

**AGENCY FOR RECOGNITION AND QUALITY ASSURANCE IN
EDUCATION**



**GUIDE FOR CONDUCT OF SELF-ASSESSMENT FOR INSTITUTIONAL /
SPECIALIZED ACCREDITATION OF ORGANISATIONS OF HIGHER
AND POSTGRADUATE EDUCATION**

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This guide provides recommendations for compiling a self-assessment report of the activities / implementation of the educational program within the framework of institutional / specialized accreditation of organisations of higher and postgraduate education. The guide is intended for management, faculty and staff of organisations of higher and postgraduate education, as well as for ARQA experts.

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LIST OF ABBREVIATIONS

ARQA	Agency for Recognition and Quality Assurance in Education
ESG	The Standards and Guidelines for Quality Assurance in the EHEA
AC	Accreditation Council
TVE	Technical and vocational education
DLT	Distance learning technologies
MTR	Material and technical resources
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
EP	Educational program
FM	Faculty members
HEI	Higher education institution
CSES	Compulsory State Education Standard

GENERAL PROVISIONS

This guide is developed by Agency for Recognition and Quality Assurance in Education (hereinafter - ARQA) and determines the procedure for organizing and conducting the self-assessment procedure for academic activities of higher educational institutions and implementation of educational programs within the framework of institutional / specialized accreditation of organisations of higher and postgraduate education, regardless of departmental subordination and legal form.

The purpose of self-assessment is to establish the quality of institutional activities and the quality of implementation of educational programs by an educational institution; the quality and level of training of graduates who have mastered the educational programs implemented by an educational institution, in accordance with ARQA Standards for institutional / specialized accreditation of organisations of higher and postgraduate education, developed in accordance with the Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 № 319-III and the Standards and guidelines for quality assurance in the European Higher Education Area (ESG 2015).

Self-assessment is a necessary preliminary stage of external assessment of the educational program.

The thoroughness and criticality of the self-assessment procedure is the basis for the effectiveness of this process for the educational institution, as well as a guarantee of confidence in the quality of the implementation of the educational program on the part of the educational, student and professional community.

To implement the self-assessment procedure, the educational institution creates a working group, which includes representatives of the administration, teachers, student government bodies of the organisation of higher and postgraduate education and other interested parties.

On the basis of the results of self-assessment, the working group writes a self-assessment report, which summarizes the activities of the organisation of higher and postgraduate education / structural division over the past 5 years in relation to the educational organization or the accredited educational program.

The self-assessment report is approved at the meeting of the Academic Council of the organisation of higher and postgraduate education / structural division, which decides on the readiness of the organization / structural division to undergo an external quality assessment of institutional activities and the quality of implementation of the educational program.

The self-assessment report is sent to ARQA no later than 30 calendar days before the visit of the external expert commission to the organisation of higher and postgraduate education.

ACCREDITATION PROCEDURE

I. Preparatory stage

1. Submission of an application by an educational organization for accreditation. The application must be accompanied by a copy of the state license for the right to conduct educational activities, appendices to the state license (if any) and a brief description of the educational organization. The application form must be downloaded from the Agency's official website www.arqa.kz or request for the application form to e-mail: office@arqa.kz.

2. Consideration of the educational organization's application by ARQA.

3. Conclusion of a bilateral contract between ARQA and the educational organization on accreditation, specifying the dates, cost and accreditation procedure.

II. Self-assessment

1. Organization and conduct of training seminars for internal stakeholders of educational organizations to explain the procedure, methodology and technology for accreditation of educational organizations.

2. Conduct of self-assessment by the educational organization in accordance with the requirements set by ARQA.

3. Writing and submission of the first version of the self-assessment report (in the state or Russian language) to ARQA in electronic form and hard copy, one copy in each of the languages.

4. Examination of the self-assessment report by independent experts of ARQA to determine whether the content of the report meets the criteria of accreditation standards for educational organizations. Conduct of expert analysis includes a comprehensive analysis of the self-assessment report (in a differentiated way for each standard), recommendations, comments on the content of the self-assessment report. On the basis of expert analysis, one of the following decisions is made:

a) on the need to finalize the report;

b) on conducting an external assessment (visit);

c) on the refusal to organize and conduct an external (assessment) if the educational organization does not meet the standards for institutional / specialized accreditation.

5. Sending the final version of the self-assessment report (in the state and Russian languages) to ARQA in electronic form and hard copy, one copy in each of the languages (no later than 30 calendar days before the expected external assessment (visit) of the accredited educational organization) or termination of the contract due to the impossibility to conduct the institutional accreditation procedure.

III. External assessment (visit)

1. Approval of the terms of external assessment (visit) by the educational organization.

2. Formation of the ARQA expert group, approval of the composition of the expert group by the ARQA expert council.

3. Development and approval of the external assessment program (visit) and the work plan of the expert group.

4. Conduct of an external assessment procedure (visit) – an expert group visits the educational organization (2-3 days).

5. Development of recommendations and comments based on the results of the external assessment (visit).

6. Writing of external assessment (visit) report.

IV. Decision

1. On the basis of the analysis of the self-assessment report, the external assessment (visit) report, ARQA prepares materials for making a decision on accreditation (or refusal of accreditation) at the Accreditation Council meeting.

2. On the basis of the results of the review of external assessment materials. The accreditation Council may make the following decisions:

- full accreditation;
- conditional accreditation;
- deferral of accreditation;
- refusal of accreditation.

3. Full accreditation: the educational organization has no fundamental shortcomings and meets the criteria of the standards for institutional accreditation of educational organizations. If the AC makes this decision the educational organization is assigned the status of an accredited educational organization and a certificate is issued for a period of **five years**.

4. Conditional accreditation: an educational organization is accredited with the imposition of obligations, i.e. subject to completion, since it has shortcomings in content and (or) of structural nature, which must be eliminated during the term of conditional accreditation. If the AC makes a decision on conditional accreditation, the period of validity of institutional accreditation is reduced and limited, the educational organization is assigned the status of an accredited organization and a certificate is issued for a period of **one year** or **three years**.

The decision on conditional accreditation for a period of 1 year is made in case of complete non-compliance with one criterion of any standard. The decision on conditional accreditation for a period of 3 years is made in case of incomplete compliance with one criterion (all sub-criteria, if the criterion has sub-criteria) of a standard. Prior to the expiration of the conditional accreditation period, ARQA conducts an external assessment of the educational program in accordance with the requirements of these Standards. After fulfilling the imposed obligations based on the results of an additional external assessment (visit), the period is extended to full. The costs of additional external assessment (visit) are borne by the educational institution.

5. Deferral of accreditation: the decision is made on the basis of the application of the educational institution, indicating the reasons and the period during which the educational institution has the opportunity to apply for the resumption of the procedure. When the procedure is resumed, if necessary, a decision may be made to repeat the stages of the accreditation procedure.

6. Refusal of accreditation: the decision is made if there are significant shortcomings in content and (or) of structural nature and non-compliance with the criteria of accreditation standards.

7. Sending the external assessment (visit) report to the educational organization. In case of finding technical or factual inaccuracies within one week after receiving the external assessment (visit) report, the educational organization can send its comments to ARQA.

8. The educational organization has the right to submit a statement of disagreement with the decision of the Accreditation Council, as well as the terms and conditions of accreditation, to the ARQA Appeal Committee.

V. Information

1. Information about the decision of the Accreditation Council is sent to the educational organization.

2. If a positive decision is made, ARQA sends a certificate of accreditation to the educational organization.

3. ARQA, no later than thirty working days from the date of the decision on accreditation, submits information (certificate of accreditation) to the Ministry of Education and Science of the Republic of Kazakhstan for the accredited educational organization to be included in Register 2 or an accredited educational program to be included in Register 3.

4. The decision on accreditation and the external assessment report are published on the official website of ARQA www.arqa.kz.

VI. Further procedures. Post-accreditation monitoring

1. ARQA conducts post-accreditation monitoring throughout the entire period of validity of the status of an accredited educational institution.

2. After being assigned the status of an accredited educational organization, the educational organization develops a plan for constant improvement and quality assurance of education and publishes it on its official website.

3. An accredited educational institution must submit a post-accreditation monitoring report on achievements and changes in order to maintain the quality of education to ARQA every two years.

4. Procedure for post-accreditation monitoring is regulated by the "Regulations on post-accreditation monitoring".

5. If an educational organization fails to submit a post-accreditation monitoring report to ARQA, the accreditation status may be temporarily suspended by the decision of the ARQA Accreditation Council by deleting accreditation information from the ARQA website and deleting it from the Register of accredited educational organizations (Register 2) or from the Register of accredited educational programs (Register 3).

VII. Reaccreditation

Reaccreditation of educational programs is carried out after the expiration of the current accreditation period. The educational institution must submit an application for reaccreditation within 6 ...12 months before the end of the current accreditation period.

The reaccreditation procedure is carried out in accordance with the requirements of the standards for institutional accreditation of educational organizations, taking into account the results and monitoring within the framework of post-accreditation procedures.

ORGANIZATION OF THE SELF-ASSESSMENT PROCESS

The self-evaluation process involves the conduct of internal audit, whose main **objective** is to determine the extent to what the institutional activities / implementation of educational programs comply with ARQA standards, as well as evaluation of effectiveness of activity of educational organization on achieving its mission and activity aimed at continuous improvement of its programs and improving the quality of the educational process.

The main **objectives** of the self-assessment procedure are as follows:

- to provide educational institution with an opportunity to evaluate its own activities;
- to involve as many key stakeholders as possible in the self-assessment process to agree on key findings and recommendations;
- provide each employee with a chance to get a general understanding of the situation of the educational institution based on the results of the self-assessment;
- to conduct a reasoned and comprehensive assessment of the current strengths and weaknesses of the educational organization and the existing difficulties;
- to provide a historical background - to explain the history of the development of an educational institution, to show the current state of the educational organization and the prospects for its development;
- to maintain objectivity and balance in the self-assessment process.

Self-assessment is a systematic process that requires a group of responsible people in order to completed successfully and in a timely manner. It is recommended that the institution establish a **working group** and appoint a head responsible for conducting and managing the self-assessment process and drafting the report. The head of the group must have the appropriate qualifications and have free access to resources to carry out the tasks. The working group includes representatives of the administration, teachers, student government bodies of educational organizations and other interested parties.

The self-assessment process should be comprehensive and **carefully planned** and take from 1 to 3 months. The educational organization independently develops a schedule for self-assessment. A detailed self-assessment plan should be prepared within the first month of the self-assessment process. Its task is to determine the final format and content of the report, taking into account the requirements of the standards. The listing of the main stages of the self-assessment process is accompanied by a systematic compilation of data necessary for the implementation of the process. The deadlines for each stage of the self-assessment procedure are set based on the criteria and standards for institutional accreditation.

At an early stage, the management of the educational organization must explain in detail the purpose of the self-assessment process, the standards and accreditation criteria, on the basis of which an institution must assess itself in the first stage, to the working group. **Effective communication** with participants must be maintained throughout the self-assessment process.

The main stages of the self-assessment process are accompanied by the

systematic **collection of statistical data** necessary to document the information provided in the self-assessment report. Along with the statement of facts within the framework of self-assessment, the educational organization / structural division of the educational organization must:

- comprehensively assess their activities for compliance with ARQA standards for institutional accreditation of educational organizations;
- identify the main strengths and weaknesses of the activities (areas that need to be improved);
- assess the adequacy of resources and identify key constraints. For this purpose, it is important to use SWOT analysis approaches (in terms of identifying achievements and areas that need to be improved).

The working group of the educational organization writes a self-assessment report and submits it for discussion to the Pedagogical Council of the educational organization, which approves the self-assessment report and decides on the readiness of the educational organization to undergo an external assessment within the framework of the institutional accreditation procedure.

The external assessment stage is the main and final part of the institutional accreditation process and is crucial in evaluating the activities of an educational organization. External assessment is carried out by an expert group established by the accreditation body. The basis for external assessment is the **results of self-assessment**, which implies the **responsibility of the educational organization** for the information presented in the report. The information provided serves as the basis for experts to conduct a balanced and objective assessment of activities and provides the basis for drawing up the main documents.

REQUIREMENTS FOR THE SELF-ASSESSMENT REPORT

The self-assessment report is one of the fundamental documents of accreditation. The recommended document size is up to 60 pages for the main (analytical) part, to which an additional set of documents is provided in the form of appendices. The appendices section provides accompanying and supporting documents / copies of documents. Appendices samples developed by ARQA can be modified and supplemented at the discretion of the educational organization and depending on the specifics of the educational organization.

After completion of the assessment procedure, the accredited educational organization (no later than 30 calendar days before the intended visit of the expert group) sends ARQA a report in the state and Russian languages in electronic form via office@arqa.kz e-mail and hard copy with signature of the head of the organization and the report compilers (one (1) copy for each language) to the following address: Republic of Kazakhstan, 010000, Astana, 19a Momyshtuly Ave.

Main principles for writing a report

1. Structure: the information provided clearly corresponds to the sections of the document.
2. Readability: the text material should be easy to understand in terms of both

the printing performance of the text and the stylistic features of the text.

3. Analyticity: analysis of strengths and weaknesses, analysis of development dynamics over the past 5 years.

4. Criticality: objectivity in the assessment.

5. Evidence: providing facts, information, and references as evidence for conclusions.

Content of the self-assessment report

Recognizing the **freedom** of the educational organization to create its own draft self-assessment report, ARQA offers the educational organization a template for the report structure (Appendix A) and draws attention to a number of essential provisions and features for conducting an effective self-assessment process. ARQA assumes that an effective self-assessment process satisfies the following set of criteria:

- corresponds to the nature of the institution;
- aims to achieve accreditation goals and improve the quality of education;
- guarantees an effective assessment of the educational organization's activities;
- attracts the attention of stakeholders of the educational organization;
- builds on previous self-assessment reports;
- has strong support from the administration of the educational organization;
- is based on the examination and involvement of recognized leaders of educational organizations;
- maintains regular and effective communication with stakeholders and employers;
- provides evidence of compliance with ARQA standards and criteria;
- meets the requirements of the accreditation contract;
- indicates the obligation of the educational organization to conduct an external visit.

The structure and content of the report should be drawn up in the form of a coherent, logical and uniformly formatted text containing tables, figures, graphs, diagrams, as well as appendices in which large tables (occupying more than half of an A4 sheet) and other integral and large-scale sources of information. The content of the report is recommended to be formed in accordance with the structure template provided in Appendix A2.

The self-assessment report consists of the main part and appendices. The main part of the report includes a section of abbreviations used in the document, general information about the educational organization, introduction, chapters describing the compliance with the standards for institutional accreditation, and conclusions.

"**General information about the educational organization**" section provides brief information about the educational organization in tabular form.

In the "**Introduction**" section, it is recommended to provide information about the conditions and organization of the self-assessment process of educational organization, its goals and objectives.

"Compliance with the standards for institutional accreditation" section provides the results of the analysis of the compliance of the educational organization with each standard and criterion; achievements of the educational organization over the past 5 years; areas for improvement. Each chapter of the section includes a qualitative and quantitative analysis based on the standard evaluation criteria, with a summary in the SWOT analysis table. Alternatively, a general SWOT analysis (containing information on all standards) can be compiled at the end of the self-assessment report.

The **"Conclusions"** section must contain general conclusions and conclusions from the self-assessment process.

Appendices must contain information about the achievements of the educational organization, presented in a generalized form, as well as materials and documents confirming the information provided in the report. The information presented in the self-assessment report must be supported by the documents provided in the appendices, or by references to documents published on the official website of the educational organization. On the first page of the appendices section, you must list all the appendices to the report. The first Appendix to the report must contain a copy of the license to conduct educational activities (Appendix A1).

When writing a self-assessment report, the following quality criteria must be met:

- the main questions are considered as mandatory chapters (any order of presentation is allowed);
- answers to the recommended questions are given in Appendix B;
- all areas of activity are of a summary nature;
- criteria, main provisions and requirements are formulated in qualitative terms;
- all provisions of the report (statements, claims, judgments) are supported by the necessary documents (drawn up as appendices to the report). Appendix C contains table forms, and Appendix D contains recommended questionnaire forms (the educational organization can use these forms or develop its own). The data obtained must be analyzed and presented in the report text in the form of tables, graphs, charts, etc. Since the appendices tables do not have sequential numbering, references to them must be made as follows: "... in table 1 of Appendix C1..." or "...in table 1.2 of Appendix C2...", etc.

The main provisions and conclusions of the self-assessment report must be communicated to all parties involved in the self-assessment process, as well as presented to the general public through publication and posting on the official website of the educational institution.

Requirements for text formatting of self-assessment report

The document must be in Microsoft Word format. A4 page format; page margins left – 3 cm, right – 1.5 cm, top and bottom – 2 cm each. Font – Times New Roman; size – 12; line spacing – 1, paragraph interval before and after titles – no more than 6 point size. Page width alignment, left indent – 1. At the beginning of the report, an automatic table of contents with page numbers must be provided. The report must be printed on A4-sized paper (one-sided or two-sided, at the discretion of

the educational organization) with portrait orientation; for appendices it is also possible to use landscape orientation.

GUIDELINES FOR WRITING A SELF-ASSESSMENT REPORT WITHIN THE FRAMEWORK OF ACCREDITATION

General provisions

The self-assessment procedure of the educational organization (hereinafter EO) is one of the main stages in the process of independent public and professional accreditation of activities / implementation of the educational program carried out by ARQA. The agency makes a decision on the continuation or refusal of accreditation based on the materials of the self-assessment report.

Organisation of higher and postgraduate education conducts self-assessment by comparing its activities / implementation of the educational program with the accreditation criteria established by the Agency. The self-assessment report must contain objective and unbiased information about the activities / implementation of the educational program for a comprehensive understanding of the processes taking place within the framework of the activities / implementation of this program. It is a document that provides the true state of affairs at the organisation of higher and postgraduate education and gives a critical assessment of the activities of the EO / implementation of the educational program based on the analysis of each of the criteria in accordance with the established structure of the report.

By submitting the self-assessment report to the Agency, the EO confirms and assumes responsibility for the truthfulness and reliability of the information provided. Any information that does not correspond to reality may negatively affect the status of accreditation when making a decision by the members of the Agency's Accreditation Council.

Education quality assurance is one of the most important conditions for recognition of the organisation of higher and postgraduate education in the academic environment and in the labor market. Within the context of increased competition in the educational services market, society as a whole and the groups existing in it that are interested in high-quality education need innovative mechanisms to ensure it (Education quality assurance). By education quality assurance we mean the processes of evaluation and accreditation of educational programs and EOs (specialized and institutional evaluation and accreditation), as well as the creation and operation of intra-HEI quality assurance systems.

Creation of an education quality assurance system within the framework of pan-European educational space requires taking into account the following factors: "The crucial factors and stages of development in the social environment of higher education are: the development of the knowledge society, which forces politicians to pay special attention to the higher education system and its effectiveness; the impact of internationalization and globalization; more active integration of market factors and features into the higher education system; and not least the compatibility processes set by the Bologna Declaration. In this changing environment,

governments, supported by external stakeholders (including students, their families and society in general), are looking for policy tools to increase the transparency of the higher education system, ensuring compliance with basic quality standards and providing tools to assess the different quality parameters of competing providers" (UNESCO Policy document, 1995).

Internal quality assessment of education includes a quality management system, various self-assessment procedures for all types of educational organizations, ongoing monitoring of academic performance, and assessment of students' educational achievements. Intra-HEI quality assurance systems are a necessary internal attribute of a modern EO that wants to get international recognition of its academic programs or international accreditation. In accordance with the Model rules for the activities of the appropriate types of EPs, they are built in accordance with ESG-15, which includes: 1) quality assurance policy; 2) program development and approval; 3) student-centered learning, teaching and evaluation; 4) student admission, academic performance, recognition and certification; 5) faculty members; 6) educational resources and student support system; 7) information management; 8) public information; 9) constant monitoring and periodic evaluation of programs; 10) periodic external quality assurance [2].

In accordance with subparagraph 11-1) of article 5 of the Law of the Republic, the Development of the education quality assurance system in the EO is based on a monitoring system that allows to coordinate and improve the activities of the EO in order to achieve its goals. The monitoring system is developed by the EO taking into account all aspects of its activities, including monitoring the implementation of processes, learning outcomes and research.

The requirements for the functioning of the quality management system are brought to the attention of each employee and are clear to them. The system as a whole is aimed at meeting the needs of all categories of consumers.

The main goal of creating a constantly developing education quality assurance at EO is the need to apply effective management methods to improve the quality of educational services and the quality of scientific research.

Guidelines for writing a self-assessment report within the framework of institutional accreditation

The internal quality assurance policy must reflect the methodology and main mechanisms for quality assurance and constant improvement of the educational organization's activities at all levels of its functioning. Therefore, when writing the Chapter "Quality Assurance Policy", it is necessary to specify the principles of managing educational programs and show how it is reflected in the strategic and operational work plans of all structural divisions, to what extent all internal stakeholders take responsibility for quality at all levels of functioning of the EO. At the same time, one should not list responsibilities in accordance with job descriptions but define quality assurance functions and show the availability of appropriate human, educational, material, and information resources.

The report compilers need to show that the quality assurance policy goals are

measurable and consistent with the EO's development strategy / program / plan. For example, in the Atyrau Engineering and Humanities Institute (hereinafter AEHI), the effectiveness of the process (in points) is determined using the methodology for evaluating the effectiveness of goals in accordance with the work plans of departments, deans and other structural divisions [1, sub-criterion 4a of Standard 1].

Next, it should be described how the "Quality Assurance Policy" reflects other requirements: the need for constant updating of educational programs; taking into account the views of internal and external stakeholders; taking into account the needs of the labor market and state policy in the development of technical and vocational education; the need for personal development of students; and the activation of research activities of faculty members and students. It should be noted that this Chapter must demonstrate commitment to these requirements at the level of the EO, since their implementation must be shown in the self-assessment report within the framework of specialized accreditation. The same applies to the fact that the EO must have developed processes that ensure academic freedom and prevent intolerance of any kind and discrimination of students, faculty members and employees, i.e. academic freedom of institutions / faculties / departments must be proved during the accreditation of the EO.

The same goes for consumer satisfaction monitoring: it is necessary to show which sources and methods are used for evaluating satisfaction, who is responsible for monitoring, and how the results of analysis of the information received are used, but not to provide specific data. As for ESG standards and recommendations, it should be borne in mind that they are specified in the Model rules for the activities of the appropriate types of EPs [2] as the basis for building an internal quality assurance system.

Note: If the EO's "Quality Assurance Policy" document does not contain the requirements specified in the standard, the EO should revise and amend this document.

The EO must have an academic policy or other document that sets out a system of measures, rules, and procedures for planning and managing educational activities. When describing the policy, it is necessary to specify which CSES (not CSES by specialties) it is based on; how it reflects the need for the formation of learning outcomes, taking into account the requirements of the labor market, the expectations of employers and individual interests of students, previously received formal / informal education; how it takes into account the implementation of student-centered learning and dual learning (if available in EO), while focusing on the principles of academic policy / similar document, rather than on the content.

If the "Quality Assurance Policy" indicates only the need for constant updating of educational programs, then this Chapter should describe the mechanism for regular updating of educational programs, taking into account the level of development of science, culture, economy, technology and social sphere.

Certain categories of students must be given the opportunity to study individual disciplines or the entire program using distance learning technologies, so the educational institution must have a Regulation or other document on the

implementation of the educational process using distance learning technology.

To ensure the effective implementation of educational programs and create a favorable learning environment, educational organizations must conduct constant monitoring, periodic evaluation and constantly update educational programs. For that, the EO must have a developed and documented procedure for this process, and establish feedback with stakeholders during it (the process). As a result of this work, the content of educational programs, the effectiveness of student assessment procedures and the entire educational environment should be analyzed. The EO must show how the changing needs of society and the requirements of the labor market are taken into account in order to increase the competitiveness of graduates in the labor market.

The emphasis on student-centered learning comes from the need for a new education system that will train a specialist with modern thinking, focused on innovation, continuous self-development and universal values based on humanistic ideas [3].

As stated in the ECTS Users' Guide (Yerevan, 2015), "Student-Centred Learning is a process of qualitative transformation for students and other learners in a learning environment, aimed at enhancing their autonomy and critical ability through an outcome-based approach...". The ARQA Standard lists the main principles of student-centered learning: a continuous process of reflection, the uniqueness of students, to take into account different learning styles, to take into account different needs and interests of students. They should be understood as follows: reflection (self-analysis, self-assessment) forces both teachers and students to regularly analyze their teaching and learning methods in order to improve the student learning experience and stimulate critical thinking and personal skills of students; both teachers and students are unique, they work in very diverse contexts and deal with different subject disciplines; some students learn more effectively through trial and error, others gain knowledge through practical experience, some students learn better by reading literature, others need to discuss theoretical material in order to understand it; all students have needs that go beyond the curriculum [3].

The EO must take these principles into account in the relevant documents, as well as the need to use various forms and methods of teaching and the presence of regular feedback to evaluate and adjust them, to encourage students' independence and autonomy, and the possibility of their involvement in evaluation of the quality of education. Establishing close contact and cooperation with student organizations will be of great help.

Evaluation procedures are also important and may include / provide for the actions described in the Standard, and again, it is only about the procedures. Since the principles of student-centered learning are not yet sufficiently implemented in the higher education system, the EO should assess the state of the problem and take action if they are not resolved. ARQA is committed to helping solve them.

In the "Students: admission, support of academic achievements, certification" chapter, EO must describe the approved rules, which cover all stages and processes of the student's "life-cycle", from admission to study to the awarding of an academic degree / qualification and the issuance of diploma. Here, by certification we mean not only a final assessment (defense of the final project), but also as a midterm one.

EO can show the experience of comprehensive career guidance work and the results of this work – the growth of the contingent in the specialties / professions of the organization.

In credit system, the role of the teacher remains paramount, although the content of their functions is changing. Therefore, it is important to establish qualification requirements for faculty members and comply with them when hiring employees, appointing them to a position, etc. Given the volatility of the labor market requirements, constant retraining and advanced training of faculty members is required. The result of this work must be the activity of faculty members in the use of innovative educational technologies, in scientific and methodological work and research. EO must show the presence of systemic analysis and monitoring of faculty members, constant assessment of the competence of faculty members and teaching effectiveness. Data on this work should be reflected in the Appendix to the report, and the results of the analysis must be given in the report itself. At the same time, table 1.10 of Appendix C3 for institutional accreditation can be left blank.

The availability of sufficient material educational resources that meet the requirements and needs of educational programs and are accessible to all students should not be called into question, since ARQA does not accredit an EO if it does not have a license. Nevertheless, in the Appendix to the report, it is necessary to provide information about the classroom and laboratory facilities, production-training workshops, training grounds, sports halls, social infrastructure, and library fund. Information on the improvement of the material and technical resources, maintenance and major repairs are given in the Appendix; it is necessary to write not about the amount of financial resources, but the dynamics of growth related to the organization's income.

The EO must demonstrate how the infrastructure and related ICT facilities are provided and maintained.

Reliable information is a prerequisite for making decisions. In the "Information analysis and management" chapter, the EO should indicate not only the availability of documents on the organizational structure and management, but also prove the effectiveness and efficiency of the departments and their interaction; it is necessary to characterize the criteria by which performance and efficiency are evaluated. The requirement to ensure the management of the educational process through the management of individual EPs is one of the principles of the ARQA Standards.

The report compilers must show by whom and how the monitoring of the quality of educational services is organized; how modern information technologies are used and what are the forms of its implementation; who are the main users of the monitoring results; who is responsible for the reliability and objectivity of the information provided, data processing, analysis, use and dissemination of results; how actively stakeholders participate in the monitoring of the information analysis

and management. It is also important to analyze and monitor the process of employment of graduates, the annual creation of a database on their employment and career growth.

The EO must ensure that information related to the organization's image and reputation is disseminated in various ways. For example, AEHI actively participates in the organization and conduct of information and advertising events held with the participation of representatives of the mass media and the public, provides their comprehensive information and organizational support through the media (television, radio, print media, advertising on electronic displays, billboards and in the virtual information space), on the institute's website and in social networks [1, sub-criterion 3b of Standard 4].

One of the tasks facing organisations of higher and postgraduate education is the conduct of scientific activities. However, each EO has its own research and methodological priorities, so it is necessary to show that this activity corresponds to the strategic development and mission of the organisation of higher and postgraduate education.

As it's known, the management process consists of four interrelated functions: planning, organization, motivation and control. The fulfillment of these 4 functions must be proved when describing criteria 2...5.

Planning should cover the following three main issues: determine what the EO can actually achieve in research and development, evaluate opportunities and develop activities to achieve the goals of the EO in this field.

The organization of research and scientific-methodological work includes the presence of a management structure (administration, management, departments, etc.), the implementation of the mechanism of interaction between structural divisions, the establishment of scientific relations, etc. it is necessary not only to describe, but also to show the dependence of the effectiveness of research and scientific-methodological work on the correct organization of these types of work in quantitative and qualitative terms.

Motivation includes not only a system of support and motivation of faculty members to research, but also a system of attracting and stimulating students to conduct research activities. Here it is necessary to provide specific data on the EO about the measures taken to increase the participation of faculty members and students in various scientific conferences, increase the number and quality of published scientific articles, etc.

Control is the process of ensuring that an organization actually achieves its goals. In this regard, the EO *sets requirements, measures* what has actually been achieved over a certain period and *compares* it with the planned results. Monitoring and evaluating the level of involvement of faculty members and students in research and scientific and methodological work allows you to identify problems in a timely manner and take appropriate measures.

If the standard states "... is relevant", it means that if there is no information on this factor, you are allowed not to write anything, because this will not affect the evaluation of the work. But if information on this factor is available, then it will be a positive sign when evaluating the effectiveness of research and methodological work.

Guidelines for writing a self-assessment report within the framework of specialized accreditation

The "Implementation of the quality assurance policy" chapter should be devoted to proving the achievement of specific goals of the quality assurance policy in the implementation of the EP. It must be shown what results are derived from the organization's development strategy / program / plan, and how the academic freedom of the Institute / faculty / department is used. In the absence of any results, it is necessary to analyze the existing situation and outline plans for their implementation in the future. The effectiveness of the quality assurance policy must be proved by selecting qualified staff and other employees and informing all stakeholders about the results of the quality assurance policy implementation. Application data and data from the stakeholder survey can be used for this purpose.

Development and approval of educational programs are usually carried out at the level of the institute / faculty / department. The report compiler must indicate in accordance with which CSES it was developed and what profile, specialty and qualification it corresponds to. It should be taken into account that the basis of the content of the EP may be model curriculum, for example, in the case of credit system of education.

Specific examples of when and on what basis the EP is updated should be given. For example, as for EP 5B011900-Foreign language: two foreign languages in AEHI, the following disciplines have been introduced at the request of employers and students: "Psychology of teaching foreign languages", "Communication skills", "Specialized professional foreign language", "Planning of educational activities in secondary school" [4; criterion 5 of Standard 5].

Difficulties may arise in formulating the expected learning outcomes in accordance with the Dublin descriptors of the first cycle of education (for undergraduate studies) or on the basis of the requirements of the 6th qualification level in the professional standards. In the absence of professional standards, it is necessary to conduct a functional analysis of the labor market, taking into account the requirements of employers and the demand of society. Qualifications, indicating completion of higher education of the first cycle are awarded to students who: have demonstrated knowledge and understanding in the field of study based on general secondary education, and include certain aspects related to the most advanced knowledge in the field of study; can apply their knowledge and understanding in a way that demonstrates a professional approach to work or profession, and have competencies usually demonstrated through the formation and justification of arguments and solving problems within the field of study; are able to collect and interpret relevant data (usually within the field of study) to make judgments involving significant social, scientific, or ethical issues; can communicate information, ideas, problems, and solutions to both specialists and non-specialists; and have developed the learning skills necessary to continue learning with a high degree of autonomy.

In accordance with the requirements for ensuring inclusive education for people with disabilities it should be possible to adapt the EP to the needs of this category of students.

When proving the effectiveness of the organization of the educational process using distance learning technologies, it is first necessary to determine the effectiveness criteria and prove it (effectiveness) using specific examples.

As stated above, the main principles of student-centered learning are: a continuous process of reflection, the uniqueness of students, to take into account different learning styles, to take into account different needs and interests of students. They should be understood as follows: reflection (self-analysis, self-assessment) forces both teachers and students to regularly analyze their teaching and learning methods in order to improve the student learning experience and stimulate critical thinking and personal skills of students; both teachers and students are unique, they work in very diverse contexts and deal with different subject disciplines; some students learn more effectively through trial and error, others gain knowledge through practical experience, some students learn better by reading literature, others need to discuss theoretical material in order to understand it; all students have needs that go beyond the curriculum. The report should demonstrate how these principles are implemented. Then it is necessary to show the timely information of students about the EP, what forms and methods of teaching are used, to show that the needs of the students are taken into account etc.

As it can be observed, the 1st criterion of the Standard is devoted to the implementation of student-centered learning and teaching, while the 2nd criterion is devoted to the problem of evaluating students' academic achievements. Cooperation between students and the organization's staff is also important. Specific examples of such cooperation should be given here.

In the chapter "Students: admission, support of academic achievements, certification" chapter, the EP management must show the effectiveness of comprehensive career guidance. Organisation of higher and postgraduate education can describe both traditional methods (publishing information on the achievements of the organisation of higher and postgraduate education on the website, headings and sections on the website, in newspapers, on radio, television; reference literature published at the organisation of higher and postgraduate education: books, brochures, colorful posters, photo albums, videos, etc. which tell about the history of the organisation of higher and postgraduate education, its graduates, the content of the profession, educational programs, etc.), and innovative ones that are used only for this EP. It is necessary to show the efficiency of this work (increase in the number and quality of the contingent, employment rates of graduates, etc.). Specific results, indicating the increase in the number of students, decrease in dropout rates, as well as analysis of the factors affecting the drop in a contingent of students (if observed) and measures to prevent it must be given. It is necessary to analyze the data on employment of graduates in the context of the field of study provided in the Appendix.

The work of supporting and ensuring the progress of students' academic performance (from their admission to study to awarding of an academic degree/qualification and issuance of graduation diploma). Here, by certification we mean not only a final assessment (defense of the final project), but also as a midterm one, since the student gets a transcript with the points scored and the GPA at the end

of any academic year. It is also a kind of certificate – evidence that he can move on to the next year of study (transcript and GPA are the terms of the credit system). Consideration of midterm certification makes it possible to accredit the EP that haven't had graduates yet (this is the so-called ex-ante). It is necessary to show the role of the Registrar's Office / its equivalent, to prove the effectiveness of independent work under the guidance of a teacher, and other factors.

The management of the EP must analyze the qualitative composition of the staff and prove the effectiveness of the system of training and retraining, advanced training, professional growth of the staff. This analysis should be based on data from Appendix C3. Examples of the use of innovative educational technologies and modern teaching methods should be given. If faculty members at this stage does not yet implement the principles of student-centered learning and does not use its advantages, then appropriate work should be carried out. The Standard contains a list of performance indicators on research and development, and the report should provide specific digital and personal data for each indicator.

EO must create the necessary conditions for the conduct and development of creative and research activities of students. The management of the EP should show that there are appropriate plans, which are being implemented; provide specific data on attracting students to research and creative activities; show the real level of involvement of students in the aforementioned activities. It is also necessary to prove the development of diverse interests of students using the means of pedagogical observation.

The management of the EP must show how constant monitoring, periodic evaluation and updating of educational programs affect the quality of the EP, what measures are taken based on the results of monitoring, how the mechanism of feedback with stakeholders is implemented when monitoring and evaluating the EP.

As can be seen from the structure of Standards, Standards from 1 to 7 are the same for three levels of education, so Standards 8-1, 8-2 and 8-3 are devoted to the consideration of specifics of each level of education.

When writing a self-assessment report within the framework of specialized accreditation of EP of higher education, it should be taken into account that the formulation of expected learning outcomes is carried out in accordance with the Dublin descriptors of the first cycle of education, with a particular focus on the organization and conduct of professional externship and creation of conditions for continuation of education in educational programs of postgraduate and further vocational education. It is necessary to analyze the extent to which shortened educational programs of higher education with accelerated training on the basis of technical and vocational, post-secondary or higher education are adapted to the main EP, in order to avoid duplication of disciplines and externships.

The main feature of the EP for the undergraduate level is that requirements for students are determined on the basis of the Dublin descriptors of the first level of higher education (bachelor's degree) and reflect the acquired competencies, expressed in the achieved learning outcomes, that characterize the ability of students to demonstrate knowledge and understanding in the field of study based on advanced knowledge; to apply knowledge and understanding at a professional level; to

formulate arguments and solve the problems of the studied area, collect and interpret information to form judgments based on social, ethical and scientific considerations, etc.

Educational programs of higher education include educational components aimed at instilling national values, forming patriotism and citizenship, developing diverse interests and abilities of students, so it is necessary to show the effectiveness of work to support and ensure the academic success and spiritual development of students.

Career guidance work in the bachelor's degree also has its own specifics, because for its success, interaction with educational institutions of secondary and technical and vocational education is of great importance.

When writing a report on the Standard 8-2, it is necessary to distinguish between the requirements for the level of student's training on the basis of the Dublin descriptors of the second level of education (for master's degree).

The main feature of the EP for the master's level is that integrated programs are developed in disciplines that have an interdisciplinary nature. In this regard, it is important that learning outcomes include demonstration of developing knowledge and understanding in the field of study, based on advanced knowledge of the field, when developing and / or applying the ideas in the context of research; application of professional-level knowledge, understanding and skills to solve problems in a new environment, in a broader interdisciplinary context; the ability to collect and interpret information to form judgments based on social, ethical and scientific considerations; the ability to communicate information, ideas, conclusions, problems and solutions to both specialists and non-specialists; the presence of learning skills necessary to independently continue further training in the field of study. This will enable compliance with the Dublin descriptors of the second cycle of education. The report compilers must show that the content of the EP for the master's level and the implementation of this content are aimed at training managerial, scientific and pedagogical personnel with in-depth professional or scientific-pedagogical training.

When writing a report on the Standard 8-3, it is necessary to distinguish between the requirements for the level of student's training on the basis of the Dublin descriptors of the third level of education (for doctoral degree).

As in previous cases, it also necessary to show that the learning outcomes formulated on the basis of the third-level descriptors within the Overarching framework for qualifications in the European higher education area (EHEA) reflect the abilities given in the Standard. It should be shown that the organization and management of EP for the doctoral level requires learning from the experience of foreign organisations of higher and postgraduate education and research centers that implement accredited programs for training PhD or doctors by profile; provides for mandatory scientific internships at scientific organizations and (or) organizations of relevant industries or fields of activity (including abroad); the content of the dissertation is aimed at the implementation of national priorities, state programs, programs of fundamental or applied research.

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APPENDIX A**Official data**

APPENDIX A1

Copy of the license

APPENDIX A2

Report structure template

APPENDIX B**Recommended materials for analysis**

APPENDIX B1

Sample list of questions that will help you write the report

APPENDIX B2

SWOT ANALYSIS of the activities of organisation of higher and postgraduate education

APPENDIX C**Forms of reference data tables**

APPENDIX C1

STUDENT DATA

APPENDIX C2

Material and technical resources of the EO/EP and student support system

1. EO property

2. Information base

3. Library

4. Student dormitories

5. Canteens

6. Sports and cultural infrastructure

7. Medical center

8. Information on the improvement of the material and technical resources, maintenance and major repairs

APPENDIX C3

Human resources of the EO

1. Staff

2. Partnership

3. Project activities

APPENDIX D**Recommended questionnaire forms**

1. Questionnaires on students' satisfaction with the quality of EP

2. "Employers' satisfaction with the quality of training of graduates" questionnaire

3. Questionnaire on faculty members' satisfaction

APPENDIX A

Official data

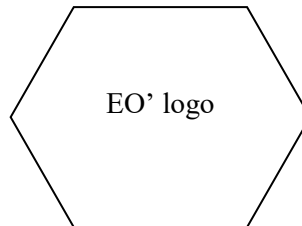
APPENDIX A1

Copy of the license

APPENDIX A2

Report structure template

(Full name of the EO)



**SELF-ASSESSMENT REPORT OF ORGANISATION OF HIGHER AND
POSTGRADUATE EDUCATION / EDUCATIONAL PROGRAM WITHIN THE
FRAMEWORK OF INSTITUTIONAL / SPECIALIZED ACCREDITATION**

name of the educational program

City, year

Date of sending the first edition of the self-assessment report to ARQA

Date of submission of the self-assessment report to ARQA

Legal address of the educational institution

Confirmation of the accuracy, reliability and relevance of the self-assessment report information

(Rector, academic degree, academic rank - if any)
(Full Name)

stamp

**SELF-ASSESSMENT REPORT WITHIN THE FRAMEWORK OF INSTITUTIONAL /
SPECIALIZED ACCREDITATION**

(Full name of the educational institution)

DEVELOP BY THE WORKING GROUP

COMPOSITION OF THE WORKING GROUP:

Head of the working group

(position, academic degree, academic rank - if any)

_____ (Full name)

Deputy head of the working group

(position, academic degree, academic rank - if any)

_____ (Full name)

Members of the working group:

(position, academic degree, academic rank - if any)
(Full name)

(position, academic degree, academic rank - if any)
(Full name)

(position, academic degree, academic rank - if any)
(Full name)

(position, academic degree, academic rank - if any)
(Full name)

(position, academic degree, academic rank - if any)
(Full name)

(position, academic degree, academic rank - if any) (Full name)

Chief accountant _____ (Full name)

Head of HR department _____ (Full name)

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Conclusions	
Appendices	
List of appendices	
Appendix A1 Copy of the license for the right to conduct educational activities	
Appendix A2	
.....	

GENERAL INFORMATION ABOUT THE EDUCATIONAL ORGANIZATION

Full name of the educational organization	
Form of ownership of an educational organization	
Affiliation of the institution	
List of educational programs (specialties) implemented at the organisation of higher and postgraduate education in accordance with the state license for the right to conduct educational activities	- - - -
Location of the educational organization	
Year of establishment of the educational organization	
Contingent of students:	By forms of education:: By languages of instruction:
Person responsible for liaising with the agency on accreditation issues, contact details	<p>_____</p> <p>(Full name)</p> <p>_____</p> <p>(position, academic degree, academic rank - if any)</p> <p>Work phone number:</p> <p>Mobile phone number:</p> <p>E-mail:</p>

APPENDIX B

Recommended materials for analysis

APPENDIX B1

SAMPLE LIST OF QUESTIONS THAT WILL HELP YOU WRITE THE REPORT

1. What is the strategic position of the EO in the national market of educational services?
2. What changes in the strategic position have occurred over the past 5 years?
3. Who are the main competitors of the EO?
4. To what extent does the direct economic and social environment and the relationship with the constituent organization contribute to (hinder) implementation of the mission of the EO?
5. How does the relationship with the broad institutional structure, including the charters under which the EO operates, contribute to its effective strategic direction?
6. Does the current organizational structure and distribution of responsibilities support the mission of the EO? What changes are planned to fulfill the mission in the future?
7. What are the strengths, weaknesses, opportunities, and threats of the EO development?
8. Is the strategic plan clear and is its connection with everyone involved effective?
9. How obvious is it that the plan is public property?
10. How are those responsible for the key points of the plans chosen?
11. To what extent are quality assurance objectives reflected in the planning process?
12. How is the monitoring system organized?
13. How actively are faculty members and staff involved in the planning process?
14. How actively do faculty members and staff make proposals to improve planning efficiency?
15. How actively do students participate in planning and measuring its effectiveness?
16. What assistance does the faculty members receive when developing educational programs?
17. Have there been group and / or individual consultations aimed at improving these activities?
18. Does the EO have developed guidelines that disclose the requirements for the structure and content of educational programs?
19. How accessible is this methodological literature to teachers?
20. How accessible is the catalogue of elective disciplines (CED) to students?
21. How flexible and mobile is the CED?
22. Does the EO study the requests of potential consumers?
23. How often do changes in the content of the disciplines offered by EO to consumers of educational services occur?
24. Are the needs of the region, potential employers, and the needs of consumers of educational services taken into account when developing EP?
25. How often is the content of special disciplines adjusted (the list of disciplines, improvement of the content of education for the entire discipline and / or its individual topics, etc.)?
26. Structure of the educational and methodological complex for the student, its accessibility. Availability of reference materials, which reflect the content of education in the specialty and disciplines, on the EO website.

APPENDIX B2

SWOT ANALYSIS OF THE ACTIVITIES OF THE ORGANISATION OF HIGHER AND POSTGRADUATE EDUCATION

S (strengths) – potentially positive internal factors	W (weaknesses) – potentially negative internal factors
O (opportunities) – factors of the external environment, the use of which creates advantages for the organization	T (threats) – factors that can potentially worsen the organization's situation

Note: for EPs only two columns of SWOT analysis are used (strengths and weaknesses).

APPENDIX C
Forms of reference data tables

APPENDIX C1
 REFERENCE DATA ON STUDENTS

Contingent of students of the organisation of higher and postgraduate education/educational program «code - name of the EP»

Table 1. Total number of students of the organisation of higher and postgraduate education / EP

Academic year *	Form of education		Number of students by year of					Number of students transferred	Number of students expelled	Total for all years of study
			I	II	III	IV	V			
September 20_/20_	Full-time	education al grant								
		on a fee basis								
	Part-time									
	Evening									
	External									
	DLT									
	September 20_/20_	Full-time	education al grant							
on a fee basis										
Part-time										
Evening										
External										
DLT										

September 20_/20_	Full-time	educatio nal grant									
		on a fee basis									
	Part-time										
	Evening										
	External										
	DLT										
September 20_/20_	Full-time	educatio nal grant									
		on a fee basis									
	Part-time										
	Evening										
	External										
	DLT										
September 20_/20_	Full-time	educatio nal grant									
		on a fee basis									
	Part-time										
	Evening										
	External										
	DLT										

**Note: It is necessary to provide official data for the last five academic years, including the current academic year.*

Table 2. Contingent of students by semester

№	Academic year	Number of students per semester											
		1	2	3	4	5	6	7	8	9	10	Total	
1	20__/20__												
2	20__/20__												
3	20__/20__												
4	20__/20__												
5	20__/20__												

Table 3. Graduates

№	Academic year	Number of graduates	Were employed in the first year of graduation
1	20__/20__		
2	20__/20__		
3	20__/20__		
4	20__/20__		
5	20__/20__		
In total for ____ years			

Note: Graduates are students who graduated from the EO in the specified academic year.

APPENDIX C2

MATERIAL AND TECHNICAL RESOURCES OF THE EO/EP AND STUDENT SUPPORT SYSTEM

1. EO property:

Table 1.1 Number of buildings where the EO is located

№	Name	Number
1	Total buildings, including:	
1.1	Educational building	
1.2	Sports complex	
1.3	-----	
2	Unsafe buildings, including:	
2.1	Educational building	
2.2	Sports complex	

2.3	-----	
3	Buildings requiring major repairs	
1.1	<i>Educational building</i>	
1.2	<i>Sports complex</i>	
1.3	-----	

Table 1.2 Availability and use of space

№	Name	Total	Useful	Used
1	Land area (ha)			
2	Building area (m ²), including:			
2.1	<i>Area of educational buildings (m²)</i>			
2.2	<i>Area of workshops (m²)</i>			
2.3	<i>Area of sports facilities (m²)</i>			
2.4	<i>Area of utility buildings (m²)</i>			
2.5	<i>Area of dormitories (m²)</i>			
2.6	-----			
2.7	-----			

Table 1.3 The EO has

№	Name	Capacity	Actually used
1	Assembly hall		
2	Swimming pool		
3	Sports hall		
4	Medical center		
5	Canteen		
6	Buffet		
7	Production-training workshops		
8	Training grounds		
9	Dormitory number 1 (people)		
10	Dormitory number 2 (people)		
11	-----		
12	-----		
13	-----		

Note: The table is filled in for the EP if a separate building is allocated for it

2. Information base

Table 2.1 Availability of information and communication equipment

№	Name	Number
1	Number of personal computers, including	
1.1	<i>with Internet access</i>	
2	Number of projectors	
3	Number of interactive whiteboards	
4	-----	
5	-----	

Table 2.2 Type of Internet connection (leave the needed one)

1	modem connection via a dial-up telephone line;	Yes/no
2	ISDN link;	Yes/no
3	digital subscriber line;	Yes/no
4	others (specify):	Yes/no

Table 2.3 Maximum data transmission over the Internet (leave the needed one)

1	below 128 kbit/s:	Yes/no
2	128-255 kbit/s:	Yes/no
3	256-511 kbit/s:	Yes/no
4	512 kbit/s – 1,9 Mbit/s:	Yes/no
5	2 Mbit/s and higher:	Yes/no

Table 2.4 Availability of special software

№	Name	Number
1	Educational computer programs for individual subjects or topics	
2	Computer-based testing programs	
3	Electronic versions of reference books, encyclopedias and dictionaries	
4	Electronic versions of textbooks on individual subjects and topics	
5	Electronic library systems	
6	Other software tools	
7	Electronic system of interaction between teachers and students (portal)	

Table 2.5 Availability of the website

1	- email address:	
2	- Internet website:	
3	- frequency of updating information on the website:	

Table 2.6 Availability of information on the activities of the organisation of higher and postgraduate education on the website

№	Name	Presence (Yes/no)
1	Implemented educational programs	
2	Information about the administration	
3	Report on educational activities	
4	Information on employment and adaptation of graduates	
5	Other information (list)	
6	-----	
7	-----	

3. Library

Table 3.1 Maintenance and other characteristics of the library (over the last 5 years, including the current one)

№	Name	Number				
		20__	20__	20__	20__	20__
1	Seats for library users					
2	Registered library users					

3	Number of visits					
---	------------------	--	--	--	--	--

Table 3.2 Access to information technology resources

№	Information technology resources	Access		Freedom of access	
		Yes	No	Free	At certain hours
Access of engineering and teaching staff to:					
1	computers				
2	the Internet				
3	the of use of necessary software (Software name)				
Students' access to:					
1	computers				
2	the Internet				
3	the of use of necessary software (Software name)				
Employee access to:					
1	computers				
2	the Internet				
3	the of use of necessary software (Software name)				

Table 3.3 Library resources

Staff (people)			
Area	total (m ²)		
	for storing books (m ²)		
	number of seats in the reading room		
Book fund	scientific literature	in Kazakh	
		in Russian	
		in English	
	periodical literature	in Kazakh	
		in Russian	
		in English	
	textbooks	in Kazakh	
		in Russian	
		in English	
	electronic editions	in Kazakh	
		in Russian	
		in English	
Activities	average number of readers on a library card per year	students	
		faculty members	
		staff	
	average number of books given	students	

	per year	faculty members	
		staff	
	average number of visits per year	students	
		faculty members	
		staff	

Note: The table is filled in for the EP if a separate library is allocated for it

Table 4. Student dormitories

Number / name of the dormitory	Total area (m ²)	Year of commissioning	Type of building	Year when repair was carried out		Housing capacity	Demand
				Major	Minor		

Note: The table is filled in for the EP if a separate dormitory is allocated for it

Table 5. Canteens

Total area (m ²)	Year of commissioning	Type of building	Year when repair was carried out		Number of people in need
			Major	Minor	

Table 6. Sports and cultural infrastructure

Number / name	Total area (m ²)	Year of commissioning	Type of building	Year when repair was carried out		Number of seats
				Major	Minor	

Table 7. Medical center

Total area (m ²)	Year when repair was carried out		Number of seats
	Major	Minor	

Table 8. Information on the improvement of the material and technical resources, maintenance and major repairs (over the last 5 years, including the current one)

№	Component	20__			20__		
		Expenses (percentage of revenue)	Source of finance	Result (what is done)	Expenses (percentage of revenue)	Source of finance	Result (what is done)
1	Improving the material and technical resources						
2	Major repairs						
3	Maintanance						
4	Others (specify if any)						
5	-----						

table continuation

20__			20__			20__		
Expenses (percentage of revenue)	Source of finance	Result (what is done)	Expenses (percentage of revenue)	Source of finance	Result (what is done)	Expenses (percentage of revenue)	Source of finance	Result (what is done)

APPENDIX C3

Human resources of the EO

1. Staff

Table 1. Basic information about faculty members within the organisation of higher and postgraduate education / EP

		Regular staff	Part-time	Total number
Type of employment	1,0			
	0,5			
	0,25			
Average age				
Degree	Master of Science			
	Candidate of Sciences			
	Doctor of Science			
	PhD			
Academic rank	Associate professor			
	Professor			
	Academician			
The ratio of faculty members with academic degree / rank (% of the total number)				
Fellows, award winners, etc.				
Members of public academies, unions and associations				

Table 2 Research work of the faculty members on EP for a five-year period

Years	20__	20__	20__	20__	20__	Total
Full name, position of the head						Do not fill
Name of the work / project						Do not fill
Period of execution						Do not fill
Source of funding (if any)						Do not fill
Number of publications on the research topic in the Republic of						

Kazakhstan						
Number of publications on the research topic in foreign peer-reviewed journals						
Number of implemented research developments within the topic						
Number of developed textbooks and manuals (with ISBN)						

Table 3 Teachers of major subjects (MS) by language proficiency (according to the current year)

№	Total	including language proficiency					
		Kazakh	Russian	Kazakh - Russian	Kazakh - English	Russian - English	Kazakh - Russian - English
	Total MS teachers including						
1	Understands and can use familiar phrases and expressions in speech that are necessary for specific tasks						
2	Understands the main ideas of clear messages delivered in literary language on a variety of topics typically arising from work, study, leisure, etc.						
3	Understands almost any oral or written message, can make a coherent text based on several oral and written sources						

Table 4 Information on professional development (advanced training) of faculty members (over the last 5 years, including the current one)

№	20__					20__					20__							
	Total	including professional development organizations				Total	including professional development organizations				Total	including professional development organizations						
		IAT	HEIs	IAT	HEIs	IAT	HEIs

table continuation

№	20__				20__			
	Total	including professional development organizations			Total	including professional development		

						organizations				
	IAT	HEIs	IAT	HEIs

2. Partnership

Table 2.1 Partnership with enterprises (over the last 5 years, including the current one)

№	The name of the enterprises	20__			20__			20__		
		Direction of cooperation	Cooperation results	Further opportunities	Direction of cooperation	Cooperation results	Further opportunities	Direction of cooperation	Cooperation results	Further opportunities
1										
2										
3										
4										

table continuation

20__ год			20__ год		
Direction of cooperation	Cooperation results	Further opportunities	Direction of cooperation	Cooperation results	Further opportunities

Table 2.2 Partnership with schools, organizations of technical and vocational education and organisations of higher and postgraduate education (over the last 5 years, including the current one)

№	The name of the organizations	20__			20__			20__		
		Direction of cooperation	Cooperation results	Further opportunities	Direction of cooperation	Cooperation results	Further opportunities	Direction of cooperation	Cooperation results	Further opportunities
1										
2										
3										
4										

table continuation

20__			20__		
Direction of cooperation	Cooperation results	Further opportunities	Direction of cooperation	Cooperation results	Further opportunities

3. Project activities

Table 3.1 Participation in regional projects (over the last 5 years, including the current one)

№	Project name	20__			20__			20__		
		Project objective	Role in the project	Project result	Project objective	Role in the project	Project result	Project objective	Role in the project	Project result
1										
2										
3										
4										

table continuation

20__			20__		
Project objective	Role in the project	Project result	Project objective	Role in the project	Project result

Table 3.2 Participation in national projects (over the last 5 years, including the current one)

№	Project name	20__			20__			20__		
		Project objective	Role in the project	Project result	Project objective	Role in the project	Project result	Project objective	Role in the project	Project result
1										
2										
3										
4										

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table continuation

20__			20__		
Project objective	Role in the project	Project result	Project objective	Role in the project	Project result

Table 3.3 Participation in international projects (over the last 5 years, including the current one)

№	Project name	20__			20__			20__		
		Project objective	Role in the project	Project result	Project objective	Role in the project	Project result	Project objective	Role in the project	Project result
1										
2										
3										
4										

table continuation

20__			20__		
Project objective	Role in the project	Project result	Project objective	Role in the project	Project result

APPENDIX D

Recommended questionnaire forms

1.1 "SATISFACTION OF STUDENTS OF THE ORGANISATION OF HIGHER AND POSTGRADUATE EDUCATION " QUESTIONNAIRE

Dear student!

We kindly ask you to fill in this form.. The purpose of this study is to determine the level of satisfaction of students with support provided.

Please answer all questions objectively, since Your answers will serve as a basis for improving the quality management system of education.

1 Your year of study?

- 1) First
- 2) Second
- 3) Third
- 4) Fourth

2 What is your gender?

- 1) Male
- 2) Female

3 Specialty:

4 Where do you live?

- 1) In a dormitory
- 2) With parents
- 3) I have my own place
- 4) Rent an apartment

5 Are you satisfied with the conditions of living in a dormitory (Maybe you live in a dormitory or just visited a dormitory)?

- 1) Yes
- 2) It seems that a too many students live in the room
- 3) Not all living conditions are provided
- 4) Not satisfied with all the rules of living in a dormitory

6 Are you provided with various information guides?

- 1) Yes, 100%
- 2) Not all guides are available to students
- 3) Insufficient availability
- 4) Not provided

7 Does the organisation of higher and postgraduate education provide assistance to students who have academic debt?

- 1) Yes, according to the rules
- 2) Not to all
- 3) Not in all disciplines
- 4) No

8 What student problems are of particular concern to you now? (choose no more than three answer options)

- 1) quality of the educational process organization
- 2) quality of teaching (conducting classes, evaluating knowledge, etc.)
- 3) administration work (department, etc.)
- 4) food quality and prices in the student canteen
- 5) quality of living conditions in the dormitory
- 6) employment in specialty
- 7) quality of the organization of professional externships
- 8) other problems (what exactly?)

9 Is the Internet accessible to students at the organisation of higher and postgraduate education?

- 1) accessible, free of charge during the day

- 2) no more than 3 hours a day
- 3) according to schedule
- 4) for a fee only
- 5) access only during the classes in computer labs
- 6) no

10 Does the administration of the organisation of higher and postgraduate education inform You about the provision of social support to students (payment benefits, grants from the organisation of higher and postgraduate education, financial assistance, etc.)

- 1) Yes
- 2) No
- 3) Not always
- 4) Not everyone

11 Are you satisfied with the organization and conduct of professional externships?

- 1) no special complaints
- 2) inconsistency between the studied disciplines and specialty
- 3) No
- 4) Not always

12 Was the work of the employment service at the organisation of higher and postgraduate education noticeable throughout the entire period of study?

- 1) Yes
- 2) During the last year only
- 3) Before distribution
- 4) Not yet
- 5) No

13 How often are students surveyed to evaluate the support service?

- 1) one time per semester
- 2) one time a year
- 3) one time during the entire training period
- 4) before various inspections
- 5) for the first time
- 6) all the time

14 Your suggestions for improving the level of student support

Thank you for participating in the survey!

1.2 "STUDENT SATISFACTION WITH LEARNING OUTCOMES" QUESTIONNAIRE

Dear student!

We kindly ask you to fill in this form.. The purpose of this study is to determine the level of satisfaction of students with learning outcomes.

Please answer all questions objectively, since Your answers will serve as a basis for improving the quality management system of education.

1 Your year of study?

- 1) First
- 2) Second
- 3) Third
- 4) Fourth

2 What is your gender?

- 1) Male
- 2) Female

3 Specialty:

4 Why did you choose this particular organisation of higher and postgraduate education?

- 1) They provide good knowledge here
- 2) It is the closest to my home
- 3) On friends' advice
- 4) I've heard a lot of good things about it
- 5) Other (specify what exactly) _____

5 Do you think it is prestigious to study at the organisation of higher and postgraduate education?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

6 Are you interested in studying?

- 1) Yes 2) Rather yes than no 3) Rather no than yes 4) No

7 What student problems are of particular concern to you now? (choose no more than three answer options)

- 1) quality of scheduling classes
- 2) quality of organization of additional classes
- 3) quality of teaching
- 4) quality of knowledge assessment
- 5) other problems (what exactly?)

8 Are you satisfied with the conduct of ongoing monitoring and examinations?

- 1) yes
- 2) computer testing only would be better
- 3) not satisfied with the tests quality
- 4) I prefer oral/combined exams
- 5) no
- 6) there are many incorrect questions in the tests

9 How do teachers of the organisation of higher and postgraduate education use existing IT resources?

- 1) all the time 2) rarely 3) very rarely 4) do not use at all
- 5) some of the teachers

10 What is your attitude to the quality of the educational process?

- 1) no special complaints
- 2) inconsistency between the studied disciplines and specialty
- 3) inconsistency between the number of hours allocated and the significance of the subject
- 4) overwhelmed by classroom studies
- 5) dissatisfaction with the quality of classes
- 6) dissatisfaction with the organization of tests and exams
- 7) other (what exactly?) _____

11 How would you rate your satisfaction with the various aspects of the learning process?

(put a tick or a cross)

	Aspects of the educational process	Highly satisfied	Partially satisfied	Dissatisfied
1	Content of the classes			
2	Use of visual elements and technological teaching aids			
3	Information about changes in the educational process			

12 Are teachers being creative and proactive during the class??

- 1) most of the teachers
- 2) a minority of teachers
- 3) no

13 How satisfied are you with providing the educational process with information support?

(put a tick or a cross)

	Questions	Answers		
		Highly satisfied	Partially satisfied	Dissatisfied
1	Availability of necessary educational literature in the library			
2	Number of computers used in the educational process			
3	Number of seats in the reading room			

14 Your suggestions for improving the educational process of the organisation of higher and postgraduate education as a whole _____

Thank you for participating in the survey!

1.3 "STUDENT SATISFACTION WITH CREATION OF CONDITIONS FOR PERSONAL DEVELOPMENT AND EDUCATION OF STUDENTS" QUESTIONNAIRE

Dear student!

We kindly ask you to fill in this form.. The purpose of this study is to determine the level of student satisfaction with creation of conditions for personal development and education of students.

Please answer all questions objectively, since Your answers will serve as a basis for improving the quality management system of education.

1 Your year of study?

- 1) First
- 2) Second
- 3) Third
- 4) Fourth

2 What is your gender?

- 1) Male
- 2) Female

3 Specialty:

4 Are you satisfied with the following? (put a tick)

	Questions	Answers		
		Highly satisfied	Partially satisfied	Dissatisfied
1	Living conditions in the dormitory			
2	Leisure time organization			
3	Relationships between students			
4	Relationships with teachers			
5	Relationships with the head of the department			
6	Relationships with a tutor			

5 What are the relationships within the team? (put a tick)

	What are the relationships within the team?	Friendly	Neutral	Tense
1	Between students			
2	Teacher-student			
3	Student-tutor			
4	Student-administration			
5	Student - divisions staff (library, etc.)			

6 What direction of education are needed at the present time and what are there at your organisation of higher and postgraduate education? (put a tick)

	Direction of education	Present	Not present	Not present, but needed
1	Patriotic			
2	International			
3	Moral			
4	Aesthetic			
5	Environmental			
6	Physical			
7	Religious			
8	Economic			

9	Legal			
10	Family and household			

7 Are you generally satisfied with the extracurricular activities and directions of education of the organisation of higher and postgraduate education??

1) yes 2) partially yes 3) no 4) mostly no

8 Do the conditions at the organisation of higher and postgraduate education contribute to a healthy lifestyle of students?

1) yes 2) mostly yes 3) no 4) rather no than yes

9 Your suggestions for improving the conditions for personal development and education of students _____

Thank you for participating in the survey!

2. QUESTIONNAIRE ON FACULTY MEMBERS' SATISFACTION

This questionnaire was developed for the purpose of conducting a survey to determine and further increase the level of satisfaction of faculty members and staff with working conditions at the organisation of higher and postgraduate education.

All responses are confidential and will be used in summarized form, so you do not need to write your last name.

Respondent information

EP name _____

Faculty _____

Please rate your level of satisfaction with working conditions. Tick one box in each row to assess your level of satisfaction with the following aspects.

Evaluated criteria	Answer options		
	satisfied	dissatisfied	don't know / no opinion
Participation in EP management			
Responsibilities and workload			
Information availability			
Participation in decision-making			
Satisfaction with changes and their implementation			
<i>Other</i>			
Capacity development			
Career growth			
Opportunity for development and improvement			
<i>Other</i>			
Psychological environment in the team			
Attitude on the part of management			
Relationship within a team			
<i>Other</i>			
Social issues			
Equal opportunities			
Terms of employment			
Health care and safety at work			

Job security			
Salary			
<i>Other</i>			
Overall image of the educational institution	satisfied	dissatisfied	don't know / no opinion
Satisfaction with the activities of the management of the organisation of higher and postgraduate education			
Satisfaction with the values, mission, vision, policy and strategy of the organisation of higher and postgraduate education			
Satisfaction with the role of the organisation of higher and postgraduate education in society			
<i>Other</i>			

Thank you for participating in the survey!

3. "EMPLOYERS' SATISFACTION WITH THE QUALITY OF GRADUATE TRAINING" QUESTIONNAIRE

Dear colleague!

We highly appreciate the contribution of the organization headed by you as an employer for students and graduates of organisation of higher and postgraduate education. In this regard, it is important for the management of organisation of higher and postgraduate education to know your expert opinion on the quality of training of specialists of the organisation of higher and postgraduate education. We kindly ask you to answer the following questions. Your answers and suggestions will be taken into account in ensuring the quality of education at the organisation of higher and postgraduate education.

Name of the organization _____

Full name _____

Position _____

Phone number _____

E-mail _____

1 Which of the following methods does your organization use to recruit professional workers??

- 1) Direct recruitment from the organisation of higher and postgraduate education
- 2) Advertising in newspapers
- 3) The organization's own website
- 4) Employment agencies
- 5) Information from colleagues
- 6) Other _____

2 How would you rate your degree of participation in the graduate employment program of the organisation of higher and postgraduate education?

- 1) Lack of engagement due to _____
- 2) Poor 3) Satisfactory 4) Good 5) Very good

3 Please rate the quality of training by our organisation of higher and postgraduate education:

- 1) Poor 2) Above average 3) Below average
- 2) Good 3) Very good

ARQA

4 If you have any additional suggestions and comments about the quality of training at our organisation of higher and postgraduate education, please submit them in free form:

Signature_____

« » _____ 20_____

Thank you for participating in the survey!