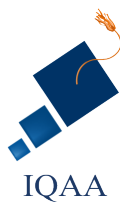


**INDEPENDENT KAZAKH AGENCY FOR QUALITY ASSURANCE IN  
EDUCATION (IQAA)**



---

**STANDARDS FOR INSTITUTIONAL ACCREDITATION OF  
HIGHER EDUCATION INSTITUTIONS**

**GENERAL PROVISIONS**

**ASTANA 2017**

## **PREFACE**

**1. DEVELOPED** by the Independent Kazakh Agency for Quality Assurance in Education (IQAA), taking into account suggestions and comments of higher education institutions.

**2. APPROVED AND PUT INTO EFFECT** by the order of the Independent Kazakh Agency for Quality Assurance in Education No. 4 dated 01.08.2012. Partial amendments and additions made by orders of IQAA No. 7 dated 25.08.2014, No. 8 dated 24.08.2015 and No. 15 dated 30.06.17.

**3. THE HOLDER OF THE SCRIPT:** Independent Kazakh Agency for Quality Assurance in Education: 010000, Astana, Dostyk, 20, Office 801, "Saint Petersburg" BC, tel./fax: 8 (7172) 273820.

**4. EXPERTISE** held at the "Expert" on 21.08.2017  
(expert conclusion No. 01/01-05).

*These standards cannot be wholly or partially reproduced, duplicated and distributed as an official publication without the permission of the Independent Kazakh Agency for Quality Assurance in Education (IQAA).*

## CONTENTS

<b>Introduction</b> .....	4
Standards and criteria for institutional accreditation .....	6
1. Application area .....	7
2. Regulatory references .....	7
3. Terms and definitions.....	8
4. Abbreviations and acronyms.....	13
5. General provisions .....	13
6. Main aims of introducing the standards and criteria of institutional accreditation .....	14
7. Principles of institutional accreditation of higher education institutions .....	14
8. Stages and procedures of specialized (programme) accreditation.....	15
9. Decision making of the accreditation council.....	16
<b>10. Standards and criteria for institutional accreditation</b> .....	18
Standard 1. Mission, strategic planning and policy in the field of quality assurance .....	18
Standard 2. General management and information management.....	20
Standard 3. Students, student-centred learning, teaching and assessment of performance .....	22
Standard 4. Admission of students, learning outcomes, recognition and qualifications.....	25
Standard 5. Study programmes: design, effectiveness, continuous monitoring and periodic review .....	27
Standard 6. Teaching staff and teaching effectiveness .....	29
Standard 7. Scientific research work .....	31
(creative activity) .....	31
Standard 8. Resources and student support services .....	33
Standard 9. Public information .....	36
Standard 10. Periodic external quality assurance and follow-up procedures ...	37
<b>11. Procedure on development, approval and validity period of standards for accreditation</b> .....	38

## **INTRODUCTION**

Standards and criteria for institutional accreditation of higher education institutions have been developed in accordance with the Law of the Republic of Kazakhstan “On Education”, revised European Standards and Guidelines (ESG), Bologna Process

requirements, and international practice of institutional accreditation and review of higher education.

Standards and criteria for institutional accreditation are designed for internal quality assurance of education in higher education institutions.

Standards and criteria for institutional accreditation are based on four key principles of the ESG:

1. Higher education institutions (hereinafter - HEIs) have primary responsibility for the quality of their provision and its assurance.
2. Quality assurance responds to the diversity of higher education systems, institutions, programmes and students.
3. Quality assurance supports the development of a quality culture.
4. Quality assurance takes into account the needs and expectations of students, all other stakeholders and society.

These principles correspond to the activity of HEIs and public policy in the field of higher education in the Republic of Kazakhstan.

According to the revised European Standards and Guidelines for quality assurance (ESG), adopted at the Yerevan Conference of Ministers of Education of Bologna signatory states in May, 2015, the new thing in our standards is a requirement on realization of student-centred learning, teaching and assessment; reinforcement of accents on formation and realization of the policy in the field of quality assurance and a quality culture in HEIs; realization of competence-based approach through an output in concrete learning outcomes, corresponding to the requirements of the National Qualifications Framework and professional standards; introducing of a new standard on Public information, which perhaps requires bigger transparency of the HEI activity to a wider public and all stakeholders. The revised standards reinforce a requirement on continuous monitoring and periodic review of study programmes for ensuring their relevance in accordance with requirements of constantly changing labor market. The standards specify a requirement on continuous work of HEIs in quality assurance and availability of post-accreditation audit procedures. In the framework of realization of a student-centred approach the standards particularly highlight activities of student support services.

In the development of Standards and criteria for institutional accreditation of HEIs the followings have been taken into account: the State Programme of Education Development in the Republic of Kazakhstan for 2011-2020, the Policy and Strategy of the Republic of Kazakhstan in the field of higher education development, INQAAHE Guidelines of Good Practice, experience of well-known European QA agencies – AQ, ASIIN, ACQUIN, EKKA, SKVC, QAA, FIBBA, QQI, FINHEEC, NVAO and others, practice of regional American agencies in part of design and

application of standards for institutional accreditation of HEIs – MSCHE, NEASC-CIHE, NCA-HLC, SACS, WASC-ACCJC.

## **STANDARDS AND CRITERIA FOR INSTITUTIONAL ACCREDITATION**

### **General provisions**

---

## **1. APPLICATION AREA**

1.1 These standards and criteria are developed in accordance with the Law of the Republic of Kazakhstan "On Education" (Article 9-1, paragraph 3) and establish regulatory requirements for accreditation of study programmes of higher education and its procedure.

1.2 These standards and criteria are used in the procedure of institutional accreditation of HEIs.

1.3 Provisions of these standards are also used by the organizations of higher and postgraduate education of the Republic of Kazakhstan, regardless of their status, legal form of organization, modes of studies and institutional subordination.

These standards can also be used:

- a) for internal and external review (audit) of HEIs activities;
- b) by developers of relevant normative documentation.

## **2. REGULATORY REFERENCES**

These standards refer to the following normative regulations:

2.1 Address of the President of the Republic of Kazakhstan Nursultan Nazarbayev to the people of Kazakhstan "Kazakhstan's way - 2050: common aim, common interests, common future" - Astana, January 17, 2014.

2.2 Address of the President of the Republic of Kazakhstan Nursultan Nazarbayev to the people of Kazakhstan "Nurly Zhol - the path to the future" - Astana, November 11, 2014.

2.3 Strategic Plan of Development of Kazakhstan till 2020, approved by the Decree of the President of the Republic of Kazakhstan No. 922 dated February 1, 2010.

2.4 State Programme of Education Development in the Republic of Kazakhstan for 2016-2019, approved by the Decree of the President of the Republic of Kazakhstan No. 205 dated March 1, 2016.

2.5 The Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III (with amendments and additions as on 11.07.2017).

2.6 The Law of the Republic of Kazakhstan "On Technical Regulation" No. 603-II SAM dated November 9, 2004 (as amended on 16.02.2012).

2.7 Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 2, 2014 No.198 “On amendments and additions to the order of the Minister of Education and Science of RK dated April 20, 2011 No.152 «On approval of rules of the organization of the study process by credit technology of education” (with amendments and additions as on 02.06.2014).

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

2.9 The ECTS Users’ Guide (the European Credit Transfer and Accumulation System) - Publications Office of the European Union, 2015, ISBN 978-92-79-43562-1 (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015).

2.10 The State Obligatory Standard of Higher Education (Approved by the Resolution No.1080 of the Government of the Republic of Kazakhstan, dated August 23, 2012; with amendments and additions approved by the Resolution of the Government No. 292 dated May 13, 2016).

2.11 The State Obligatory Standard of Postgraduate Education (Approved by the Resolution No.1080 of the Government of the Republic of Kazakhstan, dated August 23, 2012; with amendments and additions approved by the Government No. 292 dated May 13, 2016).

### 3. TERMS AND DEFINITIONS

In these standards the terms and definitions are used in accordance with the Laws of the Republic of Kazakhstan "On Education" and "On Technical Regulation", State Obligatory Standard of Education of the Republic of Kazakhstan, the Rules of the organization of the study process by credit technology of education.

In addition, the following definitions are used in these standards:

**3.1 Accreditation of HEIs** - procedure for recognition by the accreditation body the compliance of educational services with established accreditation standards (regulations), with the aim to provide objective information about their quality and confirm the existence of effective mechanisms for their promotion.

**3.2 Specialized Accreditation (Programme Accreditation)** - assessment of the quality of individual study programmes implemented by the educational institution.



**3.3 Analysis** - the process of identifying, gathering and preparing data for evaluation of educational objectives of the programme and achieved learning outcomes of students. An effective analysis uses appropriate direct, indirect, quantitative and qualitative parameters, suitable for measurable purposes or results.

**3.4 The overarching framework of qualifications of the European Higher Education Area** - the framework of qualifications, designed for higher education institutions in Europe and adopted at the Bergen Conference (2005), covering three consecutive cycles of higher education: the first cycle – Bachelor’s degree, the second cycle – Master’s degree and the third cycle - Doctoral studies (including a possibility of intermediate qualifications in the national contexts), generic Dublin descriptors for each cycle based on learning outcomes and competences, and credit ranges for the first and second cycles.

**3.5 Double Diploma** - the document on higher education, issued to the graduate of two (or more) partner institutions upon successful completion of the course of joint study programmes and awarding him/her a dual (joint) academic degree.

**3.6 Descriptors of Levels / Qualifications** - description of general for the specific level of education intended learning outcomes, that is, knowledge and understanding, ability to apply them in practice, ability to make judgments, and communication skills.

**3.7 Dissertation, thesis / dissertation work** - a written report on the results of independent research in a particular field of knowledge, submitted for public defense to the award of an academic Master’s or Doctoral degree.

**3.8 Distance Learning Technologies (hereinafter - DLT)** - learning technologies, implemented with the use of information and telecommunication tools in the mediated (distant) or not fully mediated interaction of students and teaching staff.

**3.9 The European Association for Quality Assurance in Higher Education (ENQA)** - a pan-European body that disseminates information, promotes the implementation of best practices and innovative approaches in the field of quality assurance in higher education among European quality assurance agencies, public authorities and HEIs.

**3.10 The European Association of Institutions in Higher Education (EURASHE)** - the European association of higher education institutions that conducts a coherent and transparent policy in the field of higher education in the context of the Bologna reforms and defends the interests of HEIs.

**3.11 The European University Association (EUA)** - the association at the European university level with the purpose of conducting a constructive and

coordinated policy in the field of higher education, ensuring active participation of universities in the Bologna process, providing support to HEIs in the protection of their autonomy, the right to self-governance, academic freedom in conducting educational activity and research.

**3.12 The European Credit Transfer and Accumulation System (ECTS)** – a student-centred system based on workload of study programmes and a systematic way of describing a study programme by assigning credits to all of its components.

**3.13 The European Higher Education Area (EHEA)** – the educational area of the Bologna process member states that conduct a coherent and transparent policy in the field of higher education.

**3.14 Quality in higher education** - a multi-dimensional characteristic of higher education, covering the relevance of learning outcomes, training processes and institutional frameworks to the purposes and needs of the society, the state and the individual.

**3.15 Competence - Based Approach** - an approach to the design of learning outcomes based on competences.

**3.16 Competence** - a dynamic combination of characteristics (pertaining to knowledge and its application, skills, abilities, values and personal qualities), describing the learning outcomes of the study programme, i.e., what is needed to a graduate for an effective professional activity, social activity and personal development, what he/she is obliged to master and demonstrate.

**3.17 Mobility of European students, teaching staff and researchers** - a key principle of formation of the European Higher Education Area and the European Research Area, providing multiple opportunities for free movement of European students, teaching staff and researchers in these areas in order to accumulate on a personal level academic and general cultural potential of development of national higher education systems and increase their impact on socio-economic development of their countries.

**3.18 Module** – a logically built, substantively and methodologically integral part of the educational process within a certain set of expected learning outcomes, expressed in terms of competences and characterized by difficulties in their achieving in credits.

**3.19 Modularisation in education** – a modular construction of the educational process, structuring the expected results of education and the content of study programmes into separate *modules*, equipped with the characteristics of workload of

acquiring them in credits, as well as technologies of learning, teaching, assessment, etc.

**3.20 Lifelong learning** - any form of education, vocational or general education at all levels, as well as continued after a break following the prior education.

**3.21 Study Programme** - the organizational and methodological document, structuring the content and scope of knowledge, forms of organization of the study process, the sequence and periods of mastering courses, modules, diagnostic tools of training success, certification, expected learning outcomes, including the formation of competences leading to attainment of an academic degree.

**3.22 Educational Goals of the Programme** - a set of expected results of the implementation of a study programme by a certain direction, level and profile of training of specialists with higher education.

**3.23 Assessment / Evaluation** - an interpretation of the data and evidence collected during the analysis. The assessment/evaluation determines the degree of achievement of the educational objectives of the programme, students' learning outcomes, and leads to decisions and actions regarding the improvement of the programme.

**3.24 Policy in the Field of Quality Assurance** - the main directions and objectives of the organization in terms of quality, approved by senior management on the basis of a thorough discussion among the staff.

A policy in quality assurance sets the direction of the organization development. In such a document, the organization's leadership publicly defines the basic priorities and values, which it will follow with regard to all its stakeholders (customers, employees, suppliers, society, etc.). This document additionally indicates what the leadership intends to do to implement the stated priorities and values.

**3.25 Recognition of educational qualification** - on the one hand, an official confirmation of the value of a foreign educational qualification by the competent authority, on the other hand, the positioning of a holder of a foreign qualification in the system of education or employment of the receiving side to access educational and/or professional activities.

**3.26 Diploma Supplement (DS)** - a pan-European standardized addition to the official document on higher education, which is used to describe the nature, level, context, content and status of the studies, successfully completed by the holder of the educational qualification.

**3.27 Profile of Study** - a set of basic common features, characteristics of the study programme, reflecting specific areas of higher education.

**3.28 Site Visit of the External Expert Group** - a component of the external evaluation, which is a common part of the accreditation process. The external reviewers-experts visit a HEI to check the materials of institution's self-evaluation, to interview faculty members, students, staff and evaluate the quality and effectiveness of services provided, as well as to propose recommendations for their improvement. The result of the site visit is the external review report.

**3.29 The Process of Self-Evaluation** - the process of internal evaluation conducted by a HEI on the basis of standards and criteria for specialized accreditation, which results in a self-evaluation report.

**3.30 Learning Outcomes** - a set of competences, expressing what a student will know, understand or be able to do upon completion of the learning process.

**3.31 Joint degree** - degree relating to the higher education qualification, assigned jointly by at least two higher education institutions, based on courses developed and/or provided jointly by those institutions, possibly in collaboration with other higher education institutions.

**3.32 Social Dimension in Higher Education** - a set of mechanisms for the implementation of the European Higher Education Area, which includes the process of access to higher education, counseling and informing students, providing students with material support and ensuring equal opportunities and social cohesion, which allows the majority of young people to achieve the highest level of education and maximally reveal their personal potential.

**3.33 Strategy of Higher Education** - defining the long-term development objectives of higher education and the circumstances for planning, taking action and allocation of resources necessary to achieve these goals.

**3.34 Stakeholder** - people, group of people or an institution interested in the results of decision-making in a certain field.

**3.35 Student** – a learner of a higher education institution in a Bachelor's, Master's or Doctoral study programme.

**3.36 Student-Centred Approach in Education** - a fundamental principle of the Bologna reforms in higher education, involving a shift of emphasis in the educational process from teaching (as a main role of teaching staff in "translation" of knowledge) to learning (as an educational activity of students).

**3.37 Work Load** - a quantitative measure of learning activities of students in ECTS credits, necessary for the successful achievement of the expected learning outcomes.

**3.38 Employability** - a set of competences, knowledge, abilities/skills, understanding and personal characteristics, which provides graduates with career prospects in their chosen profession and contributes to the development of economy and society.

**3.39 Formal, non-formal and informal education/learning:**

**Formal education** - acquisition of an approved study programme on the basis of an educational institution.

**Non-formal learning** - learning, carried out during a planned activity that involves so-called “semi-structured” learning that occurs during daily working situations, containing a training component.

**Informal learning** – learning resulting from the course of everyday life: at work, in the family, etc.

The European Ministerial Conference in Bergen (2005) recommended to officially recognize the status of non-formal and informal learning.

#### 4. ABBREVIATIONS AND ACRONYMS

The following abbreviations and acronyms are used in these standards:

**HEI**- higher education institution;

**SOSE** - State Obligatory Standard of Education;

**DET** - distance education technologies;

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

**SRW** – scientific research work;

**IQAA** - Independent Kazakh Agency for Quality Assurance in Education.

#### 5. GENERAL PROVISIONS

5.1 Accreditation procedure of educational institutions is conducted in accordance with the Law of the Republic of Kazakhstan “On Education” 2007, art.9-1, para. 4 at the expense of financial resources of HEI by application of an educational institution.

5.2 Institutional accreditation of HEIs is conducted on the basis of the present standards and criteria.

Standard 1. Mission, strategic planning and policy in the field of quality assurance.

Standard 2. Management and information management.

Standard 3. Students, student-centred learning, teaching and assessment of performance.

Standard 4. Admission of students, learning outcomes, recognition and qualifications.

Standard 5. Study programmes: design, effectiveness, continuous monitoring and periodic review.

Standard 6. Teaching staff and teaching effectiveness.

Standard 7. Scientific research work (creative activity).

Standard 8. Resources and student support services.

Standard 9. Public information.

Standard 10. Periodic external quality assurance and follow-up procedures.

5.3 Decision on accreditation is made by the IQAA Accreditation Council.

5.4 The composition of the IQAA Accreditation Council includes representatives of HEIs, employers, students, experts, NGOs and public.

## **6. MAIN AIMS OF INTRODUCING THE STANDARDS AND CRITERIA OF INSTITUTIONAL ACCREDITATION**

6.1 Main aims of introducing the standards and criteria of institutional accreditation are the following:

6.1.1 introducing a national model of accreditation of educational institutions, harmonized with international practice of quality assurance in education;

6.1.2 establishing high quality standards of activities of educational institutions in the Republic of Kazakhstan, as well as professional and study programmes to increase competitiveness of the national system of higher education;

6.1.3 providing support and assistance to HEIs in design and enhancement of their internal quality assurance systems, corresponding to the requirements of a quickly changing external environment;

6.1.4 promoting the development of a quality culture in HEIs;

6.1.5 facilitating better governance and management in HEIs;

6.1.6 facilitating enhancement and constant improvement of quality of specialists' training;

6.1.7 considering and protecting interests of society and rights of consumers by means of providing reliable information about the quality of educational services;

6.1.8 supporting constant innovations in the study process and scientific research;

6.1.9 public dissemination of information about accredited HEIs.

## **7. PRINCIPLES OF INSTITUTIONAL ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS**

7.1 The present standards of higher education quality assurance are based on the following principles:

- 7.1.1 accreditation procedure of HEIs is conducted on a voluntary basis;
- 7.1.2 the main responsibility for higher education quality is assigned to HEIs;
- 7.1.3 an external review is conducted objectively, transparently and independently from third parties (state bodies, HEIs, public organizations);
- 7.1.4 public information in the country and abroad about the accredited HEIs is realized by means of providing information to the Ministry of Education and Science of the Republic of Kazakhstan and publishing information on the IQAA website.

## **8. STAGES AND PROCEDURES OF SPECIALIZED (PROGRAMME) ACCREDITATION**

8.1 Institutional accreditation procedure is developed in accordance with international and national standards and guidelines.

8.2 The accreditation procedure includes the following stages:

### **Stage 1**

- 1) HEI applies for Agency accreditation with a brief description of HEI's activity;
- 2) Agency and the HEI sign a contract on institutional accreditation. The contract specifies the rights and obligations of the parties, the cost of the procedure, and terms of conducting the accreditation procedure;
- 3) HEI conducts a self-evaluation process, writes a self-evaluation report in accordance with the IQAA standards and criteria;
- 4) HEI presents the first edition of the self-evaluation report with appendices for the expertise by the Agency at least 3 months prior to the external review in an electronic format with scanned signatures of the Rector and members of the working groups and the official stamp;
- 5) HEI makes amendments to the self-evaluation report on the basis of the received comments and remarks and presents the self-evaluation report in an electronic format in three languages: state, Russian and English;
- 6) HEI presents a final edition of the self-evaluation report not later than 1,5-1 month prior to the external review. The report should be both in an electronic format in three languages with signatures and stamp, and in a paper format with the Rector's signature and official stamp, signatures of the working groups' members on the preparation of the self-evaluation report, in one copy (in Kazakh and Russian languages), including appendices.

### **Stage 2**

- 7) Regulation of the expert group's work is carried out according to the standards and guidelines for external evaluation, approved by the Agency;

- 8) The Agency forms a competent group of experts (reviewers), which consists of representatives of the academic community of Kazakhstan, an employer, a student and an international expert;
- 9) The composition of the expert group is reported to the applicant HEI 1-2 months prior to an external review. If there arise any suspicions of bias of the reviewers, HEI has the right to refer to the Agency for replacement of the expert (reviewer), enclosing a written reasoned explanation;
- 10) The expert group studies the self-evaluation materials, visits the HEI and conducts an external review, generates a report on the external evaluation and hands it to the Agency;
- 11) The external review of HEI is carried out within 2-3 days;
- 12) External experts form the report and recommendations within no longer than two weeks since the start of the external review, then the chairman or secretary of the expert group sends it to the Agency;
- 13) IQAA forwards the expert group's report to the HEI for elimination of small inaccuracies, if there are any;
- 14) The HEI, if necessary, has the right to make minor adjustments to the final report of the external review in case of any discrepancies, after communication of the changes with the chairman of the expert group within one week after receipt of the report.

### **Stage 3**

- 15) After studying the self-evaluation materials and the external review report, the Agency prepares a conclusion for the Accreditation Council.
- 16) The Accreditation Council makes a decision.

## **9. DECISION MAKING OF THE ACCREDITATION COUNCIL**

9.1 Decision making of the Accreditation Council is based on the self-evaluation report, the review report of the external experts, the conclusion of the Agency, and the Regulation on decision making on accreditation of HEIs.

9.2 A positive report of the expert group and the conclusion of the Agency are an obligatory prerequisite for a positive decision of the Accreditation Council.

9.3 The Accreditation Council makes one of the following decisions:

- Accreditation for the full term (5 years);
- Accreditation with a condition for a period up to 3 years (partial accreditation);
- Denial of accreditation.



9.4 In case of a positive decision of the Accreditation Council on accreditation, IQAA issues the educational institution a certificate of institutional accreditation for a period of five years.

9.5 In the event of accreditation with the condition, in 1-3 years the Agency representatives conduct a revision on the question of eliminating the remarks (site visit to the educational institution). After confirmation of eliminating the remarks the accreditation validity period is extended to 5 years (in conjunction with the term of accreditation with the condition). The costs of an additional revision shall be covered by the educational institution concerned.

9.6 In case of a positive decision, the decision on accreditation of HEI is forwarded to the Ministry of Education and Science of the Republic of Kazakhstan and is published on the website of the Agency [www.iqaa.kz](http://www.iqaa.kz).

9.7 In the event of a negative decision, the HEI can re-apply for accreditation, but not earlier than one year after receiving a negative decision.

9.8 In case of a positive decision, in accordance with the Standard 10 HEIs should conduct a constant monitoring of their activity on realization of recommendations given in the accreditation procedure, submit reports to the Agency, and undergo a regular external evaluation every five years.

## 10. STANDARDS AND CRITERIA FOR INSTITUTIONAL ACCREDITATION

---

### STANDARD 1. MISSION, STRATEGIC PLANNING AND POLICY IN THE FIELD OF QUALITY ASSURANCE

#### 1.1 General provisions

1.1.1 HEI should have a clearly formulated mission in the context of national higher education system, where there are explained designation of this educational organization, its aims and objectives.

1.1.2 The Strategic development plan of the HEI should reflect the context of a state policy in education, whereas its target indicators should be measurable and aimed at achievement of aims and objectives of the HEI and the system of higher education in general.

1.1.3 Policy and procedures in the field of quality assurance should support the development of a quality culture. All staff members should take a responsibility for quality, participate in design and quality assurance.

#### 1.2 Assessment criteria for mission and strategic planning

1.2.1 Compliance of the mission with the acting management system and policy for quality assurance in education; adoption of the mission at the meeting of the Academic Council.

1.2.2 Compliance of the mission, aims and objectives with the available resources, capabilities of HEI and requirements of the labor market.

1.2.3 Participation of teaching staff, students and personnel in the design of mission, aims and objectives.

1.2.4 Objectives of the HEI, aimed at increasing efficiency of students' learning.

1.2.5 Determination of the HEI's objectives in the context of its educational, scientific and social activity for increasing its institutional effectiveness and image.

1.2.6 Availability of the Strategic Development Plan of the HEI approved by its Academic Council (Academic Senate), which defines all types of the HEI's activities, as well as schedule of activities for realization of this Strategy. Compliance of the Strategic Plan with the mission, aims and objectives of the HEI.

1.2.7 Compliance of the Strategic Plan with material resources and intellectual assets of the HEI, its direction at satisfying the needs of students, teaching staff and personnel.

1.2.8 Systematic assessment of effectiveness of the mission, aims and objectives of the educational organization.

1.2.9 Distribution of resources is conducted in accordance with the Strategy of Development of the HEI for achievement of the stated mission.

1.2.10 Analysis and assessment of a competitive position of the HEI on the educational services market.

1.2.11 Availability of the SWOT-analysis of the external and internal environment of the university (assessment of strengths and weaknesses, potential of the university on the educational services market and threats to the development of the university).

### **1.3 Assessment criteria for policy in the field of quality assurance**

1.3.1 Availability of the policy in the field of internal quality assurance: procedure for its adoption and approval.

1.3.2 Compliance of the policy in the field of quality assurance with the strategic plan, mission, aims and objectives of a HEI.

1.3.3 Organizational aspect of an internal system of quality assurance, main characteristics of a quality culture and values of a HEI, the level of a quality culture and values in the HEI.

1.3.4 Participation of administration, teaching staff and students in realization (formation and maintenance) of quality assurance policy in education: obligations of Faculties and other structural divisions, as well as of administration, individual staff members and students in the field of quality assurance. Participation of external stakeholders (Supervisory / Board of Trustees, employers, graduates (Alumni Association), possibly akimat) in the implementation of the policy in the field of quality assurance.

1.3.5 Ensuring a policy that supports academic integrity, protection from any type of intolerance or discrimination in respect to students or staff members.

1.3.6 Ensuring anti-corruption measures in the HEI, availability of anti-corruption measures, in particular, the exclusion of cases of plagiarism on the part of the teaching staff (misappropriation of another person's intellectual property), students

(submissions of abstracts, course papers, theses and projects, master and doctoral dissertations downloaded from the Internet, cheating and usage of cheat notes during examinations and etc.), accessibility of the HEI's administration to teaching staff and students, flexibility in responding to their requests.

1.3.7 Assessment of the degree of realization of the policy in quality assurance is adequate to directions of the Strategic Plan, material resources and intellectual assets of the HEI, direction at satisfying the needs of students, teaching staff and personnel.

1.3.8 Efficiency and systematic approach in using results of assessment for enhancement and adjustment of long-term directions of development, setting new goals in accordance with changing conditions of the external environment.

## **STANDARD 2. GENERAL MANAGEMENT AND INFORMATION MANAGEMENT**

### **2.1 General provisions**

2.1.1 HEI should have a management system aimed at the realization of its strategy, achievement of its mission, aims and objectives. The management system of a HEI should be based on competences of educational organizations established by the Law of the Republic of Kazakhstan "On Education".

2.1.2 Management in a HEI should be based on principles of quality management system: leadership of the head, information management, process and system-based approaches, involvement of staff members, constant improvement, focus on students and stakeholders. Besides, principles of corporate management, which provide division of powers and responsibilities between the leaders should be used.

2.1.3 For effective management a HEI should implement information management: to carry out systematic collection, accumulation and analysis of information about its activity and conduct an assessment of strengths and weaknesses (SWOT analysis), based on which administration and management bodies (Board of Trustees, Academic Council, Rector's Office, Senate) define a policy in quality assurance, develop strategic and operational plans, and spread information for effective management.

### **2.2 Assessment criteria for management**

2.2.1 Reflection of management system and organizational structure of a HEI in its documents (Charter, provision on the organizational structure of a HEI, etc.)

2.2.2 The completeness of covering competences established by the Law of the Republic of Kazakhstan “On Education” in functional duties of heads and structural divisions of the HEI.

2.2.3 Compliance of the organizational, functional and staff structures of a HEI with its mission, aims, objectives, and policy in the field of quality assurance.

2.2.4 Assessment system of activities of the Academic Council, Faculties, Departments and other structural units.

2.2.5 Compliance of qualifications of the staff of structural divisions with the management tasks.

2.2.6 Efficiency of the system of attestation, motivation and assessment of staff’s activities for achievement of strategic aims and objectives.

2.2.7 Participation of teaching staff, personnel and students in management of a HEI.

2.2.8 Policy for resolution of conflicts of interests and relations.

2.2.9 Study and approval of distribution of HEI’s financial resources (HEI’s budget).

2.2.10 Compliance with the standards of business ethics, availability and compliance with the Code of Honor for administration/teaching staff/personnel.

2.2.11 Availability of electronic document management.

### **2.3 Assessment criteria for information management**

2.3.1 Adoption of optimal management decisions in HEI on the basis of an established system of collection, analysis and evaluation of information about activities, including the following data:

- ✓ Key performance indicators (KPI);
- ✓ Structure of student body by specialties and years of studies;
- ✓ Students’ performance, their progress, dropout rate;
- ✓ Methods and periodic assessment of students’ satisfaction with study programmes and disciplines;
- ✓ Periodic assessment of teaching staff and personnel's satisfaction with working conditions, management system, available resources, etc.;
- ✓ Assessment of accessibility of resources for learning and student support;

✓ Graduates' employability, connection links with graduates, career monitoring.

2.3.2 Assessment of decisions made by the administration management on the effectiveness of study programmes, impact of scientific research, social demands from students, teaching staff and personnel, and resource provision of the HEI.

2.3.3 Periodic analysis of received information, revision of information collection methods, if necessary, their compliance with modern tendencies and needs of the HEI.

### **STANDARD 3. STUDENTS, STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT OF PERFORMANCE**

#### **3.1 General provisions**

3.1.1 Educational activities of a HEI should be based on academic policy, which is aimed at meeting the needs of students of various categories: those studying with state scholarship, paying tuition or studying at the expense of resources of other organizations; studying full-time or part-time, those with limited abilities (physical and/or material).

3.1.2 HEI should ensure student-centred learning and teaching, which plays an important role in stimulating students' motivation to learning and active participation in the study process.

3.1.3 HEI should carry out a systematic monitoring of quality of students' knowledge, the results of which should be used for enhancement of the study process, educational technologies, teaching methods, content of study programmes and assessment tools.

#### **3.2 Assessment criteria for student-centred learning**

3.2.1 Participation of students in management of the university (representation of students in all decision-making bodies, training of new representatives of students, informing students and coordination of issues).

3.2.2 Participation of students in the development of the content of courses, methods of teaching and evaluation (the availability of flexible curricula and educational paths, the freedom of choice of disciplines and teachers, autonomy of students in the choice of teaching and evaluation methods, independence in compiling the individual study program).

3.2.3 Focus on expected learning outcomes (organization of training based on expected learning outcomes, continuous analysis of expected results through evaluation and discussion with students, inclusion of formal and informal learning outcomes in the Diploma Supplement).

3.2.4 Realization of internal and external quality assurance (organization of students' participation in all internal and external processes for quality assurance, constant monitoring of the results of students' surveying, informing students about results of reviews and subsequent procedures).

3.2.5 Social dimension (provision of social, psychological support to students, educational support of students who demonstrate a deeper interest in learning and, conversely, who have educational difficulties; help in finding work in their spare time, and a balance between study, work and personal life of students).

3.2.6 Provision of students with guidelines of various types (reference guide, internal regulations, work schedule of different services, procedure of payment a tuition fee; policy and procedures of assessment of students' learning outcomes; information about the study programmes).

3.2.7 Accessibility of documents clarifying the main policy of HEI for students (location of information materials: study and methodological complexes of disciplines, schedule of classes, etc.); academic regulation (requirements to exams), rules and procedures of registration for disciplines, rules of counting and transfer of credits, procedures of complaints and protests (including academic integrity), regulations on academic mobility (internal and external).

3.2.8 The Code of Honor for students, awareness by students of its principles and provisions.

### **3.3 Assessment criteria for student-centred teaching**

3.3.1 Maintaining students' sense of autonomy with a simultaneous proper guidance and assistance from a teacher. Assistance to students in formation of their individual educational paths through the institute of advisers.

3.3.2 Use of various teaching forms and methods.

Evidence of a change in the study process within a HEI, presentation of a new position of a teacher: from transferring ready information to a position of an organizer of students' active independent acquisition of necessary competences, a consultant in such a process, the usage of innovative learning technologies (information and communication technologies, interactive technologies, case study, projects, etc.)

3.3.3 Continuous training of the teaching staff on student-centered learning mechanisms, informing teachers about the principles of student-centered learning, their new role and rights.

3.3.4 Systematic and consistent work with students starting from the first year of studies to the graduation year on ensuring students' progress in their academic career.

3.3.5 Provision of evidence on the change within academic environment of a HEI, which promotes mutual respect in relations "student-teacher" and "student-staff member", students and teaching staff's academic integrity.

### **3.4 Assessment of students' performance**

3.4.1 Evidence of availability and effectiveness of the system of internal control of education quality, including ongoing control of students' performance, mid-term, intermediate and final attestation of students.

3.4.2 Availability of assessment criteria and methods accessible for students (in a syllabi, publication on the website or in the reference guide).

3.4.3 Compliance of the system for assessment of students' knowledge with the principles of clear and commonly accepted assessment criteria, objectiveness and transparency.

3.4.4 Procedure of testing, exams, credits, defense of abstracts, course works and other assessment forms should be conducted by more than one examiner.

3.4.5 Assessment rules should consider mitigating circumstances.

3.4.6 HEI should have an official procedure of appeal against the exam results.

3.4.7 HEI should present approved standardized tests and exam questions by disciplines of study programmes that it offers. The usage of control methods that reveal levels of mastering learning outcomes - competencies: depending on the specifics of the discipline, for example, execution and delivery of projects, mini-course projects, taking situational tasks, etc.

3.4.8 HEI should present samples of students' works (abstracts, course works, diploma works (projects), Master's and Doctoral theses with different level of performance), available to students for self-assessment.



3.4.9 Work on assessment of the extent of borrowings in performing course works, diploma works, Master's and Doctoral theses (inspection system on "Anti-plagiarism" programme, etc.). Analysis of specific examples of the results on exclusion of plagiarism.

3.4.10 Attestation system of postgraduate students, implementation of their individual working plans.

3.4.11 Results of students' final attestation (quality assessment of degree works).

## **STANDARD 4. ADMISSION OF STUDENTS, LEARNING OUTCOMES, RECOGNITION AND QUALIFICATIONS**

### **4.1 General provisions**

4.1.1 Availability and usage of published rules for the whole period of students' studies: admission, learning, assessment rules, progress to next year of study, recognition and award of a qualification.

4.1.2 Procedures and tools for collection, monitoring and follow-up activities on the basis of information on student body and student performance.

4.1.3 Procedures for recognition of non-formal and informal learning gained outside of HEI, including within the student mobility (internal and external).

4.1.4 Procedure of awarding an academic degree and a qualification, execution of documents for graduates.

### **4.2 Assessment criteria for documentation**

4.2.1 HEI should present documentation on all regulations covering all phases of "a student's life cycle", demonstrate evidence on accessibility of these regulations for all students (distribution of published materials, including on the website), demonstrate proofs of conducting training seminars for first-year students for their adaptation in the HEI and other activities, which show the HEI's work with students.

4.2.2 HEI should demonstrate examples of consistent regulations: admission, learning, assessment, progress to the next year of study, recognition and award of a qualification for students of all faculties and specialties. Admission procedures for specialties, requiring special or creative preparation (Pedagogics, Arts, Sports, etc.)

### **4.3 Assessment criteria for information collection and monitoring of student body and student performance**

4.3.1 Presentation of statistical indicators of student body formation: number of applications submitted, average score of the Unified National Test and the Complex Test of first-year students enrolled, minimum/maximum score of applicants submitted applications; the number of students enrolled from rural/urban high schools; the number of “Altyn Belgi” awardees, winners of international, Republican Olympiads and competitions of scientific projects, admitted to the HEI (availability of such statistics and systematic analysis).

4.3.2 Statistical indicators for the last five years on the student body by years of studies and specialties (number of students studying by grant/tuition fee, modes of study, levels of education, by directions/specialties of training, foreign students, different categories of students: orphans, students left without parental care, students from low-income families, disabled students, students with disabled parents, students from multi-child families).

4.3.3 Statistical indicators on student performance for the last five years by years of studies, disciplines and specialties (availability and analysis).

4.3.4 Statistical indicators of bringing students to graduation by specialties and levels of education (Bachelor, Master, Doctoral). For postgraduate students – a coefficient of graduation with the award of intended degree (availability of statistics and its analysis).

4.3.5 Statistical data on graduates’ employment, including by specialties, graduates’ career growth, monitoring for the last 3-5 years, the level of graduates’ salary (availability and analysis).

4.3.6 Presentation of an annual analysis of the main indicators of student body based on para. 4.3.1 - 4.3.5 for making adequate management decisions.

### **4.4 Assessment criteria for students’ learning outcomes, recognition of learning and award of qualifications**

4.4.1 Availability of developed and published procedures for admission of students from other HEIs, recognition and transfer of credits based on principles of the Lisbon Recognition Convention.

4.4.2 Availability and efficiency of international exchanges and internships. Academic mobility: internal and external. Rules of transfer of credits, including ECTS credits.

4.4.3 Results of an external assessment of learning outcomes conducted by the National Test Centre of the MES RK.

4.4.4 Issuance of Diploma Supplement in accordance with European requirements, which shows obtained qualification, achieved learning outcomes, context, content and learning status.

4.4.5 Annual results of a questionnaire on the employers' satisfaction with the quality of graduates' preparation (availability and analysis).

## **STANDARD 5. STUDY PROGRAMMES: DESIGN, EFFECTIVENESS, CONTINUOUS MONITORING AND PERIODIC REVIEW**

### **5.1 General provisions**

5.1.1 Study programmes should be developed according to the National Qualifications Framework, professional standards, Dublin descriptors and European Qualifications Framework.

5.1.2 Content of study programmes should ensure requirements for the overall education, social and ethical competences, special, economic and organizational-managerial competencies, requirements for the readiness to change social, economic, professional roles, geographical and social mobility in conditions of increasing dynamism of changes and uncertainties, as well as additional competences, such as creativity, critical thinking, innovative dimension, personal development, including preparation of students to active social position and knowledge of several languages.

5.1.3 HEIs should constantly conduct a monitoring, periodically analyze and review their study programmes, to ensure that they achieve the objectives assigned to them and respond to the increasing needs of students, labor market and society.

### **5.2 Assessment criteria for study programmes**

5.2.1 Availability of procedures for design, approval and realization of study programmes; a character of interaction of structural units, involved in these procedures.

5.2.2 Compliance of study programmes with the formulated aims, which correspond to the HEIs' mission, as well as employers and students' needs.

5.2.3 Reflection in the study programmes of learning outcomes and competences, based on Dublin descriptors embedded in professional standards.

5.2.4 Structure and content of study programmes, application of a modular principle in their design.

5.2.5 Study programmes have components for preparation to professional activities, developing key competences, intellectual and academic skills, reflecting changing requirements of the society, including in realization of the President's programme on proficiency in three languages: Kazakh, Russian, and English.

5.2.6 The level of organization of independent students' work, provision of students with all necessary study and methodological materials.

5.2.7 Compliance of study programmes with the present State Compulsory Education Standards of the Republic of Kazakhstan for undergraduate and postgraduate studies and model study plans, whereas obligatory disciplines - with the model curricula.

5.2.8 Logical sequence of disciplines and reflection of main requirements in the study plans and curricula.

5.2.9 The quality of development of the catalogue of elective disciplines, its structure, prerequisites and postrequisites of disciplines, presence of several educational paths.

5.2.10 Reflection of the system of account of student and teaching staff's academic workload in credits in the study programmes, its compliance with the parameters of credit system of education, accepted at the national level.

5.2.11 The system of quality assurance of study and didactic materials, corresponding to the study aims; scientific level of these materials.

5.2.12 A leading role of teaching staff in the development and realization of study programmes and in their quality assurance.

5.2.13 Participation of students, companies and employers in the design of study programmes (a list of disciplines suggested by them).

5.2.14 Availability of industry practice in study programmes for consolidation of theoretical material, expressed in academic workload in credits.

5.2.15 A qualification, obtained as a result of acquiring a study programme, should be clearly shown and should match the level of higher education in the National Qualifications Framework.

5.2.16 Frequency of update of study programmes taking into account the interests of students and the labor market.

5.2.17 Control methods for quality assurance of study programmes. Availability of an external expertise and a peer review of study programmes.

5.2.18 A possibility to continue education on study programmes of postgraduate and additional professional education.

5.2.19 Availability of an effective, ongoing mechanism of internal quality assessment and expertise of study programmes, ensuring achievement of the defined objectives, as well as feedback for their improvement and a periodic review. Revised aspects of study programmes are timely communicated to students. Satisfaction of students with the quality of study programs (availability of work on the analysis of satisfaction).

## **STANDARD 6. TEACHING STAFF and teaching effectiveness**

### **6.1 General provisions**

6.1.1 Teaching staff of HEI is a main resource of educational activity available to students. Therefore, HEI should have a personnel policy, which defines clear, transparent and fair procedures of recruitment, conditions of employment and improvement of their qualifications.

6.1.2 HEI should demonstrate that it has employed the teaching staff corresponding to the qualification requirements of licensing of educational activity.

### **6.2 Assessment criteria for teaching staff and teaching effectiveness**

6.2.1 HR policy of a HEI, which reflects institutional procedures in relation to the

teaching staff and personnel (recruitment, promotion, rewards, staff reduction, dismissal; rights and duties, including job duties), its accessibility to the teaching staff and personnel.

6.2.2 Presentation of indicators on quality composition of the teaching staff, categories of the teaching staff (regular teaching staff, part-time teaching staff, percentage of the teaching staff with scientific degrees, age variety) for the last five years; analysis of the dynamics.

6.2.3 Use of policy and procedures for ensuring academic integrity, teaching quality, adopted at the Academic Council (Academic Senate), Code of Honor of teacher/staff member, publication of this material on HEI website, on the working boards of faculties and departments.

6.2.4 Development of mechanisms and criteria for teaching staff's attestation.

6.2.5 Availability of systematic assessment of teaching effectiveness and teaching quality by the HEI administration and colleagues (open doors classes, control and mutual visits of classes), also through questionnaires for students.  
The results of "A teacher by students' eyes" questionnaire.

6.2.6 Indicators of the teaching staff achievements (a number of teachers with state rewards, state and scientific awards, honorary titles, "Best higher education teacher" grants of the MES RK, etc.)

6.2.7 Availability of requirements to the teaching staff on developing study and methodological complexes of disciplines, teaching activity and conducting scientific work.

6.2.8 Availability of individual working plans of the teaching staff (teaching workload, study and methodological, scientific and research, educational work, organizational and methodological activity and tutor's work, counseling and public work, corresponding to the HEI's mission, aims and objectives).

6.2.9 Clarity and completeness of annual reports of the teaching staff for the last five years, including a list of textbooks, tutorial books, study and methodological developments and publication of scientific works, including those in editions recommended by the Committee for Control in the field of Education and Science of the MES RK, and international editions with non-zero impact factor.

6.2.10 Availability of a system for qualification upgrade and professional development aimed at ensuring:

- use of flexible trajectories, different forms of teaching, taking into account diversity of students, differentiation of their needs;
- selection and use of various pedagogical methods, introducing innovations into the study process;
- knowledge of existing test methods and exams for assessment of students' performance.

6.2.11 Creation of favorable conditions for the teaching staff and personnel.

6.2.12 Availability of the teaching staff and personnel's motivation mechanisms for their high pedagogical skills, scientific results, and dedication to work; development of a quality culture.

6.2.13 Teaching staff's participation in the public work of HEI, in education of the youth and life of the society (the role of teaching staff in the system of education and science of the region, etc.)

6.2.14 Mechanisms of the teacher staff's dismissal from duties, in case of their low level of qualification and violation of general ethical norms or Code of Honor for the teaching staff.

## **STANDARD 7. SCIENTIFIC RESEARCH WORK (CREATIVE ACTIVITY)**

### **7.1 General provisions**

7.1.1 HEI should create conditions for integration of education, science and innovations and motivate teaching staff to active research work.

7.1.2 Scientific and/or creative activity of a HEI should be implemented in accordance with the HEI's mission, aims and objectives.

7.1.3 HEI should develop a system of motivation to research and publications for teaching staff, as well as actively involve undergraduate and postgraduate students.

### **7.2 Assessment criteria for scientific work**

7.2.1 Policy in choosing direction of scientific research work/creative activity, its correspondence to the HEI's mission and development strategy.

7.2.2 Spectrum of scientific research: fundamental and/or applied research, constructor developments, their effectiveness. Compliance of the HEI's scientific

research work with qualification requirements in educational activity licensing of postgraduate studies.

7.2.3 Statistical indicators of scientific research work/creative activity for the last five years by their financing and effectiveness (patents, certificates of authorship, certificates of intellectual property, publication of monographs, textbooks, study tutorials, scientific articles in editions with non-zero impact factor).

7.2.4 Introducing of scientific research results into the study process of HEI or industry.

7.2.5 Infrastructure of scientific research work/creative activity and effectiveness of its use, available mechanisms for evaluating effectiveness of scientific research work at the HEI. Availability of scientific research institutes, centers, techno parks, other scientific research divisions that conduct real scientific research work, and centers of commercialization in the HEI. The availability of a specialized scientific and technical, scientific-methodical, clinical, experimental base for relevant scientific training specialties (Master and Doctoral studies).

7.2.6 International cooperation in the field of scientific research (joint scientific research) and its effectiveness; availability of international grants for scientific research work. HEI's participation in international, national and regional alliances, associations, etc.

7.2.7 Number and level of organized international, republican scientific and methodical conferences, seminars, exhibitions, competitions, etc. Participation of teaching staff and personnel in international symposia, conferences, seminars, exhibitions, competitions, Olympiads, festivals, etc.

7.2.8 Cooperation with scientific research and industry structures on creation of training scientific centers in priority directions of science and technology, creation and realization of innovative technological products (experienced small scaled production, implementation of scientific and technical developments), and commercialization of scientific research work.

7.2.9 Level of organization and involvement of students of all levels in the HEI's scientific research work/creative activities. Students' participation in Olympiads, competitions, scientific conferences, financed scientific themes, and scientific publications.

7.2.10 Level of scientific supervision of Bachelor's, Master's, Doctoral degree works, compliance with the qualification requirements in licensing of educational activities:



- level of professionalism, effectiveness and teaching workload of scientific supervisors;
- analysis of student questionnaire results on satisfaction with scientific work supervision;
- institutional measures for combating student plagiarism.

**Note:** HEIs offering study programmes in Arts only, are additionally assessed according to the criteria reflecting their specific indicators – creative achievements.

## **STANDARD 8. RESOURCES AND STUDENT SUPPORT SERVICES**

### **8.1 General provisions**

8.1.1 Resource provision of the HEI should comply with the stated mission, aims and objectives, be easily accessible to students and teaching staff, who should be informed on the availability of necessary resources. HEI's financial strategy should correspond to its strategic development plan and ensure its activity with financial resources.

8.1.2 HEI should have student support services, promoting improvement of student performance, development of skills of living in the society, and cultivating tolerance behavior.

8.1.3 Student support services should realize constant and consistent work with students out of their classes for their progress in learning, ensuring conditions and support for their personal development.

### **8.2 Assessment criteria for financial resources and budget of HEI**

8.2.1 Availability of financial strategy, account policy, and their compliance with the strategic development plan of the HEI.

8.2.2 The structure of financial resources of the HEI: formation sources, directions of spending; their relationship.

8.2.3 The scope of financing educational activities for the last five years.

8.2.4 Indicators on the HEI's financial activity (revenue by type, spending by type; the average tuition fee in a Bachelor's/Master's study programme) for the last five years.

8.2.5 Indicators on the average salary of administration, teaching staff, personnel, etc.; analysis of dynamics for the last five years.

8.2.6 The activities of the HEI to provide paid services in accordance with the Charter and the current legislation of the Republic of Kazakhstan.

8.2.7 Transparency of budget distribution. Financial reports and a system of internal audit.

8.2.8 Annual external review of HEI in accordance with international standards and policy of administration for taking corrective actions on the recommendations and remarks of the conducted review.

### **8.3 Assessment criteria for material and technical and informational resources**

8.3.1 Availability and level of provision of material and technical resources corresponding to the HEI's mission, aims and objectives:

- availability of a required number of classrooms, equipped with modern technical study tools, multimedia facilities; scientific and training laboratories, study and training polygons, techno parks and clinics with modern facilities, corresponding to implemented study programmes, sanitary and epidemiological norms and regulations.
- number of computer classes, reading rooms, multimedia, language, scientific and methodological laboratories, number of seats.
- total number of computers and their ratio to the student body number, the number of computers of the latest generation. Percentage of annual renewability of computer park.
- availability of a polygraphic base and its effectiveness.

8.3.2 Availability and accessibility of Internet line for students, teaching staff and personnel; access to Internet with a good speed through Wi-Fi connection for students, teaching staff and personnel. Use of the possibilities of a unified information support system for students (for example, based on a Web site) for all study programs, Wi-Fi points to support students in the realization of their needs for personal development and self-improvement.

8.3.3 Availability of an electronic platform for realization of study and scientific process of the HEI. Resources ensuring informatization of education and institutional management.

8.3.4 Availability of study, methodical and scientific literature on general, basic and profile disciplines of study programmes, including those in state language,

effectiveness of its use; renewability of literature funds in accordance with the norms, defined by qualification requirements for licensing.

8.3.5 Availability of study literature on electronic media, the proportion of electronic study materials in the total library fund; e-textbooks developed by the HEIs' teaching staff or purchased. Their compliance with the qualification requirements for licensing. Accessibility of e-textbooks, the fund of e-reading hall, study TV, etc. for students.

8.3.6 Availability of e-catalogues in the library and their accessibility in the Internet (Intranet); support for students, teaching staff and personnel in their access to modern databases (Scopus, Thomson Reuters, etc.)

8.3.7 The number of annual subscription editions (national and foreign) according to the profile of the HEI, effectiveness of their usage.

8.3.8 Assessment of development dynamics of material and technical resources and effectiveness of the assessment results for adjustment of planning and distribution of the budget.

8.3.9 Frequency of questionnaires for teaching staff and students on satisfaction with the level of technical learning tools, their correspondence with modern requirements, presentation of questionnaire results.

#### **8.4 Assessment criteria for student support services**

8.4.1 Availability of student support services, working for satisfying their educational, personal, and career needs: libraries, student residencies, canteens, medicine centers, employment and career centers, sports halls and societies, which respond to the students' interests.

8.4.2 Meeting the needs of different groups of students: full-time, part-time, working students, correspondence students, foreign students, disabled students. Availability of social support for students from socially disadvantaged sectors of society.

8.4.3 Availability of a service (unit) for organization of practice and work for employment and career development of students. Involvement of corporate partners to the organization of professional practice. Participation of companies and employers in the organization and implementation of professional practice and graduates' employment.

8.4.4 Forms of student self-governance, their effectiveness and interaction with the

structural units of the HEI.

8.4.5 Students' participation in public unions and associations, in the career-oriented work; social activity of students, involvement in mass sports, achievements in the Universiades.

8.4.6 Professionalism level of staff members from student support services and their opportunities for qualification development.

8.4.7 Availability of a mechanism for regular assessment of support services by students, conduct of ongoing monitoring and continuous improvement.

## **STANDARD 9. PUBLIC INFORMATION**

### **9.1 General provisions**

9.1.1 HEI should provide clear, accurate, objective, relevant and accessible information on its activity, including information on its study programmes.

### **9.2 Assessment criteria for public information**

9.2.1 The degree of accessibility, accuracy and relevance of information about the HEI's activity and its study programmes, provided to the public.

9.2.2 Availability of information on the admission criteria, regulations and conditions of learning, rules of conducting different types of exams, credits, methods and criteria of giving a mark, the awarded qualification.

9.2.3 Information on the student support services, including information on student residencies and other units, which are designed for creation of learning conditions.

9.2.4 A system of indicators and directions of the HEI's activity, open for the public, their characteristics.

9.2.5 Information on graduates' employment by every study programme; graduates' career development.

9.2.6 Information on the academic calendar, including periods of exams and vacations.

9.2.7 Accessibility of information about the HEI's mission, aims, objectives, and policy in quality assurance to the public (availability of information on the website of the HEI and in printed documents).

## **STANDARD 10. PERIODIC EXTERNAL QUALITY ASSURANCE AND FOLLOW-UP PROCEDURES**

### **10.1 General provisions**

10.1.1 HEI should undergo a procedure of external quality assurance in accordance with the standards of the Agency on a periodic basis not less than once if five years.

10.1.2 Quality assurance should be a constant process, which does not end with external feedback, a report or follow-up procedures in the HEI.

10.1.3 External quality assurance in its different forms should check the effectiveness of internal quality assurance of HEIs, be a catalizator for their improvement, and present new perspectives.

### **10.2 Assessment criteria for periodicity of external evaluation**

10.2.1 HEI annually submits to the Agency a report on achievements and changes made during a year to support internal system of quality assurance in education.

10.2.2 Annual report on achievements and changes in the HEIs' activity is formed on the basis of the Agency's Guidelines and an adopted internal system of quality assurance in education.

10.2.3 The Agency, within the framework of post-accreditation monitoring, on the basis of the Agreement within two years after the accreditation of the university organizes the visit of 1-2 experts and a coordinator for the analysis of changes and improvements in activities of the university.

10.2.4 In case of failing to comply with IQAA requirements, the Accreditation Council of the Agency has the right to temporarily suspend accreditation validity of the HEI.

10.2.5 HEI submits an application and signs a contract on the conduct of institutional accreditation one year prior to the expiry of its certificate of accreditation.

## **11. PROCEDURE ON DEVELOPMENT, APPROVAL AND VALIDITY PERIOD OF STANDARDS FOR ACCREDITATION**

11.1 Amendments and additions to the present standards for institutional accreditation are made by IQAA with a view to further improve and align them with the educational policies pursued by the Ministry of Education and Science of the Republic of Kazakhstan, the activities of higher education institutions and the European Standards and Guidelines.

11.2 In case of initiating amendments and additions to the standards and criteria for accreditation, the proposals and observations should be sent to IQAA.

11.3 After expertise of the proposals and observations, conducted by IQAA experts, and approval by the Accreditation Council of the Agency, IQAA makes amendments and additions.

11.4 The revised standards and criteria should be published and shared on the Agency's website.