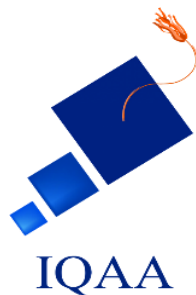


**INDEPENDENT AGENCY FOR QUALITY ASSURANCE IN EDUCATION
(IQAA)**



**STANDARDS FOR INSTITUTIONAL ACCREDITATION
OF RESEARCH INSTITUTIONS PROVIDING
POSTGRADUATE EDUCATION
(MEDICAL ORGANIZATIONS OF EDUCATION
AND SCIENCE)**

MAIN PROVISIONS

NUR-SULTAN 2020

PREFACE

1 DEVELOPED AND INTRODUCED by the Independent Agency for Quality Assurance in Education (IQAA) with consideration of suggestions and remarks of medical organizations.

2 APPROVED AND PUT INTO EFFECT by the order of the Independent Agency for Quality Assurance in Education (IQAA) dated 01.08.2012 No.4 with amendments and additions approved by the order of IQAA No.7 from 10.03.2015.

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INTRODUCTION

The standards and criteria for institutional accreditation of medical organizations of education and science (hereinafter - organizations), which have the license to carry out educational activities in corresponding residency programmes regardless of the departmental affiliation and the form of ownership have been developed in accordance with the Law of the Republic of Kazakhstan “On Education”, new edition of the European Standards and Guidelines (ESG), the Bologna Process requirements, the Code “On people’s health and the healthcare system”, normative documents of the Ministry of Healthcare and Social Development; “International standards of the World Federation for Medical Education on the improvement of the quality of postgraduate medical education”, the Law of the Republic of Kazakhstan “On Science”, and international practices in institutional accreditation.

The standards and criteria for institutional accreditation are designed for internal quality assurance in medical organizations of education and science implementing the training on residency study programmes.

Development of the standards was implemented with the application of principles of modern management. Therefore, the issues of the mission, strategic planning, leadership and management of organizations, their organizational structures and interaction with the environment are key elements in the system of standards and criteria for institutional accreditation.

In the development of the standards and criteria for institutional accreditation of medical organizations of education and science, the followings have been taken into account: the State Programme of Education Development in the Republic of Kazakhstan for 2011-2020, the Policy and Strategy of the Republic of Kazakhstan in the field of higher education development, INQAAHE Guidelines of Good Practice, experience of well-known European QA agencies – AQ, ASIIN, ACQUIN, EKKA, SKVC, QAA, FIBBA, QQI, FINHEEC, NVAO and others, practice of regional American agencies in part of design and application of standards for institutional accreditation of HEIs – MSCHE, NEASCCIHE, NCA-HLC, SACS, WASC-ACCJC.

STANDARDS AND CRITERIA FOR INSTITUTIONAL ACCREDITATION OF RESEARCH INSTITUTIONS PROVIDING POSTGRADUATE EDUCATION (MEDICAL ORGANIZATIONS OF EDUCATION AND SCIENCE)

Main provisions

1 APPLICATION AREA

1.1 These standards and criteria are developed in accordance with the Law of the Republic of Kazakhstan “On Education” (Article 9-1, paragraph 3) and establish regulatory requirements to standards and criteria of institutional accreditation.

1.2 These standards and criteria are used in the procedure of institutional accreditation of medical organizations of education and science.

1.3 The provisions of these standards are also used by the organizations of education and science of the Republic of Kazakhstan regardless of their status, legal form of organization, modes of studies and institutional subordination.

These standards can also be used:

a) for internal and external review (audit) of activities carried out by organizations;

b) by developers of relevant normative documentation.

2 REGULATORY REFERENCES

These standards refer to the following normative regulations:

2.1 Address of the President of the Republic of Kazakhstan Nursultan Nazarbayev to the people of Kazakhstan “Kazakhstan's way - 2050: common aim, common interests, common future” - Astana, January 17, 2014.

2.2 Address of the President of the Republic of Kazakhstan Nursultan Nazarbayev to the people of Kazakhstan "Nurly Zhol - the path to the future" - Astana, November 11, 2014.

2.3 Strategic Plan of Development of Kazakhstan until 2020 approved by the Decree of the President of the Republic of Kazakhstan No. 922 dated February 1, 2010.

2.4 State Programme of Education Development in the Republic of Kazakhstan for 2011-2020, approved by the Decree of the President of the Republic of Kazakhstan No. 1118 dated December 7, 2011.

2.5 Government Resolution No.130 dated February 11, 2011 “Action Plan for 2011- 2015 on implementation of the State programme of education development in the Republic of Kazakhstan for 2011-2020”.

2.6 The Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No. 319-III (with amendments and additions as on 21.07.2015).

2.7 The Law of the Republic of Kazakhstan “On Technical Regulation” No. 603-II SAM dated November 9, 2004 (as amended on 16.02.2012).

2.8 Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 2, 2014 No.198 “On amendments and additions to the order of the Minister of Education and Science of RK dated April 20, 2011 No.152 «On approval of rules of the organization of the study process by credit technology of education”.

2.9 Standards and guidelines for quality assurance in the European Higher Education Area (ESG) (new edition) (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015).

2.10 The ECTS Users’ Guide (the European Credit Transfer and Accumulation System) - Publications Office of the European Union, 2015, ISBN 978-92-79-43562-1 (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015).

2.11 The State Obligatory Standard of Residency on Medical Specialties (Approved by the Order № 647 of the Minister of Health care and social development of the Republic of Kazakhstan dated July 31, 2015).

2.12 Five institutional reforms.

2.13. 100 steps on the realization of five institutional reforms of the President of the RK.

2.14 Code of the Republic of Kazakhstan “On people's health and the health care system” (*with amendments and additions as for 01.01.2016*).

3 ABBREVIATIONS AND ACRONYMS

The following designations and abbreviations are used in these standards:

SOSE - State Obligatory Standard of Education;

DET - distance education technologies;

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

MHSD RK – Ministry of Healthcare and Social Development of the Republic of Kazakhstan

R&D – research and development work;

IQAA - Independent Agency for Quality Assurance in Education;

TS – teaching staff;

4 GENERAL PROVISIONS

4.1 Accreditation procedure of organizations of education and science is conducted in accordance with the Law of the Republic of Kazakhstan “On Education” 2007, art.9-1, para. 4 at the expense of financial resources of organizations by their submission of an application.

4.2 Institutional accreditation of organizations of education and science is

conducted based on the given 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-centred 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

Standard 9. Public information

Standard 10. Periodic external quality assurance and follow-up procedures

4.3 The IQAA Accreditation Council makes decision on accreditation.

4.4 The composition of the IQAA Accreditation Council includes representatives of HEIs, employers, students, experts, NGOs and public.

5 MAIN AIMS OF INTRODUCING THE STANDARDS AND CRITERIA OF INSTITUTIONAL ACCREDITATION

5.1 Main aims of introducing the standards and criteria of institutional accreditation are the following:

5.1.1 introducing a national model of accreditation of educational institutions harmonized with the international practice of quality assurance in education;

5.1.2 establishing high quality standards of activities of organizations of education and science in the Republic of Kazakhstan, as well as professional and study programmes to increase competitiveness of the national system of higher and postgraduate education;

5.1.3 providing support and assistance to organizations of education and science in design and enhancement of their internal quality assurance systems, corresponding to the requirements of a rapidly changing external environment;

5.1.4 promotion of development of a quality culture in organizations of education and science;

5.1.5 facilitating to a better governance and management;

5.1.6 contributing to the enhancement and constant improvement of quality of specialists' training;

5.1.7 considering and protecting interests of society and rights of consumers by means of providing reliable information about the quality of educational services;

5.1.8 supporting constant innovations in the study process and scientific research;

5.1.9 public dissemination of information about accredited HEIs, research institutes, which underwent the procedure of accreditation.

6 PRINCIPLES OF INSTITUTIONAL ACCREDITATION

6.1 The present standards for quality assurance of education are based on the following principles:

6.1.1 accreditation procedure of organizations is conducted on a voluntary basis;

6.1.2 the main responsibility for quality of education is assigned to organizations of education and science;

6.1.3 an external review is conducted objectively, transparently and independently from any third parties (state bodies, HEIs, public organizations);

6.1.4 presented information is used by IQAA confidentially;

6.1.5 public information in the country and abroad about the accredited organizations is realized by means of providing information to the Ministry of Education and Science of the Republic of Kazakhstan and publishing information on the IQAA's website.

7 DECISION MAKING OF THE ACCREDITATION COUNCIL

7.1 Decision making of the Accreditation Council is based on the self-assessment report, the review report of the external experts and the conclusion of the Agency.

7.2 A positive report of the expert group and the conclusion of the Agency are an obligatory prerequisite for a positive decision of the Accreditation Council.

7.3 The decision-making is carried out based on criteria approved by the Accreditation Council.

7.4 The Accreditation Council makes one of the following decisions:

- Accreditation for the full term (5 years);
- Accreditation with a condition for a period of 3 years;
- Denial of accreditation.

7.5 In case of a positive decision of the Accreditation Council on accreditation, IQAA issues to the educational organization a certificate on institutional accreditation for a period of five years.

7.6 In case of accreditation with the condition, in 1-3 years the Agency representatives conduct a revision on the question of eliminating the remarks (site visit to the educational organization). After confirmation of eliminating the remarks, the accreditation validity period is extended to 5 years (in conjunction with the term of accreditation with the condition). The costs of an additional revision shall be covered by the educational organization.

7.7 In case of a positive decision, the decision on accreditation of the organization is forwarded to the Ministry of Education and Science of the Republic of Kazakhstan and is published on the website of the Agency www.iqaa.kz.

7.8 In case of a negative decision, the educational organization can re-apply for accreditation, but not earlier than one year after receiving a negative decision.

8 STANDARDS FOR INSTITUTIONAL ACCREDITATION OF RESEARCH INSTITUTIONS PROVIDING POSTGRADUATE EDUCATION (MEDICAL ORGANIZATIONS OF EDUCATION AND SCIENCE)

STANDARD 1. MISSION, STRATEGIC PLANNING AND POLICY IN THE FIELD OF QUALITY ASSURANCE

1.1 General provisions of the standard

1.1.1 An organization should have a clearly formulated mission in the context of the national system of medical education, which explains the designation of this medical organization, its aims and objectives.

1.1.2 The Strategic development plan of the organization should reflect the context of a state policy in education, whereas its target indicators should be measurable and aimed at achievement of aims and objectives of the organization and the system of medical education in general.

1.1.3 Policy and procedures in the field of quality assurance should support the development of a quality culture. All staff members should take a responsibility for quality and participate in its design and the process of quality assurance.

1.2 Assessment criteria for mission and strategic planning

1.2.1 Compliance of the mission with the acting management system and policy for quality assurance in medical education; adoption of the mission at the meeting of the Academic Council.

1.2.2 Compliance of the mission, aims and objectives with the available resources, capabilities of the organization and requirements of the labor market.

1.2.3 Participation of teaching staff, students and personnel in the design of the mission, aims and objectives.

1.2.4 Objectives of the organization aimed at increasing the efficiency of residents' learning.

1.2.5 Determination of the objectives of the organization in the context of its medical, scientific and educational activity for increasing its institutional effectiveness and image.

1.2.6 Availability of the Strategic Development Plan of the organization approved by the Academic Council, which defines all types of activities carried out by the organization, as well as schedule of activities for mid-term and short-term periods for realization of this Strategy. Compliance of the Strategic Plan with the mission, aims and objectives of the organization.

1.2.7 Compliance of the Strategic Plan with material resources and intellectual assets of the organization, its direction at satisfying the needs of residents, teaching staff and personnel.

1.2.8 Systematic assessment of effectiveness of the mission, aims and objectives of the educational organization.

1.2.9 Distribution of resources is conducted in accordance with the Strategy of Development of the organization for achievement of the stated mission.

1.2.10 Analysis and assessment of a competitive position of the organization on the educational services market.

1.2.11 Availability of the SWOT analysis on external and internal environment of the organization (assessment of strengths, weaknesses, opportunities of the organization at the market of educational services and threats to development).

1.3 Assessment criteria for policy in the field of quality assurance of education

1.3.1 Availability of the policy in the field of quality assurance in the organization: procedure for its adoption and approval.

1.3.2 Compliance of the policy in quality assurance with the strategic plan, mission, aims and objectives of the organization.

1.3.3 Organizational aspect of the internal system of quality assurance, main characteristics of a quality culture and values of the organization, the level of their formation.

1.3.4 Participation of administration, teaching staff and students in realization (formation and maintenance) of the policy in quality assurance of education: obligations of other structural units (departments, courses), as well as of administration, individual staff members and residents in the field of quality assurance. Participation of external stakeholders in implementation of the policy in quality assurance.

1.3.5 Ensuring a policy that supports academic integrity, protection from any type of intolerance or discrimination in respect of residents or staff members.

1.3.6 Ensuring anti-corruption measures in the organization, accessibility of the administration of the organization to the teaching staff and students, flexibility in responding to their requests.

1.3.7 Assessment of the degree of realization the policy in quality assurance adequately to directions of the Strategic Plan, material resources and intellectual assets of the organization, direction at satisfying the needs of residents, teaching staff and personnel.

1.3.8 Efficiency and systematic approach in using results of assessment for enhancement and adjustment of long-term directions of development, setting new goals in accordance with changing conditions of the external environment.

STANDARD 2. GENERAL MANAGEMENT AND INFORMATION MANAGEMENT

2.1 General provisions of the standard

2.1.1 An organization should have a management system, aimed at realization of its strategy, achievement of its mission, aims and objectives.

2.1.2 Management in the organization should be based on principles of quality management system: leadership of the head, information management, process and system-based approaches, involvement of staff members, constant improvement, focus on students and stakeholders. Besides, there should be used principles of corporate management, which provide division of powers and responsibilities between the leaders.

2.1.3 For effective management the organization should implement information management: carry out systematic collection, accumulation and analysis of information about its activity and conduct an assessment of strengths and weaknesses (SWOT analysis), based on which administration and management bodies define a policy in quality assurance, develop strategic and operational plans, and spread information for effective management.

2.2 Assessment criteria for management

2.2.1 Reflection of management system and organizational structure in the documents (Charter, provision on the organizational structure, decision-making procedures, etc.)

2.2.2 Compliance of the organizational, functional and staff structures of the organization with its mission, aims, objectives, and policy in the field of quality assurance.

2.2.3 Availability and functionality of governing documents on structural units, their competences and responsibility for ensuring effective management (internal regulations, provisions, job instructions, etc.)

2.2.4 Compliance of HR programme with the strategic aims and objectives of the organization.

2.2.5 Correspondence of qualification of staff from structural units to the management objectives.

2.2.6 Efficiency of the system of attestation, motivation and assessment of staff's activity for achievement of strategic aims and objectives.

2.2.7 Participation of teaching staff, personnel and residents in management of the organization.

2.2.8 Policy for resolution of conflicts of interests and relations.

2.2.9 Study and approval of distribution of the organization's financial resources (the organization's budget).

2.2.10 Compliance with the standards of business ethics, availability and compliance with the Code of Honor for administration, doctors, etc.

2.2.11 Availability of electronic document management.

2.3 Assessment criteria for information management

2.3.1 Adoption of optimal management decisions in the organization on the basis of an established system of collection, analysis and evaluation of information about activities, including the following data:

- ✓ Key performance indicators (KPI);
- ✓ Structure of the number of residents;
- ✓ Residents' performance, their progress, dropout rate;
- ✓ Periodic assessment of residents' satisfaction with the study programmes and disciplines;
- ✓ Periodic assessment of the staff's satisfaction with working conditions, management system, available resources, etc.;
- ✓ Assessment of accessibility of resources for learning and residents' support;
- ✓ Graduates' career prospects.

2.3.2 Assessment of made by the administration management decisions on the effectiveness of study programmes, impact of scientific research, social demands from residents and teaching staff, and resource provision of the organization.

2.3.3 Periodic review of the methods of collection and study of information, their compliance with modern tendencies and needs of the organization.

2.3.4 Availability of the SWOT analysis on external and internal environment of the organization (assessment of strengths, weaknesses, opportunities of the organization at the market of educational services and threats to development).

STANDARD 3. STUDENTS, STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT OF PERFORMANCE

3.1 General provisions of the standard

3.1.1 A specialist acquiring a residency study programme is called a resident.

3.1.2 Educational activity of the organization should be based on academic policy, which is aimed at meeting the needs of residents of various categories: those studying with state scholarship, paying tuition or studying at the expense of resources of other organizations, students with limited abilities (physical and/or material).

3.1.3 The organization should ensure student-centred learning and teaching, which play an important role in stimulating students' motivation to learning and active participation in the study process.

3.1.4 The organization should carry out a systematic monitoring of quality of residents' knowledge, the results of which should be used for enhancement of the study process, educational technologies, teaching methods, content of study programmes and assessment tools.

3.2 Assessment criteria for student-centred learning

3.2.1 Academic policy of the organization, characteristic of its elements and tools directed at student-centred learning.

3.2.2 Policy of the organization to support student diversity and students' needs.

3.2.3 Provision of students with guides of various types (reference guide, internal regulations, work schedule of different services, procedure of payment a tuition fee; policy and procedures of assessment of students' learning outcomes; information about the study programmes, learning conditions at clinical basis, etc).

3.2.4 Accessibility of documents clarifying the main policy of the organization for students (location of information materials: study and methodological complexes of disciplines, schedule of classes, etc.); academic regulation (requirements to exams), rules and procedures of registration for disciplines, rules of counting and transfer of credits, procedures of complaints and protests (including academic integrity), regulations on academic mobility (internal and external).

3.2.5 Availability of catalogues of study programmes (including a catalogue of elective disciplines) at the residents' disposal.

3.2.6 Individual resident's curriculum in accordance with the requirements of credit technology of education, a possibility to form an individual learning path.

3.2.7 Residents' satisfaction with the quality of training (results of systematically conducted questionnaire of residents by every discipline).

3.2.8 Procedures for considering residents' complaints.

3.2.9 The Code of Honor for residents, awareness of the residents of its principles and provisions, following the Code.

3.3 Assessment criteria for student-centred teaching

3.3.1 Academic policy of the organization, characteristic of its elements and tools directed at student-centred teaching.

3.3.2 Support of a student's autonomy sense with a proper guidance and assistance from a teacher at the same time. Assistance to students in formation their individual learning paths through the institute of advisers.

3.3.3 Use of various teaching forms (where applicable) and teaching methods.

3.3.4 Evidence of a change in the study process at the organization, presentation of a new position of teaching staff: from transferring of ready information to the position of an organizer of students' active independent acquiring of necessary competences, a consultant in such a process, the use of innovative learning technologies (information and communications technology, interactive technology, case study, etc.)

3.3.5 Systematic and consistent work with students, from the first year of

studies to the graduation year, on ensuring students' progress in their academic career.

3.3.6 Provision of evidence of the change in academic environment of the HEI, which promotes mutual respect in relations "student-teacher" and "student-staff member", students and teaching staff's academic integrity.

3.3.7 Present work on academic support of students, who do not cope with academic requirements (additional advising or additional classes).

3.4 Assessment of residents' performance

3.4.1 Evidence of availability and effectiveness of the system of internal control of education quality, including ongoing control of residents' performance, mid-term, intermediate and final attestation of residents.

3.4.2 Availability of assessment criteria and methods accessible for students (publication on the website or in the reference guide).

3.4.3 Compliance of the system for assessment of students' knowledge with the principles of clear and commonly accepted assessment criteria, objectiveness and transparency.

3.4.4 Procedure of testing, exams, credits, defense of abstracts, course works and more than one examiner should conduct other assessment forms.

3.4.5 Assessment rules should consider mitigating circumstances.

3.4.6 The organization should have an official procedure of appeal against the exam results.

3.4.7 The organization should present approved standardized tests and exam questions by disciplines of study programmes that it offers.

3.4.8 Results of residents' final attestation (assessment).

3.4.9 Availability of the SWOT analysis on external and internal environment of the organization (assessment of strengths, weaknesses, opportunities of the organization at the market of educational services and threats to development).

STANDARD 4. ADMISSION OF STUDENTS, LEARNING OUTCOMES, RECOGNITION AND QUALIFICATIONS

4.1 General provisions of the standard

4.1.1 Availability and use of equal published rules for the whole period of students' studies: admission, learning, assessment rules, progress to next year of study, recognition and award of a qualification.

4.1.2 Procedures and tools for collection, monitoring and follow-up activities based on information on student body and student performance.

4.1.3 Procedures for recognition of non-formal and informal learning gained outside of the organization, including within the student mobility (internal and external).

4.1.4 Procedure of awarding an academic degree and a qualification, formulation of documents for graduates.

4.2 Assessment criteria for documentation

4.2.1 The organization should present documentation on all regulations covering all phases of “a student’s life cycle”, demonstrate evidence of accessibility of these regulations for all students (distribution of published materials, including on the website), conduct training seminars for first-year residents for their adaptation in the organization and other activities, which show the organization’s work with students.

4.2.2 The organization should demonstrate examples of consistent regulations: admission, learning, and assessment, progress to the next year of study, recognition and award of a qualification.

4.3 Assessment criteria for information collection and monitoring of student body and student performance

4.3.1 Presentation of statistical indicators of student body formation: number of applications submitted, average score of the Complex Test of students enrolled, minimum/maximum score of applicants submitted applications.

4.3.2 Statistical indicators for the last five years on the student body by years of studies and specialties (number of students studying by grant/tuition fee, by directions/specialties of training, foreign students).

4.3.3 Statistical indicators on student performance for the last five years by years of studies, disciplines and study programmes.

4.3.4 Statistical indicators of bringing students to graduation by study programmes.

4.3.5 Statistical data on graduates’ employment, including by specialties, graduates’ career growth, monitoring for the last 3-5 years, the level of graduates’ salary.

4.3.6 Presentation of an annual analysis of the main indicators of student body based on para. 4.3.1 and para. 4.3.2 for making adequate management decisions.

4.4 Assessment criteria for students’ learning outcomes, recognition of learning and award of qualifications

4.4.1 Availability of developed and published procedures for admission of students from other organizations, recognition and transfer of credits based on principles of the Lisbon Recognition Convention.

4.4.2 Availability and efficiency of international exchanges and internships. Academic mobility: internal and external. Rules of transfer of credits, including ECTS credits.

4.4.3 Results of the final independent exam conducted by accredited assessment centers of the MHSD RK.

4.4.4 Issuance of Diploma Supplement in accordance with European requirements, which shows obtained qualification, achieved learning outcomes, context, content and learning status.

4.4.5 Annual results of a questionnaire on the employers' satisfaction with the quality of graduates' preparation.

4.4.6 Monitoring of graduates' employment and their career development.

4.4.7 Availability of the SWOT analysis on external and internal environment of the organization (assessment of strengths, weaknesses, opportunities of the organization at the market of educational services and threats to development).

STANDARD 5. STUDY PROGRAMMES: DESIGN, EFFECTIVENESS, CONTINUOUS MONITORING AND PERIODIC REVIEW

5.1 General provisions of the standard

5.1.1 Study programmes should be developed according to the requirements of professional standards, the National and Sectoral Qualifications Framework, to which a qualification, clearly defined and awarded because of acquiring a study programme, should belong.

5.1.2 Content of study programmes should ensure key competences: professional, social and managerial, special, as well as additional competences, such as creativity, critical thinking, innovative dimension, personal development, including preparation of students to active social position and knowledge of several languages.

5.1.3 The organization should constantly conduct a monitoring, periodically analyze and review their study programmes, to ensure that they achieve the objectives assigned to them and respond to the increasing needs of students, labor market and society.

5.2 Assessment criteria for study programmes

5.2.1 Availability of procedures of design, approval and realization of study programmes; a character of interaction of structural units, involved to these procedures.

5.2.2 Compliance of study programmes with the formulated aims, which correspond to the organization' mission, employers and students' needs.

5.2.3 Reflection of learning outcomes and competences, based on Dublin descriptors, in the study programmes.

5.2.4 Structure and content of study programmes, application of a modular principle in their design.

5.2.5 The level of organization of independent student's work, provision of students with all necessary study and methodological materials.

5.2.6 The number of programmes offered by the organization, their scientific level with clearly defined aims, which meet the mission of the organization and the potential users' needs.

5.2.7 Compliance of study programmes with the active SOSE for residency programmes and model study plan, whereas obligatory disciplines - with the model curricula.

5.2.8 Logical sequence of disciplines and reflection of main requirements in the study plans and curricula.

5.2.9 The quality of development of the catalogue of elective disciplines, its structure, prerequisites and postrequisites of disciplines.

5.2.10 Reflection of the system of account of resident and teaching staff's academic workload in credits in the study programmes, its compliance with the parameters of credit system of education, accepted at the national level.

5.2.11 The system of quality assurance of study and didactic materials, corresponding to the study aims; scientific level of these materials.

5.2.12 A leading role of teaching staff in the development and realization of study programmes and in their quality assurance.

5.2.13 Student assessment procedures in the study programmes and their effectiveness.

5.2.14 Participation of stakeholders in the design of study programmes (a list of disciplines suggested by them).

5.2.15 Interconnection and the degree of considering qualification requirements, established by professional standards in study programmes.

5.2.16 Frequency of update of study programmes taking into account the interests of students and the labor market.

5.2.17 Control methods for quality assurance of study programmes. Availability of an external expertise and a peer review of study programmes.

5.2.18 Quality monitoring of study programmes: services, tools and methods. Students' satisfaction with the quality of study programmes.

5.2.19 Availability of an effective, ongoing mechanism of internal quality assessment and expertise of study programmes, ensuring achievement of the defined objectives, as well as feedback for their improvement and a periodic review. Revised aspects of study programmes are timely communicated to students.

5.2.20 Availability of the SWOT analysis on external and internal environment of the organization (assessment of strengths, weaknesses, opportunities of the organization at the market of educational services and threats to development).

STANDARD 6. TEACHING STAFF AND TEACHING EFFECTIVENESS

6.1 General provisions of the standard

6.1.1 Teaching staff of the organization is a main resource of educational activity available to students. Therefore, the organization should have a personnel policy, which defines clear, transparent and fair procedures of recruitment, conditions of employment and improvement of their skills.

6.1.2 The organization should demonstrate that it has teaching staff corresponding to the qualification requirements of licensing of educational activity.

6.2 Assessment criteria for teaching staff and teaching effectiveness

6.2.1 HR policy of the organization, which reflects institutional procedures in relation to teaching staff and personnel (recruitment, promotion, rewards, staff reduction, dismissal; rights and duties, including job duties), its accessibility to teaching staff and personnel.

6.2.2 Presentation of indicators on quality composition of teaching staff, categories of teaching staff (regular teaching staff, part-time teaching staff, percentage of teaching staff with scientific degrees) for the last five years.

6.2.3 Available systematic assessment of teaching effectiveness and teaching quality by the administration and colleagues (open doors classes, control and mutual visits of classes), also through questionnaires for students.

6.2.4 Indicators of achievements of teaching staff (a number of teachers with state and scientific awards, honorary titles, etc.)

6.2.5 Availability of requirements to teaching staff on developing study and methodological complexes of disciplines, teaching activity and conducting scientific work.

6.2.6 Availability of individual working plans of teaching staff (teaching workload, study and methodological, scientific and research, educational work, organizational and methodological activity and tutor's work, counseling and public work, corresponding to the organization's mission, aims and objectives).

6.2.7 Clarity and completeness of annual reports of teaching staff for the last five years, including a list of textbooks, tutorial books, study and methodological developments and publication of scientific works, including those in editions recommended by the Committee for Control in the field of Education and Science of the MES RK, and international editions with non-zero impact factor.

6.2.8 Availability of a system for qualification upgrade and professional development aimed at ensuring:

- use of flexible trajectories, different forms of teaching, taking into account diversity of students, differentiation of their needs;
- selection and use of various pedagogical methods, introducing innovations into the study process;

- knowledge of existing test methods and exams for assessment of students' performance.

6.2.9 Creation of favorable conditions for teaching staff and personnel.

6.2.10 Availability of teaching staff and personnel's motivation mechanisms for their high pedagogical skills, scientific results, and dedication to work; development of a quality culture.

6.2.11 Mechanisms of teacher staff's dismissal from duties, in case of their low level of qualification and violation of general ethical norms or Code of Honor for teaching staff.

6.2.12 Availability of the SWOT analysis on external and internal environment of the organization (assessment of strengths, weaknesses, opportunities of the organization at the market of educational services and threats to development).

STANDARD 7. SCIENTIFIC RESEARCH WORK (CREATIVE ACTIVITY)

7.1 General provisions of the standard

7.1.1 The organization should create conditions for integration of education, science and innovations and motivate teaching staff to active research work.

7.1.2 Scientific and/or creative activity of the organization should be implemented in accordance with the HEI's mission, aims and objectives.

7.1.3 The organization should develop a system of motivation to research and publications for teaching staff, as well as actively involve students.

7.2 Assessment criteria for scientific work

7.2.1 Policy in choosing direction of scientific research work/creative activity, its correspondence to the organization's mission and development strategy.

7.2.2 Spectrum of scientific research: fundamental and/or applied research, constructor developments, their effectiveness.

7.2.3 Statistical indicators of scientific research work/creative activity for the last five years by their financing and effectiveness (patents, certificates of authorship, certificates of intellectual property, publication of monographs, textbooks, study tutorials, scientific articles in editions with non-zero impact factor).

7.2.4 Introducing of scientific research results into the study process of the organization or industry.

7.2.5 Infrastructure of scientific research work/creative activity and effectiveness of its use, available mechanisms for evaluating effectiveness of scientific research work at the organization.

7.2.6 International cooperation in the field of scientific research (joint scientific research) and its effectiveness; availability of international grants for scientific research work. Participation of the organization in international, national and regional alliances, associations, etc.

7.2.7 Number and level of organized international, republican scientific and methodical conferences, seminars, expositions, competitions, etc. Participation of teaching staff and personnel in international symposia, conferences, seminars, etc.

7.2.8 Cooperation with scientific research and industry structures on creation of training scientific centers in priority directions of science and technique, creation and realization of innovative technological products (experienced small scaled production, implementation of scientific and technical developments), and commercialization of scientific research work.

7.2.9 Level of organization and involvement of students of all levels to the organization's scientific research work/creative activities. Students' participation in scientific conferences financed scientific themes, and scientific publications.

7.2.10 Availability of the SWOT analysis on external and internal environment of the organization (assessment of strengths, weaknesses, opportunities of the organization at the market of educational services and threats to development).

STANDARD 8. RESOURCES AND STUDENT SUPPORT SERVICES

8.1 General provisions of the standard

8.1.1 Resource provision of the organization should comply with the stated mission, aims and objectives, be easily accessible to students and teaching staff, who should be informed on the availability of necessary resources. The organization's financial strategy should correspond to its strategic development plan and ensure its activity with financial resources.

8.1.2 The financial management of the organization should be aimed at constant improvement of resources through regular modernization and strengthening the material and technical basis, which should be in line with the modern developments of the study process.

8.1.3 The system of financing the organization and reporting should be based on principles of efficiency, priority, transparency, responsibility and targeted use of the financial resources.

8.2 Assessment criteria for financial resources and budget of HEI

8.2.1 Availability of a financial strategy, account policy, and their compliance with the strategic development plan of the organization.

8.2.2 The structure of financial resources of the organization: formation sources, directions of spending; their relationship.

8.2.3 The scope of financing educational activities for the last five years.

8.2.4 Indicators on the organization's financial activity (revenue by type, spending by type; the average tuition fee, average salary of administration, teaching staff, staff, etc.) for the last five years.

8.2.6 The activities of the organization to provide paid services in accordance with its Charter and the current legislation of the Republic of Kazakhstan.

8.2.7 Transparency of budget distribution. Financial reports and a system of internal audit.

8.2.8 Annual external review of the organization in accordance with international standards and policy of administration for taking corrective actions on the recommendations and remarks of the conducted review.

8.3 Assessment criteria for material and technical and informational resources

8.3.1 Availability of clearly defined regulated places for residency training with the relevant clinical capabilities (the number of patients with nosological forms relevant to the study programme), including in-patient hospitals, organizations of primary medical care, etc. Availability of contracts with the given clinics – places for residency training. Monitoring of these places.

8.3.2 Availability and level of provision of material and technical resources corresponding to the organization's mission, aims and objectives:

- availability of required number of classrooms, equipped with modern technical study tools, multimedia facilities; scientific and training laboratories, clinics with modern equipment, relevant to the offered study programmes, and in compliance with the sanitary and epidemiological norms and regulations;

- total number of computers and their ratio to the student body number. Percentage of annual renewability of computer park.

8.3.3 Availability and accessibility of Internet line for students, teaching staff and personnel; access to Internet with a good speed through Wi-Fi connection for students, teaching staff and personnel.

8.3.4 Availability of an electronic platform for realization of study and scientific process of the organization. Resources ensuring informatization of education and institutional management.

8.3.5 Availability of study, methodical and scientific literature on general, basic and profile disciplines of study programmes, including those in a state and English languages, effectiveness of its use; renewability of literature funds in accordance with the norms, defined by qualification requirements for licensing.

8.3.6 Availability of study literature on electronic media, the proportion of electronic study materials in the total library fund; e-textbooks developed by the organization' teaching staff or purchased. Their compliance with the qualification requirements for licensing. Accessibility of e-textbooks, the fund of e-reading hall, study TV, etc. for students.

8.3.7 Availability of e-catalogues in the library and their accessibility in the Internet (Intranet); support for students, teaching staff and personnel in their access to modern databases (Scopus, Thomson Reuters, etc.)

8.3.8 The number of annual subscription editions (national and foreign) according to the profile of the organization.

8.3.9 Assessment of development dynamics of material and technical resources and effectiveness of the assessment results for adjustment of planning and distribution of the budget.

8.3.10 Frequency of questionnaires for teaching staff and students on satisfaction with the level of technical learning tools, their correspondence to modern requirements, presentation of questionnaire results.

8.4 Assessment criteria for student support services

8.4.1 Availability of student support services in the organization.

8.4.2 Professionalism level of staff members from student support services and their opportunities for qualification development.

8.4.3 Availability of a mechanism for regular assessment of student support services, conduct of ongoing monitoring and continuous improvement.

8.4.4 Availability of the SWOT analysis on external and internal environment of the organization (assessment of strengths, weaknesses, opportunities of the organization at the market of educational services and threats to development).

STANDARD 9. PUBLIC INFORMATION

9.1 General provisions of the provision

9.1.1 The organization should provide clear, accurate, objective, relevant and accessible information on its activity, including information on its study programmes.

9.2 Assessment criteria for public information

9.2.1 Availability of effective tools of public information in the organization. Policy of the organization on public information, its transparency.

9.2.2 Availability of a structural unit in the organization, which ensures public information process on the activities of the organization, job instructions and functions of the structural unit.

9.2.3 A system of indicators and directions of the HEI's activity, open for the public, their characteristics.

9.2.4 A system of information control on activities of the organization presented to the public.

9.2.5 Assessment of the influence of information about the activities of the organization on relations of stakeholders: prospective and current residents, graduates, employers and other stakeholders.

STANDARD 10. PERIODIC EXTERNAL QUALITY ASSURANCE AND FOLLOW-UP PROCEDURES

10.1 General provisions of the standard

10.1.1 The organization should undergo a procedure of external quality assurance in accordance with the standards of the Agency on a periodic basis not less than once every five years.

10.1.2 Quality assurance should be a constant process, which does not end with external feedback, a report or follow-up procedures in the organization.

10.1.3 External quality assurance in its different forms should check the effectiveness of internal quality assurance of the organization, be a catalizator for their improvement, and present new perspectives.

10.2 Assessment criteria for periodicity of external evaluation

10.2.1 The organization annually submits to the Agency a report on achievements and changes made during a year to support internal system of quality assurance in education.

10.2.2 Annual report on achievements and changes in the organization' activity is formed based on the Agency's Guidelines and an adopted internal system of quality assurance in education.

10.2.3 In case of failing to comply with IQAA requirements, the Accreditation Council of the Agency has the right to suspend accreditation validity of the organization.

10.2.4 The organization submits an application and signs a contract on the conduct of institutional accreditation one year prior to the expiry of its certificate of accreditation.

11. PROCEDURE OF DEVELOPMENT, APPROVAL AND VALIDITY PERIOD OF ACCREDITATION STANDARDS

11.1 Amendments and additions to the given standards for specialized accreditation of postgraduate education study programmes are introduced by IQAA in order to further improve and align them with educational policies pursued by the Ministry of Education and Science of the Republic of Kazakhstan, activities of higher education institutions and European standards and guidelines.

11.2 In case of initiating any changes or additions to the standards and criteria of accreditation, suggestions and comments should be sent to IQAA.

11.3 After the analysis of suggestions and comments conducted by IQAA experts and their approval by the Accreditation Council of IQAA, the Agency has the right to introduce amendments and additions.

11.4 The revised standards and criteria are published in the new edition and presented on the official website of the Agency.

TERMS AND DEFINITIONS

In these standards, the terms and definitions are used in accordance with the Laws of the Republic of Kazakhstan “On Education” and “On Technical Regulation”, State Obligatory Standard of Education of the Republic of Kazakhstan, the Rules of the organization of the study process by credit technology of education.

In addition, the following definitions are used in these standards:

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

Specialized (programme accreditation) – assessment of the quality of individual study programmes implemented by the educational organization.

Analysis - the process of identifying, gathering and preparing data for evaluation of educational objectives of the programme and achieved learning outcomes of students. An effective analysis uses appropriate direct, indirect, quantitative and qualitative parameters, suitable for measurable purposes or results.

The overarching framework of qualifications for the European Higher Education Area - the framework of qualifications, designed for higher education institutions in Europe and adopted at the Bergen Conference (2005), covering three consecutive cycles of higher education: the first cycle – Bachelor’s degree, the second cycle – Master’s degree and the third cycle - Doctoral studies (including a possibility of intermediate qualifications in the national contexts), generic Dublin descriptors for each cycle based on learning outcomes and competences, and credit ranges for the first and second cycles.

Double Diploma - the document on higher education issued to the graduate by two (or more) partner institutions upon successful completion of the course of joint study programmes and awarding him/her a dual (joint) academic degree.

Descriptors of Levels / Qualifications - description of general for the specific level of education intended learning outcomes, that is, knowledge and understanding, ability to apply them in practice, ability to make judgments, and communication skills.

Distance Learning Technologies (hereinafter - DLT) - learning technologies, implemented with the use of information and telecommunication tools in the

mediated (distant) or not fully mediated interaction of students and teaching staff.

The European Association for Quality Assurance in Higher Education (ENQA) - a pan-European body that disseminates information, promotes the implementation of best practices and innovative approaches in the field of quality assurance in higher education among European quality assurance agencies, public authorities and HEIs.

The European Association of Institutions in Higher Education (EURASHE) - the European association of higher education institutions that conducts a coherent and transparent policy in the field of higher education in the context of the Bologna reforms and defends the interests of HEIs.

The European University Association (EUA) - the association at the European university level with the purpose of conducting a constructive and coordinated policy in the field of higher education, ensuring active participation of universities in the Bologna process, providing support to HEIs in the protection of their autonomy, the right to self-governance, academic freedom in conducting educational activity and research.

The European Credit Transfer and Accumulation System (ECTS) – a student-centred system based on workload of study programmes and a systematic way of describing a study programme by assigning credits to all of its components.

The European Higher Education Area (EHEA) – the educational area of the Bologna process member states that conduct a coherent and transparent policy in the field of higher education.

Quality in higher education - a multi-dimensional characteristic of higher education, covering the relevance of learning outcomes, training processes and institutional frameworks to the purposes and needs of the society, the state and the individual.

Competence - Based Approach - an approach to the design of learning outcomes based on competences.

Competence – a dynamic combination of characteristics (pertaining to knowledge and its application, skills, abilities, values and personal qualities), describing the learning outcomes of the study programme, i.e., what is needed to a graduate for an effective professional activity, social activity and personal development, what he/she is obliged to master and demonstrate.

Mobility of European students, teaching staff and researchers - a key principle of formation of the European Higher Education Area and the European Research

Area, providing multiple opportunities for free movement of European students, teaching staff and researchers in these areas in order to accumulate on a personal level academic and general cultural potential of development of national higher education systems and increase their impact on socio-economic development of their countries.

Module – a logically built, substantively and methodologically integral part of the educational process within a certain set of expected learning outcomes, expressed in terms of competences and characterized by difficulties in their achieving in credits.

Modularisation in education – a modular construction of the educational process, structuring the expected results of education and the content of study programmes into separate modules, equipped with the characteristics of workload of acquiring them in credits, as well as technologies of learning, teaching, assessment, etc.

Lifelong learning - any form of education, vocational or general education at all levels, as well as continued after a break following the prior education.

Study Programme - the organizational and methodological document, structuring the content and scope of knowledge, forms of organization of the study process, the sequence and periods of mastering courses, modules, diagnostic tools of training success, certification, expected learning outcomes, including the formation of competences leading to attainment of an academic degree.

Educational Goals of the Programme - a set of expected results of the implementation of a study programme by a certain direction, level and profile of training of specialists with higher education.

Assessment / Evaluation - an interpretation of the data and evidence collected during the analysis. The assessment/evaluation determines the degree of achievement of the educational objectives of the programme, students' learning outcomes, and leads to decisions and actions regarding the improvement of the programme.

Policy in the Field of Quality Assurance - the main directions and objectives of the organization in terms of quality, approved by senior management on the basis of a thorough discussion among the staff.

A policy in quality assurance sets the direction of the organization development. In such a document, the organization's leadership publicly defines the basic priorities and values, which it will follow with regard to all its stakeholders (customers, employees, suppliers, society, etc.). This document additionally indicates what the leadership intends to do to implement the stated priorities and values.

Recognition of an educational qualification - on the one hand, an official confirmation of the value of a foreign educational qualification by the competent authority, on the other hand, the positioning of a holder of a foreign qualification in the system of education or employment of the receiving side to access educational and/or professional activities.

Diploma Supplement (DS) - a pan-European standardized addition to the official document on higher education, which is used to describe the nature, level, context, content and status of the studies, successfully completed by the holder of the educational qualification.

Profile of Study - a set of basic common features, characteristics of the study programme, reflecting specific areas of higher education.

Site Visit of the External Expert Group - a component of the external evaluation, which is a common part of the accreditation process. The external reviewers-experts visit a HEI to check the materials of institution's self-evaluation, to interview faculty members, students, and staff and evaluate the quality and effectiveness of services provided, as well as to propose recommendations for their improvement. The result of the site visit is the external review report.

The Process of Self-evaluation/Self-assessment - the process of internal evaluation conducted by a HEI based on standards and criteria for specialized accreditation, which results in a self-evaluation report.

Residency – a form of obtaining in-depth postgraduate medical education in clinical specialties.

Learning Outcomes - a set of competences, expressing what a student will know, understand or be able to do upon completion of the learning process.

Joint degree - degree relating to the higher education qualification, assigned jointly by at least two higher education institutions, based on courses developed and/or provided jointly by those institutions, possibly in collaboration with other higher education institutions.

Social Dimension in Higher Education - a set of mechanisms for the implementation of the European Higher Education Area, which includes the process of access to higher education, counseling and informing students, providing students with material support and ensuring equal opportunities and social cohesion, which allows the majority of young people to achieve the highest level of education and maximally reveal their personal potential.

Strategy of Higher Education - defining the long-term development objectives of

higher education and the circumstances for planning, taking action and allocation of resources necessary to achieve these goals.

Stakeholder - people, group of people or an institution interested in the results of decision-making in a certain field. The key stakeholders (interested parties) are the residents, heads of programmes, medical research societies, hospital administration, state authorities and professional associations or organizations.

Resident – a specialist, who acquires a residency study programme.

Student-Centred Approach in Education – focused on residents - a fundamental principle of the Bologna reforms in higher education, involving a shift of emphasis in the educational process from teaching (as a main role of teaching staff in “translation” of knowledge) to learning (as an educational activity of students).

Work Load - a quantitative measure of learning activities of students in ECTS credits, necessary for the successful achievement of the expected learning outcomes.

Employability - a set of competences, knowledge, abilities/skills, understanding and personal characteristics, which provides graduates with career prospects in their chosen profession and contributes to the development of economy and society.

Formal, non-formal and informal education/learning:

Formal education - acquisition of an approved study programme based on an educational institution.

Non-formal learning - learning, carried out during a planned activity that involves so-called “semi-structured” learning that occurs during daily working situations, containing a training component.

Informal learning – learning resulting from the course of everyday life: at work, in the family, etc.

The European Ministerial Conference in Bergen (2005) recommended to officially recognizing the status of non-formal and informal learning.

Includes continuous education throughout the whole life after compulsory and post-graduate medical education, and all activities, which doctors implement officially and non-officially in order to maintain, update, develop and improve their knowledge, skills and attitudes in response to the demands of patients. Continuous professional development is a broader concept than continuous medical education, and includes continuous development of knowledge, skills and abilities in medical practices.

Assessment of the study programme is a process of a systematic accumulation of information for analysis of the effectiveness and appropriateness of the study

programme in the residency, which includes the use of reliable and credible methods of data accumulation and analysis with the purpose of confirming the quality of the study programme in relation to the aim, study programmes of disciplines, final learning outcomes. The involvement of experts to the assessment of study programmes contributes to a further expansion of experience and improvement of the quality of medical education

Postgraduate medical and pharmaceutical education includes Residency, Master and PhD degree programmes. Postgraduate education in residency is implemented in higher education institutions and research organizations. Residents undergo an in-depth training in clinical specialties with duration from two to four years, depending on the specialization. An authorized body in the field of health care approves the provision on the residency.

Summative (internal) final assessment - identification of the level of knowledge and skills formation at the end of completing the unit of educational information. Summative internal assessment is carried out by educational organizations through passing tests, exams, etc.

Formative (current) assessment – identification of the current level of knowledge and skills formation in the process of daily activities, implementation of the operational correlation between students and supervisor in the process of education. This allows a student to understand the accuracy of implementing the tasks (work) and the degree of achieving the aims and learning objectives.

STAGES AND PROCEDURES OF CONDUCTING ACCREDITATION

Institutional accreditation procedure is developed in accordance with international and national standards and guidelines.

The accreditation procedure includes the following stages:

Stage 1.

- 1) An organization of education and science applies for accreditation to the Agency with a brief description of activities carried out by the organization;
- 2) The Agency and the organization sign a contract on conduct of accreditation. The contract specifies the rights and obligations of the parties, the cost of the procedure, and terms of conducting the accreditation procedure;
- 3) The organization conducts a self-assessment process and writes a self-assessment report in accordance with the IQAA standards and criteria;
- 4) The organization submits a self-assessment report to the Agency at least 2 months prior to the external review in an electronic format and by one copy (in Kazakh, Russian and English languages) in hard copies;

Stage 2.

- 5) Regulation of the expert group's work is carried out according to the standards and guidelines for external assessment approved by the Agency;
- 6) The Agency forms a competent group of experts (reviewers), which consists of representatives of the academic community of Kazakhstan, an employer, a student and an international expert;
- 7) The composition of the expert group is reported to the applicant organization 1-2 months prior to an external review. If there arise any suspicions of bias of the reviewers, an organization has the right to refer to the Agency for replacement of the expert (reviewer), enclosing a written reasoned explanation;
- 8) The expert group studies the self-assessment materials, visits the organization and conducts an external review, generates a report on the external assessment and submits it to the Agency;
- 9) The external review is carried out within 2-3 days;
- 10) External experts form the report and recommendations within no longer than two weeks since the start of the external review, then the chairman or secretary of the expert group sends it to the Agency;
- 11) IQAA forwards the expert group's report to the organization for their analysis;
- 12) The organization presents a response to the report and, if necessary, makes some amendments and adjustments to the draft of the final report of reviewers within one week after receiving the report.

Stage 3.

- 13) After studying the self-assessment materials and the external review report, the Agency prepares a conclusion for the Accreditation Council.
- 14) The Accreditation Council makes a decision.