

AGENCY FOR RECOGNITION AND QUALITY ASSURANCE IN EDUCATION



**STANDARDS FOR INSTITUTIONAL ACCREDITATION
OF
ORGANISATIONS OF HIGH AND POSTGRADUATE EDUCATION**

**NUR-SULTAN
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Institutional accreditation of organisations of higher and postgraduate education is carried out according to the standards developed in accordance with the Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 № 319-III and the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

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1. PREAMBLE

Institutional accreditation of organisations of higher and postgraduate education is carried out according to the standards developed in accordance with the Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 № 319-III and the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

In 2010, the Republic of Kazakhstan joined the Bologna process, committing itself to the implementation of the main directions of integration of higher education and promoting the expansion and development of the European higher education area. One of the key tools for integration is the system for ensuring the quality of education at the institutional, national and international levels. A fundamental element of the quality assurance system is the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

In 2015, the Conference of Ministers of higher education (Yerevan, Armenia) approved the "second edition" of Standards (ESG-2015), which take into account all the main directions of integration of the European educational space and reflect the change in the direction of its development towards student-centered education.

In this regard, the Agency for Recognition and Quality Assurance in Education has developed these standards for institutional accreditation of organisations of higher and postgraduate education in accordance with the new Standards and guidelines for quality assurance in the European Higher Education Area (ESG-2015), taking into account the requirements of Kazakhstan legislation and the labor market.

2. LIST OF ABBREVIATIONS

ARQA	Agency for Recognition and Quality Assurance in Education
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ESG	The Standards and Guidelines for Quality Assurance in the EHEA
AC	Accreditation Council
HEI	Higher Education Institution
CSES	Compulsory State Education Standard
NPDES	National program for the development of education and science of the Republic of Kazakhstan
DLT	Distance learning technologies
CED	Catalogue of elective disciplines
MTR	Material and technical resources
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
NFQ	National framework of qualifications
EP	Educational program
FM	Faculty members

3. GLOSSARY OF TERMS AND NOTIONS

The following terms and their definitions are used in the present standards:

<p>Transfer of students or research teachers to study or conduct research for a certain academic period: a semester or academic year to another organisation of higher and postgraduate education (within the country or abroad) with mandatory transfer of completed educational programs in the form of credits at their own organisation of higher and postgraduate education or to continue their studies at another organisation of higher and postgraduate education.</p>	<p>Academic mobility</p>
<p>Legal entities that develop standards (regulations) and conduct accreditation of educational organizations based on the standards (regulations) they have developed.</p>	<p>Accreditation bodies</p>
<p>Permanent Advisory body of the Agency for Recognition and Quality Assurance in Education, created for peer review and decision-making on accreditation or refusal of accreditation, as well as on the terms and conditions of accreditation of educational organizations and educational programs implemented by educational organizations, based on the current Standards for accreditation of organisations of higher and postgraduate education.</p>	<p>Accreditation Council</p>
<p>Procedure of recognition by the accreditation body of compliance of educational services with the established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the existence of effective mechanisms to improve it.</p>	<p>Accreditation of education institutions</p>
<p>Visit of an expert group to an educational institution to conduct an assessment of compliance with the Standards for institutional accreditation. External evaluation (visit) includes the following stages: examination of documents submitted for the accreditation procedure; expert assessment of the compliance of organisation of higher and postgraduate education with the Standards for institutional accreditation; questionnaires, interviews, visual inspection of MTR.</p>	<p>External evaluation</p>
<p>Learning carried out with the use of information and communication technologies and telecommunications means with mediated (at a distance) or not fully mediated interaction between the student and the teacher.</p>	<p>Distance learning technologies</p>
<p>Method of assigning credit units (credits) to components of educational programs (disciplines, courses, modules), which are used to compare and transfer the academic disciplines mastered by students (with credits and grades) when changing the educational trajectory, educational institution and country of study.</p>	<p>European Credit Transfer and Accumulation System (ECTS)</p>
<p>Process that ensures equal access to education for all students, taking into account special educational needs and individual abilities.</p>	<p>Inclusive education</p>
<p>Level of training as a result of successful completion of an</p>	<p>Qualification</p>

appropriate educational program that reflects individual abilities, professional knowledge and skills that allow you to competently carry out professional activities.

Learning based on the selection and independent planning of the sequence of learning disciplines by students using credit as a unified unit of measurement of the volume of educational work of the student and the teacher.

People who experience permanent or temporary difficulties in obtaining education due to their health, who need special general educational programs and additional educational programs.

Systematic activities aimed at creating confidence that quality requirements will be met.

Single set of basic characteristics of education, including the goals, results and content of learning, the organization of the educational process, ways and methods of their implementation, and criteria for evaluating learning outcomes.

General intentions and activities of the organization in the field of quality, officially formulated by the management of the educational institution.

Internal assessment process conducted by an organisation of higher and postgraduate education based on the standards and criteria for institutional accreditation, followed by a self-assessment report.

Process of re-accreditation of the educational organization.

Effective way to recruit qualified specialists for vacancies. The search method is based on using a database of applicants, advertising vacancies in the media and the Internet, as well as using other available means to access a given target group of candidates.

The register of accredited educational organizations (Register 2) of the MES RK is the list of accredited educational organizations.

The process of evaluating the quality of an educational institution by the accreditation body for compliance with the stated status and established standards of the accreditation body.

Documents of the accreditation body that establish requirements for the accreditation procedure.

Person who is studying an educational program at the bachelor's, master's, and (or) doctoral level at a higher educational institution.

Educational process based on the interaction of students and teachers, under conditions that are optimal for the development of students' abilities (self-education, self-determination, independence and self-realization).

Persons interested in the activities of an educational institution. There are two main groups of stakeholders whose interests and requirements affect the functioning and development of an educational institution. The first group consists of internal stakeholders: students, teaching and administrative staff. The second group consists of external stakeholders: the state that

Credit technology of education

People with special educational needs

Quality assurance

Education programme

Quality policy

Self-evaluation procedure

Reaccreditation

Recruitment

Register 2

Institutional accreditation

Accreditation standards

Student

Student-centred learning

Stakeholders

implements the legal regulation of the educational institution; executive and local authorities; employers interested in competent specialists; applicants and their parents who are at the stage of choosing an educational institution.

Knowledge, skills and competencies of the students that they acquire in the course of learning and that reflects the achieved level of personal development.

Student progression

Academic disciplines included in the choice component within the established credits and introduced by educational organizations that reflect the individual training of the student, taking into account the specifics of socio-economic development and the needs of a particular region, established scientific schools of higher education.

Elective disciplines

4. NORMATIVE REFERENCES

The present standards refer to the following legislative and regulatory documents:

1. Law of the Republic of Kazakhstan "On Technical Regulation" dated November 9, 2004 No. 603-II ZRK;
2. Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 № 319-III;
3. Decree of the President of the Republic of Kazakhstan "On the Strategic development plan of the Republic of Kazakhstan until 2020" dated February 1, 2010 No. 922;
4. On the approval of Compulsory State Education Standards at all levels of education/Decree of the Minister of Education and Science of the Republic of Kazakhstan No. 604 dated October 31, 2018;
5. On the approval of Standard rules of activity of educational organizations of relevant types/ Decree of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595;
6. Decree of the Minister of Education and Science of the Republic of Kazakhstan dated November 1, 2016 No. 629 "On the approval of the Rules for recognition of accreditation bodies, including foreign ones, and formation of the register of recognized accreditation bodies, accredited educational organizations and educational programs";
7. Standards and guidelines for quality Assurance in the EHEA (ESG), approved by the Ministerial conference in Yerevan, May 14-15, 2015;
8. Decree of the Minister of Education and Science of the Republic of Kazakhstan "On the approval of Rules of organization of the educational process within credit technology of learning" dated April 20, 2011 № 152 (with amendments and additions in accordance with the decrees of the Minister of Education and Science of the Republic of Kazakhstan dated 28.01.2016 №90 and 12.10.2018 № 563).

5. FIELD OF APPLICATION

These standards define the general rules, principles and requirements for the organization and conduct of institutional accreditation of organisations of higher and postgraduate education, regardless of its status, institutional-legal form, form of ownership and departmental subordination.

These standards can be used to develop the mechanisms for internal quality assurance of organisations of higher and postgraduate education and relevant internal regulatory documentation.

6. MAIN OBJECTIVES

ARQA standards reflect and include global trends and experience in the field of institutional accreditation of organisations of higher and postgraduate education in assessing the quality of education and creating internal quality assurance systems.

The purpose of institutional accreditation is education quality assurance in higher educational institutions in accordance with international standards, the formation of best practices of internal and external quality assurance systems, ensuring implementation of national policy in the field of higher education, participation in the achievement of strategic target indicators, public information about the organization of higher education.

7. PRINCIPLES OF ACCREDITATION

When conducting the institutional accreditation procedure, ARQA adheres to the following basic principles:

1. Voluntariness – accreditation of organisations of higher and postgraduate education is voluntary and is not subject to any limiting conditions.
2. Independence – internal and external evaluation processes are conducted impartially, regardless of third parties and the results obtained.
3. Objectivity – conducting an external assessment using established criteria.
4. Transparency – internal and external evaluation processes are conducted in an extremely honest and transparent manner, ensuring that information is available to all participants of the ongoing accreditation process.
5. Confidentiality – ARQA guarantees the safety of the information provided by organisation of higher and postgraduate education.
6. Constant quality improvement – regular and systematic improvement of activities to meet the standards requirements.
7. Development of a quality culture – self-assessment and external evaluation contribute to the constant improvement of the quality of educational organizations.

8. PROCEDURE FOR MAKING AMENDMENTS AND ADDITIONS

1. Amendments and (or) additions are made to the existing standards for institutional accreditation of organisations of higher and postgraduate education in order to improve them.
2. Appeals of organisations of higher and postgraduate education, stakeholders on amendments and (or) additions (hereinafter – appeals) are drawn up in any form with a justification for the need for such amendments and (or) additions.
3. Appeals are sent to ARQA by e-mail: office@arqa.kz.
4. ARQA evaluates appeals on their validity and expediency.
5. ARQA makes amendments and (or) additions to the standards for institutional accreditation of organisations of higher and postgraduate education.

After examination, amendments and (or) additions to the existing standards for institutional accreditation of organisations of higher and postgraduate education are approved by the decree of the Director of ARQA and then posted on www.arqa.kz website.

Standard 1. QUALITY ASSURANCE POLICY

General provisions

An organisation of higher and postgraduate education must have a published quality assurance policy that complies with the legislation of the Republic of Kazakhstan in the field of education and is freely available to all stakeholders. The quality assurance policy should be implemented at the level of organisation of higher and postgraduate education and be focused on the development of a quality culture in which all internal stakeholders take responsibility for quality at all levels of functioning of the organisation of higher and postgraduate education. In order to improve the quality of educational activities, the organisation of higher and postgraduate education creates an internal quality assurance system based on international Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

Evaluation criteria

1. Organisation of higher and postgraduate education must have a developed, documented and published education quality assurance policy.

2. Вуз должен показать, что:

a) there is a clear delegation of authority and responsibility between the participants implementing the quality assurance policy;

b) the allocation of responsibilities is supported by the necessary human resources, educational and methodological (intellectual), material and technical and information resources.

3. Organisation of higher and postgraduate education must demonstrate that the responsibility for the formation and effective functioning of the quality assurance policy and risk management at the level of organisation of higher and postgraduate education lies with the first head of the organisation of higher and postgraduate education.

4. Organisation of higher and postgraduate education must ensure that specific goals of the quality assurance policy are set, which must meet the following requirements:

a) measurable goals and their consistency with the development strategy / program / plan of the organisation of higher and postgraduate education;

b) the need for continuous updating of educational programs;

c) taking into account the views of internal and external stakeholders;

d) taking into account the needs of the labour market and public policy in the field of development of higher / postgraduate education;

e) the need for personal development of students;

f) activation of research activities of faculty members and students.

5. Organisation of higher and postgraduate education must demonstrate that its goals in the field of quality assurance policy are formed and reviewed on the basis of:

a) the development strategy / program / plan of the organisation of higher and postgraduate education;

b) the results of monitoring the satisfaction of students and other stakeholders;

c) the results of the quality assurance system's functioning during the previous periods;

d) the ESG standards and recommendations.

6. Organisation of higher and postgraduate education must have developed processes that ensure

a) academic freedom of faculties / institutes / departments;

b) prevention of intolerance of any kind and discrimination of students, teachers and employees.

7. Organisation of higher and postgraduate education must demonstrate that the effectiveness of the quality assurance policy is ensured by:

a) the link between research, teaching and learning;

b) taking into account the national and intra-HEI context.

8. Organisation of higher and postgraduate education must demonstrate that all stakeholders are informed about the results of implementing the quality assurance policy.

Standard 2. EDUCATIONAL PROGRAMS: DEVELOPMENT AND APPROVAL

General provisions

Organisations of higher and postgraduate education must have rules and procedures for developing, approving and updating educational programs. The content of the educational program must meet the established goals. The qualification obtained as a result of completing the program should be clearly defined, explained, and should comply with the National framework of qualifications of the Republic of Kazakhstan.

Internal and external stakeholders must be involved in the procedures for monitoring, evaluating and updating educational programs. Organisations of higher and postgraduate education must inform all stakeholders about upcoming or completed actions in relation to these procedures in a timely manner.

Evaluation criteria

1. Organisation of higher and postgraduate education must have an academic policy (a system of measures, rules and procedures for planning and managing educational activities) that:

- a) is based on Compulsory State Education Standards by the level of education;
- b) reflects the need to create learning outcomes that take into account the requirements of the labor market, the expectations of employers and the individual interests of students who have previously received formal / informal education;
- c) takes into account the implementation of student-centered learning;
- d) includes the implementation of the priorities and tasks facing organisation of higher and postgraduate education in educational activities.

2. Organisation of higher and postgraduate education must demonstrate that there is a mechanism for:

- a) for regular updating of the EP taking into account the level of development of science, culture, economy, technology and social sphere;
- b) the adaptation of EP to the international joint EP with partner organisations of higher and postgraduate education;

3. Organisation of higher and postgraduate education must have developed the procedure of organization of educational process via remote educational technologies.

4. Organisation of higher and postgraduate education must have a developed and documented procedure for monitoring, evaluating and updating educational programs, which includes:

- a) checking of the content of educational programs taking into account the latest scientific achievements in specific disciplines to ensure the relevance of the subjects taught;
- b) monitoring of the workload, academic performance and certification of students;
- c) evaluation of the effectiveness of student assessment procedures;
- d) analysis of students' expectations, needs and satisfaction with the program;
- e) monitoring of the educational environment and support system and their compliance with the EP's goals;
- f) monitoring of the changing needs of society and the requirements of the labour market;
- g) monitoring of the employment of graduates.

5. Organisation of higher and postgraduate education must have a feedback mechanism with stakeholders in monitoring and evaluation of educational programs.

6. Organisation of higher and postgraduate education must adopt measures for career guidance and competitiveness of graduates in the labour market.

Standard 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT OF ACADEMIC PERFORMANCE

General provisions

Organisations of higher and postgraduate education must implement student-centered learning processes in their educational activities. The methods by which activities are implemented must encourage active involvement of students in the educational process and increase their independence and responsibility for the results of the educational process. The system for assessing the quality of EP mastering must reflect a student-centered approach to teaching and learning.

Evaluation criteria

1. In order to implement student-centered learning and teaching, organisation of higher and postgraduate education must ensure that the relevant documents reflect the following:

a) the basic principles of student-centered learning (constant reflection, uniqueness of students, consideration of different learning styles, consideration of different needs and interests of students);

b) the presence of an established system for responding to students' complaints;

c) the use of various forms and methods of teaching and regular feedback to evaluate and correct them;

d) the encouragement of students' independence and autonomy with support and assistance mechanisms from the teacher;

e) the involvement of student representatives in the educational and methodological councils of the organisation of higher and postgraduate education and their participation in the development of educational programs;

f) the establishment of close contact and cooperation with the student government bodies of the organisation of higher and postgraduate education;

g) the involvement of students in the assessment of the quality of education;

h) the timely information of students about the EP, used criteria and procedures for evaluating learning outcomes, exams, credits and other types of assessment of academic performance;

i) the fact that the needs of different groups of students and the possibility of forming an individual educational trajectory are taken into account.

2. Within the framework of student-centered learning and teaching, organisation of higher and postgraduate education must establish assessment procedures that include and / or provide for:

a) the use of clear criteria and objective, consistent assessment procedures that comply with the established rules and are aimed at achieving the planned learning outcomes and goals;

b) adherence to the principles of academic integrity;

c) assessment of students' academic performance by competent persons who know how to test students' knowledge and improve their skills in this field;

d) creation of special assessment conditions for people with special educational needs;

e) demonstration of the students' level of achievement of the planned learning outcome;

f) feedback (from the teacher to the student) as part of the assessment process (taking into account the students' need for advice on the learning process);

g) conduct of the exam by more than one examiner (where possible);

h) consideration of extenuating circumstances in the rules for evaluating learning outcomes;

i) availability of the official appeal procedure.

Standard 4. STUDENTS: ADMISSION, SUPPORT OF ACADEMIC ACHIEVEMENTS, CERTIFICATION

General provisions

Organisations of higher and postgraduate education must consistently apply approved and published rules that cover all stages and processes of the student's "life cycle", starting from admission to study to the awarding of an academic degree / qualification.

Evaluation criteria

1. Organisation of higher and postgraduate education must demonstrate that there are documented rules and procedures for:

- a) admission and support of students' academic achievements;
- b) transfer of students (including from other organisations of higher and postgraduate education);
- c) quality control of EP mastering;
- d) final state certification;
- e) recognition of qualifications, periods of study and prior education;
- f) recognition of learning outcomes obtained by adults through non-formal education.

2. Organisation of higher and postgraduate education must demonstrate that a comprehensive career guidance work is being carried out with a system for attracting and ensuring the recruitment of applicants, including:

- a) the organization of interaction with educational institutions of secondary and technical and vocational education;
- b) ensuring the formation of a contingent in the specialties and areas of training of the organisation of higher and postgraduate education on the basis of the requirements of normative legal acts on the minimum contingent of full-time students;
- c) the conduct of subject Olympiads for students of educational institutions of secondary and technical and vocational education;
- d) the involvement of students of institutions of technical and vocational, post-secondary education in research work in student clubs;
- e) the information support for career guidance activities;
- f) the availability of a system of pre-university training.

3. Organisation of higher and postgraduate education must demonstrate that it carried out comprehensive work on support and advancement of the academic performance of students, including:

- a) the adaptation of first-year students to the learning conditions at the organisation of higher and postgraduate education;
- b) the availability of information about the rules and conditions for admission to bachelor's, master's, and doctoral programs when enrolling, transferring, and reinstating to an organisation of higher and postgraduate education;
- c) the availability of guidebooks;
- d) the availability of a catalog of elective disciplines available to students;
- e) the involvement of corporate partners in the organization of professional externships, educational process;
- f) the creation of conditions for students – availability of services for students to meet their educational, personal and career needs;
- g) the social support for students;
- h) the availability of a service (department) for effective employment and career development.

4. Organisation of higher and postgraduate education must demonstrate that:

- a) it provides equal opportunities and access to student participation in mobility programs;
- b) it ensures students' participation in mobility programs;

c) the previously received education within the framework of international joint EP is recognized in accordance with the established procedure and the provisions of the agreement between partner organisations of higher and postgraduate education.

5. Organisation of higher and postgraduate education must demonstrate that it provides the conditions for access to education for socially vulnerable groups.

6. Organisation of higher and postgraduate education must demonstrate that it provides employment opportunities for graduates within the context of areas of training during the calendar year in accordance with the standards.

Standard 5. FACULTY MEMBERS

General provisions

Organisations of higher and postgraduate education must ensure the impartiality and transparency of the recruitment process and professional growth and development of the teaching staff (faculty members). The organisation of higher and postgraduate education is responsible for the competence of its teachers, which directly affects the quality of implementation of educational programs. Personnel (employees) management of organisation of higher and postgraduate education the is carried out by its personnel policy, which is based on the principles of human resources development, meritocracy, including recruitment, training and professional development of senior staff, teachers and research workers of the organisation of higher and postgraduate education in accordance with the existing legislation.

Evaluation criteria

1. Organisation of higher and postgraduate education must prove that there are requirements for candidates for faculty members when applying for a job:

a) by developing qualification requirements for faculty members;

b) in accordance with the rules for competitive replacement of positions of faculty members and research workers.

2. Organisation of higher and postgraduate education must demonstrate the presence and compliance with transparent and objective criteria for the recruitment of employees, appointment to a position, dismissal, suspension from teaching in accordance with the legislation of the Republic of Kazakhstan in the field of education.

3. Organisation of higher and postgraduate education must demonstrate the compliance with the principle of accessibility of management and transparency of all personnel procedures.

4. Organisation of higher and postgraduate education must demonstrate the presence of a system of training and retraining, further (advanced) training, professional growth of faculty members. It is important, but not mandatory, that the international joint EP establishes additional requirements for the qualification of faculty members (for example, competencies when working in a foreign language environment).

5. Organisation of higher and postgraduate education must demonstrate the activity of faculty members in the use of innovative educational technologies and modern teaching methods.

6. Organisation of higher and postgraduate education must demonstrate the participation of faculty members in projects, seminars, conferences, internships, including international cooperation in the field of research and implementation of joint international projects.

7. Organisation of higher and postgraduate education must demonstrate the activity of faculty members in research and innovation activities.

8. Organisation of higher and postgraduate education must demonstrate the presence of systemic analysis and monitoring of faculty members, constant evaluation of the competence of faculty members and teaching effectiveness.

9. Organisation of higher and postgraduate education must demonstrate the existence of a motivation system for faculty members to research, publish scientific articles and results of their research activities in national and international publications, participate in various thematic and

research conferences, seminars, projects, symposiums, exhibitions, etc., held at the national and international levels.

Standard 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM

General provisions

Organisations of higher and postgraduate education must ensure that material educational resources that meet the requirements and needs of educational programs are sufficient and accessible to all students. Organisation of higher and postgraduate education must have a support system for students (human educational resources). Organisations of higher and postgraduate education are responsible for providing appropriate financial support for the continuous and high-quality learning process, as well as for informing students about the availability and accessibility of educational resources and student support system. The availability of information resources at the organisation of higher and postgraduate education is a prerequisite for the implementation of educational activities. The library fund is an integral part of information resources and includes educational, methodological and scientific literature. Organisations of higher and postgraduate education provide students with educational and methodological literature and (or) electronic resources in accordance with educational programs.

Evaluation criteria

1. Organisation of higher and postgraduate education must demonstrate that the educational process is provided with:

- a) classroom and laboratory facilities, production-training workshops, training grounds, sports halls;
- b) social infrastructure that meets the needs of students;
- c) modern library (including electronic library) and information and educational resources available to students (also for independent study and research).

2. Organisation of higher and postgraduate education must demonstrate that each student is provided with individual unrestricted access to electronic library systems, and electronic information and educational environment of the organisation of higher and postgraduate education during the entire period of study.

3. Organisation of higher and postgraduate education must demonstrate the presence of:

- a) infrastructure that provides access to quality education for students with different abilities and of different age groups;
- b) regularly used feedback system to identify students' satisfaction with the availability of resources and the quality of the educational process.

4. Organisation of higher and postgraduate education must demonstrate the availability of information about the opportunities of academic mobility and its support system for students.

5. Organisation of higher and postgraduate education must demonstrate the existence of processes for providing and maintaining the infrastructure necessary to achieve compliance with the specified requirements and learning outcomes.

6. Organisation of higher and postgraduate education must demonstrate that the functioning of the electronic information and educational environment is ensured by appropriate means of information and communications technologies and the qualification of employees who use and maintain it.

Standard 7. INFORMATION ANALYSIS AND MANAGEMENT

General provisions

Organisations of higher and postgraduate education must ensure regular collection, analysis and use of relevant information for effective management of the organisation of higher and postgraduate education and other areas of their activities.

Evaluation criteria

1. The management of organisation of higher and postgraduate education must include:
 - a) the availability of documents on the organizational structure and management;
 - b) the compliance of the structure of the organisation of higher and postgraduate education with the organization's development strategy / program / plan;
 - c) mechanisms for planning, development and constant improvement;
 - d) evaluation of the performance and effectiveness of divisions and their interaction;
 - e) ensuring the management of the educational process through the management of individual EPs.
2. Organisation of higher and postgraduate education must demonstrate:
 - a) the presence and effectiveness of the system for collecting and monitoring information about the organisation of higher and postgraduate education in order to ensure the effective functioning of the internal quality assurance system of education;
 - b) the participation of students and employees of the organisation of higher and postgraduate education in the collection and analysis of information for the management of organisation of higher and postgraduate education.
3. Organisation of higher and postgraduate education must demonstrate:
 - a) the presence of the unified information network at the organisation of higher and postgraduate education;
 - b) its effectiveness;
 - c) a high degree of implementation of information technologies in the management of organisation of higher and postgraduate education.
4. Organisation of higher and postgraduate education must demonstrate that there are mechanisms for resolving conflicts of interest, as well as a system of information and feedback to monitor the level of satisfaction of internal stakeholders.
5. Organisation of higher and postgraduate education must demonstrate that:
 - a) the regular analysis of identified non-conformities, risk assessment and identification of ways to reduce them are carried out;
 - b) the implementation of the developed corrective and preventive actions is carried out;
 - c) an analysis of the effectiveness of the changes implemented, including the creation of reporting processes is carried out.
6. Organisation of higher and postgraduate education must demonstrate:
 - a) the participation of representatives of external stakeholders in the collegial management bodies;
 - b) that the frequency, forms and methods of evaluating the activities of collegial bodies and structural divisions have been established.
7. Organisation of higher and postgraduate education must prove the transparency and accessibility of heads and administration for all stakeholders (blogs on the website of the organisation of higher and postgraduate education, regulations for appointments on personal matters, etc.).

Standard 8. PUBLIC INFORMATION

General provisions

Organisations of higher and postgraduate education should publish information about the implementation of educational programs in a timely manner. The published information must be reliable, clear, objective, up-to-date and accessible to all stakeholders.

Evaluation criteria

1. Organisation of higher and postgraduate education must have a documented procedure for objective public information.

2. Organisation of higher and postgraduate education must prove the effectiveness of using the official Internet resources of the organisation of higher and postgraduate education to improve the quality of education and ensure that all stakeholders (including foreign ones) are widely informed about the implemented projects.

3. Organisation of higher and postgraduate education must demonstrate that it publishes complete and reliable information about the educational programs being implemented using modern methods of accessible information.

4. Organisation of higher and postgraduate education must promptly update the published information about the educational programs being implemented, teaching, training, evaluation procedures, passing grades, educational opportunities provided to students, expected learning outcomes, academic degree / qualification awarded, as well as information about employment opportunities for graduates.

5. Organisation of higher and postgraduate education must demonstrate that monitoring and analysis of the accessibility and usefulness of published information (on educational programs being implemented) for all stakeholders is carried out.

6. Organisation of higher and postgraduate education must demonstrate that it publishes objective information about employment and demand for graduates.

Standard 9. MANAGEMENT OF SCIENTIFIC ACTIVITIES

General provisions

Research and innovation activities of the organisation of higher and postgraduate education should be an integral part of its strategy, mission and goals and should be carried out in accordance with the current normative legal acts of the Republic of Kazakhstan in the field of education.

Organisation of higher and postgraduate education must create the necessary conditions for conducting and developing research activities of students of all levels and faculty members.

Evaluation criteria

1. Organisation of higher and postgraduate education must demonstrate that the priorities of research and scientific and methodological work correspond to the strategic development and mission of the organisation of higher and postgraduate education.

2. Organisation of higher and postgraduate education must demonstrate the presence and implementation of a mechanism for planning research and scientific and methodological work.

3. Organisation of higher and postgraduate education must demonstrate the presence of the organization of research and scientific and methodological work, including the appropriate management structure, implementation of the mechanism of interaction of structural divisions, establishment of scientific relations with partners in the country and in the international arena, etc.

4. Organisation of higher and postgraduate education must demonstrate the presence and implementation of:

a) support and motivation systems for faculty members to research, publish scientific articles and results of their research activities in national and international publications, participate in various thematic and research conferences, seminars, projects, symposiums, exhibitions, etc., held at the national and international levels. International cooperation in the field of scientific research and implementation of joint international projects are relevant;

b) systems for attracting and stimulating students to conduct research activities, participate in various thematic, scientific and research conferences, seminars, Olympiads, competitions, projects, publications, startups, etc.

5. Organisation of higher and postgraduate education must demonstrate the presence of monitoring of the quality and effectiveness of research and scientific and methodological activities, including monitoring and evaluating the level of involvement of faculty members and students in the aforementioned activities.

6. Organisation of higher and postgraduate education must demonstrate the presence and effectiveness of the necessary research infrastructure for the appropriate levels of education, as well as the presence of a system of funding and support of research and scientific and methodological activities. It is relevant to promote the implementation of research results in the educational process of the organisation of higher and postgraduate education and (or) production, as well as cooperation with research centers and manufacturing enterprises to create innovative projects, develop and commercialize the results of research work.