

CENTRAL ASIAN ASSOCIATION FOR ACCREDITATION OF
EDUCATION CAAAE

Approved
by the Accreditation Council



STANDARDS

INSTITUTIONAL ACCREDITATION OF

HIGHER EDUCATION INSTITUTIONS

Almaty, 2024

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THE PREFACE

These standards for the accreditation of educational programs have been developed by the Central Asian Association for Educational Accreditation (CAAAE) in order to ensure high-quality training for specialists with higher professional education. Compliance with standards should guarantee quality and contribute to the continuous improvement of educational programs in higher education institutions.

The CAAAE standards comply with the provisions of the Bologna Declaration and distinguish between the first and second cycle programs. The term "cycle" is used to define an educational program leading to an academic degree. Bachelor's degree programs belong to the first cycle, and master's degree programs belong to the second cycle.

Since 1995, the Tempus QUEECA Project has been implemented in Kazakhstan aimed at creating and implementing a quality assurance system for engineering education in Central Asian countries, and has resulted in the creation of national agencies, including the CAAAE Agency for Quality Assurance of educational programs and the authorized ENAAE to award the EUR-ACE Label quality mark.

In 2015, the CAAAE became a member of ENAAE 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 internationally recognized diplomas and find free employment in the countries of the European Union. Such a transparent qualification recognition system is the first step towards creating a common market for labor resources and services.

The accreditation agencies that are part of the ENAAE mutually recognize the equivalence of programs with the EUR-ACE Label and guarantee that their quality meets the pan-European standard. Currently, the ENAAE includes such accreditation agencies as Engineers Ireland (Ireland), ECUK (Great Britain), ASIIN (Germany), Ordem dos Engenheiros (Portugal), CTI (France), AIOR (Russia) and CAAAE (Kazakhstan).

Currently, it is impossible to complete accreditation without the participation of the professional community. So, in particular, the founders of the CAAAE are the Association of Legal Entities "Association "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 interested parties in the quality assurance procedure of educational programs.

On March 06, 2023, by the decision of the Republican Accreditation Council, the CAAAE was included in the National Register No. 1 of the Ministry of Education and Science of the Republic of Kazakhstan for a period of five years.

The CAAAE standards and accreditation procedure have been developed taking into account international experience in assessing the quality of education and in order to meet the requirements for the quality of training by the accreditation systems of the Washington Agreement member countries, the requirements of the European Association for Quality Assurance of Higher Education ENQA1 (Annex A), the European Network for Accreditation of Engineering Education ENAAE2 (Annex B) and the International Network on Quality assurance in Higher Education INQAAHE.

The CAAAE standards are focused on evaluating the achievement of planned learning outcomes. Learning outcomes are a set of competencies, knowledge, skills, and methodological culture acquired by students at the end of the educational program. They are developed on the basis of the requirements imposed by the professional community on graduates, and are coordinated with the "Dublin Descriptors", developed as part of the creation of a single European higher education area during the implementation of the Bologna process.

A prerequisite for the accreditation of the program is the confirmation of the achievement of the planned learning outcomes by all students completing the program and the graduates' readiness for professional activity in accordance with the objectives of the program.

The learning outcomes are planned based on the objectives of the educational

program and must comply with the requirements of the CAAAE presented in this document. The objectives of the educational program are formulated by the department / university implementing the program, must be consistent with the educational standards of higher professional education of the Republic of Kazakhstan and the mission of the university.

Educational programs licensed by the Education and Science Control Committee of the Ministry of Education and Science of the Republic of Kazakhstan are accepted for accreditation.

An educational program can be accredited only if it meets all the criteria listed below.

¹ ENQA (European Association for Quality Assurance in Higher Education), «Standards and Guidelines for Quality Assurance in the European Higher Education Area»: http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

² ENAEE (European Network for Accreditation of Engineering Education) – the organization coordinating the functioning of the pan-European system of accreditation of engineering education, established with the support of the European Commission; has the right to assign a EUR- ACE®: <http://www.enaee.eu>.

³ INQAAHE (International Network for Quality Assurance Agencies in Higher Education), “INQAAHE Guidelines for a Good Practice” 2016 revised edition/http://www.inqaahe.org/sites/default/files/INQAAHE_GGP2016.pdf

⁴ The "Dublin descriptors" describe the general requirements for graduates of the first, second and third cycles of software: <http://www.jointquality.org>.

STANDARDS OF INSTITUTIONAL ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

1. Scope of application

1.1 These standards have been developed in accordance with the Law of the Republic of Kazakhstan "On Education" and based on 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 These standards are used as a quality assurance tool during the procedure of institutional accreditation of higher education institutions.

1.3 The provisions of these standards can be used by universities and are mandatory for them when undergoing institutional accreditation, regardless of their status, organizational and legal forms, forms of education and departmental subordination.

1.4 These standards are applied by universities to conduct institutional self-assessment, identify and improve internal quality assurance mechanisms, develop internal documentation and develop corporate culture.

2. Regulatory references

This standard uses references to the following legislative and regulatory documents:

2.1 Закон Республики Казахстан об образовании от 27 июня 2007 г. № 319-III.

2.2 Закон Республики Казахстан о внесении изменений и дополнений в некоторые законодательные акты Республики Казахстан по вопросам расширения академической и управленческой самостоятельности высших учебных заведений от 4 июля 2018 года № 171-VI.

2.3 Постановление Правительства Республики Казахстан «Об утверждении Концепции развития высшего образования и науки в Республике Казахстан на 2023 – 2029 годы» от 28 марта 2023 года №248.

2.4 Закон Республики Казахстан о техническом регулировании от 9 ноября 2004 г. № 603-III ЗРК.

2.5 Приказ Министра науки и высшего образования Республики Казахстан «Об утверждении государственных общеобразовательных стандартов высшего и послевузовского образования» от 20 июля 2022 года №2.

2.6 Закон Республики Казахстан об аккредитации в области оценки соответствия от 5 июля 2008 г. № 61-IV.

2.7 Приказ и.о. Министра науки и высшего образования Республики Казахстан «Об утверждении стандарта аккредитации педагогического образования» от 17 августа 2023 года №421.

2.8 Приказ Министра образования и науки Республики Казахстан «об утверждении Руководства по обеспечению качества по уровням образования» от 23 июня 2022 года №4.

2.9 Стандарты и руководства для обеспечения качества в европейском пространстве высшего образования (ESG) (новая редакция) (Утверждена на Ереванской конференции министров образования в 14-15 мая 2015 г.).

2.10 Руководство по использованию ECTS (Европейской системы перевода и накопления кредитов). - Офис публикаций Европейского Союза, 2015 год, ISBN 978-92 - 79-43562-1 (Утверждено на Ереванской конференции министров образования в 14-15 мая 2015 г.).

2.11 Национальная рамка квалификаций.

3. Terms and definitions

The following definitions are used in these standards:

3.1 **Accreditation of an educational organization** is a procedure for the recognition by an accreditation body of the conformity of educational services with established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the availability of effective mechanisms to improve it;

3.2 **An accreditation body** is a legal entity that conducts institutional and/or specialized accreditation of educational organizations based on standards developed by it.;

3.3 **Institutional accreditation** is the process of assessing the quality of an educational organization by an accreditation body for compliance with the declared status and established standards of the accreditation body.;

3.4 **Foreign accreditation** is the accreditation of individual educational professional programs or educational organizations by a recognized foreign agency.

3.5 **National accreditation** is the accreditation of an educational organization or program by national agencies included in the National Register No. 1 of the Ministry of Education and Science of the Republic of Kazakhstan.

3.6 **Specialized accreditation** is an assessment of the quality of individual educational programs implemented by an educational organization.

3.7 **Distance learning technologies** (hereinafter referred to as DOT) are learning technologies implemented using information and telecommunication means with indirect (at a distance) or not fully mediated interaction between the student and the teaching staff.

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 **Final certification of students** is a procedure conducted to determine the degree of their mastery of the scope of academic subjects, academic disciplines and (or) modules provided for by the state mandatory standard of the appropriate level of education.

3.10 **Credit technology of education** is education based on the choice and independent planning of the sequence of subjects studied by the student 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 the State Educational Standard and additional requirements established by the university.

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

3.13 **Educational monitoring** is the systematic observation, analysis, assessment and forecast of the state and dynamics of changes in the results and conditions of educational processes, the student body, the network, as well as the rating indicators of achievements of educational organizations.

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

3.15 **An educational program** is a 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.

3.16 **Educational activity** is a process of purposeful, pedagogically based, consistent interaction of subjects of education, during which the tasks of teaching, developing and educating a personality are solved.

3.17 **The final results of students' education** are a set of competencies, knowledge and skills that students should possess upon graduation from this educational program.

3.18 **The visit of the university by the commission of external auditors** is a component of the external assessment, which is a generally accepted part of the accreditation process. External

expert auditors visit the university to check the materials of the university's self-assessment, conduct interviews with the faculty, students, and staff, and evaluate the quality and effectiveness of the services provided, as well as offer recommendations for their improvement. The result of the visit is an audit report of a higher education institution.;

3.19 Competence – the ability to apply one's knowledge, skills and abilities. It manifests itself in personality-oriented activity and characterizes the ability of a specialist to realize his human potential for professional activity.

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

3.21 Accreditation standards - documents of the accreditation body that establish the requirements for the accreditation procedure;

3.22 Student-centered learning is a process of qualitative transformation for students and other learners in the learning environment, aimed at improving their autonomy and critical ability through an effective approach.

3.23 The Register of recognized Accreditation Bodies is a list of national and foreign accreditation bodies formed by the authorized body in the field of education, included in the registers and (or) associations of accreditation bodies of the member States of the Organization for Economic Cooperation and Development (OECD).

3.24 A quality management system is a set of measures and constantly implemented operations that are used in an organization to achieve the required quality of services or products, which is the result of the activities of this organization.

3.25 Intermediate certification of students is a procedure conducted to assess the quality of students' mastering of the content of part or all of the content of one academic subject, one academic discipline and/or module, as well as professional modules within the same qualification after completing their studies.

3.26 University is an organization of higher and (or) postgraduate education that carries out scientific and pedagogical activities in various fields., personnel training, fundamental and (or) applied scientific research and being 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. Designations and abbreviations

The following designations and abbreviations are used in these standards:

UNIVERSITY – higher education institution;

GOSO – state mandatory education standards;

DOT - distance education technologies;

EOM RK – Ministry of Science and Higher Education of the Republic of Kazakhstan;

Research and development–scientific and research work;

ICT - information and communication technologies;

Teaching staff – teaching staff;

ECTS – European Credit Transfer and Accumulation System;

ESG – Standards and recommendations for quality assurance in the European Higher Education Area;

NRK – National Qualifications Framework;

CAAAE – Central Asian Association for Accreditation of Education (CAAAE)

5. Principles of institutional accreditation of higher education institutions

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

5.1.1 The university accreditation procedure is conducted on a voluntary basis;

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

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

5.1.4 The information provided by universities is used confidentially by the Central Asian Association for Educational Accreditation (CAAAE);

5.1.5 informing the public at home and abroad about accredited universities is carried out by submitting information by the agency to the authorized bodies in the field of education and ENAAE, as well as by posting on the CAAAE website.

5.1.6 The Central Asian Association for Education Accreditation (CAAAE) focuses on standards and recommendations for quality assurance in the European Higher Education Area (ESG).

6. Standards of institutional accreditation of higher education institutions

Standard 1. Mission and strategy of the University

1.1 General provisions

1.1.1 The university's activities are determined by its mission, reflecting 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 university of the new generation should be to convey to the youth the idea of peace, goodness and justice, active citizenship. An important task of universities should be not only the training of highly qualified and competitive personnel, but also the spiritual formation of young people as citizens of the country and the world.

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

1.1.3 The University's mission and strategy, plans and monitoring system for their implementation should complement each other;

1.1.4 The university's strategy should be consistent 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, information, 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 groups of stakeholders, including students, teaching staff, and employers in shaping the mission, vision, and strategy.

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

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

1.2.6 The University implements the processes of strategic, tactical and operational planning and allocation of resources 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 and analysis processes to assess the success of the university's strategy through indicators such as "effectiveness" and "efficiency", develops and reviews the vision, mission and strategy.

1.2.8 Based on the strategy, the university develops documents on 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's management system is aimed at implementing the vision, mission, and 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 based on 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 University management should be implemented through a mechanism for monitoring and managing day-to-day work processes;

2.2.2 The university must ensure that the organizational, functional and staff structure of the university's development strategy is consistent. The activities of the organizational, functional and staff structures of the university should correspond to its mission, goals and objectives.

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

2.2.4 The university must 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 allocate rights and responsibilities according to the levels of the management structure.

2.2.7 The university should ensure the availability and effective functioning of an information and feedback system aimed at students, employees and stakeholders.

2.2.8 The university must demonstrate the existence of a communication mechanism with students, employees and other persons interested in the university's activities, including the availability of established deadlines for reviewing complaints, appeals, and requests.

2.2.9 The university should have a well-developed and publicly accessible information system on the status and results of its activities.

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

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

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

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, staff and the public.

2.2.14 The university must demonstrate the transparency of its management system.

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

2.2.16 The university should have an internal quality assurance system.

2.2.17 The university should have a data system on the number 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, should create a feedback system, disciplinary bodies and a motivation system.

2.2.19 The university should ensure that the degree of satisfaction of the needs of teaching staff, staff and students is measured and demonstrate evidence of the elimination of deficiencies found during the measurement process.

2.2.20 The university's management should be open and accessible to students, teaching staff, and parents (blogs on the educational organization's website, official reception hours for 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 to improve the university's activities to the management and governing bodies. The university should analyze these proposals and put them into practice.

2.2.22 The university must 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 must have written guidance documents on the 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 in place to develop and approve their programs. Programs should be designed so that they meet the established goals. The ultimate goal of the educational program is to develop the professional competence of future specialists in accordance with the qualification requirements and to meet the needs of the country's labor market.

3.1.2 The qualifications obtained as a result of the program should be clearly defined and explained and should correspond to a certain level of the national qualifications framework in higher education. The university must define its own requirements for the various forms, levels and technologies of professional higher education used.

3.1.3 When designing 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 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, scope, 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 levels of education – bachelor's, master's, doctoral, additional education, and they should also include the logic of academic interrelation of disciplines, consistency and continuity.

3.2.4 The university must demonstrate the influence of disciplines on the formation of students' professional competence, skills and blocks of knowledge outlined in the educational and methodological complexes of disciplines, a clear definition of the logical sequence of courses of disciplines and reflection in the working curriculum of the basic requirements for learning outcomes.

3.2.5 The university must demonstrate the logic and reasons for drawing up curricula and study programs, in particular, the reasons for choosing a particular discipline in the curriculum list, the reasons for assigning the status of a 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 subjects should correspond to the level of education (bachelor's degree, master's degree, doctoral degree) 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 in the field being taught.

3.2.8 When compiling educational programs, the university should focus on the educational programs of leading foreign and Kazakhstani universities in this specialty.

3.2.9 The university should provide equal opportunities for students, including regardless of the language of instruction, to form 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 in disciplines aimed at developing professional skills.

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

3.2.12 The educational equipment and technical facilities used for the development of educational programs must be similar to those used in the relevant industries and comply with safety requirements during operation.

3.2.13 The university must demonstrate the effectiveness of regular analysis of the sufficiency and modernity of the resources available to educational programs – classrooms, laboratories, computer equipment and software, financial resources, access to international databases of research results, professional practice and employment systems, textbooks and materials, etc.

3.2.14 For the implementation of educational programs, the university must involve practitioners and determine the proportion of subjects they read. The university must demonstrate the logic of their involvement in conducting classes.

3.2.15 The university should ensure the objectivity of the assessment of knowledge and the degree of formation of professional competence of students, transparency and adequacy of 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 that the maximum possible amount of structured, organized information on the subjects taught is available to students – presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.

3.2.18 During the implementation of the 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 introduction and effectiveness of active teaching methods and innovative teaching methods.

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

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

3.2.22 An important factor is the academic mobility of students (the opportunity to study for a certain period of time at other Kazakhstani and foreign universities, academic exchanges of teaching staff) and the availability of a mechanism for recognizing the results of academic mobility of students.

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

3.2.24 The university must ensure the availability and effective functioning of a system of

individual assistance and counseling for students in the educational process.

Standard 4. Faculty and teaching effectiveness

4.1 General provisions

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

4.1.2 The university should organize activities aimed at the development and professional development of teaching staff, administrative and managerial staff 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 teaching staff meet the needs of educational programs;

4.1.5 The university should have mechanisms for motivating and stimulating employees, adapting new employees, certifying and applying disciplinary measures against employees, and dismissing employees.

4.2 Evaluation criteria

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

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

4.2.3 The university must demonstrate recruitment based on an analysis of the needs of educational programs and the availability of a recruitment system.

4.2.4 Information about teaching staff should be available to the public, the university should keep them publicly available, and teaching staff questionnaires should be posted on the university's website.

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

4.2.6 The university should ensure the monitoring of the activities of teaching staff, a systematic assessment of the competence of teachers, and a comprehensive assessment of the quality of teaching. The university should also 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 teaching staff about the assessment of colleagues, etc.

4.2.7 The teacher's workload should include educational, 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 must ensure the completeness and adequacy of individual planning of the work of teaching staff in all types of activities, monitoring the effectiveness and effectiveness of individual plans.

4.2.9 The university must demonstrate the existence of a system of advanced training, professional and personal development of teaching staff and administrative and managerial staff.

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

4.2.11 The university should provide training for senior 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 for stimulating the professional and personal development of teachers and staff. The university should organize various competitions among teaching staff to determine the best, and the university should also introduce a system for awarding the best teaching staff.

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

4.2.14 Teaching staff should actively apply information and communication technologies in the educational process (e-learning, m-learning, etc.).

4.2.15 The university should involve specialists with experience in the relevant branch of economics in teaching at the university.

4.2.16 The university should develop academic mobility of teaching staff, attract the best foreign and domestic teachers, and conduct joint research. Also, to assist in the promotion of their own teaching staff in participating in academic mobility programs.

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

4.2.18 The university is obliged to involve well-known scientists, public and political figures, and honored figures in the educational process.

4.2.19 The university is obliged to create conditions for teaching staff to participate in public life and contribute to the development of science and culture in the region.

Standard 5. Students and student-centered learning

5.1 General provisions

5.1.1 By introducing student-centered learning into its programs, the university should focus as much as possible on the individual characteristics of the 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 a policy of forming a student body. The university sets realistic goals for attracting a contingent of students. The university is obliged to form its own requirements for applicants, to have a complete understanding of its possibilities for admitting applicants.;

5.1.3 The university creates a learning environment conducive to the formation of professional competence and taking into account the individual needs and capabilities of students;

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

5.2 Evaluation criteria

5.2.1 The university should ensure the development of educational programs that motivate students to play an active role in the joint creation of the learning process, and the assessment of student performance should reflect this approach.

5.2.2 The university should demonstrate the policy of forming a student body and transparency of its procedures.

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

5.2.4 The university must ensure the representation of students in the collegial governing bodies of the university.

5.2.5 The university should provide students with the opportunity to practice in their specialty and monitor the satisfaction of students, managers of internship enterprises and employers.

5.2.6 The university creates conditions for effective student advancement along an individual educational trajectory, including advice from advisors

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

5.2.8 An important factor is to ensure the possibility of international and domestic academic mobility for students. The university should have its own mechanisms for recognizing the results of students' academic mobility.

5.2.9 The university should create favorable conditions for attracting and teaching foreign students.

5.2.10 The university should develop a special program to support gifted students.

5.2.11 The university should make maximum efforts to provide graduates with employment and to keep in touch with graduates and create a community of graduates.

5.2.12 An important factor is monitoring the employment and professional activity of graduates.

5.2.13 The university should create the most favorable conditions for extracurricular activities of students. A service center, a canteen, a dormitory, a computer center, a library, reading rooms, gyms, a stadium, a medical facility, etc. should be provided for students.

5.2.14 The university should provide an opportunity for students to communicate with each other through the creation of various student organizations, forums, online communities, etc.

5.2.15 The university should establish a mechanism for monitoring student satisfaction with the university's activities in general and individual services in particular. The university should organize special mechanisms for dealing with student complaints.

5.2.16 The university must demonstrate the functioning of a feedback system, including the prompt presentation of information on the results of the assessment of students' knowledge.

5.2.17 The university should provide students with open access to information about the university's activities and available grants and scholarships.

Standard 6. Scientific research work

6.1 General provisions

6.1.1 The University strives to integrate science and education, creates a favorable environment for teaching staff to engage in research activities.

6.1.2 The University continuously supports teaching staff interested in science, develops mechanisms for encouraging researchers, and motivates young scientists to research and publish in rating publications.

6.1.3 The university should conclude cooperation agreements in the field of fundamental and applied research, develop and implement research projects and programs, organize educational and industrial practice in laboratories and experimental farms of the Research Institute, and involve leading scientists of the Research Institute to conduct training sessions.

6.2 Evaluation criteria

6.2.1 The university should carry out research work in accordance with the national policy in the field of education, science and innovative development.

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

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

6.2.4 An important factor is the use of various forms of financing research activities - funds from various scientific foundations, funds from founders, funds from business entities, funds from

state and local budgets, funds from housing contracts, international research grants.

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

6.2.6 An important factor is the implementation of joint research programs with foreign universities. The university should develop mechanisms for attracting foreign scientists to conduct joint research.

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

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

6.2.9 The university should ensure the dissemination of the results of research work, as well as the collection, analysis and application in the process of improving research activities of information about the implemented and ongoing research activities.

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

6.2.11 The university must demonstrate the development and implementation of innovative proposals and research results.

6.2.12 The university should have its own monitoring and evaluation system conducted by the university RESEARCH AND DEVELOPMENT.

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

6.2.14 The university's research activities should be implemented within the framework of its mission and strategy.

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

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

6.2.17 The university should increase the efficiency of using budgetary funds, human resources, information and logistical resources in conducting fundamental and applied research and training scientific personnel.

Standard 7. Finance

7.1 General provisions

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

7.1.2 The financial system of the university should be stable, efficient, efficient, independent and transparent.

7.2 Evaluation criteria

7.2.1 The University's financial policy and financial management should be consistent with the University's development strategy.

7.2.2 The financial management system of the university should include: financial planning and forecasting, accounting, control, financial analysis and performance audit, financial procedures, financial methods of motivation.

7.2.3 The university must demonstrate the planning of the university's budget, the availability of short- and medium-term plans based on the project approach.

7.2.4 The university should have well-coordinated financial management: all money transfers, cash flows, changes in equity should be reflected in the relevant reports.

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

7.2.6 The university must demonstrate the financial stability and viability of the university.

7.2.7 The university should form alternative development scenarios based on an annual risk assessment.

7.2.8 Funding should be result-oriented, and the university should have a mechanism for assessing the adequacy of funding for various types of university activities.

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

7.2.10 The university should have an effective financial reporting mechanism.

7.2.11 Each department or project team of the university must have its own financial resources and the right to independently manage them.

7.2.12 The university should have a transparent remuneration system for teaching staff, administrative staff, and technical staff.

Standard 8. Resources: logistical and informational

8.1 General provisions

8.1.1 The university must 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, and educational programs implemented by the university.

8.1.3 The university must ensure the creation of comfortable conditions for studying and working on the university's territory. Appropriate infrastructure development should be carried out based on the results of infrastructure satisfaction monitoring.

8.2 Evaluation criteria

8.2.1 The university must demonstrate the compliance of the university's infrastructure with the specifics of its activities, including the implementation of educational programs, distance learning, and research. Classrooms, offices, laboratories, communication and computer equipment, training grounds, technology parks and other facilities must meet high requirements.

8.2.2 The university should evaluate the dynamics of the development of material and technical resources and information support, the effectiveness of using the evaluation results for adjustments in planning and budget allocation.

8.2.3 The university should ensure the availability of indicators of goals and objectives to assess the prospects for the introduction and use of information and communication technologies.

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

8.2.5 The university should have its own personalized interactive resource (University, Platonus, etc.).

8.2.6 The university should have the necessary number of computer classrooms, reading rooms, multimedia, language and scientific-methodical classrooms, and the number of seats in them. Free Wi-Fi should be available throughout the university.

8.2.7 The university library should have a sufficient book fund, including a fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on 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 university must provide students with information, reference and methodological

materials necessary for mastering the educational program (reference guide, academic policy of the university, academic calendar, etc.).

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

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

8.2.11 The university must provide educational programs with the necessary laboratories, landfills, etc.

8.2.12 The university must ensure the safety of the implementation of educational standards. Appropriate security systems and a security control system should operate on the university's territory.

8.2.13 The university should determine the degree of information technology implementation in the educational process, monitor the use and development of innovative teaching technologies by teaching staff.

8.2.14 The university must demonstrate the availability of a web resource in three languages reflecting the mission, goals and objectives of the university, which contains all information about the university's activities, complete information about teaching staff, personal e-mail of the rector, a virtual book of complaints, etc.

8.2.15 An important factor is the observance of copyrights when placing educational and methodological support in the public domain.;

8.2.16 Issues of the effectiveness and adequacy of the use of ICT are 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 development and use of ICT by staff, teaching staff and students in the educational process and activities of the university.

Standard 9. Procedure for making changes and additions

9.1 The CAAAE strives to improve its activities, raise its level and is always open to exchange opinions and experiences. Changes and additions may be made to this standard in order to further improve it.

9.2 In case of initiation of changes and additions to the current standards by educational organizations and other interested persons, as well as by CAAAE employees, suggestions and comments are sent to the relevant CAAAE body.

9.3 The CAAAE management creates a special commission and conducts an expert examination of the received proposals and recommendations for their validity and expediency in accordance with the established procedure. Relevant recommendations on changes and additions to these standards are sent to the CAAAE Accreditation Council.

9.4 Changes and additions to the current standard of institutional accreditation are made after their discussion and approval by the CAAAE Accreditation Council.

APPENDIX A

enqa.

European Association for
Quality Assurance in Higher Education

CERTIFICATE

THIS CERTIFIES THAT

**CENTRAL ASIAN ASSOCIATION FOR
ACCREDITATION OF EDUCATION
(CAAAE)
KAZAKHSTAN**

WAS GRANTED STATUS AS

ENQA MEMBER

FOR THE PERIOD
APRIL 2024 TO DECEMBER 2028

Brussels, 17 April 2024

Anna Gover



ENQA Director

Douglas Blackstock



ENQA President

enqa.

APPENDIX B



Central Asian Association for Accreditation of Education (CAAAE)

is re-authorized

from 1 January 2023
to 31 December 2028

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

José Carlos Quadrado

President

Brussels, 30 September 2023

