**Criteria for evaluating the organization of credit technology education based on the general principles of the Academic Integrity League**

This document aims to improve the standards of credit technology of education in accordance with the ESG-2015 standards and aims to understand the extent to which the HPEIs meet the standards of credit technology applied to the League members. Adherence to credit technology through the creation of a transparent, individualized approach to learning for each student is a priority for League members. Meeting these criteria, as well as the presence in the organization of higher and/or postgraduate education (hereinafter - HPEI) of prescribed procedures for compliance with these criteria is an important practice for the League members.

\*\* The criteria were developed by the Academic Integrity League Working Group based on the experience of higher education institutions and reputable universities (see *bibliography*).

**Main provisions**

1. The HPEI follows the principle of introducing full credit technology and all its elements to unlock the individual possibilities of a student in order to obtain and improve the individual trajectory of learning.
2. The HPEI follows high academic standards to support and educate a student within the framework of the chosen individual trajectory.
3. It is the right of the HPEI to choose the details and mechanisms of achieving and following the main provisions and criteria of evaluation.

**Criteria:**

1. **Student-centered learning** - the degree of student involvement in the academic process at all stages: introducing and selecting a course, registering, reading and signing the syllabus, disagreeing and withdrawing from a course, discussing with students the outcome of the assessment and the criteria for its conclusion, the student's understanding of the expected course outcomes and forms of control, and the extent to which the student has achieved the expected outcomes.
2. Procedure for free personal registration of the student with an opportunity for a brief review of the course while meeting the GPA requirements for course completion.
3. Procedure for free choice of instructor and class schedule by the student, subject to the availability of openings for the course.
4. Procedures for reviewing the course syllabus and specified academic and non-academic course requirements, further signing of the syllabus upon agreement and withdrawing from the course in case of disagreement.
5. Clear criteria of formative and summative assessment, evaluation of intermediate and final controls is spelled out in the course syllabus and presented in advance to the student. Opportunity for the student to challenge grading criteria that have been used without the student's prior knowledge.
6. Scope and content of the course syllabus, including expected learning outcomes, evaluation criteria, academic and non-academic course policies, and the student's signature of agreement to the terms.
7. When using distance learning technologies, provision of interactive elements of work with students to ensure their remote active participation in the educational process.
8. **Admissions and Registration** - arranging, mostly electronically, individual student participation, free choice of courses and registration for desired courses, and choice of instructor and schedule.
9. The degree of electronic availability and scope of electronic student admission and registration procedures.
10. The degree of student freedom in individual choice of a course while complying with HPEI requirements for the number of students to register.
11. The degree of student freedom in individual choice of instructor while meeting HPEI requirements for the number of students enrolled.
12. The degree of freedom of the student in the individual choice of schedule within the schedule of the chosen instructor.
13. **Recognition of the learning sequence** - the mechanism and procedure for transferring student credits based on verified transcripts of other educational organizations or certificates of massive open online courses, ensuring a consistent and continuous trajectory of student learning. The HPEI can set its own limits on the lower bound of the scores for credit transfer.
14. Tabulated procedures and mechanisms for credit transfer upon presentation by the student of verified transcripts of other HPEIs.
15. Tabulated procedures and mechanisms for credit transfer upon presentation by the student of verified transcripts of secondary and secondary vocational educational institutions.
16. Credit transfer mechanism upon presentation by the student of verified certificates of massive open online courses from the list of recommended HPEIs.
17. Encouraging students to take quality massive open online courses on globally recognized platforms.
18. **Support of infrastructural resources** - providing educational, social and psychological support to students, provision and accessibility of students with electronic communication channels, educational materials and documents intended for students.
19. Educational support for students with a deeper interest in learning or science and, conversely, with academic difficulties or low motivation.
20. Mechanisms of social and psychological support for students, assistance in organizing internships and job searches, maintenance of a balance between study, work and personal life of students.
21. Amount and organization, mostly electronic, of student access to academic materials, infrastructure, documents that affect the academic and non-academic life of the student.
22. Percentage of coverage of the HPEI infrastructure with high-speed wireless Internet access.
23. Use of the HPEI LMS to ensure quality learning with the use of distance learning technologies and provision of regular technical support to students and faculty.
24. **System of approval, monitoring and update of educational programs (hereinafter - EP)** - the mechanism and procedures for reviewing, approving and updating EPs and the logical sequence of the content of curricula.
25. Presence of procedures for the development, approval and implementation of educational programs, nature of interaction between structural units of the university and employers involved in these processes.
26. Logical sequence of courses and reflection of best world practices in curricula and educational programs, taking into account the balance of basic knowledge of higher education, developing key competencies, intellectual and academic skills, reflecting the changing requirements of society, as well as the scope of freedom of choice of courses.
27. Presence in educational programs of components for preparation for professional activity, taking into account the mechanism of interaction with corporate and/or industrial sectors.
28. **Faculty** - mechanisms for transparent and competitive faculty engagement and academic ethics controls.
29. Procedures and mechanism for competitive faculty recruitment, and controls on transparency of procedures.
30. Faculty members’ understanding of their role in training a harmoniously developed graduate and the extent to which this understanding is reflected in the expected learning outcomes as part of the syllabus, including teaching in a distance learning format.
31. Faculty members’ understanding of their role in training an honest graduate and the extent to which this understanding is reflected in the academic policies of the course as part of the syllabus.
32. Existing examples (facts) of faculty violations of the university’s code of academic integrity with a mechanism for identifying and remedying them, which speaks to the workings of these procedures at the university.
33. **Student Transcript** - the completeness of academic and non-academic record reflections on the student's academic transcript.
34. Procedures and mechanisms for recording learning outcomes, academic and non-academic incentives and penalties on the student's transcript.
35. Confirmation of security level and classification of access to records on the student's transcript.
36. Existing examples (facts) of student violations of the university's code of academic integrity with a mechanism for identifying and remedying them, which indicates the university's application of these procedures.
37. **Distance learning technologies** – providing HPEI for teachers and students with opportunities for a quality educational process in the context of distance learning.

a. Organization of quality platform and resources for the educational process using distance learning technologies with regular technical support for users.

b. Supporting the academic community of the HPEI on the formation of electronic means of ensuring academic integrity: corporate accounts, electronic proctoring and recognition of academic dishonesty, online provision of academic services, etc.

с. The online proctoring system must have the capabilities of:

* User identification;
* Continuous video recording of the environment;
* Continuous recording of the user's screen;
* Noise level monitoring;
* Prohibit using additional screens;
* Prohibit opening browser tabs;
* Prohibit exiting full screen mode;
* Prohibit opening additional browser tabs.

**Recommendations:**

* The League members or candidates must strive to meet the above criteria or be on a trajectory to achieve them, including the use of distance learning technologies.
* Compliance with the criteria of the League's credit technology standard shall be achieved by voluntary and selective submission to the League Council and the League Monitoring Team of requested materials and evidence of procedures for recommendations and decisions.
* League members or applicants for membership in the League shall voluntarily provide the League Council and the League Monitoring Team with materials such as anonymized factual data, sample transcripts, curricula, syllabi, electronic access to open documents regulating the academic activities of the HPEI and other documents.

**Bibliography**

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