Standards

FOR SPECIALIZED ACCREDITATION OF EDUCATIONAL PROGRAMS OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

Independent Agency for Accreditation and Rating

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АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

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FOR SPECIALIZED ACCREDITATION OF EDUCATIONAL PROGRAMS OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

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These standards define the requirements for the preparation and implementation of a specialized accreditation procedure for the education programs of technical and vocational education organizations regardless of their status, legal form, departmental subordination and ownership.

Introduction

1 DEVELOPED AND INSTALLED by a Non-profit Institution Independent Agency for Accreditation and Rating.

2 Approved and introduced by order of the Director of Non-profit Institution dated 26 March 2012, No. 07-OD (as amended and supplemented by order No. 82-18 / 1-ОД dated September 28, 2018).

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

4 Holding Independent Agency for Accreditation and Rating: 2, B.Momyshuly St., 2, IP-4G, 010000, Astana, the Republic of Kazakhstan

5 Third edition

Content

STANDARDS FOR SPECIALIZED ACCREDITATION OF EDUCATIONAL PROGRAMS OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

1. Application

1.1 These standards define the requirements for the organization and conduct of specialized accreditation of education programs of organizations of technical and vocational education (hereinafter - TVE).

1.2 These standards are applied during the procedure of specialized accreditation of education programs of TVE organizations regardless of their status, organizational and legal form, departmental subordination and form of ownership.

1.3 These standards can also be used by the TVE organization for internal evaluation of its activities and the quality of the education programs being implemented, as well as in the development of appropriate internal regulatory documentation.

2. Normative references

This standard uses references to the following normative documents:

1. Law of the Republic of Kazakhstan "On Education" dated June 27, 2007 No. 319-III.
2. 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. Resolution of the Government of the Republic of Kazakhstan dated July 24, 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 dated 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 for the recognition of accreditation bodies, including foreign ones, and the formation of a register of recognized accreditation bodies, accredited educational organizations and educational programs.

3. Terms and definitions

This standard applies terms and definitions in accordance with the regulations referred to in clause 2.

In addition to these, these standards use the following terms with the corresponding definitions:

3.1 **Accreditation of educational organizations:** the procedure for the accreditation body recognizing the compliance of educational services with the established accreditation standards in order 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 defining, collecting and preparing data to assess the achievement of student learning outcomes and the educational objectives of the program. Effective analysis uses, respectively, direct, indirect, quantitative and qualitative parameters that are suitable for measurable goals or results.

3.3 **Basic competence**: the ability to manage oneself and one's own activities, the tendency 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 a student and a teacher.

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

3.6 **Institutional accreditation**: evaluation of the activities of an educational organization for the qualitative presentation of educational programs in accordance with the declared status.

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

3.8 Qualification:

3.8.1 **Qualification:** the level of training, preparedness for the competent performance of a certain type of activity in the acquired profession, specialty.

3.8.2 **Qualifications:** 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 preparedness for the competent performance of a certain type of activity in the acquired specialty.

3.9 Competencies:

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

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

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

3.10 **Evaluation Criteria** are statements that allow teachers and learners to recognize whether a learning goal has been achieved and serve as the basis for a decision to evaluate learner achievement.

3.11 **Skills**: actions uncontrolled by the employee that meet the requirements

of the standards of activity.

3.12 **National qualifications framework**: A structured description of the levels of qualifications recognized in the labor market.

3.13 **Expected learning outcomes**: a set of competencies expressing what exactly the student will know, understand and demonstrate at the end of the learning process.

3.14 Educational program

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

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

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

3.16 **Evaluation:** This is the interpretation of the data and evidence gathered during the analysis. Evaluation determines the degree to which students achieve learning outcomes and educational goals of the program and leads to decisions and actions regarding the improvement of the program.

3.17 **External Review Committee Visit of 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-assessment 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.

3.18 **Self-assessment procedure**: an internal assessment process carried out by an educational organization based on the standards and criteria of institutional accreditation, based on the results of which a self-assessment report is drawn up.

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

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

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

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

3.23 **Skill**: actions controlled by the employee that meet the requirements of the standards of activity.

3.24 Skill level:

3.24.1 **Skill level**: this is professional skill within one stage of educational curricula of technical and vocational education, which is regulated by the relevant documents of the tariffication and certification system (tariff category, class, and category) and is determined by the complexity and volume of tasks and responsibilities.

3.24.2 **Skill level**: Generalized requirements for the knowledge, skills and broad competencies of employees, differentiated by the parameters of complexity, non-standard labor actions, responsibility and independence.

4. Symbols and abbreviations

This standard uses abbreviations in accordance with the normative documents specified in clause 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. The procedure for conducting specialized accreditation of educational programs

5.1 Submission of an EO application for specialized accreditation with copies of title and permissive documents attached.

5.2 Consideration of the application of the educational organization by the IAAR.

5.3 Making a decision of the IAAR to start the specialized accreditation procedure. Conclusion of an agreement between the agency and the EO on specialized accreditation.

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

5.5 Self-assessment by the educational organization in accordance with the requirements established by the IAAR, and the submission of the self-assessment report (in Kazakh, Russian and English) to the IAAR in electronic form and in the amount of 1 hard copy for each of the languages.

5.6 Based on the analysis of the report on educational programs EO IAAR has the right to make the following decisions:
- develops recommendations on the need to finalize self-assessment materials;
- to conduct an external expert assessment by an external expert commission of the agency;
- to postpone the accreditation period due to the impossibility of carrying out the specialized accreditation procedure due to the non-compliance of the self-assessment report with the criteria of these standards.

5.7 In case of continuing accreditation, the IAAR forms an external expert commission, which is approved by the director of the IAAR to assess EO. The number of experts is determined depending on the scope of the check and the number of educational programs of the educational organization. It includes representatives of the academic community, stakeholders in Kazakhstan, including employers, students, and foreign / foreign experts.

5.8 If the accreditation is continued, the IAAR will agree with the educational organization the timing of the specialized accreditation and the program of the EEC visit.

5.9 The duration of the visit of the commission is 3-5 days. During the visit, the EO creates conditions for the work of the EEC in accordance with the Service Agreement:
- submits for each member of the commission an electronic and paper version of the self-assessment report;
- provides the necessary office equipment in agreement with the representative of the IAAR and the number of EEC members;
- organizes inspection of infrastructure and resources, meetings, questionnaires, interviews and other types of EEC work in accordance with the EEC visit program;
- provides the requested information;
- organizes photo and video filming of EEC work;
- prepares a video for the meeting of the IAAR Accreditation Council containing a brief description of the organization of education and information on the course of the visit of the external expert commission.

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

5.11 The report contains a description of the visit of the EEC, a brief assessment of the compliance of educational programs in the context of the criteria of the IAAR standards, recommendations of Accreditation Council 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 making a decision on specialized accreditation by the Accreditation Council is a report on the evaluation of educational programs by an external expert commission and a report on a self-assessment of educational programs of an educational

organization.

5.14 The chairman of the external expert commission speaks to the Accreditation Council following the visit of the external expert commission. If there is an objective reason, the director of the IAAR appoints a member of the external expert commission to participate with a report at the meeting of the Accreditation Council. Replacement of the chairman of the external expert commission is formalized by order of the director of the IAAR.

5.15 The exclusive competence of the IAAR Accreditation Council includes making decisions on accreditation or refusal to accredit the educational program of the EO. The composition of the Accreditation Council is determined in accordance with the Regulation on its activities. The meeting is held if there is a quorum. The Accreditation Council has the right to make an informed decision that does not correspond to the recommendation of the external expert commission.

The Accreditation Council makes decisions:

- 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 30%, 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 30%, 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 the Accreditation Council makes a positive decision, the IAAR sends an official letter with the results of the decision and a certificate of specialized accreditation of educational programs, signed by the Director of the IAAR to the educational organization. Further, the decision on accreditation of the EP is sent to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register of accredited educational programs (Register 3) and posted on the IAAR website. The report of the external panel of experts is also posted on the website.

After receiving a certificate of accreditation of an educational program, the educational organization posts a self-assessment report on its website.

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

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

may send a complaint to the IAAR.

6. Subsequent procedures

6.1 If the Accreditation Council of the IAAR makes a positive decision, the educational organization submits to the IAAR an Action Plan for improving and enhancement quality within the framework of the recommendations of an external expert commission (hereinafter referred to as the Plan), which is signed by the first head and certified by the seal, and also concludes an Agreement on the provision of services with the IAAR. The Agreement and the Plan are the basis for post-accreditation monitoring.

6.2 In accordance with the Regulations on the procedure for post-accreditation monitoring of educational organizations / educational programs, educational organizations that have passed specialized accreditation of educational programs must prepare interim reports according to the Plan. Interim reports are sent to the 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-fulfillment of the Plan and the requirements put forward by the IAAR in relation to EO, as well as the lack of information about the changes carried out in the EO the Accreditation Council has the right to make the following decisions:
    - temporarily suspend the accreditation status for the educational program,
    - revoke the accreditation of the educational program of the educational organization by excluding it from the list of Register 3, which may entail the cancellation of all previously achieved results of accreditation.

6.5 In case of refusal of the educational organization to conduct post-accreditation monitoring, expressed in non-signing of the Agreement on the provision of services with the IAAR, in accordance with clause 6.4, the Accreditation Council of the IAAR has the right to decide on the termination and revocation of the accreditation status.

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

7. Standard "Management of the educational program"
7.1 General Provisions
7.1.1 The implementation of the EP is determined by its goals and development plan.
7.1.2 The implementation of the EP must fully comply with the legislation of the Republic of Kazakhstan in the field of education, including the State Compulsory Educational Standard of the Republic of Kazakhstan.
7.1.3 To evaluate this standard, the following is carried out:
7.1.3.1 Analysis of the current EP development plan, plans and monitoring system for their implementation.
7.1.3.2 Analysis of information resources and processes for disseminating information about the EP development plan.
7.1.3.3 Analysis of the protocols of collegial management bodies, orders of the director, management reporting.
7.1.3.4 Analysis of the correspondence of professional qualifications of the top management of the TVE organization and the distribution of job responsibilities.
7.1.3.5 Conducting focus groups, observing, interviewing, questioning the teaching staff, employees, students of educational organizations, employers and other interested parties.

7.2 Evaluation criteria

7.2.1 The organization of TVE demonstrates the development of an EP development plan, its focus on meeting the needs of the state, stakeholders and students.
7.2.2 The organization of TVE must ensure the adequacy of the EP development plan to the available resources, the needs of the labor market and the educational policy of the Republic of Kazakhstan.
7.2.3 The TVE organization should involve representatives of concerned parties including students, teaching staff and employers in the formation of the EP development plan.
7.2.4 The organization of TVE demonstrates the transparency of the processes of forming the EP development plan. The organization of TVE ensures that stakeholders are informed about the content of the EP development plan and the processes of its formation.
7.2.6 The TVE organization systematically collects, accumulates and analyzes information on the EP implementation and conducts self-examination in all areas, develops and revises the EP development plan.
7.2.7 The EP development plan is publicly discussed with representatives of all concerned parties, based on proposals and amendments that the authorized collegial body of the TVE organization makes changes to the project.
7.2.8 The TVE organization demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of powers, delineation and independence of the financing system.
7.2.9 EP management should include:
7.2.9.1 Management of activities through processes;
7.2.9.2 Mechanisms for planning, development and continuous improvement;
7.2.9.3 Monitoring, including the creation of reporting processes to determine the dynamics in activities and implementation of plans;
7.2.9.4 Analysis of the effectiveness of changes;

7.2.9.5 Evaluation of the effectiveness and efficiency of the units and their interaction.

7.2.10 The TVE organization should document all the main business processes governing the implementation of the EP.

7.2.11 The TVE organization must demonstrate a clear definition of those responsible for business processes, an unambiguous distribution of job responsibilities of personnel, a delineation of the functions of collegial bodies involved in the implementation of the EP.

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

7.2.13 The TVE organization should ensure that a communication and feedback system is in place and efficiently targeted at learners, workers and stakeholders.

7.2.14 EP management must demonstrate the successful functioning of the EP quality assurance system, including its design, management and monitoring, their improvement, decision-making based on facts.

7.2.15 EP management must provide evidence of the transparency of the educational program management system.

7.2.16 The TVE organization must demonstrate the existence and evidence of intensive use in the EP management processes of the system for collecting and analyzing statistics.

7.2.17 The EP management must ensure the measurement of the degree of satisfaction of the needs of the teaching staff, staff and students and demonstrate evidence of eliminating the shortcomings found in the measurement process.

7.2.18 EP management must demonstrate evidence of openness and accessibility of EP for students, teaching staff, and parents.

8. Standard "Specificity of the educational program"

8.1 General Provisions

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

8.1.2 Educational programs provide for the ability to take into account the personal needs and capabilities of students.

8.1.3 Assessment of the quality of educational programs is carried out on the basis of:

8.1.3.1 analysis of curricula (thematic plans), program content, assessment criteria and expected learning outcomes, timetables, internal regulations governing the implementation of EP;

8.1.3.2 analysis of the method and methods of teaching;

8.1.3.3 interviewing and questioning students, teaching staff and stakeholders;

8.1.3.4 the results of observations of the conduct of classes in the organization of TVE;

8.1.3.5 analysis of assessment of knowledge and skills of students.

8.2 Evaluation criteria: content of the EP

8.2.1 The TVE organization must demonstrate the presence of developed models of the graduate of the educational program, based on basic and professional competencies,

personal qualities.

8.2.2 The TVE organization must provide evidence of the participation of the teaching staff and employers in the development of EP, ensuring their quality.

8.2.3 The organization of TVE must determine the content, volume, logic of the study of academic disciplines/modules aimed at forming the professional competence of graduates in accordance with the learning outcomes.

8.2.4 The EP management must demonstrate the presence of a professional context in the content of academic disciplines/modules.

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

8.2.6 The list and content of disciplines/modules should be accessible to students. Disciplines / modules should comprehensively cover all topical issues, problems in the taught area.

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

8.2.8 An important factor is the renewability of educational programs, taking into account the interests of employers and modern labor market conditions.

8.3 Individualization of EP

8.3.1 EP management must provide equal opportunities for students, incl. regardless of the language of instruction.

8.3.2 The EP management must ensure the availability and effective functioning of the system of individual assistance and counseling of students on the educational process.

8.3.3 The management creates conditions for effective development of EP.

8.3.4 The EP management must demonstrate the use of advantages, individual characteristics, needs and cultural experience of students in the implementation of the EP.

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

8.3.6 The EP management must prove the existence of a monitoring system for the achievements of students.

8.4 Evaluation of student results

8.4.1 The EP management must ensure the availability and effective functioning of the mechanism for an objective, accurate and comprehensive evaluation of the knowledge, skills and qualities acquired by students.

8.4.2 The EP management must ensure the objectivity of the evaluation of knowledge and the degree of formation of the basic and professional competencies of students, the transparency and adequacy of the tools and mechanisms for their evaluation.

8.4.3 The EP management must ensure that the procedures for assessing the level of students' knowledge are consistent with the planned learning outcomes and the objectives

of the program.

8.4.4 The EP management must diagnose the knowledge of students at the beginning of the course and study of academic disciplines / modules.

8.4.5 The processes and criteria for assessing competencies should be transparent.

8.4.6 The EP management must ensure the formation of students' skills to continue their education at the next educational levels.

8.5 Teaching methods

8.5.1 The EP management must ensure the systematic development, implementation and effectiveness of active teaching methods and innovative teaching methods.

8.5.2 When implementing the educational program, monitoring of the student's independent work should be carried out.

8.5.3 The EP management must provide the opportunity for students to undergo practical training in their specialty and monitor the satisfaction of students, managers, enterprises - places of practice and employers.

8.5.4 The EP management must ensure the implementation of the results of practical achievements of teachers in the educational process.

9 Standard "Teaching staff and teaching efficiency"

9.1 General Provisions

9.1.1 Personnel policy for the formation and development of the teaching staff of the EP:

9.1.1.1 defines responsibilities, job responsibilities and qualifications;

9.1.1.2 contains activities aimed at developing and improving the qualifications of the teaching staff, implementing EP, administrative and managerial personnel and employees;

9.1.1.3 regulates the structure of personnel management and its development, including the personnel selection system;

9.1.1.4 ensures the functioning of mechanisms for motivating employees, adaptation of new employees, certification and application of disciplinary measures in relation to employees, procedures for their dismissal;

9.1.1.5 contains the principles of ethical conduct of personnel.

9.1.2 Compliance with the criteria of this standard is assessed based on:

9.1.2.1 analysis of documents defining job duties, rights, responsibility, professional development and advanced training, a system of motivation, adaptation, dismissal and other personnel issues;

9.1.2.2 interviewing and questioning the teaching staff, employees and management;

9.1.2.3 data on ethical behavior, corporate culture in the TVE organization.

9.2. Evaluation criteria

9.2.1 For the implementation of educational programs, EP management should involve practitioners and determine the proportion of disciplines they read.

9.2.2 The EP management should motivate the teaching staff to constantly apply

innovations in the educational process.

9.2.3 The EP management must demonstrate the compliance of the staff potential of the teaching staff with the specifics of educational programs.

9.2.4 The TVE organization must demonstrate that information about the teaching staff is available to the public.

9.2.5 The EP management should ensure monitoring of the activities of the teaching staff, a systematic assessment of the competence of teachers, a comprehensive assessment of the quality of teaching.

9.2.6 The workload of educators should include a variety of activities. The EP management must demonstrate evidence of the fulfillment by teachers of all types of the planned load.

9.2.7 The EP management should provide targeted actions for the development of young teachers.

9.2.8 The EP management must demonstrate mechanisms to stimulate the professional and personal development of teachers and employees.

9.2.9 The EP management must ensure monitoring of the satisfaction of the teaching staff.

9.2.10 The EP management must demonstrate IT competence and digital skills of the teaching staff, the use of innovative interactive methods and forms of training, and an important factor is the teaching of general professional and special disciplines in English.

9.2.11 An important factor is the participation of the teaching staff in the life of society.

10 Standard "Learners"

10.1 General Provisions

10.1.1 The EP management must demonstrate the policy of forming the contingent of students.

10.1.2 The assessment of this standard is based on:

10.1.2.1 analysis of internal regulations governing the educational process (statements, journals of production and theoretical studies, etc.);

10.1.2.2 analysis of plans that regulate the educational process, personal files, orders;

10.1.2.3 surveys of the field of study, including information support of the educational process;

10.1.2.4 questioning and interviewing students;

10.1.2.5 the results of observations of the conduct of classes in the organization of TVE and the involvement of students;

10.2 Evaluation criteria

10.2.1 The EP management must demonstrate the policy of forming the contingent of EP students and the transparency of its procedures.

10.2.2 The EP management must demonstrate awareness of the main roles (professional, social) of students based on learning outcomes.

10.2.3 An important factor is the possibility of professional certification of students in the field of specialization in the learning process.

10.2.4 An important factor is the availability of support for students with special

educational needs.

10.2.5 The EP management should make the maximum amount of effort to provide graduates with employment and keep in touch with graduates.

10.2.6 An important factor is monitoring the employment and professional activities of graduates.

10.2.7 The EP management should actively stimulate students to self-education outside the main program (extracurricular activities).

10.2.8 The EP management should provide an opportunity for students to exchange and express opinions.

10.2.9 The EP management should create a mechanism for monitoring student satisfaction with the activities of the TVE organization in general and individual services in particular.

10.2.10 The EP management must demonstrate the functioning of the feedback system, including the prompt presentation of information on the results of the assessment of students' knowledge.

10.2.11 An important factor is the participation of students in professional skills competitions and / or in World skills championships for the relevant competencies.

11 Standard "Resources used in the implementation of educational programs"

11.1 General Provisions

11.1.1 Continuous improvement of material, technical and information resources is a factor in ensuring the quality of EP education.

11.1.2 The learning environment of students, including material, technical and information resources, must correspond to the objectives of the educational program.

11.1.3 The TVE organization should ensure the creation of comfortable conditions for learning and work.

11.1.4 Evaluation of the quality of material and technical and information resources used in the implementation of EP based on:

11.1.4.1 analysis of the adequacy of library resources (book fund), the availability of high-speed communication, an automated information system, an information system, laboratory and educational equipment, software;

11.1.4.2 surveys of material, technical and information resources of the TVE organization, interviews and questionnaires of students, teaching staff and stakeholders.

11.2 Evaluation criteria

11.2.1 The EP management must ensure that the maximum possible amount of structured, organized information on the disciplines taught is available to students: for example, presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.

11.2.2 Educational equipment and software used for mastering educational programs must be similar to those used in the relevant industries and meet safety requirements during operation.

11.2.3 The TVE organization creates a learning environment that promotes the formation of basic and professional competence and takes into account the individual needs and capabilities of students.

11.2.4 The organization of TVE should create conditions for the development of workshops, involving students in production activities; ensuring the participation of the teaching staff and students in competitions.

11.2.5 The TVE organization should assess the dynamics of the development of material and technical resources and information support of the EP.

11.2.6 In the TVE organization, an EP learning environment should be created, which includes:

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

11.2.6.2 academic accessibilities - students have access to personalized educational resources;

11.2.6.3 academic consultations - there are personalized educational resources that help students;

11.2.6.4 vocational guidance - students have access to personalized educational resources that help in choosing and achieving career paths;

11.2.6.5 the required number of classrooms equipped with modern technical teaching aids that meet sanitary and epidemiological standards and requirements;

11.2.6.6 the required number of computer classes, reading rooms, multimedia and language laboratories, the number of seats in them;

11.2.6.7 book fund, including the fund of educational and methodological literature on paper and electronic media, periodicals in the context of languages of instruction;

11.2.6.8 free access to educational digital and Internet resources.

11.2.7 The EP management must determine the degree of implementation of digital resources and information technologies in the educational process of the EP, monitor the use and development of the EP of innovative learning technologies, including those based on ICT;

11.2.8 The EP management must demonstrate the reflection on the web resource of the information characterizing the EP.

11.3 Evaluation criteria

11.3.1 Education

11.3.1.1 Educational programs in the direction "Education" such as "Early childhood education and training", "Organization of educational work (by levels)", "Primary education", etc. must meet the following requirements:

11.3.1.1.1 The EP management must demonstrate that the graduates of the program have practice-oriented knowledge in the field of psychology (pedagogy) and skills in the field of communication, personality and behavior analysis, methods of preventing and resolving conflicts, motivating students;

11.3.1.1.2 The EP management must demonstrate the literacy of the graduates of the program in the field of information technologies that meet the requirements of the

educational sphere, the widespread use of information and communication technologies in educational organizations;

11.3.1.1.3 The EP's management must demonstrate the presence in the program of disciplines / module teaching the organization of the educational process, innovative teaching methods and planning of learning, incl. interactive teaching methods;

11.3.1.1.4 The EP management must demonstrate that students have the ability to form self-study skills.

11.3.1.1.5 The EP management must demonstrate that it has a clear, based on analysis and facts idea of what specialties (qualifications) and skills within certain specialties are in demand on the market, what is the approximate number of specialists required in the market for the taught specialty, and give examples of successful employment of most graduates in the specialty (qualification) in the first six months after completion of training.

12 Standards in the context of individual specialties

12.1 General Provisions

12.1.1 Specialized accreditation standards will differ to some extent depending on which specialties are accredited.

12.1.2 The standards designed for individual groups of specialties represent the fundamental principles of the organization of programs and emphasize the importance of an adequate distribution of the teaching load between theory and practice within the program, the need for a variety of practical experience.

12.1.3 The self-assessment process should take into account the diversity of the specifics of the accredited specialties, but also of the qualifications awarded to graduates upon graduation.

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", "Patenting", "Translation (by type)", "Tourism (by industry)", "Catering", " Social work "," Marketing (by industry) "," Finance (by industry) ", etc. must meet the following requirements: the EP's management must guarantee students' access to the most modern and relevant data (statistics, news, scientific results) in the field of specialization in paper (newspapers, collections of statistical data, textbooks) and electronic media.

12.2.2.2 The EP in the areas of "Social Sciences, Economics and Business" and "Law" must also meet the following requirements:

12.2.2.2.1 The goals and results of the EP should be aimed at obtaining students specific skills that are in demand in the labor market;

12.2.2.2.2 The EP management must demonstrate that program graduates possess these skills and that these skills are really in demand in the market;

12.2.2.2.3 The EP should include a significant number of disciplines and activities aimed

at gaining practical experience in the application of theoretical knowledge by students, such as industrial practice, training at enterprises, participation in lectures and master classes of practicing specialists, etc.

12.2.3 Natural and technical sciences

12.2.3.1 Educational programs in technical areas such as "Metallurgy and mechanical engineering", "Communications, telecommunications and information technology", "Production, installation, operation and repair (by industry)", "Communications, telecommunications and information technology", etc. ... must 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 should include disciplines and activities aimed at gaining practical experience and skills in the specialty in general and in the major disciplines in particular, including .h .:
- excursions to enterprises in the field of specialization (factories, workshops, research institutes, laboratories, etc.),
- conducting individual classes or entire disciplines / modules at the enterprise of specialization,
- the use of workshops for conducting practical classes, solving practical problems relevant for enterprises in the field of specialization, etc.

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

12.2.4 Art

12.2.4.1 Educational programs in the direction of "Art and culture", such as "Social and cultural activities and folk art (by profile)", "Instrumental performance and musical variety art (by type)", "Painting, sculpture and graphics (by type) "," Music theory ", etc., must meet the following requirements:

12.2.4.1.1 The EP management must demonstrate that the graduates of the program have theoretical knowledge in the field of arts, practical skills and skills of self-expression through creativity, such as modeling, drawing, singing, etc.;

12.2.4.1.2 EP management is obliged to demonstrate students' skills of self-study and self-development, ability to work in the field of art.

12.2.4.1.3 The EP should include the maximum possible number of disciplines and events in which skills are taught to students individually or in small groups, for example, conducting master classes by honored workers of the field of specialization;

12.2.4.1.4 The EP management must organize for students the maximum possible number of events that contribute to the demonstration of the acquired creative skills by students, for example, concerts and exhibitions;

12.2.4.1.5 The EP must contribute to the enrichment of creative experience in various types of practical activities inherent in the specialty.

12.2.4.1.6 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 EP should include disciplines and activities aimed at gaining practical experience and skills in the specialty as a whole and in the major disciplines in in particular, including:

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

- conducting individual classes or entire disciplines / modules at the enterprise of specialization,

- holding 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 presence of a mechanism for collegial assessment of students' creative examination papers.

13. The procedure for making changes and additions

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

13.2 The IAAR makes changes and additions to the standard.

13.3 In case of initiation of changes and additions to the existing standards by educational organizations and other interested bodies, proposals and comments are sent to the IAAR.

13.4 The IAAR examines the received proposals and comments for their validity and appropriateness in the prescribed manner.

13.5 Changes and additions to the current accreditation standard after their approval are approved by the order of the director of the IAAR in a new edition with amendments or in the form of an insert brochure to the current standard.

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