STANDARDS

For Initial Specialized Accreditation (Ex-Ante) of Educational Programs of Technical and Vocational Education Organizations

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
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These standards determine the requirements for the preparation and implementation of initial specialized accreditation procedure of educational programs of technical and vocational education organizations regardless of their status, legal form, departmental subordination, and ownership.

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Introduction

1 DESIGNED AND SUBMITTED BY a Non-Profit Institution Independent Agency for Accreditation and Rating

2 APPROVED AND BENEFITTED by the Director of Non-profit Institution Independent Agency for Accreditation and Rating, the order No. 68-18/1-OD, dated May 25, 2018.

3 This standard implements the norms of the Law in the Republic of Kazakhstan "On Education" dated July 27, 2007, No. 319-III.

4 ORIGINAL HOLDER: Independent Agency for Accreditation and Rating: 2, B. Momyshuly Street, IP (integrated premise) - 4 G, 010000, Astana.

5 FIRST EDITION

Content

STANDARDS
FOR INITIAL SPECIALIZED ACCREDITATION (EX-ANTE) OF EDUCATIONAL PROGRAMES OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

1. Application

1.1 These standards define the requirements for the organization and conduct of initial Specialized accreditation of educational programs of technical and vocational education organizations (hereinafter – the TVE).

1.2 These standards are applied when carrying out the procedure for the initial Specialized accreditation of educational programs of the TVE organizations, regardless of their status, organizational and legal form, departmental subordination, and form of ownership.

1.3 These standards are presented for use by the TVE organization for internal evaluation of its activities and the quality of designed and (or) implemented educational programs, as well as in the development of appropriate internal regulatory documentation.

2. Normative references

This standard uses references to the following normative documents:

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

2. The Law of the Republic of Kazakhstan "On Technical Regulation" dated November 9, 2004. No. 603.

3. Law of the Republic of Kazakhstan "On accreditation in the field of conformity evaluation" dated July 5, 2008 No. 61-IV.

4. Decree of the President of the Republic of Kazakhstan dated February 15, 2018 No. 636 "Strategic development plan of the Republic of Kazakhstan until 2025".

5. Decree of the Government of the Republic of Kazakhstan dated 24 July 2018 No. 460 "On approval of the State Program for the development of education and science of the Republic of Kazakhstan for 2016 - 2019".

6. Message from the President of the Republic of Kazakhstan N. Nazarbayev to the people of Kazakhstan on January 31, 2017. "The third modernization of Kazakhstan: global competitiveness.

7. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 "On approval of the Standard Rules for the Activities of Educational Organizations of the appropriate types."

8. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604 "On approval of state compulsory education standards at all levels of education."

9. Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 1, 2016 No. 629 "On approval of the Rules of recognition of accreditation

bodies, including foreign ones, and formation of the register of recognized accreditation bodies, accredited educational organizations and educational programs".

3. Terms and definitions

This Standard shall apply the terms and definitions under the regulations specified in paragraph 2.

Besides, the following terms with their respective definitions shall be used in this Standard:

3.1 **Accreditation of educational organizations**: the procedure for the accreditation body to recognize the compliance of educational services with established accreditation standards to provide objective information about their quality and confirm the existence of effective mechanisms for its improvement.

3.2 **Analysis:** This is the process of identifying, collecting, and preparing data to assess students' learning outcomes and program goals. The effective analysis uses, respectively, direct, indirect, quantitative, and qualitative parameters appropriate for the purpose or outcome to be measured.

3.3 **Basic competence**: the ability to manage oneself and one's activity, an inclination to self-motivation, and self-organization.

3.4 **Distance educational technologies**: teaching technologies carried out using information and telecommunication means with mediated (at a distance) or not completely mediated interaction between the student and the teacher.

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

3.6 **Institutional accreditation:** evaluation of the educational organization's activity on qualitative presentation of educational programs by the declared status.

3.7 **Accreditation candidate**: a TVE organization that has agreed on institutional accreditation with the accreditation body.

3.8 Qualification:

3.8.1 **Qualification**: level of training, readiness for competent performance of a certain activity type on the received profession, specialty.

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

3.8.3 **Qualification:** level of readiness for competent performance of a certain activity type in the received specialty.

3.9 Competencies:

3.9.1 **Competencies:** A dynamic combination of knowledge, skills, and abilities acquired through training.

3.9.2 **Competence:** An employee's ability to apply knowledge, skills, and abilities in a professional activity.

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

3.10 **Evaluation criteria** - statements that allow teachers and students to recognize whether a learning goal has been achieved and provide the basis for a decision to evaluate students' achievements.

3.11 **Skills:** actions uncontrollable by an employee that meet the requirements of activity standards.

3.12 **National qualification framework**: a structured description of qualification levels recognized in the labor market.

3.13 **Expected learning outcomes:** a set of competencies that express what the learner will know, understand, and demonstrate upon completion of the learning process.

3.14 Educational program:

3.14.1 **Educational program**: aims to improve the specialists` professional level of the relevant qualification and includes requirements to the training results of graduates, curriculum, working (training) course programs, disciplines, training modules, and other materials, as well as programs of practice, schedule of training and methodological materials that ensure the implementation of the relevant educational technology.

3.14.2 **Educational program**: a unified set of basic education characteristics, including goals, results, and content of education, educational process organization, methods and techniques of their implementation, criteria for evaluation of learning outcomes.

3.15 **Educational aims of the program**: a set of expected results of educational program implementation in a given area, level, and profile of training specialists with technical and vocational education.

3.16 **Evaluation**: This is an interpretation of the data and evidence collected in the analysis process. Evaluation determines the extent to which students achieve learning outcomes and program goals and leads to decisions and actions to improve the program.

3.17 **Initial Specialized accreditation**: initial evaluation of new educational program quality.

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

3.19 **Self-evaluation procedure**: the internal evaluation process conducted by an educational organization based on standards and criteria for institutional accreditation, which results in a self-evaluation report.

3.20 **Professional competence**: a specialist`s ability to solve a set of professional tasks based on knowledge, skills, and abilities, as well as personal qualities that allow him/her to carry out professional activities effectively.

3.21 **Vocational education:** an organized formation process, establishment, and development of a personality as a specialist, aimed at mastering professional knowledge, skills, and abilities under qualification characteristics and requirements.

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

3.23 **Specialized accreditation:** quality evaluation of individual educational programs implemented by the educational organization.

3.24 **Skills**: actions controlled by an employee that comply with the requirements of activity standards.

3.25 Level of qualification:

3.25.1 **Level of qualification:** it is a professional skill within one level of educational training programs of technical and vocational education which is regulated by corresponding documents of tariffication and certification system (tariff category, class, category) and is defined by complexity and volume of carried out tasks and duties.

3.25.2 **Level of qualification:** Generalized requirements for the knowledge, skills, and broad employees` competencies, differentiated by the parameters of complexity, non-standard labor actions, responsibility, and autonomy.

4. Symbols and abbreviations

These standards use abbreviations in accordance with the normative 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. Procedure for initial Specialized accreditation of educational programs

5.1 An application submission to the EO for initial Specialized accreditation with copies of legal and permitting documents attached.

5.2 The application consideration of the educational organization by the IAAR.

5.3 Decision of IAAR to start the procedure of initial Specialized accreditation. Conclusion of an agreement between the agency and the EO on conducting initial Specialized accreditation.

5.4 The EO management and IAAR organizes training to explain the criteria and procedures for initial Specialized accreditation to internal experts of EO at special seminars on the theory, methodology, and technology of conducting initial Specialized accreditation.

5.5 Conducting EO self-evaluation in accordance with the requirements established

by the IAAR, and sending a self-evaluation report (in Kazakh, Russian and English) to the IAAR in electronic form and in the amount of 1 hard copy form for each of the languages.

5.6 Based on the report analysis on educational programs, EO IAAR has the right to make the following decisions:

- to develop recommendations on the need to finalize self-evaluation materials;
- to conduct an external expert evaluation by an External Expert Committee of the agency;
- to postpone the accreditation period due to the impossibility of carrying out the procedure of initial Specialized accreditation due to the non-compliance of the self-evaluation report with the criteria of these standards.

5.7 In the case of continuing accreditation, the IAAR forms an External Expert Committee, which is approved by the IAAR director to conduct the EO evaluation. The number of experts is determined depending on audit application and the number of EO educational programs. It includes representatives of the academic community, concerned parties in Kazakhstan, including employers, students, and foreign experts.

5.8 In case of accreditation, continuation the IAAR will agree with the EO the terms of the initial Specialized accreditation and the program of the EEC visit.

5.9 The duration of the committee visit is 3-5 days. During the visit, the EO creates conditions for EEC work in accordance with the Service Agreement:

- submits an electronic and paper version of the self-evaluation report for each committee member;
- provides the necessary office equipment in agreement with the IAAR representative and the number of EEC members;
- organizes infrastructure and resources inspection, meetings, questionnaires, interviews, and other types of work of the EEC in accordance with the Program of the EEC visit;
- provides the requested information;
- organizes photo and video filming of the EEC work;
- prepares a video for the meeting of the IAAR Accreditation Council containing a EO brief description and information on the course of the External Expert Committee visit.

5.10 At the end of the visit, an External Expert Committee shall prepare a report on the educational program evaluation and a presentation on the progress of the EEC visit.

5.11. The report contains a description of the EEC visit, a brief evaluation of educational programs compliance in the context of the criteria of the IAAR standards, EO recommendations to improve activities and quality assurance, recommendations to the Accreditation Council. Recommendations to the Accreditation Council contain information on the status of the educational program and the recommended period of accreditation.

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

5.13 The basis for the decision on initial Specialized accreditation by the Accreditation Board is the report on educational program evaluation of the External Expert Committee and the EO report on self-evaluation of educational programs.

5.14 The Chairman of the External Expert Committee shall address the Accreditation Council following the results of the External Expert Committee visit. If there is an objective reason, the director of IAAR shall appoint a member of the External Expert Committee to participate with the report at the meeting of the Accreditation Council. Replacement of the chairman of the External Expert Committee is executed by the order of IAAR director.

5.15 The exclusive competence of the IAAR Accreditation Council includes making decisions on accreditation or refusal of the Association educational program. The composition of the Accreditation Council is determined in accordance with the Regulations for its activities. The meeting is held in the presence of a quorum. The Accreditation Council has the right to make an informed decision that does not correspond to the recommendation of the External Expert Committee.

The Accreditation Council makes decisions:

- to accredit:

- 1 year - if the criteria are met in general, but there are some shortcomings and opportunities for improvement (when evaluating criteria requiring improvement of more than 30%, lack of strengths);

- 3 years - in case of positive results as a whole, but in the presence of some minor drawbacks and opportunities for improvement (when evaluating criteria requiring improvement from 15 to 30%, if there are strengths);

- 5 years - in case of positive results as a whole (when evaluating criteria requiring improvement of no more than 15%, if there are strengths);

- 7 years – in accordance with the criteria of the standards in general and if there are examples of best practice translation (when evaluating the criteria of strengths of at least 10%, and requiring improvement of no more than 5%);

- not to accredit (when evaluating at least one criterion as "unsatisfactory", in the absence of strengths).

5.16 When the Accreditation Council makes a positive decision, IAAR sends an official letter with the decision results and a certificate of initial Specialized accreditation of educational programs signed by the Director of IAAR to the educational organization. Further, the EO decision on accreditation is sent to the MES of RK for inclusion in the Register of accredited educational programs (Register 3) and placed on the website of IAAR. The report of the External Expert Committee is also posted on the website.

After receiving an accreditation certificate for an educational program, an EO publishes a self-evaluation report on its website.

5.17 When the Accreditation Council takes a negative decision, IAAR sends a letter to the EO with the decision.

5.18 Following the established procedure under the Service Agreement and the Regulations on the Appeals and Complaints Commission EO may send to IAAR an appeal against the decision of the Accreditation Council. In case of doubt in the competence of the External Expert Committee and representatives of the Agency, or a gross violation committed by members of the External Expert Committee, the EO may send a complaint to IAAR.

6 Subsequent procedures

6.1 In the event of a positive decision by the IAAR Accreditation Council, the EO shall submit to IAAR an Action Plan for quality improvement and elaboration within the framework of the External Expert Committee recommendations (hereinafter - the Plan), which shall be signed by the first manager and sealed, and conclude a Service Agreement with IAAR. The Contract and the Plan are the basis for post- accreditation monitoring.

6.2 Under the Regulations on the post-accreditation monitoring procedure of educational organizations/educational programs of the educational organization, past initial Specialized accreditation of educational programs must prepare interim reports according to the Plan. Intermediate 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.

6.3. In case of non-fulfillment of the Plan and the requirements put forward by IAAR concerning the EO, as well as lack of information about the changes made in the EO, the Accreditation Council has the right to take the following decisions:

- temporarily suspend the accreditation status for the educational program,

- revoke the accreditation of an EO educational program by removing it from the list of Register 3, which may lead to the cancellation of all previous accreditation results.

6.5 In case of EO refusal to carry out post-accreditation monitoring, expressed in the non-signing of the Service Agreement with IAAR, under clause 6.4, the IAAR Accreditation Council has the right to decide the termination and withdrawal of the accreditation status.

6.6 In case of early termination and accreditation withdrawal, an EO has no right to apply for accreditation in IAAR within one year from the date of the decision to withdraw the accreditation of an educational organization.

7. Standard «Management of educational program»

7.1 General provisions

7.1.1 The EP Management is determined by its objectives and development plan.
7.1.2 EP should fully comply with the legislation of the RK in the field of education, including SCES of the RK.
7.1.3 An analysis is performed to evaluate this standard:
- EP development plans, plans, and monitoring system for their implementation;
- results of the external evaluation of the EP;
- formation and revision mechanism of the EP development plan.
- information resources and dissemination of information processes about the EP development plan;
- the resource mechanism support and compliance with the organizational and management structure aimed at implementation of the EP development plan;
- the internal and external environment, the educational services market to determine

the initial parameters of the EP development plan;
- information resources, material and technical base of the TVE organization, aimed at the implementation of the EP;
- protocols of collegial management bodies, orders of the head of the TVE organization, management documentation.

7.2 During the EP evaluation, it is envisaged to study documents confirming the conformity of the professional qualifications of the organization's top management and the distribution of job responsibilities, as well as interviewing, questioning the IRP, employees, students, employers, and other concerned parties.

7.2 Evaluation criteria

7.2.1 The TVE organization demonstrates its readiness to ensure transparency of the EP development plan and its focus on meeting the needs of the state, concerned parties, and learners. In particular, the plan contains the terms of starting the educational program implementation.

7.2.2 The TVE organization shall ensure the adequacy of the EP development plan to available resources, labor market needs, and education policy of the Republic of Kazakhstan.

7.2.3 The TVE organization should involve representatives of stakeholder groups, including students, teaching staff, and employers in the EP development plan.

7.2.4 The TVE organization demonstrates the transparency of the formation processes of the EP development plan. The organization of TVE ensures concerned parties` awareness about the EP development plan content and processes of its formation.

7.2.5 The TVE organization demonstrates the mechanism availability for forming and regular review of the EP development plan and monitoring of its implementation, achievement evaluation of training goals, meeting the needs of learners, employers, and society, making decisions aimed at continuous EP improvement.

7.2.6 The TVE organization shall ensure that the EP management, as well as other activities, is based on the collection, analysis, and use of relevant information.

7.2.7 The EP development plan shall be publicly discussed with representatives of all concerned parties based on proposals and amendments that are made to the project by the authorized TVE collegial body.

7.2.8 The TVE organization demonstrates the implementation degree of sustainability principles, efficiency, effectiveness, priority, transparency, responsibility, a delegation of authority, delineation, and independence of the funding system.

7.2.9 The EP management shall provide for:

7.2.9.1 Activity management through processes;

7.2.9.2 Planning, development, and continuous improvement mechanisms;

7.2.9.3 Monitoring, including the establishment of reporting processes to determine the dynamics of activity and plan implementation;

7.2.9.4 Change efficiency analyses;

7.2.9.5 Efficiency and effectiveness evaluation of subdivisions and their interaction.

7.2.10 All major business processes governing the implementation of the EP shall be documented in the TVE organization.

7.2.11 The TVE organization shall demonstrate a clear definition of those responsible for business processes within the EP, unambiguous distribution of staff duties, segregation of functions of collegial bodies.

7.2.12 The TVE organization shall demonstrate the procedure for approval, periodic review (revision), and monitoring of educational programs and documents regulating this process.

7.2.13 The TVE organization shall demonstrate an information and feedback system targeted at learners, employees, and concerned parties.

7.2.14 The EP management shall demonstrate the existence of an internal quality assurance system for the EP that includes its design, management and monitoring, improvement, and fact-based decision-making.

7.2.15 The EP management must provide evidence of risk management, including as part of the EP undergoing initial accreditation, and demonstrate a system of measures to mitigate risk.

7.2.16   The TVE organization shall demonstrate that there is a system of statistics collection and analysis in the EP management processes.

7.2.17   The EP management must demonstrate that there are mechanisms in place to measure satisfaction with the needs of the teaching staff, staff, and learners in the EP.

7.2.18   The EP management must demonstrate evidence of openness and accessibility for students, pedagogical staff, parents, and other concerned parties.

8. Standard «Specifics of the educational program»

8. 1 General provisions

8.1.1 Implementation of the projected educational program is aimed at the formation of basic and professional competencies of future specialists that meet the employers' requirements and professional standards, World skills standards (as well as digital skills, polylingualism), and meet the needs of the labor market.

8.1.2 The educational programs provide for the possibility to take into account the personal needs and students' capabilities.

8.1.3 Evaluation of the educational programs quality is based on:

8.1.3.1 Analysis of curricula (thematic plans), program content, evaluation criteria and expected learning outcomes, schedules, internal normative documents that regulate the implementation of EP;

8.1.3.2 Analysis of a method and training techniques and organization of students` independent work;

8.1.3.3 Results of interviewing and surveying students (if available), pedagogical staff, and stakeholders;

8.1.3.4 Observations results of the TVE organization if there are students.

8.1.3.5. Evaluation analysis of students' knowledge and skills.

8.2 Evaluation criteria: EP content

8.2.1 The TVE organization shall demonstrate the availability of developed graduate

models of the educational program based on basic and professional competencies, personal qualities.

8.2.2 The TVE organizations must provide evidence of teaching staff participation and employers in the EP development and quality assurance.

8.2.3 The TVE organization should define the content, application, study logic of academic disciplines/modules aimed at the formation of graduates` professional competence in accordance with the results of training.

8.2.4 The EP management should demonstrate that the courses/modules content has a professional context.

8.2.5 The EP management must demonstrate an effective balance between theoretical and industrial (practical) training.

8.2.6 The list and content of the disciplines/modules shall be available to concerned parties. The disciplines/modules should comprehensively address all relevant issues and problems in the teaching field.

8.2.7 The structure of the educational program should provide for different types of activities, which content should contribute to the development of basic and professional students` competencies, taking into account their personal characteristics, including initiative and entrepreneurship skills.

8.2.8 An important factor is the mechanism, available for the updating of educational programs, taking into account the employers` interests and modern labor market conditions.

8.3 Individualization of EP

8.3.1 The EP management must demonstrate a willingness to provide equal opportunities to learners, including regardless of the language of instruction.

8.3.2 The EP management must demonstrate that there are mechanisms in place to provide individual support and guidance to students on the educational process.

8.3.3 The EP management must provide the conditions for effective EP learning.

8.3.4 The EP management has to demonstrate that the benefits, individual characteristics, needs and cultural experiences of students are being used in the EP implementation.

8.3.5 The EP management has to demonstrate individual support of students in the EP implementation.

8.3.6 The EP management has to define its requirements to the format of monitoring students' achievements.

8.4 Evaluation of students' results

8.4.1 The EP management shall demonstrate the mechanism existence for the objective, accurate and comprehensive evaluation of the knowledge, skills, and qualities acquired by students.

8.4.2 The EP management must provide evidence of the consistency, transparency, and mechanism objectivity for assessing learning outcomes for each EP, including an appeal.

8.4.3 The EP management must ensure that the procedures for assessing students' knowledge levels are consistent with students' planned learning outcomes and program goals. Criteria and methods for evaluating the EP should be published in advance.

8.4.4 The EP management should provide for diagnostics of students' knowledge at the beginning of the course and studying educational disciplines/modules.

8.4.5 Processes and criteria for the evaluation of competencies should be clear.

8.4.6 The EP management should provide for the mechanism availability of skills formation for students to continue their education at the following educational levels.

8.5 Teaching methods

8.5.1 The EP management should provide for the use, systematic development, implementation and effectiveness of active learning methods and innovative teaching methods.

8.5.2 The independent student work should be monitored during an educational program.

8.5.3 The EP management should show readiness to provide students with places of practical training on a specialty and to carry out student satisfaction monitoring, heads, the enterprises - places of practical training and employers.

8.5.4 The EP management should provide an opportunity to introduce the results of practical achievements of pedagogical workers into the educational process.

9 Standard «Pedagogical staff and teaching efficiency»

9.1 General provisions

9.1.1 The HR policy of the educational staff formation and development of the EP should be:

9.1.1.1 determine responsibilities, job duties and qualification requirements;

9.1.1.2 contain measures aimed at development and improvement of professional skills of the teaching staff implementing EP, administrative and managerial staff and EP employees;

9.1.1.3 take into account possible risks related to the staff;

9.1.1.4 regulate the organizational and functional structure of HR management and its development, including the personnel recruitment system;

9.1.1.5 provide for mechanisms of employees' motivation, new employees adaptation, certification and application of disciplinary measures concerning employees, procedures of their dismissal;

9.1.1.6 contain principles of personnel ethical behavior.

9.1.2 compliance evaluation with the criteria of this standard is based on:

9.1.2.1. analyze documents defining job duties, rights, responsibilities, professional development and professional advancement, motivation system, adaptation, dismissal and other personnel issues;

9.1.2.2. interviewing and surveying the teaching staff, employees and management

results;
9.1.2.3. data on ethical behavior and corporate culture in the TVE organization;
9.1.2.4. statistical data reflecting quantitative and qualitative characteristics of the staff.

9.2. Evaluation Criteria

9.2.1 To implement educational programs, the EP management must demonstrate a willingness to engage practitioners from relevant industries.

9.2.2 The EP management must demonstrate the motivation teaching staff motivation to continually innovate in the educational process.

9.2.3 The EP management must demonstrate that the potential of the teaching staff is consistent with the EP development strategy and the specifics of the educational programs.

9.2.4 The TVE organization must demonstrate the information availability about the teaching staff to the public.

9.2.5 The EP management shall demonstrate the mechanism availability for monitoring the teaching staff activities, systematic evaluation of teachers' competence, and comprehensive evaluation of teaching quality.

9.2.6 The EP management must demonstrate that teachers are ready to meet all types of planned workloads.

9.2.7 The EP management must demonstrate a willingness to provide targeted actions to develop young educators.

9.2.8 The TVE organization shall provide career and professional development opportunities for EP teachers.

9.2.9 The EP management must demonstrate mechanisms to monitor the teaching staff satisfaction.

9.2.10 The EP management must demonstrate the IT competence and digital skills of the teaching staff, a willingness to use innovative interactive methods and forms of teaching, and a willingness to teach general and special subjects in English.

9.2.11 An important factor is the teaching staff`s participation in society.

10 Standard «Learners»

10.1. General provisions

10.1.1 The EP management shall demonstrate a policy of student contingent formation.
10.1.2 Evaluation of this standard is based on:
10.1.2.1 Analysis of internal normative documents regulating the educational process (statements, magazines of industrial and theoretical classes, etc.);
10.1.2.2 Analysis of plans, regulating the educational process;
10.1.2.3 Examination of the education sphere, including informational support of the educational process.

10.2 Evaluation criteria

10.2.1 The EP management should demonstrate the EP formation policy and transparency of its procedures.
10.2.2 The EP management has to demonstrate mechanisms to promote understanding of the basic roles (professional, social) of learners based on learning outcomes.
10.2.3 The important factor is the possibility of professional student certification in the field of specialization in the process of implementation of the designed EP.
10.2.4 An important factor is the mechanism availability to support students with special educational needs.
10.2.5 Teaching staff should demonstrate the readiness to provide graduates with employment and maintain communication with them.
10.2.6 An important factor is the availability of mechanisms to monitor the employment and professional activities of EP graduates.
10.2.7 The EP management should demonstrate mechanisms to encourage students to self-study outside the core program (extra-curricular activities).
10.2.8 The EP management should provide mechanisms for learners to exchange and express their opinions.
10.2.9 The EP management should create a mechanism to monitor learners' satisfaction with the TVE in general and with individual services in particular.
10.2.10 The EP management should demonstrate the availability of feedback system, which includes an operative presentation of information about students' knowledge evaluation results for the designed EP.

11 Standard «Resources used in implementing educational programs»

11.1 General provisions

11.1.1 The TVE organization should guarantee continuous material improvement, technical and informational resources, which are the factor of quality assurance of education at EP.

11.1.2 The student learning environment including material, technical, and informational resources should correspond to the objectives of the educational program.

11.1.3 TVE must demonstrate a comfortable learning and working environment.

11.1.4 Material quality evaluation, technical and information resources used in the EP implementation based on the program:

11.1.4.1 Analysis of the adequacy of library resources (book collection), high-speed communication availability, automated information system, information system, laboratory, and training equipment, software;

11.1.4.2 Material survey, technical and information resources of the TVE organization;

11.1.4.3 Results of interviews and questionnaires with teaching staff and concerned parties.

11.2 Evaluation criteria

11.2.1 The EP management shall demonstrate that students have access to as much structured, organized information as possible on the subjects being taught: e.g. presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.

11.2.2 The TVE organization shall strive to ensure that the training equipment and software used to master the designed EP are similar to those used in the relevant industries and meet the requirements for safety in operation.

11.2.3 TVE must demonstrate a learning environment that facilitates the development of basic and professional competence and that is responsive to the individual needs and learners` capabilities.

11.2.4 The TVE organization shall provide for the conditions creation evidence for the workshops development and the trainees` inclusion in production activities.

11.2.5 The TVE organization shall determine the development dynamics of material and technical resources and information support for EP.

11.2.6 The EP management shall demonstrate the correspondence of resources to the EP specifics including:

11.2.6.1 technological student and teaching staff support in accordance with the specifics of the educational program;

11.2.6.2 required number of classrooms equipped with modern technical means of education and meeting sanitary and epidemiological norms and requirements;

11.2.6.3 required number of computer classes, reading rooms, multimedia and language

laboratories, number of seats in them;

11.2.6.4 library resources, including the collection of educational and methodical literature in hard copy and electronic media, periodicals by the language of instruction;

11.2.6.5 free access to educational digital and Internet resources.

11.2.7 The EP management should determine implementation degree of digital resources and information technologies in the EP educational process;

11.2.8 The EP management should demonstrate the reflection of information that characterizes the EP in the web resource.

12 Standards in the context of individual professions

12.1 General provisions

12.1.1 Initial Specialized accreditation standards will differ to some extent depending on the specialty.

12.1.2 Standards designed for specific groups of specializations represent the fundamental principles of program organization and emphasize the importance of the adequate distribution of the learning load between theory and practice within the program and the need for a variety of practical experience.

12.1.3 The self-evaluation process must take into account the diversity of the specifics of the accredited EP.

12.2 Evaluation criteria

12.2.1 Education

12.2.1.1 Educational programs in the areas:

"Education", such as "Pre-school education and training",

"Organization of educational work (by levels)", "Primary education", etc. should meet the following requirements:

12.2.1.1.1 The EP management must demonstrate that there are mechanisms for program graduates to develop practice-oriented knowledge in the field of psychology (pedagogy) and communication skills, personality behavior analysis, conflict prevention and resolution methods, and student motivation;

12.2.1.1.2 The EP management must demonstrate that the program has disciplines/modules that teach innovative teaching and learning planning methods, including interactive teaching methods, teaching techniques with high student involvement and motivation (games, case studies, use of multimedia);

12.2.1.1.3 The EP management should describe mechanisms to promote learners` self-learning skills.

12.2.1.1.4 The EP management must demonstrate that it has a clear, substantiated analysis and factual understanding of what specialties (qualifications) and skills within the individual specialties are in demand on the market, what is the approximate number of specialists required on the market for the designed EP.

12.2.2   Social sciences, services, economics, business and law

12.2.2.1 Educational programs in the areas of "Service, Economics and Management" and "Law", such as "Law Enforcement", "Patent Study", "Translation (by type)", "Tourism (by field)", "Nutrition", "Social Work", "Marketing (by field)", "Finance (by field)", etc. should meet the following requirements: the EP management should provide students with access to the most modern and relevant data (statistics, news, scientific results) in the field of specialization on paper (newspapers, collections of statistical data, textbooks) and electronic media.

12.2.2.2 EP in the areas: "Social sciences, economy and business" and "Law" should meet also following requirements:

12.2.2.2.1 EP objectives and results should be aimed at providing students with specific skills that are in demand in the labor market;

12.2.2.2.2 The EP should include a sufficient number of disciplines and activities aimed at providing trainees with practical experience in applying theoretical knowledge, such as industrial practice, training at enterprises, participation in practitioners` lectures and master-classes, etc.

12.2.3   Natural and technical sciences

12.2.3.1 Educational programs in technical areas such as "Metallurgy and Mechanical Engineering", "Communication, Telecommunications and Information Technologies", "Manufacturing, Installation, Operation and Maintenance (by Industry)", "Communication, Telecommunications and Information Technologies", etc. shall meet the following requirements:

12.2.3.1.1 In order to familiarize students with the professional environment and current issues in the field of specialization, as well as to acquire skills based on theoretical training, the educational program must include disciplines and activities aimed at gaining practical experience and skills in the field of specialization in general and profile disciplines in particular:

- excursions to enterprises in the field of specialization (factories, Workshops, research institutes, laboratories, etc.),

- carrying out individual classes or whole disciplines/modules at the enterprise of specialization,

- using workshops for practical training, solving practical tasks relevant for companies in the field of specialization, etc.

12.2.3.1.2 Pedagogical staff involved in the EP should include practitioners with experience of working in enterprises in the field of EP specialization.

12.2.3.1.3 The content of all EP disciplines should be based on and include a clear relationship to the content of basic natural sciences such as mathematics, chemistry, physics.

12.2.3.1.4 The EP management should provide measures to strengthen practical training in the field of specialization.

16.2.3.1.5 The EP management should provide students` training in the field of application of modern information technologies.

12.2.4 Art

12.2.4.1 Educational programs in the area of "Art and Culture", such as "Social and Cultural Activities and Folk Art (by type)", "Instrumental Performance and Popular Music Art (by type)", "Painting, Sculpture and Graphic Art (by type)", "Music Theory", etc., shall meet the following requirements:

12.2.4.1.1 The EP management must demonstrate that program graduates have developed theoretical knowledge in the arts, practical skills and abilities to express themselves through creativity, such as modeling, drawing, singing, etc.;

12.2.4.1.2 The EP management must demonstrate the formation of students' self-study and self-development skills, ability to work in the field of arts.

12.2.4.1.3 The EP shall include the maximum number of disciplines and activities in which skills are taught to students individually or in small groups, such as master classes for merited individuals in their field of specialization;

12.2.4.1.4 The EP management should include as many activities as possible that encourage students to demonstrate their acquired creative skills, such as concerts and exhibitions;

12.2.4.1.5 The EP should contribute to enriching the creative experience in the various practical activities specific to the specialty.

12.2.4.1.6 With the purpose of students' acquaintance with the professional environment and actual questions in the field of specialization, and also for acquisition of skills based on theoretical preparation, EP should include disciplines and the actions directed on reception of practical experience and skills on a specialty as a whole and profile disciplines in particular:

-Excursions to enterprises in the field of specialization (museums, theaters, design offices, etc.),

- carrying out of separate classes or the whole disciplines/modules at the enterprise of specialization,

-conducting seminars to solve practical problems relevant for enterprises in the field of specialization, etc.

12.2.4.1.7 An important factor within the EP is the mechanism availability for collegial evaluation of students' creative examination papers.

13. The procedure for making amendments and additions

13.1 Amendments and additions shall be made to the current accreditation standard in order to further improve it.

13.2 Amendments and additions to the standard shall be made by IAAR.

13.3 If amendments and additions to the current standards are initiated by educational organizations and other interested bodies, proposals and comments shall be sent to IAAR.

13.4 IAAR shall review the proposals and comments received for their validity and expediency in accordance with the established procedure.

13.5 After their approval, amendments and additions to the current accreditation standard are approved by the order of the IAAR Director in a new version with amendments or in the form of an insert brochure to the current standard.

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