HEI should carry out their activities based on the principles of transparency, openness, involvement and awareness of students, faculty, employers and other stakeholders in the learning process, initiative, constant development and adaptation to changing conditions. The activities of the HEI should be transparent to the public. One of the main features is the use of awareness of information technologies, including

Internet and media. Traditional forms for university are holding conferences and forums, issue of scientific journals and reviews, etc.

The HEI should demonstrate to inform the public about the activities of the organization of education, the conditions and characteristics of the implementation of EP.

Evaluation of this research is based on analysis of internal documents regulating the communication with the public; analysis of publications on the activities of HEI, faculty and individual EP; Survey information resources of educational organization, interviewing and questioning of students, academics and stakeholders.

18.2 Evaluation Criteria

"17.2.1 The HEI should publish information about its activity in general and implementation of the educational program. This informationshould be clear, accurate, objective, relevant and accessible"

It there an order for publication of the HEI activities? Provide a list of places specified for the publication.

Provide the structure of information intended for publication. Does the placed information on the website meet its requirements?

Is there satisfaction evaluation in information on the HEI activities, specifics and the educational program implementation?

Give a list of publications.

"17.2.2 The HEI should provide adequate information of the educational program management on the external resources (portal and/or website), which contain information that reflects the planning and the evaluation results of its effectiveness for students, employees and the public"

Who decides the publication of information on external resources? Who is responsible for the accuracy and adequacy?

How often is the information updated?

Is report on the HEI activities and educational program implementation published?

Give references to publications.

"17.2.3 The HEI should provide information on the specificity of the educational program along with its aims, learning outcomes, assigned qualifications, learning process, teaching, evaluation, transferable grades, academic and employment opportunities"

How is forms and methods of delivering such information determined?

Provide a systematic list of publications information about the educational program specifics, including its objectives, learning outcomes, assigned qualifications, learning process, teaching, evaluation, transferable grades, academic and employment opportunities

Provide links to the program description .

Is there a plan for publication activity?

Who carries out its analysis and monitoring?

"17.2.4 The educational program's management should use various ways of information dissemination, including information networks to inform the public and stakeholders"

How are general public and stakeholders informed?

Is there a plan of such publication activity?

How does target audience influence the choice of place and publication form?

How are information networks used for publications? Give references to publications.

"17.2.5 Public informing should provide support and clarification of national programs for the development of the country and the system of higher and postgraduate education"

Provide a list of the HEI publications, contributing to clarify the educational policy and modern trends.

Do you plan to such publication activity?

"17.2.6 The HEI should demonstrate the reflection of information characterizing the educational program on a web resource, the efficiency of its use for improvement of the educational program, which has the following characteristics:

17.2.6.1 the allocation of complete objective information on the activities and specificity of the educational program, including operating system support, learning outcomes and assigned professional qualifications

17.2.6.2 Availability of adequate and objective information about the faculty as well as personal pages of faculty.

17.2.6.3 Transparency of information on administration of complaints, including the placement of virtual complaint book for consumers

17.2.6.4 allocation of information on the interaction with research/consulting and educational organizations that implement similar educational program, including foreign institutions.

17.2.6.5 allocation of information and links on external resources as a result of external evaluation procedures"

What sources are used to inform stakeholders?

Specify individual above-stated points in the context.

Analyze how do stakeholders obtain information on the following points?

Specify how is the satisfaction of stakeholders with received information and its entirety examined?

For each item, specify the pages of the site / portal, where the required information posted.

"17.2.7 An important factor is the participation of the HEI and implemented educational program in different processes of external review, including rating and ranging the HEI and educational program"

Provide a list of procedures for the external evaluation, national and international, in which the HEI took part, including its results.

Were these procedures mandatory / permissive or voluntary?

Provide the links, in the case of publication of the results are in the public domain

Is the quality management system of the HEI certified?

The last section of the self-assessment reportshould include a completed table "The Commission on self-assessment." Quantitative indicators evaluating each Standard mentioned in the table should be provided at the end of each section of the text of the self-assessment report.

Sample: **Standard "Educational program management" defined in 31 criteria, of which 7 have a strong position, 23 – satisfactory and 1 - requires improvement"**

In the research assessment by separate working group evaluates the research section to the direction of accredited programs

The Committee on Self-Assessment

№	№	Criteria for evaluation	The position of the organization of education			
			Strong	Satisfactory	Requires improvement	Unsatisfactory
Standard "Strategic Development and Quality Assurance"						
1	1.	The HEI demonstrates the development of the mission, vision and strategy based on the analysis of internal and external factors, including an analysis of its real condition and resources.				
2	2.	In order to analyze the external factors the HEI determines and applies				

		the appropriate tools.				
3	3.	The HEI should demonstrate the orientation of the mission, vision and strategy to meet the needs of the state, society sectors of the real economy, potential employers, students and other interested persons.				
4	4.	The HEI should demonstrate individuality, unique mission and strategy.				
5	5.	Vision, mission and strategy have to be agreed between themselves.				
6	6.	The HEI should demonstrate their compliance with the national priorities, programs of development and policies in the education sector.				
		The strategy of the HEI includes:				
7	7.	assessment of the uniqueness of the HEI to meet the needs of stakeholders and market niche;				
8	8.	prospective analysis of the market of educational services;				
9	9.	priorities of the university;				
10	10.	analysis of the state university and success in implementing the strategy;				
11	11.	risk analysis and mechanisms of prevention;				
12	12.	analysis of the available resources and their adequacy for the realization of its goals.				
13	13.	The HEI should involve representatives of stakeholder groups, including students, faculty and employers in the formation of the mission, vision, strategy.				
14	14.	The HEI demonstrates the transparency of the processes of formation of the mission, vision, strategy.				
15	15.	The HEI provides the awareness of stakeholders on the content of the mission and strategies and processes for their formation.				
16	16.	The HEI should determine the mechanisms of formation and regular review of the mission, vision, strategy and monitoring their implementation.				
17	17.	The HEI systematically collects, accumulates and analyzes information about their activities and carries out self-assessment in all areas of activities and educational programs based on the development and implementation of measurement processes analysis to assess the success of the strategy of the university.				
18	18.	The HEI carries out the processes of strategic, tactical and operational				

		planning and resource allocation in accordance with the vision and mission.				
19	19.	On the basis of the strategy specifying the HEI develops its documents on specific fields of activity and processes (including the strategy in certain areas, policies, codes, plans of realization, plans for activities, regulations, procedures, etc.)				
20	20.	The HEI should have published policies that guarantee quality				
21	21.	Policy of quality assurance should reflect the link between research, teaching and learning.				
22	22.	The HEI should demonstrate the development of a culture of quality assurance.				
23	23.	The HEI should monitor and periodically review their programs to ensure that they achieve their goals and meet the needs of students and other stakeholders. Monitoring results should be the basis for continuous improvement activities and educational programs.				
24	24.	Vision, Mission and Strategy should hold a public discussion with representatives of all stakeholders, on the basis of proposals and amendments which the Academic Council of the HEI or other institutional authorized collegial body makes changes to the project and approves it.				
25	25.	An important factor is to ensure the representativeness of stakeholder group agents.				
		Total standard				
		Standard "Leadership and Management"				
		The HEI management should include:				
26	1.	management of activities through processes				
27	2.	mechanisms for planning, development and continuous improvement;				
28	3.	risk assessment and identification ways to reduce these risks;				
29	4.	monitoring, including the creation of reporting processes, allowing to determine the dynamics in the activities and implementation plans;				
30	5.	Analysis identifying discrepancies, the implementation of corrective and preventive actions;				
31	6.	analysis of efficiency changes;				

32	7.	evaluation of the impact and effectiveness of activities and their interaction.				
33	8.	The HEI should ensure that the organization, functional and staff structure of the development strategy of the HEI are correlated				
34	9.	The HEI should demonstrate the existence that the principles of formation of organizational and functional structure.				
35	10.	The HEI should ensure existence of document on the organizational structure and management of the university.				
36	11.	In the HEI all the major business processes should be documented				
37	12.	The HEI should demonstrate a clear definition of responsible bodies for business processes, a clear distribution of personnel duties, and separation of functions of collegial bodies.				
38	13.	The HEI should ensure the presence and effective functioning system of information and feedback focused on students, employees and stakeholders				
39	14.	The HEI should demonstrate the existence of a mechanism communication with students, workers and other interested parties in the activities of the university, including the presence of deadlines complaints, appeals and requests.				
40	15.	The HEI should establish the frequency, forms and methods evaluation of collegial bodies and departments, senior management.				
41	16.	The HEI should demonstrate its cooperation with other institutions of the HEI and exchange of experience.				
42	17.	The HEI should make decisions, justifying on the basis of facts				
43	18.	The HEI should ensure management education process through management of individual educational programs, including assessment of their effectiveness.				
44	19.	The HEI demonstrates the development of annual plans of activities, including structural units and faculty staff on the basis of the development strategy.				
45	20.	The HEI should demonstrate successful functioning of university quality assurance system, including projecting, management and monitoring of business processes, their improvement, and decisions based on facts.				
46	21.	The policy of quality assurance should also relate to any activity carried out by contractors and partners				

47	22.	The HEI should demonstrate the availability of information systems and databases and their use for management purposes.				
48	23.	The HEI should demonstrate the existence and evidence of extensive use in their management system of collection and analysis of statistics on the contingent of students and graduates, the resources available, personnel, research and international activities, and other areas				
49	24.	An important factor is the use of the Internet for information, the availability of the portal and / or the Internet site containing information reflecting the planning and the evaluation of its effectiveness for students, employees and the public.				
50	25.	The HEI should provide evidence of transparency system of university management.				
51	26.	The HEI should ensure the participation of students and faculty in the collegial management bodies.				
52	27.	An important factor is the involvement of employers in the collegial management bodies.				
53	28.	The HEI should demonstrate mechanisms to resolve conflicts of interests and relationships, through the availability of information on compliance/ violations and the presence of a feedback system, consideration of the management bodies, efficient operation of the disciplinary bodies and the motivational system.				
54	29.	The HEI should provide a measure of satisfaction of faculty staff and student needs and demonstrate proof of elimination of defects detected in the process of measurement.				
55	30.	The HEI should show proof of the openness and accessibility of managers and guidelines for students, faculty, parents (blogs online education organization, the official office hours for personal matters, e-mail communication, and others.				
56	31.	The HEI should demonstrate the availability of the communication channel through which any interested person can make innovative proposals to improve the management of the HEI and collegial governing bodies. The HEI should demonstrate examples of the analysis of these proposals and the implementation of such proposals in HEI life.				
		Total standard				
		Standard "Development and approval of the educational program"				
57	1.	The HEI should provide a mechanism for internal evaluation of the				

		quality and expertise of educational programs, as well as feedback to improve them.			
58	2.	The HEI should define and document procedures assessing the quality of EP.			
59	3.	Qualifications obtained upon completion of the educational program should be clearly defined, explained and meet a certain level of NSQ.			
60	4.	The HEI should demonstrate the availability of the developed models of graduate education programs that include knowledge, abilities, skills, competences, personal qualities.			
61	5.	The assurance mechanisms development of every graduate learning outcome should be defined by the University.			
62	6.	The HEI should determine the impact of disciplines and professional practices on the formation of professional competence of graduates.			
63.	7.	The HEI should provide evidence of the participation of faculty in the development and management of academic educational programs that ensure their quality.			
64	8.	The HEI should provide evidence of the involvement of employers in the development and management of academic educational programs that ensure their quality.			
65	9.	The educational program workloadshould be clearly defined in Kazakhstani credits and ECTS.			
66	10.	The HEI should determine the content, scope and logic of the construction of individual educational paths of students and learning outcomes.			
67	11.	The HEI should ensure the completeness of the formation of learning outcomes.			
68	12.	The HEI should demonstrate the continuity of the content of the educational programs of various levels (bachelor - master- doctorate- additional education), including the logical relationship of academic disciplines, consistency and continuity.			
69	13.	The HEI should demonstrate the logic and reasons behind the drafting of curricula and training programs, in particular the reasons for choosing one or another discipline in the list of the curriculum, the rationale for assigning the status of post - or prerequisite.			
70	14.	The HEI should ensure that the title and the content of the disciplines are relevant to the areas of development the study of science/society, etc. Discipline should contain the most relevant research papers and other information courses the field. Discipline should deal thoroughly with all the issues on the agenda in the field of teaching.			
71	15.	The HEI should demonstrate the availability of an effective balance between theoretical and practice-oriented disciplines with the focus on solving actual problems of economy.			
72	16.	The HEI should ensure the content of training courses and learning outcomes to the level of study (bachelor, master, doctorate).			

73	17.	The list and content of the disciplines should be available to students.				
74	18.	The important factor is the harmonization of the content of curricula with the educational programs of leading foreign and Kazakhstan universities.				
75	19.	The structure of the educational program should provide various activities that will contribute to the development of professional competences of students based on their personal characteristics.				
76	20.	The HEI should provide an annual review of curricula and program content to reflect changes in the market, the wishes of students and teachers, and involve representatives of employers, students, teachers and stakeholders in decision making.				
77	21.	The HEI should demonstrate the updatable educational programs taking into account interests of employers in the development of educational programs of disciplines aimed at development of professional skills.				
78	22.	The educational program should provide continuous progress of students, personal growth and development in the process of mastering of the program.				
79	23.	The HEI should provide professional practice where necessary.				
80	24.	The important factor is the presence of joint educational programs with foreign educational institutions.				
81	25.	The important factor is to attract research organizations to the Learning process.				
		Total standard				
Standard "student-centered learning, teaching and assessment"						
82	1.	The HEI should ensure equal opportunities for learners, including regardless of language of instruction on the formation of individual educational program aimed at the development of professional competence.				
83	2.	The HEI should demonstrate the use of benefits, individual characteristics, needs and cultural experiences of students in the implementation of the EP.				
84	3.	The HEI needs to ensure systematic development, implementation and effectiveness of active learning methods and innovative teaching methods.				
85	4.	The HEI should prove research and the availability of own developments in the field of methods of teaching academic disciplines.				
86	5.	The HEI should demonstrate the existence of a feedback system on the use of different methods of teaching, learning and outcomes.				
87	6.	While implementing educational programsshould be monitored independent work of the student and established mechanisms for an adequate assessment of its results.				

88	7.	The HEI should monitor the satisfaction of students, business leaders – places and practices of employers.			
89	8.	The HEI should demonstrate decision making based on the results of the feedback with the students and assess their satisfaction.			
90	9.	The HEI should prove the existence of a system of monitoring student's progress on educational trajectories and achievements of students.			
91	10.	The HEI should ensure the availability and effective functioning of objective, accurate and comprehensive assessment of knowledge, skills, and qualities acquired by students in the process of training on discipline, as well as collegiate appeal mechanism and appeals professional evaluation.			
92	11.	The HEI should ensure a fair evaluation of knowledge and the degree of formation of professional competence of students, the transparency and adequacy of criteria, tools and mechanisms for their evaluation.			
93	12.	The HEI should ensure that the procedures for assessing the level of students ' knowledge of the planned learning outcomes and objectives of the program. Criteria and evaluation methods shall be published in advance.			
		Total standard			
		Standard "Students"			
94	1.	The HEI should demonstrate a policy of forming the contingent of EP from admission to release, and to ensure the transparency of its procedures.			
95	2.	Procedures governing the lifecycle of students from entrance to completion, should be identified, approved and published.			
96	3.	Admission and enrollment to an educational programshould accompanied by a comprehensive introduction containing information about the organization of education and the specifics of the educational program.			
97	4.	The HEI should provide special adaptation programs and support for foreign students.			
98	5.	The HEI should demonstrate compliance of their actions with the Lisbon recognition Convention.			
99	6.	The HEI should cooperate with other educational institutions and national centres ENIC/NARIC to ensure comparable recognition of qualifications.			
100	7.	The HEI should demonstrate recognition of prior learning outcomes, developed in the course of the academic mobility, additional, formal and informal learning.			
101	8.	The HEI should demonstrate the availability and use of tools for gathering and monitoring information about the academic achievements of students, and decision-making in subsequent action based on them.			
102	9..	The HEI should demonstrate awareness of the key roles (professional, social) of students based on learning outcomes.			

103	10.	The important factor is the possibility of professional certification of students.				
104	11.	The important factor is attracting students to research work and consulting.				
105	12.	The HEI should create opportunities for external and internal mobility of students.				
106	13.	The HEI should provide graduates with documents confirming obtained qualifications, including achieved learning outcomes and the context, content and status of educational attainment and evidence of its completion.				
107	14.	The HEI should make maximum efforts to ensure the employment of graduates, alliances with alumni and create a community of graduates, including separate educational program.				
108	15.	The important factor is the monitoring of employment and professional activity of graduates.				
109	16.	The HEI should motivate students for self-education and development out of the majors (Extracurricular activities)				
110	17.	The HEI should provide an opportunity for students to speak out and exchange the views, for example, via the Internet forum, student organizations.				
111	18.	The HEI should demonstrate the functioning of the feedback system to support students, including prompt reporting on assessment results of students' knowledge.				
112	19.	An important factor is to assist students to obtain external grants for education and academic mobility and finance their academic activity from non-state sources.				
113	20.	An important factor is the existence of valid Alumni association/community.				
114	21.	An important factor is existence of support programs for gifted students.				
		Total of the Standard				
		Standard "Faculty and teaching efficiency"				
115	1.	The HEI should demonstrate objective and transparent personnel policy including provide recruitment, hiring, career promotion and development opportunities essential for all staff professional competence.				
116	2.	The HEI should demonstrate compliance of faculty capacity to HEI development strategy.				
117	3	The HEI should provide compliance of the faculty with the qualification requirements, the level and specificity of the educational program.				
118	4	The HEI should demonstrate a sense of responsibility for its faculty and promote favorable working conditions for them				
119	5	The HEI should recognize and demonstrate change of a lecturer role in respect to the transition to the student-centered teaching and learning.				

120	6	The HEI should demonstrate a personnel selection based on the analysis of the educational programs needs, the existence of recruitment system.			
11	7	The HEI should define contribution of the faculty to realization of the HEI's development strategy and other strategic documents.			
122	8	The HEI should demonstrate availability to the public the information on faculty, including faculty's directories, placing profiles on the HEI's website.			
123	9	The HEI should demonstrate management accessibility.			
124	10	The HEI should demonstrate transparency of all personnel procedures.			
125	11	The HEI should provide monitoring of faculty's activity, a systematic assessment of the professor's competency, a complex assessment of the teaching quality, including faculty and students' degree of satisfaction.			
126	12	The HEI should provide the entirety and adequacy of the faculty's individual planning for all kinds of activities, monitoring the productivity and efficiency of individual plans. Also, the HEI should demonstrate evidence of performance of all types of planned assignment by the teachers. The workload of faculty should include educational, methodical, scientific work (including the preparation of projects and applications), the organizational and methodological (including the participation and organization of various events), upgrading professional competence (qualification enhancing, including personal development and study of literatures on the field of interest) and activities in a professional field.			
127	13	The HEI should demonstrate its support of the faculty's research work; ensure correlation with other scientific researches and education.			
128	14	The HEI should demonstrate the existence of system for qualification upgrading, professional and personal development of the faculty and administrative staff.			
129	15	The HEI should provide compliance of qualification upgrading, professional and personal development of the faculty with the development strategy.			
130	16	The HEI should attract experienced experts in relevant sectors of economy to work for the HEI, also identify the feasibility of the involvement and proportion of courses to be lectured by them.			
131	17	The HEI should provide purposeful actions for the development of young teachers.			

132	18.	The HEI should provide top management training (rector, counselors, vice-rectors, deans, heads of structural units) according to the program of educational management.				
133	19.	The HEI should provide a system of incentives for professional and personal development of faculty and staff..				
134	20.	The HEIshould ensure monitoring of faculty's satisfaction.				
135	21.	The HEI should demonstrate the involvement of faculty into practical activities in the field of specialization on permanent basis.				
136	22.	The HEI should demonstrate faculty skills in IT, application of innovative teaching methods.				
137	23.	The HEI should motivate the faculty to apply innovations and IT in teaching on a regular basis.				
138	24.	An important factor is the active application of information and communication technologies in teaching (for instance online, e-portfolio, etc.).				
139	25.	An important factor is to develop an academic mobility, attract the best foreign and domestic professors, conduct joint research.				
140	26.	An important factor is to attract outstanding scientists, public and political figures, and Honoured Scholars to teaching process.				
141	27.	An important factor is the participation of faculty in the social life of (the role of faculty in the education system, science and region development, creating cultural area, participation in exhibitions, art competitions, charity programs, etc.).				
		Total of the Standard				
		Standard "RESEARCH ACTIVITIES"				
142	1.	The HEI should demonstrate compliance of the research work priorities with the national policies in the sphere of education, science and innovation development.				
143	2.	The HEI should provide compliance of research activity with the HEI mission and strategy.				
144	3.	The HEI should implement the planning and monitoring of research work productivity.				

145	4.	The HEI should create conditions for the development of research teams, research laboratories, academic schools and workshops, involving students to research activities; ensuring the participation of the faculty and students in scientific conferences and competitions; employing leading scholars and practitioners.			
146	5.	The HEI should demonstrate the integration of research and conduct joint research with oversee scientists.			
147	6.	An important factor is the use of different forms of financing research activities – assets of various research funds, shareholders, economic entities, local budgets, economic agreements, and international research scholarships.			
148	7.	The HEI should encourage scientific research activities, using various forms of motivation.			
149	8.	An important factor is to conduct joint research programs with foreign HEIs.			
150	9.	An important factor is to facilitate the publication of the research results.			
151	10.	The HEI should ensure the implementation of research findings into the teaching process.			
152	11.	An important factor is the HEI membership in international, national and regional professional alliances, associations, etc., as well as participation in their activities.			
153	12.	The HEI should ensure dissemination of the results of research work and the collection, analysis and use the information on the implemented and ongoing research activities while perfecting the research.			
154	13.	An important factor is to implement the innovative activities in education management and monitor it.			
155	14.	The HEI should demonstrate the development and implementation of innovative proposals and results of scientific research			
156	15.	The HEI should provide mechanisms for the evaluation of researches.			
157	16.	The HEI should provide the research work with all necessary resources, first of all, with the literature and information needed for the development of research methodology tools.			
158	17.	The HEI should ensure the significance of research topics and their compliance with the latest developments and important issues in international market and global community			

159	18.	The HEI should provide the evidence of active support for the development and implementation of interdisciplinary research.				
		Total of the Standard				
		Standard **«FINANCES»**				
160	1.	The HEI should demonstrate coherence of the development strategy and management of financial flows at the HEI.				
161	2.	The HEI should demonstrate the planning of the HEI budget, the existence of short and medium term plans based on project approach.				
162	3.	The HEI should demonstrate existence of formalized policy of financial management: report on cash flow, report on changes in own capital.				
163	4.	The HEI should demonstrate existence of the system of internal audit and the results of conducting regular external, independent audit.				
164	5.	The HEI should bring the evidence on financial stability and viability of the HEI.				
165	6.	The HEI should form alternative scenarios of development based on the annual risk assessment.				
166	7.	The HEI should have a mechanism for assessing the adequacy of financial support of various activities of the HEI, including development strategy of the HEI, the development of educational programs, research projects.				
167	8.	The HEI should ensure the transparency of budget allocation and its effectiveness.				
168	9.	The HEI should have an effective mechanism for financial reporting.				
169	10.	An important factor is the existence of own funds of the HEI's units and project teams, and rights to dispose of them.				
		Total of the Standard				
		Standard «Educational resources and student support systems»				
170	1.	The HEI should demonstrate the sufficiency of material, financial and human resources.				
171	2.	The HEI should demonstrate the awareness of the role of support services for students, the determination of their functions and procedures				

172	3.	The HEI should identify the needs of different groups and categories of students.				
173	4.	Procedures for supporting students, as well as the contact personshould be informed and available for students				
174	5.	The HEI should ensure the existence and effective operation of the system of informing and feedback focused on students, employees and stakeholders.				
175	**6.**	The HEI should demonstrate the effectiveness of regular analysis of sufficiency of the resources and support system for students, including the competence of the staff involved				
176	7.	Technological support for students and faculty in accordance with the programs (such as online learning, simulations in the classroom) and the intellectual demands (databases, data analysis programs);				
177	8.	Personalized interactive resources (also available outside the classroom), learning materials and assignments, and as well as the possibility of experimental self-evaluation of students' knowledge through remote access to the HEI portal (website) is provided;				
178	9.	Interactive academic advising aims to help students plan and implement academic programs, including personalized interactive resources;				
179	10.	Professional orientation – to provide assistance in choosing and achieving career paths;				
180	11.	Required number of classrooms equipped with modern technical means of teaching: educational and research laboratories, modern teaching and training grounds, technology parks equipped with modern facility that is in correspondence with the educational programs implemented, the sanitary and epidemiological norms and requirements;				
181	12.	Required number of computer classes, reading rooms, multimedia, language and science classrooms, the number of seats in them;				
182	13.	Book fund, including fund of educational, methodical and scientific literature on general education, basic and major disciplines in print and electronic form, periodicals in the context of learning language;				
183	14.	Structured information on the disciplines read, such as presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.				
184	15.	Scientific databases, electronic journals and their availability;				

185	16.	Availability of electronic versions of published journals;				
186	17.	Examination of the research results, final papers, dissertations on plagiarism;				
187	18.	Free access to educational Internet resources, the functioning of free Wi-Fi throughout the HEI.				
188	19	The HEI should pay particular attention to external and internal academic mobility for students and recognition of the results				
189	20.	An important factor is to comply with copyright when placing teaching and methodological materials on the public domain;				
190	21.	An important factor is to use open educational resource including massive online open courses in the learning process.				
191	22.	Teaching equipment and software used to master educational programs should be similarly used in the relevant sectors and meet the requirements of operational safety.				
192	23	The HEI should create conditions for the development of research teams, research laboratories, academic schools and workshops, involving students in research activities; ensuring the participation of teaching staff and students in academic conferences and competitions, employing leading scholars and practitioners;				
193	24	The HEI should demonstrate the compliance of infrastructure used for implementation of the EP with its specifics. Classrooms, offices, laboratories, communication and computer equipments and other facilitiesshould meet high requirements.				
194	25	The HEI should determine the degree of implementation of information technology in the learning process of the EP, monitor the use and development of innovative technologies by teaching staff, including ICT-based.				
195	26	The HEI should create special support programs of the incoming and outgoing mobility, including adaptation programs for foreign students				
		Total of the Standard				
		Standard «Information management and reporting»				
196	1	The HEI should implement information management processes along with data collection and analysis				

197	2	The HEI should determine the amount of information collected, sources, frequency, time interval and those responsible for the accuracy and timeliness			
198	3	The HEI should use modern information systems, information and communication technologies and software tools for adequate management of information			
199	4	The HEI should ensure measurability, reliability, accuracy, timeliness and completeness of the information			
200	5	The HEI should demonstrate the use of various forms of processing, evaluation and analysis.			
201	6	The HEI should ensure the protection of information and its preservation			
202	7	The HEI should demonstrate decisions based on the analysis of facts.			
203	8	The findings should be used to improve the internal quality assurance system			
204	9	The HEI should demonstrate the opportunity to check the data and use the information from alternative sources			
205	10	The HEI should evaluate the effectiveness and efficiency of the HEI's activity and EP implementation, as well as identify opportunities to improve the quality based on information analysis.			
206	11.	The HEI determines the size, form and structure of the collected information in accordance with mission and strategy			
		Information collected and analyzed by educational organizations, should consider:			
207	12.	Key performance indicators			
208	13.	Dynamics of students' contingent in the context of forms and types			
209	14.	performance level, achievements and expulsion of students			
210	15.	students' satisfaction with the EP implementation and education quality in the HEI			
211	16.	availability of educational resources and support system for students			

212	17.	Employment and career path of graduates				
213	18.	The HEI should consider the opportunities to analyze the information to identify and predict risks.				
214	19.	Students, employers and facultyshould confirm the agreement to the processing of personal data.				
215	20.	An important factor is the involvement of students, employees and faculty in the process of data collection and analysis, including decisions based on them				
		Total of the Standard				
		Standard «Public informing »				
216	1.	The HEI should publish information about its activity in general and implementation of the educational program. This informationshould be clear, accurate, objective, relevant and accessible.				
217	2.	The HEI should provide adequate information of the educational program management on the external resources (portal and/or website), which contain information that reflects the planning and the evaluation of its effectiveness for students, employees and the public.				
218	3.	The HEI should provide information on the specificity of the educational program along with its aims, learning outcomes, assigned qualifications, educational process, teaching, evaluation, transferable grades, academic and employment opportunities				
219	4.	Educational program's management should use various ways of information dissemination, including information networks to inform the public and interested parties.				
220	5.	Informing the public should provide support and clarification of national programs for the development of the country and the system of higher and postgraduate education.				
		The HEI should demonstrate the reflection of information characterizing the educational program on a web resource, the efficiency of its use for improvement of the educational program, which has the following characteristics:				
221	6.	The allocation of complete objective information on the activities and specificity of the educational program, including operating system support, learning outcomes and assigned professional qualifications				

222	7.	Availability of adequate and objective information about the faculty as well as personal pages of faculty				
223	8.	Transparency of information on administration of complaints, including the placement of virtual complaint book for consumers				
224	9.	Allocation of information on the interaction with research/consulting and educational organizations that implement similar educational program, including foreign institutions.				
225	10.	Allocation of information and links on external resources as a result of external evaluation procedures				
226	11.	An important factor is the participation of the HEI and implemented educational program in different processes of external review, including rating and ranging the HEI and educational program				
		Total of the Standard				
		TOTAL				

REFERENCE LIST

[1] Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 № 319-III LRK.

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[3] The Address of the President of the Republic of Kazakhstan N. Nazarbayev to the nation "Kazakhstan's way – 2050: common aim, common interests and common future". - Astana, January 17, 2014.

[4] The Address of the President of the Republic of Kazakhstan N. Nazarbayev to the nation " Nyrly Zhol – The Path to the Future". - Astana, November 11, 2014

[5] Standards and Guidelines for Quality Assurance in the European Higher Education Area (Revised) (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015).

[6] Quality Procedures in the European Higher Education Aria and Beyond – Second ENQA Survey, ENQA, 2008, Helsinki.

[7] The ECTS Users' Guide (European Credit Transfer System). - Publications Office of the European Union in 2015, ISBN 978-92-79-43562-1 (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015).

[8]Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (new edition) (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015)

[9]Requirements and procedure for the accreditation of Bachelor's and Master's programs in the field of engineering, informatics/computer science, the natural sciences and mathematics. Accreditation Agency for Degree Programs in Engineering, Informatics/Computer Science, the Natural Sciences and Mathematics (ASIIN), Germany, 2012, 55 p.

[10]Criteria for accrediting Engineering technology programs, ABET, 2012, Baltimore.

[11] Accrediting standards, ACEJMC, 2006.

[12] The Resolution of the Government of the Republic of Kazakhstan dated August 23, 2012 № 1080 "On approval of the state educational standards of appropriate levels of education."

[13] A joint order of the Minister of Labour and Social Protection of the Republic of Kazakhstan dated September 24, 2012 № 373-о-м and Minister of Education and Science of the Republic of Kazakhstan dated September 28, 2012 № 444. Registered in the Ministry of Justice of the Republic of Kazakhstan October 19, 2012 № 8022 "On approval of the National Qualifications Framework".

[14] Occupational standards of the Republic of Kazakhstan.