



**STANDARDS AND GUIDELINES
FOR INTERNATIONAL
ACCREDITATION OF
ORGANISATIONS AND
PROGRAMMES OF CONTINUING
PROFESSIONAL EDUCATION**



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

ИУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

**STANDARDS AND GUIDELINES FOR INTERNATIONAL
ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF
CONTINUING PROFESSIONAL EDUCATION**

2021

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REGULATORY REFERENCES

These standards use references to the following regulatory documents:

1.1 Bologna Working Group. (2005) A Framework for Qualifications of the European Higher Education Area. Bologna Working Group Report on Qualifications Frameworks (Copenhagen, Danish Ministry of Science, Technology and Innovation).

1.2 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

1.3 ECTS Users' Guide, Luxembourg: Publications Office of the European Union, 2015.

1.4 WFME Global Standards for Quality Improvement: Continuing Professional Development of Medical Doctors. WFME Office, University of Copenhagen, Denmark.

1.5 The European Model for Quality Assurance for Providers of Vocational Education and Training based on European Quality Assurance Framework (EQAVET).

1.6 Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon, 11 April 1997.

1.7 European Commission. (2008). The European Qualifications Framework for Lifelong Learning (EQF). Luxembourg: Office for Official Publications of the European Communities (<http://ecahe.eu/w/images/3/34/EQF.pdf>).

1.8 IAAR Standards and Guidelines for International Accreditation of Foreign Educational Organisations and Educational Programmes (based on ESG). Astana, 2018.

1.9 IAAR Standards and Guidelines for the International Accreditation of Residency Programmes (Clinical Ordinatura) Abroad (based on WFME/AMSE Standards). Astana, 2018.

TERMS AND DEFINITIONS

This standard applies the terms and definitions in accordance with the regulatory documentation as specified in paragraph No. 2. In addition Standards **define the following**:

2.1 Academic Mobility: transfer of students or lecturers-researchers for training or research for a certain academic period (semester or academic year) to another organisation of higher education and (or) postgraduate education (domestically or abroad) with mandatory re-crediting of completed curricula, disciplines in the form of academic credits in their organisation of higher education and (or) postgraduate education or to continue studies in another organisation of higher and (or) postgraduate education.

2.2 Institutional Accreditation: is the process of evaluation the quality of organisation of continuing professional education (OCPE) by the accreditation body for compliance with the declared status and established standards of accreditation body.

2.3 Analysis: a research method characterised by the identification and/or study of individual parts of the object of accreditation, the process of determining, collecting data to assess the quality of educational services.

2.4 Site Visit of the External Expert Panel: a generally accepted component of the holistic accreditation process, which provides for verification of reality compliance with a previously submitted self-assessment report of OCPE, assessing the quality and effectiveness of educational services provided, interviewing and questioning stakeholders, as well as developing recommendations for improving the quality.

2.5 Framework of Qualifications for the European Higher Education Area: a structure of qualifications covering three levels of higher and postgraduate education: bachelor's, master's and doctoral degrees, Dublin descriptors for each level based on educational outcomes and competencies, and a range of credits for the first and second levels.

2.6 Distance Education Technologies: an education, carrying out with application of information and telecommunication means upon mediate (in the distance) or incompletely mediate interaction of student and teaching staff.

2.7 Training Agreement: a written agreement between the head of an OCPE and a learner about the terms and conditions of professional training, retraining, and qualification improvement.

2.8 Continuous Professional Education: the process of learning carried out with the aim of meeting the educational and professional needs of adults, their professional development, ensuring the relevance of their qualifications to changing conditions in professional practice and the social environment.

2.9 European Credit Transfer and Accumulation System (ECTS): a student-centered method of planning, describing educational programmes, recording and recognising learning outcomes, as well as monitoring the dynamics of a student's progress along an individual educational trajectory, by determining the laboriousness (labor intensity) of disciplines for all its components.

2.10 Quality of Continuous Professional Education Programmes: the conformity of learners' competency levels to the professional and additional requirements established by the organisation implementing the educational programmes.

2.11 Qualification: the combination of professional knowledge, skills, abilities, and work experience required to perform tasks within a specific type of professional activity.

2.12 Credit Technology of Training: learning based on choice and self-planning for the students of the sequence of studying disciplines with the accumulation of academic credits.

2.13 Course Training: education in training courses for professional preparation, retraining, and/or qualification enhancement, in accordance with an established educational curriculum and the designated timeframe for mastery.

2.14 Training Courses for Professional Preparation, Retraining, and/or Qualification Enhancement: a form of educational activity with a short duration of training aimed at achieving a higher level of professional qualification or requalification.

2.15 Competence: an employee's ability to apply knowledge, skills, and abilities in their professional activities.

2.16 Educational Services Monitoring: the collection and analysis of data regarding processes and procedures in educational activities.

2.17 National Qualifications Framework (NQF): establishes a unified scale of levels of qualification for general professional competencies for the development of industry-specific qualifications frameworks and professional standards in accordance with the European Qualifications Framework (EQF).

2.18 Non-formal education: a form of education provided by organisations that offer educational services without considering the location, duration, or form of learning, with the issuance of a document certifying the learning outcomes.

2.19 Educational Programme (Continuous Professional Education): a comprehensive set of key characteristics of continuous professional education, including objectives, learning outcomes, content, organisation of the learning process, methods of implementation, and criteria for assessing learning outcomes.

2.20 Educational Monitoring: systematic observation, analysis, assessment and prediction of the state and dynamics of changes of the results and conditions of implementation of educational processes, student body, network, as well as rating indicators of achievement of activity of OCPE.

2.21 Continuous Professional Education Provider: an organisation that implements continuous professional education programmes regardless of ownership form.

2.22 Student Assessment: the process of verifying the acquired knowledge, skills, abilities, and competencies of a learner against the criteria of their compliance with the programme requirements.

2.23 Assessment: a method of determining the degree of achievement of planned learning outcomes and educational programme goals for decision-making and identifying further directions for improving quality. It involves interpreting data and evidence gathered during the analysis process.

2.24 Self-Assessment Report: a document developed by the OCPE based on the results of self-assessment and submitted for consideration and decision by the accrediting body.

2.25 Quality Assurance Policy: the main directions that characterise the key priorities and value orientations of quality assurance development, determined on the basis of collective discussion and approved by the leadership of the OCPE.

2.26 Recognition of Learning Outcomes: the confirmation of the significance of continuous professional education learning outcomes for the purpose of using them in a person's professional activities.

2.27 Assignment of Qualifications: a procedure for confirming the totality of individual abilities, professional knowledge, skills and abilities necessary to perform work in the framework of the corresponding type of professional activity.

2.28 Qualification Enhancement (Advanced Training): a form of professional education that allows individuals to maintain, expand, deepen, and enhance previously acquired professional competencies, knowledge, skills, and abilities.

2.29 Diploma Supplement: a pan-European standardised document containing a description of the nature, level (if possible), context, content and status of the training passed and successfully completed by the holder of an educational qualification, additionally attached to the official document.

2.30 Training Profile: an essential characteristic of an educational programme that reveals the specificity of the continuous professional education direction.

2.31 Professional Development: the systematic reinforcement, improvement, and broadening of one's knowledge base, as well as the development of professional and personal qualities necessary for acquiring new professional knowledge and skills, particularly in evolving conditions of professional practice and the social environment.

2.32 Reaccreditation: accreditation of the OCPE by an accreditation body that previously issued a certificate of institutional accreditation upon the expiration of the accreditation status.

2.33 Learning Outcomes: the aggregate of a learner's educational achievements, including formed competencies, within the framework of a continuous professional education programme.

2.34 Effectiveness: the degree of implementation of planned activities and the achievement of planned learning outcomes.

2.35 Self-Assessment: a procedure for self-assessment of an OCPE based on standards and criteria for institutional and (or) specialised accreditation.

2.36 Certificate: a document confirming the level of compliance of a specialist's qualification with the qualification requirements.

2.37 Internship: an individual or group form of developing a learner's professional competencies carried out in accordance with an individual plan approved by the head of the OCPE.

2.38 Stakeholder: an individual, a group of people or an organisation interested in and / or involved in activities, decision-making in a certain area.

2.39 Strategic Documents: documents that define the organisation's strategic development perspective, including its mission, vision, development strategy, and action plans.

2.40 Student-Centered Approach in Education: a fundamental principle of the Bologna reforms, which involves shifting the focus in the educational process from teaching (where the main role is played by the faculty in "transmitting" knowledge) to learning (as the active educational activity of students).

2.41 Management Documentation: documentation related to planning, process management, the implementation of various procedures, organisational structure regulations, and job descriptions.

2.42 Curriculum: a document that regulates the list, sequence, volume (workload) of disciplines and/or modules, professional practices, other types of student activities, and forms of assessment.

2.43 Expert Assessment: a procedure for obtaining an assessment based on the analysis of the problem under consideration, the opinions of specialists with the aim of subsequent decision-making.

2.44 Efficiency: the ratio between the achieved outcome and the resources used.

ABBREVIATIONS AND ACRONYMS

These standards use abbreviations in accordance with the regulatory documents specified in section 2, in addition to them, the following acronyms and abbreviations are used:

AC – Accreditation Council

EEP – External Expert Panel

IAAR - Non-Profit Institution "Independent Agency for Accreditation and Rating"

ENIC/NARIC – European Network of National Academic Recognition and Mobility Information Centers / National Academic Recognition Information Centers;

OCPE – Organisation of Continuing Professional Education

EP – Educational Programme

SMW – Scientific and Methodological Work

RW – Research Work

ICT – Information and Communication Technologies

NSQ – National System of Qualifications

ESG – The Standards and Guidelines for Quality Assurance in the European Higher Education Area.

WFME -World Federation for Medical Education

I. INTERNATIONAL ACCREDITATION PROCEDURE

Goals and Objectives of International Accreditation

The goal of international accreditation (hereafter referred to as accreditation) is to assess and recognise the high quality of an organisation's activities and continuous

professional education programmes in accordance with international standards. The standards for international accreditation of organisations and continuous professional education programmes are developed in accordance with European standards and guidelines for quality assurance in the European Higher Education Area (ESG), the standards of the World Federation for Medical Education (WFME), the European Qualifications Framework (EQF), and European experience in lifelong learning, as well as national legislative requirements.

Continuous professional education is understood as a learning process aimed at meeting the educational and professional needs of adults, ensuring the relevance of their professional competencies to changing conditions in professional activities and the social environment.

The standards for international accreditation of organisations and continuous professional education programmes **are intended for use as a self-assessment model** by higher education institutions, postgraduate and national research centres, research institutes, and other organisations implementing continuous professional education programmes, including qualification upgrading, additional and/or non-formal education.

The international accreditation procedure serves the common goal of assessing the quality of an organisation's and/or continuous professional education programme's activities and compliance with European standards and guidelines for quality assurance in the European Higher Education Area (ESG) and WFME standards. When conducting international accreditation, the specific legislation of the respective countries is taken into account.

The standards and procedures for international accreditation comply with the fundamental principles and documents of the Bologna Process.

For programme accreditation purposes, to ensure the quality assessment of continuous professional education programmes (hereafter referred to as CPD programmes) and the effectiveness of the External Expert Panel's (hereafter referred to as EEP) activities, a cluster approach is implemented. This approach involves grouping accredited CPD programmes into clusters, with one cluster including no more than 5 CPD programmes. The assessment of no more than 20 CPD programmes is allowed during one visit by the EEP.

The main principles of international accreditation include professionalism and accessibility of assessment, voluntariness, independence, objectivity, and professionalism, transparency, reliability, and timeliness of information about accreditation procedures, collective decision-making, and the dissemination of information about positive and negative results.

Procedure for Carrying Out International Accreditation

The procedure includes the following stages:

1. Applying for accreditation

Submission of an organisation's application for international accreditation of the organisation and/or continuous professional education programmes, along with copies of legal and regulatory documents.

IAAR considers the application of the continuous education organisations.

2. Conclusion of a contract between the OCPE and IAAR

The decision by the Independent Agency for Accreditation and Rating (IAAR) to initiate the international accreditation procedure for the organisation and/or continuous professional education programmes will be made. The schedule for visiting the

organisation, the terms, and financial aspects of accreditation will be determined by an agreement between the IAAR and the organisation for continuous professional education (OCPE).

Upon request from the OCPE, IAAR may organise training for internal experts to explain the standards and procedures of international accreditation for organisations and/or continuous professional education programmes during special seminars on the theory, methodology, and technology of conducting international accreditation. This seminar procedure is not a mandatory component of the accreditation process, and the decision to organise a seminar remains with the OCPE.

3. Preparation of a self-assessment report

The OCPE independently organises and conducts self-assessment of the organisation and/or programmes (cluster of programmes) to ensure compliance with international accreditation standards. Additionally, OCPE prepares a self-assessment report following Section II of this Guide. OCPE is provided with the necessary methodological materials to prepare the self-assessment report.

The OCPE submits the self-assessment report and all necessary appendices to IAAR no later than 8 (eight) weeks before the External Expert Panel (EEP) visit. IAAR provides experts with the self-assessment report for peer review no later than 6 (six) weeks before the visit, following the internal expert review for compliance with international accreditation standards for organisations and/or continuous education programmes.

The expert reviews the self-assessment report for compliance with IAAR international accreditation standards, prepares and submits the peer review to IAAR within 10 (ten) calendar days. In case of non-compliance with IAAR requirements, the peer review is returned to the expert for revision. In case of repeated non-compliance, IAAR has the right to disqualify the expert from participating in the work of the EEP.

Based on the analysis of the self-assessment report, IAAR may make one of the following decisions:

- Develop recommendations for revising the self-assessment report.
- Proceed with subsequent accreditation procedures (EEP visit to OCPE).
- Postpone the deadlines for subsequent accreditation procedures due to non-compliance of the self-assessment report with IAAR international accreditation standards.

4. EEP site visit to an OCPE

In case of continuing the subsequent accreditation procedures, IAAR forms an External Expert Panel (EEP), which is approved by the General Director of IAAR. The external assessment of the quality of the OCPE and programmes (cluster of programmes) for compliance with IAAR standards is carried out by the External Expert Panel during the site visit to the OCPE.

The composition of the EEP is determined based on the volume of work related to the external assessment. The EEP includes independent experts, including foreign experts, who have experience in teaching and quality assurance activities, as well as representatives of employer and student communities.

In the event of continuing accreditation, IAAR agrees with OCPE on the timing of international accreditation and the EEP visit programme. The EEP visit programme is developed by the IAAR coordinator and the EEP Chair, with the participation of OCPE. The approved EEP visit programme is endorsed by the General Director of IAAR no later than 2 (two) weeks before the visit to OCPE. The structure and content of the programme are developed taking into account the specifics of OCPE and/or programmes, following the recommended sample of the EEP visit programme (refer to [Appendix 1](#)).

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The duration of the panel's site visit is typically 3-5 days. During the visit, OCPE provides conditions for the work of the EEP in accordance with the Service Agreement:

- provides an electronic and/or paper version of the self-assessment report for each member of the panel.
- provides necessary office equipment as agreed with the IAAR coordinator and the number of EEP members.
- arranges inspections of infrastructure and resources, meetings, surveys, interviews, and other types of work for the EEP in accordance with the EEP visit programme.
- provides requested information.

The results of the visit to OCPE are reflected in the external review report. The draft report of the EEP is reviewed by IAAR and sent to OCPE for approval. In case OCPE identifies factual inaccuracies, the Chair, in conjunction with EEP members, makes the necessary amendments to the EEP report. In case of disagreement with OCPE's comments on the EEP report, the Chair, together with the IAAR coordinator, prepares an official response with justifications.

The report contains a description of the EEP visit, a brief assessment of OCPE's activities in terms of IAAR standards, recommendations to OCPE for improving its activities and ensuring quality, and recommendations to the Accreditation Council. The proposals to the Accreditation Council include a recommendation for accreditation (including the recommended accreditation period) or non-accreditation.

The EEP report, including recommendations, is developed collegially by EEP members.

5. Decision-Making by IAAR

The basis for making decisions on international accreditation of organisations and/or programmes in continuous education by the Accreditation Council is the EEP review report and the self-assessment report of organisations and/or programmes in continuous education.

The Chair of the External Expert Panel presents the results of the external expert panel visit to the Accreditation Council.

The Accreditation Council of IAAR has exclusive competence to make decisions on accrediting or refusing to accredit organisations and/or programmes in continuous education. The composition of the Accreditation Council is determined in accordance with the Regulation on its activities. The meeting is held in the presence of a quorum. The Accreditation Council has the right to make a reasoned decision that does not correspond to the recommendation of the External Expert Panel.

The Accreditation Council has the authority to make one of the following decisions:

- *Accreditation for a period of 1 (one) year* - if criteria are generally met but there are some deficiencies and opportunities for improvement (criteria requiring improvement from 40% to 60%, absence of strong criteria).

- *Accreditation for a period of 3 (three) years* - if criteria are generally met but there are some minor deficiencies and opportunities for improvement (criteria requiring improvement from 20% to 40%, with the presence of strong criteria).

- *Accreditation for a period of 5 (five) years* - if criteria are generally met and there are positive results (criteria requiring improvement up to 20%, with the presence of strong criteria).

- *Accreditation for a period of 7 (seven) years* - if criteria are generally met and there are examples of best practice (criteria requiring improvement up to 10%, with no less than 20% of strong criteria).

- *Non-accreditation* - in case of significant deficiencies (evaluation of at least one criterion as "unsatisfactory" or requiring improvement of 60% or more).

In case the Accreditation Council makes a positive decision, IAAR sends an official letter to the OCPE with the results of the decision and the certificate of international accreditation for the OCPE and/or programmes. Subsequently, the decision on the accreditation of the organisation and/or programmes in continuous education is sent to the authorised education authority of the respective country and posted on the IAAR website. The External Expert Panel report is also posted on the IAAR website.

Upon receiving the accreditation certificate, the OCPE posts the self-assessment report on its website.

In case the Accreditation Council makes a negative decision, IAAR sends an official letter to the OCPE regarding the decision. The OCPE, in accordance with the Service Agreement and the Regulation on the Commission for the Consideration of Appeals and Complaints, may submit an appeal to IAAR regarding the decision of the Accreditation Council. In case of doubts about the competence of the external expert panel and IAAR representatives or gross violations committed by the members of the external expert panel, the OCPE may submit a complaint to IAAR in accordance with the Regulation on the Commission for the Consideration of Appeals and Complaints.

6. Follow-up procedures

In the event that the Accreditation Council of IAAR makes a positive decision, the organisation in continuous education provides IAAR with a Plan of measures to improve and refine quality in the framework of recommendations of an external expert panel (hereinafter referred to as the "Plan") that is signed by the top executive and certified with a seal. Additionally, the organisation enters into a Service Agreement with IAAR. The Service Agreement and the Plan serve as the basis for conducting post-accreditation monitoring.

In accordance with the Regulation on the Procedure for Post-Accreditation Monitoring, accredited organisations or OCPEs must prepare interim reports according to the Plan. These interim reports are submitted to IAAR two months before the expected date of the post-accreditation monitoring visit.

Post-accreditation monitoring of organisations and/or programmes in continuous education is conducted in accordance with the Regulation on the Procedure for Post-Accreditation Monitoring of Educational Organisations and/or Educational Programmes.

In case the Plan and IAAR's requirements towards the OCPE are not met, or if there is a lack of information about changes in the OCPE, the Accreditation Council has the authority to make one of the following decisions:

- temporarily suspend the validity of the certificate of international accreditation of the organisation and/or programmes in continuous education.

- revoke the certificate of international accreditation of the organisation and/or programmes in continuous education, which may result in the annulment of all previously achieved accreditation results.

If the OCPE refuses to conduct post-accreditation monitoring, as expressed by not signing the Service Agreement with IAAR, the Accreditation Council of IAAR may decide to terminate the accreditation status.

In the event of premature termination and withdrawal of the accreditation status, the OCPE has the right to apply for accreditation with IAAR one year after the decision to revoke the certificate of accreditation for the OCPE has been made.

External Expert Panel (external evaluation expert group)

The External Expert Panel (EEP) for the assessment of OCPEs (cluster of programmes) consists of independent experts, including foreign experts, with experience in teaching and quality assurance activities. Additionally, there should be one representative each from employers and students.

The formation of the EEP is based on the order of the General Director of IAAR and is selected from the pool of certified representatives of the academic, professional, and student communities, which is maintained by IAAR. Foreign experts can be invited from partner accreditation agencies.

IAAR, with the aim of avoiding conflicts of interest, sends an official letter to the OCPE 14 calendar days before the visit, specifying the composition of the EEP.

The OCPE has the right to notify IAAR of a potential conflict of interest with justification within 3 working days. If necessary, IAAR will replace the expert.

All EEP members sign a Statement of Commitment to confirm the absence of conflicts of interest and adhere to the IAAR Code of Ethics for External Experts during each visit.

EEP members must perform their functions and duties with high quality. Failure to perform or refusal without reasonable cause is considered a violation of the IAAR Code of Ethics for External Experts and may result in exclusion from the IAAR expert pool.

Information about the OCPE obtained during the external assessment is treated as confidential and should not be disclosed.

EEP members should not disclose or comment on the recommended accreditation terms until the decision of the Accreditation Council has been made.

The External Expert Panel includes:

- Chair of the External Expert Panel: responsible for coordinating the work of experts, preparing and presenting preliminary findings during the visit to the OCPE, and preparing the final report on the results of the external assessment of the organisation and/or continuous education programmes (cluster of programmes).

- External Experts: representatives of the academic community responsible for evaluating the compliance of the accredited organisation and/or continuous education programmes with IAAR international accreditation standards.

- External Expert - Employer Representative: responsible for assessing whether the accredited organisation and/or continuous education programme (cluster of programmes) meets the professional competencies required by the labor market.

- External Expert - Student Representative: responsible for assessing whether the accredited organisation and/or continuous education programme meets the needs and expectations of students (one representative for each cluster).

IAAR appoints a coordinator from its employees responsible for coordinating the work of the group of experts. The OCPE, on the other hand, appoints an authorised person responsible for the international accreditation process of the organisation and/or continuous education programmes (cluster of programmes)."

II. SELF-ASSESSMENT REPORT

The self-assessment report (SAR) is one of the basic documents of international accreditation.

Key Principles of the Report Preparation

1. Structuring: strict compliance of the presented information with the sections of the document.
2. Readability: the text of the document should be easy for apprehension from the point of view of printing, semantic and stylistic features of the text.
3. Analyticity: analysis of advantages and disadvantages, analysis of development dynamics of the EO or EP (cluster of programmes).
4. Objectiveness of assessment.
5. Conclusiveness: provision of facts, data, information as arguments for conclusions.

Those features of the study programme which have not been described in the guidelines must be included in the documents of the corresponding part.

During the cluster accreditation the aspects common to all programmes are described once in the introductory section to avoid repetition.

The final document must be well-structured, the pages numbered (including annexes).

Contents of the Self-Assessment Report

The document structure consists of an introduction, three main sections, and appendices (refer to [Appendix 7](#)). It is recommended that the introduction includes information about the conditions and organisation of self-assessment, its goals, and objectives.

In the first section, provide general information about the OCPE for institutional accreditation or the specific department responsible for the accredited educational programmes (cluster of programmes) for programme accreditation, including:

- Brief information about the institution/department.
- Organisational and legal framework.
- Organisational structure and management system.
- Interaction with educational, research, professional organisations at regional, national, and international levels.
- International activities.
- Number of students (annual).
- Dynamics of student enrollments in different modes of study over the last 3-5 years.
- Brief information on the development and implementation of educational programmes.

The second section should contain an analysis of the organisation's activities and/or the educational programme's compliance with international accreditation standards. Organise the content following the guidelines provided in the manual. The SAR should address all key questions and include all necessary documentary evidence in the appendices.

The OCPE/department should provide information about its achievements over the past 3-5 years for each standard. Additionally, the report should outline issues and areas requiring improvement identified through a SWOT analysis.

The third section of the report should provide general conclusions and a summary of the self-assessment process, which serves as the basis for applying for external quality assessment.

Appendices should include tables, general information about the institution and/or educational programme (cluster of programmes), achievements of the programme (at least 2 pages for programme accreditation), and a list of materials and documentary evidence presented for review by the External Expert Panel during the visit to the OCPE/department.

The SAR should be submitted in English¹, officially in electronic format, unless otherwise specified. The report should not exceed 50-60 pages (excluding appendices).

The SAR should be submitted on behalf of the head of the OCPE/department and should be signed by them.

The main provisions and conclusions of the report should be made known to all participants in the self-assessment process, published on the OCPE's website. All responsible for self-assessment should participate in completing the "Self-Assessment Committee's Conclusion" table, ensuring the accuracy of the information presented in the report.

SAR Structure

The content of the SAR should be presented in accordance with the following structure:

Table of Contents

Introduction

1. General Information (including Tables 1 and 2).

2. Compliance with International Accreditation Standards:

Standard 1. Strategic Development and Quality Assurance

Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

Standard 2. Leadership and Management

Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

Standard 3. Educational Programme and Learning Outcomes

Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

Standard 4. Admission of Students, Academic Performance, Recognition, and Certification

Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

Standard 5. Student-Centered Learning, Teaching, and Assessment

¹ Documents of large size can be submitted in their original language as long as they are accompanied by a brief summary in English.

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Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

Standard 6. Faculty

Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

Standard 7. Educational Resources and Student Support System

Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

Standard 8. Public Information

Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

Standard 9. Continuous Monitoring and Periodic Programme Evaluation

Description of Activities

Achievements Over the Last 5 Years

Areas Requiring Improvement

3. Conclusions

4. The final section of the self-assessment report should include the completed "Conclusion of the Self-Assessment Commission" table (Table 3).

5. Appendices

Title Page

The title page of the self-assessment report should be separate for each report (refer to [Appendix 2](#)).

Table 1

GENERAL INFORMATION ABOUT CONTINUOUS PROFESSIONAL EDUCATION ORGANISATION

Full name of the organisation	
Founders	
Year of Establishment (Name, Renaming (if applicable))	
Current Accreditation Status	
Location	
Head	
License (Establishing Document)	
Number of Students In all forms (types) of education	

Table 2

INFORMATION ABOUT CONTINUING PROFESSIONAL EDUCATION PROGRAMMES UNDERGOING INTERNATIONAL ACCREDITATION (EXAMPLE)
(in case of institutional accreditation, the educational institution fills out this table for one of the implemented educational programmes)

Programme Name	
Title/Degree, Qualification (if applicable)	
Expected Level according to the European Qualifications Framework (EQF)	
Number of ECTS Credits	
Programme Duration, Study Period Programme Start Date	
Type of Instruction/Number of Students	<ul style="list-style-type: none"> - Full-time Programme - Part-time Programme - Distance Learning Programme - Other
Previous Accreditation (Date, Term of validity, Accreditation agency)	
Admission Requirements	
Further Education Opportunities	
Employment Opportunities, Possible Career Paths	
Programme Objectives and Goals	
Brief Programme Description	
Learning Outcomes	
Additional Characteristics about the Activities of the Organisation/Programme	
Structural Unit/Head	
Person Responsible for Accreditation, Phone/Email	

Following the title page, there should be a description of the continuous professional education programme, including the following information:

- Components (modules/disciplines);
- The number of ECTS credits for each module/discipline and the duration of each module/discipline;
- Total ECTS credits/credit distribution;
- Form of education:
- If possible, specify types of educational activities. Forms and methods of assessment.
- Practical experience and preparation of a final qualification work, final exams (if applicable).

Conclusion of the Self-Evaluation Committee

No	IAAR International Standards	Assessment Indicators			
		Strong	Satisfactory	Suggest improvements	Unsatisfactory
Standard 1. STRATEGIC DEVELOPMENT AND QUALITY ASSURANCE POLICY					
1	The organisation demonstrates the development of its own mission, vision, development strategy, and quality assurance policy based on an analysis of external and internal factors with broad involvement of various stakeholders.				
2	The organisation demonstrates the functioning of an internal quality assurance system.				
3	The organisation carries out processes for managing the educational programmes in accordance with the strategy and quality assurance policy, taking responsibility for the overall quality of the programmes.				
4	The organisation demonstrates systematic review of its development strategy and quality assurance policy, as well as the improvement of its internal quality assurance system.				
Standard 2. LEADERSHIP AND MANAGEMENT					
1	The organisation carries out the management processes of OCPE/EP, including planning and resource allocation, in accordance with its mission and strategy.				
2	The organisation ensures the presence of appropriate administrative and academic staff, employees for the implementation of EP, proper management, and resource allocation.				
3	The organisation demonstrates a clear definition of those responsible for business processes, unambiguous allocation of staff responsibilities, differentiation of functions of collegial bodies, involvement of key stakeholders in the work of collegial management bodies, and management of innovations within the framework of OCPE/EP management.				
4	The organisation demonstrates the development of annual activity plans based on the development strategy, conducts an analysis of the effectiveness of changes, including within the framework of OCPE/EP management.				

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

5	The organisation demonstrates a mechanism for identifying risks and making decisions based on them, as well as a procedure for regular verification of the effectiveness of implemented decisions and measures.				
6	The organisation demonstrates openness and accessibility of leaders and administration to students, teachers, and other interested parties, as well as training of leadership and staff in "Management in Education" programmes.				
Standard 3. EDUCATIONAL PROGRAMME AND LEARNING OUTCOMES					
1	The organisation has mechanisms for developing and approving educational programmes (EP). EPs are designed in alignment with established objectives, including learning outcomes. The general structure, composition, and duration of EPs are described, with clear identification of components, integration of theory and practice, and compliance with national legislation.				
2	Learning outcomes of EPs are clearly defined, explained, and aligned with national qualifications frameworks and the qualifications frameworks within the European Higher Education Area (FQ-EHEA).				
3	The development and updating of EP content are carried out in accordance with the needs of the international labour market and stakeholder demands, including those of the government, society, employers, and learners.				
4	The content of the programme and its components (modules/disciplines, etc.) are logically connected, taking into account professional standards and scientific achievements in the subject area, and are oriented towards learning outcomes.				
5	Types of educational activities, teaching methods, interdisciplinarity, and practical orientation of EP components, as well as collaboration with scientific and educational organisations, ensure the achievement of educational goals and outcomes.				
6	The organisation demonstrates the competitive advantages of EP (based on comparisons with similar programmes in terms of content, target audience, learning outcomes, and cost) in the education and labour market (regional/national/international).				
7	The organisation demonstrates the effectiveness of education, the professional development of graduates, and the potential demand for EP.				
Standard 4. STUDENT ADMISSION, PERFORMANCE, RECOGNITION, AND CERTIFICATION					
1	The organisation has predefined, published, and consistently applied rules governing all phases of the student lifecycle, including admission, performance, recognition, and certification.				

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

2	Admission conditions are defined, taking into account the characteristics of the target groups and supporting the achievement of EP goals.				
3	EP objectives are presented, accessible to students, and encompass skills and professional competencies.				
4	The organisation must demonstrate the implementation of the European Credit Transfer and Accumulation System (ECTS) and the modularity of EPs.				
5	The certificate and transcript reflect the learning outcomes. Recognition of learning outcomes is applied in accordance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 2017).				
Standard 5. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT					
1	The organisation ensures the adequacy and feasibility of individual student learning plans, actively involves students in co-constructing the educational process, and takes into account the interests, needs, and characteristics of the students.				
2	The organisation flexibly employs various teaching and instructional methods, including innovative ones, to facilitate faster progress in learning.				
3	The educational and instructional materials of the educational programme, as well as the criteria for assessing learning achievements, are up-to-date and available to students electronically, with a focus on learning outcomes.				
4	The rules and forms of assessment and evaluation of learning achievements align with the planned learning outcomes. The organisation guarantees that students achieve the established learning outcomes.				
5	The organisation regularly seeks feedback from students to assess their satisfaction with the quality and learning environment.				
Standard 6. FACULTY					
1	The organisation has objective and transparent processes for hiring and professional development of teachers and staff, ensuring the competence of teachers to achieve the planned learning outcomes.				
2	The organisation demonstrates that the academic and pedagogical qualifications and professional experience of teachers meet the requirements and objectives of the educational programme, and their ability allows for flexible adaptation to changing demands.				
3	The organisation ensures systematic internal interaction and collaboration among teachers with the goal of developing and integrating components of the educational programme (modules/disciplines) towards its goals and planned learning outcomes.				
4	The organisation demonstrates the use of various methods to motivate teachers to extensively use innovations and advanced technologies.				

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

5	The organisation has developed and implements a professional development programme for teachers and staff (both in terms of professional and pedagogical qualifications) and assesses and recognises their academic activities.				
6	The organisation is responsible for the quality of work of teachers and staff and provides favourable conditions for their effective performance.				
Standard 7. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM					
1	The organisation ensures the availability of necessary, accessible, and aligned with the programme goals educational resources. Educational and methodological materials are up-to-date and correspond to the content of the programme.				
2	Material, financial, information resources, and student support services are sufficient for the implementation of the programme and the achievement of planned learning outcomes. The quantity and quality of media, laboratory, and IT equipment in classrooms meet the programme's needs.				
3	The organisation regularly assesses and updates the material and technical equipment and infrastructure to ensure their compliance with the programme requirements and the quality of education provision.				
4	The organisation creates conditions for the extensive use of existing and new information and communication technologies in the educational process by lecturers and students, as well as for self-directed learning, communication with colleagues, and ensures access to data and information systems relevant to the profile of training.				
5	Lecturers have access to resources necessary for planning and implementing teaching methods, assessing students, and developing innovations in educational programmes. Lecturers and staff, including the programme curator, regularly provide academic and advisory support to students.				
6	The learning conditions and support for students are accessible and ensure the achievement of planned learning outcomes.				
Standard 8. PUBLIC INFORMATION					
1	The organisation informs the public about its activities (including in the context of educational programmes). The provided information is clear, reliable, objective, up-to-date, and accessible.				
2	The organisation uses various methods to disseminate information (including through the media, websites, information networks, etc.) to inform the general public and interested parties.				

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

3	The organisation reflects information on its website that characterises the organisation as a whole and in the context of educational programmes. Information about the educational programme (admission requirements and procedures, programme components (modules/disciplines), procedures for final assessment and evaluation, etc.) is properly documented and published to meet the specific needs of students.				
4	The organisation informs the public about the results of monitoring the implementation of educational programmes, the results of feedback analysis with stakeholders, and external quality assessments of the OCPE/educational programme.				
5	The organisation demonstrates transparency and legal clarity in contractual relationships between the OCPE and students, as well as between the OCPE and teachers.				
Standard 9. ONGOING MONITORING AND PERIODIC EVALUATION OF THE PROGRAMME					
1	The organisation conducts monitoring and periodic evaluation of the educational programme to ensure the achievement of its objectives and to confirm its alignment with the needs of learners and society.				
2	The organisation has mechanisms for collecting and analysing information about its activities, using the obtained data within the internal quality assurance system. The OCPE ensures the involvement of learners and staff in the process of collecting, analysing information, and planning subsequent procedures. When collecting information, the OCPE takes into account the following: <ul style="list-style-type: none"> - key performance indicators - learner demographic information - academic performance levels, learner achievements, and dropout - learner satisfaction with the implementation and content of the educational programme - accessibility of educational resources and learner support services - the professional development of programme graduates. 				
3	The organisation conducts continuous monitoring of the educational programme based on the establishment and implementation of an assessment mechanism for the programme and its content, in line with the mission and planned learning outcomes, as well as the assessment of acquired knowledge and available educational resources.				
4	The results of programme monitoring and periodic evaluation, along with monitoring of learner and employer feedback, lead to the continuous improvement of the educational programme. All relevant stakeholders are informed about planned or implemented actions concerning the programme.				

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND
PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

5	External evaluation is conducted regularly in accordance with recognised quality standards, and the results are communicated to learners, contributing to the ongoing quality enhancement process.				
Bcero					

Attachments to the self-assessment report are determined independently by the Continuous Professional Education Organisation (OCPE) and are formed as the report is being written. An approximate list of attachments is as follows:

1. Documents related to the organisation of the educational process:
 - Rules for learning and conducting exams.
 - Admission rules.
 - Issued document (certificate, diploma, etc.).
 - Appendix to the issued document specifying the studied disciplines and ECTS credits.
 - Regulations on the organisation and conduct of various types of educational activities.

2. Documents regulating the content of the educational process:
 - Requirements for the development of educational programmes, working and/or study plans.
 - Implementation plans of educational programmes.
 - Educational programmes and their components.

Additional attachments:

- Qualification profiles of the teaching staff (in the case of programme accreditation).
- Work plan for the entire programme period (goal/implementation) (in the case of programme accreditation).
- Description of existing and prospective cooperation agreements (documents on cooperation).
- Documents related to the formation of the academic staff.
- Decision on previous accreditation, external expert commission report, accreditation certificate, letter from the accreditation agency regarding compliance with obligations and recommendations (if applicable).

Documents related to quality assurance:

- Evaluation results of surveys on the study load of students and teachers.
- Surveys of students at various stages of programme completion.
- Evaluation by students of teaching methods and content, learning outcomes.
- Information on the employment of programme graduates.

Statistical data (must be transparent, understandable, accessible, verifiable, and confirmed):

- Data on the current number of students for each programme on the date of the self-assessment report (in the case of programme accreditation).
- Exam results and other forms of final assessment (in the case of programme accreditation).
- Total number of applicants, number of admitted students, percentage of students dismissed, number of programme graduates.
- Percentage of foreign students.
- Gender ratio.

III. INTERNATIONAL ACCREDITATION STANDARDS

The self-assessment procedure at the international level must contain the following parts: Standards 1-9 and relevant annexes.

These standards are applicable for both institutional and programmatic accreditation of continuous professional education organisations and/or programmes.

Standard 1. STRATEGIC DEVELOPMENT AND QUALITY ASSURANCE POLICY

Assessment criteria:

1.1 The organisation demonstrates the development of its own mission, vision, development strategy, and quality assurance policy based on an analysis of external and internal factors with broad involvement of various stakeholders.

1.2 The organisation demonstrates the functioning of an internal quality assurance system.

1.3 The organisation carries out processes for managing the educational programmes in accordance with the strategy and quality assurance policy, taking responsibility for the overall quality of the programmes.

1.4 The organisation demonstrates systematic review of its development strategy and quality assurance policy, as well as the improvement of its internal quality assurance system.

Sample subject of assessment:

- ✓ *The activities of the OCPE are determined by its mission, reflecting the OCPE's place in the market (international, national, regional) of educational services. Where are the mission, vision, development strategy, and quality assurance policy reflected in documents? Where are they published? Are they available on open resources?*
- ✓ *Do key stakeholders participate in the development of the Development Strategy and Quality Assurance Policy of the OCPE? Demonstrate that the strategy and quality assurance policy are developed and implemented by internal representatives of interested parties through appropriate structures and processes involving external stakeholders.*
- ✓ *Are the mission, vision, development strategy, and quality assurance policy of the OCPE accessible to teachers, staff, and students? Are they known and accessible to employers and other interested parties?*
- ✓ *Has the OCPE conducted an analysis of its actual positioning? How, by whom, and for what purpose was the analysis conducted? What were the results of the analysis, and how were these results used for strategic planning?*
- ✓ *Within the framework of self-assessment and accreditation, the activities of the OCPE are assessed in terms of compliance with the university's strategic documents, complete compliance of its activities with the requirements of the country's legislation.*
- ✓ *How do the OCPE's strategic documents correspond to the needs of the state, interested parties, and students? What specific needs of the state, interested parties, and students do the OCPE's strategic documents satisfy? How did the OCPE identify, establish, and determine the needs of the state, interested parties, and students? Who are the stakeholders of the OCPE and why?*
- ✓ *How were the needs of the educational services market analysed in various perspectives? How did the OCPE ensure the adequacy, accuracy, and reliability of this analysis? How were the results of the market needs analysis used in the development of strategic documents?*

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

- ✓ *How did the OCPE relate its strategic documents to the country's educational policy and the EQF?*
- ✓ *Demonstrate the results of satisfaction assessment of key stakeholders with strategic documents and quality assurance policy.*
- ✓ *Does the Strategy and Quality Assurance Policy of the OCPE provide for interaction between the business community, scientific community, teachers, and students? What mechanisms are used to implement this relationship? Provide examples.*
- ✓ *Describe the existing quality assurance system in the OCPE. How is it applied in the implementation of educational programmes? How is its continuous improvement ensured? What information systems are used to improve the internal quality assurance system?*
- ✓ *Have the competencies and decision-making processes of the bodies involved in the development of strategic documents, quality assurance policy, and educational programmes been determined?*
- ✓ *Are there procedures for reviewing the development strategy, quality assurance policy, programme objectives, and internal quality assurance system of the OCPE?*
- ✓ *Do the educational programmes of the OCPE correspond to the stated mission and goals of the development strategy, as well as the regulatory documents of the organisation?*
- ✓ *How does the OCPE disseminate information about all aspects of the development, formation, approval, and implementation (including the results of implementation) of the OCPE's strategy?*
- ✓ *How can the OCPE guarantee that the majority of students, staff, and learners are aware of the mission, vision, and key provisions of the strategy? Can the OCPE guarantee that students, staff, learners, and partners of the OCPE, including employers, are informed about the latest changes in the strategic documents and plans for their modification?*
- ✓ *Do the documents of the OCPE provide for provisions on gender equality and promotion of equal opportunities?*
- ✓ *What types of activities are outsourced (contractors, partners), and what are the requirements for them? How is the monitoring of their compliance carried out?*

Standard 2. LEADERSHIP AND MANAGEMENT

Assessment criteria:

2.1 The organisation carries out the management processes of OCPE/EP, including planning and resource allocation, in accordance with its mission and strategy.

2.2 The organisation ensures the presence of appropriate administrative and academic staff, employees for the implementation of EP, proper management, and resource allocation.

2.3 The organisation demonstrates a clear definition of those responsible for business processes, unambiguous allocation of staff responsibilities, differentiation of functions of collegial bodies, involvement of key stakeholders in the work of collegial management bodies, and management of innovations within the framework of OCPE/EP management.

2.4 The organisation demonstrates the development of annual activity plans based on the development strategy, conducts an analysis of the effectiveness of changes, including within the framework of OCPE/EP management.

2.5 The organisation demonstrates a mechanism for identifying risks and making decisions based on them, as well as a procedure for regular verification of the effectiveness of implemented decisions and measures.

2.6 The organisation demonstrates openness and accessibility of leaders and administration to students, teachers, and other interested parties, as well as training of leadership and staff in "Management in Education" programmes.

Sample subject of assessment:

- ✓ *Is OCPE management directed towards the implementation of its vision, mission, and strategy? Does the OCPE leadership demonstrate systematic management in implementing, monitoring, and updating strategic documents, risk assessment, and decision-making based on these documents?*
- ✓ *What reporting mechanisms are established within the organisation to help leadership track the development of key processes, particularly the implementation of plans?*
- ✓ *How is the overall performance of OCPE and its individual units assessed? What specific criteria are used? How are the results of this reporting used to make changes within the organisation?*
- ✓ *How are the processes of change implemented within the organisation analysed and evaluated? How is the effectiveness of these changes assessed, and what actions are taken based on this data?*
- ✓ *How does the leadership identify, analyse, and assess potential risks for the organisation and its specific activities? Describe the mechanism for risk identification and decision-making based on these risks.*
- ✓ *Demonstrate that all business processes are adequately defined and linked to specific individuals responsible for their implementation.*
- ✓ *How are collegial management bodies formed? Where is this reflected in the documents? What rights do members of collegial bodies have? How are the functions and activities of collegial bodies defined? Do OCPE collegial bodies include representatives of employers, students, and staff?*
- ✓ *How is feedback practiced within the organisation? How does the leadership ensure feedback is provided in response to all inquiries received from students, learners, employees, and external representatives? In which documents are the procedures for feedback regulated within the organisation?*
- ✓ *How accessible is the leadership to stakeholders? Through which instruments does OCPE leadership ensure openness and accessibility?*
- ✓ *How are innovative suggestions from stakeholders conveyed to the leadership? What happens to these suggestions? What proportion of suggestions are implemented in practice?*
- ✓ *Does OCPE support the implementation of relevant innovations in the learning process aimed at developing specialised competencies demanded by the contemporary job market?*
- ✓ *Based on which criteria is the effectiveness and success of OCPE leadership evaluated?*

Standard 3. EDUCATIONAL PROGRAMME AND LEARNING OUTCOMES

Assessment criteria

3.1 The organisation has mechanisms for developing and approving educational programmes (EP). EPs are designed in alignment with established objectives, including learning outcomes. The general structure, composition, and duration of EPs are described, with clear identification of components, integration of theory and practice, and compliance with national legislation.

3.2 Learning outcomes of EPs are clearly defined, explained, and aligned with national qualifications frameworks and the qualifications frameworks within the European Higher Education Area (FQ-EHEA).

3.3 The development and updating of EP content are carried out in accordance with the needs of the international labour market and stakeholder demands, including those of the government, society, employers, and learners.

3.4 The content of the programme and its components (modules/disciplines, etc.) are logically connected, taking into account professional standards and scientific achievements in the subject area, and are oriented towards learning outcomes.

3.5 Types of educational activities, teaching methods, interdisciplinarity, and practical orientation of EP components, as well as collaboration with scientific and educational organisations, ensure the achievement of educational goals and outcomes.

3.6 The organisation demonstrates the competitive advantages of EP (based on comparisons with similar programmes in terms of content, target audience, learning outcomes, and cost) in the education and labour market (regional/national/international).

3.7 The organisation demonstrates the effectiveness of education, the professional development of graduates, and the potential demand for EP.

Sample subject of assessment:

- ✓ *What approaches do OCPEs use to determine the objectives of EPs (educational programmes)? How do they relate to the OCPE's mission and development strategy?*
- ✓ *To what extent are the objectives and expected outcomes clearly described and aligned with each other? Does the structure and content of EPs enable the achievement of EP objectives within the established timeframes?*
- ✓ *How is the approval of EPs carried out? Have the procedures for the development and approval of EPs been defined and documented at the institutional level?*
- ✓ *What reference and informational resources are used in the development of EPs?*
- ✓ *Provide examples of an analysis of changes in the labor market, employer requirements, and societal demands. What is the extent of their influence on changes in EP objectives and outcomes? Are the requirements of the professional environment adequately reflected?*
- ✓ *Does the programme content include the implementation of new approaches to teaching and learning?*
- ✓ *Does the involvement of students and employers in the development of EPs envisage? What are the requirements for employers involved in the development of EPs, and how can the representativeness of their involvement be justified? How is the business community engaged in the development of EPs?*
- ✓ *What is the procedure for the participation of stakeholders (teaching staff, students, employers) in the development and approval of the content of educational programmes?*

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

- ✓ *Describe the process of conducting external evaluations of EPs. Who is involved in conducting external evaluations? Do employers participate in them? What are the requirements for external experts? Provide evidence of the conduct of external evaluations and demonstrate the effectiveness of external evaluation of EPs.*
- ✓ *Are the EP objectives and the mechanisms for achieving, assessing, and adjusting these objectives in line with stakeholder requests? To what extent are EP objectives in demand by students and aligned with their interests?*
- ✓ *Demonstrate the alignment of the content of EPs and their individual components (modules, courses, internship programmes) with EP objectives and planned learning outcomes.*
- ✓ *How have the list, workload, sequence, and distribution of courses/modules, other types of educational activities, final assessments, and overall learning outcomes been determined for EPs? Show the logic of the sequence of courses and the organisation of professional internships. Is the description of modules comprehensive and competent?*
- ✓ *Is the possibility of creating an individual educational trajectory taking into account the needs and abilities of students provided?*
- ✓ *What skills and competencies are developed within EPs?*
- ✓ *Demonstrate how the currency of the content of educational disciplines, their depth, and alignment with new scientific directions are ensured.*
- ✓ *Demonstrate the quality of the content of disciplines and the availability of their teaching and didactic materials.*
- ✓ *Does the EP combine classroom learning with practical experience in production? Demonstrate the impact of disciplines and professional internships on the development of graduates' professional competence.*
- ✓ *Does the EP have a special profile (e.g., distance learning, intensive learning, blended learning, etc.), and has this been adequately explained and justified?*
- ✓ *Does the content of courses/modules contribute to achieving the planned EP outcomes? How is the alignment between the content of educational disciplines and the learning outcomes of the EP ensured?*
- ✓ *Is academic mobility of students implemented? Is it appropriate for the EP?*
- ✓ *To what extent does the system for assessing student learning achievements correlate with the ECTS system? Demonstrate the organisation and sustainability of assessment procedures, their alignment with the principles of objectivity and fairness.*
- ✓ *Is the balance between classroom instruction and independent study time appropriate?*
- ✓ *Is the EP technically feasible in terms of the students' workload?*
- ✓ *How is the qualification and competencies obtained upon completion of the EP determined within the OCPE? Demonstrate their alignment with the National Qualifications Framework, current professional standards, and QF-EHEA.*
- ✓ *Are the qualification goals adequately outlined in the documents regulating the educational process and the assessment of learning achievements and in the Supplement to the Certificate?*
- ✓ *How is the awareness of students about the qualification corresponding to the EP ensured?*
- ✓ *What are the competitive advantages of the EP compared to similar programmes at other OCPEs? According to which criteria does the accredited EP have advantages over others in the national/international education market?*
- ✓ *How do the learning outcomes influence the professional development of students? Present statistical and analytical material demonstrating the effectiveness of*

- ✓ *How does the OCPE ensure the collection, analysis, and use of relevant information for the effective implementation of EPs?*

Standard 4. STUDENT ADMISSION, PERFORMANCE, RECOGNITION, AND CERTIFICATION

Assessment criteria

4.1 The organisation has predefined, published, and consistently applied rules governing all phases of the student lifecycle, including admission, performance, recognition, and certification.

4.2 Admission conditions are defined, taking into account the characteristics of the target groups and supporting the achievement of EP goals.

4.3 EP objectives are presented, accessible to students, and encompass skills and professional competencies.

4.4 The organisation must demonstrate the implementation of the European Credit Transfer and Accumulation System (ECTS) and the modularity of EPs.

4.5 The certificate and transcript reflect the learning outcomes. Recognition of learning outcomes is applied in accordance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 2017).

Sample subject of assessment:

- ✓ *How does OCPE form its student body, and what additional requirements are placed on applicants seeking admission? In which documents is the process of admission, performance tracking, recognition, and certification regulated?*
- ✓ *How do students and prospective students learn about the procedures for forming the student body (admission rules, transfers from other institutions, credit transfer procedures, dismissals, etc.)?*
- ✓ *How does OCPE assess the alignment between the admission process and the subsequent progress of students?*
- ✓ *In which documents does OCPE regulate the educational process, as well as the consideration of individual needs and abilities of students, including those with special needs?*
- ✓ *Does the curriculum of EP, its components, and planned learning outcomes include the development of not only professional but also personal qualities (e.g., communication skills, managerial competencies, etc.)?*
- ✓ *Does OCPE have mechanisms and tools for collecting, monitoring, and taking subsequent actions based on information about students' academic achievements?*
- ✓ *How is the information support for the educational process, EP mastery, learning achievements, planned learning outcomes, and developed professional competencies carried out?*
- ✓ *Are the requirements for education transparent to all target groups? What information channels are available to students (Internet, website, information days, contact partners, etc.)?*
- ✓ *Is recognition of prior learning and qualifications carried out in accordance with the Lisbon Convention? Provide internal documents on the basis of which recognition of prior learning and qualifications is carried out.*

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

- ✓ *Is there a mechanism in OCPE for recognising results of additional, formal, and non-formal learning? Is it known to teachers and students?*
- ✓ *What requirements are defined for the recognition of prior learning outcomes? Provide statistics and specific examples of the recognition of prior learning outcomes.*
- ✓ *Is there an opportunity for students to prepare for professional certification? What types of professional certification are possible in the professional field?*
- ✓ *What documents are provided to students to confirm their qualifications/competencies, including the achieved learning outcomes?*

Standard 5. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT

Assessment criteria:

5.1 The organisation ensures the adequacy and feasibility of individual student learning plans, actively involves students in co-constructing the educational process, and takes into account the interests, needs, and characteristics of the students.

5.2 The organisation flexibly employs various teaching and instructional methods, including innovative ones, to facilitate faster progress in learning.

5.3 The educational and instructional materials of the educational programme, as well as the criteria for assessing learning achievements, are up-to-date and available to students electronically, with a focus on learning outcomes.

5.4 The rules and forms of assessment and evaluation of learning achievements align with the planned learning outcomes. The organisation guarantees that students achieve the established learning outcomes.

5.5 The organisation regularly seeks feedback from students to assess their satisfaction with the quality and learning environment.

Sample subject of assessment:

- ✓ *Is respect and attention given to different groups of OCPE students and their needs, and are flexible learning pathways provided for them?*
- ✓ *How are the needs of OCPE students taken into account when designing the educational programme?*
- ✓ *What opportunities do OCPE students have in shaping their educational trajectory?*
- ✓ *Does the content, structure, teaching methodologies, and learning technologies of the educational programme promote active engagement of OCPE students in the learning process?*
- ✓ *How are equal opportunities for OCPE students in achieving learning outcomes ensured, including across different student groups?*
- ✓ *How are individual characteristics of OCPE students taken into account during the implementation of the programme?*
- ✓ *Are there any OCPE-specific research activities in the field of teaching the programme subjects? (Provide examples).*
- ✓ *How does OCPE ensure academic freedom for its students? Is learner autonomy supported while ensuring proper guidance and assistance from instructors?*
- ✓ *How are all OCPE students engaged in the learning process and knowledge construction, mutual learning and knowledge, ideas, and experience exchange encouraged?*

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

- ✓ *Does OCPE ensure consistency, transparency, and objectivity in the assessment mechanism of learning outcomes for each programme?*
- ✓ *How is the mechanism for assessing knowledge, skills, and professional competencies implemented?*
- ✓ *What teaching and instructional methods are used, including innovative ones (e.g. online learning)? Is there sufficient variability in these methods (brainstorming, sociometry, video analysis, kinesthetic metaphors, role-playing, thematic exercises, mini-lectures, warm-ups, facilitation, moderation, tests, sharing, etc.)?*
- ✓ *Do the didactic concepts foster the development of career-oriented competencies among the learners?*
- ✓ *How do the learners participate in shaping the content of the programme, as well as in the scientific, methodological, and research activities of OCPE; and how do they make use of the available OCPE library, regulatory, educational, and teaching materials related to their professional activities?*
- ✓ *Are the assessment tools learner-centered? Does the variability of different qualification criteria get considered sufficiently?*
- ✓ *Are the assessment tools module-based? Are combined assessment tools used?*
- ✓ *What methods of assessing learning outcomes are used within the programme? Does the assessment of learner achievements in OCPE correspond to the methods and planned learning outcomes?*
- ✓ *How accessible and transparent is the information regarding the educational process as a whole and its various aspects for the learners?*
- ✓ *Is the procedure and types of final assessment reflected in the regulatory documents/educational documents of OCPE?*
- ✓ *Do the regulatory documents for conducting final assessment take into account the conditions for learners with disabilities?*
- ✓ *Are the criteria and assessment methods published in advance?*
- ✓ *Is the assessment sequential, objective in relation to all learners? Is the assessment procedure carried out in accordance with established rules?*
- ✓ *Does the assessment allow learners to demonstrate their level of achievement of the planned learning outcomes?*
- ✓ *Is there regular feedback on the methods and ways used for assessment and correction of teaching methods?*
- ✓ *Are there procedures in OCPE for responding to complaints and appeals from learners?*
- ✓ *Do assessors possess methods of testing and assessing learners' knowledge? How is the training and professional development of assessors conducted?*

Standard 6. FACULTY

Assessment criteria:

6.1 The organisation has objective and transparent processes for hiring and professional development of teachers and staff, ensuring the competence of teachers to achieve the planned learning outcomes.

6.2 The organisation demonstrates that the academic and pedagogical qualifications and professional experience of teachers meet the requirements and objectives of the educational programme, and their ability allows for flexible adaptation to changing demands.

6.3 The organisation ensures systematic internal interaction and collaboration among teachers with the goal of developing and integrating

components of the educational programme (modules/disciplines) towards its goals and planned learning outcomes.

6.4 The organisation demonstrates the use of various methods to motivate teachers to extensively use innovations and advanced technologies.

6.5 The organisation has developed and implements a professional development programme for teachers and staff (both in terms of professional and pedagogical qualifications) and assesses and recognises their academic activities.

6.6 The organisation is responsible for the quality of work of teachers and staff and provides favourable conditions for their effective performance.

Sample subject of assessment:

- ✓ *Are there sufficient staffing resources to implement the programme and ensure programme profile? In which documents is the personnel policy reflected?*
- ✓ *Describe the current mechanism for selecting staff based on the analysis of programme needs.*
- ✓ *Specify the key criteria for selecting lecturers at OCPE.*
- ✓ *What priorities have been set for the development of the teaching staff?*
- ✓ *Is there a policy for attracting foreign lecturers to the staff?*
- ✓ *How is the appointment to positions and career advancement carried out?*
- ✓ *Does the personnel potential of lecturers correspond to the OCPE development strategy and the specific features of the programmes?*
- ✓ *How is the competence level of lecturers determined within the OCPE and its relation to professional standards and the National Qualifications Framework (NQF)?*
- ✓ *Are there differences in the requirements for lecturers occupying positions of different qualification levels?*
- ✓ *What qualifications are defined for lecturers, including in terms of experience and teaching quality? How do the qualification requirements for lecturers differ depending on the specific programmes?*
- ✓ *Is the teaching workload balanced?*
- ✓ *Is interdisciplinary approach implemented in education?*
- ✓ *Do lecturers use information and communication technologies in the educational process (e.g. online learning, e-portfolios, MOOCs, etc.)? How has the quality of teaching and the quality of knowledge, skills, and competencies of graduates changed with the introduction of new technologies?*
- ✓ *How is internal interaction and collaboration among lecturers ensured in the development of programme goals, content, planned learning outcomes, and teaching methods within OCPE?*
- ✓ *Are practitioners from relevant industries involved in teaching?*
- ✓ *How is the selection of practitioner lecturers carried out?*
- ✓ *Describe the dynamics and results of academic mobility of lecturers within the programmes over the past 5 years and their contribution to ensuring the quality of education and programme development.*
- ✓ *How are lecturers attracted to conduct scientific research? How is academic activity and the use of innovative teaching methods encouraged by them?*
- ✓ *How is academic activity of lecturers assessed and recognised?*
- ✓ *How do lecturers participate in the public life and the work of collegial management bodies within OCPE?*
- ✓ *How is professional development of lecturers and exchange of professional experience and innovative ideas carried out within OCPE?*

- ✓ *What opportunities exist for career growth and professional development of lecturers and staff? Does OCPE have a programme for professional development of lecturers and staff? How is it implemented? What are its results?*
- ✓ *Have favourable conditions been created within OCPE for the effective work of lecturers and staff? How are their satisfaction levels and needs for improved working and leisure conditions identified?*
- ✓ *How is the professional and personal development of lecturers incentivised?*

Standard 7. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM

Assessment criteria:

7.1 The organisation ensures the availability of necessary, accessible, and aligned with the programme goals educational resources. Educational and methodological materials are up-to-date and correspond to the content of the programme.

7.2 Material, financial, information resources, and student support services are sufficient for the implementation of the programme and the achievement of planned learning outcomes. The quantity and quality of media, laboratory, and IT equipment in classrooms meet the programme's needs.

7.3 The organisation regularly assesses and updates the material and technical equipment and infrastructure to ensure their compliance with the programme requirements and the quality of education provision.

7.4 The organisation creates conditions for the extensive use of existing and new information and communication technologies in the educational process by lecturers and students, as well as for self-directed learning, communication with colleagues, and ensures access to data and information systems relevant to the profile of training.

7.5 Lecturers have access to resources necessary for planning and implementing teaching methods, assessing students, and developing innovations in educational programmes. Lecturers and staff, including the programme curator, regularly provide academic and advisory support to students.

7.6 The learning conditions and support for students are accessible and ensure the achievement of planned learning outcomes.

Sample subject of assessment:

- ✓ *OCPE has appropriate funding for the implementation of the programme and ensuring adequate and easily accessible educational resources and student support.*
- ✓ *OCPE utilises up-to-date resources, considering contemporary global practices, and implements its own methods and approaches aimed at achieving learning outcomes and creating a collaborative learning environment.*
- ✓ *When allocating, planning, and providing resources, the needs of different groups of students within student-centred learning are taken into account.*
- ✓ *The internal quality system ensures the accessibility and alignment of all resources with the learning objectives, as well as informing students about available services.*
- ✓ *Do material and technical resources support the achievement of planned programme outcomes? How is the development of material resources for OCPE and accredited programmes planned?*
- ✓ *Are financial resources and educational infrastructure sufficient to achieve planned learning outcomes?*

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

- ✓ *Does the quantity and quality of media, laboratory, and IT equipment in classrooms correspond to the needs of the programme?*
- ✓ *What information systems are used in OCPE, and what problems do they address, and what processes do they serve?*
- ✓ *How is the relevance and alignment of educational and methodological materials with the programme content ensured?*
- ✓ *How do students have access to information related to the subjects they are studying? How is the website used to inform students, staff, and all interested parties?*
- ✓ *Do information resources correspond to the specificity of the programme? Are there checks for plagiarism in research results and final works? Is access available to educational internet resources, and does Wi-Fi function?*
- ✓ *Are library resources sufficient? Is the library open for an extended period?*
- ✓ *Are online technologies used in teaching? Are they justified?*
- ✓ *Do students have the conditions and opportunities for practical and theoretical training based on access to the latest professional literature and sources, adequate information and communication learning technologies, and modern training equipment?*
- ✓ *Are lecturers given access to resources necessary for planning and implementing teaching methods, assessing students, and developing innovations in educational programmes?*
- ✓ *Support services and their activities are organised taking into account the specific situation of the specific OCPE.*
- ✓ *How is professionalism maintained among support service staff, and what opportunities are available for developing their competencies?*
- ✓ *What procedures exist to support different groups of students, including information and counselling?*
- ✓ *Do students have access to individual support and counselling, and how is this ensured (guidance on the educational programme, consultation hours, support through educational materials, etc.)? Do students receive assistance in finding housing, during internships, and in special life situations?*
- ✓ *How are the needs of different groups of students considered in terms of the programme (e.g., foreign students, students with disabilities, etc.)?*
- ✓ *Are support programmes in place for students with disabilities and those in special life situations, and do they meet the requirements?*
- ✓ *Are collaborative relationships established with other organisations for professional internships?*
- ✓ *Do the educational equipment and software used for educational programme delivery match those used in relevant industries?*
- ✓ *How does OCPE ensure compliance with safety requirements during the learning process?*
- ✓ *Is methodological support provided to students after their studies? If so, describe how it is carried out.*

Standard 8. PUBLIC INFORMATION

Assessment criteria:

8.1. The organisation informs the public about its activities (including in the context of educational programmes). The provided information is clear, reliable, objective, up-to-date, and accessible.

8.2. The organisation uses various methods to disseminate information (including through the media, websites, information networks, etc.) to inform the general public and interested parties.

8.3. The organisation reflects information on its website that characterises the organisation as a whole and in the context of educational programmes. Information about the educational programme (admission requirements and procedures, programme components (modules/disciplines), procedures for final assessment and evaluation, etc.) is properly documented and published to meet the specific needs of students.

8.4. The organisation informs the public about the results of monitoring the implementation of educational programmes, the results of feedback analysis with stakeholders, and external quality assessments of the OCPE/educational programme.

8.5. The organisation demonstrates transparency and legal clarity in contractual relationships between the OCPE and students, as well as between the OCPE and teachers.

Sample subject of assessment:

- ✓ *What processes for informing interested parties are defined in the OCPE?*
- ✓ *In which documents is the procedure for informing the public about the OCPE's activities defined? How is this procedure implemented? Please demonstrate the elaboration of requirements for the structure and volume of information published on the website. Which document reflects these requirements?*
- ✓ *What methods of information dissemination, including the media and information networks, are used by the OCPE to inform the general public and interested parties?*
- ✓ *Does the OCPE have a dedicated information resource (website, portal, etc.) through which information, including up-to-date information, related to the implementation of educational programmes is disseminated?*
- ✓ *To what extent does the information published on the website meet the requirements (completeness, objectivity, reliability, currency)?*
- ✓ *Does the published information on the website meet the needs of stakeholders (implemented programmes, expected learning outcomes, qualifications awarded, teaching and learning, assessment procedures, tuition fees, learning opportunities, faculty information, professional development opportunities, partnerships, financial reporting, etc.)?*
- ✓ *Has a mechanism been developed for informing the public about cooperation and interaction with partners, including research/consulting organisations, business partners, social partners, and educational institutions?*
- ✓ *How are the results of monitoring the implementation of educational programmes, the outcomes of feedback analysis with stakeholders, and external quality assessments of the OCPE/educational programme communicated to the general public?*
- ✓ *How is the satisfaction of stakeholders with the quality of information and its completeness assessed?*
- ✓ *Who conducts the analysis and monitoring of information regarding the OCPE's activities?*
- ✓ *How is transparency and legal clarity of contractual relations between the OCPE and students, and the OCPE and lecturers, ensured?*

Standard 9. ONGOING MONITORING AND PERIODIC EVALUATION OF THE PROGRAMME

Assessment criteria:

9.1 The organisation conducts monitoring and periodic evaluation of the educational programme to ensure the achievement of its objectives and to confirm its alignment with the needs of learners and society.

9.2 The organisation has mechanisms for collecting and analysing information about its activities, using the obtained data within the internal quality assurance system. The OCPE ensures the involvement of learners and staff in the process of collecting, analysing information, and planning subsequent procedures. When collecting information, the OCPE takes into account the following:

- key performance indicators
- learner demographic information
- academic performance levels, learner achievements, and dropout
- learner satisfaction with the implementation and content of the educational programme
- accessibility of educational resources and learner support services
- the professional development of programme graduates.

9.3 The organisation conducts continuous monitoring of the educational programme based on the establishment and implementation of an assessment mechanism for the programme and its content, in line with the mission and planned learning outcomes, as well as the assessment of acquired knowledge and available educational resources.

9.4 The results of programme monitoring and periodic evaluation, along with monitoring of learner and employer feedback, lead to the continuous improvement of the educational programme. All relevant stakeholders are informed about planned or implemented actions concerning the programme.

9.5 External evaluation is conducted regularly in accordance with recognised quality standards, and the results are communicated to learners, contributing to the ongoing quality enhancement process.

Sample subject of assessment:

- ✓ *Have OCPE's own requirements for monitoring and periodic evaluation been defined? Demonstrate the mechanism for evaluating the programme and its content, taking into account the mission and planned learning outcomes, as well as the assessment of acquired knowledge and available educational resources.*
- ✓ *How is the achievement of objectives within the educational programme tracked? Is there monitoring of learners' professional competence and the effectiveness of education (pre- and post-assessment)? What about the relevance and practical significance of educational programmes, the quality of the organisation of the educational process, and the effectiveness of teachers during the learning period?*
- ✓ *How does OCPE determine the need for changes in the programme content and its components (e.g., changes in the job market, employer requirements, learner feedback, and societal demands)?*
- ✓ *How do learners, employers, and other stakeholders participate in the programme review? Are learners represented in collegial bodies?*
- ✓ *Are the results of surveys of learners and employers considered in the assessment and revision of the educational programme?*
- ✓ *Does the programme's content reflect the latest advancements in science and technology?*

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

- ✓ *How is the monitoring of learner satisfaction with the quality of the educational process and the programme's content carried out? How is the satisfaction with the quality of practical training (or other types of activities) and its outcomes monitored? How are the needs of learners and society for improvement addressed? Please provide the results if available.*
- ✓ *Are surveys of learners and graduates of the programme conducted? Do these surveys assess the adequacy of the learning workload?*
- ✓ *How is the achievement of goals and objectives of professional practice guaranteed, ensuring alignment with future professional activities?*
- ✓ *Does OCPE and the programme participate in external evaluation procedures? What are the results of external evaluations, both at the national and international levels, in which OCPE has participated? If results are published in open sources, please provide links.*
- ✓ *How are the recommendations and suggestions from the most recent external evaluation procedure implemented? Were the results of the external evaluation considered in the programme's revision?*

APPENDICES

Appendix 1. Recommended Form of the Site Visit Programme

AGREED

Head _____
(name of the OCPE)

_____ Full name

«__» _____ 202_

APPROVED

General Director of NPI "Independent
Agency for Accreditation and Rating"

_____ Zhumagulova A.B.

«__» _____ 202_

VISIT PROGRAMME OF IAAR EXTERNAL EXPERT PANEL

To _____
name of the OCPE

Date of visit: __ _____ 202__

Arrival day: _____ 202__

Departure day: _____ 202__

Accredited EP
(in case of programme accreditation)

Cluster 1	EP
	EP
Cluster 2	EP
	EP
Cluster 3	EP
	EP
	EP

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

Date and time	Work of EEP with target groups	Full name and position of target group members	Location
«_» _____ 202_			
During the day	Arrival of EEP members		Hotel
16.00-18.00	Preliminary meeting of the EEP (distribution of responsibility, discussion of key issues and the programme of the visit)	<i>External experts of IAAR</i>	Hotel
18.00-19.00	Dinner (EEP members only)	<i>External experts of IAAR</i>	
Day 1: " _ " _____ 202_			
9.00-9.30	Discussion of organisational issues with experts	<i>External experts of IAAR</i>	Main building, office for EEP
9.30-10.00	Meeting with the head of the OCPE	<i>Director (Full management)</i>	Director's office at EO
10.00-10.30	Meeting with deputy heads of OCPE (deputy director, vice-presidents)	<i>Position, full name</i>	Main building, Conference office
10.30-11.15	Meeting with heads of organisational units of OCPE	<i>Position, full name (or Appendix №_)</i>	Main building, Conference office
11.15-11.30	Coffee break with internal discussion	<i>EEP members only</i>	EEP office
11.30-12.45	Visual inspection of the EO (in the case of programme accreditation, only objects under the accredited EP)	<i>Position, full name</i>	Along the route
13.00-14.00	Lunch (EEP members only)	Lunch break	
14.00-14.30	EEP work		EEP office
14.30-15.30	Meeting with the heads of the accredited EP	<i>Position, full name (or Appendix №_)</i>	Main building, Conference office
15.30-16.00	Coffee break with internal discussion	<i>EEP members only</i>	
16.00-17.00	Meeting with teachers of accredited EP	<i>Lists of teachers (Appendix №_)</i>	1-cluster: course lecture room 1 2-cluster: course lecture room 2 3-cluster: course lecture room 3
17.00-18.00	Survey by teachers (in parallel)	<i>Teaching staff of accredited EP</i>	Computer room №513-519

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

Date and time	Work of EEP with target groups	Full name and position of target group members	Location
17.00-18.00	EEP work (discussion of the results and summing up the results of 1 day)		EEP office
18.00-19.00	Dinner (EEP members only)		
Day 2: " _ " _____ 202_			
09.00-09.30	EEP work (discussion of organisational issues)		EEP office
09.30-12.30	Visiting the graduating departments of EP (in the case of programme accreditation)	<i>Position, full name</i>	Academic building №5 Academic building №2
09.30-12.30	Attendance at classes	<i>According to the schedules of accredited EP</i>	Academic buildings №2, 5
12.30-13.00	Work of EEP (exchange of views)		EEP office
13.00-14.00	Lunch (EEP members only)	Lunch break	
14.00-15.00	Meeting with students	<i>Students of accredited EP (Appendix No._)</i>	1-cluster: course lecture room №1 2-cluster: course lecture room №2 3-cluster: course lecture room №3
15.00-16.00	Student survey (in parallel)	<i>Students of accredited EP</i>	Comp.cl. №513-519
15.00-16.00	Meeting with employers	<i>Representatives of state and financial institutions, heads of industrial enterprises and organisations (Appendix No._)</i>	Course lecture room №1
16.00-16.30	Coffee break with internal discussion	<i>only EEP members</i>	EEP office
16.30-17.00	Meeting with EP alumni	<i>Graduates - representatives for each EP (Appendix No._)</i>	Course lecture room №1
17.00-18.00	EEP work (discussion of the estimated parameters of profile, discussion of the results and summarising conclusions 2 days)	<i>only EEP members</i>	EEP office
18.00-19.00	Dinner (EEP members only)		
Day 3: " _ " _____ 202_			
09.00-09.30	EEP work (discussion of organisational issues)		EEP office
09.30-	Visiting practice	<i>Full name, practice</i>	Visiting practice

STANDARDS AND GUIDELINES FOR INTERNATIONAL ACCREDITATION OF ORGANISATIONS AND PROGRAMMES OF CONTINUING PROFESSIONAL EDUCATION

Date and time	Work of EEP with target groups	Full name and position of target group members	Location
12.30	bases, branches of departments (clinical bases, educational and clinical centers)	<i>base</i>	bases, branches of departments (clinical bases, educational and clinical centers)
12.30-13.00	EEP work (collegial agreement and preparation of oral preliminary review on results of visit by EEP)		EEP office
13.00-14.00	Lunch (EEP members only)	<i>Lunch break</i>	
14.00-16.30	EEP work		EEP office
16.30-17.00	Final meeting of EEP with management of the EO	<i>Heads of the OCPE and structural divisions</i>	Main building, conference office
18.00-19.00	Dinner (EEP members only)		
According to the schedule	<i>Departure of the EEP members</i>		
«_» _____ 202_			
According to the schedule	<i>Departure of the EEP members</i>		

Appendix 2. Example of the Title Page

Name of the OCPE

Name of the structural unit (*in case of programme accreditation*)

APPROVED
Head
_____ Full name
sign
«____» _____ 20____
seals

SELF-ASSESSMENT REPORT

(on institutional accreditation)

or

for the cluster of educational programmes

"Name of the programmes" of

"Name of the OCPE "

prepared for

the Independent Agency for Accreditation and Rating (IAAR)

City, year

Appendix 3. Responsibilities of the IAAR Coordinator within the Framework of the International Accreditation Procedure

Before the visit:

- provide normative and methodological materials on the organisation and conduct of the self-assessment of the OCPE and (or) educational programme (cluster of programmes) developed by IAAR;
- keep in touch with the OCPE and participate in meetings on the accreditation procedure;
 - advise the OCPE on the accreditation procedure, including on self-assessment and the preparation of a self-assessment report;
 - carry out technical proofreading of the self-assessment report for completeness and applicability (if important omissions are found, request missing materials from the OCPE coordinator);
 - Instruct external experts on the requirements of international accreditation.
 - Provide external experts with regulatory and methodological materials (developed by IAAR) defining the activities of the external expert panel.
 - provide the necessary information in a timely manner, including a self-assessment report to the members of the EEP for study and review;
 - send, if necessary, recommendations to the OCPE on finalising the self-assessment report based on expert reviews;
 - coordinate the time frame of the EEP visit to the OCPE;
 - organise a visit to the EEP (accommodation, meals, transfer, etc.);
 - provide the EEP with an approved visit programme;
 - send the composition of the EEP to the OCPE to exclude a conflict of interest 14 calendar days before the visit;
 - act as the main contact person and maintain communication between the EEP, OCPE and IAAR;
 - to organise information support for the preliminary meeting of the members of the external expert panel before the visit to the OCPE.

During the visit:

- regulate the activities of the EEP, provide the necessary methodological materials;
- to create a favorable psychological climate for the work of the EEP;
- monitor the integrity of the accreditation process and ensure compliance with IAAR requirements.

After the visit:

- send the draft of the EEP report to the OCPE in order to prevent factual inaccuracies in the content of the report;
 - Ensure timely transfer of materials to the AC Secretary;
 - send the report of the EEP to the OCPE after the decision of the AC on the accreditation of the OCPE and (or) educational programme (in case of a positive decision of the AC on accreditation, provide a request for an Action Plan to implement the recommendations of the EEP);
 - inform the members of the EEP about the decision of the AC;
 - to provide feedback on the accreditation procedure of the OCPE and (or) educational programme (online survey of the members of the EEP and the OCPE after the decision on accreditation).

Appendix 4. Direction of Interaction with the OCPE Coordinator

The coordinator is appointed by the head of the OCPE. The coordinator does not have to be the head of the working group on the preparation of the self-assessment of the OCPE.

The Coordinator interacts with the IAAR Coordinator on planning and organising a visit to the OCPE.

To ensure maximum efficiency of the accreditation procedure, the coordinator of the OCPE contributes to:

- coordination of the process of preparing the self-assessment report of the OCPE and (or) educational programme;
- ensuring timely submission of the self-assessment report to IAAR;
- assistance in the timely coordination of the programme of the visit of the EEP;
- ensuring the organisation of visits to facilities according to the visit programme, including the provision of transport;
- ensuring meetings of EEP members with the target groups of the OCPE during the visit of the EEP;
- organisation of the approval of the EEP report for the presence of actual inaccuracies.

The OCPE Coordinator facilitates the provision of the necessary additional information about the OCPE and (or) educational programme at the request of the members of the external expert panel.

Appendix 5. Functions and Responsibilities of the Members of the EEP

Functions of the Chairman:

- participation in the development of the programme of the visit to the OCPE and responsibility for its implementation, leadership and coordination of the work of the members of the EEP, preparation of the final report of the EEP with recommendations for improving the quality of the OCPE and (or) EP and recommendations for the Accreditation Council;
- interaction with the IAAR coordinator prior to conducting an external evaluation on the organisation and visit and programme approval;
- setting the agenda and holding meetings;
- ensuring the participation of members of the expert commission at meetings with various target groups, as well as monitoring compliance by experts with the main purpose of the external assessment and visit to the OCPE;
- ensuring collegial discussion of the evaluation table of parameters by the entire composition of the EEP in accordance with international standards IAAR;
- holding a final meeting with the members of the EEP to coordinate recommendations on the accreditation;
- presentation of the results of the visit to the OCPE and the main provisions of the EEP report at the meeting of the Accreditation Council. In case of his absence for a valid reason, the presentation of the results of the visit to the OCPE is carried out by one of the members of the EEP.

Duties of the Chairman

Before the visit:

- get acquainted with the data of the OCPE;
- study the OCPE self-assessment report and write a review according to the requirements of the IAAR;
- take part in the development of the programme of the visit of the EEP;
- officially present all the members of the EEP at a preliminary meeting, inform the purpose of the visit, discuss the programme of the visit and the self-assessment report of the OCPE and (or) EP.

During the visit:

- to hear the opinions of the members of the EEP on the self-assessment of the OCPE and (or) EP and identify areas that require clarification;
- distribute responsibilities among the members of the EEP;
- speak at meetings with target groups;
- hold a final meeting with the members of the EEP to agree on recommendations;
- to provide oral feedback on the results of the visit of the EEP, to familiarise with the draft recommendations of a general nature in time for the final meeting with the management of the OCPE.

After the visit:

- to prepare a draft report on the results of the visit of the EEP and coordinate it with the members of the EEP;
- send a draft report on the results of the EEP visit for consideration by the IAAR;
- if there are actual inaccuracies identified after the approval of the EEP report with the OCPE, make the necessary changes to the EEP report and coordinate them with the EEP members;

- in case of disagreement with the comments of the OCPE to the EEP report, prepare together with the IAAR coordinator an official response with justification in the OCPE;
- To prepare a report of the EEP for submission to the Accreditation Council for consideration.

Functions of an external expert

- assessment of the completeness and reliability of the results of the self-assessment of the OCPE and (or) EP in accordance with international standards IAAR;
- preparation for each meeting with the target groups of the OCPE with the definition of key issues in accordance with international standards IAAR;
- preparation of a report on the results of an external evaluation of the OCPE and (or) EP for compliance with international IAAR standards;
- development of recommendations for improving the quality of OCPE and (or) EP;
- development of recommendations to the Accreditation Council on accreditation of OCPE/EP for compliance with international accreditation standards in accordance with the requirements of IAAR.

Responsibilities of an external expert

Before the visit:

- study all documentation, including the self-assessment report and any other available information (Standards, legal acts in the field of education, the relevant country where accreditation is carried out, IAAR websites, EO, etc.);
- keep in touch with IAAR and the Chairman of the EEP;
- prepare a review (except for employers and students) for compliance with international accreditation standards according to IAAR requirements;
- discuss with the IAAR Coordinator and Chairman a visit to the OCPE;
- coordinate with the IAAR coordinator the details of the trip;
- participate in the preliminary meeting of the EEP.

During the visit:

- actively participate in all meetings and discussions, contribute to the work of the EEP;
- perform duties within the EEP related to the direction of the assessment;
- inform the IAAR Coordinator and the Chairman of any doubts and questions that arise during the work of the EEP;
- to continue working as part of the EEP during the entire period of the visit;
- to speak at meetings in agreement with the Chairman of the EEP;
- document the received data;
- provide the Chairman of the EEP with the necessary documentation on the data obtained during the external evaluation;
- conduct interviews with target groups;
- attend various types of classes, training facilities, practice base, etc. according to the programme of the visit of the EEP;
- participate in conducting online surveys of teachers and students aimed at identifying the degree of satisfaction with the educational process;
- receive through the IAAR Coordinator and the Chairman additional information necessary to analyse the prospects of the OCPE and (or) EP.

After the visit:

- participate in the preparation of the EEP report;
 - destroy confidential materials received during the visit;
- not to disclose the results of the external evaluation of the OCPE and (or) EP until the official decision of the AC is made.

Appendix 6. Preparation of an External Expert Panel for Site Visit

The purpose of the visit to the OCPE of the external expert panel of the Independent Accreditation and Rating Agency is to assess the quality of the OCPE and (or) EP according to the international standards of accreditation IAAR and develop recommendations on accreditation for consideration by the Accreditation Council. To achieve the goal, the following tasks are defined:

- control of completeness and reliability of the results of self-assessment of the OCPE and (or) EP;
- conducting an assessment in accordance with international IAAR standards developed on the basis of ESG;
- development of the EEP report on the results of the OCPE and (or) EP assessment;
- preparation of recommendations for improving the quality of the OCPE and (or) EP;
- preparation of recommendations to the Accreditation Council on accreditation of OCPE/EP for compliance with international accreditation standards in accordance with the requirements of IAAR.

Materials considered by the EEP before the visit to the OCPE

The following methodological and regulatory documentation is sent to the members of the external expert panel before the visit to the OCPE:

- Regulatory documents concerning the external audit of the OCPE and (or) EP;
- Standards and Guidelines for IAAR International Accreditation (based on ESG);
- Self-assessment report submitted within the framework of the accredited OCPE and (or) EP;
- Information about the composition of the expert panel;
- Schedule of the visit to the OCPE;
- Additional information about the OCPE and (or) EP (at the request of members of the external expert commission).

Review of the self-assessment report of the accredited OCPE and (or) EP

After receiving the self-assessment report (SAR) of the OCPE and (or) EP accredited by IAAR, copies of the SAR are sent to the expert panel no later than 6 weeks before the date of the visit.

Each member of the expert panel must carefully study the SAR and write a review (except for the employer and the student) in accordance with the requirements of the IAAR.

Preliminary meeting of the EEP

The preliminary meeting is held in order to coordinate and distribute the responsibilities of the members of the EEP by the Chairman, discuss the programme of the visit, the self-assessment report of the OCPE and (or) EP to identify key points and issues requiring additional information.

The preliminary meeting of the EEP is held according to the programme the day before the visit to the OCPE. Only EEP members are present at the meeting. The preliminary meeting provides for consideration of the following issues:

- Does the SAR provide sufficient information on all aspects specified in this Manual at the OCPE and (or) EP level?
- What additional information about OCPE and (or) EP should be provided?
- Is the specifics of OCPE and (or) EP sufficiently reflected?

- Have the strategic goals been achieved?
- Are the mechanisms of strategic management of the OCPE and the management of the EP clearly defined?
- What are the main areas of issues that should be taken into account during the visit in particular?

The Chairman of the external expert panel and its members should discuss their impressions on the results of the information received prior to the visit, in order to identify any additional documentation they would like to access, and the main structure and strategy of the visit should also be determined.

Recommendations for planning the work of the EEP

The OCPE submits a preliminary schedule of events planned during the visit to the IAAR and the Chairman of the expert panel for consideration.

The plan of activities during the visit should be well drawn up to improve the efficiency of the work schedule. The planned meeting should provide an opportunity to cross-check the facts presented in the self-assessment report.

The work schedule should include meetings with the management of the OCPE and its departments, employees, students, graduates and representatives of professional associations.

When planning a visit, it should be provided that the expert commission needs sufficient time to hold group meetings at which the members of the expert commission can review the evidence presented, formulate and discuss preliminary conclusions, as well as resolve issues on the main structure and agenda of the next meetings and interviews with key employees and stakeholders of the OCPE and EP. The expert group should also have sufficient time for individual meetings with employees and students of the OCPE.

The schedule of the visit of the OCPE by the expert group for external evaluation should also include information about the participants of the OCPE.

In order to make the most effective use of the time allocated for the visit, the expert group can be divided into small subgroups for meetings and interviews in the OCPE.

Meetings and interviews during the visit

During meetings and interviews with OCPE representatives, the expert group verifies the information provided by the OCPE in the self-assessment report. It is expected that the scheduled meetings should provide an opportunity for cross-checking the facts.

The results of the meetings and interviews serve as the basis for evaluating the OCPE and (or) EP. For this purpose, each member of the expert panel receives reference tables with verification criteria.

Meeting with management

The meeting with the management staff is aimed at obtaining general information about the activities of the OCPE, quality assurance policies and mechanisms, compliance with regional and national quality assurance requirements.

During the interaction, the parties discuss the participation of all stakeholders (administrative bodies, teachers, students and employers) in determining the goals and development strategy of the OCPE in the field of education.

Meetings with the management of departments

Interviews with the heads of departments are aimed at discussing issues related to the development and implementation of EP and the processes that ensure their implementation, as well as research activities and general management.

The optimal number of participants in group discussions is from ten to twenty people.

Meetings with students

Students are a valuable source of information, and the opinions of students should be compared with the information provided by the teaching staff.

From interviews with students, the expert group receives information about the workload, the level of professional competence of teachers, the systematicity and consistency of the EP, the clarity of goals and objectives, the development of curricula, as well as the material resources available for the implementation of the educational process.

Interviews with students should be conducted in a favorable environment, at meetings organised for interviews only with students. The optimal number of students for the meeting is no more than twenty people. Students invited to the interview should be familiar with the programme accreditation considered.

It is recommended that the selection of candidates for interviews from among the students be carried out by members of the expert panel.

Meetings with the teaching staff

During meetings and interviews with the teaching staff, issues related to the implementation of the educational process, quality assurance, as well as research, mobility, resources and funding are discussed.

Topics/questions that were previously discussed at meetings with students are also raised. The preferred number of participants is 15-25 people.

Meeting with graduates

Graduates are a very important source of information. The opinions of graduates provide information about satisfaction with the level of education, the realisation of expectations for promotion and salary increases, employment opportunities and opportunities for further education.

Interviews should be conducted in the absence of teaching staff so that respondents can express their opinions. The optimal number of group members is up to 25 people. The group should include graduates who have studied an accredited educational programme (programme cluster) (in case of programme accreditation).

Meeting with employers

The key issues that should be discussed during meetings with employers are the level of competence of graduates of the OCPE, the demand for graduates in the regional labor market. The meetings also discuss the problems of cooperation and interaction with an OCPE in the field of management, coordination of the content of the EP and quality assessment.

Teachers should not participate in this meeting. The group of employers should include representatives of organisations that regularly hire graduates of the OCPE. If possible, the employer organisations should not be represented by former students of the OCPE. The optimal number of group members is 15-25 people.

Summing up and preparing recommendations

Summing up the results in accordance with the evaluation table "Conclusion of the evaluation commission" (table 3) is carried out on the basis of an individual external assessment collectively.

The evaluation table "Parameters of the profile" is the final document for summarising the work of the EEP.

The evaluation table "Profile Parameters" allows the EEP to determine the position of the OCPE and (or) EP, which is evaluated according to each criterion as follows:

- **"Strong"** is characterised by a high level of indicators of the international accreditation standard. This position of the standard allows us to serve as an example of good practice for dissemination among other OCPE.

- **"Satisfactory"** is determined by the average level of indicators of the international accreditation standard.

- **"Suggests improvement"** is characterised by a low level of indicators of the international accreditation standard.

- **"Unsatisfactory"** means that the indicators of the OCPE and (or) EP do not meet the standard of accreditation.

Based on the collegial decision of the EEP, based on the results of the assessment, it prepares a report with recommendations on accreditation for the AC and on improving the quality of the OCPE and (or) EP.

The EEP recommends one of the following decisions to the Accreditation Council:

- to accredit the OCPE and (or) EP for a period of 1/3/5/7 years;
- not to accredit OCPE and (or) EP.

In case of compliance with the IAAR Standards, the EEP makes a recommendation to improve the quality.

In case of non-compliance of the OCPE and (or) EP with the IAAR Standards, the EEP recommends determining the measures necessary to bring the OCPE and (or) EP into compliance with the IAAR Standards.

Final meeting of the members of the external expert panel with representatives of the OCPE

The chairman of the external expert panel should clearly and concisely present the key issues that are important for the effective implementation of the EP, indicate the advantages and disadvantages of the OCPE and (or) EP under consideration, suggest alternative ways to solve the identified problems and recommendations on the action plan aimed at improving the quality of educational activities.

The conclusions of the review should not be mentioned. The results of the audit are also not discussed.

Workplace of the external expert panel

During the visit to the OCPE, it should provide a separate workplace for the expert commission for panel meetings and review sessions. During the entire visit, only members of the expert commission should have access to the premises.

The room for the expert commission should be spacious and separate from other rooms, also have a large desk for documents, a desk for collegial work, an international telephone, a computer with Internet access and a printer.

All documentation related to the external evaluation process, including the list of teachers, EP, work programmes, student papers, research documents, catalogs, leaflets, etc. should be collected in the specified working room.

Appendix 7. Recommended Structure of the Self-Assessment Report

The report should be submitted according to the following structure:

Title page with the name of the OCPE and the Accreditation Body (1 page)

Statement confirming the reliability and accuracy of the submitted data, signed by the first head of the OCPE (usually given in Appendix 1 of the self-assessment report) (1 page)

Contents (with an automatically editable table of contents) (1 page)

Profile of the OCPE (prepared in accordance with Section II of this Self-Assessment Guide) (1-2 pages).

I Abbreviations and Acronyms (1-2 pages).

A list of abbreviations and acronyms used in the Self-Assessment Report is provided.

II Introduction (1 page).

The basis for undergoing external evaluation is indicated, along with the results of the previous accreditation (accreditation body, accreditation standards under which the external evaluation was conducted, and accreditation status) in the case of reaccreditation.

A brief overview of the methods used in the development of the Self-Assessment Report for the continuous professional education organisation is provided, including the establishment of a working group and the involvement of stakeholders.

III Presentation of the Continuous Professional Education Organisation (1-2 pages).

A brief history of the organisation, information about the types of activities, directions of educational services with quantitative data on educational programmes, and information about the position and status of the continuous professional education organisation in the national and international education space are presented.

The uniqueness of the internal quality assurance system operating within the continuous professional education organisation is highlighted.

IV Previous Accreditation (1-5 pages).

A brief description of the results of the previous accreditation is provided, including an analysis and the degree of implementation of each recommendation from the External Review Panel (for programmes, a brief description of the results of the previous accreditation with an analysis and the degree of implementation of each recommendation from the External Review Panel for each programme is provided).

V Compliance with International Accreditation Standards (30-40 pages).

Evidential and analytical material developed as a result of the organisation's self-assessment of compliance with the criteria of each international accreditation standard is presented.

The results of the analysis of the current activities of the continuous professional education organisation, material on the effectiveness of the internal quality assurance

system, and the effectiveness of its mechanisms are presented in accordance with the criteria of the standards.

5.1 Each Standard:

Contains evidential and analytical materials demonstrating the organisation's and/or continuous education programmes' compliance with the criteria of that standard, thus consistently reflecting the results of self-assessment.

Justifications for the positions of the organisation and/or continuous education programmes (strong, satisfactory, requires improvement, unsatisfactory) are provided in accordance with the assessment of criteria by the working group for self-assessment of the organisation and/or continuous education programmes. In case of assessment as "requires improvement" and "unsatisfactory," the expected measures to strengthen the position are indicated.

At the end of each section, the conclusions of the Continuous Education Organisation Working Group on the criteria are presented. For example, "Standard X covers 6 criteria, of which 2 have a strong position, 3 are satisfactory, and 1 requires improvement."

VI SWOT Analysis (1-5 pages) (not applicable for programme accreditation).

An analysis of strengths, weaknesses, opportunities, and threats identified during the organisation's self-assessment for compliance with international accreditation standards is provided.

VII Conclusion of the Self-Assessment Commission (7-8 pages).

The assessment table "Profile Parameters" (section "Conclusion of the Self-Assessment Commission") with a notation of the compliance of the continuous professional education organisation/programmes with the criteria (strong/satisfactory/requires improvement/unsatisfactory) of the assessment table is presented, considered as the conclusions of the working group for self-assessment.

Appendices to the self-assessment report (to be submitted as a separate file or volume in accordance with the requirements of Section II of this Self-Assessment Guide).