

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



**STANDARDS FOR PROGRAM ACCREDITATION OF HIGHER
EDUCATION INSTITUTIONS
based on ESG-2015**

third edition

GENERAL PROVISIONS

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STANDARDS AND CRITERIA FOR ACCREDITATION OF EDUCATIONAL PROGRAMS

STANDARD 1. POLICY IN THE FIELD OF QUALITY ASSURANCE OF EDUCATIONAL PROGRAM AND ACADEMIC INTEGRITY

1.1 General provisions

1.1.1 The educational institution has a policy in the field of quality assurance of an educational program with an official status, which is available to all participants in the educational process and external stakeholders.

1.1.2 Policy in the field of quality assurance of the educational program is implemented at all levels of the educational organization (administration, faculties (schools), departments for the development and maintenance of a culture of quality.

1.1.3 The educational institution adheres to the policy of academic integrity, demonstrates high ethical standards in the management and activities of the educational institution.

1.2 Evaluation criteria

1.2.1 The procedure for the adoption and approval of the quality assurance policy at the university.

1.2.2 Organization of the system of internal quality assurance of the educational program, participation of the administration, teaching staff and students in the formation and support of the quality assurance policy.

1.2.3 Responsibilities of departments, faculties (schools) and other structural units to support program quality assurance policy. Involvement of external stakeholders in the implementation of the program quality assurance policy.

1.2.4 The level of interaction between teaching, research and learning in the program quality assurance policy.

1.2.5 Measures to maintain academic integrity, vigilance against academic fraud at all levels.

1.2.6 Usage of the "Antiplagiat" licensed program to check written works of undergraduate and graduate students.

1.2.7 Integrity and objectivity in public relations announcements, advertisements, materials used for the admission of applicants, as well as in internal communications.

1.2.8 Policy on anti-corruption in the university as an important element of the policy in the field of quality assurance of programs. Anti-corruption measures, the availability of the university governance and the faculty both for teachers and students, flexibility in responding to requests from students, teaching staff, and other employees.

1.2.9 Systematic monitoring, performance evaluation, revision of the policy in the field of quality assurance of the educational program based on information management. The procedure for revising the Policy depending on changing conditions and the environment (labor market, partners, world).

1.2.10 The stakeholders are periodically informed by the university about the

results of the work of the internal quality assurance system of the educational program in order to improve it.

STANDARD 2. DEVELOPMENT, APPROVAL OF EDUCATIONAL PROGRAMS AND INFORMATION MANAGEMENT

2.1 General provisions

2.1.1 The goals of the educational program correspond to the mission, strategic plan and objectives of the university.

2.1.3 The objectives of the educational program and learning outcomes are developed in accordance with the National Qualifications Framework, priorities and needs of the regional labor market; they are clearly formulated and available to all stakeholders.

2.1.4 Educational programs for each level of education (undergraduate and graduate) must reflect the requirements of the academic and professional standards of the relevant industry or field of activity, which provide students with both academic knowledge and necessary skills.

2.2 Evaluation criteria

2.2.1 The university has rules for the creation and approval of educational programs, which are structured and developed in accordance with the legislation of the Republic of Kazakhstan. The rules for the development of educational programs include the passport of the program, rationale, target indicators, content of disciplines, terms of study by level of education and expected learning outcomes.

2.2.2 The program is developed taking into account the opinions and interests of students, employers, alumni and other stakeholders.

2.2.3 The structure and content of modules/disciplines in the educational program support the achievement of the goals and developed learning outcomes: academic and professional. At the same time, credits, competencies and learning outcomes based on Dublin descriptors should be interconnected, taking into account ECTS and the qualifications framework of the EHEA.

2.2.4 The content of the modules and courses of the educational program are structured according to the ECTS credit technology of teaching, which include innovative forms of education and take into account the interests of various categories of students, including inclusive education.

2.2.5 Compliance of the content of educational programs for the mandatory component with the requirements of the State Educational Standard of the corresponding level and the standard curriculum.

2.2.6 Realization of professional practice in educational programs: types, volumes (credits), bases, organization, results, efficiency.

2.2.7 Educational and methodological support of educational programs.

2.2.8 The list of disciplines included in the curriculum at the suggestions of employers.

2.2.9 Existence of external expertise (reviews) and reference and information resources of the educational program.

2.2.10 The degree of consideration in the development of programs of the labor intensity of students ' academic load for all types of their educational activities that are provided for in the curriculum, including classroom and independent work, internships, trainings etc. Assessment of the orientation of educational programs to promote student achievement and progress.

2.2.11 The educational institution conducts regular assessment and revision of programs with the participation of students, staff and other stakeholders based on the systematic collection, analysis and management of information, as a result of which programs are adapted to ensure their relevance. Revised program details are published.

At the same time, universities should take into account the following indicators:

- information about the contingent of students;
- academic performance, student achievement and dropout rates;
- student satisfaction with the implementation of programs;
- availability of educational resources and student support services;
- employability of graduates.

STANDARD 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

3.1 General provisions

3.1.1 Students are the main participants in the implementation of the educational program, therefore, when ensuring the quality of the educational process, their interests should be taken into account first of all.

3.1.2 The learning procedure encourages students to take an active role in the joint creation of the learning process.

3.1.3 Assessment of student learning outcomes reflects a student-centered approach.

3.1.4 When implementing student-centered learning and teaching, universities should ensure:

- a) respect and attention in relation to various groups of students, and their needs;
- b) providing flexible learning paths;
- c) the use of various pedagogical methods and forms of teaching, ensuring the active position of the student in the independent acquisition of knowledge and necessary competencies, shifting from the position when a teacher transfers knowledge in a "ready-made form";
- d) regular assessment and adjustment of forms of education and pedagogical methods;
- e) demonstration of mutual respect and cooperation in the "student-teacher" relationship.

3.2 Evaluation criteria for teaching and learning

3.2.1 The teaching and learning process supports the active participation of students in the educational process: the availability of flexible curricula and educational trajectories, the freedom to choose elective disciplines and teachers, taking into account the views of students in the choice of teaching and assessment methods.

3.2.2 Presentation of a new position of a teacher: from the transfer of ready-made information - to the position of the organizer of the active independent acquisition by students of the necessary competencies, a consultant of such a process.

3.2.3 The teaching and learning process is flexible and contributes to the achievement of student learning outcomes.

3.2.4 The teaching methods and tools used in the educational process are modern, effective and support the development of digital culture.

3.2.5 The organization and conduct of practical classes are aimed at achieving planned learning outcomes and meet the needs of students.

3.2.6 The study load of students is carried out taking into account individual abilities and capabilities. All components and elements of the educational program are presented in the student's individual curricula.

3.2.8 The registration procedure for academic disciplines, the practice of its implementation is carried out in a convenient form for students, the algorithm and registration procedure are available to students.

3.2.9 Students who do not cope with academic requirements receive academic support (additional counseling or additional classes), the institute of tutors.

3.3 Evaluation criteria for assessing learning outcomes

3.3.1 Criteria for assessing learning outcomes are transparent, uniform, objective, and fair to all students and stimulate their learning.

3.3.2 The criteria and assessment methods are published in advance and are available to students.

3.3.3 Assessment rules take into account extenuating circumstances, if there are any, and they are clearly defined in the policy on quality assurance.

3.3.4 Examination procedures, as a rule, are conducted with the participation of at least two teachers.

3.3.5 The institution demonstrates that it has a formal student complaint/appeal procedure.

3.3.6 Students participate in all internal and external quality assurance processes: systematic questioning of students to assess the teaching of each discipline, informing students about the results of the questionnaire, adjustments in the educational process, if necessary.

3.3.7 The teaching and assessment procedure supports the implementation of student learning mobility, ECTS credit recognition, National Qualifications Framework.

STANDARD 4. STUDENT ADMISSION, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION

4.1 General provisions

4.1.1 Higher education institutions apply approved and published rules that cover all periods of the student's "life cycle": admission conditions; orientation when entering a university; assessment criteria and conditions for mastering the educational program; tools for collecting, monitoring and managing information on student progress;

obtaining documentation with information about the awarded degree and / or qualification.

4.1.2 Equitable recognition of higher education qualifications, periods of study and prior learning, including recognition of non-formal and informal learning tend to be essential components for ensuring student achievement as well as student mobility.

Recognition procedures should be based on:

- institutional practice of recognition in accordance with the principles of the Lisbon Recognition Convention;
- collaborating with other institutions, quality assurance agencies and national ENIC / NARIC centers to ensure consistent recognition across the country.

4.2 Evaluation criteria

4.2.1 Implementation of admission to a university on the basis of the legislation of the Republic of Kazakhstan and clearly developed and transparent criteria available for applicants with a description of the learning conditions and opportunities that educational programs provide for future employment.

4.2.2 Assessment of the conditions that ensure the stability of student recruitment for training in the educational program.

4.2.3 Policy and marketing of the university to attract the necessary contingent of students.

4.2.4 Implementation of admission of students who are motivated to study.

4.2.5 Availability of opportunities for quick adaptation of first-year students to the conditions of study at the university.

4.2.6 The level of student satisfaction with the content, form and methods of teaching.

4.2.7 Availability of student support at the university:

- a) provision of social, psychological support to students;
- b) educational support for students who show a deeper interest in learning;
- c) assistance in finding a job in students' spare time, etc.

4.2.8 Compliance with the academic rules of transfer, reinstatement, and academic leave. Availability of well-established procedures for admitting students from other universities, recognition and offset of credits acquired in the course of academic mobility.

4.2.9 Availability of an electronic statistical database for analyzing the progress of students with different GPA levels, the results of the implementation and defense of diploma theses (projects) / master's theses, data on graduates of the educational program and the results of their employment.

4.2.10 Carrying out an analysis and assessment of the main indicators of the educational program at the university for monitoring and managing information about the learning outcomes of students, making decisions on updating the program based on them.

4.2.11 Providing university graduates with a diploma supplement in accordance with European requirements on the level, content and status of training, passed and successfully completed, taking into account the individual trajectory and student mobility. Issuance of a European Supplement - Diploma Supplement.

4.2.12 Development of “postgraduate support” (verification stage), search for effective ways of interacting with alumni and employers in the field of improving the quality of training.

STANDARD 5. TEACHING STAFF

5.1 General provisions

5.1.1 The role of the teaching staff is critical in high-quality education. Therefore, universities should have objective and transparent hiring processes, professional growth and development of the teaching staff.

5.1.2 Teaching staff should have complete knowledge and understanding of the subject they teach, the necessary skills and experience to effectively transfer knowledge to students as part of the study process.

5.1.3 Universities have the primary responsibility for the quality of their staff and teaching staff and provision of supportive environment for their activities.

5.2 Evaluation criteria

5.2.1 Existence of a personnel policy at university, which reflects the institutional arrangements in relation to the teaching staff and staff (recruitment, promotion, motivation, reduction, layoff, rights and responsibilities, job descriptions), as well as its availability for teaching staff and personnel.

5.2.2 Indicators for the qualitative and quantitative composition of teaching staff, the categories of teaching staff (full-time, part-time) for the last 5 years.

5.2.3 Existence of the teaching staff in accordance with the qualification requirements for the licensing of educational activities. Implementation of national regulatory requirements for teaching staff in the frames of the Law of the Republic of Kazakhstan “On Education”.

5.2.4 Characteristics of the teaching staff corresponding to the profile of educational programs: appropriate basic education, correspondence of code of scientific degree and academic title to the teaching disciplines, professional development courses on the profile of teaching disciplines supported by the certificates, or practice experience in the modern (advanced) enterprises on the profile of the taught disciplines, approved by an appropriate certificate, or serious scientific and scientific- methodological works on the profile of the educational program.

The institution should ensure qualification level of the teaching staff in accordance with their positions, a high level of research training in a particular field of knowledge.

5.2.5 The planning of the teaching staff’s activity of university should be based on the individual teaching staff’s working plan drawn up for each academic year.

The level of individual work plans and reports of the teaching staff, including educational, methodical, research and educational work.

5.2.6 The activities of teaching staff: assessment of the balance between the academic, research, methodical, organizational and educational activities of teaching staff.

Availability of information on the teaching load of the teaching staff in the

framework of the educational program, on the consolidation of academic disciplines in the departments. Evaluation of the optimal distribution of the teaching load.

5.2.7 The contribution of the teaching staff in improving educational programs, their modularization, determining educational goals and outcomes, increasing the efficiency of learning.

The degree of involvement of teaching staff in the internal system of education quality assurance.

5.2.8 The results of the systematic assessment of competence of teaching staff by the university administration, assessment of teaching quality efficiency (open classes, reciprocal visiting of classes, peer-review).

5.2.9 The teaching staff regularly develops their professional and pedagogical competencies (participation in seminars, trainings, continuing education), which are confirmed by certificates and a positive assessment when questioning students.

5.2.10 Publications of the teaching staff in foreign and national academic journals.

5.2.11 The use of advanced pedagogical methods of learning and innovation by teaching staff, introduction of research results in the study process, where possible.

5.2.12 Working conditions of the teaching staff and the dynamics of average wages over the past 5 years.

5.2.13 Lecturing and conducting classes by invited highly qualified specialists from leading organizations and industries.

STANDARD 6. LEARNING RESOURCES AND STUDENT SUPPORT

6.1 General provisions

6.1.1 Universities should ensure that the resources used for the organization of the study process are adequate and meet the requirements of the realized educational programs. The necessary resources should be easily accessible to all students and teaching staff, who need to be informed of their location.

6.1.2 The university financial policy should be aimed at maintaining the quality of educational programs. University budget should be sufficient and fully ensure the needs of its educational programs.

6.1.3 Educational environment: material and technical resources, financing, training and laboratory facilities, library stock, informational provision should be focused on the successful implementation of educational programs.

6.2. Evaluation criteria

6.2.1 Adequacy of funding for educational programs, both from budget funding and income based on the provision of paid educational services, the performance of research or other work that does not contradict the legislation.

6.2.2. Dynamics of financial resources allocated for the purchase of laboratory equipment, educational literature, periodicals, information resources, and computers.

6.2.3 Availability of services to support students in the implementation of their educational, personal and career needs: office registrars, counseling service, libraries,

information and research centers; services that help students to carry out academic mobility (internal and external).

6.2.4 Availability of modern classrooms, laboratories, equipment of their accessibility for students, periodic updating of the material and laboratory base.

6.2.5 Information support must meet the requirements of the program; the library should contain all the materials necessary for training in sufficient quantity: educational, technical, reference and general literature, various periodicals.

6.2.7 Availability in the library of an electronic catalog that allows to search for the necessary literature and provides access to electronic versions of individual textbooks and teaching materials.

6.2.8 Availability of a fund of educational, methodological and scientific literature on general education, basic and profiling disciplines of educational programs on paper and digital media; renewal of literature funds in accordance with the norms determined by qualification requirements for licensing.

6.2.9 Modern computer classes: students and teachers can use them, with access to information resources (local network, Internet), constant updating, improvement and expansion of the information base, the availability of licensed training programs.

6.2.10 Existence of a unified information support system for students and teachers (for example, based on a Web site) for all educational programs, availability of Wi-Fi points to support students in accessing the Internet in places convenient for students, teaching staff and personnel.

6.2.11 Compliance of the qualifications of the support staff with the interests and requests of students.

STANDARD 7. PUBLIC INFORMATION

7.1 General provisions

7.1.1 Universities are required to publish detailed information on educational programs, which should be clear, accurate, objective, relevant and accessible.

7.1.2 Information on the educational programs should be useful for applicants, students, graduates, and all other stakeholders.

7.2 Evaluation criteria

7.2.1 Availability of information about educational programs, expected learning outcomes for programs, including on the website of the university.

7.2.2 Availability of information about employed graduates (statistical information by years and organizations).

7.2.3 Publishing information about educational programs on the website, university portal, information stands, booklets; about the number of students enrolled in the programs and teachers who provide training.

STANDARD 8. CONTINUOUS MONITORING AND PERIODIC REVIEW OF EDUCATIONAL PROGRAMS, PERIODIC ACCREDITATION

8.1 General provisions

8.1.1 Universities should carry out continuous monitoring and periodic review of their educational programs for their improvement.

8.1.2 Regular monitoring, analysis and revision of educational programs are aimed at ensuring the provision of services at the required level and the creation of a supportive and effective learning environment for students.

8.1.3 The results of continuous monitoring and periodic review of educational programs should be communicated to all stakeholders.

8.1.4 Universities should regularly undergo the process of external quality assurance (accreditation) of educational programs in accordance with the European Standards and Guidelines.

8.2 Evaluation criteria

8.2.1 Availability of the latest achievements on specific disciplines in the educational programs, updating disciplines and their content.

8.2.2 Compliance of educational programs and disciplines with the changing needs of the labor market, society and employers.

8.2.3 Assessment of student workload, promotion and completion of educational programs.

8.2.4 The effectiveness of assessment procedures for students.

8.2.5 Student expectations, needs and satisfaction with educational programs.

8.2.6 Educational environment and support services, their compliance with the aims of the educational programs.

8.2.7 Involvement of students and other stakeholders to evaluation and revision of educational programs on a regular basis.

8.2.8 Analysis of information on educational programs and any adjustments to ensure their relevance.

8.2.9 Publication of the revised requirements to educational programs in open access.

8.2.10 Universities should undergo an annual post-accreditation monitoring to assess the changes in their internal systems of quality assurance. To analyze changes and improvements in the educational program after two years of accreditation under the Agreement, one or two experts and a coordinator organize a visit to the university. University annually reports on changes in the internal quality assurance system.

8.2.11 In case of failure to comply with the requirements of post-accreditation monitoring, the agency has the right to suspend the certificate of accreditation of the educational program.

8.2.12 In accordance with the Law of the Republic of Kazakhstan “On Education”, IQAA standards and the European Standards and Guidelines (ESG), universities on a regular basis, every five years, should undergo the process of external assessment

- accreditation of educational programs.