



Eurasian Centre for Accreditation and Quality
Assurance in Higher Education and Health Care

STANDARDS FOR ACCREDITATION OF HIGHER AND POSTGRADUATE EDUCATION ORGANIZATIONS



Almaty, 2019

**EURASIAN CENTRE FOR ACCREDITATION AND QUALITY
ASSURANCE IN HIGHER EDUCATION AND HEALTH CARE**

**STANDARDS FOR ACCREDITATION
OF HIGHER AND POSTGRADUATE EDUCATION
ORGANIZATIONS**

Almaty, 2019

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DEVELOPED by the non-profit entity “**Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care**”.

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This Standard implements the norms of the Law of the Republic of Kazakhstan “On Education” No. 319-III dated July 27, 2007 (last amended on November 26, 2019)

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This Standards for Institutional Accreditation of Higher and Postgraduate Education Organizations of the Non-profit institution “Eurasian Center for Accreditation and Ensuring the Quality of Education and Health Care”. Accreditation Standards are based on the Standards and Guiding Principles for ensuring quality in the European Higher Education Area (ESG 2015), in accordance with the institutional needs of educational institutions and the priorities of the education system of the Republic of Kazakhstan.

Accreditation standards are applied by higher and postgraduate education organisations to conduct institutional self-evaluation, determine and improve internal mechanisms for quality assurance, develop internal documentation and quality culture.

The Standards is a security instrument for the quality of higher and postgraduate education and training of specialists; it is directed to determination and improvement of internal mechanisms for quality assurance, development of internal documentation and quality culture.

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THE STANDARDS FOR INSTITUTIONAL ACCREDITATION

GENERAL PROVISION

1. Application and use of Standards

1.1 The Standards define the general provisions and requirements of Standards for Institutional accreditation of Higher (HEIs) and Postgraduate Education Organizations (PEO).

1.2 The Standards is a tool for quality assurance and improvement of HEIs and PEO, and training of qualified and competitive specialists with higher and postgraduate education.

1.3 The Standards should be used for institutional accreditation of the HEIs, PEO and carrying out external evaluation of internal quality assurance within institutions regardless of their public or private ownership, governmental authority.

1.4 The Standards should be use for Institutional self-evaluation (self-assessment) and develop and improvement of the internal quality assurance system, support the development of the quality culture.

2. Reference to regulations and law

The Standard references to the following Laws and Regulations:

2.1 The Law of the Republic of Kazakhstan "On Education» July 27, 2007, #319-III (with Amendments from 26.11.2016)

2.2 State Programme Education Development in the Republic of Kazakhstan 2016-2019. The President of the Republic of Kazakhstan Decree #205, March 7, 2016.

2.3 On approval of the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025. Decree of the Government of the Republic of Kazakhstan dated December 27, 2019 No. 988.

2.4 On approval of the Standard Rules for the activities of educational organisations of the respective types. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595.

2.5 On approval of the Standard Rules for admission to study at educational organisations implementing educational programmes of higher and postgraduate education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600. It was registered with the Ministry of Justice of the Republic of Kazakhstan on October 31, 2018 No. 17650.

2.6 On approval of state compulsory educational standards for all levels of education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604. It was registered with the Ministry of Justice of the Republic of Kazakhstan on November 1, 2018 No. 17669.

2.7 On approval of the Classifier of training programmes for personnel with higher and post-graduate education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569.

2.8 On Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 "On approval of the

Rules for the organisation of the educational process on credit technology of education”. Order No. 563 of October 12, 2018.

2.9 On Amendments to the Order of the Acting Minister of Education and Science of the Republic of Kazakhstan dated May 22, 2012 No. 235 “On Approval of the Mechanism of targeted training of masters and PhDs in basic higher education institutions”. Order No. 551 of October 8, 2018.

2.10 On approval of the model curriculum of general education disciplines for institutions of higher and (or) postgraduate education. Order of the Minister of Education and Science of the Republic of Kazakhstan of October 31, 2018 No. 603.

2.11 On amendments to the order of the Minister of Education and Science of the Republic of Kazakhstan On approval of the Rules for the transfer and reinstatement of students by type of educational organisation of January 20, 2015 No. 19. Order of the Ministry of Education and Science of the Republic of Kazakhstan of October 31, 2018 No. 601.

2.12 On the approval of model curricula and model educational curricula in the specialties of technical and vocational education. Order of the Minister of Education and Science of the Republic of Kazakhstan of June 15, 2015 No. 384.

2.13 On the approval of the structure and rules for the development of the higher and (or) postgraduate education organisation development programme. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 590 of October 25, 2018.

2.14 On amendments to the order of the Minister of Education and Science of the Republic of Kazakhstan On approval of the Rules for the organisation and conduct of professional practice and the rules for determining organisations as practice bases of January 29, 2016 No. 107. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 521 of September 29, 2018.

2.15 On amendments to the order of the Minister of Education and Science of the Republic of Kazakhstan On approval of the nomenclature of types of educational organisations of February 22, 2013 No. 50.

2.16 Rules for the organisation of the educational process on distance learning technology, approved by order of the Minister of Education and Science of the Republic of Kazakhstan of March 20, 2015 No. 137, included on the Register of State Registration of Regulatory Legal Acts under No. 10768.

2.17 On approval of the Rules for the recognition of accreditation agencies, including foreign ones, and the formation of registers of recognized accreditation agencies, accredited organisations of education and educational programmes. Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 1, 2016 No. 629 (as amended by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated 04.10.2018 No. 531).

3. TERMS AND DEFINITIONS

This Guideline includes the terms and definitions in accordance with the Law of the Republic of Kazakhstan “On Education” No. 319-III dated July 27, 2007

(last amended on November 26, 2019):

- **Accreditation bodies** – the legal entities, developing the standards (regulations) and realizing accreditation of educational organizations in terms of the developed standards (regulations);

- **Accreditation of educational organizations** – the procedure, in which accreditation body recognizes the compliance of education programmes with the established accreditation standards (regulations), in order to provide objective information about their quality and availability of effective mechanisms for its improvement.

- **Accreditation of education programmes** – the procedure, in which accreditation body recognizes the compliance of education programmes (specialty) with the established accreditation standards (regulations), in order to provide objective information about their quality and availability of effective mechanisms for its improvement.

- **Institutional accreditation** – the process, in which accreditation body evaluates the quality of educational organization against the declared status and established standards of accreditation body;

- **National accreditation** – the evaluation process of the quality of educational organization (institutional accreditation) and separate education programmes (specialized accreditation) against the quality assurance standards of education, realized by the accreditation body, recorded in the Register 1;

- **Specialized accreditation** – the quality evaluation of separate education programmes, realized by educational organization;

- **Accreditation Standards (regulations)** – the documents, setting the requirements for accreditation procedure.

- **Doctoral studies** – is a professional educational programme of postgraduate education, focused on training of the scientific and pedagogical personnel, with the award of a Doctor of Philosophy (PhD) or a doctor according to the profile with the standard term of study of at least 3 years. In accordance with the principles of the “Bologna Process”, the doctoral programmes form “third circle” of higher education, after undergraduate and graduate cycles. The main component of the third cycle is learning through original research;

- **Doctor of Philosophy (PhD)** – is a highest academic degree, awarded to persons, completed professional education programme of doctorate in relevant specialty;

- **Ph.D. dissertation** – is the scientific work, describing itself as independent research with theorizes, complex of which can be classified as a new scientific achievement, or with the help of which was resolved a scientific problem having important socio-cultural or economic importance, or if it sets out scientifically based technical, economic or technological solutions, introduction of which makes a significant contribution to the development of the country’s economy;

- **Master’s degree programme** – a professional educational programme of postgraduate education, focused on training the scientific, academic and managerial personnel with the award of the academic degree “master” in the

relevant specialty;

- **Master's Degree Student** - a person, pursuing graduate studies;
- **MSc Dissertation** – a graduate work, describing itself as generalization of the results of independent scientific research of one of the urgent problems of a particular specialty in the corresponding branch of science;
- **Magister** – an academic degree awarded to persons, completed the master's degree programmes and publicly defended the MSc dissertation;
- **Scientific and pedagogic Master's degree programme** – an implementation of professional programmes of postgraduate education for preparation of scientific and pedagogic staff for the system of higher, postgraduate education and scientific sphere, with in-depth academic training;
- **Programme of course (syllabus)** – the educational programme, involving description of the studied course, goals, tasks, its brief content, topics and duration of each lesson (classroom and extracurricular), teacher's requirements, assessment criteria and rules, as well as the list of literature, approved by the additional education organization;
- **Working educational programme** – the program, developed and approved by additional education organization, based on the compulsory component of common academic programme, detailing the content of disciplines of the compulsory and optional component;
- **Working curriculum** – the document, developed and approved by organization, implementing the additional educational programmes, based on a standard curriculum for specialty.

These Standards include the following terms, and their explanation in alphabetical order with reference to the standard number is given in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and the International Education Quality Assurance Standards of the World Federation of Medical Education (revision 2015):

- 1) **Administrative staff** (Standard 5) - the management personnel and heads of departments, responsible for administrative support in formation and implementation of policies and plans; depends on organizational structure of administration, includes the head and employees of administration, deans of faculties, heads of financial management, employees of budget and planning department, as well as accounting department, admissions officers and heads of educational planning, human resources and information technologies departments;
- 2) **Academic leadership** (Standard 1) – the management personnel and heads of departments, authorized to take decisions in academic questions regarding teaching and learning, and realization of scientific studies. These are rectors, vice-rectors, deans, heads of chairs, heads of departments, heads of research institutes and centers, as well as Chairman of permanent committees (for selection of students, planning of educational programmes and students consulting);
- 3) **Academic freedom** (Standard 1) – an appropriate freedom of expressions,

inquiries, freedom in research of practice and publications for personnel and students;

4) ***Advantages of applicants*** (Standard 5) are evaluated on the basis of official qualifications, professional background, research activity results, experience in teaching, recognition of colleagues; experience, оцениваются на основе официальной квалификации, профессионального

5) ***European Credit Transfer and Accumulation System, ECTS*** (Standard 3) – the student-centered learning system, based on the teaching load of educational programmes, and systematic method of educational programmes description, by assigning credits to all its components;

6) ***Main Interested parties*** (Standard 1) – include rectors, members of the Academic Council, the Methodological Council, representatives of Academic staff and students, administration of university and authorized bodies;

7) ***Other interested parties*** (Standard 1) – include representatives of other related or partner organizations, members of public, authorized bodies, professional organizations, as well as persons, responsible for postgraduate and additional education;

8) ***Institutional autonomy*** (Standard 1) – an independence from the government and other organizations (regional and local authorities, religious communities, private organizations of joint activities, professional, trade and other interest groups), in order to be able to make decisions in such key fields as educational programmes development, knowledge assessment, students admission, selection and admission of employees and working conditions, scientific researches and resources allocation;

9) ***Information support*** (Standard 4) - internal regulations, working hours of all departments, telephone directory, data of administrators and higher-education teaching personnel, order of payment for teaching, information about educational courses, e-mails of teachers, specified assessment criterion, as well as information about main policy in teaching and learning activities, available informational materials: working curriculums, syllabuses for students, availability of reference-books for educational programs, catalogues of elective courses;

10) ***Quality in Higher Education*** – the multilateral characteristic of higher education, covering the compliance of education results, preparation processes and institutional systems with actual goals and needs of public, country and person;

11) ***Final results of education and competencies*** (Standard 1) include knowledge, skills and relations, which students should demonstrate in the end of educational programmes;

12) ***Material and technical resources*** (Standard 6) include: lecture halls, study rooms, educational and scientific laboratories, centers of practical skills, rooms for teachers, libraries, information technologies and facilities, conditions for students to relax, such as adequate study rooms, lounge, vehicles, catering for students, dormitories, footlockers, sports facilities, leisure facilities;

13) ***Teaching and learning methods*** (Standard 2) include lectures, small educational groups (TBL), problem-oriented education (PBL), practical and

laboratory classes, practical skills training, in-house and practical training, teaching with use of web-technologies;

14) **Assessment methods** (Standard 3) – covers observing the balance between formative and summative assessments, number of exams and other tests, balance between written and oral exams, using judgments, based on corresponding regulations and criteria, and conduction of special exams;

15) **Mission** (Standard 1) provides an integral base, connecting with all other aspects of educational organization and its programs. The mission covers common and specific issues, connected with institutional, national, regional and global policies, and vision of educational organization.

16) **Mobility** (Standard 2) of students, teachers and researches is the key principle in formation of the European Higher Education Area and European Research Area, with different opportunities for free movement of the European students, teachers and researches in these areas, for the purpose of accumulation of the academic and cultural potential of the development of national higher education systems and increase their contribution to the socio-economic development of their countries;

17) **Continuous professional development** (Standard 1) – the lifelong learning after basic and postgraduate education and all activities, performed by the graduates officially and unofficially, in order to support, update, develop and improve their knowledge, skills and relations in response to the production and society needs;

18) **Educational programme** (Standard 2) – the expected learning outcomes, content (syllabus), experience and program's processes, including structure description of the planned teaching and learning methods, assessment methods. Educational programme should specify knowledge, skills and relations, achieved by the students;

19) **Lifelong learning** (Standard 1) is a professional responsibility for continuous development of knowledge and skills through the activity assessment, audit, analysis of professional practice and recognized programmes of continuous professional development (CPD);

20) **Student and postgraduate assessment** (Standard 7) – involve information on the results of national independent examinations, career choice, postgraduate training and professional practice, in order to avoid the risk of programmes' uniformity and provide a basis for improving postgraduate programmes;

21) **Assessment/Evaluation** (Standards 3, 9) – is an interpretation of data and evidences, collected during the analysis. The assessment specifies the degree of achieving goals of educational programs, students' learning outcomes and leads to solutions and actions in relation to programme improvement;

22) **Assessment of educational programme** (Standard 9) – process of systematic collection of information for studying the effectiveness and adequacy of educational organization as well as its educational programmes. It includes the use of reliable and valid methods of data collection and analytics, in order to confirm the quality of educational programme or its main aspects in respect to its mission

and disciplines, particular to the education results. The involvement of experts to the educational programme assessment will facilitate the improvement of education quality in university/institute/academy;

23) ***Policy of personnel selection and admission*** (Standard 5) – ensures the relevant number of highly qualified teachers for realization of educational programmes and sufficient number of highly qualified researches in correspondent disciplines or areas of research;

24) ***Policy of effective use of information and communication technologies*** (Standard 6) includes: use of computers, internal and external networks and other means of information and communication technologies; coordination with library resources and information technology services of educational institutions; general access to all educational resources through an electronic management system;

25) ***Quality assurance policy*** (Standards 1, 10) includes the main areas and organizational goals in the field of quality assurance, officially approved by the executive management of educational organization, on the base of full discussion with the interested parties. The quality assurance policy specifies the directions of development for educational organization;

26) ***Authorities of the departments*** (Standard 2), responsible for educational programmes include: leadership over the interests of separate departments and disciplines; control over educational programme in the framework of the existing rules and regulations, approved by its governing bodies or state authorized bodies;

27) ***Principle of equality*** (Standard 2) – the equal treatment of students, regardless of gender, nationality, religion, socio-economics status and taking into account physical capabilities;

28) ***Diploma Supplement*** (Standard 4) – the common-European standardized supplement to the official document on Higher Education (diploma), which describes the nature, level, content and status of training, successfully completed by its holder;

29) ***Recognition*** of educational qualifications (Standard 4) – is the official confirmation of foreign educational qualifications, as well as positioning of its holder in education and employment system of the receiving party, in order to give access to educational and/or professional activities.

30) ***Services*** (Standard 6) are designed to address educational, personal and career needs of students: dormitories, canteens, medical centers, gyms, computer centers, libraries, as well as services for effective work on employment and career growth;

31) ***Student-centered learning*** (Standard 3) – is fundamental principle of Bologna reforms in higher education, intending to change the educational process emphasis teaching to learning, that is intense activity of student;

32) ***Employability*** (Standard 3)- is a set of competencies, skills, knowledge and personal characteristics, which provides students with career opportunities in selected qualification, makes contribution to development of economics and society as whole;

33) ***Management*** (Standard 7) – is the action and/or management structure of

the educational organization. Management refers to policy formation, processes of establishment of common institutional and program policies, as well as it covers solutions on the educational program mission, educational programmes, student's admission policies, selection and admission of personnel and taking decisions regarding interaction with partner organizations and other external relations.

4. ABBREVIATIONS

The following abbreviations are used in this standard:

AC – Accreditation Council

AMS – Administrative and managerial staff

HEI – Higher education institute

EEC – External expert commission

SEMS – State educational mandatory standard

ECAQA – the Eurasian Center for Accreditation and Quality Assurance in Education and Health Care

IT – Information technologies

MES RK – the Ministry of Education and Science of the Republic of Kazakhstan

MTR – Material and technical resources

RW – Research work

L&R – Laws and regulations

CPD – Continuous professional development

EP – Educational programme

AS/F – Academic staff/Faculty

RK – the Republic of Kazakhstan

MM – Mass media

SEP – Standard educational programme

SC – Standard curriculum

EC – Experts Council

ENIC – the European Network of Information Centers

ESG – the European Standards and Guideline, European Higher Education Area

NARIC – National Academic Recognition Information Centers in the European Union

PhD – Doctor of Philosophy

5. OVERVIEW OF INSTITUTIONAL ACCREDITATION PROCESS

5.1 The educational organization accreditation – is the procedure, in which accreditation body recognizes the compliance of education programmes with the established accreditation standards (regulations), in order to provide objective information about their quality and availability of effective mechanisms for its improvement. (The Law of the Republic of Kazakhstan “On Education” 319-III dated July 27, 2007, last amended on 26, 2019).

The accreditation of the educational program is carried out in accordance with

the main provisions and requirements of present standards, taking into account the levels of their achievement and includes:

- Standard 1 “Mission and Quality Assurance Policy”;
- Standard 2 “Educational Programmes”;
- Standard 3 “Student-Centered Learning and Assessment”;
- Standard 4 “Students, Admission, Selection and Qualification Policies”;
- Standard 5 “Academic Staff/Faculty”;
- Standard 6 “Educational Resources and Student Support”;
- Standard 7 “Information and Activity Management”;
- Standard 8 “Public Awareness”;
- Standard 9 “Monitoring and Evaluation of Educational Programmes”;
- Standard 10 “External Quality Assurance and Continuous Renewal”.

5.2 The institutional accreditation standards of the ECAQA’s Higher and Postgraduate Education Institutions are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015), including criteria of the International Education Quality Assurance Standards of the World Federation of Medical Education (2015 revision), Institutionalized and reinforcing ESG Standards.

The ECAQA institutional accreditation standards of Higher and Postgraduate Education are harmonized with the requirements of the Bologna process and the National Qualifications Framework of the Republic of Kazakhstan.

5.3 The institutional accreditation standards of the educational organization have a certain structure and include standards of two levels of achievement:

- *Basic standard* is expressed by the verb “must” and means that the standard must be implemented by each educational organization; implementation must be demonstrated during the external institutional assessment.

- *Quality improvement standard* is expressed by the verb «should» and means that the standard corresponds to the international consensus on the best practices of the educational organization. The educational organization should register the compliance with these standards or initiatives to implement some or all of the standards.

5.4 The total number of standards is 91, of which the basic standards are 62 and quality improvement standards are 29.

Basic standards: 100% must demonstrate full compliance (**fulfilled**). Quality improvement standards: at least 60% must demonstrate full compliance and no more than 40% may be partially complied. If these requirements are satisfied, the educational organizations/educational programme may be recommended for full accreditation for a period of 5 years. In case of non-compliance (**not fulfilled**) with the above requirements by the educational organization, the EEC has the right to make recommendations: conditionally accredit, not accredit (non-compliance with one or more accreditation standards is detected).

5.5 The Accreditation Council should take a decision on the base of the self-assessment, final report and recommendations of the EEC. The EEC report and

recommendations are mandatory for the Accreditation Council.

5.6 The ECAQA's Accreditation Council includes all main groups of stakeholders. The Members of the Accreditation Council are represented by the Directors of Departments of the MoED.Sci. RK and MoH RK, Members of Kazakhstan Parliament, Senior Academic Staff of the HEIs for Health Professions Education, National Research Centres, Societies of the Employers, International and National Professional Association, Students.

6. PURPOSE OF INTRODUCTION OF STANDARDS FOR INSTITUTIONAL ACCREDITATION

The main purposes for implementation of the institutional accreditation are following:

6.1 to implement internal quality assurance within institution and develop the national external quality assurance system that harmonized with principles of good international practice for quality assurance in higher and postgraduate education;

6.2 to support and encourage the development of a quality culture that is embraced by students, academic staff/faculty, institutional leadership and management.

6.3 to evaluate the HEI, PEO and its professional educational programmes to ensure that a higher and postgraduate education institution meets certain predefined standards.

6.4 to promote the quality improvement of professions education to meet the needs of the changing environment and achieve competitiveness of the national system of higher and postgraduate education;

6.5 to publish and provide reliable information for society and authorities concerned in higher and postgraduate education regarding the HEIs, PEO external evaluation outcomes and submit the summary report and formal decision on accreditation.

7. PRINCIPLES OF QUALITY ASSURANCE AND INSTITUTIONAL ACCREDITATION

7.1 Quality assurance and accreditation system based on the following principles:

7.1.1 Voluntariness/Freedom – the accreditation is voluntary process and accrediting agency recognizes the freedom and autonomy of the HEIs and their programmes.

7.1.2 Responsibility –the accreditation process clear defines the responsibility of both accrediting agency and higher education institution; accrediting agency has strong relationship with main stakeholders: The Public, HEIs, Students, the Professions, Professional Organizations, Government; provides the Standards and Guidelines, appropriate resources of innovation and training reviewers/experts.

7.1.3 Transparency – internal and external evaluation are carried out fairly and transparently providing access to relevant information regarding the

accreditation process and procedures, accreditation standards, guidelines for self-study, guidelines for external evaluation that are available for all stakeholders.

7.1.4 Independence - external evaluation, decision making process based on the published standards and procedures taking into consideration the outcomes both the institutional self-study and external review, the reliable information and data, accrediting agency is independent of the third parties (MoH, MoEDSci., HEI's Leadership and Public).

7.1.5 Confidentiality – institutional self-study report' information and other information provided by HEIs and data gained in external review are confidential.

7.1.6 Efficiency – external evaluation focus on content and outcomes that allowed improving internal quality assurance mechanisms, support the development of a quality culture and ensure the link between internal and external quality assurance.

7.1.7 Public information- the decisions on accreditation must be announced and made public, publication of the reports providing the basis for the decisions, or a summary of the reports, should also be considered and posted on the accrediting agency's web-site.

8. GENERAL STEPS AND MAIN ELEMENTS IN ACCREDITATION PROCESS

8.1 Accreditation process includes the following main elements:

8.1.1 Submission of the following documents by the educational organization:

- Applications in the form, established by the accreditation body (<http://ecaqa.org/akkreditatsiya/zayavka-na-provedenie-akkreditatsii-organizatsii-obrazovaniya>);

- Copies of the state license and its annexes, which confer the right to conduct educational activities;

- Brief description of the educational organization for the accreditation center;

8.1.2 The application and documents processing and decision for the initiation of the institutional accreditation procedure, which should include the signing of a bilateral agreement between the accreditation body and the educational organization on the implementation of institutional accreditation, indicating the cost of the procedure and the timing of execution;

8.1.3 The self-assessment procedure of the educational organization in accordance with the criteria and requirements of this standard and the provision of the self-assessment report to the accreditation body. The 2 electronic copies of the self-assessment report (In word/doc format) in Kazakh and Russian languages should be submitted to the accreditation body (info@ecaqa.org) within 2 months before the expected date of the external assessment for the initial examination and development of recommendations for improvement. After amendments of the educational organization, the final version of the report should be sent to the accreditation body in Kazakh, Russian and English languages. Firstly, it is necessary to send the report in electronic word/doc format to email: info@ecaqa.org; and, then, 2 paper copies in each language (stitched and bound)

should be sent by mail or courier, within one month before the date of the external assessment. The first head of the educational organization must sign all copies of the reports. The report should be sent with accompanying letter, signed by the first head of the educational organization;

8.1.4 consideration and review of the self-assessment report in the accreditation center;

8.1.5 External evaluation procedure - a visit of the External Expert Commission (EEC) to the educational organization, which conducts an external assessment of the educational organization, draws up a report and gives recommendations for the Accreditation Council of the accreditation center;

8.1.6 preparation of the EEC final report and its submission to the Accreditation Council;

8.1.7 examination of institutional accreditation issue and adoption of the final decision by the Accreditation Council, based on the EEC materials and the recommendations;

8.1.8 publication of a brief report on the institutional accreditation of the educational organization on the AB website in case of a positive decision;

8.1.9 the following verification procedures for the elimination of comments made by the organization of higher and/or postgraduate education on the basis of the recommendations contained in the EEC report;

8.2 The accreditation procedure is carried out in accordance with the Law of the Republic of Kazakhstan “On Education” No. 319-III dated July 27, 2007 (last amended on November 26, 2019) at the expense of financial resources of educational organizations upon their request;

8.3 In the process of institutional self-assessment, the accreditation center provides consulting services, including the holding of a training seminar by prior agreement;

8.4 Prior the visit to the educational organization, all members of the expert commission should carefully study the report of institutional self-assessment and prepare reviews, transferred to the educational organization for corrective actions. The next stage of accreditation is the visit of the EEC for assessment of the reliability of the results of institutional self-assessment;

8.5 The accreditation body determines the dates of the EEC visit and they are 2-4 days.

8.6 The team members of the EEC (5-6 persons) is formed according to the database of experts nominated and certified by the accreditation body, as well as recommended by other educational organizations, universities, scientific organizations/centers, professional associations, public associations and employers.

8.7 The rules of the EEC work in the educational organization are carried out in accordance with the standard and guidelines for external assessment, approved by the accreditation body;

8.8 The experts should provide accreditation body with the final report on the results of the external assessment within 7 (seven) business days after the EEC

visit. Thereafter, the accreditation body should send the report with the recommendations, and drawing-up of the improvement plan, based on the recommendations of the EEC.

8.9 The Accreditation Council should take a decision on the base of the self-assessment, final report and recommendations of the EEC. The EEC report and recommendations are mandatory for the Accreditation Council.

9. DECISION OF THE ACCREDITATION COUNCIL

9.1 The Accreditation Council can take the following decisions:

- 1) Accreditation for the period of 5 (five) years;
- 2) Conditional accreditation for 1 (one) year with or without the second visit to the educational organization;
- 3) Denial of accreditation;
- 4) Certificate revocation.

9.2 It is required to take a decision **for a maximum period of 5 years** or “full accreditation”, if all basic accreditation standards (see paragraph 5.3) are met, and if the most (more than 50%) improvement standards are implemented, the educational organization demonstrates real practice and strategic vision.

Subject to the conditions specified in 3.2.4, the educational organization will get the status of “initial accreditation” by the decision of the Accreditation Council of the accreditation body. This status indicates that the educational organization demonstrates its development in the field of quality and its intending to comply with these standards of accreditation.

9.3 It is required to take the decision on accreditation for a period of 1 year or “conditional accreditation” with the obligatory conduct of a repeated external assessment of the educational organization in a year, if:

- the large (more than 50%) part of the basic standards is partially implemented and most of the improvement standards are not implemented (*88 standards, of which the basic standards are 60 and 28 improvement standards*);
- the educational organization was not able to demonstrate convincing evidence of real practice in achieving institutional quality to the external expert commission. Moreover, the seriousness of the problems is reflected in the EEC report and recommendations, as well as in the justification of the decision on this accreditation status.

9.4 Refusal to the institutional accreditation of the educational organization is made, if at least one of 9 accreditation standards (see clause 5.1) is not fulfilled, which means the seriousness of the shortcomings and problems that require several years to be addressed.

9.5 The decision to revoke the certificate of institutional accreditation during the period of post-accreditation monitoring is carried out according to the conclusion of the Accreditation Council. This decision can be taken after the Director General of the accreditation will provide reasonable data, as well as subject to violation by the educational organization of the conditions and requirements of post-accreditation monitoring.

9.6 The decision to withdraw the institutional accreditation certificate leads to the exclusion of the educational organization from the National Register 2 of the MES RK, which may entail the cancellation of all previously, achieved accreditation results and obligation to re-pass all stages of accreditation.

After decision on the institutional accreditation of the educational organization, the accreditation body issues a certificate of accreditation for a specified period.

9.7 In case of decision on conditional accreditation for 1 year, the accreditation body sends an official notification letter to the educational organization indicating the above decision and the term of accreditation.

9.8 The decision on institutional accreditation should be sent to the MES RK for inclusion in the National Register 2, posted on its website: <http://www.edu.gov.kz/ru/deyatelnost/>, and on the website of the Bologna Process and Academic Mobility Center: <https://enic-kazakhstan.kz/ru/accreditation/documents>, in accordance with the Order of the MES RK No. 629, clause 4, p. 16-17 dated November 1, 2016.

9.9 In the case of the conditional accreditation for 1 year or refusal of accreditation, the educational organization has the right to appeal the decision of the Accreditation Council in accordance with the appeal procedure established by the accreditation body (Regulation on the Appeal Commission).

9.10 The educational organization should undergo institutional re-accreditation at the end of the established accreditation period, in order to confirm the status.

10. POST-ACCREDITATION MONITORING

10.1 The accreditation should realize the post-accreditation monitoring throughout the entire period of institutional accreditation. The educational organization should draw up an action plan (improvement) according to the EEC recommendations. The accreditation body should provide the plan form.

10.2 Post-accreditation monitoring is carried with providing an annual report on the implementation of the improvement plan showing the changes made (high-quality copies of the approved documents, links to resources and other information). According to the decision of Director General and after submission of preliminary (1 month) written notice, the accreditation center's expert or its representative can visit the educational organization in 2 years after getting the certificate of full accreditation (5 years).

10.3 The educational organization should inform the accreditation body regarding any significant changes in its field of activity in writing form.

10.4 The accreditation body has the right to send the experts commission to the educational organization, in order to consider complaints received regarding the quality of training.

10.5 In case of non-compliance with the requirements of post-accreditation monitoring, the accreditation body has the right to carry out the following actions: suspend the certificate of institutional accreditation for a certain period until

elimination of all serious deficiencies identified, during the monitoring process and other external examinations. After that, the certificate of institutional accreditation should be renewed.

– It is required to revoke the certificate of institutional accreditation, as indicated in paragraph 9.1 of this Standards.

11. DEVELOPMENT AND REVISION OF THE ACCREDITATION STANDARDS

11.1 In order to improve the Standards for Institutional Accreditation, the ECAQA conducts planned and unplanned reviews of existing Standards over a five-year period, amending them or decides to develop new Standards.

11.2 The educational organizations provide the representatives of interested parties (AMS, ATS, students, undergraduates, doctoral students, and employers) with questionnaires for various categories of standards, giving feedback on each existing Standard for education quality assurance.

11.3 In case of commencement of amendments and additions to the current Standard, stakeholders shall send proposals and comments to the accrediting agency.

11.4 The accrediting agency shall ascertain whether the proposals and comments are reasonable and relevant.

11.5 Upon approval, the amendments and additions to the current Standard for Institutional Accreditation of Higher and Postgraduate Education Organizations are endorsed as amended and restated to the current Standard by order of the Director General of the accrediting agency.

12. THE STANDARDS FOR INSTITUTIONAL ACCREDITATION

The accreditation of the educational program is carried out in accordance with the main provisions and requirements of present standards, taking into account the levels of their achievement and includes:

- Standard 1 “Mission and Quality Assurance Policy”;
- Standard 2 “Educational Programmes”;
- Standard 3 “Student-Centered Learning and Assessment”;
- Standard 4 “Students, Admission, Selection and Qualification Policies”;
- Standard 5 “Academic Staff/Faculty”;
- Standard 6 “Educational Resources and Student Support”;
- Standard 7 “Information and Activity Management”;
- Standard 8 “Public Awareness”;
- Standard 9 “Monitoring and Evaluation of Educational Programmes”;
- Standard 10 “External Quality Assurance and Continuous Renewal”.

STANDARD 1: “MISSION AND QUALITY ASSURANCE POLICY”

1.1 The educational organization must develop, approve and publish its mission and involve a wide range of interested parties.
1.2 The mission statement must contain goals and educational strategy in accordance with the requirements of the state educational standards, giving the opportunity to prepare a competent specialist, in accordance with the objectives of the educational programmes, prepared for postgraduate studies, with the obligation to study throughout life.
1.3 The educational organization must develop, approve, implement and publish a quality assurance policy that reflects the institutional vision, strategic goal and development strategy, thereby providing access to a wide range of the public.
1.4 The educational organizations should ensure that quality assurance policies reflect the link between research, teaching and learning and take into account local and national contexts.
1.5 The educational organization must implement the principles of strategic management in its activities, thereby ensuring the development and approval at the advisory board of the strategic development plan, corresponding to the stated mission, reflecting the state education policy, institutional vision and contributing to the achievement of learning outcomes.
1.6 The educational organization must ensure the participation of key (internal) and other (external) interested parties in the development and implementation of quality assurance policies through appropriate structures and processes.
1.7 The educational organization must have an established policy of academic honesty and anti-plagiarism and adhere to their principles in its activities.
1.8 The educational organization should systematically collect, accumulate

and analyze information on the main directions of its activities (education, science, human resource development, material and technical base, etc.); assess strengths and weaknesses (SWOT analysis), as the result of which, management, together with the advisory board could determine the policy and develop strategic and operational plans.

1.9 At planning, the educational organization **must** take into account the main resources, ensuring all the main types of activities and changes.

1.10 The educational organization **must** have *institutional autonomy* for the development and implementation of quality assurance policy for which the academic staff is responsible, especially with regard to the development of educational programmes and the use of necessary resources.

1.11 The quality assurance policy **should** be transmitted into practical activities through a variety of processes and procedures for internal quality assurance, which involve the participation of all departments of the educational organization.

STANDARD 2: “EDUCATIONAL PROGRAMMES”

2.1 The educational organization **must** ensure the development of educational programmes, based on the National Qualifications Framework, professional standards, as well as they should be consistent with the mission, meet their goals, including the expected results of training and the requests of employers.

2.2 The educational organization **must** guarantee the modular structure and content of educational programs, characterized by a logical sequence of disciplines and rotations, including optional components and requirements for independent student work.

2.3 The educational organization **must** have procedures for evaluating, reviewing and approving the educational programme by persons or bodies, not involved in the development or teaching of this program.

2.4 The educational organization **must** ensure that the qualifications obtained as a result of the development of educational programs are clearly defined and explained and correspond to a certain level of the National framework for qualifications in higher education and, therefore, the Qualifications Framework in the European Higher Education Area.

2.5 The educational organization **should** determine and coordinate the relationship between the final learning outcomes, required upon completion and those required in postgraduate studies.

2.6 The educational organization **must** ensure that educational programs are implemented in accordance with the *principles of equality* and exclude any discrimination against teachers and students.

2.7 The educational organization **should** provide students with both academic knowledge and necessary skills, that can affect their personal development and may find application in their future careers.

2.8 The educational organizations **should** ensure the participation of students

in the development of educational programs.
2.9 Developing its educational programs, the organization should ensure the consideration of the results of external examinations and control checks of the educational process; well-defined student workload (for example, in ECTS); providing a place for practical training (where necessary).
2.10 The educational organization must have the academic management, responsible for the educational process and <i>the department, responsible for educational programmes</i> , which has the authority to plan, implement and improve educational programs, in order to achieve the final learning outcomes.
2.11 Educational organizations should periodically modify educational programs, based on feedback from interested parties and the public, taking into account the changing conditions in which graduates have to work.
2.12 The educational organization should ensure <i>academic freedom</i> for staff and students, in relation to updating of educational programs and study of new research results, in order to amend specific disciplines and subjects without expanding the curriculum.

STUDENT 3: “STUDENT-CENTRED LEARNING ANDASSESSMENT”

3.1 The educational organization must ensure the introduction of student-centered learning and teaching in its educational programmess, which play a decisive role in motivating students and their active participation in the educational process.
3.2 The educational organization must determine and use various teaching and learning methods, based on modern principles that stimulate, prepare and support students and ensure that they form responsibility for their learning process.
3.3 During the entire training program, the educational organization must teach students the principles of scientific methodology, including analytical and critical thinking methods, scientific research methods, requiring the appropriate competence of teachers. These principles will be a mandatory part of the educational programs, and will involve students in conducting or participating in small research projects.
3.4 The educational organization must conduct training with due respect and attention to various groups of students and their needs, providing flexible learning paths.
3.5 The educational organization must ensure that the student fulfills obligations regarding teachers, colleagues, and administration in accordance with the Code of Ethics.
3.6 The educational organization must determine, approve and publish the principles, methods and practice, used to evaluate students, providing an appropriate balance between formative and summative assessments, in order to manage learning and assess student academic progress, as well as determine criteria for establishing passing grades, grades and the number of allowed

repasses.
3.7 The organization of education must ensure that the assessment process is consistent, objective in relation to all students, as well as open and accessible to students and external experts.
3.8 The educational organization must use external involved examiners, in order to increase the fairness, quality and transparency of the assessment process, and ensure that assessment methods and results avoid conflicts of interest.
3.9 The educational institutions should have appropriate procedures for responding to student complaints and the system for appealing assessment results.
3.10 The education organizations should record and evaluate the reliability and validity of assessment methods, which requires an appropriate process, in order to ensure the quality of existing assessment practices.
3.11 The educational organizations should conduct regular feedback on teaching and learning methods, assessment methods, and provide students with feedback on the results of the assessment.
3.12 Education organizations should introduce new assessment methods to suit their needs.

STANDARD 4: “STUDENTS, ADMISSION, SELECTION AND QUALIFICATION POLICIES”

4.1 The educational organization should determine and implement a consistent and transparent <i>admission policy</i> , including a clearly established provision on the student selection process, which includes the rationale and selection methods, such as high school results, other relevant academic experience, other entrance exams and interviews, assessment of motivation to study in the relevant specialty.
4.2 The educational organization must have a policy, and implement the practice of accepting students with disabilities in accordance with existing rules
4.3 The educational organization must have a policy, and introduce the practice of transferring students from other educational programmes and organizations.
4.4 The educational organization must periodically review the admission policy, based on relevant data from the public and specialists, and use the system to appeal admission decisions.
4.5 The educational organization must have a system of <i>academic counseling</i> for its students, which is based on monitoring student progress, includes issues related to the selection of electives, preparation for admission to postgraduate education programs, career planning, the appointment of tutors, academic tutors (mentors) for individual students or small groups of students.
4.6 The educational organization must offer a student support program, aimed at <i>social, financial and personal needs</i> , as well as to allocate resources to support students, ensuring confidentiality regarding counseling and support.
4.7 The educational organization must have a student initiation procedure, which includes acquaintance with the educational organization and program.

4.8 The educational organization must determine and implement a <i>policy of student representation</i> and their <i>appropriate participation</i> in matters, connected with them. The policy should include <i>student self-government, participation of student representatives in advisory bodies, faculty councils and others</i> .
4.9 The educational organization must have an approved procedure for recognizing non-formal learning outside its borders, including under the student academic mobility program.
4.10 The educational organization must have an approved procedure for conferring an academic degree and qualification, and paperwork for graduates.
4.11 The educational organization should provide students with documents confirming the qualifications obtained, including the results of training, as well as the context, content and status of the education received, and evidence of completion.
4.12 The Educational organizations should collaborate with other educational organizations and national ENIC/NARIC centers, in order to ensure comparable recognition of qualifications in the country.
4.13 The educational organizations should <i>promote and support student activities</i> and student organizations, including the provision of technical and financial support.

STANDARD 5: “ACADEMIC STAFF/FACULTY”

5.1 The educational organization must determine and implement clear, transparent and objective <i>policy for the selection and admission of employees in accordance with the legislation of the country</i>, and it should: – define their category, responsibility and balance of <i>academic staff/faculty</i> of different disciplines for the adequate implementation of the educational process, including the proper balance between full-time and part-time teachers, as well as between academic and non-academic staff; – include criteria for the scientific, pedagogical and professional merits of applicants, including the proper balance between pedagogical, scientific and professional qualifications; – define and monitor the responsibilities of the academic staff/faculty of all disciplines.
5.2 In its policies for the selection and admission of employees, the educational organization should take into consideration such criteria as attitude to its mission, the importance of local conditions, including gender, nationality, religion, language and other conditions, relevant to the educational organization; economic opportunities, covering the institutional conditions for financing employees and efficient use of resources.
5.3 The educational organization must have the <i>appropriate administrative staff</i> , including their <i>number and team members in accordance with the</i>

<i>required qualifications</i> , in order to ensure the implementation of educational programmes and related activities, as well as proper management and distribution of resources.
5.4 The educational organization must ensure a balance between the teaching, scientific and <i>service functions</i> , which include deadlines for each type of activity, taking into consideration the needs of the educational organization and the professional qualifications of teachers.
5.5 The educational organizations should consider the “teacher-student ratio”, depending on different levels of education.
5.6 The educational organization must have a permanent working system of: – the advanced training in teaching methods, including student-centered learning technologies; – professional development, – support and assessment of teachers and employees’ activities, including newly hired employees, as well as teacher, recruited from practice and production.
5.7 The educational organization should have a developed policy for the promotion of employees, and ensure career opportunities and professional development of the academic staff, taking into account the evaluation results of employees, including the results of a survey of colleagues and students.
5.8 The educational organization must apply a system of encouraging the pedagogic and research activities of teachers and employees, in order to strengthen the link between training and research.

STANDARD 6: «EDUCATIONAL RESOURCES AND STUDENT SUPPORT»

6.1 The educational organization must have a sufficient <i>material and technical base (classroom fund, educational equipment, library, practice base, etc.)</i> , which gives opportunity for the adequate implementation of the educational process, where students can acquire theoretical and practical skills in their chosen specialty and all key areas of activity, including relevant conditions for rest and food.
6.2 The educational organization must provide teachers and students with a <i>safe environment</i> , in particular, the compliance of the premises with sanitary and hygienic norms and rules, as well as with safety rules, using the equipment in accordance with the legislation of the country.
6.3 The educational organization must provide students, teachers, including persons with disabilities with access to web databases of professional and scientific literature and other electronic media.
6.4 The educational organization must ensure operation of supporting and counseling services, aimed at developing and satisfying personal needs (canteens, medical rooms, a career center, sports facilities, dormitories, and places for

recreation).

6.5 The educational organization **must** have a support service to stimulate student mobility within the educational system and between different systems of higher and postgraduate education.

6.6 The educational organization **should** promote regional and international exchange of staff (academic, administrative and teaching staff), in accordance with the objectives, taking into account the needs of employees, and in compliance with ethical principles, providing appropriate resources.

6.7 The education organization **must** define and implement *policy for*:

- cooperation at the national and international levels with other educational organizations and university departments;
- transfer and offsetting student loans, using a transparent system of credit units and flexible exchange requirements.

6.8 The educational organization **must** provide information on the research base and priority areas in the field of scientific research of the educational organization.

6.9 The educational organization **must** have an appropriate financing system that meets the effective, efficient, and transparent strategic development plan, in order to ensure educational programmes and the distribution of finances in accordance with needs.

6.10 The educational organization **must** have appropriate financial reporting procedures and an internal financial audit system.

6.11 The educational organization **must** demonstrate sufficient autonomy in the allocation of resources, including decent rewards for teachers regarding the students' achievement of the expected learning outcomes.

6.12 The educational organization **should** improve the learning environment of students by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development of teaching practices.

6.13 The educational organizations **should** encourage the introduction of distance learning technologies in the educational process.

STANDARD 7: «INFORMTION AND ACTIVITY MANAGEMENT»

7.1 The educational organization **must** ensure collection, analysis and use of relevant information:

- student body, student achievements and left-out,
- key performance indicators of the educational organization,
- learning environment and culture of the educational organization,
- special components of the educational programs (description of disciplines and methods of teaching and learning, rotations),
- assessment methods,
- general final results of education (results of national exams, benchmarking procedure, international exams),

- career choice, - postgraduate results, - social responsibility of the educational organization for the effective management of educational programs and other areas of activity and, it uses the information obtained in the work of the internal quality assurance system.
7.2 The educational organization must conduct an <i>analysis of students' academic achievements</i> and the employment of graduates, linking them with their mission, achieving the results of training and the level of provision of educational resources.
7.3 The educational organization should use the analysis of students' academic achievements, in order to provide feedback to the departments, responsible for selecting and advising students, as well as planning the educational process.
7.4 The educational organization should determine the management structures and functions, including their <i>relationship with the university, if the educational organization is a part (faculty or branch) of the university</i> and clearly define the responsibility of the <i>academic management</i> in relation to the development and management of the educational process.
7.5 The educational organization must specify <i>departments and their liabilities</i>, and to include teachers, students, as well as representatives of <i>other interested parties</i> (authorized bodies in the field of education, practice, the public) in their structure.
7.6 The educational organization should ensure <i>transparency</i> in the management system and making decisions, published in the newsletters, posted on its own website, and included in the protocols for review and implementation.
7.7 The educational organization should periodically evaluate academic management staff in relation to their mission and learning outcomes.
7.8 The educational organization should have department, responsible for the development of education, which may involve specialists with research practice in education, as well as attract employees from other national and international institutions.

STANDARD 8: “PUBLIC AWARENESS”

8.1 The educational organization must periodically publish and update information on its activities, including clear, accurate, objective, relevant educational programmes, accessible to all interested parties and public in general.
8.2 The educational organization must include the following in the published information:

- information about the mission, goals, policies in the field of quality assurance,
- rules for admission of applicants,
- terms and conditions of study,
- expected learning outcomes,
- assigned qualifications,
- methods of teaching, learning,
- assessment methods, information on passing grades and educational opportunities provided to students,
- information about student support services and employment opportunities for graduates.

STANDARD 9: «MONITORING AND EVALUATION OF EDUCATIONAL PROGRAMMES»

9.1 The educational organization **must** develop and implement a *system for monitoring and evaluating educational programs, which guarantees the appropriate implementation of the educational process at all levels of education, ensures the achievement of goals and meets the needs of students and society, as well as ensures the identification of any areas that need an improvement.*

9.2 The educational organization **must** implement a system for monitoring the educational process, including feedback from teachers and students. Feedback contains information about various aspects of the educational process, information on unfair practices or improper behavior of teachers or students with and/or legal consequences, satisfaction of all categories of students with the educational programme, availability of educational resources and support services for students of all categories.

9.3 The educational organization **must** determine and implement a policy, aimed at the *effective use and evaluation of relevant library resources, information and communication technologies in the educational process in accordance with the achievements of science and modern requirements.*

9.4 The educational organization **must** ensure that relevant assessment results influence the improvement of the educational programme.

9.5 The educational organization **must** involve students and key interested parties in the monitoring program and actions for the educational programmes evaluation. In addition, it must provide access to the evaluation results for *other interested parties.*

9.6 The educational organizations **should** approve and publish amendments of the educational programmes.

STANDARD 10: “EXTERNAL QUALITY ASSURANCE AND CONTINUOUS RENEWAL”

10.1 The educational organization must initiate regular external evaluations of both individual departments and structures (department, faculty, program), and activities in general in accordance with European standards and recommendations.
10.2 The educational organization must develop and implement an internal quality policy for all key areas of work, including the study of needs for improvement and activities such as: – Adaptation of the provisions on the mission and final results to the scientific, socio-economic and cultural development of society; – Modification of the final results of graduate training in accordance with the documented needs of the postgraduate training environment; – Adaptation of the model of educational programs and methodological approaches in accordance with the modern theory in education, adult education methodology, principles of active learning; – Correction of the elements of the educational process in accordance with the achievements of science, with changes in socio-economic and cultural conditions, with the inclusion of new relevant knowledge, concepts and methods, and the elimination of outdated ones; – Modification of assessment methods in accordance with changes in the final learning outcomes, teaching and learning methods; – Adaptation of the policy of recruitment and selection of students, taking into account the human resources needs, changes in the system of pre-university education and educational programmes needs; – Adaptation of the policy of recruitment and formation of academic staff in accordance with changing needs; – Updating educational resources in accordance with changing needs, such as recruiting students, the number and profile of academic staff, expanding the range of educational programs; – Improving the monitoring and evaluation of educational programmes; – Revision of the organizational and staff structure, updating the strategic plan and objectives, taking into account changes in regulatory documents, transformations in society.
10.3 The educational organization must ensure the allocation of resources for the continuous improvement of all areas of its activities.
10.4 The educational organization should ensure that the progress of the last external quality assessment is taken into account in preparation of the next procedure.
10.5 Education organizations should ensure continual, effective quality assurance policies, reflecting the integration of science, education and practice, and support: – chairs, schools, faculties and other departments, as well as management, employees and students, performing their duties for ensuring quality;

- processes, ensuring academic reputation and freedom;
- processes, preventing intolerance of any kind and discrimination of students and teachers.

10.6 The educational organization **should** ensure that the process of renewal and restructuring leads to a review of policies and practices in line with previous experience, current activities and future prospects.

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