

Independent Agency of Accreditation and Rating



Независимое агентство
аккредитаций и рейтинга

MANAGEMENT

on carrying out a self-assessment for specialized accreditation of educational programs
of higher educational institutions

Astana, 2015

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In the Guide to carrying out specialized accreditation (educational programs) the organizations of the higher education the review of process of accreditation, basic elements of process of a specialized self-assessment of higher education institution is submitted. Comments to standards and criteria for carrying out a specialized self-assessment, developed according to the recognized international European quality standards of education (ESG) are given.

The purpose of the present manual is the explanation to the accredited higher educational institutions of a condition and to provide recommendations about drawing up the report on a self-assessment of educational programs submitted in Agency as the basis for carrying out an expert assessment and making decision on assignment of specialized accreditation to an educational program.

The guide to carrying out specialized accreditation (educational programs) the organizations of the higher education is intended for the management, teachers and the staff of higher education institutions of the Republic of Kazakhstan, experts of NAAR, representatives of bodies and the organizations of the Ministry of Education and Science of the Republic of Kazakhstan.

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1. Status of the management

The present manual is an integral part of the general management of Agency on specialized accreditation of educational programs

2. Purpose of the management

The purpose of the present manual is to explain to the accredited organizations of formation of a condition and to provide recommendations about drawing up the report on a self-assessment of educational programs submitted in Agency as the basis for carrying out an expert assessment and making decision on assignment of specialized accreditation to an educational program.

3. Scope (fields of application)

The present manual is made on the basis of the approved standards of specialized accreditation of educational programs of Agency. Accuracy, a correctness and exhaustive nature of execution of conditions of the present manual during the filling and submission of the report on a self-assessment are the basis for an assessment of educational programs Agency in the course of visit of a commission of experts to higher education institution and pronouncement of the decision on accreditation from Agency. The present manual can be also used for the organization of work of internal system of a self-assessment of educational programs.

4. Terms and definitions

In the present standard terms and definitions according to Laws of the Republic of Kazakhstan "About education", "On technical regulation", the Resolution of the government of the Republic of Kazakhstan of August 23, 2012 No. 1080 "About the approval of the state obligatory standards of formation of appropriate levels of education" are applied.

In addition to them in the present standards the following definitions are established:

Audit: Systematic independent documentary process of obtaining the evidence of audit (check) and their objective estimation for the purpose of establishment of extent of performance of the coordinated criteria.

The European system of transfer and accumulation of the credits (European Credit Transfer and Accumulation System – ECTS): the student-centralized system which is based on an academic load according to programs of training and the systematized way of the description of educational programs by purpose of the credits to all its components.

Quality of educational programs: Compliance of level of the competences which are trained and graduates to the requirements of professional standards and additional requirements established by higher education institution.

Monitoring of educational services: Collecting and analysis of data on processes and procedures of educational activity.

Consumer: The organization or the person receiving production or services (which are trained, their parents, employers, the state).

Procedure: The established way of implementation of activity or process.

Process: Set of the interconnected and interacting kinds of activity which will transform "entrances" to "exits".

Productivity: Extent of realization of the planned activity and achievement of the planned results.

Quality system: Set of procedures, divisions and officials in the organization which carry out certain functions of quality management according to the established rules and accepted also provide with techniques compliance of all graduates of an educational program to the requirements established according to professional standards.

Student-centralized training: the fundamental principle of the Bologna reforms in the higher education assuming shift of accents in educational process from teaching (as main role of the faculty in "broadcast" of knowledge) to the doctrine (as an active educational activity of the student).

Satisfaction of consumers: Perception consumers of extent of implementation of their requirements.

Administrative documentation: Documentation on planning, management of processes, application of various procedures, provision on structural divisions, duty regulations, reporting.

Efficiency: A ratio between the reached result and the used resources.

5. Designations and abbreviations

In the present standard abbreviations according to the normative documents specified in point 4 are used.

Besides, in the present standard the following designations and abbreviations are used:

RK – the Republic of Kazakhstan;

MESRK – the Ministry of Education and Science of the Republic of Kazakhstan;

ECE – an external commission of experts;

SOSE – the state obligatory standards of education;

IS – information systems;

IAAR – Independent agency of accreditation and rating;

NSQ – National system of qualifications;

RW – research work;

OE – the organization of education;

EP – an educational program;

AS – the academic staff / the faculty;

ESG – standards and recommendations about ensuring quality in the European space of the higher education;

ECTS – the European system of transfer and accumulation of the credits.

6. General principles of an assessment

The assessment of an educational program is carried out on the basis of compliance of practice of its realization to criteria of this standard, proceeding from the following general principles:

- The higher education institution carries out a self-assessment and describes its results in the report on a self-assessment.
- The higher education institution bears responsibility for compliance to normative legal acts of RK.
- The higher education institution bears responsibility for compliance of the report and the data provided in it to the actual results of activity of an educational program.
- Experts define compliance of the report and the presented data to standards of Agency.
- The agency by means of standards and criteria of accreditation stimulates the organizations of education to be committed to national policy in education.
- Standards and procedure of accreditation are developed by agency on the basis of ESG.

- ECE following the results of visit defines compliance of EP to standards and criteria of agency and develops recommendations of the organization of education and to Accreditation Council.
- The decision on accreditation of EP is made by Accreditation Council.

7. Structure and format of the report on a self-assessment

The structure of the report on a self-assessment has to correspond in a general view to structure of standards of Agency, i.e. the main part of the report has to consist of the heads describing realization of EP. The main part of the report has to consist at least of 8 heads in which the quality and quantitative standard of activity of an educational program will be reflected in a section of separate standards.

The report on a self-assessment has to answer structure of standards of Agency and can be made on form and content on the basis of the answers given by the organization of formation at all points of standards of Agency. Recommendations about drawing up the report on a self-assessment in a section of separate standards of Agency with short comments according to each standard and criterion are presented in the following sections.

– "General provisions" – are provided in the first part of each section the general logic and the principles of the standards presented in the section that the organizations of education had deeper idea of the contents and a context of these or those standards that, in turn, conducts to more effective execution of requirements of the standard. – "Criteria of an assessment" – are given in the second part concrete criteria on the basis of which the expert assessment will be carried out and, respectively, which will find reflection in the report on a self-assessment. These criteria are supplemented with questions, answers on which will be able to orient authors of the report and will allow to estimate a condition of the accredited educational program more exhaustively.

The educational program can be accredited on condition of compliance to all to the obligatory criteria listed in standards.

Criteria establish various levels of requirements:

- "has to", it "is necessary" mean the requirement which performance is obligatory for accreditation of the program;
- "the important factor" means the desirable requirement which performance is advantage at adoption of the accreditation decision;
- "maybe" it is applied where examples of possible options of performance of criterion are given.

Report format: The report has to begin with the general information (profile) including the following items: the name of the organization of education, legal requisites, a full name of the head, data on the founder, contact information, date of providing the report on a self-assessment, full name of the contact person on preparation of the report, the list of educational programs, information on the group which was carrying out a self-assessment. All statements, judgments, assumptions of the report have to be supported with necessary documents in the main part of the text and appendices.

The report has to be made in the form of connected, logical and having uniform formatting and structure of the text with tables, schedules, drawings where it is pertinent also appendices in which the tables, big on volume (occupying more than a half of a leaf with the A4 format) both other integral and large-scale sources of information are taken out. In connection with large volume of files, graphics before export to the text of the appendix need to be squeezed previously up to the resolution of 96 points on inch.

The report has to be written in the following format: font type – Times New Roman, a font size – 12, a gap between lines – 1.5, a paragraph interval before and after titles – no more than 6 ps, at the beginning of the report has to be given automatically edited built-

in table of contents, numbers of pages. The printing of the report is carried out in the A4 format with book orientation (portrait), in appendices also application of album orientation (landscape) is possible. Has to contain the first appendix to the report the text confirming reliability, exhaustive character and accuracy of all presented data signed by the head OE and the performers making the report with reduction of a contact information of authors of the report for further consultations if necessary: "I, [a full name of the head of the organization], confirm that in the report on a self-assessment [the accredited educational programs, the name of the organization of education] containing [number of pages of the main part of the report, i.e. without appendices] pages, absolutely reliable, exact and exhaustive data which adequately and fully characterize activities of the organization of education for realization of an educational program in higher education institution are provided".

The volume of the report makes no more than 150 pages of the main text. Also the additional package of documents in the form of appendices is provided.

The report has to be provided with all appendices in Agency in the Kazakh, Russian and English languages in an electronic form to the e-mail address iaar@inbox.ru, and also on papers with the signature of the head of the organization and authors of the report in 2 (two) copies.

The higher education institution has to provide during visit of each member of ECE and the representative of agency with electronic and paper copies of the report on a self-assessment.

8. Standard No. 7 "Management of an educational program"

8.1 General provisions

All activity of an educational program (further "EP") has to be absolutely coordinated with strategy, mission, vision and values of the organization of education. The contents and the EP form, the decisions made by the management of EP have to be agreed with strategic documents. It is necessary in order that resources of the organization of education weren't spent for the purposes which don't coincide with strategic objectives and didn't contradict them. Otherwise development and functioning of the organization becomes less effective and productive. Mechanisms of coordination of the contents, a form and solutions of EP with strategic documents can be absolutely various, however the management of EP has to show existence of such mechanisms and their productivity.

OE in general and the management of an educational program in particular, have to show implementation of obligations for quality cultural development, recognizing importance of the quality and its providing. The management of an educational program develops for achievement of these purposes and introduces measures for continuous improvement of quality and improvement of activity.

Success of realization of an educational program is defined, first of all, on the basis of systematic, purposeful and effective realization of the purposes and the development plan of an educational program which, respectively, each educational program has to have available. The development plan and the purposes are formed with involvement of all interested persons of the program, with participation of employers, on the basis of the analysis of information which influences or can influence activity of the program (as the analysis of the external and internal environment, the analysis of satisfaction trained and the AS/employees, the analysis of resources available and necessary for the program, including material base, etc.). The development plan and the purposes have to be the most transparent, available to all interested persons. Scheduling and other kinds of activity have to in the most necessary and possible degree to cover, attract all

interested persons who in turn have to represent not individual interests, but interests of any significant groups of interested persons.

The development plan of an educational program, program purpose, the mechanism of formation of the plan have to undergo an assessment and is more whole than the program, the mechanism of distribution of information on the plan and the purposes of the program among the interested groups, the mechanism of resource providing the program and structure of management of the program which is urged to realize the development plan. Besides, the mechanisms which are a basis for scheduling of development and statement are exposed to an assessment is more whole than the program: compliance of all kinds of activity within the program to the legislation of RK, in particular, an assessment of qualification of the top management and the management of the program, and also distribution of functions within the program, an assessment internal and environment, existence of resources for the organization of high-quality training within the program, the analysis of the administrative reporting (including decisions of collegial bodies of management and orders). Interviews and questioning of all interested groups, including the AS, the employees, who are trained of employers will be conducted.

• 8.2 Evaluation Criteria

"7.2.1 The institution must have a published policy of quality assurance."

- Which document reflects the policy of quality assurance? Where is it published? Is it available on the open resource or only internal?
- Are the policy guarantees the quality of the AS, staff and students? Is it known and available to employers and other interested parties?

"7.2.2 Quality Assurance Policy should reflect the link between research, teaching and learning."

- How is reflected in the policy guarantees the quality of communication between research, teaching and learning? Does the quality policy of interaction between the business community, the scientific community, faculty and students? By what mechanism this relationship is being implemented. Give examples.

"7.2.3 The institution must demonstrate the development of a culture of quality assurance."

- What changes have occurred in the organization of education. Describe how the policy change took place quality assurance. Demonstrate the results of the evaluation of satisfaction.
- Show the effect of changes in the image of the organization, and the Education.

"7.2.4 Quality Assurance Policy should also apply to any activity carried out by contractors and partners (outsourcing)."

- What activities are outsourced? What kinds of activities are carried out by contractors and partners? What are the requirements they are subject? Which documents recorded these requirements.

"7.2.5 The organization of education development plan demonstrates the GR based on the analysis of its functioning, the actual positioning and organization of education to meet the needs of the state, employers, stakeholders and students."

- Has the institution analysis of the real position the GR? How, by whom and for what purpose was analyzed? What were the results of the analysis and how these results have been used for strategic planning?
- What is the need of the state, stakeholders and students meet the target the GR? How GS discovered established to identify the needs of the state, employers, the business community, other stakeholders and learners? Who are the GS range of stakeholders, and why?

- What share of the GR takes on the market? What are the prospects determine its development?

"7.2.6 Organization of Education determines the mechanisms of formation and regular review of the development plan of the GR and monitoring its implementation."

- How can the NGO monitors the implementation of the development plan and the effectiveness of GR implementation plan in life? Is there a formally endorsed by the procedure?
- In what form drawn up reports on the implementation and effectiveness of the implementation of the plan? How often reports are prepared and to whom they are intended, who passed for consideration?
- How to use the results of evaluating the effectiveness of the implementation of the development plan of the GR?
- How often recently revised plan?
- How and who is responsible for monitoring implementation of the plan of GR?

"7.2.7 Monitoring of the PLO and its periodic assessment must ensure achievement of learning objectives, meet the needs of students, employers and society. Based on the results of monitoring and evaluation of decisions must be made to continually improve the GR."

- How will the monitoring track the achievement of students learning goals?
- How to meet the needs of students monitored? How can employers and business community to express their demands?
- Who is monitor? What tools are used for this purpose?
- How can the results of the monitoring are communicated to management and stakeholders? Describe the mechanism of decision-making based on monitoring results. Give examples of decisions taken.

"7.2.8 The organization of education demonstrates the transparency of formation Development Plan the GR. The organization provides education stakeholders informed about the contents of the GR Development Plan and the process of formation."

- How it disseminates information about all aspects of development, the formation, approval and implementation (including the results of implementation) plan?
- How GS ensures that most of the teachers, staff and students in general know the basic provisions of the plan?
- Can the PA to ensure that students, workers, teachers and partners, including employers informed about the latest developments in terms of RAM and plans to change it?
- Does the company a special information resource (website, stand, etc.), by which the information is made available (including current) regarding the formation and implementation of the development plan of the GR?
- How can the interested parties obtain information on the formation and implementation of the development plan of the EP? What kind of information to the persons concerned have received about these processes by representatives of NGO - Bring documented examples?

"7.2.9 The institution must involve representatives of stakeholder groups, including employers, students and faculty to the formation of GR Development Plan."

- What is the role played by stakeholders in the preparation, the formation of the plan of the GR?

- How selected stakeholders to participate in shaping the development plan of the GR? How GS guaranteed representation (corresponding interests of the individual representative of the group and the group as a whole) of various stakeholder groups?
- How it will ensure that all interested parties have an opportunity to influence the content of the plan of GR

• Have there been any interested persons entitled to vote in approval of the plan? Are there any documents proving the existence of the vote against approval of the plan?

"7.2.10 Development Plan the GR held a public discussion with representatives of all interested parties, on the basis of proposals and amendments which authorized the formation of a collegial body organization has the right to make changes to the project / action plan and approve it."

• How and in which different perspectives analyzed the needs of the education market? What the market needs in terms of the PA? Whether to involve employers to understand the needs of the market - how, who exactly why these employers and how the NGO gathering their opinions. How GS guarantee adequacy, accuracy and reliability of the analysis? How we used the results of analysis of market needs when developing a plan of the GR?

• Is there any public discussion of the plan of the GR? This one-time meeting or series of meetings with various stakeholders?

• How is the public discussion of the plan who is involved, who is entitled to vote, as on what basis the participants selected?

• How many meetings with employers, the business community and other external stakeholders were held? Describe the results of these meetings.

• How can the interested parties may make corrections and suggestions to the plan under public discussion and how these suggestions and corrections are used (Notes are approved, the vote takes place, etc.)? Give examples.

"7.2.11 The university must demonstrate the individuality and uniqueness of the development plan of the GR, its consistency with national development priorities and strategies of the organization of education."

• How to develop a plan of the GR - how much it corresponds to the trends in the business community? As far as it is compatible with the strategic documents of the TOE and how this can be verified?

• On the satisfaction of one's needs is directed the GR?

• How the GS relates his plan of the GR with educational policy?

• How to conduct an analysis of the conformity of the GR Development Plan for compliance with national development priorities, strategies the GS? How do the national priorities of the relevant strategic documents, and how?

• Why these priorities and strategic objectives are reflected in the GR?

• What are the strategic objectives of the implements the development plan of the GR?

• What is the uniqueness of the accredited programs of business education?

"7.2.12 The institution must ensure that the development plan of the GR and the available resources (including financial, information, personnel, material-technical base)."

• how to take the analysis of available resources (financial, information, personnel, material-technical base) and the form in which the results of this analysis? For example, how the determines the adequacy of classrooms, laboratories, computers, etc. to train new groups of students at the beginning of the school year? Has there been an analysis of how assessment of the adequacy of classrooms, etc. adequate, accurate?

• How can the results of the analysis were used in the development of resource development plan GR?

"7.2.13 The organization of education must be documented all the major business processes governing the implementation of the GR."

- Describe the changes in the internal regulations. What new instruments have been developed. What were recycled?
- Does the university comprehensive database of internal and external regulatory and legal acts regulating all major business processes (including management of educational activities)? Who has access to these documents and why only these individuals? How do I know the content of the provisions of those who do not have access to it through the database?

"7.2.14 The university must demonstrate a clear definition of those responsible for the business processes, unambiguous allocation of duties of personnel, separation of functions of collegial bodies involved in the implementation of the GR."

- Describe the mechanism for allocating responsibility. Demonstrate unambiguous allocation of responsibilities in the implementation of the GR.
- How is the delegation of authority in the implementation of the GR?

"7.2.15 educational organizations systematically collect, store and analyze information on the implementation of the GR and conducts self-examination across the board, through the development and implementation of processes, measurement, analysis to assess the success of the strategy of the GR through indicators such as the "effectiveness "and" efficiency " .

- Describe how to construct a permanent system for collecting information about the internal and external environment, in particular regarding the contingent and the main characteristics of the contingent of students, the preferences of applicants and their parents, contingent faculty, proportion of PA and AS in the education market, the measurement data of public opinion (the AS, students, etc.)
- For what period has such information? Why?
- Over what period analyzed information? Why?
- In what form the information is stored and used (paper format, electronic or specialized databases)? How can I use software and information systems?
- What are the storage of information in a form advantages and disadvantages, risks? Does it plan the development of software for the storage of information?
- What aggregated form (pivot tables, correlation analysis, analysis of the dynamics in the context of years, factor analysis, etc.) there is information and to whom is it available?
- How can the system of collection and analysis of information helps the formation, implementation and revision of the development plan of the GR?

"7.2.16 Manual GR must provide evidence of the transparency of management of the educational program."

- What do they know students on the activities of leaders of leaders, about the decisions of collegial bodies, the official information is distributed in high school and how the AS could ensure that all interested groups, if desired, can find interesting information, which information is available, what is the closed, and why?
- Does the program / privacy policy do in high school? What documents and information considered confidential?
- How is the availability of minutes of meetings of the collegial bodies, the provisions on the organization of work of these bodies, the agenda of the meetings, the leaders of the orders, etc.

"7.2.17 The organization demonstrates compliance with the priorities of education consulting, research, implemented the AS GR, topical issues of the economy, the development priorities of the state national policy in the sphere of education, science and innovation development."

- What are the priorities of research work realized by the AS GR? Why these?
- How can the direction of the AS GR consulting activities aimed at solving urgent problems of the economy.
- How can the objectives of national policy in the sphere of education, science and innovation development priorities consistent research work implemented the AS GR? Why is this? How management of the program can demonstrate compliance with national policy priorities?

"7.2.18 Manual the GR must demonstrate the successful operation of the internal quality assurance system the GR, including its design, management and monitoring of improvement, making decisions based on facts."

"7.2.19 Management GR should include:

7.2.19.1 Management activities through the processes;

7.2.19.2 Mechanisms for planning, development and continuous improvement;

7.2.19.3 Risk assessment and identify ways to reduce these risks;

7.2.19.4 Monitoring, including the creation of reporting processes, allowing to determine the dynamics in the activities and implementation plans;

7.2.19.5 Analysis revealed inconsistencies implementation designed corrective and preventive actions;

7.2.19.6 Analysis of efficiency changes;

7.2.19.7 Assess the performance and effectiveness of units and their interactions;

7.2.19.8 Interaction with employers."

- What is the identity management in high school - a process or unit? How justified this choice?
- How management is characterized by the university through the process, what is expressed and what is used?
- How to evaluate the effectiveness of the program - it is estimated that, what are the criteria and indicators with which they are associated: with more activity units and officers or with processes that can span multiple departments and officials?
- What planning tools used by management program? What is planned for what purpose, how and with what results, the effects of planning?
- What mechanisms have been established in the development of the program - which develops, how and why it is so, what are the goals of development and the results? How to understand the development activities? What are the results of this activity?
- How does the program ensure the continuous improvement of processes, including the management of the program?
- How management program identifies, analyzes and evaluates the potential risks to the organization and its individual activities?
- What is the risk for the program? For example, the estimated risk of falling quantity or quality of the contingent of students, faculty program? Is the plan to reduce the impact of these risks? How? By whom? On the basis of what principles, schemes?
- What changes in the internal and external environment influence the management of GR?
- What research internal and external environment are conducted in high school? What is their frequency? Which of them relate to the GR?
- As the research data used in the management of the program / institution?
- What are the reporting mechanisms established in the program to help management monitor the development of the domestic situation, in particular for the implementation of development plan for the GR in life?
- How are the results of the financial statements for changes in the program?

- How is the updating of the plan of GR in case of non-compliance of the real situation of the original plan?
- How are analyzed, studied change processes implemented in the program?
- how to evaluate the effectiveness, efficiency change and what actions are taken on the basis of these data?

- What are the criteria for the effectiveness of the changes?
- What are the mechanisms for monitoring the changes implemented?
- How to analyze and how to draw conclusions about the effectiveness of individual units connected with the implementation of the educational program? How often do the analysis? How are these data? Do you use this data to adjust the activity of divisions?

"7.2.20 An important factor is to ensure the representativeness of representatives of stakeholder groups in decision-making on the management of the educational program."

- How management program ensures representation of stakeholders involved in the development and revision of the development plan of the GR?

"7.2.21 An important factor is the participation of stakeholders (employers, faculty, students) as part of the collective management bodies of the educational program."

- Which authorities manage the educational program?
- Does the composition of governing the GR, representatives of employers, students, teachers, employees?
- How are they elected or appointed to participate in these bodies?
- Do these participants the right to vote?
- Demonstrate examples of their active participation in the meetings of the collegial bodies.
- What is the purpose of attracting members to the collegial body?

"7.2.22 An important factor is the cooperation and exchange of experiences with other educational organizations implementing similar educational programs."

- Specify the GS to which the cooperation.
- What are the goals of cooperation have been identified and some of them reached? What results have been achieved in the framework of cooperation?
- As part of the public events shared experience?

"7.2.23 The organization demonstrates the extent to which the formation of the principles of sustainability, efficiency, effectiveness, prioritization, transparency, accountability, delegation of authority, distinction and autonomy of the system of financing the implementation of the educational program."

- How these principles are implemented in the framework of GR?
- How can progress demonstrate in their implementation?

"7.2.24 Manual the GR should provide a measure of satisfaction the needs of faculty, staff and students and to demonstrate proof of elimination of defects detected in the process of measurement."

- How to measure satisfaction with the needs of the university faculty, students and staff?
- How to use this information manual?
- Does the program / university in the position of considering petitions, complaints and other applications to the management of the program / institution and in the division? How management of the program / institution guarantees the execution timing of the response to the petition, complaint? Is underway whether the corresponding statistics, control?
- How can the students, employees and other stakeholders can effectively convey information and suggestions to the management of the program / institution and

department heads - prove that such an effective opportunity to do there that people listen to, and based on their proposals to take real steps, and that These are not isolated cases.

"7.2.25 Manual the GR must demonstrate evidence of openness and accessibility for students, faculty, employers (the official office hours for personal matters, e-mail communication, and others.)."

- As far as management is available to all interested parties? Do the leaders of blogs? How often are they used?
- Are the heads of the clock reception for visitors - how effective hours: Are there NGOs, for example, a study of satisfaction of visitors?
- How is practiced feedback on program / in high school? For what purpose is practiced feedback, for example, to change the mechanisms or the business processes for the purpose of the GR greater focus on its customers?
- How will students receive feedback from teachers about student progress in the course of study?
- How management provides 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 - at which audience it is calculated?
- How does the management of the program / institution uses offers and other information obtained in the framework of the feedback? What proportion of the information and proposals received in the framework of the feedback in the leadership program / university? Prove.

"7.2.26 The university must demonstrate the availability of the communication channel through which any interested person can make innovative proposals to improve the GR management activities. The university must demonstrate examples of the analysis of these proposals and their implementation. "

- How innovative proposals from stakeholders received guidance? What happens to these proposals? Who makes the decision to implement?
- What proportion of the proposals implemented in practice? Explain the reasons for rejection of the implementation proposals.

9.1 General

The expansion of academic freedom implies increased responsibility of educational institutions for the quality of training of graduates, their compliance with the social order of society and the requirements of employers.

Changing priorities in the field of education aimed at providing the academic freedom of the university and meeting both the needs of society as professionals and socially responsible citizens, and the needs of the individual in the professional development and personal development. Educational programs include the possibility of building an individual educational path, taking into account the personal needs and capabilities of students. Educational programs have their own characteristics that postpones characteristic stamp on the process of implementation of educational programs.

The educational organization must have an academic policies and procedures of quality assurance and standards of their programs aimed at the formation of professional competence of the individual, relevant national and sectoral qualifications frameworks and professional standards.

This section provides evidence confirming the quality of educational programs. The report describes the various programs with the purpose of bringing them, describing the main actions carried out to improve the performance. Showing regional and international orientation of educational programs.

Brief information on how educational programs are implemented. Explain the relationship between the main types of programs offered by the institution and its mission.

Describes a method of guiding the design, approval and revision of educational programs. It includes major changes in educational programs over the past 5 years, and the prospects for their development. Official policies and procedures provide a framework through which management education program can develop and monitor the effectiveness of its quality assurance system. The presence of such a structure contributes to the quality of the educational program that leads to a sustainable positive image and recognition of high-level educational programs in the community. Academic policies must reflect the intent of the university, including the management of the educational program and a list of tools and mechanisms for its implementation. Recommendations for the use of procedures may provide full information on the mechanisms and modalities for its implementation, and can also be used as a reference for those interested in its application.

Academic policy should reflect the attitude and the relationship between the educational process and scientific research work, the intention of the university in terms of quality and standards, the organization of quality assurance systems, responsibilities and contributions of departments and faculty to guarantee the quality of educational programs, participation of students in quality assurance methods, by which the academic policy is implemented and review them.

The standard aims to assess the actual process of training students in the framework of accredited programs. This section provides information confirming the quality of educational services and the quality of the graduates as learning outcomes. In the test section of the report presents evidence to support the formation of professional competence of the future experts, relevant levels of education frameworks of qualifications and the needs of the market.

Formation of educational space of the university depends on how clear, transparent, well-defined learning outcomes for each educational program and the path to achieve them.

For each program, the university formulates documents the objectives and strategy of development of the educational program. Also defines the methods and means of achieving adjustment program objectives, and the effectiveness of these methods. During the implementation of the educational program students must realize the possibility of building an individual educational path, taking into account personal needs and opportunities.

Given the nature of the implementation of the university determines their own requirements for the various forms of (full-time, evening, correspondence) levels and technologies (including remote) used in the implementation of the educational program.

9.2 Evaluation Criteria:

"8.2.1 The institution should define and document the procedures for assessing the quality of the EP".

- By what procedures the university evaluates the quality of the EP? When and by whom these procedures have been identified? Which documents are reflected?
- What was the basis for their development?
- Who is responsible for the execution of these procedures?

"8.2.2 The institution must establish the frequency, forms and methods of assessing the quality of the educational program."

- Describe how often assesses the EP. In what form? What methods are used for this purpose?

- What documents describes the procedure?
- Is there a consideration of the results of the evaluation at meetings of the collective bodies?

"8.2.3 The institution must demonstrate the procedure for the approval, periodic review (review) and monitoring of educational programs and documents that regulate this process."

- How is the approval of the EP? Who carries out the licensing of the EP? In what time frame provided for the revision of the EP? What events are the basis for an unscheduled revision of the EP?

- Who carries out the EP review? Whether involved in the business community to peer review?

- Describe how to monitor the EP who carries out it?
- To monitor the results available? What decisions are based on them?
- Specify the date of approval and reapproval programs.

"8.2.4 The institution should define its own requirements for the EP depending on their specific features, levels and forms of education, as well as technology used (including the remote."

- What documents are fixed own requirements the EP?
- Demonstrate the differences between the requirements specific to the various levels and forms.
- What technologies are used in the learning process? What are the requirements for them makes the university?
- What technologies are specific to the accredited the EP?

"8.2.5 The qualification obtained on completion of the educational program should be clearly defined, explained and meet a certain level."

- What level meets the EP?
- How it was determined qualifications obtained on completion of the educational program? Owned PPPs information about the results of training, including attributable to a qualification?
- How can students get you information about qualifications corresponding the EP?

"8.2.6 The institution must demonstrate that the developed models of the graduate education program, including knowledge, skills, competencies and personal qualities."

- Describe the main approaches to the formation of educational programs at the university.
- What is the model of graduate the EP in your understanding?
- How to develop models of the graduate education program and who have participated in its development?
- What was the basis of it?
- How does the level of education affect the content of the model of the graduate?
- What is the difference model graduate the EP depending on the level of training to which the program?
- Does the typical high school graduate model, including the accredited graduate the EP?
- How to compile a model of the graduate involved stakeholders? What is the extent of their involvement - for example, simple advice, polls or voting rights in the decision-making model?
- How does the model of the graduate passes verification and validation?
- A model of graduate education program.

"8.2.7 The institution must demonstrate the participation of academics and employers in the development and management of educational programs, ensuring their quality."

- How can these categories of stakeholders are involved in the approval of educational programs, the development of their content? What is the extent of their involvement in this process?
 - How can the business community involved in the development of the EP?
 - Provide information on how to design and approval of educational programs with a description of the participation of academics and employers.
 - Describe the practice of the participation of employers in designing programs, give examples of their proposals and their contribution to development.
 - Demonstrate the practice and the participation of employers in the management of academic educational programs, ensuring their quality.
- "8.2.8 The institution must demonstrate that the employers participating in the design and implementation of the EP, are typical representatives of employers (representation), and represent the interests and views, typical of the majority of employers."
- What are the typical employers?
 - How can the employers involved in the design and implementation of the EP.
 - How can the selected employers are involved in the design and implementation of the EP: justify the representativeness of employers' involvement.
- "8.2.9 Manual the EP must demonstrate participation of students in the development of the EP."
- How can students participate in the development of the EP?
 - Describe the process of formation of individual training plans?
 - Can students propose to change the content and structure of the EP? Were there any precedents?
 - Do students the opportunity to choose items that are not included in the curriculum and the catalog elective disciplines the EP?
- "8.2.10 Manual the EP should ensure the representation of students in the collegiate governing bodies of EP"
- What collegial bodies acting in the EP?
 - Are any of the composition of students? Demonstrate their participation.
- "8.2.11 Manual the EP must demonstrate the results of external expertise the EP".
- Is there a conducting external expertise the EP?
 - Who is attracted to her?
 - What criteria apply to outside experts?
 - What decisions are made on the basis of its results?
- "8.2.12 The EP must be approved by government officials or collective bodies, is not relevant to the development of the program."
- How is approved the EP? In some documents it is described?
 - Demonstrate independence of officials and collective bodies, claiming the EP
- "8.2.13 Manual the EP should clearly define the target OD."
- To achieve any goals aimed implementation of the EP?
 - What is the basis for their determination?
 - How to define these goals? Measurable and achievable they?
 - How are the results of the university training for different levels?
- "8.2.14 Manual the EP should demonstrate the logic and reasons for drawing up curricula and training programs, in particular the reasons for the inclusion of a particular discipline in the list of the curriculum, the reasons for assigning the status of the post, or prerequisite, matching the names and content of subjects topical directions of economic development of the country" .
- How is formed the curriculum?
 - Describe the process of determining the content of educational programs.

- Describe the procedure for the formation curriculum, incorporating disciplines in the catalog of elective courses.
- Show how the disciplines included in the curriculum?
- How and who determines the pre- and postrekvizites?
- How, where and by whom the analysis of compliance with the names and content of the disciplines relevant areas of study in science / society?
- Participate in any of these processes the EP faculty / university, employers and students, how and to what extent - give examples of changes in the EP, which were proposed by the representatives of the stakeholder groups, if such was the case ?!

"8.2.15 The institution shall determine the content, scope, logic of individual educational trajectories of students."

- Describe the practice of formation of individual educational trajectories of students.
- Bring a list of documents on the basis of which is the formation of individual educational trajectories.
- Demonstrate the impact of disciplines and professional practice on the formation of professional competence of graduates.

"8.2.16 Manual the EP must demonstrate the continuity of the content of educational programs at various levels, including the logic of the relationship of academic disciplines, consistency and continuity."

- Describe the opportunity to continue their education in high school.
- Describe the logic of the relationship of academic disciplines, the current system of prerequisites and postrekvizites.
- Spend the logical-structural analysis of the contents of the EP, present examples of its holding in the annex to self-report.

"8.2.17 Manual EP must provide an annual revision of the content of curricula and training programs, taking into account changes in the market, the wishes of employers, learners and teachers."

- Does the management EP analysis of external changes?
- How can the university is determined by the need to change the content of curricula and educational programs?
- Does the identification of the wishes of employers, learners and teachers?
- What tools are used to detect changes? For example, if used SWOT analysis and PESTEL?
- How can the analysis of changes in the labor market?
- How are determined by the wishes of the students?
- How to take into account the opinion of the teachers?
- How will changes affect the content of EP?
- Describe the frequency of review of the content of EP. Give examples of changes.
- Who formulates proposals for amendments to the content of educational programs? Who makes the decision?
- Specify the possible sites for the change (curricula, catalogs of elective courses, training programs, etc.) and describe the procedure to change them. What's internal documents is regulated?
- How does the decision-making involved representatives of employers, learners, teachers and stakeholders?
- Has there been an evaluation of how well the teachers and students involved in the decisions regarding the EP, ie what are the opportunities for educators and students to influence the content and form of EP?
- How is supported representativeness attract employers, students, teachers and stakeholders?

"8.2.18 Manual EP must demonstrate continual promotion of students, personal growth and development of the learner in the process of development of the program."

- How should the EP comes monitor the progress of students?
- How is the progress of the student? In some documents it is reflected?
- How to promote students is reflected in the transcript?
- What information systems / databases are used for storing and processing information about the progress of students?
- Describe how the tracked personal growth and development of the learner in the process of development of the program? What methods are used for this purpose? Where the results are recorded?

"8.2.19 Manual EP disciplines must demonstrate impact on the formation of students' professional competence, skills and knowledge of the blocks."

- Analyse existing educational-methodical documentation to reflect the learning outcomes.
- Based on the analysis describe the practice of determining the impact of disciplines on the formation of students' professional competence, a reflection of the learning outcomes (leaning outcomes).
- How and by whom is determined by the contribution of a particular discipline in the formation of the main learning outcomes.
- involve whether employers, representatives of the business community to determine the contribution of disciplines in the process of formation of competencies?
- Who and how to determine the results of university education in general, specialty and specifies in the context of disciplines?

"8.2.20 The complexity of the EP should be clearly defined in the Kazakhstan credits and ECTS».

- Describe the practice of determining the complexity of credits in academic disciplines. On the basis of which it is carried out?
- What documents secured the complexity of academic disciplines?
- How is the transfer of Kazakh credits ECTS credits and vice versa
- How can employers and business community to participate in determining the complexity of academic disciplines?

"8.2.21 Discipline must contain the results of consulting relevant research projects and other relevant information in the field taught. Discipline should comprehensively cover all relevant issues taught the field."

- Describe how the students brought to the list of subjects proposed for consideration.
- Demonstrate the availability of content for students of disciplines.
- Demonstrate how to ensure the relevance and content of modern disciplines, solidity and compliance with the new scientific directions.

"8.2.22 Manual the EP must demonstrate the existence of an effective balance between the theoretical and practice-oriented disciplines according to the orientation at solving urgent problems of the economy."

- How can the specificity of the EP impact on the inclusion in the catalog of elective disciplines of theoretical and practical courses?
- What is the effective balance between theoretical and practical-oriented subjects in your program?
- How can a balance is achieved between the theoretical and practice-oriented disciplines?
- How are decisions about the structure of the EP?
- Who decides on the inclusion of disciplines in the catalog of elective courses?
- How advisors influence the selection of training courses?

"8.2.23 The structure of the educational program should provide a variety of activities, the content of which should contribute to the formation of professional competence of students based on their personal characteristics."

- What kinds of activities are provided in the study of academic disciplines?
- Analyze the results of compliance activities training.
- 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 do the personal characteristics of the students, including the features of perception of information taken into account in the educational process?

"8.2.24 Manual the EP must demonstrate that the content of disciplines of professional context."

- How does a professional context is reflected in the content of all the cycles of academic disciplines?
- Illustrate how this is done.
- Give examples of the impact of the specificity of educational programs for the maintenance of academic disciplines.

"8.2.25 Manual the EP must demonstrate the provision of places of professional practice, where necessary."

- Does the EP need for passing a professional practice?
- How can employers and business community to participate in determining the need for passage of professional practice?
- How and by whom it is determined by the need for passage of professional practice? Who determines the number of places for practice?
- What criteria apply to the places of practice?
- How does the place of practice associated with individual educational trajectories of learners?
- How can the theme of final work affects the choice of professional practice?
- Demonstrate the passage of all types of learners practice the specialty.
- How is the site planning and contracting practices?
- Who monitors the internship, monitors the quality of its organization?
- How does the institution ensure that the activities performed by students in the course of practice, corresponds to the upcoming professional activity?
- How to guarantee the achievement of the goals and objectives of professional practice?
- Describe the mechanism of planning and carrying out the practice.
- How is the compliance with the specialty practice sites?
- How is the monitoring of satisfaction at the end of the practice? What decisions are made based on it?

"8.2.26 Manual EP should ensure that the content of academic disciplines and intended learning outcomes level of training."

- How to take into account the interests of employers in the development of educational programs?
- How often updated educational programs? What is the cause and the reason for their renewal?
- How is implemented educational programs focus on the development of disciplines and skills to achieve intended learning outcomes?
- How to consider and identify the needs of employers in the development of specific skills? As further used this information - whether taken on the basis of its decision on the amendments to the EP?

- Does the external examination of compliance with the content of training courses and planned learning outcomes level of training? Whether attracted to her employers?

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

- Describe which houses a list of disciplines relevant the EP. Demonstrate its accessibility to students.
- How students can familiarize themselves with the content of the disciplines?
 - Describe where is located the list of disciplines according to the EP. Demonstrate its availability for students.
 - How can students get introduced with the content of a discipline?

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

- Make a comparative analysis of the content of the EP with leading HEIs of Kazakhstan.
 - Study experiences of foreign leading HEIs. Have they been studied while working on the content of the EP. What are results of the study— demonstrate it! Have any changes in the EP been brought into life on the basis of analysis of foreign experience? Demonstrate it.
 - Demonstrate how the content of the EP can be harmonized with educational programs of the foreign and Kazakhstani HEIs.

«8.2.29 An important factor is the presence of joint educational programs with foreign educational institutions.»

- How are partners identified? Which criteria should they comply with?
- Describe the order of making contract on common educational programs.
- What requirements are specified to the partners and management of the EP?
- Are the partners of the HEI acknowledged internationally in homeland?
- What advantages do students of the common EP have? What is the difference between the common EP and Kazakhstani EP?
- What common programs are put into realization on the basis and in the framework of the presented EP?
- How is monitoring of the quality of the EP realized?
- How is the quality of education assessed in partner HEIs?
- Compare the content of the EP which is going to be accredited with other HEI's similar programs?
- What contribution do the common programs put into the improvement of the quality of the EP?
- How is demand for common education programs determined? Who is the initiator and at what levels are decisions on realization of such programs made?

«8.2.30 An important factor is the involvement of Kazakhstani scientific-research organizations to the educational process.»

- What Kazakhstani organizations are engaged in educational process?
- Describe possibilities of change of the content of the EP and its results by engaging Kazakhstani consulting and research organizations into educational process
 - How does the HEI provide implementation of results of consulting, research work in education process? Describe precedents. Demonstrate successful experiences.
 - What instruments are applied in the implementation of results of research work into educational process.

- Describe the disciplines which apply results of research work.
- What impact does its engagement have on the process of formation of professional competences?
- Describe rebates occurring as a result of engagement of organizations.

10. Standard № 9 «Student-centred study, teaching and assessment of achievements»

10.1 General provisions

Transformation of the education process is aimed at changing conception of provision of quality: provision of equal facilities for all students to attain determined education results. This approach can be realized only in case of appliance of a student-centered teaching. The student-centered teaching plays an important role in attaining education results. It enables to create unique conditions for every student which in its turn will effectively contribute to the development of a chosen educational path .

The student-centered teaching is supposed to apply various teaching methods and technologies, which take into account different forms of acquiring information.

Assessment of knowledge should assess the achievement of education goals by each student .

Assessment results and transparency, also fidelity to principles influence the potential career of students. Accordingly, knowledge level and professional competence level should be assessed on professional basis taking into account modern achievements in the sphere of knowledge assessment. Results of an assessment procedure reflect effectiveness of the educational process.

Assessment procedure of knowledge and professional competences should be defined in accordance with planned results of teaching. Students should be informed about applied strategy of assessment. Clear and common criteria of their realization should be known to all parties and practiced constantly. Also these procedures should provide objectivity of assessment of results.

Arrangements aimed at assessing conformity of the ED's activity with standard criteria are to include classes attendance, procedures of assessment of knowledge and professional competence.

Assessment of the student-centered teaching and objectivity of knowledge assessment are carried out on the basis of: the analysis of teaching plans, catalogue of elective disciplines, curriculums, individual plans of students, internal normative documents regulating the realization of educational programs; the analysis of teaching methods and organization of a student's individual work; the analysis of declared teaching results; the analysis of methods and technologies applied in assessment of education results; the analysis of conformity of declared results by an organization with professional standards and corresponding levels of **HCK**; interview and questionnaire of students, teaching stuff, employers and concerned parties.

10.2 Evaluation Criteria:

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

- How are equal opportunities provided for students?
- What opportunities do students have in forming their own educational path?

- Give proofs of provision of equal opportunities for students irrespectively of their study language.

«9.2.2 EP supervisors ought to demonstrate the use of students' achievements, their individual characteristics and needs, cultural experience when implementing the EP ».

- How are individual differences of students taken into account during the realization of the EP?

- How do individual differences of students influence on formation of an individual educational path and realization of the EP?

- How are demands of students taken into account during formation of the EP?

«9.2.3 EP supervisors ought to provide systematic development, introduction and efficiency of modern teaching techniques and innovative teaching methods».

- Who is responsible for realization of demands of the given criteria?

- What active and innovational methods of teaching are implemented into educational process? Which are planned for implementation?

- What active methods of teaching are applied in study? Who gives grounds for need of appliance? Who makes decisions about possibilities of applying them?

- Analyze appliance of innovations in study. How is their influence on results of educational process assessed?

- Are there any barriers in implementing new methods of teaching and how are they removed?

- How and at what level are decisions about appliance of innovations made?

- How is monitoring of effectiveness of applied innovations and active methods carried out?

«9.2.4 EP supervisors ought to prove that different researches are conducted and that there are projects supervised by the teaching staff in the field of teaching disciplines of the EP».

- What researches are made in the HEI connected with the development of teaching methods?

- How are authorial and adapted innovations, methods and ways of teaching worked out?

- Give examples of successfully realized new researches in the sphere of teaching methods within the EP.

- What influence do they have on the quality of educational process?

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

- How is effectiveness of applying innovations monitored?

- How is students' and academic staff's complacency with methodical innovations monitored?

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

- How is monitoring of students' individual work carried out?

- Where are tasks for students' individual work given?

- How is labor intensity of students' individual work defined?

- How are discussions about mechanisms of an adequate assessment of results carried out?

- Who makes decisions on their correspondence with the content of disciplines and results of study?

- Who analyzes correspondence of tasks for individual work to a study level and specifications of a discipline? How is this correspondence provided?

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

- How is assessment of students' complacency with the place and organization of practice carried out?

- How is employers' complacency with students' qualification assessed?

- Show dynamics of complacency of students, academic staff and employers with places, conditions and content of practice and also qualification levels of students and teachers.

- What decisions were made on the basis of results of the given monitoring?

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

- What decisions directed to realization of the student-centered approach were made on the basis of analysis of feedback results?

- Who works out and makes decisions?

- What effects did decisions have on intensification of student-centered approach?

«9.2.9 EP supervisors ought to prove the functioning of student progress and achievements system».

- How is monitoring of development of students on their educational path carried out?

- How does the EP management control development of students on their educational path?

- How does the EP management control students' achievements?

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

- How is the mechanism of assessment of knowledge, skills and professional competences carried out? How does the EP management guarantee the correspondence and accuracy of knowledge assessment?

- How is appellation carried out?

- What documents of the HEI reflect the mechanism of knowledge assessment?

- How are professional level and competence of members of appellate commission confirmed?

«9.2.11 EP supervisors ought to provide objective assessment of students' knowledge and the level of their professional competence, as well as transparency and adequacy of assessment criteria».

- What mechanisms are used for provision of objectivity of knowledge assessment and formation of students' professional competences?

- Analyze systems of tasks applied for students' knowledge assessment.

- Demonstrate adequacy of tasks systems for assessment of professional competences.

- How are instruments and mechanisms of assessment defined? What documents reflect it?

- How do students learn about valid assessment system of the HEI?

«9.2.12 EP supervisors ought to provide compliance of knowledge assessment procedures with the planned study outcomes and the aims of the EP. Assessment criteria and methods ought to be published in advance».

- How is correspondence of students' knowledge level to planned study results and program goals provided?
- Describe forms and methods applied in knowledge assessment?
- How does the EP management provide correspondence of students' knowledge assessment to planned study results and program goals?
- What measures are taken towards students in case of their failure in attaining planned study results and program goals.
- Demonstrate publication of criteria and methods of assessment.
- How are students informed about criteria and methods of assessment.
- How is transparency of knowledge assessment provided?
- Describe how students are informed about assessment procedures, including mid-term attestation in the form of examination, current control, GPA point
- How are students informed about their points?
- How is appealation of assessment results done?

11. Standard № 10 «Students»

11.1 General provisions

This part of the document reflects valid policy of the university directed to formation of students' contingent over a period of study within the EP, also procedures after completion of study. The management of the EP demonstrates definite, reported and successively applied rules, regulating all periods of study, including admission progress, recognition and certification. All rules and procedures should provide gradual, successive academic career of students, their development on educational path. Their content should give a clear insight into necessary actions. The procedures should include introduction of students with the corporative culture of the organization, its history, orders and peculiarities of study in the HEI within the EP.

The HEI should create a mechanism through which academic achievements of students, their development on individual educational path will be monitored.

The integral component of recognition of students' progress provision is the recognition of results of the previous training, including informal. The HEI must guarantee appliance of necessary procedures and objectivity of recognition.

The HEI should provide graduates with appropriate documents confirming the received qualification, including achieved results of study, and also a context of educational process including the description of educational system at the level of the country and peculiarities of training in education organizations, the content and status of the gained education, confirmation of its completion.

During assessment of compliance to criteria of this standard an assessment of an involvement of students in educational process is carried out within which formation of professional competences and personal development take place that consider individual requirements and possibilities of students.

The management of the EP defines the order of recognition of the previous results of training, the competences mastered within the academic mobility, additional, formal and informal training.

The HEI estimates conditions and mechanisms for effective advance of students on their individual educational path. The management of the EP defines the order of formation of students' contingent proceeding from: minimum requirements to entrants;

the maximum size of group when carrying out seminar, practical, laboratory and studio training; forecasting the quantity of state grants; the analysis of the available material, information resources, personnel potential; the analysis of social conditions for students, including granting places in hostel.

Specifics of the educational program also leave a mark on possibilities of formation of an individual path.

The assessment of this standard is carried out on the basis of: the analysis of internal normative documents regulating educational process; the analysis of individual plans of students, personal records, orders; the analysis of transcripts, diplomas and annexes to them confirming achievement results; inspections of the sphere of training, including information about maintenance of educational process; questioning and interviewing of students.

11.2 Evaluation criteria:

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

- How is the contingent of students formed?
- What additional conditions of the ED are demonstrated to the entrants applying for study on the accredited EP?
- How are students informed of requirements of the educational program and specifics of its realization before training?
- How does the management of the EP estimate compliance between process of admission and subsequent progress of students?
- How do students and entrants learn about the order of carrying out procedures of formation of the contingent (Regulations of Admission, the transfer from a course to a course, from other ED, the order of retest of the credits mastered in other HEIs, dismissals, etc.)?
- What warning measures are taken towards students for prevention of possible problems?
- What transferring points from a course on a course are established for students by the accredited EP? Is information on the contingent of programs for increase of their efficiency analyzed? Is the comparative analysis with the contingent of other EPs in the HEI and similar EPs realized in other HEIs carried out?

«10.2.2 Procedures regulating students' lifestyle starting with their admission to graduation ought to be defined, approved and published».

- List internal documents which reflect the process of formation of students' contingent. Specify date of the statement, revision. Describe briefly a scope of specified documents.
- Demonstrate its availability for students and other concerned persons.

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

- Demonstrate the content of an introductory course. Prove that the study of it enables students to harmonically get involved in the educational process.
- Give information about time and place of the course

«10.2.4 University administration ought to demonstrate compliance with the issues of the Lisbon Recognition Convention».

- Demonstrate commitment of the HEI to the rules of the Lisbon recognition convention.

- Provide internal documents on the basis of which recognition of the previous results of training and qualifications is carried out.

«10.2.5 University ought to cooperate with other educational institutions and ENIC/NARIC national centers to ensure recognition of qualifications».

- Demonstrate cooperation with other organizations and national centers for the purpose of ensuring comparable recognition of qualifications.

«10.2.6 EP supervisors ought to demonstrate the availability and use of tools and methods appropriate for data collection, monitoring and decision-making taking into account the information about students' academic achievements».

- How is information about academic achievements of students gathered? What software and information systems are used for this purpose?

- How is the monitoring carried out? What indicators are included in it?

- At what level of management data about academic achievements of students are considered? What decisions are made? Give examples

«10.2.7 EP supervisors ought to demonstrate awareness of students' main roles (professional, social) based taking into account their learning outcomes».

- How are within the EP the main professional and social roles of students defined? List them. Describe features of main roles.

- How is educational process directed on preparation of students to realization of social and professional roles?

- How is students' readiness to professional and social roles defined?

- How do students get acquainted with possibility of creation of professional career, including various positions and professional duties?

«10.2.8 The possibility of students' professional certification is one of the key factors».

- What types of professional certification are possible in professional sphere appropriate to the educational program.

- How can students take professional certification?

- Provide statistical data about students who successfully took professional certification.

- Describe programs according to which students can take professional certification.

«10.2.9 Attracting students to scientific and research work is one of the key factors».

- How are students of the EP involved in consulting, research work? Specify a share of students participating in consulting, research work from total number, who are trained on the program.

- How are students motivated?

- Describe possibilities of participation of students of the EP in consulting, SRW. Make analysis of productivity of students' participation in consulting of SRW.

- Demonstrate results of participation of students of the EP in consulting of SRW.

- Show publication activity of students.

- Do students get experience of research and consulting work studying on their educational path?

«10.2.10 The possibility of participating in internal and external mobility programmes is one of the key factors».

- Demonstrate the opportunities for participation of students in the external and internal mobility.

- How are students informed about the external and internal mobility of the EP programs?

- Is there any coincidence of EP within the organization of internal and external mobility?
- How does the institution and the EP management facilitate mobility of students?
- Analyze the internal and external academic mobility of the accredited EP over the past 3 years in the context of languages and forms of education. Identify its priorities. Describe prospects.
- How is the academic mobility maintained? Including the study prerequisites, re-credits in the mastered disciplines and so on?
- Describe the practice of academic support to students of the EP during academic mobility.
- How are consultations for students organized? Give evidence that problems are defined and addressed at an early stage.

«10.2.11 EP supervisors ought to demonstrate recognition of prior academic outcomes, academic outcomes acquired during mobility programmes and during additional, formal and informal learning modes».

- Has the educational organization the mechanism of prior learning outcomes recognition, learning outcomes developed in the course of academic mobility, additional, formal and informal learning? Is it known to the academic staff and students?
- What requirements are defined for the recognition of prior learning outcomes?
- Give some examples of statistics and the recognition of prior learning outcomes.
- Demonstrate the process of recognition within the academic mobility of students.
- What are the universities signed agreements on academic mobility?
- Which university normative document is regulated this?
- How are students and academic staff informed about the possibilities of academic mobility?
- Who finances academic mobility of students?
- Describe the flow of incoming and outgoing academic mobility. Give the statistical data showing the flow of academic mobility, including in Kazakhstan, with foreign universities, virtual academic mobility.
- Who monitors the academic mobility?
- Who carries out the analysis of its results?
- Describe the mechanism of academic mobility recognition.
- How and by whom the decision to retest the disciplines mastered in another EI is made up?
- What are the basic documents for re-crediting?

«10.2.12 Support of talented students is one of the key factors».

- Is there any design process of individual educational trajectories on the basis of their\its individual qualities?
- Does the institution / EP have any educational objectives regarding the development of students' intellectual skills?
- How are gifted students identified?
- Describe the gifted students. Give examples.
- How does the institution define the level of language skills and the degree of their integration into the program?
- Describe the possible support of gifted students.
- How talented students are informed about support programs.
- How can gifted students form individual educational trajectory in view of their increased abilities?
- Analyze the existing opportunities for gifted students. What trends do you see? What are the prospects?

«10.2.13 University ought to provide graduates with the documents confirming the obtained qualification, including the achieved academic outcomes, as well as the context, contents and status of the acquired education and certificates of its completion».

- What documents confirm the completion of studying the EP?
- Is there the European Diploma Supplement or EUROPASS in addition to the transcript (Diploma) in your high school?

• What types of certificates can students get within the EP course?

«10.2.14 EP supervisors ought to make all possible efforts to ensure employment of graduates, to maintain communication with them and to set up a community of graduates of different EPs».

- How is the employment of graduates carried out?
- Is there any university structural divisions contributing to the students' employment?
- How are the employment processes implemented in the EP terms?
- Is there an exact statistics on the graduates' employment?
- In what way is the analysis of the graduates' employment satisfaction carried out?
- Is the coaching program for students implemented in the EP?
- How can the student get an adequate professional help in making career decisions and looking for a job while studying in high school or after graduation?

«10.2.15 Employment and professional activities monitoring is one of the key factors».

- How is the graduates' employment monitoring realized within the EP?
- Describe the monitoring mechanisms of professional activity of EP?
- Are there support programs for graduates and their subsequent professional development?
- Provide information on the best graduates of EP. How are their professional activities used to improve and enhance the image of EP? How are their views taken into account in improving educational programs?

«10.2.16 EP supervisors ought to encourage students to self-education and self-development being engaged in extracurricular activities».

- Describe the opportunities of extracurricular development in high school. Which circles, sections and clubs are available to students? Which of them involve the trainees of EP?
- What social events are held to involve the students? What is the contribution of these activities in the personal development of students, the region?
- What way are extracurricular activities for students organized?
- Are there effective working student organizations, associations, which make a significant contribution to personal development and the development of society?
- Where and how students can spend time outside the classroom, chat on the territory of the university?
- Is the students' satisfaction monitored by extracurricular pastime opportunity?

«10.2.17 EP supervisors ought to make it possible for students to exchange and express their points of view – e.g. via Internet forums, student associations».

- How is the students' possibility of real and virtual communication realized within the EP?
- How are these fellowship student organizations involved in this communication?
- How are the official resources of the university and social networks used in this communication?

«10.2.18 EP supervisors ought to demonstrate functioning of student feedback system including prompt presentation of students' academic achievements».

- How is the interaction with the students come to life?

- What kinds of feedback are used?
- How can students quickly get the results of the evaluation? Describe the possibility of obtaining information.
- What implements are used to maintain the feedback from alumni?
- Is there an alumni society of OP? In what form? What are its functions?
- Give e-mail addresses at the graduates' forum. What problems do they solve?
- How can the university operate a mechanism for monitoring the activities of the university students' satisfaction / EP as a whole and individual services?
- What tools are used for monitoring?
- How often is it held?
- What decisions were made at the end of it? Give some examples.

12. “Teaching Staff and Teaching Efficiency” Standard No 11

12.1 General terms

The transition to a student aimed training points out the change in the position and function of AS(TS) as a priority. The role of the teaching staff is central to ensuring the quality of educational programs. Management and development of AS, providing their professional competence, compliance with the requirements of EP level is one of the most important tasks of any educational program. AS competence can only be provided by creating objective and transparent processes of staff formation, their development and career growth. Particular attention is traditionally paid to the teachers' professional development, as in high school career opportunities are limited and at the same time teaching environment is a highly professional and highly competitive.

Personnel policy of the university must not only have objective and transparent staff policy, including recruitment, professional growth and development, ensuring the professional competence of the entire academic staff.

The AS management includes:

- a clear and adequate definition of teaching staff responsibilities on the basis of job descriptions and other internal documents;
- hiring and giving responsibilities in accordance with clearly defined qualification requirements of the university;
- the effective functioning of such personnel management mechanisms as motivation, adaptation, continuous training, the procedure of dismissal of employees, providing the AS practical experience their professional activity;
- principles of AS ethical conduct 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 the principles / values that govern human resource management (AS) - with no information about their responsibilities, AS is unlikely to provide a quality education.

Management of AS should be fixed in a clear, logical and effective organizational and functional structure of Personnel Management (AS). One of the main mechanisms for monitoring the activity and development of AS within the EP should be monitoring the success of the implementation of an individual action plan for each AS in the program.

Personnel Management System (PPS) will be evaluated on the basis of the analysis of internal regulatory documents, statistics of EP and the university, as well as through interviews with staff, management and teaching staff. In addition, corporate culture and ethical standards operating under the program / institution will be assessed.

An important factor in ensuring the quality of educational programs in terms of personnel (AS) is to engage in teaching and related activities, such as research activities,

experts and practitioners working in existing facilities outside a pedagogical environment, political, social, Honored and well-known scientists and local and foreign lecturers and experts, including the framework of academic mobility. In addition, the management of the program should support their teachers and young scientists.

12.2 Evaluation criteria:

«11.2.1 EP supervisors ought to demonstrate application of the personnel policy for the teaching staff involved in EP implementation».

- Which documents reflect rate of the HR policy?
- How do the AS of the EP meet HR policy?
- Describe its main provisions.
- Is it available for the university teaching staff? Are the management decisions transparent?
- Demonstrate its use for AS of the EP.

«11.2.2 University ought to elaborate and apply criteria for recruitment, appointment, promotion and dismissal».

- Describe the criteria used in hiring AS?
- How is the appointment of a promotion carried out?
- What is the reason for dismissal? How does it work?
- Provide statistical information on the movement of academic staff involved in the implementation of the EP, their quantitative and qualitative characteristics.

«11.2.3 EP supervisors ought to define and provide the appropriate level of the teaching staff competency».

- How can the university determine the necessary level of AS competence?
- Is there a competence model of AS? Are there any differences between the requirements for AS, holding positions of different skill levels?
- How is the AS level competence stated in high school associated with the professional standard and industry frameworks and the NSC?
- What steps are taken to achieve it?

«11.2.4 EP supervisors ought to demonstrate compliance of personnel potential with the development strategy and the development plan of the EP».

- How is the need for EP in the AS defined?
- How is this need satisfied?
- What is scientific level of the AS teaching in this EP?
- Are the current academic staff able to ensure the strategic development of the program?

«11.2.5 EP supervisors ought to ensure compliance of the teaching staff with the qualification requirements, the level and specificities of the educational program».

- Has there been an analysis if the AS professional skills meet the qualification requirements of the legislation of Kazakhstan? Give the results.
- What the eligible requirements for the AS are acting within the EP?
- What requirements are defined for experience, the area and the quality of teaching staff?
- How are teachers' pedagogical skills evaluated in hiring?
- How do the requirements for the qualification of teaching staff (depending on the level of EP (MBA, DBA)) differ?
- What way is the specific of EP reflected in qualifications for AS of the EP? How under the EP is the fact checked if this or that candidate for the teachers of the program complies with the specifics of the program? Give examples.

«11.2.6 To implement the EP its supervisors ought to invite practitioners, determine both the necessity of inviting them and the share of disciplines delivered by them».

- Who within the EP is an expert: what criteria allow to assign a teacher to practical experts? In which university documents is that understanding stipulated?
- How does the selection of teachers practitioners happen?
- What is the percentage of teachers practitioners in the EP? Why?
- Why are teachers practitioners involved in the teaching practices in the EP?
- What educational results are achieved by attracting teachers practitioners?

«11.2.7 EP supervisors ought to motivate the teaching staff to implement innovative and information technologies in the educational process».

- What innovations and information technologies have been introduced into the educational process within the EP for three years? For what purpose? What was the result?
- How can the EP leadership motivate the AS to introduce innovate information technology in the educational process? What are the results, achievements? How has the quality of teaching and the quality of knowledge, skills and competencies of graduates changed in connection with the introduction of new technologies?
- How often do the AS apply innovation and information technologies in teaching?
- How confident are the leadership of the EP in the AS competence in the field of information technology usage, for example, whether there are qualification tests and how often they are conducted and whether there is demand for application of information technologies in the qualification tests.
- How often is this type of competence tested?
- Give examples and statistics in application of innovative methods and forms of teaching by the AS of the EP.

«11.2.8 University ought to demonstrate transparency and objectivity of personnel procedures».

- How transparent are the personnel procedures?
- As part of EP demonstrate the transparency of personnel procedures, the objectivity of decisions.
- Are personnel procedures accessible for the AS?

«11.2.9 University ought to demonstrate availability of information about the teaching staff, including the teaching staff catalogues and post questionnaires on the website».

- How free and rapidly can interested parties obtain information on the qualifications of AS, teaching in the EP? Where is this information located?
- Where can I find information on the teachers practitioners?
- What proportion of the information is available off the line (online, on the stands, in the library), and which is available only on request?
- Does the institution / program have the AS catalogue?
- Do the interested parties have access to information about what disciplines are being read and were read by the AS?

«11.2.10 University administration ought to demonstrate the approachability principle».

- In what ways does communication take place between stakeholders and the management of the program - blogs, online profiles, correspondence (including electronic), office hours, etc.)? Is the analysis of how effective these methods of communication and / or how satisfied the persons concerned by these types of communication and, in general, the availability of feedback management (give results of the analysis) held?

- Do the EP management have office hours? How often and what duration? Explain why you think that this frequency and duration of office hours is sufficient (for example, provide an analysis of the effectiveness of the stakeholders' requests, submitted to the management within the hours)?

- How transparent are personnel procedures?– For example, how can stakeholders learn the duties of all the EP employees; or, how can the AS of EP learn about changes in the personnel of the program?

«11.2.11 EP supervisors ought to monitor activity of the teaching staff, carry out a regular assessment both of the teaching staff competence and the quality of teaching, including assessment of satisfaction level of teachers and students».

- How does the EP management receive information about the activities of the AS of the EP, the quality of teaching, teaching methods used and the technologies?

- How can the EP management guarantee that this information is complete?

- Is there a process for the periodical evaluation of the AS work?

- How is a comprehensive assessment of teaching quality held? What standards are used, ie, what is quality teaching, and what is poor-quality teaching and why?

- How is the systematic assessment of a teacher's competence held? What criteria are used? What are the requirements to a teacher – practitioner invited from the real economy?

«11.2.12 EP supervisors ought to ensure the completeness and adequacy of individual work planning for the teaching staff, evaluation of their achievements and efficiency of individual plans. EP supervisors ought to demonstrate the evidence that teachers carry out the planned load to the full extent. The workload of a teacher ought to include educational, methodical, scientific work (including preparation of projects and applications), organizational (including participation in different events), participation in internship programmes (including personal development and study of literature), activities in professional sphere (e.g. membership in professional associations and consulting)».

- What kinds of activities does a teacher's assignment include?

- Provide evidence that the activities included in an individual teacher's assignment were actually implemented.

- If the assignment does not include training, teaching and research activities or their professional competence improving, as well as activities in a professional environment, explain why?

- What do you think should be included in a teacher's assignment under your program?

- Are there individual teachers' plans?

- On the basis of what principles, rules and objectives are of teachers are individual teachers' plans made up, ie, following what logic is this happening and why so?

- How often do the program management or the university monitor the implementation of teachers' individual plans?

- What are the criteria for successful implementation of teachers' individual plans? Why these? Does the analysis of effectiveness of individual plans implementation take place?

«11.2.13 EP supervisors ought to demonstrate support of scientific and research work of the teaching staff, ought to ensure connection between scientific research and study».

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

- Describe the range of research conducted by the AS of the EP. Give a brief description of the projects. Specify at whose expense they are implemented, the registration number of the Scientific Center of scientific and technical information for the Kazakhstan projects.

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

- How is the relationship between research and teaching provided.
- Bring a list of projects integrated into the learning process. In what form is this relationship carried out?
 - Bring a list of projects integrated into the learning process. In what form is this relationship carried out?

«11.2.14 EP supervisors ought to demonstrate that teachers are involved in practical activities in the sphere of their specialization».

- In what practical activities on a regular basis involved the teachers' staff area of specialization and for what purpose?
- How does it satisfy the needs and goals of EP?
- How many are there working professional specialists from the economic area that are compatible with the teaching of the discipline they teach in EP? Why does so quantity enough?
- How does provide searching and selection of specialists for teaching in EP?

«11.2.15 EP supervisors ought to demonstrate compliance of teachers' qualification and the level of their professional and personal development with the goals of the EP».

- In which direction do teachers' staff train? Why?
- What purposes and needs does satisfy the training teachers' staff of the EP?
- Is there a process of systematic evaluation of professional and personal development of the teachers' staff?

«11.2.16 Teachers' academic mobility is one of the key factors».

- Describe the dynamics of academic mobility of teaching staff over the past 5 years.
- What EP / universities / research organizations do exchange teachers' staff and researchers?
- What criteria does apply to the partner organization?
- What kind of criteria are presented to the faculty of other universities to the EP leaving the program of academic mobility? What are the result of academic mobility?

«11.2.17 Within the programme of academic mobility EP supervisors ought to invite the best foreign and domestic teachers and conduct joint surveys».

- How many teachers of foreign teachers and many teachers from other universities of Kazakhstan were involved in teaching within the EP for the last year, during the last two years? Why were they?
- How many investigations were conducted with representatives of universities, research and consulting organizations in Kazakhstan and abroad in the last year, two, three?

«11.2.18 EP supervisors ought to provide opportunities for young teachers to develop».

- How does leadership EP or university support young teachers - which means they are allocated and for what purpose, what perspective is offered to young teachers, how does provide the selection of young teachers?

«11.2.19 EP supervisors ought to demonstrate the use of different mechanisms for stimulation of professional and personal development of the teaching staff and employees».

- How does the management of EP stimulate the professional and personal development of teachers' staff EP - for example, whether does the management of EP stimulate the self-development, the acquisition of knowledge on the subject taught and how?

«11.2.20 EP supervisors ought to conduct monitoring of the teaching staff satisfaction level».

- How, by whom, when and how often monitored satisfaction of teachers' staff working conditions, the quality of training students, educational infrastructure - all that affects to the quality of education?

- • Who and how to analyze these results - for example, on the basis of what criteria the analysis which hypotheses are tested in the analysis? What happens with the results of the research teachers' staff satisfaction? How do the results are used for systematic improvement of EP - whether the internal situation of the program or university for this procedure?

«11.2.21 Invitation of famous scientists, social and political figures, honored workers is one of the key factors in EP realization.

- How many famous scientists, public, political, honored workers were involved in the EP as teachers, researchers, employees? For what purpose?

- What is the effect of their involvement?

«11.2.22 Participation of the teaching staff in social life is one of the key factors (the role of the teaching staff in the system of education, in the development of science and region, participation in exhibitions, competitions, charity programmes, etc.)».

- How teachers' staff EP involved in public life?

- How does the management of EP develop this activity?

13 “Educational resources and system of students support” standard No 12

12.1 General terms

Student-centered education placed in the center of the educational process presupposes the existence of a sufficient number of accessible, diverse and relevant learning objectives of training resources and support services for students.

The foundation of the educational process is the existence and effective functioning of the individual aid and counseling students on the educational process. The rapid changes in information and production technologies require updated technology, software, equipment for educational institutions.

Continuous improvement of material and technical and information resources become a factor in the quality assurance EP. The university must demonstrate the effectiveness of the regular review 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 university 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 research results in the educational process is impossible without the creation of conditions for scientific research, the integration of science in the educational process, publication of results of research staff and students.

The university must ensure the creation of favorable conditions for training and work in its territory. To implement the EP must be created favorable conditions, including education, extra-curricular classes, research and development, consulting and teaching activities in the territory of the EP. Appropriate infrastructure used to

implement the EP, must be carried out based on the results of the monitoring infrastructure satisfaction of students, teachers, employees and other stakeholders.

Assessment of the quality of material and technical and information resources used for the implementation of the EP, based on: analysis of the conformity of the adequacy of library resources (book collection), the availability of high-speed communications, unified automated information systems, information and public relations, laboratory and teaching equipment, software; Survey logistical and informational resources of educational organization, interviewing and questioning of students, academics and stakeholders.

13.2 Evaluation criteria:

«12.2.1 University ought to demonstrate sufficient number of material, financial and human resources».

- How is the need of university EP identified in different types of resources?
- What kind of measures does ensure the university receives enough?
- How in determining resource requirements take into account the requirements of legal acts in the field of education?
- Demonstrate proof of the sufficiency of resources.
- Analyze 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 of professional practice and employment, teaching aids and materials, and so on. d.
- Demonstrate the regularity of such an analysis.
- Specify the minutes of meetings of the collegiate bodies on which these issues were addressed.
- Describe mechanisms to monitor the adequacy of the resources used and the present. Specify who carry them out, and where the results are heard and decisions are made.
- Plan the development of material resources for the accredited EP?
- How will the development of information resources?
- What actions are being taken to implement the planned activities?
- Is there access to computers outside school hours?

«12.2.2 University ought to give an important role to students support services, ought to define their functions and procedures».

- How does provide consultancy students on the educational process? Who spends it?
- Are there opportunities for teachers' individual work with the students and the audience?
- To whom the student may appeal any time to answer questions?
- After how much time, does he receive a reply to request?
- Describe the mechanism of assistance to students in case of problems related to the educational process? For example, missing classes due to illness, low score GPA.
- How is the action to prevent problems?
- Classify the causes of requests for appeal.

«12.2.3 University ought to identify the support needs of different groups and categories of students».

- How does support autonomy and independence of the students?
- How does the amount of autonomy is transformed when advancing on the individual educational trajectory?
- How does support teachers' staff transform depending on the level of training?

- Describe the format of teachers' staff support for different groups and categories of students. Prove its sufficiency.

«12.2.4 Students ought to be aware of different procedures of students support services and have a free access to them».

- How will students receive information about the possibilities of formation of individual educational trajectory?

- What is the meaning of institution invests in the concept of "academic career", "promote efficiency"?

- How is formed contingent of students? We did it to them? How can they get this information?

- What additional conditions institution imposes on applicants?

- How can the university is provided to inform students about the program to training requirements?

- How can the university evaluate the correspondence between the admission process and the subsequent progress of students?

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

- In which university documents reflect the issues related to the promotion of students in the educational path?

- Where and who students can get advice on the promotion of the educational path?

- How does the institution of advisors? Who are they? What is their contribution to the promotion of students in the educational path?

- How will students and students become aware of the exercise procedures for the formation of a contingent (rules for admission, transfer from course to course, with other universities, order credit transfer mastered in other universities, contributions, etc.)?

- What transferable points from course to course set in high school?

- analyze whether the information on the contingent of programs to improve their effectiveness?

- How is assistance to students who have problems?

- What preventive actions taken with students. In order to avoid possible problems?

- Are there any known treatments to support students? Are they available on the web-site?

- Has contact persons for support? Is there free access to them? What support services around the clock in touch?

- How can the university provided they are available resources?

- Is access to the library after school?

- Functions you remote access to electronic library resources?

- Enter the address of the electronic information on the formation of a contingent of high school on the site.

«12.2.5 University ought to provide efficient functioning of information and feedback system oriented to students, employees and other interested parties».

- Describe the tools for providing feedback to the university. Which ones are most effective?

- Is the site for feedback from all stakeholders - polls, blogs, Complaints Book, etc.? How are the results of feedback for decision-making?

- Demonstrate what decisions were made and what changes have occurred in the organization of education based on the analysis of the feedback?

- How is the feedback from the employers and the business community? Give examples.

«12.2.6 University ought to conduct a regular analysis of resources and students support systems, including the level of staff competency».

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

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

12.2.7 University ought to have such an educational environment which will reflect specificities of the EPs and which includes:

12.2.7.1 technological support of students and the teaching staff in accordance with EPs (e.g. on-line education, design in education) and smart requirements (database, data analysis programmes);

12.2.7.2 personified interactive resources (with access and in extracurricular time), including educational materials and assignments and possibility to have probe assessment of knowledge through a remote access to the University site;

12.2.7.3 interactive academic consultations carried out to help students plan and master EPs, making use of personified interactive resources;

12.2.7.4 professional orientation, assistance in the selection and achievement of career paths;

12.2.7.5 the sufficient number of classrooms, equipped with modern technical means of teaching, educational and science laboratories, educational and training grounds, industrial parks which go in correspondence with EPs, sanitary-epidemiological norms and requirements;

12.2.7.6 the sufficient number of computer classes, reading halls, multimedia, language and scientific-methodical classrooms;

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

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

12.2.7.9 scientific database, electronic scientific journals and their availability;

12.2.7.10 electronic versions of journals;

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

12.2.7.12 open access to educational internet resources, free WI-FI;

- How to set up the university learning environment for the accredited OP meet the criteria?

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

- How is monitoring compliance with the accredited learning environment OP?

- How are identified and defined the requirements for a learning environment for the accredited OP?

- How is it an improvement?

- How is the academic support of students of the accredited OP?

- How is the content and frequency of studying reference and teaching materials necessary for the development of the educational program?

- How is the ICT support of educational programs?

- Describe the general trends.
- Provide specific experience in the use of ICTs in support of educational programs?
 - What are the specific knowledge, skills, competencies and personality traits developed through the use of ICT?
 - Who is responsible for the completeness and adequacy of the submitted materials in such publications?
 - Are these materials publicly available? Enter e-mail address.
 - What information systems are used in the program and what problems they solve, what processes serve?
 - Does the site have a program – institution, individual units - based on what principles it is built, for example, customer focus and dedication to the creation of the official "face" OP / university, etc.?
 - How to use the site to inform students, workers and all stakeholders - what information is published as frequently updated, why this information is published, you can access to the most up to date information via the website OP / university? What information is not published on the website and why?
 - How is the structuring of information to read in high school disciplines?
 - How do students have access to information on the subjects under study?
 - How is the accessibility of the information for the students?

«12.2.8 University ought to support external and internal academic mobility programmes».

- How can the university supports the academic mobility of students and faculty?
- How it informs about the possibility of participation in the programs of academic mobility?
- Do you support academic mobility on the part of the financial institution? Demonstrate that.
 - How to recognize its results? Held briefing before the trip? During his stay in another university if fixed charge / supervisors for learners and teachers?
 - How is the support of academic mobility?
 - Describe the procedure for recognition of the results.

«12.2.9 Copyright compliance policy when publishing educational and methodical material in open access is one of the important factors».

- How to observe the copyrights of the university employees and others?
- Were there violations of them? What measures have been applied to violators?
- What permits are authors supporting the possibility of publication?

«12.2.10 The use of educational resources in open access, including mass online classes, is one of the important factors».

- Does the university accept decision to use open educational resources in the educational process?
 - Bring a list of them and briefly justify the choice.
 - Provide statistics on the use of open educational resources in the context of disciplines.

«12.2.11 Educational equipment and software means which are used for the programme development ought to be similarly used in relevant spheres and meet the safety requirements».

- Who in the university conducts market research aimed at identifying in the sectors of hardware and software?
 - Who analyzes the adequacy of the university teaching equipment and software?

- Who determines the safety requirements for the operation of the equipment in high school?

- Which documents are governed by the security requirements?

- Provide lists used in university equipment and software in the context of specialties.

«12.2.12 University ought to create conditions for the development of research groups, science laboratories, scientific workshops, attracting students to scientific and research work, ensuring the participation of students and the teaching staff in scientific conferences and competitions».

- Describe available in university research and teaching laboratories.

- What sections provide program development laboratories?

- Bring in the application of one of the development programs for every type of laboratory.

- How is monitoring the activities of the laboratories?

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

- How to create conditions for the realization of R & D in high school?

- How to create conditions for attracting students to research?

- What research teams, research schools are in high school?

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

- How do they do conditions for employment of the leading scientists and practical workers?

- What forms are used for financing of research work?

- Analyse various sources of financing of research work and show their ratio in shares?

- What prospects does university have for diversification of sources in financing of research work?

- How do they do conditions for the development of scientific potential of young scientists and trained?

- How does the university promote research work of young scientists and trained?

- What means and resources are allocated for these purposes?

«12.2.13 University ought to demonstrate compliance of the infrastructure with the specificities of the EP, including classrooms, offices, laboratories, communication and computer equipment and other facilities».

- Do the available resources conform to the requirements established for primary activity?

- What requirements are applied to the conditions of realization of GR?

- What is the condition of the class-rooms and the equipments in them?

«12.2.14 University ought to define the degree of information technology implementation and monitor the use and elaboration of innovative learning technologies by the teaching staff».

- How do they determine the needs in introduction of informational technologies in educational process?

- Describe usage of informational technologies in educational process. Analyse efficiency of their use.

- How is the monitoring ICT and software in educational process used?

- How is copyright during the developing and distribution of educational and methodical providing the accredited GR observed?

14 “Information management and accounting” Standard No 13

14.1 General terms

13.1.1 The university has to show decision-making on the basis of the facts.

13.1.2 The university has to show existence and proofs of an intensive use in the management processes of GR of system in collecting and the analysis of statistics on the contingent which are trained and graduates, the available resources, to personnel structure, consulting, research and international activity and other directions.

13.1.3 The university has to guarantee that management of educational programs, also as well as is carried out by other activities on the basis of collecting, the analysis and use of the relevant information.

13.1.4 The university has to use various methods for collecting and the analysis of information.

13.1.5 The assessment of quality management of information is carried out on a basis:

13.1.5.1 The analyses of methods and forms of collecting and analysis of information;

13.1.5.2 The analyses of decisions of collegial bodies and the management accepted on the basis of the facts;

13.1.5.3 The inspections of the information systems and software used in the organization of education for the purpose of management of information;

13.1.5.4 The inspections of information resources of the organization of education,

13.1.5.5 The interviewing and questioning which are trained, teachers and interested parties.

14.2 Evaluation criteria:

«13.2.1 University ought to introduce processes of information management, including information collection and analysis».

- What processes of management of information are introduced in higher education institution? Whether are they documented? Who is responsible for their functioning and reliability of information?

- Describe the main information streams.

- How is access differentiated to information?

- How is the analysis of information carried out? Who is it represented? What decisions are made on its basis? Give a sample.

«13.2.2 University ought to define the amount of the collected information, resources, frequency, time interval and responsible employees for reliability and timeliness of data collection».

- How and in what document the volume of the collected information, sources, frequency, a time interval and responsible persons for reliability and timeliness is determined?

- How is ensuring reliability of information reached? Is the timeliness of its representation observed?

«13.2.3 University ought to use modern information systems, information and communication technologies and software with the aim of adequate information management».

- What information systems, information and communication technologies and software are used in process of management information? Describe them, submit the short characteristic. Specify, if perhaps in and out data.

- How is there a change of the specified tools at change of requirements to character and structure of information?

«13.2.4 University ought to provide measurability, reliability, adequateness, timeliness and completeness of the collected data».

- How is performance of the specified principles observed? Confirm the information.

«13.2.5 University ought to use different forms of data handling, evaluation and analysis».

- Show application of various forms of processing, an assessment and the analysis of information.

- What means are for this purpose used?
- How do they make decision on their usage?

"13.2.6 The higher education institution has to provide information security and its safety".

- How does the higher education institution provide information security?
- What information is in need protection?
- Describe the applied IS and databases.
- Whether backup is carried out?

«13.2.7 EP supervisors ought to demonstrate decision taking policy based on facts».

- Confirm practice of decision-making on the basis of the analysis of the facts.

«13.2.8 The collected data ought to be used for improvement of the internal system of quality».

- Show how are the received data used for improvements? How does it occur? Give examples.

«13.2.9 EP supervisors ought to make it possible to verify data and make use of information taken from alternative resources».

- How is the assessment of reliability of data carried out?
- How is data used from alternative sources? Provide their list, with the indication of types of information.

«13.2.10 EP supervisors ought to evaluate efficiency of the EP as well as define the possibilities for its improvement on the basis of data analysis».

- How is there an assessment of productivity and efficiency? Is the criteria defined distinguishing two of these concepts?

- What collegial bodies take part in this process? Are external experts attracted to it?

«13.2.11 University defines the amount, type and structure of the collected data in accordance with the mission and strategy».

- How are properties and characteristics of the collected information defined?
- How is the collected information corresponded to the mission and strategy?
- How are requirements established and documented to information?

13.2.12 Information collected and analyzed by different educational institutions ought to include:

13.2.12.1 key indices of efficiency;

13.2.12.2 dynamics of students contingent in terms of forms and types;

13.2.12.3 the level of students' performance, achievements and the number of drop-outs;

13.2.12.4 the level of students' satisfaction with the EP;

13.2.12.5 availability of educational resources and support systems;

13.2.12.6 employment and career development of EP alumni.

- Show compliance of information to the specified criteria.

- Provide the specified information in the section GR.

«13.2.13 EP supervisors ought to analyze data to identify and predict possible risks».

- What methods of the analysis are used for this purpose ?
- Give examples of the similar analysis.

«13.2.14 Students, employees and teachers ought to give documentary evidence of their consent to personal data processing».

• Describe an order of registration of consent to processing of personal information. Give a sample.

«13.2.15 Attracting students, employees and teachers to the processes of data collection and analysis is one of the key factors».

- How trained, workers and teachers in processes of collecting and the analysis of information, and also decision-making on their basis?
- Specify their role and functions in this process.
- Give the participation facts.

15 “Public relations” Standard № 14

15.1 General terms

Activity of the organizations of education promotes transfer and dissemination of culture, realization of socially significant functions on transfer of knowledge, abilities, social experience and to formation of competences. The higher education institution has to show informing the public on its activity, conditions and features of realization of the accredited GR, their educational purposes. Besides the higher education institution has to carry out explanatory work about an education role, current trends in the educational sphere.

The higher education institution carries out the activity on the basis of the principles of transparency, openness, an involvement and knowledge of all interested people in its activity, initiative, continuous development and adaptation to the changing conditions.

The higher education institution has to carry out the activity on the basis of the principles of transparency, openness, involvement and awareness of the students, teachers, employers and other interested people in realization of GR, initiative of continuous development and adaptation to the changing conditions. Activity of higher education institution has to be transparent for society. One of the main opportunities of informing is the usage of informational technologies, including the Internet, and mass media. To the traditional forms of studying for higher education institution is the holding of conferences and forums, issue of scientific magazines and reviews, etc.

The higher education institution has to show informing the public on activity of the organization of education, conditions and features of realization of GR.

The assessment of this standard is carried out on a basis: the analysis of the internal documents regulating public relations; the analysis of publications about activity of the organization of education and realization of GR; inspections of information resources of the organization of education, the interviewing and questioning which are trained, teachers and interested parties.

15.2 Evaluation criteria:

«14.2.1 University ought to publish information about its activities and EP realization. The information ought to be clear, precise, objective, relevant and available».

- Whether the publication order about activity of higher education institution is defined? Provide the list of the places defined for the publication.
- Give the structure of information intended for the publication. As far as information published on the website meets requirements imposed to it.
- Whether the assessment of satisfaction with information on activity of higher education institution and about specifics and the course of realization of GR was carried out?

- Provide the list of publications.

«14.2.2 University ought to provide reliable information about EP management on external information resources (the portal and/or website) containing description of process planning and evaluation of its efficiency for students, personnel and the public».

- Who makes the decision on the publication of external information resources? Who is responsible for reliability and adequacy?
- How often is information updated? Do they publish reporting materials about activity of higher education institution and about realization of GR?

- Give references to publications on the site.

«14.2.3 University ought to provide information about specificities of the EP, students' achievements, qualifications, educational process, teaching, evaluation, GPA, academic and employment opportunities».

- How do they define forms and methods of providing the specified information.
- Provide the systematized list of publications of information on specifics of GR, including about its purposes, results of training, the appropriated qualifications, educational process, teaching, estimation, translated points, educational opportunities and opportunities of employment.

- Give references to the description of programs on the site.

- Whether similar printing activity is planned?

- Who carries out its analysis and monitoring?

«14.2.4 EP supervisors ought to employ different means of information dissemination, including information networks for informing the public and other interested parties».

- How are the general publics and interested persons informed?
- Whether similar printing activity is planned?
- How do the target audience influences to a choice of places and forms of the publication?

- How are networks used for publications information? Give references to publications.

«14.2.5 Informing the public ought to include support and explanation of national programmes for the country's development and the systems of higher and postgraduate education».

- Provide the list of the publications of higher education institution promoting an explanation of educational policy and current trends.
- Whether similar printing activity is planned?

14.2.6 EP supervisors ought to post information on the website. This information ought to reflect specificities of the EP, efficiency of its usage for EP improvement which has the following characteristics:

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

14.2.6.2 reliable and objective information about the teaching staff including teachers' personal pages;

14.2.6.3 transparency of information concerning complaints, including posting a virtual book of complaints for customers;

14.2.6.4 posting information about collaboration with scientific/ consulting organizations as well as with educational institutions implementing similar EPs, including collaboration with foreign organizations.

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

- What sources are used for informing interested persons? State in a section of the provided points separate above.

- Analyse how can interested persons receive information on the following items?

- Specify how satisfaction of interested persons as the received information and in its completeness is investigated?

- On each point specify pages of a site/portal on which required information is placed.

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

- Provide the list of procedures of an external assessment, national and international in which the higher education institution took part, with the indication of results.

- Whether these procedures were obligatory/allowing or voluntary?

- In case of the publication of results in open sources give references.

16 Standards for specialties

Specifics of GR certainly leave the mark on the content of criteria of specialized accreditation. The standards intended for separate groups of specialties represent the fundamental principles of the organization of programs and underline importance of adequate distribution of an academic load between the theory and practice within the program. Each program has to meet the conforming special requirements. The special requirements provided in standards reflect the features necessary for interpretation of the main criteria in relation to the accredited GR.

By preparation of reports on separate GR or clusters it is necessary to describe compliance to the criteria taking into consideration specific features of GR given in the text relating to the conforming standard.

Conclusion of the commission on a self-assessment

№ п\п	№ п\п	Criteria of an assessment	Position of the organization of education			
			Strong	satisfactory	implying improvement	unsatisfactory
Standard "Management of an educational program"						
1		The higher education institution has to have the published policy of a quality assurance.				
2		The policy of a quality assurance has to reflect communication between scientific researches, teaching and training.				

3		The higher education institution has to show cultural development of a quality assurance.				
4		The policy of a quality assurance has to belong to any activity which is carried out by contractors and partners (outsourcing) also.				
5		The higher education institution shows development of the development plan of GR on the basis of the analysis of its functioning, real positioning of higher education institution and an orientation of its activity on satisfaction of needs of the state, employers, interested persons and trained.				
6		The higher education institution defines mechanisms of formation and regular revision of the development plan of GR and monitoring of its realization.				
7		Monitoring of realization of GR and their periodic assessment have to guarantee achievements of the objectives of training, the compliances to requirements which are trained, employers and societies. On the basis of results of monitoring and an assessment the decisions directed on continuous improvement of GR have to be made.				
8		The higher education institution shows transparency of processes of formation of the development plan of GR. The higher education institution provides knowledge of interested persons of contents of the development plan of GR and processes of its formation.				
9		The higher education institution has to involve representatives of groups of interested persons, including employers who are trained and teachers in formation of the development plan of GR.				
10		The development plan of GR passes public discussion with representatives of all interested parties, on the basis of offers and which amendments the authorized collegial body of the organization of education has the right to make changes to the project / the existing plan and to approve it.				
11		The higher education institution has to show identity and uniqueness of the development plan of GR, its coherence with national priorities of development and strategy of development the organization of education.				
12		The higher education institution has to provide compliance of the development plan of GR and the available resources (including financial, information, to personnel structure, material base).				

13	In the organization of education all main business processes regulating realization of GR have to be documented.				
14	The higher education institution has to show accurate definition responsible for business processes, unambiguous distribution of functions of the personnel, differentiation of functions of the collegial bodies which are taking part in realization of GR.				

15	The HEI systematically collects, accumulates and analyzes information on realization of the EP and carries out self-inspection in all directions, on the basis of development and deployment of processes of measurement, the analysis for an assessment of success of realization of strategy of development of the EP through such indicators as "productivity" and "efficiency".				
16	The EP management should give the evidence of transparency of a control system of the educational program.				
17	The HEI demonstrates compliance of priorities of consulting, research work, realized by the faculty, the EP, with actual problems of economy, priorities of development of the state, national policy in education, science and innovative development.				
18	The EP management should demonstrate successful functioning of internal system of ensuring quality of the EP including its design, management and monitoring, their improvement, decision-making on the basis of facts.				
	The EP management should include:				
19	Management of activity through processes;				
20	Mechanisms of planning, development and constant improvement ;				
21	assessment of risks and definition of ways of decrease of these risks;				

22		monitoring, including creation of the processes of reporting allowing to define dynamics in activity and realization of plans;				
23		the analysis of the revealed discrepancies, realization of the developed correcting and warning actions;				
24		analysis of efficiency of changes;				
25		assessment of productivity and efficiency of departments' activity and their interaction				
26		interaction with employers.				
27		An important factor is providing a representativeness of representatives of groups of interested persons during making decisions concerning the management of the educational program.				
28		An important factor is participation of representatives of interested persons (employers, faculty, students) as a part of collegial bodies of the management of the educational program.				
29		An important factor is cooperation and exchange of experience with other educational organizations, realizing similar educational programs.				
30		The HEI demonstrates extent of realization of the principles of stability, efficiency, productivity, priority, transparency, responsibility, delegation of powers, differentiation and independence of system of financing during realization of the educational program.				
31		The EP management should provide measurement of satisfaction degree of faculty, personnel and students and demonstrate proofs of elimination of disadvantages found within the measurement process.				

32		The EP management should demonstrate proofs of openness and availability for students, faculty, employers (official reception hours on private matters, e-mail communication, etc.).				
33		The HEI should demonstrate the existence of a communication channel on which any interested person can do innovative suggestions for improvement of activity of the EP to the management. The HEI should demonstrate examples of analysis of these offers and their realization.				
Conclusions on the standard						
Standard «Development and confirmation of the educational program»						
34		The HEI should define and document procedures of assessment of the quality of the EP.				
35		The HEI should determine period, forms and methods of assessing the quality of the EP.				
36		The HEI should demonstrate the order of confirmation, periodical recension and monitoring of educational programs and documents regulating this process.				
37		The HEI should define its own requirements to the EP according to their peculiarities, forms of teaching and levels, also to applied technologies.				
38		The qualification received at the end of the educational program should be accurately defined, explained and correspond to a certain level of NSQ				
39		The HEI should demonstrate the existence of developed models by graduate of the educational program including knowledge, abilities, skills, competences,				

		personal qualities.				
40		The HEI should demonstrate participation of academic staff and employers in development and management of educational programs, ensuring their quality.				
41		The HEI should prove that the employers who take part in designing and realization of the EP are typical representatives of employers (representativeness) and express interests and views, characteristic for most of employers.				
42		The EP management should demonstrate participation of students in the development of the EP.				
43		The EP management should provide students' representation in collegiate bodies of the EP management.				
44		The EP management should demonstrate the results of external inspection of the EP.				
45		The EP should be confirmed by official persons or collegial bodies which are not involved in the development of the program.				
46		The EP management should clearly define the EP's goals.				
47		The EP management should demonstrate logics and reasons for working-out study plans and programs, namely reasons of inclusion a certain discipline into the list of study plan, reasons of awarding a status (post or pre - requisites), correspondence of the title and content of disciplines to actual directions of economic development of the country.				
48		The HEI should define the content, scope, logics of formation of individual educational path of students.				

49	The EP management should demonstrate continuity of the EP's content at different levels, including logics of academic relation between disciplines, sequence and succession.				
50	The EP management should provide yearly reconsideration of the content of study plans and programs taking into account changes in the market, regards of employers, students and teachers.				
51	The EP management should demonstrate constant development of students, individual growth and development during the process of program study.				
52	The EP management should demonstrate the influence of disciplines on formation of students' professional competence, skills and knowledge.				
53	The labour intensity of the EP should be clearly defined in Kazakhstani credits and ECTS.				
54	Disciplines should contain results of actual research works and other actual information in that sphere. Disciplines should cover all actual questions of their own spheres in detail.				
55	The EP management should demonstrate existence of an effective balance between theoretical and practically-oriented disciplines taking into account orientation to solving actual problems of economics.				
56	The EP's structure should cover different types of actions that contribute to formation of professional competences of students taking into account their individual differences.				
57	The EP management should demonstrate existence of professional context in				

		disciplines.				
58		The EP management should demonstrate provision of places of professional practice, where it is necessary.				
59		The EP management should provide correspondence of the content of disciplines and planned results to a study level.				
60		The list and content of disciplines should be available for students.				
61		An important factor is harmonization of the content of educational programs with similar programs of leading foreign and Kazakhstani educational organizations.				
62		An important factor is existence of common educational programs with foreign educational organizations.				
63		An important factor is engagement of Kazakhstani research organizations into educational process.				
Conclusions on the standard						
Standard «Student-centred study, teaching and assessment of achievements»						
64		The EP management should provide equal opportunities for students, including irrespectively of their study language on formation of individual educational program directed to formation of professional competences.				
65		The EP management should demonstrate usage of advantages, individual differences, demands and cultural experience of students during the realization the EP.				
66		The EP management should provide systematic development, implementation and effectiveness of active methods of training and innovative methods of teaching.				

67		The EP management should prove conduction of research and existence of own works in the sphere of methods of teaching the disciplines of the EP.				
68		The EP management should demonstrate existence of a feedback system on applying different methods of teaching and studying and its results.				
69		During realization of the EP the monitoring of students' individual work should be carried out and mechanisms of adequate assessment of results should be created.				
70		The EP management should carry out a monitoring of satisfaction of students, organization directors – practice places and employers.				
71		The EP management should demonstrate decision-making on the basis of results of feedback with students and assessments of their satisfaction.				
72		The EP management should prove existence of monitoring system on educational path and achievements of students.				
73		The EP management should provide existence and effective functioning of objective, accurate and detailed assessment of knowledge, skills and qualities gained by students during the study of a discipline, also a collegial mechanism of appellation and professional appellate assessment.				
74		The EP management should provide objectivity of assessment of knowledge and professional competences of students, transparency and adequacy of criteria, instruments and mechanisms of their assessment.				

75		The EP management should provide correspondence procedures of assessment of students' knowledge level to planned results of study and program goals. Criteria and methods of assessment should be reported beforehand.				
Conclusions on the standard						
Standard «Students»						
76		The EP management should demonstrate policy of formation of the contingent of the EP's students beginning from entrance till graduation and provide transparency of procedures.				
77		Procedures regulating life style of students beginning from entrance till graduation should be defined, confirmed and reported.				
78		Admission and nomination to the EP should be guided by an introductory course, which covers information about the education organization and specifics of the EP				
79		The HEI should demonstrate correspondence of its actions to Lisbon recognition convention.				
80		The HEI should cooperate with other educational organizations and national centres for the purpose of provision of comparable recognition of qualifications.				
81		The EP management should demonstrate existence and appliance of instruments for gathering, monitoring and decision-making within successive actions on the basis of information about academic achievements of students.				
82		The EP management should demonstrate comprehension of the main roles (professional, social) of students proceeding from results of study.				

83		An important factor is a possibility of professional certification of students.				
84		An important factor is an engagement of students in research work and consulting.				
85		An important factor is a possibility of internal and external mobility for students.				
86		The EP management should demonstrate recognition of previous study results, results of study gained during academic mobility, additional, formal and informal study.				
87		An important factor is existence of a mechanism of support of endowed students.				
88		The HEI should provide graduates with documents confirming gained qualification, including achieved results of study, also context, content and status of gained education and a certificate of its completion.				
89		The EP management should put maximum effort into provision of students with employment, maintaining contact with graduates and creating a club of graduates on separate programs of the EP.				
90		An important factor is a monitoring of employment and professional occupation of graduates.				
91		The EP management should stimulate students to self-education and development out of the program.				
92		The EP management should provide students with an opportunity of exchanging and expressing opinions – for example, through an internet forum, student organizations.				
93		The EP management should demonstrate functioning of the feedback system, which includes operative display of information				

		about results of assessment.				
Conclusions on the standard						
Standard «Faculty staff and effectiveness of teaching»						
94		The EP management should demonstrate appliance of staff policy of the HEI for faculty staff, involved in the realization of EP.				
95		The HEI should work-out and apply criteria of employment, assignment to a position, career growth, dismissal.				
96		The EP management should define and provide an appropriate level of competence of academic staff.				
97		The EP management should demonstrate correspondence of staff potential to the faculty staff, development strategy of the EP and development plans of the EP.				
98		The EP management should provide correspondence of faculty staff to qualification requirements, the level and specific of the EP.				
99		The EP management should engage practitioners for realization of educational programs and define reasonability of their engagement and a proportion of disciplines for study.				
100		The EP management should always motivate academic staff to apply innovations and IT in educational process.				
101		The HEI should demonstrate transparency and objectivity of staff procedures.				
102		The HEI should demonstrate public availability of data about academic staff including catalogues of the academic staff, publication of questionnaires in the site of the educational organization.				

10 3		The EP management should demonstrate compliance with principles of availability of directors.				
10 4		The EP management should provide monitoring of activity of academic staff, systematic assessment of competence of teachers complex assessment of quality of teaching, including an assessment of satisfaction of colleagues and students.				
10 5		The EP management should provide completeness and adequacy of individual scheduling of academic staff on all kinds of activity, monitoring of productivity and efficiency of individual plans. The EP management should demonstrate proofs of performance by teachers of all types of the planned working load. Working load of a teacher should include educational, educational-methodical, scientific work (including preparation of projects and requests), organizational and methodical (including participation and organization of various actions), development of professional competence (professional development, including personal development and studying of literature in the specialty), activity in the professional environment (for example, participation in professional associations and consulting).				
10 6		The EP management should demonstrate support of research activity of academic staff, ensuring communication between scientific researches and training.				
10 7		The EP management should demonstrate the staff's involvement into practical activities in the field of specialization.				

10 8		The EP management should demonstrate compliance of professional development, professional-personal development of the faculty staff to the goals of the EP.				
10 9		An important factor is the academic mobility of the faculty.				
11 0		Within the academic mobility the EP management should demonstrate involvement of the best foreign and native teachers, conduction of joint researches during the realization of the EP.				
11 1		The EP management should provide purposeful actions for development of young teachers.				
11 2		The EP management should demonstrate mechanisms of stimulation of professional and personal development of teachers and workers.				
11 3		The EP management should provide monitoring of satisfaction of the academic staff.				
11 4		An important factor is an engagement of famous scientists, public and politicians, honored workers in realization of the EP.				
11 5		An important factor is participation of the academic staff in social life (the faculty's role in the education system, in development of science, the region, in creation of a cultural environment, participation in exhibitions, creative competitions, programs of charity, etc.).				
Conclusions on the standard						
Standard«Educational resources and systems of student support»						
11 6		The HEI should demonstrate sufficiency of material, financial and human resources.				
11 7		The HEI should demonstrate comprehension of the role of support services of students, definition of their functions and				

		procedures.				
11 8		The HEI should reveal needs for support of various groups and categories of students.				
11 9		Students' support procedures, including contact persons, should be known to students and available for them.				
12 0		The HEI should provide existence and effective functioning of the system of informing and feedback focused on students, workers and interested persons.				
12 1		The HEI should demonstrate efficiency of regular analysis of sufficiency of resources and systems of support of students, including competence of the engaged personnel.				
		The HEI should create a training environment reflecting specifics of the EP that include:				
12 2		technological support of students and the faculty according to programs (for example, online training, modeling in a class) and to intellectual inquiries (databases, programs of the analysis of data);				
12 3		personified interactive resources (with access and at non-learning time) including study materials and tasks; a possibility of a trial self-assessment of students' knowledge through remote access to a portal (site) of the HEI;				
12 4		interactive academic consultations for the purpose of helping students during the planning and study of educational programs, including by using personified interactive resources;				
12 5		professional orientation, assistance in making a choice and achievement of career ways;				

12 6		necessary quantity of audiences equipped with modern technical tools of teaching: educational and scientific laboratories, modern educational and training grounds, science and technology parks equipped with modern tools, corresponding to the realized educational programs, sanitary and epidemiologic standards and requirements;				
12 7		necessary quantity of computer classes, reading rooms, multimedia, language and scientific-methodical laboratories, number of seats in them;				
12 8		Book fund, including fund of educational, methodical and scientific literature for general education, basic and main subjects on paper and electronic media, periodicals in a section of study languages;				
12 9		the structured information in a section of disciplines. For example, presentation materials, video records, abstract of lectures, obligatory and additional literature, practical tasks, etc.				
13 0		existence of scientific databases, electronic scientific magazines, and their availability;				
13 1		existence of electronic versions of the published magazines;				
13 2		examination of results of SRW, final works, dissertations on plagiarism;				
13 3		free access to educational Internet resources, functioning of free WI-FI in all territory of the education organization				
13 4		The HEI should pay special attention to support of internal and external academic mobility of students and to recognition of its results.				
13 5		An important factor is copyright compliance during publication				

		of educational literature and educational and methodical providing in open access.				
13 6		An important factor is use of open educational resources, including mass online open courses in the course of study.				
13 7		The educational equipment and software used during the study of educational programs should be similarly used in relevant branches and conform to safety requirements at operation.				
13 8		The HEI should create conditions for development of research teams, research laboratories, schools of sciences and workshops, involving students in research activity, providing participation of the faculty and students in scientific conferences and competitions.				
13 9		The HEI should demonstrate compliance of the infrastructure used at realization of the EP to its specifics including audiences, offices, laboratories, communication and computer equipment, and also other rooms.				
14 0		The EP management should define the extent of implementation of information technologies into educational process of the EP, carry out monitoring of use and development of innovative technologies by the faculty, including on the basis of ICT.				
Conclusions on the standard						
Standard «Information management and reporting»						
14 1		The HEI should introduce processes of management of information, including collecting and the analysis.				
14 2		The HEI should determine the volume of the collected information, sources, frequency,				

		a time interval and responsible persons for reliability and timeliness.				
14 3		The HEI should use modern information systems, information and communication technologies and software for adequate management of information.				
14 4		The HEI should provide measurability, reliability, accuracy, timeliness and completeness of information.				
14 5		The HEI should demonstrate application of various forms of processing, an assessment and the analysis of information.				
14 6		The HEI should provide information security and its safety.				
14 7		The EP management should demonstrate decision-making on the basis of the analysis of facts.				
14 8		The received data should be used for improvement of internal system of ensuring quality.				
14 9		The EP management should demonstrate possibility of verification of data and use of information from alternative sources.				
15 0		The EP management should assess productivity and efficiency of realization of the EP, and also define opportunities for improvement of quality of the EP on the basis of the analysis of information.				
15 1		The HEI determines the volume, a type and structure of the collected information according to the mission and strategy.				
		The information collected and analyzed by educational organizations should consider:				
15 2		Key indicators of efficiency;				
15 3		dynamics of the contingent of students in the section of forms and types				

15 4		level of progress, achievement of students and assignment;				
15 5		satisfaction of students with the realization of the EP				
15 6		availability of educational resources and systems of support to for students				
15 7		employment and career development of graduates of the EP.				
1 3 0		existence of scientific databases, electronic scientific magazines, and their availability;				
1 3 1		existence of electronic versions of the issued magazines;				
1 3 2		examination of results of SRW, final works, theses on plagiarism;				
1 3 3		free access to educational Internet resources, functioning of free WI-FI in all territory of the organization of education				
1 3 4		.free access to educational Internet resources, functioning of free WI-FI in all territory of the organization of education				
1 3 5		.Important factor is copyright compliance at placement of educational literature and educational and methodical providing in open access.				
1 3 6		.Important factor is copyright compliance at placement of educational literature and educational and methodical providing in open access.				
1 3 7		. The educational equipment and software used for development of educational programs have to be similarly used in the relevant branches and conform to safety requirements at operation				
1 3 8		.The higher education institution must create conditions for development of research teams, research laboratories, schools of sciences and workshops, involving students in research activity, providing participation of teachers and students in scientific conferences and competitions.				
1 3 9		The higher education institution must show compliance of the infrastructure used at realization of EP, its specifics including audiences, offices, laboratories, the communication and computer equipment, and also other rooms.				
1 4 0		.The management of EP should define extent of introduction of information technologies in educational process of EP, carry out monitoring of use and development of innovative technologies of training by PTS, including the basis of ICT				
Total according to the standard						

"Management of Information and Reporting" standard					
1 4 1	.The higher education institution has to introduce processes of management of information, including collecting and the analysis.				
1 4 2	The higher education institution has to determine the volume of the collected information, sources, frequency, a time interval and responsible persons for reliability and timeliness.				
1 4 3	The higher education institution has to use modern information systems, information and communication technologies and software for adequate management of information.				
1 4 4	The higher education institution has to provide measurability, reliability, accuracy, timeliness and completeness of information				
1 4 5	The higher education institution has to show application of various forms of processing, an assessment and the analysis of information.				
1 4 6	The higher education institution has to provide information security and its safety.				
1 4 7	The EP management should show decision-making on the basis of the analysis of the facts.				
1 4 8	. The received data have to be used for improvement of internal system of ensuring quality.				
1 4 9	The management of EP has to show possibility of verification of data and use of information from alternative sources.				
1 5 0	The management of EP has to estimate productivity and efficiency of realization of EP, and also to define opportunities for improvement of quality of EP on the basis of the analysis of information.				
1 5 1	.The higher education institution determines the volume, a kind and structure of the collected information according to mission and strategy.				
	The information collected and analyzed by the organizations of education has to consider:				
1 5 2	Efficiency. Key indicators;				
1 5 3	dynamics of the contingent of the forms and types which are trained in a section;				
1 5 4	level of progress, achievement of students and expel;				
1 5 5	satisfaction of the trained with realization of EP;				

1 5 6	availability of educational resources and systems of support to the trained;			
1 5 7	Employment and career development of graduates of EP.			
1 5 8	.The management of EP has to provide possibility of the analysis of information for the purpose of identification and forecasting of risks.			
1 5 9	Trained, workers and PTS have to document the consent to processing of personal information.			
1 6 0	Important factor is involvement of the trained, workers and PTS in processes of collecting and the analysis of information, and also decision-making on their basis.			
Total according to the standard				
“Information for public” standard				
1 6 1	The higher education institution has to publish information on the activity and on realization of EP. The specified information has to be clear, exact, objective, actual and available.			
1 6 2	The higher education institution has to provide submission of adequate information on management of an educational program on the external information resources (a portal and/or the site Internet) containing information reflecting processes of planning and results of an assessment of its efficiency for trained, the employees and the public.			
1 6 3	The higher education institution has to provide information on specifics of EP, including its purposes, results of training, the appropriated qualifications, educational process, teaching, estimation, transferred marks, educational opportunities and opportunities of employment.			
1 6 4	The management of EP has to use various ways of distribution of information, including information networks for informing the general public and interested persons.			
1 6 5	Informing the public has to provide support and an explanation of national programs of development of the country and system of the higher and postgraduate education.			
	The management of EP has to show reflection in a web resource of information characterizing EP, efficiency of its use for improvement of EP having the following characteristics:			
1 6 6	placement of full objective information on activity and specifics of EP, including the operating systems of support, results of training and the given professional qualifications;			
1 6 7	existence of adequate and objective information on PTS including PTS personal pages;			
1 6 8	;transparency of information of consideration of complaints, including placements of the virtual book of complaints for consumers;			

1 6 9	placement of information on interaction with the scientific/consulting organizations and the organizations of education realizing similar EP, including the foreign organizations;			
1 7 0	place of information and referring to external resources by results of procedures of an external assessment.			
1 7 1	Important factor is participation of EP in various procedures of an external assessment, including in ratings and ranging of EP.			
Total , according to the standard				
"Standards in a section of separate specialties"				
EDUCATION				
<i>:Educational programs for the Education direction have to meet the following requirements:</i>				
1 7 2	The management of EP has to show existence of theoretical knowledge program among graduates in the field of psychology and skills in the field of communications, the analysis of the personality and behavior, techniques of prevention and a resolution of conflicts, motivation of the trained;			
1 7 3	The management of EP has to show, literacy of graduates of the program in the field of information technologies, including skills of possession of the main functions and the software of the modern computer as editing and creation of texts, tables, databases, use of multimedia resources, skills of use the Internet of browsers;			
1 7 4	The management of EP has to show the existence in the program of the disciplines training to innovative techniques of teaching and planning of training, including interactive methods of training, teaching methods with a high involvement and motivation of the trained (games, consideration of cases/situations, use of multimedia means);			
1 7 5	The management of EP has to show at trained existence of ability to train in skills of self-training;			
1 7 6	Emphasis should be placed at different types of practice in the context of EP: - attend the lectures and classes which are carried out by the acting teachers; - holding special seminars and discussions of the latest methodologies and technologies of training; - within the program the trained should have the opportunity to listen, at least, to one discipline in the field of the specialization taught by the practicing expert;			
1 7 7	In the context of EP, knowledge and skills of systems and methods of pedagogics in the world, and also knowledge in the field of management of education have to be provided to the trained.			
Total, according to the standard				
SOCIAL, HUMANITIES, ECONOMY, BUSINESS AND RIGHT				

Educational programs for the "Social Sciences, Economy and Business", "Humanities" and "Right" directions, for example such as "Management", "Economy", "Philology", "Law", etc., have to meet the following requirements:				
1 7 8	In the context of EP actual, modern knowledge of the organization in the field of specialization in other countries (comparative knowledge) or the methods, theories, etc. developed and applied abroad has to be provided to the trained;			
1 7 9	The management of EP has to show that teaching within the program is conducted on the basis of the most actual and irrefragable achievements of world science and practice in the field of specialization, and also with use of the most modern and advanced techniques of teaching;			
1 8 0	The management of EP has to guarantee access of the trained to the most modern and actual data (statistics, news, scientific results) in the field of specialization on paper (newspapers, collections of statistical data, textbooks) and electronic media;			
1 8 1	The purposes, respectively, and results of EP have to be directed on receiving by the trained the concrete skills demanded in labor market;			
1 8 2	The management of EP has to show that graduates of the program possess these skills and that these skills are really demanded in the market;			
1 8 3	EP should include essential amount of the disciplines and actions directed on receiving by the trained practical experience of application of theoretical knowledge as work practice, training at the enterprises, attendance of and seminars of the practicing experts, etc.;			
1 8 4	The management of EP should show that it has the accurate, proved by the analysis and the facts idea of what specialties and skills within separate specialties are demanded in the market, what approximate number of the experts demanded in the market on the taught specialty and to give examples of successful employment of the most part of graduates in the specialty in the first half of the year after completion of training.			
Total , according to the standard				
NATURAL AND TECHNICAL SCIENCE				
Educational programs for the directions "Natural Sciences", "Technical Science and Technologies", such as "Mathematics", "Physics", "Information systems", etc., have to meet the following requirements:				

1 8 5	.For the purpose of acquaintance trained with the professional environment and topical issues in the field of specialization, and also for acquisition of skills on the basis of theoretical training the education program has to include the disciplines and actions directed on receiving practical experience and skills in the specialty in general and to the main subjects in particular including: - excursions to the enterprises in the field of specialization (plants, workshops, research institutes, laboratories, etc.), - carrying out separate occupations or the whole disciplines at the enterprise of specialization, - conducting seminars for the solution of the practical tasks actual for the enterprises in the field of specialization, etc.			
1 8 6	.The TPS involved in an education program has to include, at least, one regular teacher having long experience as the regular employee at the enterprises in the field of specialization of an education program			
1 8 7	The content of all disciplines of EP has to be based and include to some extent accurate interrelation with the maintenance of fundamental natural sciences, as mathematics, chemistry, physics			
Total , according to the standard				
ART				
<i>Educational programs for the Art direction, such as "Musicology", "Choreography", "Architecture", etc., have to meet the following requirements:</i>				
1 8 8	The management of EP should show existence at graduates of the program of theoretical knowledge in the field of arts and skills of self-expression through creativity, such as a molding, drawing, singing and			
1 8 9	The management of EP should show a trained skills of self-training and self-development;			
1 9 0	Within the program the trained must have opportunity to learn at least, one discipline in the field of the specialization taught by the practicing expert;			
1 9 1	EP has to include the maximum possible quantity of disciplines and actions within which skills are taught trained individually or in small groups, for example, conducting master classes of honored workers in the sphere of specialization;			
1 9 2	The management of EP must organize for the trained the greatest possible quantity of activities promoting demonstration by the trained, the acquired creative skills, for example, concerts and exhibitions;			
1 9 3	Within EP, knowledge and skills of creative activity and the methods/technologies practiced in the world and knowledge of management of art must be provided to the trained;			
1 9 4	EP must promote enrichment of creative experience in the different types of activity peculiar to specialty;			

1 9 5	For the purpose to get acquainted the trained with the professional environment and topical issues in the field of specialization, and also for acquisition of skills on the basis of theoretical training, the education program has to include the disciplines and activities directed on receiving practical experience and skills in the specialty in general and the main subjects in particular including: - excursions to the enterprises in the field of specialization (the museums, theaters, design buerau others), - carrying out separate occupations or the whole disciplines at the enterprise of specialization, - conducting seminars for the solution of the practical tasks actual for the enterprises in the field of specialization, etc.;			
1 9 6	Important factor within EP is existence of the of a joint assessment mechanism of the creative examination-papers of the trained.			
Total , according to the standard				
Total				

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