STANDARDS

OF INSTITUTIONAL ACCREDITATION OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

STANDARDS
of Institutional Accreditation
of Technical and Vocational education organizations

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These standards set the requirements to preparation and carrying out of the procedure of institutional accreditation of technical and vocational education organizations without regard to their status, business structure, departmental affiliation and form of incorporation.

Introduction

1. **DEVELOPED AND INTRODUCED by** Non-Profit Institution Independent Agency for Accreditation and Rating.
2. **APPROVED AND PUT INTO FORCE by** Director of Independent Agencyfor Accreditation and Rating, Non-Profit Institution, the Order No. 06-од dated March 14, 2012 (as amended and supplemented by order No. 82-18 / 1-ОД dated September 28, 2018)
3. This standard implements the provisions of Kazakhstan Republic Law "On Education" No. 319-III dated July 27, 2007.
4. **ORIGINAL HOLDER** is Independent Agency for Accreditation and Rating: 2 B. Momyshuly, IP-4G, 010000, Astana,
5. **THIRD EDITION**

Content

STANDARDS FOR INSTITUTIONAL ACCREDITATION OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

1. Application

1.1 These standards define the requirements for the organization and carrying out of institutional accreditation of organizations of technical and vocational education (hereinafter referred to as TVE).

1.2 These standards are applied when performing the procedure for institutional accreditation of TVE organizations, regardless of their status, business structure, departmental affiliation and form of incorporation.

1.3 These standards can also be used by a TVE organization for internal evaluation of its activities and development of relevant internal regulatory documentation.

2. Regulatory references

This standard uses the references to the following regulatory documents:

1.1 Law of the Republic of Kazakhstan "On Education" No. 319-III dated June 27, 2007

1.2 Law of the Republic of Kazakhstan" On Technical Regulation" No. 603-II dated November 9, 2004

1.3 Law of the Republic of Kazakhstan "On Accreditation in the Field of Conformity Assessment" No. 61-IV dated July 5, 2008.

1.4 Decree of the President of the Republic of Kazakhstan No. 636 "Strategic Development Plan of the Republic of Kazakhstan before 2025" dated February 15, 2018.

1.5 Decree of the Government of the Republic of Kazakhstan No. 460 "On Approval of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016 - 2019" dated July 24, 2018.

1.6 Address of the President of the Republic of Kazakhstan to the People of Kazakhstan dated January 31, 2017 "Third Modernization of Kazakhstan: Global Competitiveness".

1.7 Order of the Minister of Education and Science of the Republic of Kazakhstan No. 595 "On Approval of Model Regulations for the Activities of Educational Organizations of Corresponding Types" dated October 30, 2018.

1.8 Order of the Minister of Education and Science of the Republic of Kazakhstan No. 604 "On Approval of State Compulsory Educational Standard at All Levels of Education" dated October 31, 2018.

1.9 Order of the Minister of Education and Science of the Republic of Kazakhstan No. 629 "On Approval of Regulations for Recognition of Accreditation Bodies, Including Foreign Ones, and Creation of the Register of Recognized Accreditation Bodies, Accredited Educational Organizations and Educational Programs" dated November 1, 2016.

3. Terms and Definitions

This standard applies terms and definitions in accordance with the normative legal acts specified in paragraph 2.

In addition to them, the following terms and definitions are used in these standards:

3.1 **Accreditation of educational organizations:** the procedure of recognition by the accreditation body of compliance of educational services with the established accreditation standards in order to provide objective information about their quality and confirm the existence of the effective mechanisms for improving it.

3.2 **Analysis:** this is the process of determination, collection, and preparation of data for the assessment of students' achievement and educational goals of the program. Effective analysis uses, respectively, direct, indirect, quantitative, and qualitative parameters that are appropriate for the measured goals or results.

3.3 **Basic competence**: the ability to manage yourself and your own activities, a tendency to self-motivation and self-organization.

3.4 **Remote educational technologies:** training technologies implemented with the use of information and telecommunications tools with indirect (at a distance) or not fully mediated interaction between the student and the teacher.

3.5 **Knowledge:** information and standards used in individual and professional activities.

3.6 **Institutional accreditation:** assessment of the educational organization's performance by the qualitative presentation of educational programs in accordance with the declared statu*s*.

3.7 **Candidate for accreditation**: a TVE organization that has concluded an agreement on institutional accreditation with the accreditation body.

3.8 **Qualification:**

3.8.1 **Qualification:** the level of training, readiness to competently perform a certain type of activity in accordance with the obtained profession or specialty.

3.8.2 **Qualification:** Official recognition of the value of acquired competencies for the labor market and further education and training, giving the right to work.

3.8.3 **Qualification:** the level of training, readiness to competently perform a certain type of activity in accordance with the obtained profession or specialty.

3.9 **Competences:**

3.9.1 **Competencies:** a dynamic combination of knowledge, skills and abilities acquired in the course of training.

3.9.2 **Competence:** the ability of an employee to apply knowledge, skills and abilities in their professional activitie*s*.

3.9.3 **Competence:** the ability of a specialist to act and solve a certain set of professional tasks based on the integration of knowledge, skills, and professional experience.

3.10 **Assessment criteria** are the statements that allow teachers and students to understand whether the learning goal has been achieved, and they serve as the basis for making a decision to evaluate students' achievements.

3.11 **Skills:** actions that are not controlled by the employee and meet the requirements of the activity standards.

3.12 **National Qualifications Framework:** a structured description of the skill levels recognized in the labour market.

3.13 **Expected Learning Results:** a set of competencies showing what the learner will know, understand, and demonstrate at the end of the learning process.

3.14 **Educational Program:**

3.14.1 Educational program: **is aimed at improving the professional level** of training of specialists with appropriate qualifications and includes the requirements to training results of the graduates, curriculum, working (training) programs of courses, disciplines, training modules and other materials, as well as practical training programs, a calendar training schedule and methodological materials that ensure the implementation of appropriate educational technology.

3.14.2 **Educational program:** is a common core of basic characteristics of education, including goals, results and content of training, organization of the educational process, methods and ways of their implementation, standards for evaluating the results of learnin*g*.

3.15 **Educational goals of the program:** are the set of expected results of the implementation of the educational program in this area, level and profile of specialists` training with technical and vocational education.

3.16 **Evaluation:** is the interpretation of data and evidence collected during the analysis process. The evaluation determines the degree to which students achieve the learning outcomes and educational goals of the program and leads to decisions and actions related to program improvement.

3.17 **Visits of the External Expert Committee to the TVE organizations** - This is an external evaluation component that is a commonly accepted part of the accreditation process. External auditors-experts visit the TVE organization to check the self-assessment materials of the TVE organization, conduct interviews with the teaching staff, students, and staff, and evaluate the quality and effectiveness of the services provided, as well as offer the recommendations for their improvement. The result of the visit is a report on the audit of the TVE organization.

3.18 **Self-evaluation procedure:** is an internal evaluation process performed by an educational organization based on standards and criteria for institutional

accreditation, which results in a self-assessment report.

3.19 **Professional competence** is the ability of a specialist to solve a set of professional tasks based on knowledge, skills and abilities, as well as personal qualities that make it possible to carry out professional activities effectively.

3.20 **Professional education:** is an organized process of construction, formation and development of an individual as a specialist, aimed at mastering professional knowledge, skills and abilities in accordance with qualification characteristics and requirements.

3.21 **Professional standard:** is a standard that defines the requirements for the level of qualification and competence, content, quality and working conditions in a specific field of professional activity.

3.22 **Skills:** are actions that are not controlled by the employee and meet the requirements of the activity standards.

3.23 **Skill level:**

3.23.1 **Qualification level:** is a professional skill within one stage of the educational curricula of vocational education and training, which is regulated by the relevant documents of the rating and certification system (tariff rank, class, category) and is determined by the complexity and volume of tasks and responsibilities performed.

3.23.2 **Qualification level:** Generalized requirements for knowledge, skills and broad competencies of employees, differentiated according to the parameters of complexity, non-standard labor actions, responsibility and independence.

4 Symbols and Abbreviations

These standards use abbreviations in accordance with the regulatory documents specified in paragraph 2.

In addition, the following symbols and abbreviations are used in these standards:

RK – Republic of Kazakhstan;
MES RK – Ministry of Education and Science of the Republic of Kazakhstan;
SCES – State Compulsory Education Standards;
EO – Educational Organization;
TVE - Technical and Vocational Education;
IAAR -Independent Agency for Accreditation and Rating;
AC -Accreditation Council;
EP - Educational Program;
ICT – Information and Communication Technologies;
QMS – Quality Management System.
EEC - External Expert Committee

5 Institutional Accreditation Procedure

5.1 Submission of an application by a TVE organization to the IAAR for institutional accreditation with copies of entitling and authorization documents attached.

5.2 Consideration by the IAAR of the EO application.

5.3 Decision-making by IAAR to start the institutional accreditation procedure. Conclusion of an agreement between IAAR and EO on institutional accreditation.

5.4 The management of the educational organization and IAAR arrange training to explain the criteria and procedures for institutional accreditation to internal experts of the educational organization at special seminars on the theory, methodology and technology of institutional accreditation.

5.5 Conducting a self-assessment by the EO in accordance with the requirements set by IAAR and submission of a self-assessment report (in Kazakh, Russian and English) to the IAAR in digital form and 1 hard copy in every language.

5.6 Based on the analysis of EO self-assessment report, IAAR has the right to make the following decisions:

- to develop recommendations on the necessity to refine upon the materials of the self-assessment report;

- to conduct an external expert assessment;

- to postpone the accreditation period due to the inability to perform the institutional accreditation procedure by the reason of non-compliance of the self-assessment report with the criteria of these standards.

5.7 In case of accreditation continuation, IAAR create an External Expert Committee (hereinafter referred to as the EEC), which IAAR Director approves to conduct an evaluation of the EO. Depending on the volume of external verification, the number of members of the Committee is defined. It consists of representatives of the academic community, Kazakhstan concerned parties, including employers, students, and foreign experts.

5.8 In case of accreditation continuation, IAAR will agree on the dates of the institutional accreditation and the program of the visit to the EEC with the educational organization.

5.9 Committee's visit usually lasts 3-5 days. During the visit, the educational organization creates conditions for the work of the EEC in accordance with the Service Agreement:

- submits an electronic and hard copy of the self-assessment report to each member of the Committee;

- provides the necessary office equipment upon the agreement with the representative of the IAAR and the number of members of the EEC;

- arranges examination of infrastructure and resources, meetings, questionnaires, interviews, and other types of work of EEC in accordance with the program of EEC visit;

- provides the requested information;
- arranges photographing and video recording of EEC work;
- at the end of the visit, prepares a video about EEC work confirming the scheduled events;
- submits a presentation containing information about EO activities.

5.10 At the end of the visit, the external expert Commission prepares a report on the evaluation of the PO and a presentation on the progress of the visit to the EC. The educational organization prepares a video for the meeting of the Accreditation Council, which contains a brief description of educational organization and information about the course of EEC visit.

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

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

5.13 The basis for making a decision on institutional accreditation by Accreditation Council is the report on EO evaluation by an External Expert Committee and the report on the self-evaluation of the educational organization.

5.14 The Chairman of the External Expert Committee addresses the Accreditation Council on the results of the visit of the external expert committee. If there is an objective reason, the Director of IAAR appoints a member of External Expert Committee to report at the meeting of Accreditation Council. Replacement of the Chairman of External Expert Committee is confirmed by the order of IAAR Director.

5.15 The exclusive competence of IAAR Accreditation Council is to make decisions on accreditation or refusal of accreditation of an educational organization. The composition of Accreditation Council is determined in accordance with the Regulations on Its Activities. The meeting is held subject to the availability of quorum. Accreditation Council has the right to make a grounded decision that does not comply with the recommendation of External Expert Committee.

The Accreditation Council makes one of the following decisions:
− «to accredit»:

1 year - if the criteria are met in general, but there are some shortcomings and opportunities for improvement (in assessing criteria that require improvement in the range of more than 20%, the absence of strong criteria);

3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (in assessing criteria that require improvement in the range from 15 to 20%, the presence of strong criteria);

5 years - with positive results in general (in assessing criteria that require improvement in the range of no more than 15%, the presence of strong criteria);

7 years - if standards criteria are met in general and best practice examples are

available (in assessing the strong criteria at least 10%, and criteria requiring improvement no more than 5%).

- denial of accreditation (in assessing at least one criterion as "unsatisfactory", the absence of strong points).

5.16 When Accreditation Council makes a positive decision, the IAAR sends an official letter with the results of the decision and a certificate of institutional accreditation of TVE organization signed by IAAR Director to the educational organization. Further, the decision on the accreditation of EO is sent to MES RK for inclusion in the Register of accredited educational organizations (Register 2) and posted on IAAR website. The website also contains the report of an external expert committee.

After the receipt of accreditation certificate, the educational organization publishes a self-assessment report on its website.

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

5.18. An educational organization may, in accordance with the established procedure and in accordance with the Service Agreement and the Regulations on Committee on Appeals and Complaints, send to IAAR an appeal against the decision of Accreditation Council. In case of doubt about the competence of the external expert committee and representatives of the Agency, or gross violation committed by the members of External Expert Committee the educational organization may submit a complaint to IAAR.

6   Subsequent procedures

6.1 If IAAR Accreditation Council makes a positive decision, the educational organization provides IAAR with an Action Plan (hereinafter referred to as Plan) on quality improvement and development within the framework of recommendations of External Expert Committee which is signed by the Chief Executive Officer and sealed, and also enters into a service Agreement with IAAR. The Agreement and Plan are the basis for post-accreditation monitoring.

6.2 In accordance with the Regulation on the procedure for post-accreditation monitoring of educational organizations/educational programs, accredited educational organizations must prepare interim reports according to the Plan. Interim reports are sent to IAAR before the expected date of post-accreditation monitoring.

6.3 Post-accreditation monitoring of educational programmes is carried out in accordance with the regulations on the procedure for post-accreditation monitoring of educational organizations and (or) educational programmes.

6.4 In case of non-fulfilment of the Plan and requirements made by IAAR to EO, as well as the lack of information about changes made in the educational

organization, Accreditation Council has the right to make the following decisions:
- temporarily suspend the institutional accreditation of a TVE organization;
- withdraw the accreditation of EO by removing it from the list of Register 2, which may lead to the cancellation of all previously achieved accreditation results.

6.5 If the educational organization refuses to conduct post-accreditation monitoring, expressed in the non-signing of the Service Agreement with the IAAR, in accordance with clause 6.4, IAAR Accreditation Council has the right to decide on termination and withdrawal of accreditation status.

In case of early termination and withdrawal of accreditation, the educational organization has no right to apply for accreditation to IAAR within one year from the date of the decision-making on withdrawal of EO's accreditation.

7 Standard "Perspective, mission and strategy"

7. 1 General provisions

7.1.1 The activities of a TVE organization are determined by its mission.

7.1.2. The activities of TVE organization must fully comply with the legislation of RK in the field of education, including RK SCES State Compulsory Educational Standard of RK.

7.1.3 This standard is evaluated on the basis of:
- 7.1.3.1 analysis of existing missions and strategies, plans, and systems monitoring their implementation;
- 7.1.3.2 analysis of the mechanism for formation and revision of the mission and strategy;
- 7.1.3.3 analysis of information resources and processes of dissemination of information about the mission and strategy;
- 7.1.3.4 analysis of the resourcing and organizational structure aimed at implementation of the mission and strategy;
- 7.1.3.5 analysis of the internal and external environment and the labor market to determine the initial parameters of the mission and strategy;
- 7.1.3.6 surveys of financial, information resources, material and technical facilities of TVE organization;
- 7.1.3.7 arrangement of focus groups, monitoring, interviewing, and questionnaire of the teaching staff, employees, students of educational organizations, employers, and other concerned parties.

7.2 Evaluation criteria

7.2.1 TVE organization shows the development of a mission, prospective and strategic planning that includes clear goals, objectives, action plan, indicators based on the analysis of the real positioning of the educational organization and their focus on

meeting the needs of the state, concerned parties and students.

7.2.2 TVE organization must demonstrate the individuality and uniqueness of the mission and strategy.

7.2.3 TVE organization must ensure the adequacy of the mission, vision, and strategy to the available resources (including financial, information, personnel, material and technical facilities), the needs of the labour market and educational policy of the Republic of Kazakhstan.

7.2.4 TVE organization should involve representatives of groups of the concerned parties, including students, teachers, and employers into the development of mission, prospective, and strategy, and into quality development as well.

7.2.5 TVE organization demonstrates the transparency in the processes of creation of mission, perspective, and strategy.

7.2.6 TVE organization ensures that concerned parties are informed about the content of the mission and strategy and the processes of their creation.

7.2.7 TVE organization should define mechanisms for the creation and regularly revision of the mission, perspective, strategy, and monitoring their implementation.

7.2.8 The perspective, mission, and strategies shall bear mutual correspondence.

7.2.9 TVE organization implements strategic, tactical, and operational planning and resource allocation processes in accordance with the perspective and mission.

7.2.10 TVE organization systematically collects, accumulates and analyzes information about its activities and conducts self-assessment in all areas, based on the development and implementation of measurement and analysis processes to assess the success of the TVE organization's strategy through indicators such as "productivity" and "efficiency".

7.2.11 Based on the strategy, TVE organization should develop documents that specify individual areas of its activity and processes.

8 Standard "Guidance and Management"

8.1 General Provisions

8.1.1 The management system of TVE organization is aimed at realization of perspective, mission, and strategy.

8.1.2 The guidance and management quality assessment is based on:

8.1.2.1 analysis of protocols of governing boards, Director's orders, and management reports;

8.1.2.2 interviewing and questionnaire of the employees and students of TVE organization, as well as concerned parties;

8.1.2.3 analysis of compliance of professional qualifications of the top management of TVE organization and distribution of job responsibilities.

8.2 Evaluation criteria

8.2.1 The management of TVE organization should include:

8.2.1.1 operations management through processes;

8.2.1.2. mechanisms for planning, development and continuous improvement;

8.2.1.3. a system for early warning of possible risks, risk assessment and identification of ways to reduce these risks;

8.2.1.4. monitoring, including the establishment of reporting processes;

8.2.1.5. analysis of identified inconsistencies, implementation of developed corrective and preventive actions;

8.2.1.6. analysis of the effectiveness of modifications;

8.2.1.7. evaluation (self-assessment) of the productivity and efficiency of the departments and their interaction.

8.2.2 The structure of TVE organization should correspond to the organization's development strategy.

8.2.3 TVE organization must provide the documents with the description of the organization and management structure.

8.2.4 All the main business processes should be documented in TVE organization.

8.2.5 TVE organization must demonstrate a clear determination of those responsible for business processes, decisive distribution of staff responsibilities, and the division of functions of collegiate bodies.

8.2.6 TVE organization should provide the availability of the communication and feedback systems.

8.2.7 TVE organization should define the frequency, forms and methods of evaluation of the activities of collegiate bodies and structural divisions, and top management.

8.2.8 TVE organization must ensure the management of the educational process through the management of individual EP.

8.2.9 TVE organization must demonstrate the successful functioning of the internal quality assurance system of TVE organization.

8.2.10 The important factor is the availability of a certified QMS and its continuous improvement.

8.2.11 The important factor is the availability of information systems and databases, the use of the Internet for information, the availability of a portal and / or a website.

8.2.12 The important factor is the participation of representatives of the concerned parties (employers, teachers, students) as part of governing boards.

8.2.13 The important factor is a relationship and interaction with educational and methodological associations (EMA) in the relevant specialties.

8.2.14 The important factor is the cooperation with social partners,

professional training providers and other relevant concerned parties at all levels.

8.2.15 TVE organization should demonstrate mechanisms of the resolution of conflicts of interests and relationships by means of the information accessibility about compliance/violations and the availability of feedback system, consideration by control bodies, effective performance of disciplinary bodies and incentive system.

8.2.16 TVE organization should measure the degree of satisfying the requirements of teachers, staff, and students, and demonstrate evidence of removal of the shortcomings detected in the measurement process.

8.2.17 TVE organization must demonstrate evidence of openness and accessibility of managers and administration for students, teaching staff, and parents (blogs on the educational organization's website, official reception hours for personal matters, e-mail communication, etc.).

9 Standard "Educational programs"

9.1 General provisions

9.1.1 The implementation of the EP is aimed at the development of the basic and professional competencies of future specialists that meet the requirements of the employers and professional standards, World skills standards (as well as digital skills, multilingualism) and meet the needs of the labour market.

9.1.2 TVE organization should define its own requirements for various approaches to training and applied technologies (dual training system, modular competency-based approach, credit technology, remote technology).

9.1.3 Educational programs provide for the possibility of taking into account individual pathways and capabilities of students.

9.1.4 The quality of the EP is assessed on the basis of:

9.1.4.1 analysis of curricula (thematic plans), program content, evaluation criteria and expected learning outcomes, schedules, internal regulatory documents regulating the implementation of the EP;

9.1.4.2 analysis of ways and methods of training and organization of independent work of students;

9.1.4.3 interview and questionnaire of students, teaching staff, and concerned parties;

9.1.4.4 results of observations on the conduct of lessons in TVE organization;

9.1.4.5. analysis of the evaluation of students' knowledge and skills.

9.2 Evaluation criteria

9.2.1 TVE organization must provide evidence of the participation of the teaching staff and employers in the development and management of educational

programs, their quality assurance using various approaches (modular competency-based approach, etc.).

9.2.2 TVE organization should determine the content, scope, and logics of the study of academic disciplines / modules aimed at forming the professional competence of graduates in accordance with the results of training.

9.2.3 TVE organization should show the impact of modules/disciplines on the formation of students' basic and professional competencies.

9.2.4 TVE organization must demonstrate the logics of the development of curricula and programs of study.

9.2.5 The list and content of disciplines/modules should be accessible for students. Disciplines/modules should cover all the topical issues in a comprehensive manner.

9.2.6 The structure of EP should include various types of activities, which content should contribute to the development of basic and professional competencies of students, taking into account their personal characteristics including initiative and entrepreneurial skills.

9.2.7 TVE organization must provide students with equal opportunities regardless of the language of tuition as well.

9.2.8 The important factor is the updateability of EP taking into account the interests of stakeholders, including employers and learners.

9.2.9 Training equipment and software used for the development of educational programs must be similar to those used in the relevant industries and meet the requirements of safety during operation.

9.2.10 TVE organization must show the effectiveness of regular analysis of the sufficiency and modernity of the available in EP resources - classrooms, laboratories, computer equipment and software, financial resources, and the system of professional internship and employment, study guides and materials, etc.

9.2.11 For EP realization TVE organization must involve experts and define the part of subjects they teach.

9.2.12 TVE organization should ensure the objectiveness of knowledge assessment and the degree of formation of professional competencies of students, transparency and adequacy of tools and mechanisms for their assessment using of criteria-based assessment as well.

9.2.13 TVE organization should provide a mechanism for internal quality evaluation and examination of the EP, as well as feedback for their improvement.

9.2.14 TVE organization should ensure that the maximum possible amount of structured, organized information on disciplines/modules is available to students: for example, presentation materials, lecture notes, mandatory and additional literature, practical tasks, etc.

9.2.15 The important factor is the introduction and efficacy of active teaching methods and innovative teaching methods.

9.2.16 TVE organization should ensure the availability and effective

functioning of a system of individual assistance and advisory work for students on the educational process issues.

10 Standard "Teaching staff and teaching efficiency"

10.1 General Provisions

10.1.1 The policy of teaching staff allocation and development:

10.1.1.1 defines responsibilities, job responsibilities, and qualification requirements;

10.1.1.2 contains activities aimed at developing and improving the skills of the teaching staff, administrative and managerial staff and employees of TVE organization;

10.1.1.3 regulates human resources management structure and its development, including the recruitment system;

10.1.1.4 guarantee the compliance of teaching staff qualifications with the needs of EP;

10.1.1.5 makes arrangements for the functioning of mechanisms of staff motivation, new employees' adaptation, personnel rating and disciplinary actions in relation to employees, and dismissal procedures;

10.1.1.6 contains staff ethical conduct rules.

10.1.2. Assessment of compliance with the criteria of this standard is based on:

10.1.2.1. analysis of documents defining job responsibilities, rights, obligations, professional development and advance vocational training, the system of motivation, adaptation, dismissal, and other personnel issues;

10.1.2.2. interviewing the teaching staff, employees, and management;

10.1.2.3. data on ethical behavior and business culture in TVE organization.

10.2. Evaluation criteria

10.2.1 TVE organization must arrange for the compliance of the teaching staff with the qualification requirements and inherent characteristics of EP.

10.2.2 TVE organization should show the recruitment process based on the analysis of EP requirements.

10.2.3 TVE organization must demonstrate that information about the teaching staff is open for the public.

10.2.4 TVE organization must demonstrate compliance with the principle of accessibility of management and transparency of all personnel procedures.

10.2.5 TVE organization should provide monitoring of the activity of the teaching staff, systematic assessment of the competence of teachers, and a comprehensive assessment of the teaching quality.

10.2.6 The teacher's workload should include different types of activities.

10.2.7 TVE organization must demonstrate the evidence that teachers complete all types of workloads planned.

10.2.8 TVE organization must demonstrate the availability of the system of advanced vocational training, internships at enterprises, professional and personal development of the teaching staff, and administrative and managerial personnel.

10.2.9 TVE organization should provide the targeted actions to develop a mentoring system for the education of a new generation of young teachers and the formation of a labour pool.

10.2.10 TVE organization should monitor if the teaching staff is satisfied.

10.2.11 TVE organization must demonstrate the involvement of the teaching staff into practical activities in the field of specialization.

10.2.12 TVE organization must demonstrate the competence of the teaching staff in IT and digital field, show their digital skills and abilities to use of innovative interactive methods and forms of training, and what is more, the important factor is the teaching of general professional and special subjects in English.

10.2.13 The important factor is the participation of the teaching staff in the public life.

10.2.14 The important factor is the availability of mechanisms for interaction and development of competences of the specialists (teachers) involved in the preparation of students for professional skill competitions in vocational professions, including World Skills Championships.

11 Standard "Students"

11.1. General Provisions

11.1.1 TVE organization must demonstrate the policy of students' contingent formation and the transparency of its procedures.

11.1.2 TVE organization creates a learning environment that promotes the formation of basic and professional competencies, as well as taking into account the individual needs and capabilities of students.

11.1.3 TVE organization creates conditions for the effective development of EP by students, also within the framework of the concept of "Lifelong Learning".

11.1.4 This standard is evaluated on the basis of:

11.1.4.1 analysis of internal regulatory documents regulating the educational process (statements, registers of job training and theoretical classes, etc.);

11.1.4.2 analysis of personal files and orders;

11.1.4.3 survey of the field of education, including information support of the educational process;

11.1.4.4 questionnaires and interviews of students.

11.1.4.5. the results of observations on the conduct of classes in TVE organization

and the involvement of students.

11.2 Evaluation criteria

11.2.1 TVE organization must demonstrate the policy of students' contingent formation and the transparency of its procedures.

11.2.2 TVE organization should provide students with the opportunity to pass all types of practical training in the specialty (qualification) and monitor the satisfaction of students, managers of enterprises and employers, as well as with respect to the acquired skills/abilities of students.

11.2.3 The important factor is the possibility of professional certification of students in the course of training.

11.2.4 The important factor is the availability of support for students with special educational needs.

11.2.5 TVE organization should make the maximum amount of efforts to provide graduates with employment and maintain communication with graduates.

11.2.6 The important factor is the monitoring of employment and professional activity of graduates (career management system).

11.2.7 TVE organization should create a mechanism for monitoring students ' satisfaction with the activities of TVE organization.

11.2.8 TVE organization must demonstrate the functioning of a feedback system that includes prompt presentation of information about the results of the evaluation of students ' knowledge.

11.2.9 The important factor is the participation of students in professional skill competitions and / or World Skills Championships in the corresponding competencies.

12 Standard "Finances"

12.1 General Provisions

12.1.1 TVE organization demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, differentiation and independence of TVE organization's financing system.

12.1.2 Financial stability evaluation is based on the analysis of financial statements (balance sheet, income and expense reports), as well as interviews with employees of the accounting and financial analysis service, heads of departments of TVE organization and concerned parties.

12.2 Evaluation criteria

12.2.1 TVE organization must demonstrate consistency in the development

strategy and management of financial flows in TVE organization.

12.2.2 TVE organization must demonstrate TVE organization's budget planning and the availability of short - and medium-term plans.

12.2.3 TVE organization must show that it has a formalized financial management policy.

12.2.4 TVE organization must demonstrate the availability of an internal audit system and the results of regular external, independent audits.

12.2.5 TVE management must prove the financial stability and viability of the educational organization.

12.2.6 TVE organization should have a mechanism for assessing the adequacy of financial support of various types of its activities.

12.2.7 TVE organization should ensure transparency of budget allocation and its effectiveness.

12.2.8 TVE organization should have an effective financial reporting mechanism.

13 Standard "Resources: materials, equipment and information"

13.1 General Provisions

13.1.1 Constant improvement of material, technical and information resources is a factor providing the quality of education and a warranty of TVE organization sustainable development.

13.1.2 The learning environment, including material-and-technical and information resources, must correspond to the stated mission, strategy, and educational programs implemented by TVE organization.

13.1.3 TVE organization should ensure the creation of comfortable conditions for training and work.

13.1.4 Evaluation of material, technical and information resources quality is based on:

13.1.4.1 analysis of compliance with the adequacy of library resources (book stock), availability of high-speed communication, automated information system, laboratory and educational equipment, software;

13.1.4.2 surveys of material, technical and information resources of the TVE organization, interviews and questionnaires of students, teaching staff and interested parties.

13.2 Evaluation criteria

13.2.1 TVE organization must demonstrate that the infrastructure meets the specificity of its activities. Lecture halls, classrooms, laboratories, communication and computer equipment, and other facilities must meet modern

requirements.

13.2.2 TVE organization should evaluate the dynamics of the development of material and technical resources and information support, and the effectiveness of using the evaluation results for adjustments in planning and budget allocation.

13.2.3 TVE organization must have a learning environment that includes:

13.2.3.1 technological support for students and teaching staff;

13.2.3.2 academic accessibility – students have access to personalized educational resources;

13.2.3.3 academic consulting – the availability of educational resources to help students;

13.2.3.4 professional orientation - students have access to personalized educational resources that help them choose and achieve career paths (career management system);

13.2.3.5 the required number of classrooms equipped with modern technical training facilities: training laboratories, modern training grounds equipped with modern equipment that meet sanitary and epidemiological standards and requirements realized by EP;

13.2.3.6 the required number of computer classes, reading halls, multimedia rooms, language laboratories and training aids departments, the number of seats in them;

13.2.3.7 book stock, including the stock of educational and methodical literature on paper and electronic media, periodicals in the context of languages of tuition;

13.2.3.8 free access to educational digital and Internet resources.

13.2.4 TVE organization should determine the degree of implementation of information technologies into the educational process; monitor the use and development of innovative learning technologies by members of the teaching staff, including those based on ICT.

13.2.5 TVE organization must demonstrate the availability of a web resource that reflects the mission, strategy, goals and objectives of the TVE organization, and the effectiveness of its use to improve the activities of the educational organization.

13.2.6 The important factor is the observance of copyright rights when placing educational and methodological support in the public domain;

13.2.7 The important factor is the creation of conditions for the development and use of digital and information and communication technologies by employees, teaching staff and students in the educational process and activities of TVE organization.

14 Procedure for the introduction of amendments and additions

14.1 Changes and additions are made to the current accreditation standard in order to further improve it.

14.2 Changes and additions to the standard are made by IAAR.

14.3 If educational organizations and other concerned parties initiate changes and additions to the existing standards, the suggestions and comments shall be sent to IAAR.

14.4 IAAR conducts an examination of the received proposals and comments on their validity and expediency in accordance with the established procedure.

14.5. Changes and additions to the current accreditation standards after their approval are approved by the order of IAAR Director in a new revision with changes or in the form of a booklet-insert to the current standard.

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