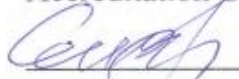


**APPROVED:**

At the meeting

Accreditation Council IARC

 S.T. Sarbanov

Protocol No. 9 dated 07/04/2024

**CONFIRM**

Director of IARC

 B.B. Koshoeva

Order No. 2/008 dated 07/04/2024



**STANDARDS**  
**for program accreditation**  
**of main educational programs**  
**of higher educational institutions**

Bishkek 2024

*Recommended by the Expert Council of the Independent Institute of Accreditation,  
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Standards for program accreditation of main educational programs of higher educational institutions / Compiled by: B.B.Koshoeva, A.R.Abdyl daeva, E.Zhenish kyzy. – Bishkek, 2024. – 15p.

These standards define the requirements for the preparation and implementation of the procedure for program accreditation of an organization of higher professional and postgraduate education, regardless of its status, legal form, departmental subordination and form of ownership.

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## **Preface**

1. Developed and submitted by the Public Foundation (PF) "Independent Institute of Accreditation, Rating and Certification" (IARC).
2. Approved and put into effect by the order of the Director of the PF IARC dated 04.07.2024 No. 2/008

This standard implements the provisions of the Law of the Kyrgyz Republic "On Education", the Resolution of the Cabinet of Ministers of the Kyrgyz Republic "On approval of regulatory legal acts on accreditation in the field of education" dated May 15, 2024 No. 246.

# **STANDARDS AND CRITERIA FOR PROGRAM ACCREDITATION OF MAIN EDUCATIONAL PROGRAMS**

## **Main provisions**

### **1. APPLICATION AREA**

- 1.1. These standards define the requirements for higher education institutions and the program accreditation of the higher education institutions (HEI) main educational program.
- 1.2. These standards are applied when carrying out the procedure for program accreditation of a HEI, regardless of its status, legal form, departmental subordination and form of ownership.
- 1.3. These standards apply to HEI implementing educational programs of both higher professional and postgraduate education, and only higher professional education.

### **2. REGULATORY REFERENCES**

This standard uses references to the following normative documents:

- 2.1. Law of the Kyrgyz Republic “On Education” dated August 11, 2023 No. 179.
- 2.2. Concept for the development of education in the Kyrgyz Republic for 2021-2023.
- 2.3. Strategy for the development of education in the Kyrgyz Republic for 2021-2040.
- 2.4. Resolution of the Government of the Kyrgyz Republic "On approval of the Education Development Program for the Kyrgyz Republic for 2021-2040" dated May 4, 2021 No. 200.
- 2.5. Resolution of the Cabinet of Ministers of the Kyrgyz Republic “On approval of regulatory legal acts on accreditation in the field of education” dated May 15, 2024 No. 246.
- 2.6. State educational standard of higher professional education of the Ministry of Education and Science of the Kyrgyz Republic.
- 2.7. Standards and guidelines for quality assurance in the European Higher Education Area (ESG) (new version) (Approved at the Yerevan Conference of Ministers of Education on May 14-15, 2015).
- 2.8. Guidelines for the use of ECTS (European Credit Transfer and Accumulation System). - European Union Publications Office, 2015, ISBN 978-92-79-43562-1 (Approved at the Yerevan Conference of Ministers of Education on May 14-15, 2015).

### 3. Terms and definitions

This standard applies terms and definitions in accordance with the Law of the Kyrgyz Republic “On Education” and other regulatory legal acts of the Kyrgyz Republic in the field of education.

In addition to these, these standards establish the following definitions:

**Accreditation** is a procedure for assessing the quality level of an educational organization as a whole or its individual educational programs by an accreditation agency, during which the compliance of the educational organization or educational program with certain criteria and standards is recognized.

**Program accreditation** is a procedure for assessing the compliance of individual programs of an educational organization with certain criteria and standards.

**European Credit Transfer and Accumulation System (ECTS)**: a system based on the student's workload required to achieve specified learning outcomes. According to ECTS, 60 credits correspond to a student's full course load for one academic year.

**Quality of educational programs** is the compliance of the level of competence of students and graduates with the requirements of educational standards and additional requirements established by the organization implementing educational programs.

**Competence** is a predetermined social requirement (norm) for the educational preparation of a student (learner), necessary for his effective productive activity in a certain field.

**Competency** is the integrated ability of a person to independently apply various elements of knowledge and skills in a certain situation (educational, personal and professional).

**The final results of student learning** are a set of competencies, knowledge and skills that students should have upon completion of training in a given educational program.

**Credit (credit unit)** is a numerical value corresponding to units of a discipline to characterize the student's workload required for its completion and reflecting the volume of work required for each course in relation to the total volume of work required to complete a full year of academic study at a higher education institution. ECTS credit can only be obtained after the required work has been completed and the learning outcomes achieved have been assessed accordingly.

**Module** is a part of an educational program or part of an academic discipline that has a certain logical completeness in relation to the established goals and results of training and education.

**Monitoring of educational services** - collection and analysis of data on the processes and procedures of educational activities.

**The main educational program** is a set of educational and methodological documentation that regulates the goals, expected results, content and implementation of the educational process in the relevant area of training.

**Consumer** - an organization or person receiving products or services (students, their parents, employers, state).

**A visit to a HEI by a committee of external auditors** is a component of external assessment, which is a generally accepted part of the accreditation process. External expert auditors visit the HEI to review the HEI self-assessment materials, interview the faculty, students, and staff, and assess the quality and effectiveness of the services provided, as well as offer recommendations for their improvement. The result of the visit is an audit report on the higher education institution.

**Procedure** – an established way of carrying out an activity or process.

**Process** – a set of interrelated and interacting activities that transform “inputs” into “outputs”.

**Learning outcomes** – competencies acquired as a result of studying in the main educational program/module.

**Quality system** – a set of procedures, departments and officials in an organization that perform certain quality management functions in accordance with established rules and accepted methods and ensure that all graduates of an educational program meet the requirements established in accordance with professional standards.

**Accreditation standards** – documents of the accreditation agency that establish requirements for the accreditation procedure.

**Customer satisfaction** is the perception by customers of the degree to which their requirements are met.

**Efficiency** is the relationship between the results achieved and the resources used.

#### **4. NOTATIONS AND ABBREVIATIONS**

This standard uses abbreviations in accordance with the normative documents specified in paragraph 2.

In addition, this standard uses the following notations and abbreviations:

**KR** - Kyrgyz Republic;

**MES KR** - Ministry of Education and Science of the Kyrgyz Republic;

**HEI** - higher education institution;

**EEC** - external expert commission;

**SES** - state educational standard;

**IARC** - Independent Institute of Accreditation, Rating and Certification;

**SRW** - scientific research work;

**MEP** - main educational program;

**ECTS** - European Credit Transfer and Accumulation System;

**ESG** - standards and recommendations for quality assurance in the European Higher Education Area;

**PTS** – professor, teaching staff;

**NQS** – National Qualifications System;

**AC** – Accreditation Council.

## **5. PROCEDURE FOR CONDUCTING PROGRAM ACCREDITATION.**

5.1. Submission by a higher education institution of an application for program accreditation with copies attached and permitting documents attached.

5.2. Consideration by IARC of the educational organization's application.

5.3. Adoption of a decision by IARC to initiate the procedure of program accreditation of a HEI. Conclusion of an agreement between the agency and the HEI on conducting accreditation.

5.4. The management of the educational organization and IARC organizes training to explain the criteria and procedure for program accreditation to internal experts of the educational organization at special seminars on the theory, methodology and technology of program accreditation.

5.5. Conducting self-assessment by the educational organization in accordance with the requirements established by IARC, and sending a self-assessment report (in Russian or Kyrgyz languages) to IARC in electronic version and in the amount of 1 copy on paper for each language.

5.6. Based on the analysis of the self-assessment report of the HEI, IARC has the right to make the following decisions:

- develop recommendations on the need to revise the materials of the self-assessment report;
- conduct an external expert assessment;
- postpone the accreditation period due to the impossibility of conducting the program accreditation procedure due to the non-compliance of the self-assessment report with the criteria of these standards.

5.7. In case of continuation of accreditation, IARC forms an external expert commission (hereinafter referred to as EEC), which is approved by the director of IARC to conduct an assessment of the HEI. Its members include representatives of the academic community, employers and students of the Kyrgyz Republic, as well as foreign experts.

5.8. In case of continuation of accreditation, IARC will agree with the educational organization on the timing of program accreditation and the EEC visit program.

5.9. The duration of the commission's visit is usually 2-3 days. During the visit, the HEI creates conditions for the work of the EEC in accordance with the Service Agreement:

- presents an electronic and paper version of the self-assessment report for



each of the commission members;

- provides the necessary office equipment to members of the EEC;
- organizes inspection of infrastructure and resources, meetings, surveys, interviews and other types of work of the EEC in accordance with the EEC Visit Program;
- provides the requested information;
- organizes photo and video filming of the work of the EEC;
- at the end of the visit, prepares a video for the IARC AC meeting, containing a brief description of educational organizations and information about the progress of the EEC visit.

5.10. At the end of the visit, the external expert commission prepares a report on the assessment of the main educational programs and a presentation on the progress of the EEC visit.

5.11. The report contains a description of the EEC visit, a brief assessment of the compliance of the HEI activities in terms of the criteria of IARC standards, recommendations for the HEI to improve its activities and ensure quality, and recommendations to the Accreditation Council. Proposals to the Accreditation Council contain a recommendation on the status of the HEI (to accredit/not to accredit) and the recommended period of accreditation.

5.12. The EEC report, including recommendations, is developed by EEC members collectively.

5.13. The basis for the decision on program accreditation by the Accreditation Council is the report on the evaluation of the HEI by the EEC and the report on the self-assessment of the organization of education.

5.14. The Chairman of the EEC speaks before the Accreditation Council following the results of the EEC visit. If there is an objective reason, the director of IARC appoints a member of the EEC to participate with a report at the AC meeting. The replacement of the chairman of the EEC is formalized by order of the director of IARC.

5.15. The exclusive competence of AC IARC includes making decisions on accreditation or refusal to accredit the main educational program of the HEI. The composition of the Accreditation Council is determined in accordance with the Regulations on its activities. The meeting is held if there is a quorum. The Accreditation Council has the right to make a reasoned decision that does not comply with the recommendations of the external expert commission.

The Accreditation Council makes decisions:

- accredit:
    - 5 years – subject to compliance with all accreditation standards;
    - 3 years – subject to non-compliance with one accreditation standard;
    - 1 year – in case of non-compliance with two accreditation standards
- with the requirement to eliminate identified deficiencies and opportunities for their improvement;

- do not accredit - in case of non-compliance with more than two accreditation standards.

5.16. If the Accreditation Council makes a positive decision, IARC sends an official letter with the results of the decision and a certificate of program accreditation of the main educational programs, signed by the Director of IARC, to the educational organization. Then the decision on accreditation of the HEI is sent to the Ministry of Education and Science of the Kyrgyz Republic and posted on the IARC website. The report of the external expert commission is also posted on the website.

After receiving a certificate of accreditation of the main educational program, it publishes a self-assessment report on its website.

5.17. If the Accreditation Council makes a negative decision, IARC sends a letter to the educational organization with the decision made.

5.18. The educational organization, in accordance with the established procedure and the Agreement on the provision of services and the Regulation on the Commission for the consideration of appeals and complaints, may send an appeal to IARC against the decision of the Accreditation Council. In case of doubt about the competence of the external expert commission and representatives of the Agency, or a gross violation committed by members of the external expert commission, the educational organization may send a complaint to IARC.

## **6. STANDARDS**

### **Standard 1 “Educational programs”**

The implementation of the main educational program (MEP) is aimed at improving the professional skills of future specialists, the corresponding qualification framework of educational levels and meeting market requirements. The goal of implementing the educational program is to develop the professional competence of future specialists in accordance with qualification requirements and meet the needs of the country’s labor market. An educational organization must determine its own requirements for various forms, levels and technologies used, as well as for the format of monitoring and periodic evaluation. Monitoring and periodic evaluation of MEP are aimed at achieving the goals of MEP and the full formation of planned learning outcomes.

### **Evaluation criteria**

1.1. The main educational program has clearly defined educational goals and expected learning outcomes that correspond to the mission of the educational organization and the requirements of the labor market. A model of a MEP graduate has been developed.

1.2. The teaching load and labor intensity of academic work comply with the regulatory documents of the Kyrgyz Republic in the field of education.

1.3. MEP effectively integrates theory and practice, providing places for students to undergo all types of internships.

1.4. The educational organization must ensure a revision of the content and structure of the MEP, taking into account changes in the labor market, the requirements of employers and the social demands of society.

1.5. The MEP applies innovative educational and methodological resources and technologies in the educational process. An educational organization should ensure the use of various forms and methods of teaching.

1.6. The MEP identifies different groups of students, their needs, provides them with flexible learning paths and organizes additional educational services.

## **Standard 2 "Admission, recognition and certification"**

The educational organization must demonstrate defined, published, and consistently applied rules governing admission, recognition, and certification.

### **Evaluation criteria**

2.1. The MEP should demonstrate the policy of forming a contingent of students from admission to graduation and ensure transparency of its procedures. The procedures governing all periods of study (from admission to completion) must be defined, approved, and published. The MEP must demonstrate an analysis of the admission results, constantly improving it based on the results obtained.

2.2. The MEP should provide for special adaptation and support programs for newly enrolled and international students. The availability of academic mobility of students, as well as the HEI assistance in obtaining grants for training.

2.3. The MEP objectively recognizes the qualifications and periods of study of previous education to ensure the progress of students in their studies.

2.4. The MEP implements a unified policy on advertising and dissemination of information. There is a well-established system of work with future applicants and professional enterprises.

## **Standard 3 "Personality-oriented learning and student performance assessment"**

The educational organization ensures the development of educational programs that encourage students to take an active role in the joint creation of the learning process, and the assessment of student performance reflects this approach. Knowledge assessment should objectively assess the achievement of learning goals by each student. The MEP creates a learning environment that promotes the formation of professional competence and takes into account the individual needs and capabilities of students.

### **Evaluation criteria**

3.1. The MEP should demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes.

3.2. The MEP should ensure that the student assessment procedures comply with the planned learning outcomes and program objectives. The MEP should ensure consistency, transparency, accessibility, and objectivity of the learning outcomes assessment mechanism, including appeal. The MEP must demonstrate the existence of a procedure for responding to student complaints.

3.3. The MEP monitors the causes of student dropout and takes measures to improve academic performance.

3.4. The MEP is implemented taking into account the needs of different groups of students. The MEP should have an integrated information system of the educational process using modern, innovative teaching and control methods.

3.5. The MEP monitors the academic load, academic performance and graduation of students, employment and professional activities of graduates. The presence of a valid alumni association/association.

#### **Standard 4 "Teaching and teaching-support staff"**

The HEI must be confident in the competence of its teachers. The HEI should apply fair and transparent processes in the recruitment and professional development of its staff. The HEI must ensure that the qualifications of professor, teaching staff (PTS) meet the needs of educational programs.

#### **Evaluation criteria**

4.1. The personnel potential of the HEI must comply with the implemented MEP and the requirements of labor legislation.

4.2. The HEI must demonstrate the availability of a professional development system for professor, teaching staff and educational support staff for the introduction of innovative educational programs and learning technologies. Creation of conditions for motivation of professional and personal development of teachers. The development of academic mobility, the involvement of practitioners from relevant industries in teaching. Support for young teachers.

4.3. Teachers regularly produce and improve training aids, textbooks and other methodological developments.

4.4. MEP students are provided with appropriate human resources (curators, academic advisers, teachers in dormitories, etc.)

4.5. The HEI must ensure monitoring of the activities of the teaching staff. Organization of various mechanisms for assessing the quality of teaching (student surveys, attendance classes of PTS).

4.6. The HEI must ensure monitoring of PTS satisfaction using special methods. The management of the HEI must respond to PTS requests on various issues.

#### **Standard 5 "Material and information resources"**

The HEI must ensure a sufficient number of educational resources and student support services that are available and appropriate for the purpose of learning. The methods by which the programs are implemented should encourage

students to play an active role in the joint construction of the educational process. The HEI should inform the public about its activities based on the principles of transparency, openness, involvement and awareness of students, professor, teaching staff, employers and other stakeholders, their initiative, continuous development and adaptation to changing conditions.

### **Evaluation criteria**

5.1. The HEI must demonstrate the compliance of the MEP infrastructure with the specifics of its activities, including the implementation of educational programs and distance learning. Auditoriums, laboratories, communication and computer equipment, training grounds, and technology parks must meet high requirements. The MEP should use a variety of ways to disseminate information (including mass media, web resources, information networks, university website, etc.) to inform the general public and interested parties.

5.2. The HEI must ensure compliance with safety requirements and sanitary and hygienic standards in the learning process.

5.3. The HEI should create the most favorable conditions for extracurricular activities of students. Students should be provided with their own services: a canteen, a dormitory, a computer center, a library, reading rooms, gyms, a stadium, a medical center, etc.

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

5.5. There is a system of social support for students. The main principles and provisions of this system are documented and accessible to stakeholders, including society as a whole. The established social support service coordinates the work in this area.

### **Standard 6 "Scientific, methodological and research work"**

The HEI should ensure the quality of the MEP by involving specialists and practitioners, as well as the best foreign and domestic teachers, in teaching related activities such as scientific, methodological and research work. It is impossible to focus on the implementation of research results in the educational process without creating conditions for conducting scientific research, integrating science into the educational process, and publishing the results of research work by staff and students.

### **Evaluation criteria**

6.1. The staff of the MEP conducts SRW and uses its results in the educational process. Students are actively involved in research work.

6.2. The HEI must demonstrate that the material and information resources correspond to the specifics of the MEP. Ensures their accessibility for scientific research.

- 6.3. Development of scientifically-research internships, attracting the best foreign and domestic teachers.
- 6.4. The HEI must demonstrate a system for encouraging the scientific activities of staff and students.
- 6.5. The HEI takes measures to increase the publication activity of staff and students in reputable publications.

## **7. PROCEDURE FOR MAKING CHANGES AND ADDITIONS**

- 7.1. Changes and additions are made to the current accreditation standard for the purpose of its further improvement.
- 7.2. Changes and additions to the standard are carried out by IARC.
- 7.3. In case of initiation of changes and additions to the current standards by educational organizations and other interested bodies, suggestions and comments are sent to the IARC.
- 7.4. IARC conducts an expert examination of the received proposals and comments for their validity and expediency in accordance with the established procedure.
- 7.5. Changes and additions to the current accreditation standard after their approval are approved by order of the director of IARC in a new edition with changes or in the form of a brochure-insert to the current standard.

## **8. LITERATURE**

1. The Law of the Kyrgyz Republic "On Education" dated August 11, 2023 No. 179.
2. The Concept of Education development in the Kyrgyz Republic for 2021-2023.
3. Strategy for the development of education in the Kyrgyz Republic for 2021-2040.
4. Resolution of the Government of the Kyrgyz Republic "On approval of the Education Development Program in the Kyrgyz Republic for 2021-2040" dated May 4, 2021 No. 200.
5. Resolution of the Cabinet of Ministers of the Kyrgyz Republic "On approval of regulatory legal acts on accreditation in the field of education" dated May 15, 2024 No. 246.
6. Guide to the use of ECTS (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, 14-15 May 2015).
7. Quality Procedures in the European Higher Education Area and Beyond - Second ENQA Survey, ENQA, 2008, Helsinki.
8. Guide to the use of ECTS (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, 14-15 May 2015).

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 on 14-15 May 2015).

10. General criteria for accreditation of educational programs with degrees in engineering, computer science, architecture, natural sciences, mathematics separately by field or in combination of different specialties, Agency for Accreditation of Educational Programs with Degrees in Engineering, Computer Science/Computer Science, Natural Sciences and Mathematics (ASIIN), Dusseldorf (Germany), 2012, 55 pages.

11. Criteria for accrediting Engineering technology programs, ABET, 2012, Baltimore.

12. Accrediting standards, ACEJMC, 2006.