

**INDEPENDENT AGENCY
FOR ACCREDITATION
AND RATING**



STANDARDS

for specialized accreditation
of higher education institutions
(educational program)

Astana 2012

FOREWORD

1 ELABORATED AND SUBMITTED by the nonprofit establishment «Independent Agency for Accreditation and Rating».

2 AGREED by the Committee of Technical Regulation and Metrology of the Ministry of the Industry and Trade of the Republic Kazakhstan

3 APPROVED AND IMPLEMENTED by Order of the Director of the nonprofit establishment «Independent Agency for Accreditation and Rating» № 08-od from 26th of April 2012.

4 In the given standards provisions of the Law “On Education” of the Republic of Kazakhstan dated July 27, 2007 № 319-III (with amendments and addendums as of 02/13/2012) are implemented.

5 SECOND EDITION

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STANDARDS AND CRITERIA FOR SPECIALIZED ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

1. Field of application

1.1 These standards define the requirements for organization and carrying out specialized accreditation of the educational organization.

1.2 These standards are implemented for carrying out the procedures for specialized accreditation of the educational organization regardless of their status, organizational and legal form, departmental affiliation and form of ownership.

1.3 These standards may also be used by the higher education institutions (HEI) for internal evaluation of its activity and elaboration of appropriate internal regulatory documents.

2. Normative references

In this standard references to the following normative documents are used:

2.1 State Program of Education Development in the Republic of Kazakhstan for 2011-2020. Decree of the President of the Republic of Kazakhstan dated December 7, 2010 № 1118.

2.2 Law of the Republic of Kazakhstan “On technical regulation” dated 9th of November, 2004 № 603-II LRK (with amendments and addendums as of 02/16/2012).

2.3 Law “On Education” of the Republic of Kazakhstan dated July 27, 2007 № 319-III (with amendments and addendums as of 02/13/2012).

2.4 Law of the Republic of Kazakhstan “On accreditation in the field of conformity assessment” dated July 5, 2008 № 61-IV.

2.5 Rules of Organization of Education Process on Credit Technology. Government Decree of the Republic of Kazakhstan dated April 20, 2011 № 152.

2.6 State Compulsory Education Standard of the Republic of Kazakhstan (SCES of RK) 5.04.019-2011 “Higher education. Undergraduate. General provisions” approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan from June 17, 2011 № 261.

2.7 SCES of RK 5.04.033-2011 “Post-graduate education. Master’s degree. General provisions” approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan from June 17, 2011 № 261.

2.8 SCES of RK 5.04.034 - 2011 “Post-graduate education. Doctorate. General provisions” approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan from June 17, 2011 № 261.

2.9 SCES of RK 5.03.004-2009 “Organization of education based on distance learning technology. General provisions” (Order of the Ministry of Education and Science of the Republic of Kazakhstan from June 04, 2009 № 266).

3. Terms and definitions

In the current standard terms and definitions are used in accordance with the laws of the Republic of Kazakhstan “On Education”, “On technical regulation”, SCES of RK 5.04.019-2011, SCES of RK 5.04.033-2011, SCES of RK 5.04.034.- 2011.

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

3.1 Accreditation of educational organization: The accrediting body’s recognition procedure of compliance of educational services to the established accreditation standards in order to provide objective information about their quality.

3.2 Audit: Systematic independent documented process for obtaining audit certificate (checking) and objective assessment in order to establish the degree of compliance with agreed criteria.

3.3 Innovative education: Unification of science, education and manufacture for the purpose of the training experts with the skills of scientific search and commercialization of research results.

3.4 Information Resources: Set of library fund, electronic educational materials and other available training and methodological support.

3.5 Final state attestation: Delivery of state examinations and defense of thesis (project).

3.6 Final control: Assessment of the students’ knowledge during the interim attestation (examination session).

3.7 Education Quality: Compliance of knowledge level of graduates and students to the requirements of SCES and the additional requirements established by higher education institution.

3.8 Educational Marketing Services: Type of the HEI directed on the research of satisfaction needs and consumer demands, qualified to orient the production of educational services for expert training, which is in demand in market.

3.9 Educational Monitoring Services: Collection and analysis of data on the processes and procedures of the educational activity.

3.10 Production activity: Performance of scientific works according to the orders of production enterprises, organizations and companies, in the framework of economic agreements.

3.11 Educational program: Professional educational program of higher education aimed at training specialists with qualification and (or) the academic degree “Bachelor”.

3.12 Assessment rating: Indicator of student’s current progress, which is determined twice per semester during a landmark control.

3.13 Assessment of admission rating: Assessment of the student’s ongoing work during the academic period, which is included to the final grade for the discipline.

3.14 Customer: A person or organization that receives a product or service (students, their parents, employers, government).

3.15 **Interim attestation of students:** Procedure of carrying out the assessment of the level of mastering the discipline after the study in accordance with the curriculum.

3.16 **Procedure:** An established way of carrying out a process or activity.

3.17 **Process:** The set of interrelated or interacting activities that transform “inputs” to “outputs”.

3.18 **Productivity:** The implementation degree of planned activities and achieve planned results.

3.19 **Landmark control:** Attestation of students during the semester with setting assessment rating (held twice a semester).

3.20 **Quality System:** The set of departments and officials in the organization that perform certain functions of quality management in accordance with established rules and accepted methods.

3.21 **Specialized accreditation:** Quality assessment of separate education programs implemented by the organization of education.

3.22 **Ongoing monitoring of students' progress:** Systematic review of students' knowledge, carried out in current classrooms according to the session schedule in accordance with the professional training program.

Customer satisfaction: Consumers' perception of the implementation extent of their requirements.

Administrative documentation: Documentation for planning, process management, application of different procedures, the provisions of subdivisions, job descriptions.

Examination session: The period of interim attestation of students in the HEI.

Efficiency: The ratio between the results achieved and the resources used.

4. Notations and abbreviations

In the current standard abbreviations are used in accordance with the laws of the Republic of Kazakhstan “On Education”, “On technical regulation”, SCES of RK 5.04.019-2011, SCES of RK 5.04.033-2011, SCES of RK 5.04.034.- 2011.

In the current standards the following notations and abbreviations are used:

HEI - higher education institution;

SCES - state compulsory education standard;

IAAR - Independent Agency for Accreditation and Rating;

RW - research work;

SRW - student's research work;

RPA - research and production activities;

EP - education program;

TS - teaching staff;

QMS - quality management system;

TSS - teaching and support staff.

5. Procedure for carrying out the specialized accreditation. General provisions

5.1 The educational organization submits for specialized accreditation with a copy of state license and license supplements that ensure right of conduct of educational activity and a brief description of the university's activity and education program.

5.2 The IAAR and the HEI make a decision on the beginning of procedure of specialized accreditation. Conclusion of agreement between the Agency and the educational organization about conduct of institutional accreditation and the granting of candidacy status for accreditation.

5.3 Management of the educational organization and the IAAR organize training of internal experts of the educational organization at the special seminars on theory, method and technology of specialized accreditation in order to clarify the criteria and procedures of specialized accreditation.

5.4 The educational organization carries out a self-evaluation according to the IAAR requirements and submits a self-evaluation report (in Kazakh, Russian and English languages) to the IAAR in the electronic version and 7 copies in paper form for each language.

5.5 Director of the IAAR forms an expert commission to carry out an audit of the education programs. The expert commission consists of 7 (8) experts, comprising the representatives of the Kazakh academic community, employers, the representatives of students and an international expert.

5.6 Based on the self-evaluation report of educational organization the IAAR develops recommendations on necessity to re-elaborate the self-evaluation materials, or decides to carry out the external peer review, or due to noncompliance with criteria the IAAR reports about the failure to receive accreditation and takes decision on termination of the contract.

5.7 In case the decision on continuation of accrediting procedure is taken, the chair of the IAAR and the expert commission makes an agreement with the educational organization on the dates of conducting the specialized accreditation and the commission's work plan.

5.8 An on-site visit of the commission takes not less than 2-4 days. At the end of the visit the external expert commission prepares a detailed report on assessment of the educational organization, which serves as the basis for the decision on the specialized accreditation of the HEI by the Accreditation Council.

5.9 In case of positive decision the IAAR sends a certificate on specialized accreditation signed by the Director of the IAAR to the educational institution with an indication of validity period. Further, the decision on the accreditation of the EP goes to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion to the National Register 3 and takes place on the website of the IAAR.

5.10 In case of presence of some shortcomings accreditation of EP is valid for one year. On expiry of the accreditation validity period the IAAR expert commission inspects the elimination of separate shortcomings with the on-site visit to the education-

al organization. In case of positive decision the accreditation is extended to 5 years. If separate shortcomings weren't eliminated within the prescribed period, accreditation activity shall be suspended and the applicant organization is not entitled to apply for accreditation in the IAAR within one year from the moment of making decision on a recall of the program's accreditation.

5.11 Accreditation terms:

1 year - in case of compliance with criteria in general, but with having some gaps and opportunities for improvement;

5 years - in case of positive results, in case of extension of one-year accreditation or at full compliance with criteria.

5.12 In case of a negative decision, the educational organization has a right to appeal against the Accreditation Council's decision in accordance with the Guidelines for self-evaluation of the HEI, as well as with legislation of the Republic of Kazakhstan.

6. Following procedures. General provisions

6.1 In case of failure to meet the requirements of the IAAR to the educational organization, the Accreditation Council may adopt the following resolutions:

- to temporarily suspend the accreditation of the EP,
- to revoke the accreditation of the educational program by exception from the list of National Register 3, which may result in revocation of all previously achieved results of accreditation and obligation to pass all phases of re-accreditation in case of applicant's expressed intention to be accredited again.

6.2 Post-accreditation monitoring of the educational organization's activities is carried out as follows:

	1 year	5 years
Provide an interim report	Once a year	Biennial

7. Standard «EDUCATION PROGRAM MANAGEMENT». Requirements

7.1 General rules

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

7.1.2. Implementation of the EP must fully comply with the legislation of the Republic of Kazakhstan in the field of education.

7.1.3 For assessment of this standard is carried out:

7.1.3.1 the analysis of operating development plan of the EP, plans and monitoring system of their implementation.

7.1.3.2 the analysis of the formation mechanism and revision of the development plan of the EP.

7.1.3.3 the analysis of information resources and processes of information dissemination about the EP's development plan.

7.1.3.4 the analysis of the resource provision mechanism and governance structure designed to implement the EP's development plan.

7.1.3.5 the analysis of internal and external environment and the market analysis for determination of initial parameters of the EP's development plan.

7.1.3.6 the survey of information resources, the material and technical base of higher education institution designed to implement the EP.

7.1.3.7 the analysis of protocols of collegial governing bodies, the orders of the rector, management reporting.

7.1.3.8 the analysis of compliance with professional qualification of top management of the HEI and the distribution of duties.

7.1.3.9 interviews and questionnaires of the faculty, staff, students, employers and other stakeholders.

7.2 Evaluation Criteria

7.2.1 The HEI demonstrates an elaboration of the EP's development plan based on an analysis of EP's functioning, the real positioning of the HEI and its focus on satisfaction of the needs of government, stakeholders and students.

7.2.2 The HEI should demonstrate the individuality and uniqueness of the EP's development plan, their consistency with national development priorities and development strategy of the HEI.

7.2.3 The HEI should ensure adequacy of the EP's development plan in relation to available resources (including financial, information, personnel structure, the material and technical base), to the market needs and educational policy of the Republic of Kazakhstan.

7.2.4 The HEI should attract the representatives of stakeholder groups, including students, academics and employers to the formation of the EP's development plan.

7.2.5 The HEI demonstrates the transparency of the processes of formation of the EP's development plan. The HEI provides the awareness of stakeholders on the content of the EP's development plan and processes of its formation.

7.2.6 The HEI should determine mechanisms of formation and regular review of the EP's development plan and monitoring of its implementation.

7.2.7 The HEI carries out processes of strategic, tactical and operational planning of the EP and resource allocation in line with the EP's development plan.

7.2.8 The HEI should regularly collect, store and analyze information about implementation of the EP and conduct self-evaluation in all directions, based on the elaboration and implementation the processes of measurement and the analysis for assessing the success of realization of development strategy of the EP through such indicators as "productivity" and "efficiency", develop and reconsider the EP's development plan.

7.2.9 The EP's development plan undergoes public discussion with representatives of all interested parties, on the basis of proposals and amendments to the project made by authorized collegial body of the HEI.

7.2.10 An important factor is to ensure the representativeness of stakeholder group delegates.

7.2.11 The HEI should demonstrate compliance of the priorities of the research work completed by the faculty of the EP to national policies in the sphere of education, science and innovation development.

7.2.12 The HEI demonstrates the implementation degree of the principles of sustainability, efficiency, productivity, priority, transparency, accountability, authority delegation, separation and independence of the HEI funding system.

7.2.13 EP Management is expected to include:

7.2.13.1 the activity management through processes;

7.2.13.2 the mechanisms of planning, development and continuous improvement;

7.2.13.3 the risk assessment and identification the ways to reduce these risks;

7.2.13.4 monitoring, including creation of reporting processes, which allows to determine the dynamics in the activities and the implementation of plans;

7.2.13.5 the analysis of the revealed discrepancies, the implementation of the corrective and preventive actions;

7.2.13.6 the analysis of the effectiveness of change;

7.2.13.7 the assessment of productivity and efficiency of activity of divisions and their interaction;

7.2.14 In HEI all major business processes, which regulates the implementation of the EP should be documented.

7.2.15 The HEI should define its own requirements for the various forms (full-time, evening, correspondence), levels (BA - MA - PhD) and technology (including remote).

7.2.16 The HEI should demonstrate an accurate designation of those responsible for business processes, a clear allocation of staff duties, and delimitation of responsibilities of collegial bodies participating in implementation of the EP.

7.2.17 The HEI should demonstrate the order for approval, periodic review (revision), and monitoring of educational programs and documents that regulate this pro-

CESS.

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

7.2.19 The HEI should demonstrate the existence of mechanism of communication with students, staff and other interested in the HEI's activity parties, including the presence of deadlines for processing complaints, appeals and inquiries.

7.2.20 The HEI should establish the frequency, forms and methods of evaluation of the education program.

7.2.21 An important factor is the cooperation with other HEIs implementing the same education program and an exchange of experience.

7.2.22 The EP's management must make decisions that are justified and based on the facts.

7.2.23 The EP's management should demonstrate the successful operation of the EP quality assurance system, which includes designing, management and monitoring, their improvement, making decisions based on facts.

7.2.24 An important factor is the existence of information systems and databases, using the Internet for informing, the presence of portal and/or Internet site containing information reflecting the planning processes and the evaluation results of its effectiveness for students, staff and the public.

7.2.25 The EP's management should provide evidence of transparency in the educational program management system.

7.2.26 An important factor is the participation of representatives of interested parties (employers, faculty, and students) in the collegial governing bodies of the educational program.

7.2.27 The HEI should demonstrate the presence and evidence of an intensive use in the processes of the EP management the system for collection and analysis of statistics on the contingent of students and alumni, on resources, personnel, research and international activities and other areas.

7.2.28 An important factor is the EP management based on research results of changes in internal and external environment.

7.2.29 The EP's management should provide a measurement of the degree of satisfaction with the needs of faculty, staff and students and to demonstrate evidence of removing shortcomings found in the measurement process.

7.2.30 The EP's management should demonstrate an evidence of openness and accessibility for students, teaching staff, and parents (the official reception hours on personal matters, e-mail communications, etc.).

7.2.31 The HEI should demonstrate the existence of communication channel by which any interested person can give innovative proposals on the improvement of the EP's activity to the HEI's management and the governing bodies. The HEI should demonstrate examples of the analysis of these proposals and the implementation of such proposals in the life of the HEI.

8. Standard «SPECIFICITY OF EDUCATION PROGRAM». Requirements

8.1 General rules

8.1.1 Implementation of an educational program is directed on the formation of professional competence of future experts, corresponding to the qualification framework of education levels and satisfaction of the market needs.

8.1.2 Educational programs provide possibility for the construction of individual learning paths, taking into account the personal needs and abilities of students.

8.1.3 Quality assessment of educational programs is based on:

8.1.3.1 the analysis of curriculum, catalog of elective courses, working, teaching schedules, individual plans of programs for students, the internal normative documents regulating the implementation of educational programs.

8.1.3.2 the analysis of teaching methodology and the organization of independent student work.

8.1.3.3 interviews and questionnaires of the students, teaching staff and stakeholders.

8.1.3.4 the results of observation over carrying out lectures and seminars in higher education institution.

8.1.3.5 the analysis of methodology and results of observations over the conducting of assessment of students' knowledge.

8.2 Evaluation Criteria: the content of the EP

8.2.1 The HEI should demonstrate the existence of developed models of the graduate education program, including knowledge, skills, competencies and personal qualities.

8.2.2 The HEI should provide evidence of the participation of teaching staff and employers in the development and management of educational programs, ensuring their quality.

8.2.3 The HEI should prove that employers involved in design and implementation of the EP are typical representatives of employers (representativeness) and express the interests and views, which is common for most employers.

8.2.4 The HEI should determine the content, scope, logic of constructing individual educational trajectory of students, the influence of disciplines and professional practices on formation of professional competence of graduates.

8.2.5 The HEI should demonstrate a continuity of content of educational programs at different levels (bachelor's, master's, doctorate degrees, additional education), including the logic of academic interdependence of disciplines, sequence and continuity.

8.2.6 The EP's management should demonstrate the influence of discipline on the formation of students' professional competence, skills and knowledge blocks.

8.2.7 The EP's management should demonstrate a clear definition of the logical sequence of discipline courses and reflection in the work study program of basic requirements for learning outcomes.

8.2.8 The EP's management should demonstrate the existence of professional context in the content of academic disciplines.

8.2.9 The EP's management should demonstrate the existence of an effective balance between the theoretical and practice-oriented disciplines.

8.2.10 The EP's management should demonstrate the logic and reasons for drafting of curriculum and teaching programs, in particular the reasons for including a particular discipline to the curriculum list, the reasons for assigning the status of post-or prerequisite, matching the names and content of the courses to the topical areas of study of science/society and etc.

8.2.11 The EP's management should ensure that the content of academic disciplines is congruent with study level (bachelor's, master's, doctorate degrees) and offered learning outcomes.

8.2.12 The list and content of disciplines should be available for students. Disciplines should contain the most relevant results of research and other information of the teaching field. Disciplines should comprehensively cover all the issues, problems existing on the agenda of teaching field.

8.2.13 An important factor is a harmonization of content of educational programs with educational programs of the leading foreign and Kazakh HEIs.

8.2.14 In structure of the educational program should be envisaged different activities, the content of which should contribute to the development of students' professional competences taking into account their personal features.

8.2.15 An important factor is updateability of educational programs, taking into account the interests of employers during the elaboration of educational programs designed to develop professional skills.

8.2.16 The EP's management must provide an annual revision of the content of curriculum and teaching programs, taking into account changes of the market, the wishes of students and teachers and with the involvement in decision-making representatives of employers, students, teachers and stakeholders.

8.3 Evaluation Criteria: Individualization of EP

8.3.1 The EP's management must provide equal opportunities for students, regardless of the language of instruction on the formation of an individual educational program aimed at developing professional competence.

8.3.2 The EP's management should ensure the existence and effective functioning of the individual support system and consulting of students on the educational process.

8.3.3 The EP's management creates conditions for the effective promotion of student on individual learning path, including consultations of advisors.

8.3.4 The EP's management should demonstrate the use of advantages, individual

characteristics, needs and cultural experience of students in the implementation of the EP.

8.3.5 The EP's management should demonstrate an individual academic support for students in the implementation of EP.

8.3.6 The EP's management must prove the existence of monitoring system for the effective promotion of student on individual learning path and students' achievements.

8.4 Evaluation Criteria: Student Assessment Results

8.4.1 The EP's management should ensure the existence and effective operation of the mechanism of objective, accurate and comprehensive assessment of the knowledge, skills and qualities acquired by students in the process of studying the course, as well as collective mechanism of the appeal and professional assessment appeal.

8.4.2 The EP's management must provide an objective assessment of knowledge and degree of development of students' professional competence, transparency and adequacy of tools and evaluation mechanisms.

8.4.3 The EP's management should provide compliance of procedures of assessment of students' knowledge level to the planned learning outcomes and program's goals.

8.4.4 The EP's management should carry out diagnostics of students' knowledge at the beginning of training of the course and the study of academic disciplines.

8.4.5 The processes and criteria for assessment of knowledge must be transparent.

8.5 Evaluation Criteria: teaching methodology

8.5.1 The EP's management must provide a systematic development, implementation and effectiveness of active learning and innovative teaching methods.

8.5.2 During implementation of the educational program monitoring of a student's independent work should be carried out and mechanisms of an adequate assessment of its results are created.

8.5.3 An important factor is the existence of joint educational programs with foreign HEIs and attracting Kazakh scientific research organizations to educational process.

8.5.4 The EP's management should provide students with the possibility of performing practical training on a specialty and to monitor the satisfaction of students, enterprise managers - practice places and employers.

8.5.5 The EP's management should ensure the implementation of research findings in the educational process.

8.5.6 The EP's management must prove the conducting research and the availability of their own developments in the field of teaching methods of academic disciplines of the EP.

9. Standard «FACULTY AND TEACHING EFFICIENCY». Requirements

9.1 General rules

9.1.1 Personnel policy of formation and development of the EP's faculty:

9.1.1.1 defines the responsibility, duties and qualification requirements;

9.1.1.2 contains activities aimed at developing and raising of qualifications of faculty, implementing by the EP, administrative personnel and staff of the HEI;

9.1.1.3 considers possible risks;

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

9.1.1.5 ensures that the qualification of faculty are in compliance with requirements of educational programs;

9.1.1.6 provides functioning of mechanisms of employees' motivation, adaptations of new employees, certifications and applications of disciplinary actions in relation to employees, procedures for dismissal of employees;

9.1.1.7 contains the principles of ethical behavior of staff.

9.1.2. Assessment of compliance to criteria of this standard is carried out on the basis of:

9.1.2.1. the analysis of documents that define the duties, rights, responsibilities, professional development and training, the system of motivation, adaptation, dismissal and other personnel matters;

9.1.2.2. interviews of faculty, staff and management;

9.1.2.3. the data on ethical behavior, corporate culture in higher educational institution.

9.2. Evaluation Criteria

9.2.1 In order to implement educational programs the EP's management should attract practitioners and identify the proportion of disciplines read by them. The EP's management should show the logic of their involvement in the carrying out courses.

9.2.2 The EP's management should constantly motivate teaching staff for applying innovation and IT in education process.

9.2.3 The EP's management should provide academic staff's compliance with the qualification requirements, the level and specificity of the educational program.

9.2.4 The EP's management should demonstrate compliance of human resource capacity of faculty to strategy and specificity of educational programs.

9.2.5 The EP's management should demonstrate a personnel selection based on the analysis of the needs of educational programs, the existence of recruitment system.

9.2.6 The HEI should demonstrate availability of information to the public on teaching staff, including faculty's directories, placing profiles on the HEI's web-site.

9.2.7 The EP's management should demonstrate compliance with the principle of management accessibility and transparency of all personnel procedures.

9.2.8 The EP's management should provide monitoring of faculty's activity, a systematic assessment of the professor's competence, a complex assessment of the quality of teaching.

9.2.9 The workload of teachers should include educational, methodical, scientific work (including the preparation of projects and applications), the organizational and methodological (including the participation and organization of various events), improvement of a professional competence (qualification enhancing, including personal development and study of literature on the specialty), the activities in a professional environment (for example, participation in professional associations and consulting). The EP's management should demonstrate evidence of performance of all types of planned assignment by the teachers.

9.2.10 The EP's management should provide the entirety and adequacy of the academic staff's individual work planning for all kinds of activity, monitoring of productivity and efficiency of individual plans.

9.2.11 The EP's management should demonstrate compliance of qualification enhancing, professional and personal development of teaching staff to the goals of EP.

9.2.12 The EP's management should provide purposeful actions on the development of young teachers.

9.2.13 The EP's management should demonstrate mechanisms of incentives for professional and personal development of faculty and staff.

9.2.14 The EP's management must ensure monitoring of faculty's satisfaction.

9.2.15 The EP's management must demonstrate the involvement of faculty into practical activities in the field of specialization on permanent basis.

9.2.16 The EP's management should confirm the involvement of experienced experts in the relevant branch of economy for implementation of the EP.

9.2.17 The EP's management must demonstrate IT competency of faculty members, application of innovative methods and forms of education.

9.2.18 An important factor is the development of academic mobility, attracting the best foreign and domestic teachers, conducting joint research during the time of implementation of EP.

9.2.19 An important factor is the attraction of the well-known scientists, public and political figures, and honored workers to the education process.

9.2.20 An important factor is the participation of teaching staff in the life of society (the role of faculty in the education system, in development of science, region, creating the cultural environment, participation in exhibitions, art competitions, charity programs, etc.).

10. Standard «STUDENTS». Requirements

10.1. General rules

10.1.1 The EP's management should demonstrate a policy of forming of students' contingent.

10.1.2 The EP's management determines the order of students' contingent forming on the basis of:

10.1.2.1 minimum requirements for entrants;

10.1.2.2 maximum size of the group of 25 people during the seminar, practical, laboratory and studio sessions;

10.1.2.3 forecasting the number of state grants;

10.1.2.4 analysis of available material, technical, information resources, human resource capacity;

10.1.2.5 analysis of social conditions for students, including the provision of hostel places.

10.1.3 Assessment of this standard is based on:

10.1.3.1 the analysis of internal normative documents regulating the educational process;

10.1.3.2 the analysis of individual student plans, personal files, decrees;

10.1.3.3 the survey of study field, including information support of the education process;

10.1.3.4 questionnaires and interviews with students.

10.2 Evaluation Criteria

10.2.1 The EP's management should demonstrate a policy of forming of students' contingent of the EP and the transparency of its procedures.

10.2.2 The EP's management should ensure the representation of students in collegial governing body of the EP.

10.2.3 The EP's management should demonstrate awareness of the major roles (professional, social) of students on the basis of the learning results.

10.2.4 An important factor is to have the possibility of professional certification of students in the field of specialization in the learning process.

10.2.5 An important factor is to attract students to scientific research.

10.2.6 An important factor is the possibility of external and internal mobility for students.

10.2.7 An important factor is existence of support programs for gifted students.

10.2.8 The EP's management should make maximum efforts to ensure employment for graduates and maintain communication with alumni and create an alumni community on separate programs of the EP.

10.2.9 An important factor is to monitor the employment and professional activi-

ties of graduates.

10.2.10 The EP's management should actively encourage students for self-education outside of the main program (extracurricular activities).

10.2.11 The EP's management should provide students with the possibility of exchanging and expression of opinion - for example, via an Internet forum, student organizations.

10.2.12 The EP's management should establish a mechanism for monitoring of students' satisfaction with their HEI activity in general and the individual services in particular.

10.2.13 The EP's management should demonstrate the functioning of the feedback system, including operative reporting of assessment results of students' knowledge.

10.2.14 An important factor is to have the possibility for continuing education in postgraduate and additional educational programs.

10.2.15 An important factor is the mobility of students and faculty members (the ability to study within a certain time in other domestic and foreign HEIs, academic exchanges of teaching staff) and existence of a mechanism for the recognition of the results of academic mobility of students.

11. Standard «RESOURCES AVAILABLE TO EDUCATION PROGRAM». Requirements

11.1 General rules

11.1.1 Continuous improvement of material-technical and information resources is a factor of ensuring quality assurance of the EP.

11.1.2 The learning environment of students, including material-technical and information resources should comply with the goals of educational program.

11.1.3 The HEI creates the conditions for scientific research, the integration of science in education process, publishing the results of research work of staff and students.

11.1.4 The HEI should provide the creation of favorable conditions for studying and working within the HEI. The appropriate infrastructure development used for implementation of the EP should be based on the results of monitoring of the satisfaction of students, faculty, employees and other stakeholders.

11.1.5 The quality assessment of material-technical and information resources used for implementation of the EP is based on:

11.1.5.1 the correspondence analysis of the adequacy of library resources (book fund), the existence of high-speed communications, unified automated information systems, the system of information and public relations, training and laboratory equipment, software;

11.1.5.2 the survey of the HEI's material-technical and information resources, interviews and questionnaires of teaching staff and students, as well as interested parties.

11.2 Evaluation Criteria

11.2.1 The EP's management should provide accessibility to the maximum possible number of students a structured, organized information on the disciplines read - presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.

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

11.2.3 The HEI should demonstrate the effectiveness of regular analysis of sufficiency and modernity of the resources of available educational programs - classrooms, laboratories, computer hardware and software, financial resources, access to international databases of scientific research results, the system of professional practice and employment, textbooks and materials, etc.

11.2.4 The HEI creates a learning environment that contributes to the formation of professional competence and takes into account individual needs and abilities of students.

11.2.5 The HEI should create conditions for the development of research teams, research laboratories, academic schools and workshops, involving students in research activities; ensuring the participation of teaching staff and students in academic conferences and competitions, employing leading scholars and practitioners.

11.2.6 The HEI should create conditions for the development of scientific potential of young scientists and students.

11.2.7 The HEI should demonstrate the compliance of infrastructure used for implementation of the EP with its specifics. Classrooms, offices, laboratories, communication and computer equipments and other facilities must meet high requirements.

11.2.8 The HEI should assess the development dynamics of material-technical resources and information support of the EP, efficiency of use of assessment results for adjustment in planning and budget allocation.

11.2.9 In the HEI should be established learning environment of the EP, which includes:

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

11.2.9.2 academic accessibility - students have access to personalized interactive resources (also available outside the classroom), learning materials and assignments, and as well as the possibility of experimental self-evaluation of students' knowledge through remote access to the HEI portal (website) is provided;

11.2.9.3 academic advising - have personalized interactive resources to help students plan and implement academic programs;

11.2.9.4 professional orientation - students have access to personalized interactive resources that provide assistance in choosing and achieving career paths;

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

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

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

11.2.9.8 scientific databases, electronic journals and their availability;

11.2.9.9 availability of electronic versions of published journals;

11.2.9.10 examination of the research results, final papers, dissertations on plagiarism;

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

11.2.10 The EP's management should ensure the existence of academic support for students, including giving students the information, reference and teaching materials needed for the learning of educational programs (guide, academic calendar, manual and etc.).

11.2.11 Educational materials, software tools, educational literature and additional resources, and equipment should be available to all students.

11.2.12 An important factor is the support of the educational program with information and communication technologies.

11.2.13 The HEI should demonstrate existence of the laboratory development programs realizing by the EP.

11.2.14 The EP's management should determine the degree of implementation of information technology in the learning process of the EP, monitor the use and development of innovative technologies by teaching staff, including ICT-based.

11.2.15 The EP's management should demonstrate the reflection of information characterizing the EP on a web resource, the efficiency of its use for improvement of the EP, which has the following characteristics:

11.2.15.1 the presence of personal pages of teaching staff on the portal of the HEI;

11.2.15.2 the presence of adequate and objective information about the teaching staff in the HEI's portal (website);

11.2.15.3 the transparency of information on administration of complaints, including the placement of virtual complaint book for consumers on the HEI's portal (website);

11.2.15.4 the allocation on the HEI's portal (website) complete objective information on the activities and specificity of the EP;

11.2.15.5 the allocation on the HEI's portal (website) external publications (citations, references) on the implementation of the EP;

11.2.15.6 the use of information networks to inform the public and stakeholders;

11.2.15.7 An important factor is to comply with copyright when placing teaching and methodological support in the public domain;

11.2.15.8 An important factor is the creation of conditions for the mastery and use of information and communication technologies by the staff, teaching staff and students in the education process and activities of the HEI.

12. Standards in the context of separate specialties. Requirements

12.1 General rules

12.1.1 Specialized accreditation standards will vary somewhat depending on what specialties exactly are undergoing the accreditation.

12.1.2 Standards, intended for the separate groups of specialties, represent fundamental principles of the organization of programs and highlight the importance of adequate distribution of workload between theory and practice within the program. A variety of practical experience, acquisition of skills in programs related to social sciences, economics, business and law is necessary and, on the contrary, to focus on the fundamental knowledge in the humanities, natural sciences and engineering.

12.2 Evaluation Criteria

12.2.1 Education

12.2.1.1 Educational programs in a direction “Education”, such as “Pedagogy and Psychology”, “Defectology”, “History”, and etc., must meet the following requirements:

12.2.1.1.1 The EP’s management should demonstrate that graduates of the program have theoretical knowledge in the field of psychology and skills in communication, analysis of personality and behavior, methods of prevention and conflict resolution, students’ motivation;

12.2.1.1.2 The EP’s management should demonstrate literacy of program graduates in the field of information technology, including possession skills of the basic functions and software of the modern computer, as well as the editing and creation of texts, tables, databases, the use of multimedia resources, skills of using of internet browsers;

12.2.1.1.3 The EP’s management should demonstrate the existence in the program of disciplines training to innovative teaching methods and education planning, including interactive teaching methods, teaching methods with high engagement and motivation of students (games, consideration of cases/situations, the use of multimedia tools);

12.2.1.1.4 The EP’s management should demonstrate students’ ability to learn skills of self-education.

12.2.1.1.5 In the framework of the EP the emphasis on different types of practice should be made:

- visiting of lectures and classes held by the current teachers;
- carrying out special seminars and discussions of the latest methodologies and technologies of training;
- within the program students should be able to listen at least one discipline in the field of own specialization taught by the practitioner.

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

12.2.2 Social sciences, humanities, economics, business and law

12.2.2.1 Educational programs in directions “Social sciences, economics and business”, “Humanities” and “Law”, for example, such as “Management”, “Economics”, “Philology”, “Jurisprudence” and etc., must meet the following requirements:

12.2.2.1.1 in the framework of the EP students should be provided with topical, contemporary knowledge about the organization of the field of specialization in other countries (comparative knowledge) or methods, theories, and etc. designed and employed abroad;

12.2.2.1.2 the EP’s management should demonstrate that the teaching within the program is based on the most relevant and comprehensive achievements of world science and practice in the area of specialization, as well as using the most modern and innovative teaching methods;

12.2.2.1.3 the EP’s management should ensure students’ access to the most modern and actual data (statistics, news, research results) in the specialization field in paper (newspapers, collections of statistics, textbooks) and electronic media.

12.2.2.2 The EP in directions “Social sciences, economics and business” and “Law”, must meet the following requirements as well:

12.2.2.2.1 goals, respectively, and the outcomes of the EP should be aimed at getting by learners specific skills demanded in the labor market;

12.2.2.2.2 the EP’s management must demonstrate that graduates have these skills and that these skills are really in demand in the market;

12.2.2.2.3 the EP should include substantial number of disciplines and events aimed at getting by students practical experience in applying of theoretical knowledge as a production practice, the passage of in-house training, participation in lectures and seminars of practitioners, and the like;

12.2.2.2.4 the EP’s management should demonstrate that it has a clear, founded by the analysis and facts view of what specialties and skills in the context of separate professions are in the market demand, what is the approximate number of experts needed in the market for the profession and provide examples of the successful employment of most of the graduates in the specialty in the first six months after graduation.

12.2.3 Natural and Technical Sciences

12.2.3.1 Educational programs in directions “Natural Sciences”, “Engineering and Technology”, such as “Mathematics”, “Physics”, “Information Systems”, and etc., must meet the following requirements:

12.2.3.1.1 to familiarize students with the professional environment and pressing issues in the field of specialization, also for the acquisition of skills through theoretical training educational program must include disciplines and activities designed to obtain practical experience and skills in the profession in general and majors in particular, including:

- excursions to a company in the field of specialization (factories, workshops, research institutes, laboratories, etc.),
- conducting individual sessions or the entire discipline in the specialization company,
- holding seminars for solving practical tasks relevant to the companies in the area of specialization, etc.

12.2.3.1.2 The faculty involved in the educational program should include at least one full-time professor who has long experience as the regular employee in enterprises in the area of specialization of the educational program.

12.2.3.1.3 The contents of all disciplines of the EP should be more or less based and include elements, themes of the fundamental natural sciences, such as mathematics, chemistry, physics.

12.2.4 Art

12.2.2.1 Educational programs in directions “Art”, such as “Musicology”, “Choreography”, “Architecture” and etc., must meet the following requirements:

12.2.2.1.1 The EP’s management should demonstrate that the program graduates have theoretical knowledge in the arts and skills of self-expression through art, such as sculpture, drawing, singing, etc.;

12.2.2.1.2 The EP’s management should demonstrate students’ self-learning and self-development skills.

12.2.2.1.3 Within the program students should be able to listen at least one discipline in the field of own specialization taught by the practitioner.

12.2.2.1.4 The EP should include the maximum possible number of disciplines and events, in which students are taught to the skills individually or in small groups, for example, carrying out master classes by honored workers in the area of specialization;

12.2.2.1.5 The EP’s management should organize for students maximum possible number of activities that contribute to the demonstration of students’ acquired creative skills, for example, concerts and exhibitions;

12.2.2.1.6 In the framework of the EP students should be provided by knowledge and skills of creative activities and methods/ technology, practiced in the world, and knowledge on the arts’ management.

12.2.2.1.7 The EP should contribute to the enrichment of the creative experience in various activities inherent in the specialty.

12.2.2.1.8 To familiarize students with the professional environment and pressing issues in the field of specialization, also for the acquisition of skills through theoretical training educational program must include disciplines and activities designed to obtain practical experience and skills in the profession in general and majors in particular, including:

- excursions to an enterprise in the field of specialization (museums, theaters, construction department and etc.),
- conducting individual sessions or the entire discipline in the specialization company,
- holding seminars for solving practical tasks relevant to the companies in the area of specialization, etc.

12.2.2.1.9 An important factor within the EP is the existence of mechanism of peer review of creative examination papers of students.

13. Procedure for amendments to the accreditation standards

13.1 Changes and additions made to the current accreditation standard in order to further improve it.

13.2 Amendments to the Standard are carried out by the IAAR.

13.3 In case of the initiation of changes and additions to existing standards by the education organizations and other stakeholders, proposals and comments are forwarded to the IAAR.

13.4 The IAAR carries out an expertise of the received proposals and comments on their validity and expediency in the prescribed manner.

13.5. Amendments to the existing accreditation standard after their approval are asserted by the Order of the Director of the IAAR in the new edition with changes or in a form of booklet-insert to the existing standard.

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