**AGENCY FOR ACCREDITATION OF EDUCATIONAL ORGANIZATIONS AND PROGRAMS "SAPATTUU BILIM"**

**GUIDELINE
FOR THE SELF-ASSESSMENT OF
EDUCATIONAL PROGRAMS OF PRIMARY, SECONDARY AND HIGHER
PROFESSIONAL EDUCATION IN THE KR**

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Developer: P.Z. Bostonova, Director of the Agency for Accreditation of Educational Organizations and Programs "Sapattuu Bilim";

The methodological guideline is developed in accordance with the REGULATION on accreditation of educational organizations and programs of primary, secondary and higher professional education of the Sapattuu Bilim Agency and provides the standards and the criteria in accordance with the Minimum requirements made to the accredited educational organizations of primary, secondary and higher professional education of the Kyrgyz Republic approved by Resolution No. 525 of the KR Government dated October 4, 2016, Resolution No. 381 dated June 16, 2017, Resolution No.670 dated September 29, 2015, and Resolution No.18 dated January 22, 2020.

Edition, second, supplemented.

**It is approved by the General Meeting of the Founders of the Agency for Accreditation of Educational Organizations and Programs "Sapattuu Bilim"**
**Minute No. __4___dated April 16, 2021.**

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Introduction

The Guideline for the self-assessment when accrediting educational organizations and their programs provides an overview of the self-assessment process, its main stages and participants in this process.

It contains recommendations on the organization and the conduct of the self-assessment and comments on the application of accreditation standards and criteria developed by the Sapattuu Bilim Agency in accordance with the Minimum requirements made to the accredited educational organization established by the Government of the Kyrgyz Republic.

The Guideline for the self-assessment when accrediting organizations/programs of professional education is intended for heads, teachers, students and employees of the educational organizations in the Kyrgyz Republic, experts of the Sapattuu Bilim Accreditation Agency, representatives of the management bodies in the Kyrgyz Republic Ministry of Education and Science as well as employers, graduates, parents and other representatives of the stakeholders.

## 1. Scope of application

This Guideline is based on the approved program accreditation standards of the Sapattuu Bilim Agency. Accuracy, correctness and comprehensiveness for observing the conditions of this Guideline when completing and submitting a self-assessment report are a ground to assess the principal educational programs by the Sapattuu Bilim Agency during the visit of the expert commission to the educational organization and to make an accreditation decision by the Sapattuu Bilim Agency.

This Guideline can also be used to organize the internal self-assessment system of the principal educational programs.

## 2. Self-assessment stages

– Preparing and creating a self-assessment working group.

– Informing the employees and the students about the upcoming self-assessment.

– Elaborating on the self-assessment criteria.

– Collecting, analyzing and evaluating information and data.

– Analyzing strengths and weaknesses.

– Writing a self-assessment report.

– Discussing a self-assessment report in a wider circle.

– Making recommendations for improvement.

1. **Self-assessment principles**

**Self-Assessment: main principles and approaches to organizing the process.**

Accreditation is preceded by the self-assessment of the accredited programs by the educational organization. The purpose of the self-assessment is to assess internally the compliance of the educational organization's activities and the provided educational services and programs with the program accreditation standards and criteria.

The self-assessment of the educational organization/program is carried out based on the requirements of the State Educational Standards, as well as the standards and the criteria determined by the Agency in accordance with the Minimum Requirements made to the accredited educational organizations implementing the programs of secondary and higher professional education in the Kyrgyz Republic approved by Resolution No. 381 of the Kyrgyz Republic Government dated June 16, 2017.

The self-assessment materials shall be submitted by the educational organization to the Agency in the form of a report within 10 business days after the completion of the self-assessment procedure in accordance with the requirements for the report established by the Agency.

The terms of the self-assessment shall be agreed upon with the accredited educational organization and approved by the Agency.

The educational organization shall submit an application to the Accreditation Agency for accreditation at least 6 months prior to the expiry date of the last accreditation.

In order to carry out a self-assessment, an educational organization creates a commission consisting of the teaching staff, the employees and the students as well as the employers, who based on the study and the analysis, identify the strengths and the weaknesses of their organization, collect evidence, make judgments on the effectiveness of the organization (the program) according to the quality standards and criteria, prepare a report on their conclusions and develop proposals. The organization should also assess how well it complies with the requirements of the State Standard and the Accreditation Agency's standards and criteria, namely: 1) whether it complies with them, 2) whether it partially complies with them, or 3) whether it does not comply with them. The self-assessment requires collecting the actual data, including the feedback from the stakeholders' representatives. A good self-assessment report contains an objective analysis of the educational organization's state with confirmation and evidence of the presented material with regard to each criterion.

The self-assessment materials are an information base for further improvements, therefore it is very important that this process is constructive self-criticism at the level of the entire educational organization. The self-assessment is a long-term process involving all internal stakeholders and, in part, the representatives of the external stakeholders.

The self-assessment is a tool to receive information on the activities of an educational organization and the quality of its outcomes in internal and external assessments. Through the self-assessment, the functionality (the operability) and the effectiveness of an educational organization's internal quality assurance system can be determined in order to implement successfully the mission and achieve the planned learning outcomes.

The self-assessment is accompanied by an analysis of strengths and weaknesses, and is carried out in accordance with the approved quality standards and criteria, which take into account the stakeholders' needs and meet the mission and the educational goals of the educational organization.

The self-assessment requires a systematic and structured approach. According to the self-assessment results, the educational organization introduces amendments to the internal quality assurance policies and procedures, and the strategic plan in order to eliminate weaknesses and implement an action plan to improve resources, processes and results of the educational organization. The educational organization also carries out the self-assessment on its own initiative outside the accreditation procedure in order to diagnose and improve regularly the results of the educational organization's activities. In this case, the self-assessment acts as one of the internal quality management tools of the educational organization.

**STANDARDS AND CRITERIA FOR ACCREDITATION**
**OF EDUCATIONAL PROGRAMS**

**Standard 1.** A vision, a mission and a strategy of an educational organization.

The vision, the mission and the strategic goals and plans of the educational organization reflect certain interests, needs and expectations of the stakeholders as well as the intention and the goals of the country in the field of education and sustainable development.

**Criteria for Standard 1:**

1.1. The educational organization has a vision, a mission and a strategy, which are developed and agreed upon based on an analysis of the stakeholders' needs and expectations.

1.2 The educational organization has mechanisms to form and review regularly the vision, the mission and the strategy, and to monitor their implementation involving the stakeholders.

1.3 The educational organization ensures the stakeholders' awareness of the mission, the strategy and the processes of their formation and implementation.

1.4 The educational organization has a specific strategy to develop employment opportunities in cooperation with government authorities and other employers; and the specialization of the educational organization's graduates corresponds to the identified labor market needs.

1.5 The strategic plan of the educational organization defines the areas to improve the activities (the results) based on an analysis of the internal and external conditions and the actual data on the inconsistency of the set goals and the actual results of the educational organization.

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*Basic documents:*

*-approved and published: the mission and the policy of the educational organization in the field of quality assurance;*

*- the strategy and the strategic plan;*

*- operating plans of the educational organization and its subdivisions;*

*- documents reflecting the methodology to develop strategic and operating documents (minutes, decisions, resolutions, website, etc.).*

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**Standard 2. Quality assurance policies (goals, a development strategy) and procedures of the educational program**

The educational organization (a university, a department and a chair) has approved policies and agreed procedures for quality assurance, and the standards to assess the quality of the implemented

programs and the awarded qualifications. The quality assurance policies, strategy and procedures are officially approved and publicly available.

**Criteria for Standard 2:**

2.1. The educational organization has an available, clear and agreed set of rules and procedures which effectively informs the employees and other stakeholders about agreed principles, standards and processes implemented in the key aspects of the educational organization's activities.

2.2. The educational organization develops and implements a strategy for continuous quality improvement together with the stakeholders.

2.3. The educational organization has the infrastructure for an effective internal quality assurance system (an appropriate structure, responsible persons, etc.).

2.4. The educational organization carries out regularly an internal quality audit, the self-assessment activities and the monitoring of compliance with policies, norms and instructions, approved quality standards of the country and other external requirements.

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*Basic documents:*
- *approved objectives of EP;*
- *the approved Regulation on* the internal quality assurance system;
- *a comparative analysis of the EP's objectives with* the educational organization's *mission* and the *labor market needs.*

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**Standard 3. Approval, monitoring and periodic assessment of the programs and the awarded qualifications**

The educational organization has mechanisms for development, periodic review, monitoring, assessment and improvement of the educational programs and the awarded qualifications.

**Criteria for Standard 3:**

3.1. Curricula and training programs of academic disciplines shall be developed and periodically reviewed in accordance with the mission, the educational goals and the learning outcomes involving the stakeholders.

3.2 The educational organization carries out regular monitoring, analysis and assessment of the educational program's results with the involvement of the stakeholders in order to improve the educational program.

3.3 The periodic assessment (once a year) of the stakeholders' expectations, needs and satisfaction is carried out to improve the educational program.

3.4 The educational organization has procedures and services (persons) responsible for periodic assessment and improvement of the educational program, its objectives and learning outcomes.

3.5 The educational environment and the support services comply with the requirements of SES, the educational goals and the learning outcomes.

3.6 The educational organization has mechanisms to make decisions regarding the educational services, development and review of the educational programs and their goals, and the learning outcomes.

3.7 The results of the monitoring and the periodic assessment are analyzed and discussed with the stakeholders and used to improve the educational organization's activities.

3.8 There is a mechanism, which facilitates the implementation of the improvement processes arising in the course of the educational program review.

3.9 The educational organization has a mechanism to inform the stakeholders about the quality of the educational program.

3.10. The methodical support meets the requirements of the State standard and the educational program's goals.

3.11. The awarded qualification is clearly defined and explained to the stakeholders.

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*Basic documents:*

*- expected learning outcomes;*

*- a comparative analysis of the EP's learning outcomes and the requirements of SES HPE in the Kyrgyz Republic;*

*- the approved Regulation on the periodic assessment and the monitoring of the expected learning outcomes;*

*- minutes on made decisions to improve the educational program in the course of its implementation.*

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**Standard 4. Assessing the level of students' knowledge/expertise**

The students are assessed using the consistent procedures based on the published uniform assessment criteria and provisions.

**Criteria for Standard 4:**

4.1. The documents regulating the assessment of the learning outcomes of the applicants and the students are developed in accordance with the requirements of SES and the Minimum Requirements made to the accredited educational organization[1] and published.

4.2 The objective procedures and the clear assessment criteria are used to assess the learning outcomes in accordance with the educational goals and the planned learning outcomes.

4.3 The qualified specialists (the representatives of the academic community and the practitioners) trained in the assessment methods and criteria to ensure the independence and the objectivity of the assessment are involved in the assessment of the learning outcomes.

4.4 The procedures for the independent assessment of the learning outcomes (for example, OIIO - Open International Internet Olympiads) are used.

4.5 The mechanisms and the forms to inform the stakeholders about the used assessment procedure, forms and criteria, as well as the results of the outcomes' assessment.

4.6 The educational organization shall analyze the assessment results and take measures to eliminate the shortcomings and improve the results of the educational organization.

4.7. To consider the students' applications (complaints), the response procedures have been developed and implemented.

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*Basic documents:*

*- the Regulation on periodic assessment and monitoring of the expected learning outcomes;*

*- the Regulation on the module-rating education system*

*- a curriculum;*

*- characteristics of the training modules and the certification tests (working programs, syllabuses);*

*- criteria to assess the students' progress (minutes of the meetings of the chair and the Academic Council in the educational organization);*

*- a schedule of the training process and a schedule of training modules and exams*

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**Standard 5. Admission of students, recognition of education results and graduation of students**

**Criteria for Standard 5:**

1. The educational organization has approved admission rules and student selection procedures agreed upon with the educational organization's mission and available to the stakeholders (on the web-site or in other publications).

2. The educational organization has structures and procedures, which manage the process of student selection and admission, adaptation, development and graduation. The educational organization uses unbiased and objective student selection and admission procedures that exclude unreasonable barriers for potential student admission.

3. The educational organization shall ensure objective recognition of the previous education results using the appropriate mechanisms so that the students can achieve the expected learning outcomes, which promote their academic mobility.

4. The educational organization shall issue a document on education, which includes the achieved learning outcomes, as well as the content and the qualification of received education and the evidence of its completion to the students, who have completed the educational program and achieved the expected learning outcomes.

Basic documents:

- the monitoring results of the EP's admission requirements assessment;

- the monitoring results of the EP's first-year students;

- the monitoring results of the EP's students training;

- the monitoring results of the training in different courses of EP;

- the monitoring results of the EP expulsions;

- the monitoring results of the number of credits earned by the students, which allow them to move on to the next year of EP (Appendix No. 10);

- the monitoring of the training period in EP;

- the monitoring results at the end of the EP training (final attestation).

- the monitoring and employment results of the EP's graduates;

- the monitoring of the graduates with regard to received education;

- the monitoring and interview results of the employers' viewpoint concerning the graduates' training (at discretion).

- orders and regulations regulating the monitoring procedures.

- documents regulating the requirements for the staff assessing the learning outcomes;

- documents regulating the assessment procedures in EP;

- documents reflecting a decision-making process to improve the assessment procedures in EP.

**Standard 6. Teaching staff quality and competence guarantee**

The educational organization has policies and mechanisms in place consistent with the mission of managing the academic and support staff. These mechanisms are known to the teachers and the support staff as well as to all stakeholders.

**Criteria for Standard 6:**

1. The educational organization has mechanisms, which allow developing, reviewing and improving the HR policy of EO involving the stakeholders.

2. The educational organization uses transparent and objective criteria to hire and promote the teaching staff and the educational support staff in accordance with the labor legislation of the Kyrgyz Republic.

3. The level of the teachers' qualification (an academic degree, an academic rank, industry awards, national awards, published textbooks and study guides) ensures fulfillment of the

educational organization's mission and meets the licensing requirements; the competence of the teaching staff and the educational support staff in the areas of knowledge covered by the educational program (research and practice of the teachers, RSCI) ensures the achievement of the educational goals and the planned learning outcomes.

4. The educational organization has mechanisms and procedures to attract the teachers from other universities including foreign ones to implement the educational goals and to achieve the planned learning outcomes in accordance with the EO's mission.

5. The educational organization has systems to assess and motivate the activities of the teaching staff, the educational support staff and the operating staff

6. The educational organization has the mechanisms for collection, analysis and assessment of the information on the HR policy results in order to improve it and the mechanisms for informing the stakeholders about these results.

7. The educational organization ensures periodic professional development of the teaching staff, the educational support staff and the operating staff.

8. The educational organization shall ensure the participation of the teachers in joint international projects and foreign internships based on the transparent and objective procedures.

9. The educational organization has created conditions for the teachers to develop and publish training programs, guides and textbooks that meet the requirements of the state standard and contribute to the achievement of the learning outcomes and the improvement of the educational program.

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*Basic documents:*
*- approved documents reflecting the HR policy of EP;*
*- employment agreements/contracts;*
*- teaching staff and its characteristics;*
*- support staff and its characteristics;*
*- questionnaires for the staff (for a self-assessment).*
*- professional development plans for the staff;*
*- documentation reflecting the system to assess the quality of the teaching activities;*
*- documents confirming the participation in international projects, grants and conferences (certificates)*
*- published textbooks, training aids and monographs;*
*- received patents and certificates;*
*- the Regulation on the competitive selection of the teaching staff, the requirements and the selection criteria (these mechanisms are available to the stakeholders);*
*- professional development plans*
*- professional development reports;*

**Standard 7. Educational resources and provision for students**

The educational organization ensures that the resources used to organize the training process are sufficient and meet the requirements of the implemented program.

**Criteria for Standard 7:**

1. The educational program is provided with the appropriate material and technical facilities in accordance with the requirements of the curriculum.

2. The educational organization has contracts with the enterprises to provide the places for the students' work experience internships;

3. The modern library and information resources are available to the students; the existing library stock covers the training needs.

4. The required conditions for independent academic and research work of the students are created; laboratories and libraries work in the required mode.

5. The development of the social infrastructure ensures the availability of good education to students of different capacities and age groups.

6. The educational organization ensures stability and sufficiency of the training space.

7. The training premises of the educational organization comply with the sanitary and hygienic standards, the fire safety rules and requirements, as well as the occupational health and safety requirements in accordance with the legislation of the Kyrgyz Republic in occupational safety.

8. The dormitories are provided with the conditions for study, living and leisure.

9. The appropriate conditions are created for catering (a canteen or cafeterias) and for medical care in the medical centers of the educational organization.

*Basic documents:*

*- a list and characteristics of the classrooms*

*- a list and characteristics of the classrooms for individual training*

*- characteristics of electronic platforms and electronic resources, an analysis of their use;*

*- other resources and special initiatives.*

*- documents describing the social support system for the students (regulations, standing orders, etc.);*

*- decisions on social support for the students, including documents confirming their belonging to the disadvantaged groups;*

*- information on the stock of training, methodological and scientific literature;*

*- contracts on the organization of catering and medical care;*

**Standard 8. Information system ensuring the effective implementation of the educational program**

The educational organization collects, analyzes and disseminates important information and uses it to manage effectively the training program and other activities.

**Criteria for Standard 8:**

1. There are mechanisms for collection, analysis and dissemination of the information required to manage effectively the educational program.
2. The integration with the intra-university electronic resources and the availability of the comparative information on achievements of the educational program implementation against other educational programs in this educational organization and other educational organizations.
3. The availability and the completeness of teaching and learning materials, electronic textbooks and training aids in the local network of the educational organization.
4. The availability of the electronic document flow in the educational organization.
5. The students have access to electronic study materials and electronic scholastic records.

Basic documents:
- all basic EP documents.

- a website

- internal local networks

**Standard 9. Public awareness**

The educational organization publishes regularly up-to-date, unbiased and objective, quantitative and qualitative information on the implemented program and the awarded qualifications.

**Criteria for Standard 9:**

1. It publishes complete and reliable information on the educational program.
2. It publishes objective information on employment and demand for graduates.
3. It publishes information on the educational program's quality and achievements.

- The educational organization collects, systematizes, summarizes and stores the following information to plan and implement its educational goal:
  - information on the student body;

- information on attendance and progress, student achievements and left-outs;

- the satisfaction of the students and their parents with the educational programs' implementation and results;

- the results of participation in Olympiads, project competitions, sports contests, etc.;

- key performance indicators of the educational organization;

4. The educational organization provides information on its activities to the public on an ongoing basis, including:

- its mission;

-educational goals;

- expected learning outcomes;

- forms and means of training and teaching;

- assessment procedures;

- the results of the republic-wide testing and various studies with regard to the students' educational achievements.

5. The educational organization has a website and a corporate periodical.

6. The collections of materials from student conferences and round tables are published.

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Basic documents:

- a website;
- a periodical of the educational organization;
- mass media;
- collections of the materials from conferences;
- scientific publications (bulletins, transactions).

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A TWO-DAY VISIT PROGRAM

| Time of the visit to the educational organization | Activity |
|---|---|
| **Day 2** | |
| 8:00 | Working with documentation |
| 9:00 | A meeting of the experts |
| 10:00 | Working with documentation |
| 11:00 | Working over the preliminary results of the external assessment |
| 12:00 | Lunch break |
| 13:00 | Working with documentation |

| 14:00 | Working over the preliminary results of the external assessment |
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| 15:00 | Working over the final report |
| 16:00 | An interview with the head of the educational organization |
| 17:00 | Presenting the preliminary results of the external assessment to the administration of the educational organization |
| 18:00 | Completing the visit to the educational organization |

## SELF-ASSESSMENT REPORT STRUCTURE AND FORMAT OF EDUCATIONAL ORGANIZATIONS AND PROGRAMS OF PROFESSIONAL EDUCATION

The structure of the self-assessment report should generally correspond to the structure of the Sapattuu Bilim Agency's standards, i.e. the main part of the report should consist of the chapters describing the implementation of PEP. The main part of the report should consist of at least 10 chapters, which will reflect the qualitative and quantitative assessment of the principal educational program's activities in terms of individual standards. The last section of the self-assessment report should include a completed table "Conclusion of the self-assessment commission". The quantitative assessment indicators of each standard provided in the table should be given at the end of each section of the self-assessment report text.

When assessing the standard in terms of individual majors, the working group assesses the section according to the area of the accredited programs.

The self-assessment report should correspond to the structure of the Sapattuu Bilim Agency's standards and can be drawn up in the form and the content based on the responses given by the educational organization on all items of the Sapattuu Bilim Agency's standards. The previous sections provide recommendations to draw up a self-assessment report in terms of the Sapattuu Bilim Agency's individual standards with brief comments on each standard and criterion.

The first part of each section – "General provisions" - provides the general logic and the principles of the standards presented in the section, so that the educational organizations have a better understanding of the content and the context of certain standards, which, in turn, leads to more effective implementation of the standard's requirements. The second part – "Criteria assessment" - provides specific criteria based on which the expert assessment will be carried out and which, accordingly, will be reflected in the self-assessment report. These criteria are supplemented with the questions, the answers to which will guide the authors of the report and will allow for an exhaustive assessment of the state of the accredited principal educational

program.

The principal educational program can be accredited if it meets all mandatory criteria listed in the standards.

The criteria establish the different levels of requirements:

- "must" and "should" mean a requirement, the fulfillment of which is mandatory for the program accreditation
- "an important factor" means a desirable requirement, the fulfillment of which is an advantage in making an accreditation decision;
- "may" is used, where the examples of possible options to meet the criterion are given.

**A report format**: The report should start with the general information (a profile) including the following items: the name of the educational organization, legal details, the full name of the head, information on the founder, contact information, the date of the self-assessment report submission, the full name of a contact person for the report preparation, the list of the principal educational programs and information on the self-assessment group. All statements, judgments and assumptions of the report should be supported by the necessary documents in the body of the text and the appendices.

The report should be drawn up in the form of a coherent, logical and uniformly formatted and structured text with tables, graphs, drawings, where appropriate, and appendices, which contain large tables in terms of volume (occupying more than half a sheet of A4 format) and other integral and large-scale sources of information. Due to the large volume of files, the graphic images should be pre-compressed before exporting to the text of the appendix. The report should be written in the following format: the font type is Times New Roman, the font size is 12, the space between the lines is 1.5, and the paragraph interval before and after the titles is no more than 6 pt. An automatically edited built-in table of contents and the page numbers should be at the beginning of the report. The report should be printed in A5 format with a portrait orientation; it is possible to use a landscape orientation in the appendices. The first appendix to the report should contain a text confirming authenticity, comprehensiveness and accuracy of all presented data, signed by the head of EO and the executors, who have made the report with the contact information of the report writers for further consultations if necessary:

"I, [full name of the head of the organization], confirm that this self-assessment report on [accredited principal educational programs, the name of the educational organization], containing [the number of pages of the main body of the report, i.e. without appendices] pages, provides absolutely reliable, accurate and exhaustive data, which adequately and fully characterize the activities of the educational organization in implementing the principal educational program in

the educational organization".

The volume of the report is no more than 150 pages of the main text. An additional package of documents in the form of appendices is also provided.

The report should be submitted with all appendices to the Sapattuu Bilim Agency in Russian and Kyrgyz in the softcopy form by e-mail at sapattuubilim@mail.ru and in the hardcopy form with the signature of the head of the organization and the authors of the report in 1 (one) copy for each of the languages.

The educational organization should provide the hardcopy and softcopy forms of the self-assessment report to each member of EEC and the representative/referent of the Sapattuu Bilim Agency during the visit.