



**INDEPENDENT AGENCY FOR QUALITY ASSURANCE IN  
EDUCATION - IQAA**

**GUIDELINE  
FOR STUDENTS-EXPERTS INVOLVED IN THE PROCEDURES OF  
INSTITUTIONAL AND PROGRAMME ACCREDITATION**

**Nur-Sultan – 2019**

This Guideline for students (hereinafter - the Guideline) was developed in order to give instructions to students in the field of quality assurance on procedures and standards of accreditation of the Independent Agency for Quality Assurance in Education (IQAA).

When developing this Guideline, the agency used the experiences of the European Union of Students in the QUEST project. The QUEST project was initiated with the purpose to enhance and support the participation of students in the processes of quality assurance. The project was funded by the EU Program "Life-long learning", which includes the Agency for the expansion of students' participation in the quality procedures in Scotland (Sparqs), Romanian Agency for Quality Assurance in Higher Education and the free association of local student union bodies.



## TABLE OF CONTENTS

CHAPTER 1 – QUALITY ASSESSMENT .....	4
1.1 What is quality? .....	4
1.2 The process of quality assurance .....	5
1.3 Independent Agency for Quality Assurance in Education IQAA .....	6
1.4 Glossary of IQAA .....	7
1.5 Stages and procedures of carrying out the accreditation by IQAA .....	10
CHAPTER 2 - STANDARDS .....	14
2.1 Standards and criteria of institutional and programme accreditation of IQAA .....	14
CHAPTER 3 – THE ROLE OF STUDENTS IN THE PROCESS OF EXTERNAL ASSESSMENT .....	18
3.1 Requirements to students-experts .....	18
3.2 Necessary skills and competences of students-experts .....	19
CONCLUSION .....	22
RESOURCES .....	23



## CHAPTER 1 – QUALITY ASSESSMENT

### 1.1 What is quality?

The concept of "quality" includes such aspects as the quality of products and services, labor, healthcare, education, culture, environment and even the quality of life. In a broad sense, the quality is a vast concept. A more systematic classification of definitions for quality is demonstrated in the monograph "Total Quality Management in Higher Education" written by Sholpan Kalanova and Valikhan Bishimbayev:

- Quality as compliance with standards
- Quality as compliance with standards and stability of procedures
- The quality of products, processes, activities as a compliance with the demands of market
- Quality as a means of satisfaction of requirements and needs of consumers, employees, society, and employers (stakeholders) [1, 14].

As for the quality of education, this concept is also vast and wide. In a broad sense, the quality of education is understood as "a balanced compliance of higher education (as a result, as a process, as the educational system) with diverse needs, goals, requirements, norms (standards)" [1, 80].

In the framework of the accreditation procedure, students-experts should get acquainted with the classification given in the aforementioned monograph based on the results of the report on the culture of quality within the Association of European Universities "Developing an Internal Quality Culture in European Universities", which proposes the following approaches:

- Quality as a compliance with the goals;
- Quality as approval (no deficiencies);
- Quality as satisfaction of the consumer;
- Quality as excellence (high quality);
- Quality as a value for money;
- Quality as transformation;
- Quality as modernization;
- Quality as a means of control.



This classification allows considering quality as a compliance with goals, academic achievements of students and the quality of students' practical learning. Therefore, a student-expert must understand the quality as "compliance with students' needs, which covers the process of students' satisfaction, transformation and improvement" [1, 83].

In terms of learning outcomes and personal development of students, it is also important to consider such definition as "value-added", which suggests the impact of education on learners by the means of adding more value to students' knowledge, formation of their personalities, development of erudition etc. [1, 81].

It is understood that many students are not aware of existing studies on the issues of what is considered a good teaching, effective assessment, support in employment, etc. In addition, students are not expected to understand different philosophical approaches to quality. What can really be expected is their understanding of their own experiences and how it relates to various aspects of quality. In this respect, this Guideline is aimed at clarifying the role of students in their participation in the external review. Moreover, the Guideline aims to introduce and study the procedures and standards for external quality assurance of universities by students involved in the procedures of IQAA accreditation.

## **1.2 The process of quality assurance**

Students involved in the procedures of quality assurance must understand the role of quality assessment due to the following reasons:

- ✓ Quality assessment is important because it informs sponsors, including the government, on how effectively the public funds are used, and provides data, which contribute to the development of national policies;
- ✓ Quality assessment provides information to students, applicants, employers, and society about standards and quality within higher education institutions;
- ✓ Quality assessment provides information to internal customers of the university (students and staff) that the quality of education in that higher education institution corresponds to necessary requirements;
- ✓ Quality assessment provides an opportunity for students and staff to express opinions on current practices and plans for improvement, as well as the process of improving student-learning experiences [2, 24].



***Quality assurance is carried out in the form of systems of internal and external assessment.***

Universities must have internal procedures for the approval, monitoring and periodic assessment of programs and degrees, and these procedures should include the participation of students. The internal assessment offers university an opportunity to be aware of the problem areas in order to eliminate them before they become not manageable.

According to the Law of the Republic of Kazakhstan "On Education", the internal assessment of the quality of education includes a quality management system, various self-assessment procedures of all kinds of activities of educational organizations, ongoing monitoring of performance, and assessment of students' educational achievements. Assessment of activities in higher education institution includes students' opinions regarding the quality of teaching at this educational organization [3].

External assessment of higher education institutions is carried out by national and international quality assurance agencies. According to the Law of the Republic of Kazakhstan "On Education", accreditation is carried out by an accreditation body based on the application of educational organizations regardless of their departmental affiliation and forms of ownership for a period of five years. Accreditation is carried out in the form of institutional and programme accreditation [Ibid].

According to the European Standards and Guidelines for Quality Assurance in the European Higher Education Area, quality assurance agencies must be independent both from the ministry responsible for education and from higher education institutions. [4]

### **1.3 Independent Agency for Quality Assurance in Education IQAA**

Independent Agency for Quality Assurance in Education was established in 2008 as a nonprofit organization in the form of the institution. The activities of the Agency are based on the principles of social partnerships with the Ministry of Education and Science of the Republic of Kazakhstan, Association of higher educational institutions of Kazakhstan, universities and colleges, associations of employers, as well as consumers of educational services. The work of the Agency is aimed at improving the mechanisms of accreditation procedures introduced in Kazakhstan, provision of systematic process of obtaining and evaluating objective data regarding educational activities of universities and colleges (more detailed information on IQAA can be found on the official website of the agency - <http://iqaa.kz/ru/ob-agentstve>).



A student-expert must understand that IQAA is one of the quality assurance agencies in Kazakhstan, which is included in **the National Register № 1**. In 2012, there was a first meeting of the Republican Accreditation Council, which is an advisory body of the Ministry of Education and Science, created for a collegial and transparent review of the issues regarding the formation and conduct of the National registry of accreditation bodies (recognition of accreditation bodies) in the field of education. At this meeting, the Council approved the list of accreditation agencies for inclusion into the National Register № 1. The National Register № 1 includes two Kazakhstani Agencies, including IQAA, and four foreign agencies.

It is also important to know that the National Register № 1 is formed by the Ministry based on the recommendation of the National Accreditation Council, and contains a database of accreditation bodies in the field of education. [5]

#### **1.4 Glossary of IQAA**

Students should thoroughly study the procedures of external quality assurance developed and implemented by IQAA. For a more clear understanding of the procedures of external assessment by IQAA, it is recommended to review a list of terms and definitions used in the process of external quality assessment.

**Accreditation of educational organizations** – procedure of recognition by the accreditation body the compliance of educational services with established standards (regulations) of accreditation in order to provide objective information about the quality and to confirm the existence of effective mechanisms for their promotion.

***Institutional accreditation*** – accreditation of the educational organization as a whole.

***Programme accreditation*** – accreditation of selected study programs of the educational organization.

***National accreditation*** – accreditation of the educational organization or study programs by the quality assurance agency within the country.

***International accreditation*** - accreditation of the study program by a foreign quality assurance agency.



**Analysis** – the process of determination, accumulation and preparation of data for evaluating educational objectives of the program and achieved results of student learning. Effective analysis uses relatively direct, indirect, quantitative and qualitative parameters suitable for measurable goals or results.

**Distance education technologies** – learning technologies implemented with the usage of informational and telecommunication means in the mediated (in the distance), or not fully mediated interaction between a student and a teacher.

**Competency-based approach** – an approach to design learning outcomes based on competencies.

**Competency** – a dynamic combination of characteristics (pertaining to knowledge and its application, skills, abilities, values and personal qualities) describing the learning outcomes of the study program, that is what is necessary for a graduate to lead effective professional activities, social activities and personal development, which he or she is obliged to master and demonstrate.

**Learning outcomes** – a set of competencies, which describe what a student will know, understand or be able to do upon completion of the learning process.

**Study program** –organizational and procedural documents, which structure the content and the scope of knowledge, forms of organization of educational process, the sequence and timing of the acquisition of courses, modules, tools for diagnostic of learning performance, certification, expected learning outcomes, including the formation of competencies leading to obtainment of the academic degree.

**Student-centered learning** – a fundamental principle of the Bologna reforms in the field of higher education, which involves a shift of emphasis in the educational process from teaching (as the main role of the teaching staff in "translation" of knowledge) to learning (as active students' participation in learning)

**Assessment** – interpretation of the data and evidence collected during the analysis. Assessment determines the degree of achievement of the program educational objectives and student learning outcomes, and leads to decisions and actions regarding the improvement of the program.





**Visit of the university by the external expert group** – component of the external assessment, which is a common part of the accreditation process. External experts visit the institution to check the accuracy of materials on self-assessment of the university, to conduct interviews with senior administration, teaching staff, administrative staff, students, alumni, and employers, and to evaluate the quality and effectiveness of provided services, as well as to make recommendations for their improvement. The result of the visit is a report on the review of higher education institution / study program.

**Self-assessment** – the process of internal assessment conducted by the university based on standards and criteria of institutional accreditation, following which the university drafts a report on self-assessment.

**External assessment** (external review) - a process conducted by a group of experts on the basis of standards and criteria for institutional or programme accreditation and results on self-assessment with the purpose to confirm the findings of self-assessment for compliance with the standards and criteria, following which the committee makes recommendations on accreditation or provides a refusal in accreditation. The expert group in accordance with the program of the external visit to the educational organization conducts the external review.

**Group of experts** - experts assigned by IQAA for conducting procedures of external assessment in the framework of institutional and / or programme accreditation.

The group of experts usually consists of 5-7 experts from different stakeholders and have necessary expertise and knowledge to carry out an objective and qualitative assessment of the quality of services provided by the institution or study program. Members of the group of experts carry out their activities on the basis of the Code of honor of experts and Service contracts with the agency.



The external review is conducted by the expert group, which includes experts from academia (rectors, vice rectors, professors or heads of organizational units), international experts and representatives of the labor market (employers), and students [6, 7].

**It is important to bear in mind that students carry several functions in expert groups on the external review of universities and study programs.**

*Firstly*, the representative of students evaluates a situation from his or her perspective.

*Secondly*, students who are invited to join the expert group, as a rule, already have experience of such work either at the level of university or at the national level.

Finally, students are the individuals interested in higher education, as they invest their time and money in the education.

Although students are not experts in the academic field, they can be experts in areas that are directly related to a student life: equipment of university, organization of learning and extracurricular activities of students, activities of the student government, etc. (*More detailed information is included in Section 2.3 of this Guideline*)

"The voice of the studentship," which is composed of meetings with groups of students and student representative bodies, provides important information for the expert group on rendering the decision regarding the quality of educational services by the university.

## **1.5 Stages and procedures of carrying out the accreditation by IQAA**

Procedure of the institutional accreditation is developed in accordance with international and national standards and guidelines [6; 7].

The accreditation procedure includes the following stages:

### **1<sup>st</sup> stage:**

- representation of the application for accreditation by the educational organization to the agency with a brief description of the university activities;



- signing of the agreement on accreditation between the agency and the educational organization. The agreement specifies the rights and responsibilities of parties, the cost of the procedure, and terms of accreditation;
- conduct of the self-assessment process by a university, preparation of the report on self-assessment in accordance with the standards and criteria set by IQAA;
- presentation of the first draft of the report on self-assessment and its review;
- submission of the final report on self-assessment and its applications to the agency at least 2 months prior to the external review.

### **2<sup>nd</sup> stage:**

- working program of the group of experts is carried out in accordance with standards and guidelines for external assessment approved by the agency;
- the agency forms a competent group of experts (reviewers), which includes representatives of educational institutions of Kazakhstan, an employer, a student and international experts;
- the university is informed about the composition of the group of experts for 1-2 months prior to the external review. In cases when a university has any suspicions about the bias of any of the reviewers, this university has a right to make a request to replace the expert (reviewer) by enclosing a written reasoned explanation;
- the group of experts gets acquainted with materials on self-assessment, attends the university, conducts the external review, and drafts a report on the external assessment, which is then sent to the agency;
- implementation of the external review of the university is carried out within a period of 2-3 days;
- the report and recommendations on the visit are developed by external reviewers for not more than two weeks after the start of the review and the chairman or secretary of the expert group shall send it to the agency;
- IQAA sends a received conclusion of the group of experts on the assessment of university activities to the educational organization, so that the university will be able to eliminate minor deficiencies, if any;
- university has the right, if necessary, to make small adjustments in the final report on the external review to eliminate inaccuracies.



**3<sup>rd</sup> stage:**

- the agency, after studying the materials on self-assessment and report on external review, prepares a conclusion for the Accreditation Council.
- the process of decision-making by the Accreditation Council.

On the basis of prepared documents: a report on self-assessment, a report on the external visit (review) and the conclusion of the Accreditation Committee, Accreditation Council discusses the case and makes a decision. Positive report of the external expert group and the conclusion of the Accreditation Committee and the Agency are the prerequisites for a positive decision of the Accreditation Council.

Accreditation Council may adopt one of the following decisions:

- to accredit university / study program for a complete term of 5 years;
- to accredit university / study program under the condition, and for an incomplete term from 1 to 3 years;
- not to accredit university / study program

In the case of a positive decision on the accreditation, IQAA publishes decision on accreditation of the university / study program on its official website <http://iqaa.kz> and issues a certificate on accreditation of the university / study program.

In the case of accreditation under the condition (incomplete accreditation), the group of experts of the Agency visits these educational organizations within settled time periods in order to check the elimination of remarks on incompliance with standards.

According to the decision of the Accreditation Council, the university drafts a working plan for the implementation of recommendations and elimination of remarks in accordance with the IQAA form and places this information on the university website.

IQAA conducts an annual post-accreditation monitoring and has a right to send a group of experts to verify the elimination of the remarks mentioned by the expert group in the report during the visit to university.

***More detailed information on the procedure for external assessment of IQAA can be found in the Guideline on the organization and conduct of the external assessment (review) for procedures of institutional and programme accreditation IQAA [8].***



### **The algorithm of the external review**

1. A preliminary meeting of the group of experts, briefing for the head of the expert group, the distribution of objects for analysis. Individual signing of the document "Code of honor of experts."
2. Meeting with senior administration of the higher education institution / college.
3. Visual review of the higher education institution / college: visits of the classrooms, laboratory fund, offices, computer labs, libraries, health centers, food facilities, sports facilities, support services for students.
4. Visits of the classes according to the schedule and visits of examinations.
5. Interviews with heads of organizational units of the university / college with the teaching staff (faculty), students, graduates, and employers.
6. Non-public discussion of the preliminary results with senior administration.
7. The final meeting. The timing of submission of the report on the results of the external review.
8. Submission of the preliminary report on the external review by university.
9. The receipt of the report on external review from higher education institution (the university can make any clarifications or corrections of small inaccuracies). The university cannot change recommendations or remarks of the external group of experts.
10. Submission of the report on the external review to the agency, following which together with the report on self-assessment, the agency prepares a conclusion for the meeting of the Accreditation Council.



## CHAPTER 2 - STANDARDS

### 2.1 Standards and criteria of institutional and programme accreditation of IQAA

Standards and criteria of institutional and programme accreditation of higher education institutions are developed in accordance with the laws of the Republic of Kazakhstan "On Education", "On technical regulation", international practice for institutional accreditation and review of higher education, as well as in accordance with international practices for accreditation of educational higher education programs and modern trends in the development of higher education [6, 7].

**Institutional accreditation** of higher education institutions is based on the following standards and criteria:

Standard 1. Mission, strategic planning and policy in the field of quality assurance

Standard 2. General management and information management

Standard 3. Students, student-centered learning, teaching and assessment of performance

Standard 4. Admission of students, learning outcomes, recognition and qualifications

Standard 5. Study programmes: design, effectiveness, continuous monitoring and periodic review

Standard 6. Teaching staff and teaching effectiveness

Standard 7. Scientific research work (creative activity)

Standard 8. Resources and **student support services**

Standard 9 Public information

Standard 10 Periodic external quality assurance and follow-up

**In the framework of the programme accreditation**, each study program should demonstrate compliance with the following standards:

Standard 1. Aims of study programmes and policy in the field of quality assurance

Standard 2. Development, approval of study programmes and information management

Standard 3. Student-centered learning, teaching and assessment

Standard 4. Admission of students, progression, recognition and certification

Standard 5. Teaching staff

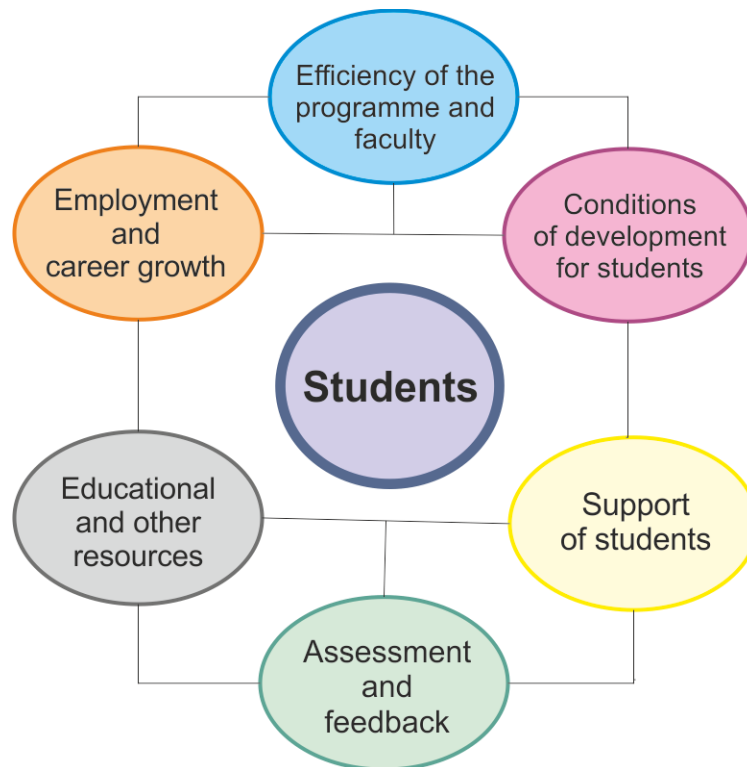
Standard 6. Learning resources and student support



Standard 7 Public information

Standard 8 Continuous monitoring and periodic review of study programmes, periodic accreditation

**A student – expert**, who participates in institutional and programme accreditation, must pay special attention to the standard concerning students (Standards 3.8 and 3, respectively). However, other standards relating to the effectiveness of study programs, teaching staff and material and technical base, can not be ignored as well, since they are of great importance for successful student experience.



*Figure 2.1*

There is a list of questions on the standard "Students", which is essential for students-experts based on the Figure 2.1. These issues contribute to the formation of their own questions for students during the external visit as well as for the analysis from the perspective of the student learning experience.

**The effectiveness of the study program and teaching:** efficiency and relevance of the study program in the preparation of students:

- How is the study program organized?
- How clear is the schedule?



## Guideline for students

- Is there a curriculum?
- How would you evaluate the teaching?
- How useful are academic subjects?
- Does the curriculum correspond to your expectations?
- Are the learning outcomes demonstrated in a clear manner?
- Were you satisfied with offered elective courses?
- Do you think that your program prepares you for employment?
- How are the modules organized?

**Terms and conditions for the development of students:** Conditions for students' personal development and education:

- What are the conditions created for your personal growth?
- Which student organizations do you belong to?
- What student clubs, projects, associations do you know?
- Have you visited sports, cultural and recreational base of the university? Are you satisfied with their conditions?
- What educational and other events have you visited, and what would you like to visit in the future?

***Guideline and support for students:*** academic and social support of students, learning environment and support of students

- To what extent do you get support during your study?
- To what extent do you get support from teaching and administrative staff?
- How do you assess the work of the service department of students?
- Does your adviser provide you with support?
- Are you satisfied with conditions in dormitories, libraries, and other places within the university?
- Do you like the places assigned for practicums? What would you suggest to improve them?

**Assessment and feedback:** assessment of the quality of education is connected with quality control system

- Is the assessment of the course content carried out in a right way?
- How fair is the course assessed?





- Do you obtain a sufficient level of feedback on your grades?
- Are the same standards applied for evaluation of activities during lectures?
- Are there too much examinations and tests?
- How often do the evaluation of performance and course work happen?
- Do you think that your Department / Faculty is open for comments?
- Do you think that your views are heard to and are taken into account?
- What improvements have been made in the framework of the study program?

***Educational and other resources:*** all resources and materials necessary for study, as well as the environment where you learn

- Are resources of the library and computer rooms sufficient?
- Do you have access to necessary materials?
- Does the material and technical base of your departments / faculty meet your expectations?
- Were the lecture materials available?
- Were all resources available at a sufficient level?
- If you study a practical course, do you have access to practical resources?
- The process of teaching and learning: where do students receive materials from? And how well is the teaching process?
- How relevant are the teaching materials?

**Employment and professional growth of the student:** the effectiveness of the study program for the preparation of students for their chosen career and career growth

- Do you feel improvement of knowledge at the end of this program?
- Can you measure your own progress through your program?
- Does your program help in your employment?
- Does your career center support you?
- Do you receive appropriate career advice?

*More detailed information about standards and criteria for accreditation can be found in the standards and criteria of institutional and programme accreditation by IQAA.*



## **CHAPTER 3 – THE ROLE OF STUDENTS IN THE PROCESS OF EXTERNAL ASSESSMENT**

In accordance with the Regulations of the Independent Agency for Quality Assurance in Education (IQAA), the Accreditation Council, which takes the final decision on accreditation of expert groups on the external review, includes representatives of the student body. In addition, students participate in procedures of institutional and programme accreditation by IQAA. The university, in its turn, represents student candidates to IQAA, who correspond to the following requirements for inclusion in the group of experts on the external assessment.



### 3.1 Requirements to students-experts

The list of competencies and qualities necessary (or desirable) for students, who take part in the external review. A student-expert should possess several of the following qualities:

- to be a senior student, Master student or PhD student of the university at the 1st and 2nd year of their study;
- to have some experience in the field of quality assurance or actively participate in student organizations;
- to have experience in representing students' issues at the level of the faculty, university or country;
- to have analytical skills, to be able to analyze, organize and synthesize information;
- to be able to prepare a written report, to draw the conclusion with the use of computer and information technologies;
- to have good communication skills, to be able to interact in the course of the external visit (review) with other experts from the Independent Agency for Quality Assurance in Education (IQAA), and with the educational organization
- to have a complete understanding of the trends in the development of the education system, in particular, the understanding of the Bologna process, the credit system of study, competency-based approach, modular education, and others.
- to have knowledge about the evaluated program (in case when a student is a member of the group of experts on the programme accreditation of the study program): a student, who is a member of the group of experts on the external assessment, should be taught in senior courses of the program or in related to that program specialty.



- to be accountable to the public, university, which undergoes institutional and programme accreditation, and to the Independent Agency for Quality Assurance in Education (IQAA).

### **3.2 Necessary skills and competences of students-experts**

The main skills necessary for a student as an expert are communication skills. As an expert, a student must be aware of the importance of effective communication as he / she will work with three main groups of people: a group of experts, representatives of the agency and representatives of the university. The student will interact with these groups for different purposes and in different ways. It is necessary for a student to be able to adapt the communication style for each group and context.

It is important to consider:

- ❖ What is the environment?
- ❖ What do you want to talk about?
- ❖ Whom do you want to talk to?
- ❖ What are the means of communication?

*Ability to listen* is crucial in the process of external review. To listen means not only to hear about what they talk, but also it is a process of focusing attention and understanding on what they say, as well as to analyze and evaluate the appropriate response. There are two types of listening - active and passive. Active or reflective listening occurs when a listener is actively interested in what a speaker talks about and confirms the understanding of that conversation. Active listening demonstrates attention, in particular, when you nod your head, look in the eyes and change your face expressions. Passive listening, on the other hand, provides a listening without reacting, thus allowing a speaker to report freely and without interruptions.



### *Techniques of active listening*

"*Mirroring*," means the repetition of phrases and words that were spoken. This shows that the listener was attentive.

"*Paraphrasing*" is to paraphrase and summarize what you have heard in your own words.

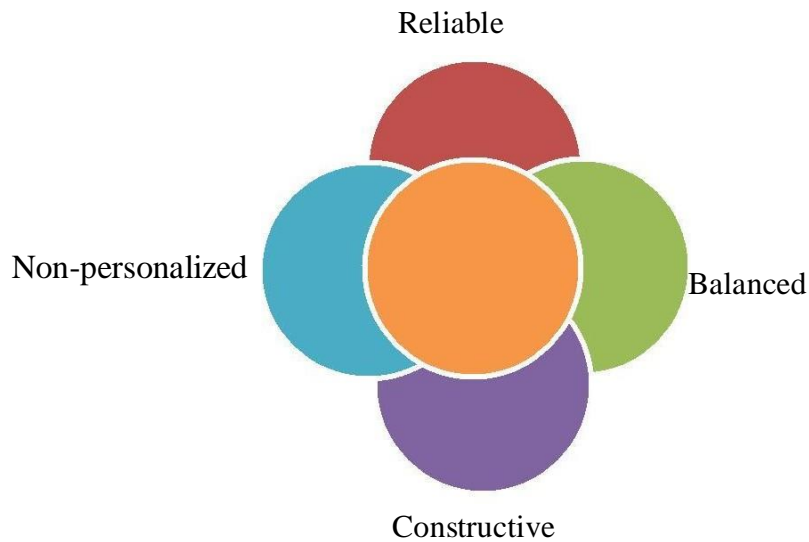
"*Summarization*" is summing up the discussions to combine elements of ideas and their systematization.

### *The formulation of correct questions*

In the process of assessment, it is necessary to ask questions in order to get as much information as possible. Moreover, it is important to ask non-judgmental and non-intrusive questions. We know that there are closed-ended questions, which can be answered by replying "yes" or "no", as well as open-ended questions, which allow different answers. During the external visit, experts can ask both open-ended and closed-ended questions. It should be noted that no matter what kinds of questions are used, they should be used with caution. Try not to overuse the question "why?", especially with the negative aspects in the process of assessment. Do not ask several questions at once, as this may cause your interviewee become confused. Try to avoid difficult questions, which cannot be answered in an easy way. Such questions, for example, include "Why didn't you do this another way?" or "Is it a right thing to do, you should have done it another way ..." etc. *You can also find examples of questions in Section 2.3 of Chapter 2.*

### *Effective feedback*

Feedback is an essential part of the work of the group of experts. As a member of the group, a student must learn how to provide an effective feedback. In addition, a student is involved in the preparation of the evaluation report as an equal member of the expert group, where he / she must provide an analysis and evaluation of standards essential for the student experience. It is therefore recommended to study the following diagram (Figure 3.1) of effective feedback provided by the Agency to increase the participation of students in the quality of Scotland (Sparqs):



*Figure 3.1 – Effective feedback*

**Reliable feedback** – you must specify what you comment on the educational process and present evidence to what you say. Avoid generalizations and emotional language. For example, if there is data showing that 67% of all employees are not satisfied with the existing system of feedback, which they receive, you are not allowed to say that this proportion constitute 97%.

**Balanced feedback** – do not only talk about negative aspects concerning the employees, even if you heard this information from students. Try to mention the positive points. This will show you as a professional expert.

**Constructive feedback** –the process of assessment is not focused only on defining certain problems, but it also aims to find solutions to existing problems. If you find a problem, offer your idea of its solution.

**Non-personalized feedback** – try not to use specific names during meetings and interviews, speak in a general way, and talk more about the activities, which affect the learning process [2, 37-42].



## CONCLUSION

The process of external assessment of the quality of higher education institution is a comprehensive process, which requires a high degree of responsibility and professionalism on the part of students. This Guideline developed on the basis of standards of IQAA and European experience provides students with basic information to familiarize themselves with the procedures and standards of accreditation, the process of quality assessment, external review procedures by IQAA, and the role of students in the process of external assessment, including the selection criteria of students-expert, as well as skills and competencies required for a student-expert.

Students are a central part of the educational process in the university, and that is why their opinion plays an important role in the process of evaluating the effectiveness of the content and organization of study programs and activities of the university / college. Participation of students in the accreditation procedures promotes the protection of the rights and interests of students, as well as positive changes in their student experiences.



## RESOURCES

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