

Approved by  
Accreditation Council  
KAZSEE  
June 18, 2021.



**STANDARDS**  
**FOR ACCREDITATION OF**  
**HIGHER EDUCATION INSTITUTION**

**Almaty, 2021**



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## PREFACE

Today, accreditation and recognition by public-professional community are a prerequisite for the existence and legitimacy of a university.

The most difficult and acknowledged is to be accredited by the public-professional community, as it provides integrated recognition by all stakeholders. In developed countries (USA, Great Britain, Canada, Japan, etc.) there is a two-stage system of quality assurance of training specialists in the field of engineering and technology - professional engineers. The first stage is public-professional accreditation of engineering educational programs in universities: *ABET* (USA), *ECUK* (UK), *CEAB* (Canada), *JABEE* (Japan), etc. Second level - certification and registration of professional engineers: *NCEES* (USA), *ECUK* (UK), *Engineers Canada* (Canada), *IPEJ* (Japan), etc.

The standards of accreditation agencies in the leading countries ensure the high quality of educational programs and recognition of universities by employers and the educational community. National and international accreditation of higher education institutions is awarded only to specialized agencies, which are members of international networks, among which public and professional networks of quality assurance hold a special place. These are such recognized quality assurance networks as the International Engineering Alliance - Washington accord, Sydney accord, Dublin accord and European Network for Accreditation of Engineering Programs (ENAAEE). There is a mutual recognition agreement between them. ENAAEE (European Network for Accreditation of Engineering Programs) is a public-professional network that unites accreditation agencies recognized by the professional communities of the European Union.

In Kazakhstan, the Tempus QUEECA Project has been implemented since 1995 aimed at the creation and implementation of the quality assurance system of engineering education in Central Asian countries. As a result, national agencies, including KAZSEE agency for quality assurance of educational programs was established and ENAAEE was authorized to award the EUR-ACE Label.

In 2015, KAZSEE became a member of ENAAEE and FEANI, which allowed Kazakhstan to have a quality assurance system integrated into the European Union. This gives graduates of domestic universities the opportunity to receive diplomas with international recognition and be freely employed in European Union countries. Such a transparent system of recognition of qualifications is the first step to creating a common market of labor resources and services.

The accreditation agencies that are part of ENAAEE mutually recognize the equivalence of programs bearing the EUR-ACE Label and guarantee the compliance of their quality to the pan-European standard. ENAAEE currently includes such accreditation agencies as Engineers Ireland (Ireland), ECUK (UK), ASIIN (Germany), Ordem dos Engenheiros (Portugal), CTI (France), AEER (Russia) and KAZSEE (Kazakhstan).

At present, it is impossible to imagine the accreditation activities without the participation of the professional community. In particular, the founders of KAZSEE are the Association of Legal Entities "Kazakhstan National Monitoring Committee IGIP", the Institution "National Academy of Sciences of Higher School of Kazakhstan", which allows taking into account the opinion of all stakeholders in the procedure of quality assurance of educational programs.

KAZSEE is recognized by the Ministry of Education and Science of the Republic of Kazakhstan as an accreditation body and by Order No. 482 of the Minister dated September 27, 2017 was included in the National Register No. 1 of the MES for a period of five years.

“ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ  
ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІНІҢ  
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БАҚЫЛАУ КОМИТЕТІ”  
РЕСПУБЛИКАЛЫҚ МЕМЛЕКЕТТІК  
МЕКЕМЕСІ



РЕСПУБЛИКАНСКОЕ  
ГОСУДАРСТВЕННОЕ УЧРЕЖДЕНИЕ  
“КОМИТЕТ ПО КОНТРОЛЮ  
В СФЕРЕ ОБРАЗОВАНИЯ И НАУКИ  
МИНИСТЕРСТВА ОБРАЗОВАНИЯ  
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Казахстанская Ассоциация  
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KAZSEE

Комитет по контролю в сфере образования и науки по итогам заседания Республиканского аккредитационного совета (далее – Совет), сообщает следующее.

Для рассмотрения документов аккредитационных органов 21 сентября 2017 года проведено заседание Совета.

Советом принято решение о признании аккредитационным органом и включении в Реестр признанных аккредитационных органов (Реестр – 1) сроком на пять лет Казахстанской Ассоциации инженерного образования (KAZSEE).

На основании решения Совета издан приказ Министра образования и науки Республики Казахстан от 27 сентября 2017 года № 482 о признании аккредитационным органом и включении в Реестр 1 сроком на пять лет Казахстанской Ассоциации инженерного образования (KAZSEE).

Реестр 1 с включением признанных аккредитационных органов будет размещен на интернет-ресурсе Министерства образования и науки Республики Казахстан.

Кроме того, информация о признанных и включенных в Реестр 1 аккредитационных органах имеется на интернет-ресурсе Комитета по контролю в сфере образования и науки Министерства – control.edu.gov.kz.

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**KazSEE**  
Kazakhstan Society for Engineering Education

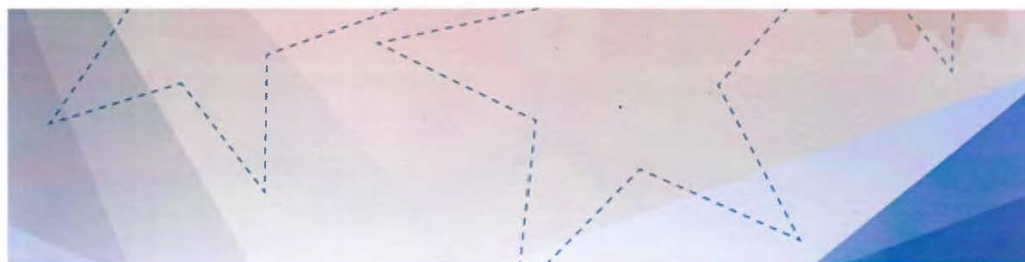
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From 20 November 2017  
To 27 September 2022

to award the EUR-ACE® Label to accredited  
Bachelor and Master level engineering programmes



Brussels, 20 November 2017





## STANDARDS FOR INSTITUTIONAL ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

### 1. Scope

1.1 These standards were developed in accordance with the Law of the Republic of Kazakhstan "On Education" and on the basis of the standards and guidelines for quality assurance in the European Higher Education Area (ESG). When compiling these standards, the authors took into account the standards of existing accreditation agencies.

1.2 The Standards are used as a quality assurance tool for institutional accreditation of higher education institutions.

1.3 Provisions of the present standards can be used by higher educational institutions and are obligatory for them when undergoing institutional accreditation regardless of their status, organizational and legal forms of training and departmental subordination.

1.4 These standards are used by HEIs for institutional self-assessment, identification and improvement of internal mechanisms for quality assurance, development of internal documentation and development of corporate culture.

### 2. Normative references

The present standard uses the references to the following legislative normative documents:

2.1 State program of education development of RK for 2011-2020. Decree of the President of RK dated December 7, 2010 № 1118.

2.2 Strategy "Kazakhstan-2050": new political course of the established state Address of the President of the Republic of Kazakhstan - Leader of the Nation N.A. Nazarbayev to the people of Kazakhstan dated December 14, 2012.

2.3 Strategic Development Plan of the Republic of Kazakhstan till 2020, approved by the Decree of the President of the Republic of Kazakhstan dated February 1, 2010 #922.

2.4 Law of the Republic of Kazakhstan on Technical Regulation dated November 9, 2004, No. 603-II 3PK.

2.5 Law of the Republic of Kazakhstan on Education of June 27, 2007, N 319-III.

2.6 Law of the Republic of Kazakhstan on amendments and additions into certain legislative acts of the Republic of Kazakhstan on expansion of academic and management independence of higher education institutions dated July 4, 2018, No. 171-VI

2.7 Law of the Republic of Kazakhstan on accreditation in the field of conformity assessment dated July 5, 2008 № 61-IV.

2.8 SOSE RK "Higher Education. Bachelor's Degree. General provisions", approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan from 13.05.2016 № 292

2.9 GOSO RK "Postgraduate education. Master's Degree. Main provisions" approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan № 292 dated 13.05.2016.

2.10 GOSO RK "Postgraduate Education. Doctoral studies. Main provisions", approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan from 13.05.2016. № 292

2.11 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (new edition) (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015).



2.12 Guidelines for the use of ECTS (European Credit Transfer and Accumulation System). - European Union Publications Office, 2015, ISBN 978-92 -79-43562-1 (Approved at the Yerevan Conference of Ministers of Education in 14-15 May 2015).

2.13 National Qualifications Framework.

### 3. Terms and definitions

The following definitions are used in these standards:

3.1 **Accreditation of educational organization** - procedure of recognition by accreditation body the compliance of educational services with established accreditation standards (regulations) in order to provide objective information on their quality and confirm availability of effective mechanisms for its improvement;

3.2 **Accreditation body** - legal entity which carries out institutional and/or specialized accreditation of educational organizations based on standards developed by it;

3.3 **Institutional accreditation** - process of evaluation of educational organization quality by accreditation body for compliance with declared status and established standards of accreditation body;

3.4 **Foreign accreditation** - accreditation of particular educational professional programs or educational organization in a recognized foreign agency.

3.5 **National accreditation** - accreditation of educational organization or program by national agencies, included to the National Register No.1 of the MES of RK.

3.6 **Specialized accreditation** - quality assessment of individual educational programs, implemented by educational organization.

3.7 **Distance learning technologies (hereinafter - DLT)** - learning technologies, implemented with the use of information and telecommunication means in the mediated (at a distance) or not fully mediated interaction between students and teachers.

3.8 **Information resources** - a set of library collections, electronic educational materials and other electronic educational resources, electronic catalogs, databases of electronic scientific resources, etc.

3.9 **The final certification of students** - a procedure conducted to determine the degree of acquisition of subjects, academic disciplines and (or) modules, provided by the state compulsory standard of education level.

3.10 **Credit education technology** - learning on the basis of choice and independent planning of the sequence of disciplines with the accumulation of academic credits.

3.11 **Quality of education** - compliance of the level of knowledge of students and graduates with the requirements of SES and additional requirements established by the university.

3.12 **Marketing of educational services** – type of activity of the university, aimed at researching the satisfaction of the needs and requirements of consumers, designed to orient the production of educational services to the training of specialists who are in demand on the market.

3.13 **Educational monitoring** - systematic observation, analysis, assessment and forecast of condition and dynamics of changes of results and conditions of implementation of educational processes, contingent of students, network, as well as rating indicators of achievement of educational organizations activity.

3.14 Professional practice is a type of educational activity aimed at consolidation of theoretical knowledge, abilities, acquisition and development of practical skills and competencies in the process of performance of certain types of work related to future professional activity.

3.15 **Educational program** - a single set of basic characteristics of education, including the objectives, results and content of training, organization of educational process, methods and techniques of their implementation, criteria for evaluation of learning outcomes.

3.16 **Educational activity** - a process of purposeful, pedagogically grounded, consistent interaction of subjects of education, in the course of which tasks of training, development and education of a person are solved.

3.17 **Student learning outcomes** - a set of competencies, knowledge and skills that students should acquire at the end of the education program.

3.18 **Visit to HEI by the commission of external auditors** - component of external assessment, which is a common part of accreditation process. External auditors-experts visit the university to check the materials of the university self-assessment, interview the faculty, students, staff and assess the quality and effectiveness of the services provided, as well as to offer recommendations for their improvement. The result of the visit is a report on the audit of the higher education institution;

3.19 **Competence** - ability to apply one's knowledge, abilities and skills. It is manifested in person-oriented activity and characterizes the ability of a specialist to realize his human potential for professional activity.

3.20 **Procedure** - established way of carrying out activity or process.

3.21 **Accreditation standards** - documents of accreditation body establishing requirements for accreditation procedure;

3.22 **Student-centered learning** - process of qualitative transformation for students and other learners in learning environment, aimed at improvement of their autonomy and critical ability through result-based approach.

3.23 **Register of recognized accreditation bodies** - a list of national and foreign accreditation bodies, included in the registers and/or associations of accreditation bodies of Organization for Economic Cooperation and Development (OECD) member-states.

3.24 **Quality management system** - a set of measures and continuously implemented activities in the organization in order to achieve the required quality of services or products - that is the result of the organization activities.

3.25 **Intermediate attestation of students** - a procedure carried out for the purpose of assessing the quality of students' mastering the content of a part or the whole volume of one academic subject, one discipline and (or) module, and professional modules within the same qualification after completing their study.

3.26 **University** - an organization of higher and (or) postgraduate education, which carries out scientific and pedagogical activities, personnel training, fundamental and (or) applied scientific research in various fields and is a leading scientific and methodological center.

3.27 **Management documentation** - documentation on planning, process management, application of various procedures, regulations on structural divisions, job descriptions.

## 4. Symbols and abbreviations

The following symbols and abbreviations are used in these standards:

University - higher education institution;

SESE - State Compulsory Education Standards;

DOT - distance educational technologies;

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

R&D - research work;

ICT - information and communication technologies;

PPP - faculty;





ECTS - European Credit Transfer and Accumulation System;

ESG - standards and guidelines for quality assurance in the European Higher Education Area;

NQF - National Qualifications Framework;

KAZSEE - Kazakhstan Association for Modern (Elite) Education KAZSEE

## 5. Principles of higher education institutions institutional accreditation

5.1 The presented quality assurance standards for higher education are based on the following principles:

5.1.1 the procedure for accreditation of universities is carried out on a voluntary basis;

5.1.2 the main responsibility for the quality of higher education rests with the university;

5.1.3 external assessment is carried out objectively, transparently and independently of the intervention of third parties (government agencies, higher education institutions and public organizations);

5.1.4 information provided by universities is used by the Kazakhstan Association for Modern (Elite) Education KAZSEE confidentially;

5.1.5 informing the public in the country and abroad about accredited universities is carried out through submitting by the agency information to the authorized bodies in the field of education and ENAAEE, as well as by posting it on the KAZSEE website.

5.1.6 Kazakhstan Association for Modern (Elite) Education KAZSEE is guided by standards and guidelines for quality assurance in the European Higher Education Area (ESG)

## **Standard 1. Mission and strategy of the university**

### **1.1 General provisions**

1.1.1 The activity of the university is determined by its mission, which reflects its place in the unified educational space of the country. The university should strive for the university development model - University 4.0. The mission of the new generation university should be to convey to the youth the idea of peace, kindness and justice, an active citizenship. An important task of universities should be not only the training of highly qualified and competitive personnel, but also the spiritual education of young people as citizens of the country and the world.

1.1.2 The activities of the university must fully comply with the country's legislation in the field of education.

1.1.3 The mission and strategy of the university, plans and monitoring system for their implementation should complement each other;

1.1.4 The strategy of the university must comply with the state policy in the field of education, as well as the state policy for the development of the higher education system as a whole.

### **1.2 Evaluation criteria**

1.2.1 The university should develop a mission and strategy based on an analysis of the real situation in society and the needs of the state, stakeholders and students.

1.2.2 The mission and strategy of the university should be developed in accordance with the available resources (including financial, informational, personnel, material and technical base), the needs of the market and the educational policy of the country.

1.2.3 The university should involve representatives of stakeholder groups, including students, teaching staff and employers in the formation of a mission, vision, strategy.

1.2.4 The content of the mission and strategy of the university should be accessible to all interested persons.

1.2.5 The university should determine the mechanisms for the formation and regular revision of the mission, vision, strategy and monitoring of their implementation.

1.2.6 The university carries out the processes of strategic, tactical and operational planning and resource allocation in accordance with the mission.

1.2.7 The university systematically collects, accumulates and analyzes information about its activities and conducts self-assessment in all areas, based on the development and implementation of measurement processes, analysis to assess the success of the university's strategy implementation through such indicators as "performance" and "efficiency", develops and revises vision, mission and strategy.

1.2.8 Based on the strategy, the university develops documents for individual areas of its activities (including: academic policy, codes, implementation plans, plans for areas of activity, regulations, procedures, etc.).

1.2.9 The mission and strategy of the university are publicly discussed with representatives of all interested parties, based on their proposals and amendments, the Academic Council of the university makes changes to them.

## Standard 2. Leadership and Management

### 2.1 General provisions

2.1.1 The university management system is aimed at implementing the vision, mission, strategy. Educational organizations should have their own quality assurance policy, reflecting the institutional vision and strategy and, thus, related to the strategic management of the university.

2.1.2 The university should organize its activities on the basis of the principles of the quality management system and corporate governance.

2.1.3 The university should systematically collect, accumulate and analyze information about its activities and assess its strengths and weaknesses, on the basis of which the management determines the quality assurance policy, develops strategic and operational plans.

### 2.2 Evaluation criteria

2.2.1 Management of the university should be implemented through a mechanism for monitoring and managing daily work processes;

2.2.2 The university should ensure the compliance of the organizational, functional and staff structure with the development strategy of the university. The activities of the organizational, functional and staff structures of the university must correspond to its mission, goals and objectives.

2.2.3 The university should demonstrate the existence of principles for the formation of the organizational and functional structure.

2.2.4 The university should ensure the availability of documents on the organizational structure and management of the university.

2.2.5 The university should analyze its activities to assess the risks and effectiveness of its activities, identify inconsistencies and errors.

2.2.6 The university should distribute rights and responsibilities in accordance with the levels of the management structure.

2.2.7 The university should ensure the availability and effective functioning of a system of information and feedback focused on students, employees and stakeholders.

2.2.8 The university should demonstrate the existence of a communication mechanism with students, employees and other persons interested in the activities of the university, including the existence of established deadlines for the consideration of complaints, appeals, inquiries.

2.2.9 The university should have a developed and publicly available system of informing about the status and results of its activities.

2.2.10 An important factor is cooperation with other universities and exchange of experience.

2.2.11 The university should ensure the management of the educational process through the management of individual educational programs, including the assessment of their effectiveness.

2.2.12 The university should successfully operate a certified quality management system, including the design, management and monitoring of intra-university processes, their improvement, decision-making based on facts.

2.2.13 The university should have its own information system and database, its own portal or website containing information reflecting the planning processes and the results of evaluating its effectiveness for students, employees and the public.

2.2.14 The University should show the transparency of its management system.

2.2.15 An important factor is the participation of representatives of stakeholders (employers, teaching staff, students) as part of collegial management bodies in management processes.

2.2.16 The University should have an internal quality assurance system.

2.2.17 The University should have a data system on the contingent of students and graduates, available resources, staff, scientific and international activities and other areas.

2.2.18 The University should have its own mechanisms for resolving conflicts of interest and relationships, must create a feedback system, disciplinary bodies and a motivational system.

2.2.19 The University should ensure the measurement of the satisfaction degree of the teaching staff needs, personnel and students and demonstrate evidence of elimination of the deficiencies found in the measurement process.

2.2.20 The management of the university should be open and accessible to students, teaching staff, parents (blogs on the website of the educational organization, official reception hours on personal matters, e-mail communication, etc.).

2.2.21 The university should have a mechanism for interaction with the public, according to which any interested person can make innovative proposals on the improvement of the activities of the university to the management and governing bodies. The university should analyze these proposals and implement them.

2.2.22 The university should have supporting documents on the organizational structure and management of the university (Charter, regulations on the structural organization of the university, decision-making procedures, etc.);

2.2.23 The university should have written guidelines on structural units, their powers and responsibilities to ensure management (internal regulations, regulations, job descriptions, etc.);

## **Standard 3. Educational programs**

### **3.1 General provisions**

3.1.1 Educational institutions should have procedures for developing and approving their programs. Programs should be designed to meet the stated objectives. The ultimate goal of the educational program implementation is the formation of the professional competence of future specialists in accordance with the qualification requirements and the satisfaction of the country's labor market needs.

3.1.2 The qualifications gained from the program acquisition should be clearly defined and explained and should meet the certain level of the national qualifications framework in higher education. The university should have its own requirements for various forms, levels and technologies used in professional higher education.

3.1.3 When developing educational programs, the university must take into account the personal needs and capabilities of students.

### **3.2 Evaluation criteria**

3.2.1 The university should ensure the participation of the teaching staff and employers in the development and management of academic educational programs, ensuring their quality.

3.2.2 The university should determine the content, volume, logic of building an individual educational trajectory of students, the influence of disciplines and professional practices on the formation of professional competence of graduates.

3.2.3 Each educational program should cover all the levels of education - bachelor's, master's, doctoral studies, additional education. There must be a logical academic relationship between disciplines, consistency and continuity.

3.2.4 The university should demonstrate the impact of disciplines on the formation of students' professional competence, skills and blocks of knowledge indicated in the educational and methodological complexes of disciplines, a clear definition of the logical sequence of discipline courses. The study programs should clearly identify the basic requirements to the learning outcomes.

3.2.5 The university should demonstrate the logic and reasons for drawing up curricula and training programs, in particular, the reasons for choosing a particular discipline in the list of the curriculum, the reasons for assigning the status of post- or prerequisite, the correspondence of the name and content of disciplines to the current directions of development of the studied field of science / society etc.

3.2.6 The content of academic disciplines should correspond to the level of study (bachelor's, master's, doctoral studies) and the proposed learning outcomes.

3.2.7 The list and content of disciplines should be accessible to students. Disciplines should contain the results of the most relevant research papers and other information of the area taught.

3.2.8 When drawing up educational programs, the university should be guided by the educational programs of leading foreign and Kazakhstani universities in this specialty.

3.2.9 The university should provide equal opportunities for students, regardless of the language of instruction, in the formation of individual educational trajectories aimed at the formation of professional competence.

3.2.10 An important factor is the updating of educational programs, taking into account the interests of employers when developing educational programs for disciplines aimed at developing professional skills.

3.2.11 The university should provide an annual revision of the content of curricula and training programs, taking into account changes in the market, the wishes of students and teachers.

3.2.12 Educational equipment and technical means used for mastering educational programs should be similar to those used in the relevant industries and comply with safety requirements during operation.

3.2.13 The university should demonstrate the effectiveness of regular analysis of the sufficiency and modernity of the resources available to implement educational programs - classrooms, laboratories, computer equipment and software, financial resources, access to international databases of research results, a system of professional practice and employment, teaching aids and materials, etc.

3.2.14 For the implementation of educational programs, the university should attract practitioners and determine the proportion of the disciplines they teach. The university should demonstrate the logic of their involvement in conducting classes.

3.2.15 The university should ensure the objectivity of knowledge assessment and the degree of formation of the professional competence of students, the transparency and adequacy of the tools and mechanisms for their assessment.

3.2.16 The university should provide a mechanism for internal quality assessment and examination of educational programs, as well as feedback for their improvement.

3.2.17 The university should ensure the availability of the maximum possible amount of structured, organized information on the subjects taught - presentation materials, lecture notes, compulsory and additional literature, practical tasks, etc. for students.



3.2.18 When implementing an educational program, the student's independent work should be monitored and mechanisms for an adequate assessment of its results should be created.

3.2.19 An important factor is the adoption and effectiveness of active teaching methods and innovative teaching methods.

3.2.20 An important factor is the possibility of continuing education on educational programs of postgraduate and additional education.

3.2.21 An important factor is the presence of joint educational programs with foreign universities and the integration of Kazakhstani research organizations in the educational process.

3.2.22 An important factor is the academic mobility of students (the ability to study for a certain time in other Kazakhstani and foreign universities, academic exchanges of faculty) and the existence of a mechanism for recognizing the results of academic mobility of students.

3.2.23 The university should ensure the existence and effective functioning of a mechanism for an objective, accurate and comprehensive assessment of knowledge, skills and qualities acquired by students in the course of training in the discipline, as well as a collegial mechanism for appeal and professional appeal assessment.

3.2.24 The university should ensure the availability and effective functioning of the system of individual assistance and counseling of students on the educational process.

## **Standard 4. Teaching staff and teaching effectiveness**

### **4.1 General provisions**

4.1.1 The university should be confident in the competence of its teachers. The institution must apply fair and transparent processes in the recruitment and development of professional development of its employees;

4.1.2 The university should organize activities aimed at developing and improving the qualifications of teaching staff, administrative and managerial personnel and university staff;

4.1.3 The university should regulate the organizational and functional structure of personnel management and its development, including the personnel selection system;

4.1.4 The university must ensure that the qualifications of the teaching staff meet the requirements of educational programs;

4.1.5 The university should have mechanisms for motivating and stimulating employees, adapting new employees, attesting and applying disciplinary measures in relation to employees, and dismissing employees.

### **4.2 Evaluation criteria**

4.2.1 The university should ensure the availability of criteria and transparency of the personnel selection procedure for potential applicants.

4.2.2 The personnel potential of the university must correspond to the strategy and specifics of educational programs.

4.2.3 The university should demonstrate the selection of personnel based on the analysis of the needs of educational programs, the availability of a recruiting system.

4.2.4 Information about the teaching staff should be available to the public, the university should keep them in the public domain, the professors' questionnaires should be posted on the university website.

4.2.5 The university should demonstrate compliance with the principle of availability of management and transparency of all personnel procedures.

4.2.6 The university should ensure the monitoring of the teaching staff, a systematic assessment of the competence of teachers, a comprehensive assessment of the quality of teaching. Also, the university should organize various mechanisms for assessing the quality of teaching, such as questioning students about the quality of teaching at the university, attending teaching staff classes, questioning the teaching staff about evaluating the activities of colleagues, etc.

4.2.7 The teacher's workload should include educational, educational and methodological, scientific work (including preparation of projects and applications), organizational and methodological (including participation and organization of various events), professional development (professional development, including personal development and study of literature in the specialty), activities in a professional environment (for example, participation in professional associations and consulting).

4.2.8 The university should ensure the completeness and adequacy of the individual planning of the teaching staff for all types of activities, monitoring the effectiveness and efficiency of individual plans.

4.2.9 The university should demonstrate the existence of a teacher development training, professional and personal improvement of teaching staff and administrative and managerial personnel.

4.2.10 The university should support young teachers, have a specific plan for the development of young teachers.

4.2.11 The university should provide training for top management (rector, advisers, vice-rectors, deans, heads of structural divisions) in educational management programs.

4.2.12 The university should ensure that there is a system of incentives for the professional and personal development of teachers and staff. The university should organize various competitions among the teaching staff to determine the best, and the university should introduce a bonus system for the best teaching staff.

4.2.13 The HEI should ensure the monitoring of the staff satisfaction through special methods. The university management should respond to the requests of the teaching staff on various issues.

4.2.14 The faculty should actively use information and communication technologies in the educational process (e-learning, m-learning, etc.).

4.2.15 The university should attract experienced specialists in the relevant industry to teach at the university.

4.2.16 HEI should develop academic mobility of teaching staff, attract the best foreign and domestic faculty, conduct joint research. It should also promote its own teaching staff to participate in academic mobility programmes.

4.2.17 The university should promote the implementation of double-diploma programs, the university must have bilateral agreements with foreign universities on double-diploma programs.

4.2.18 The HEI should attract famous scientists, public and political figures and honored personalities to the educational process.

4.2.19 The HEI should create conditions for the faculty to participate in public life, to make their contribution to the development of science, culture of the region.

## Standard 5. Students and student-centered learning

### 5.1 General provisions

5.1.1 In implementing student-centered education in its programs the HEI should be maximally oriented to the individual characteristics of students and their specific personal understanding of the world. The methods, by which the programs are implemented, should encourage students to play an active role in the joint construction of the educational process;

5.1.2 The university demonstrates the policy of students' contingent formation. The HEI sets realistic goals for attracting the contingent of students. The HEI is obliged to form its requirements to applicants, to have a full understanding of its capabilities on admission of applicants;

5.1.3 The university creates a learning environment that facilitates professional competence taking into account individual needs and capabilities of students;

5.1.4 Educational institutions should ensure the development of educational programs that motivate students to play an active role in co-creation of learning process, and this approach should find reflection in student performance assessment .

### 5.2 Evaluation criteria

5.2.1 Educational institutions should ensure the development of educational programs that motivate students to play an active role in co-creation of learning process, and this approach should find reflection in student performance assessment

5.2.2 The university should demonstrate the policy of student contingent formation and transparency of its procedures.

5.2.3 The HEI should uniformly apply predefined published rules covering all stages of student life, i.e. admission, training and graduation.

5.2.5 The University should ensure student representation in the collegial governing bodies of the University.

5.2.6 The university should provide the opportunity for students to undertake internships in the specialty and monitor the satisfaction of students, heads of enterprises - places of internships and employers.

5.2.7 The university creates conditions for effective promotion of the learner on an individual educational trajectory, including consultations with advisors.

5.2.8 An important factor is the involvement of students in research and development.

5.2.9 An important factor is to ensure the possibility of foreign and domestic academic mobility for students. The university should have its own mechanisms for the recognition of the results of academic mobility of students.

5.2.10 The university should create favorable conditions for attracting and educating foreign students.

5.2.11 The HEI should develop a special program to support gifted students.

5.2.12 The HEI should take maximum efforts to ensure graduates employment and maintain communication with graduates and create an alumni community.

5.2.13 An important factor is the monitoring of employment and professional activities of graduates.

5.2.14 The HEI should create the most favorable conditions for extracurricular activities of students. The service centre, canteen, dormitory, computer centre, library, reading rooms, gyms, stadium, medical center, etc. should provide services for students.

5.2.15 The University should provide opportunities for students to communicate with each other through the creation of various student organizations, forums, online communities, etc.

5.2.16 HEI should create a mechanism for monitoring student satisfaction with HEI activities in general and individual services in particular. HEI is obliged to organize special mechanisms for dealing with student complaints.

5.2.17 The University should demonstrate the functioning of feedback system, including the prompt provision of information on the results of students' knowledge assessment.

## **Standard 6. Research work**

### **6.1 General provisions**

6.1.1 The HEI seeks to integrate science and education, creates a favorable environment for faculty members to engage in research activities.

6.1.2 The HEI on an ongoing basis supports the faculty interested in science, develops mechanisms to encourage researchers, motivates young scientists to take up scientific research and publish their papers in high - ranking publications.

6.1.3 The HEI should conclude agreements on cooperation in basic and applied research, develop and implement research projects and educational and industrial practice in the laboratories and experimental farms of the scientific research institutes(SRC), involve leading scientists of the SRC to conduct training sessions.

### **6.2 Evaluation criteria**

6.2.1 The university should implement research work in accordance with the national policy on education, science and innovative development.

6.2.2 The university should create conditions for the development of research teams, research laboratories, science schools and workshops, involving students in research activities, ensuring the participation of faculty and students in scientific conferences and competitions, hiring leading scientists and practitioners.

6.2.3 The university should create conditions for the development of scientific potential of young scientists and students.

6.2.4 An important factor is the use of various forms of funding for research activities - funds from various scientific funds, founders' funds, funds of economic entities, state and local budgets, funds from economic contracts, international research grants.

6.2.5 The university should stimulate the research activities of the teaching staff and students through various forms of motivation.

6.2.6 An important factor is to conduct joint research programs with foreign universities. The university should develop mechanisms to attract foreign scientists to conduct joint research.

6.2.7 The university should ensure the implementation of research results in the educational process, as well as to promote the results of its research.

6.2.8 An important factor is the HEI's participation in international, national and regional professional alliances, communities, associations, etc., as well as their activities.

6.2.9 The HEI should ensure the dissemination of the results of research work, as well as the collection, analysis and application in the improvement of research activities of information on the implemented and ongoing research activities.

6.2.10 An important factor is the implementation and monitoring of innovation activities of the educational organization.

6.2.11 The HEI should demonstrate the development and implementation of innovative proposals and results of research activities.

6.2.12 The HEI should have its own system of monitoring and evaluation of R&D conducted by the institution.

6.2.13 The HEI should provide the research process with all necessary resources, primarily the required literature, electronic databases of scientific resources and information for the development of research tools.

6.2.14 The research activities of the HEI must be implemented within the framework of its mission and strategy.

6.2.15 The HEI should ensure the relevance of research topics, their relevance to recent developments and important issues in the international market and the global community.

6.2.16 The university should provide evidence of active support for the development and conduct of interdisciplinary research.

6.2.17 The university should increase the efficiency of budgetary funds, human, information and material and technical resources in basic and applied research and training of scientific personnel;

## **Standard 7. Finance**

### **7.1 General provisions**

7.1.1 Educational institutions should have sufficient funding for student teaching and educational activities, ensure the provision of adequate and easily accessible teaching resources, and ways to support students.

7.1.2 The HEI financial system should be sustainable, effective, efficient, self-sufficient and transparent.

### **7.2 Evaluation criteria**

7.2.1 The financial policy and financial management of the HEI should be consistent with the development strategy of the HEI.

7.2.2 The HEI financial management system should include: financial planning and forecasting, accounting, control, financial analysis and performance audit, financial procedures, financial incentives.

7.2.3 The HEI should demonstrate budget planning of the HEI, availability of short-term and medium-term plans based on a project approach.

7.2.4 The HEI should have a coherent financial management: all cash transfers, cash flows, changes in equity should be reflected in appropriate reports.

7.2.5 The HEI should implement an internal mechanism for auditing the effectiveness and efficiency of its expenditures, as well as regularly conduct an external, independent audit.

7.2.6 The HEI should demonstrate the financial sustainability and viability of the HEI.

7.2.7 The HEI should form alternative development scenarios on the basis of annual risk assessment.

7.2.8 Funding should be result-oriented, the HEI is obliged to have a mechanism to assess the adequacy of funding for various activities of the HEI.

7.2.9 Allocation of the annual budget and its use should be transparent.

7.2.10 The HEI should have an effective mechanism for financial reporting.



7.2.11 Each unit or project team of the HEI should have its own financial resources and the right to manage them independently.

7.2.12 The HEI should have a transparent system of wage of faculty and administrative staff, technical staff.

## **Standard 8. Resources: material, technical and informational**

### **8.1 General provisions**

8.1.1 HEI should constantly update and improve the material, technical and information resources to ensure the quality of education.

8.1.2 The learning environment of students, including logistical and information resources must comply with the stated mission, strategy, educational programs implemented by the HEI.

8.1.3 The HEI should provide a comfortable environment for learning and work on the campus. Appropriate development of infrastructure should be based on the results of infrastructure satisfaction monitoring.

### **8.2 Evaluation criteria**

8.2.1 The HEI should demonstrate the compliance of the HEI infrastructure to the specific activities, including the implementation of educational programs, distance learning, research. Auditoriums, offices, laboratories, communication and computer equipment, training sites, technology parks and other facilities must meet high requirements.

8.2.2 The HEI should assess the dynamics of development of material and technical resources and information support, the effectiveness of the assessment results for adjustments in planning and budget allocation.

8.2.3 The University should provide indicators of goals and objectives to assess the prospects of implementation and use of information and communication technologies.

8.2.4 The HEI should have special technical departments for development of mass online courses, databases, special programs to improve the learning process

8.2.5 The HEI must have its own personalized interactive resource (University, Platonus, etc.).

8.2.6 The university should have a necessary number of computer classes, reading rooms, multimedia, language laboratory and research rooms, the sufficient number of seats in them. Free Wi-Fi must be available throughout the institution.

8.2.7 The library of the HEI should have sufficient book collections, including a fund of educational, methodological and scientific literature on general education, basic and major disciplines in paper and electronic media, periodicals in the context of the languages of instruction, as well as scientific databases, a database of electronic scientific journals.

8.2.8 The HEI must provide students with information and reference and methodological materials necessary for mastering the educational program (guidebook, academic policy of the HEI, academic calendar, etc.).

8.2.9 Teaching materials, software, educational literature and additional resources and equipment must be available to all learners.

8.2.10 An important factor is the support of the educational program by information and communication technologies.

8.2.11 Higher education institution should provide educational programs with necessary laboratories, polygons, etc.

8.2.12 HEI should ensure the safety of the implementation of educational standards. There should be an appropriate security system and security control system in place on the campus.

8.2.13 The HEI should determine the degree of implementation of information technology in the educational process, to monitor the use of innovative learning technologies.

8.2.14 The HEI should demonstrate the availability of a web resource in three languages, reflecting the mission, goals and objectives of the HEI, where all information about HEI activities, complete information about teaching staff, personal e-mail of the rector, virtual book of complaints, etc. is posted.

8.2.15 An important factor is the observance of copyright in the placement of educational and methodological support in the public domain;

8.2.16 The effectiveness and adequacy of the use of ICT is considered at meetings of the Academic Council of the University and other collegial bodies.

8.2.17 An important factor is the creation of conditions for the mastering and use of ICTs by employees, teaching staff and students in the educational process and activities of the HEI.

## **Standard 9. Procedure for making changes and additions**

9.1 KAZSEE strives to improve its activities, raise its level and is always open to exchange views and experiences. This standard may be amended in order to improve it further.

9.2 Where changes and amendments to the current standards are initiated by educational organizations and other interested parties as well as KAZSEE employees, suggestions and comments shall be forwarded to the relevant KAZSEE body.

9.4 The KAZSEE management shall establish a special commission and carry out an examination of the received suggestions and recommendations for their validity and expediency in accordance with the established procedure. Appropriate recommendations for amending and supplementing these standards shall be forwarded to the KAZSEE Accreditation Council.

9.5 Amendments and additions to the current institutional accreditation standard shall be made after discussion and approval by the KAZSEE Accreditation Council.