



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the work of the external expert commission in assessing compliance with the standards of international accreditation of the organization and continuous professional education program

“APEC Training Center” LLP

for the period from September 14 to September 15, 2023.

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
**External Expert Commission**

**Addressed to**  
**Accreditation**  
**council IAAR**



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**Atyrau, 2023**

## Table of contents

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS.....	3
(II) INTRODUCTION.....	4
(III) PRESENTATION OF THE EDUCATION ORGANIZATION.....	4
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....	5
(V) DESCRIPTION OF THE EEC VISIT .....	5
(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS .....	6
6.1 Standard “Strategic development and quality assurance” .....	6
6.2 Standard “Leadership and Management” .....	9
6.3 Standard “Educational program and learning outcomes” .....	11
6.4 Standard “Student Admission, Academic Progress, Recognition and Certification” .....	12
6.5 Standard “Student-Centered Learning, Teaching and Assessment” .....	13
6.6. Standard “Teachers” .....	15
6.7 Standard “Educational resources and student support system” .....	16
6.8 Standard “Public Information” .....	17
6.9 Standard “Continuous monitoring and periodic evaluation of the program” .....	18
(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD .....	19
(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY .....	20
(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION .....	21
(X) RECOMMENDATION TO THE ACCREDITATION BOARD .....	21
Appendix 1. Evaluation table “PARAMETERS OF INSTITUTIONAL PROFILE” .....	22



**(I) LIST OF DESIGNATIONS AND ABBREVIATIONS**

**APEC TC** - «APEC Training Center» LLP

**NCCER** - National Center for Construction Education and Research

**IWCF** - International Well Control Forum

**ECITB** - Engineering Construction Industry Training Board

**CPD** – Continuing Professional Development

**EP** - Educational Program



## **(II) INTRODUCTION**

In accordance with Order No. 127-23-ОД dated August 17, 2023, of the Independent Agency for Accreditation and Rating, from September 14 to 15, 2023, an external expert commission conducted an assessment of the compliance of "APEC Training Center" LLP (further referred to as APEC TC) with the standards of international accreditation for the organization and continuous professional education program (approved by the IAAR General Director - Order No. 9-21-ОД dated January 18, 2021).

The report of the external expert commission (EEC) contains an evaluation of the education organization's compliance with the IAAR criteria, EEC's recommendations for further improvement of the education organization, and the parameters of the program's institutional profile.

### **Composition of EEC:**

1. **EEC Chairman** - Elubay Madeniet Azamatuly, Ph.D., Associate Professor, Toraighyrov University (Republic of Kazakhstan) - *Offline participation*
2. **IAAR Expert** - Abdullaev Malik Gurban ogdu, Ph.D., Associate Professor of the "Oil and Gas Engineering" Department, Azerbaijan State Oil and Industry University (Azerbaijan Republic) - *Online participation*
3. **IAAR Expert, Employer** - Karibaeva Madina Kazhimerovna, Doctor of Business Administration, LLP "Orta-Invest" (Republic of Kazakhstan) - *Online participation*
4. **IAAR Expert, Student** - Alimov Arman Alimovich, ACSUTiMT Engineer, LLP "Business & Technology Services" (Republic of Kazakhstan) - *Online participation*
5. **IAAR Coordinator** - Saidulaeva Malika Akhyadovna, Project Manager of the Independent Accreditation and Rating Agency (Republic of Kazakhstan) - *Offline participation*

## **(III) PRESENTATION OF THE EDUCATION ORGANIZATION**

"APEC Training Center" LLP (hereinafter referred to as "APEC TC") is a legal entity and acts as a small business entity, established based on the minutes of the General Meeting of Founders for an indefinite period. The primary state registration of the legal entity Limited Liability Partnership took place on March 6, 2017.

The official name is as follows "APEC Training Center" LLP.

Full: "APEC Training Center" Limited Liability Partnership.

Abbreviated: "APEC TC" LLP

APEC TC is an independent economic unit that operates based on full financial calculation, self-financing, and self-sustainability. APEC TC has an independent balance, an account with the Treasury Department of the Atyrau Region, a seal, as well as stamps, letterheads, an emblem, a trademark, and other requisites and symbols.

The main line of activity is educational.

APEC TC is involved in the certification and training of technical personnel for the construction, oil and gas, mining, and other production sectors, as well as in the field of safety and occupational health, and soft skills. Training is conducted in Kazakh, Russian, and English languages.

APEC TC has academic partners:

NCCER (USA) (Appendix No. 4) – (National Center for Construction Education and Research) [www.nccer.org](http://www.nccer.org), which is a non-profit educational foundation for the certification of trade professions. NCCER was founded in the early 1990s as a result of the merger of companies such as Fluor, Bechtel, Brown & Root, and others, with the goal of standardizing training and providing industry-recognized certificates. Over time, NCCER expanded to become an industry source for training, assessments, and certification. NCCER continued to develop beyond the construction and maintenance sectors, both domestically and worldwide. Today, NCCER has

developed training programs for more than 70 trade areas that are used worldwide.

IWCF (United Kingdom) – The International Well Control Forum, a non-profit organization founded in 1992. Its main goal is to develop and administer training, assessment, and certification programs for well control in the exploration and production sector of the oil and gas industry.

ECITB – training and qualification assessment in the field of bolted joint assembly "Flange Joint Assembly."

APEC TC has a notable example of personnel training: until 2021, the import of foreign specialists for the qualification "Flange Joint Assembly (Bolting)" was 100%. However, during the period of 2021–2022, APEC TC trained and certified 1265 local specialists in the qualification "Flange Joint Assembly," completely replacing foreign workers.

To fulfill its statutory purpose, APEC TC has three of its own educational buildings, including 25 classrooms, 1 online studio for webinars, and 1 computer class, all located on a 4.0-hectare area. For practical training and industrial practice, APEC TC is equipped with production workshops covering a total area of over 800 square meters. Student workstations are equipped with equipment, accessories, inventory, and tools for practical training. The workshops are compliant with occupational safety regulations and include reference materials.

Training is combined with a universal accommodation service. To facilitate this, APEC TC's campus includes three hotels with a total capacity of 280 rooms and dining room with 100 seats. The presence of these facilities enhances efficiency in terms of safety, logistics, coordination, and cost-effectiveness.

The activities of APEC TC are conducted based on the founding documents:

1. The Charter of "APEC Training Center" LLP registered with the justice authorities on March 30, 2023.

2. Certificate of state re-registration of the legal entity dated March 30, 2023, with BIN 170340005857.

Legal Address: 060000, Republic of Kazakhstan, Atyrau City, Zheryuyk Microdistrict, Passage No. 1, House 4.

Physical Address: 060000, Republic of Kazakhstan, Atyrau City, Zhangir Khan Passage, 72B.

Phone: +7 771 002 70 06; +7 771 002 70 09.

E-mail: info@aptec-tc.kz, officeadmin@aptec-tc.kz.

Website: <https://aptec.training/>

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

The international institutional accreditation of "APEC Training Center" LLP according to IAAR standards is being conducted for the first time.

#### **(V) DESCRIPTION OF THE EEC VISIT**

The work of the EEC (External Expert Commission) was carried out based on the approved Program of the EEC visit for institutional accreditation of "APEC Training Center" LLP during the period from September 14 to 15, 2023.

To coordinate the EEC's work, an introductory meeting was held on September 13, 2023, during which responsibilities were distributed among the commission members, the visit schedule was clarified, and consensus was reached on the choice of examination methods.

Meetings were held with the director, deputy director, heads of structural units, instructors, and students to obtain objective information about the quality of the educational organization and the entire infrastructure of the center. In total, 23 representatives participated in these meetings (Table 1).

Table 1 - Information about employees and students who participated in meetings with the EEC IAAR:

<b>Category of Participants Number</b>	<b>Quantity</b>
Director	1
Member of the Board of Trustees	1
Deputy Director	2
Heads of Structural Units	9
Students	10
<b>Total</b>	<b>23</b>

During the site visit, EEC members familiarized themselves with the state of the material and technical base, inspected the general territory of the APEC Training Center business park, dormitories, and hotels (3 buildings), medical center, educational buildings (TC1, TC2), production workshops, cafeterias, sports zone, and classrooms.

During the EEC IAAR meetings with the target groups of "APEC Training Center" LLP the mechanisms for implementing the center's policies were clarified, and specific data presented in the self-assessment report of the center were specified.

During the accreditation period, EEC members attended classes. In the production workshop, production lessons were held for students enrolled in the programs "Installation Engineer for Instrumentation and Control Systems (KIP)" and "Electrical Installation".

Students enrolled in the "Electrical Installer" program (20 individuals) carried out a practical task on the topic of "Electrical Wiring" which included functions of electrical wiring, classification, and the structure of electrical wiring. The tasks of the students were supervised by two instructors: Nurlan Amirov and Erlan Zhanbulatov.

Students enrolled in the "Installation Engineer for Instrumentation and Control Systems (KIP)" program (20 individuals) completed a practical task on the topic of "Cable Tray. Fasteners and Anchors", which involved the bolted connection of cable tray unit nodes, preparation for turning and lifting the cable tray. The students' tasks were supervised by two instructors: Erlan Salakhidenov and Daniyar Khamzin.

To confirm the information presented in the self-assessment report, the center's working documentation was requested and analyzed by external experts.

As part of the planned program, recommendations for the improvement of the accredited educational organization "APEC Training Center," developed by the EEC based on the results of the assessment, were presented to the management on September 15, 2023.

## **(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS**

### **6.1 Standard "Strategic development and quality assurance"**

#### ***Evidence***

The existence and development of APEC TC is determined by its vision, mission and Development Strategy of APEC Training Center LLP."

The development strategy for APEC Training Center for 2022-2026 was developed and approved by Order No. 20-0д dated November 1, 2022.

The APEC TC Development Strategy reflects the Vision, Mission and Strategic Goals:

1. Innovative, transparent training and assessment system that meets international standards;

2. Promoting reform of the system of technical and vocational education in Kazakhstan through the introduction of international experience;

3. Development of infrastructure and material and technical base in accordance with global trends;
4. Development of social partnership;
5. Successful promotion of the APEC Training Center brand;
6. Ensuring the financial stability of APEC Training Center.

Mission, Vision and Development Strategy are aimed at meeting the needs of the state, society, sectors of the real economy, potential employers, and students. These documents are posted on the official website of APEC TC (<https://apec.training/>).

The APEC TC quality policy was developed and approved by the director (ATC-POL-001 12/12/2022). APEC TC implements its quality policy by providing a basis for monitoring effectiveness, suitability and continuous improvement of overall management. The quality policy is an integral element of the company's strategy and the basis for activity planning. Analysis of the Quality Policy is carried out annually at the level of the general meeting of APEC TC.

To support the main business processes, a set of internal regulatory documentation has been developed that regulates the company's activities - Organizational structure, staffing, Regulations on corporate ethics, Anti-corruption policy, Regulations on internal labor regulations, Quality control of training and assessment, Company policy in the provision of services to the Customer, Regulations on office management and document flow, methodological recommendations on the design and development of training programs for professional training of working personnel and others.

Regulatory documents determine the format of educational documentation that regulates the development and implementation of educational programs through work programs, teaching aids, test tasks, etc.

In order to ensure compliance and development of international standards, measures have been taken to accredit APEC TC programs in the leading accreditation organizations in the world in the field of personnel training. APEC TC is accredited and licensed by NCCER - National Center for Construction Education and Research (USA), IWCF - International Well Control Forum (UK), ECITB - International Certificate of Professional Competence - a key foundation for the effective implementation of a flange management program (UK), which is confirmed by the accumulated documents on the APEC TC website (<https://apec.training/ru/page/licenzii-i-akkreditacii>).

APEC TC successfully operates and provides training/certification and assessment services for such companies as Tengizchevroil LLP, North Caspian Operation Company N.V., Karachaganak Petroleum Operation B.V., Total Dunga, Engineering, SAL - Offshore, Velesstroy LLP, Fircroft, Bureau Veritas, MAG -Pi Inspection, KMG Nabors Drilling Company, Novus-Bolashak, Kazakhstan Caspian Offshore Industries, etc. (<https://apec.training/ru/page/partnery>).

APEC TC carries out an analysis of internal work in the form of a comprehensive assessment based on a certain number of indicators according to the management system.

The quality of services provided by APEC TC is confirmed by positive reviews, letters of gratitude and letters of recommendation from employers and graduates of the center (<https://apec.training/ru/page/otzyvy>).

Quality control of the educational process is carried out in accordance with the procedure for "Quality control of the organization of training and assessment" approved on December 14, 2022, developed by the department of analysis and development of training together with the Academic department in order to control the quality of the educational process. To control the quality of the educational process, a commission is created that monitors the conduct of classes, intermediate and final control, etc. Based on the monitoring results, procedures are implemented to continuously improve the quality of services and resources provided.

#### ***Analytical part***

Analyzing compliance with the requirements of the "Strategic Development and Quality Assurance" standard, the commission notes that APEC TC has a developed Education Quality Policy, the main goal of which is the high-quality provision of a full range of courses in technical



specialties and assessment that meet international and Kazakhstan standards using modern methodology, materials and latest developments.

In order to achieve the effectiveness of APEC TC solutions, it follows a strategy of continuous improvement by monitoring and responding to changes in internal and external conditions, which is confirmed by ongoing consultations, recommendations and suggestions received from partners and stakeholders, as well as the results of surveys based on the results of training courses.

In addition, APEC TC works with social partners, which includes all types of interaction based on bilateral agreements, provision of information services, holding joint conferences, seminars, advanced training courses at the request of customers, and others. Examples of social partnerships and their results are presented in the form of publications on social networks APEC TC

([https://www.instagram.com/p/CbuM\\_iMAGE5/?utm\\_source=ig\\_web\\_copy\\_link&igshid=MzRIODBiNWFIZA==](https://www.instagram.com/p/CbuM_iMAGE5/?utm_source=ig_web_copy_link&igshid=MzRIODBiNWFIZA==) and [https://www.instagram.com/reel/Cfy2L1LpBZn/?utm\\_source=ig\\_web\\_copy\\_link&igshid=MzRIODBiNWFIZA==](https://www.instagram.com/reel/Cfy2L1LpBZn/?utm_source=ig_web_copy_link&igshid=MzRIODBiNWFIZA==)). Not only industrial enterprises take part in these forums (KPI Inc. LLP, Atyrau refinery LLP, Polymer Production LLP, Embamunaigas JSC, iQS Engineering LLP, TeslaTan LLP, Nitrogen Plant LLP "Novus Bolashak", "YUSS SUPPORT SERVICES" LLP, "Light Way Solution" LLP, "Pavlodar Petrochemical Plant" (PNHZ) LLP, "Kyzylorda Low-Tonnage Oil Refinery" LLP, JSC "Management Company SEZ "NINT"), but also organizations education (JSC KBTU, NJSC Kazakh National Research Technical University named after K. I. Satpayev, NJSC Atyrau UNG named after Safi Utebaev, LLP Industrial Engineering and Economic College of Nur-Sultan, Polytechnic College of the Kazakhmys Corporation).

Satisfaction with educational services is determined based on a survey. The groups of respondents to the survey procedure are students, graduates, instructors and customers, which also makes it possible to evaluate the effectiveness in certain areas of work; this work is carried out in accordance with the approved Company Policy in the field of service provision (ATC-POL-002 dated 12/12/2022) and the "Evaluation Procedure customer satisfaction based on the results of training", where there is a questionnaire and feedback form.

An important part is compliance with the Quality Policy (approved on December 12, 2022), as well as the Code of Academic Integrity, which is implemented through the "Regulations on Corporate Ethics" (approved on January 28, 2023). The structural unit coordinating this work is the academic department. Academic integrity is also considered in the light of corruption, for which an information center has been created (blogs and forums of the director, administration, helpline, help box). Issues of academic integrity are also discussed at meetings between students and APEC TC management. The formation of an anti-corruption culture is carried out through a set of educational, informational, and organizational measures, which are reflected in the "Anti-Corruption Policy" of APEC Training Center LLP.

### ***Strengths/Best Practices***

No strengths have been identified for this standard.

### ***EEC recommendations***

- Systematically review the development strategy and quality assurance policy, improve the internal quality assurance system in accordance with changes in the internal and external environment;

- Bring into compliance all internal regulatory documents, in accordance with the Regulations on office work and document flow (develop a nomenclature of cases, carry out timely issuance of serial numbers of Procedures, regulations, etc., as well as dates of development and approval). Deadline: 02/01/2024.

***EEC conclusions based on the criteria:***

- *Strong* – 0
- *Satisfactory* – 3
- *Improvements expected* – 1
- *Unsatisfactory* – 0

**6.2 Standard “Leadership and Management”*****Evidence***

APEC TC carries out processes for managing the educational process, including planning and resource allocation, in accordance with its mission and strategy. The advisory body of APEC TC is the Supervisory Board, approved by the Protocol of Participants of APEC Training Center LLP dated August 27, 2021.

APEC TC have a developed and approved organizational structure and staffing schedule (dated 08/01/2023). The organizational structure reflects the composition and subordination of interconnected management units and divisions, which are endowed with certain rights and responsibilities to perform their functions to achieve the goals and objectives of APEC TC. The staffing table includes administrative personnel, core production personnel and production support personnel.

The distribution of job responsibilities between managers covers the main areas of work and makes it possible to successfully implement the development strategy. Employees of structural divisions are guided in their work by job descriptions (developed for each position in accordance with the staffing table by the HR manager and approved by the director, which must be familiarized to employees), an employment contract (which details the subject of the contract, the term of the employment contract, working conditions, working hours and rest hours, rights and obligations of the employee and the employer, etc.), orders of the director, as well as instructions of the heads of structural divisions. In addition, there are Internal Labor Regulations (approved on October 25, 2020) and Regulations on bonuses and bonus systems (approved on June 1, 2023).

For the purpose of operational management and coordination of the activities of departments, orders and instructions of the director are issued. The interaction of the educational center structures is ensured by relevant local acts and means of operational management and communication.

In order to increase the motivation and stimulation of employees, there is a bonus system for instructors and employees for personal contribution and achieved results in their work activities (Regulations on bonuses and bonus system dated 06/01/2023). Additional mechanisms for motivating employees to work more efficiently and creatively are awarding certificates, determining the best employee of the month, so Victoria Vararina, Alena Kanaliyeva, Gulfat Seitkazieva became the best employees of the month, and Gulnar Bisenova became the best employee of 2022.

In order to improve the qualifications of management and employees, a training plan for APEC TC employees is drawn up on an annual basis, approved by the management of APEC TC, according to which almost all employees, including first managers, undergo advanced training courses. Thus, Director Bogenbai Tatayev completed courses on PMP Training (November 2022), Deputy Director for Academic Affairs Victoria Vararina completed the National Craft Assessment & Certification Program course (June 2023), Lukpan Azamat completed a course on the program “Project Management Practices Based on the PMI&PMBOOK Guide Standard” 7th edition” (December 2022), etc.

The performance of departments is assessed by management not only according to the plans drawn up, but also according to indicators adjusted to take into account actual ones. In order to monitor the main processes of activity, an effective monitoring system has been developed, which is determined by the requirements of social partners, employers, direct consumers of educational services, students (Company Policy in the field of provision of services ATC-POL-002 dated December 12, 2022 and the Instructor Evaluation Form by students, also there is a QR code).

All types of documents of internal and external origin are managed in accordance with the “Regulations on records management and document flow” (approved on November 1, 2022). Electronic document flow is carried out between services and departments through:

- a specially organized system of folders on the local network;
- via corporate email;
- via the Bitrix 24 cloud service.

All necessary information is available on the website. Incoming and outgoing correspondence of external and internal document flow is ensured by e-mail.

To determine students’ appeals as an important means of exercising and protecting the rights, freedoms and legitimate interests of the individual, APEC TC has established a unified procedure for their consideration based on the “Regulations governing the filing of a student’s complaint” (approved on November 3, 2022), all oral, written requests and appeals in the form of an email (based on feedback on the website), as well as based on the results of the training (QR for the Form for evaluating the instructor by students, the Procedure for assessing customer satisfaction based on the results of the training).

#### ***Analytical part***

In APEC TC, an optimal and functioning scheme for the distribution of functional responsibilities among various levels of management, heads of structural units, and instructors has been established. The distribution of functional responsibilities among the leaders covers all the main directions of the training center's activities and enables the successful implementation of the development strategy.

The allocation of responsibilities and authorities in APEC TC is determined by internal regulatory documents, orders, and directives from the director. The management of all types of activities is based on the organizational structure and aimed at achieving the goals outlined in the development strategies.

The collegial body participating in the management is the Association of Producers and Consumers of Petrochemical Products (Petrochemical Association) (Memorandum of Cooperation No. 7 dated May 25, 2022). The purpose of the memorandum is to conduct joint activities related to the accreditation of organizations for compliance with international standards of personnel training (industry accreditation), as well as for further joint participation in competency development programs and events. The organization participates in organizing joint meetings to coordinate and adjust the work plans of APEC TC on an annual basis and in the approval of the existing and developing educational programs of APEC TC for the petrochemical industry.

The professional development of the director, deputy directors, leaders of structural units, and employees is aimed at correctly defining goals and strategies, making effective managerial decisions, managing and working with subordinates, and improving the quality of educational services. Understanding the importance of enhancing their professional level, the team continuously undergoes training in various seminars, forums ([https://www.instagram.com/p/CbuM\\_iMAGE5/?utm\\_source=ig\\_web\\_copy\\_link&igshid=MzRlODBiNWFiZA==](https://www.instagram.com/p/CbuM_iMAGE5/?utm_source=ig_web_copy_link&igshid=MzRlODBiNWFiZA==)), and participates in conferences.

Based on the above, it can be concluded that the organizational structure and management system of APEC TC operate effectively, enabling the center to address all the tasks it faces and plan its activities in the field of personnel training and retraining.

Therefore, Standard 2, "Leadership and Management," meets the requirements for the development of the standard set by the accrediting body.

#### ***Strengths/Best Practices***

No strengths have been identified for this standard.

#### ***EEC recommendations***

- Develop a professional development plan for the management team under the "Management in Education" program and ensure its implementation. Deadline: December 1, 2023.

- Develop mechanisms for risk assessment and decision-making based on these assessments, as well as a procedure for regularly reviewing the effectiveness of implemented decisions and measures. Deadline: March 1, 2024.

***EEC conclusions based on the criteria:***

- *Strong* – 0
- *Satisfactory* – 3
- *Improvements expected* – 3
- *Unsatisfactory* – 0

**6.3 Standard “Educational program and learning outcomes”**

***Evidence***

The implementation of educational programs and their development at APEC TC is carried out in accordance with the mission, development strategy, academic rules, and regulations. Both hard copies and electronic versions of these documents are available within the training center and are accessible to instructors, staff, students, as well as employers and other interested parties.

APEC TC systematically analyzes educational programs with the goal of adjusting their content to meet the demands of the labor market. Reports on the implementation of development plans are included in annual reports with an analysis that is reviewed during meetings. Development plans for educational programs are adjusted as needed.

Educational programs are developed and compiled in accordance with "Methodological Recommendations for the Development of Educational Programs for Professional Training of Workers." These programs take into account the analysis of the labor market (government, public, and commercial structures) as an indicator of the demand for qualified professionals in the fields of oil and gas, construction, mining, and other sectors based on international programs and standards.

The evaluation of educational programs is a systematic process involving the collection of information to study the effectiveness and adequacy of academic processes. It includes the use of reliable and valid data collection methods (surveys, interviews) to confirm the quality of thematic cycles in alignment with the development strategy and the achieved learning outcomes for each cycle.

Social partners and other professional entities actively participate in the development of educational programs. Educational programs are continuously updated in response to labor market demands (correspondence with representatives of ESS Support Services LLP, Kentech Network of Women, etc.).

APEC TC's methodologists, in collaboration with course instructors, develop educational programs and thematic calendars in accordance with the client's requests. Educational programs are updated as needed or upon the client's request. The primary goal of updating is to respond flexibly to the labor market's needs, consider new scientific advancements, and follow employer recommendations.

Between 2020 and 2023, more than 8,000 students were enrolled in APEC TC in various specialties. Students were able to acquire knowledge and new skills in both Hard Skills (Bolting, Tensioning, Electrical Installation, Control and Instrumentation Technician, Pipe Fitting, and others) and Soft Skills (Leadership, Team Coaching, B2B and B2C Presentation Skills, and more).

The state of APEC TC's material and technical base meets the requirements for educational activities, and the equipment supports a satisfactory level of instruction.

***Analytical part***

EEC have noted that the content of the educational programs aligns with the requirements and reflects a logical sequence of topics. The principle of continuity in the study of topics is evident in the development and approval of the training programs for students. When developing these programs, the needs of the students, regional demands, and the requirements of employers are taken into account.

An analysis of the educational programs has shown that the program volume is measured in academic hours, which is also reflected in the certificates issued upon completion of the training. Currently, there is a need to calculate hours in accordance with the credit volume, aligning with the requirements of European education standards.

In general, Standard 3, "Educational Program and Learning Outcomes," complies with the requirements set by the accrediting body, although it is recommended to specify the final learning outcomes and competencies in the educational plans.

***Strengths/Best Practices:***

The development and updating of the content of educational programs are carried out in accordance with the needs of the international labor market and stakeholder requests.

Continuous monitoring of conducted sessions is performed not only by the training center's management but also by the clients.

***Recommendations:***

None.

***Conclusions by EEC criteria:***

- Strong – 2
- Satisfactory – 5
- Require Improvement – 0
- Unsatisfactory – 0

**6.4 Standard "Student Admission, Academic Progress, Recognition and Certification"**

***Evidence***

On the official website of APEC TC (<https://apec.training/ru/page/obucenie>), under the "Education" tab, lists of major specialties and educational programs are available with descriptions of the specialties and learning outcomes.

Prospective students must go through an enrollment procedure by signing a contract, which can be either with an organization-client or with an individual. Following this, copies of the required documents are provided.

Given that there are more than 70 different courses and educational programs, a differentiated approach is taken to the specificity of thematic cycles, considering their global relevance and demand among students and client companies.

The educational process follows a calendar-thematic plan of educational sessions developed for each educational program. The calendar-thematic plan is made available to students and displayed in the classrooms during the course.

APEC TC is well-equipped with educational facilities, practical laboratories, computer equipment, and instructional materials in sufficient quantities, ensuring a high-quality learning experience. Consumables for practical sessions are procured based on instructors' requests and are maintained in adequate quantities.

APEC TC has campuses in industrial regions of Kazakhstan, such as Atyrau, Tengiz, Aktau, and Aksai. To deliver education and assessment in accordance with international standards, APEC TC engages instructors from the United States and the United Kingdom. The center undergoes regular audits to ensure quality compliance and invests in infrastructure and equipment.

Admission is open to citizens of the Republic of Kazakhstan, foreign citizens, and stateless individuals holding various levels of education, including primary, secondary, technical and professional, post-secondary, and higher education.

Before commencing their education, all students complete a registration and data processing consent form according to the approved ECITB Global format. The filled forms are retained for at

least 3 years.

Assessment of learning outcomes is carried out through modular testing, midterm assessments, and final assessments.

APEC TC has developed an internal monitoring system that covers all participants in the educational process, including students, instructors, and administration. This monitoring is based on tracking student performance through testing. The academic department's methodologist analyzes performance and attendance indicators, adhering to the approved "Checklist for Educational Sessions and Teaching Quality Assessment."

Additionally, a customer satisfaction assessment is conducted at the conclusion of the training. The procedure for assessing customer satisfaction is designed to analyze feedback and recommendations received from clients, facilitating the planning of activities aimed at improving the quality of services.

APEC TC, in collaboration with the recruiting company FSSA, continually works to assist students in finding employment. Notably, the center's efforts to train local workers for the "Bolting" qualification as replacements for foreign labor deserve mention. In 2019, local specialist training commenced in collaboration with Halliburton for Tengizchevroil (TCO), North Caspian Operating Company (NCOC), Karachaganak Petroleum Operating B.V. (KPO), and their contractors. In 2022, FSSA recruited 1200 local specialists for bolting work on the major overhaul project of KPO B.V.

#### ***Analytical part***

EEC noted the presence of a well-equipped material and technical base, which provides conditions for the education, accommodation, and training of students. Mechanisms for monitoring student satisfaction with the organization's activities and individual services are successfully operational. Additionally, there is an adequate number of classrooms, a hotel, a medical office, and a cafeteria, which enables the provision of quality educational services. Students can receive their education without having to leave the campus. The educational program objectives are presented, accessible to students, and cover skills and professional competencies.

#### ***Strengths/Best Practices:***

No specific strengths were identified according to this standard.

#### ***Recommendations from EEC:***

To enable the recognition of certificates within the European Community, implement the "European Credit Transfer and Accumulation System" (ECTS) in all educational programs.  
Deadline: March 1, 2024.

#### ***Conclusions by EEC criteria:***

- *Strong* – 0
- *Satisfactory* – 4
- *Require Improvement* – 1
- *Unsatisfactory* – 0

### **6.5 Standard "Student-Centered Learning, Teaching and Assessment"**

#### ***Evidence***

In order to identify the needs and interests of customers (students and stakeholders), systematic analytical work is conducted throughout the calendar year.

There is a procedure for "Quality Control of Education and Assessment" (as of December 14, 2022), designed for students, instructors, and the heads of structural units responsible for organizing the educational process, as well as for a wide range of interested parties.

APEC TC develops and approves standard and individual working educational programs that ensure the mastery of the program based on the individualization of its content, taking into

account the specific educational needs of each student. Individual work is carried out with each student to identify their individual qualities, inclinations, and abilities, as a learner-oriented approach to teaching is based on focusing the teacher on the student's personality, which is a condition for their development.

The educational process at APEC TC is carried out in accordance with the following legal and regulatory documents:

- Constitution of the Republic of Kazakhstan dated August 30, 1995 (with amendments and additions as of March 23, 2019)

- Law of the Republic of Kazakhstan dated July 27, 2007, No. 319-III "On Education" (with amendments and additions as of January 11, 2020)

- Procedure for Quality Control of Education and Assessment (dated July 12, 2021)

- Quality Policy (dated July 12, 2021) and Business Ethics Policy (dated July 12, 2021)

For all specializations (there are more than 70), there is the necessary regulatory and educational-methodical documentation, including educational programs for each discipline, calendar-thematic plans, and didactic and handout materials.

The quality of the educational programs mastery is assessed through ongoing progress monitoring, midterm testing of students, and final assessments.

During each control session, instructors fill out assessment sheets ("Checklist for Educational Sessions and Teaching Quality Assessment"). Assessment sheets are a diagnostic tool for evaluating the results of each student's work.

The educational process actively uses the e-learning system ST-Portal, which is an effective tool for organizing work, control, and interaction between APEC TC and the customer.

If a student is dissatisfied with something, they can submit a complaint in accordance with the regulations governing student complaints (approved on November 3, 2022).

Upon completion of the education, students are surveyed to cover the full range of services they have received, and feedback is obtained from customers in accordance with the procedure for "Customer Satisfaction Assessment at the End of the Training."

### ***Analytical part***

EEC have noted that at APEC TC is attracting highly qualified specialists from industrial enterprises (both on staff and part-time), there is a specific system for providing educational services based on a student-centered approach, which ensures the acquisition of key competencies at a high level, in line with the goals and mission of APEC TC.

Based on interviews with the students, EEC experts have observed that the students are fully satisfied with the quality of the educational programs, teaching methods, and the overall quality of instruction. The students are also entirely content with the objectivity of knowledge assessment, skills, and other educational achievements, as well as the quality of examination materials (such as tests and examination questions). The organization flexibly employs various teaching and instructional methods, enabling students to make quicker progress in their studies.

According to the survey results, 90% of the respondents stated that they are completely satisfied with the support provided by educational materials during the learning process.

The educational plans are prepared in Kazakh, Russian, and occasionally in English. However, during the interviews, several students raised the issue of the lack of accessible educational materials in the Kazakh language, even though instructors teach in multiple languages.

### ***Strengths/Best Practices:***

No strengths were identified based on this standard.

### ***Recommendations from EEC:***

1. Develop or acquire educational materials in the Kazakh language. Deadline for implementation: May 1, 2024.

2. Develop and implement a plan for enhancing the qualifications of instructors in innovative teaching technologies and methods. Deadline for implementation: December 1, 2023.

**Conclusions by EEC criteria:**

- *Strong* – 0
- *Satisfactory* – 5
- *Suggest Improvements* – 0
- *Unsatisfactory* – 0

**6.6. Standard "Teachers"**

***Evidence***

The high-quality staff is the main resource for fulfilling the mission of APEC TC, and as such, special attention is given to the processes of staff recruitment and development. The personnel policy is reflected in the Employment Contract between the employer and the employee, job descriptions, the Internal Work Regulations, and is carried out in accordance with the current legislation of the Republic of Kazakhstan and in line with the main priorities of APEC TC's development strategy.

In the development strategy for APEC TC for 2022-2026, measures are provided to enhance the indicators of the quality of the instructional staff through the stimulation of existing personnel and additional recruitment of highly qualified personnel from Kazakhstan and other countries.

The process of forming and developing the instructional staff at APEC TC consists of three main stages:

- Formation of the instructional staff.
- Professional development.
- Qualification improvement.

The formation of the instructional staff is carried out through a competitive selection process in accordance with the "Regulations on Personnel Selection in APEC Training Center" (dated November 1, 2022).

In total, the training center has 9 instructors, in addition to a pool of part-time instructors. There is a practice of engaging foreign instructors as lecturers to conduct lectures, seminars, and training sessions, which contributes to the enhancement of the quality of training programs, the professional development of APEC TC staff, and the exchange of experience. The number and composition of personnel are planned based on the needs of the educational process, the number of hours, and the contingent of learners.

The instructional staff meets the qualification requirements, and they confirm the presence of the necessary personnel potential, both qualitatively and quantitatively, to implement the entire range of educational programs for all specialties.

The remuneration of the instructional staff is determined by the staffing schedule and civil law contracts.

APEC TC operates the "Regulations on Bonuses and Bonus System for Employees" (as of June 1, 2023).

The professional development of instructors is carried out according to the training plan developed for each year, through courses, seminars, individual internships, training sessions, master classes, participation in conferences and forums. This helps in the application of modern interactive teaching methods and innovations in the educational process. During the first half of 2023, six instructors participated in qualification improvement courses in various directions, such as Multi Cable Transit Installation, Heat Tracing Inspection, Ex-Inspection & Auditing, Swagelok – Inspection, and Swagelok - Installation & Bending.

***Analytical part***

A high level of professionalism among the instructors implementing the educational programs can be noted. There is a systematic improvement in qualifications among the instructors.



All instructors meet their planned workload, and the personnel potential is in line with the specific nature of the training center.

During interviews, instructors emphasized the high standards they are held to, as well as significant opportunities and prospects for qualification improvement.

Based on the survey results among instructors, the potential for professional development, the prospect of reaching an international level, professional and personal growth, and a dynamic team within APEC TC have been identified.

***Strengths/Best Practices:***

No strengths were identified based on this standard.

***Recommendations from EEC:***

There are no recommendations.

***Conclusions by EEC criteria:***

- *Strong – 0*
- *Satisfactory – 6*
- *Suggest Improvements – 0*
- *Unsatisfactory – 0*

**6.7 Standard “Educational resources and student support system”**

***Evidence***

The material and technical base of APEC TC is used to support its mission and strategic development directions, requiring the maintenance of modern facilities.

APEC TC has two educational complexes covering an area of 1206.2 m<sup>2</sup> and 1001.41 m<sup>2</sup>, as well as a dormitory with 280 places under a lease agreement No. 2022–6 dated June 22, 2022. Practical training for students is conducted in workshops that are fully equipped with the necessary educational and production facilities. The workshops include a locksmith workshop, a welding workshop, an electrical installation workshop, an instrumentation and control workshop, a hydrotesting workshop, a metal construction workshop, a forestry workshop, and a flange connection workshop. Regular purchases of consumables are made according to instructors' requests.

There are two educational buildings with classrooms equipped with educational furniture. The classrooms are also equipped with interactive boards, multimedia projectors, printers, scanners, photocopiers, and other modern equipment. A 3D tour of the facilities is available on the website at <https://apec.training/ru/page/3d-tur>.

A multimedia classroom is available for online learning sessions. A sports area within the business park includes a fitness zone, a football field, a basketball court, and a volleyball court, all equipped for various sports activities. The sports area is supplied with the necessary sports equipment and gear, including table tennis, mats, benches, volleyballs, basketballs, traditional Kazakh games like Toguz Kumalak, chess, checkers, and more.

APEC TC has a total of 64 computers placed in classrooms, 2 high-performance servers, and 1 computer lab, all with internet access.

APEC TC has campuses in various industrial regions of Kazakhstan, such as Atyrau, Tengiz, Aktau, and Aksai.

The primary web resources for APEC TC include the official website at <https://apec.training/ru> and the Instagram social network page.

There is a medical office equipped with necessary medical equipment and stocked with medications. It is serviced by TOO "Atyrau Medical Services" under contract No. 2023-238 dated August 1, 2023.

To ensure safety, the educational building is equipped with fire safety and security equipment, and a high-quality video surveillance system is installed on the APEC TC premises.

APEC TC collaborates with employers and FSSA (presumably the company name) to organize the employment of graduates.

***Analytical part***

According to the experts of the EEC within the framework of the "Educational Resources and Student Support System" standard, accessibility to organized information for the learning process across all specializations meets the criteria.

The educational, auxiliary equipment, and computer technology comply with safety requirements during operation. The material and technical base is continually improved through the purchase of new equipment.

There is the opportunity for practical training of students. The training center creates an educational environment conducive to the development of basic and professional competencies, taking into account the individual needs and abilities of the students. It also provides conditions for the development of practical skills and competencies.

***Strengths/Best Practices:***

The material and technical base is equipped in accordance with the needs of the implemented courses and educational programs.

***Recommendations from EEC:***

There are no recommendations.

***Conclusions by EEC criteria:***

- *Strong* – 2
- *Satisfactory* – 4
- *Suggest Improvements* – 0
- *Unsatisfactory* – 0

**6.8 Standard "Public Information"**

***Evidence***

EEC have noted that APEC TC maintains an informative and accessible online presence to ensure transparency and inform the public about its activities. The official website (<https://apec.training/ru>) is available in three languages (Kazakh, Russian, and English) and contains information about the center's mission, news, reviews, licenses, certifications, and accreditations, among other details.

The website serves as a platform for expanding the market for educational services and allows students, employees, instructors, business partners, and other stakeholders to quickly familiarize themselves with APEC TC's activities. Its primary goal is to create a high-quality information environment and enhance the organization's image while providing timely and objective information to the public.

APEC TC actively engages with its audience through its official social media accounts on platforms like Instagram and Facebook. These accounts have a substantial number of followers, enabling effective and timely communication with the public. They share valuable information about the center's services, promotions, news, and reviews.

Furthermore, APEC TC collaborates with educational journals and the media to highlight its achievements in the field of education. This approach ensures that its accomplishments in educational activities are well-documented and reach a broader audience.

In the analytical section, it is emphasized that openness and providing information to the public is one of the key aspects of ensuring educational quality in the modern global education landscape. APEC TC's official website, with its publicly significant information for all participants in the educational process, partners, and other interested parties, is aligned with the center's development strategy.

The organization employs various means to disseminate information, including its website, social media accounts, publications, and videos. The information is presented in a clear and accessible manner, making it easily understood by the public.

While the report highlights APEC TC's strengths in terms of information dissemination, it does not identify any specific areas that require improvement. However, the recommendation is made for the regular updating of the website to keep the public informed about APEC TC's activities.

***Conclusions by EEC criteria:***

- *Strong – 0*
- *Satisfactory – 3*
- *Suggest Improvements – 2*
- *Unsatisfactory – 0*

**6.9 Standard “Continuous monitoring and periodic evaluation of the program”**

***Evidence***

APEC TC actively conducts monitoring of its educational programs and analyzes data related to the assessment of student achievements, satisfaction with educational programs, teaching quality, and the employability of graduates in the job market, among other aspects. This monitoring and analysis are conducted in accordance with the company's policy on service provision (ATC-POL-002, dated December 12, 2022) and the procedure for assessing customer satisfaction following training.

Regular assessment and program review involve the participation of students, employees, employers, and other stakeholders based on systematic data collection, analysis, and information management.

The monitoring of educational programs is carried out by the academic department and the training analysis and development department, which includes leading methodologists from the organization. This monitoring is conducted according to the Quality Control of Training and Evaluation Procedure (dated December 14, 2022). Additionally, representatives of clients and NCCER (National Center for Construction Education and Research) visit the classes, according to the staff of APEC TC.

Students actively participate in evaluating the quality of program implementation. Evaluation mechanisms include surveys, sociological questionnaires, and feedback from learners regarding the quality of educational services received.

Student surveys are conducted upon completion of their training and cover the full range of services they receive. The results of these surveys are predominantly positive. The analysis has shown that, overall, students are satisfied with their professional training, and they have rated the level of instructors as high.

APEC TC engages with social partners (such as the Association of Producers and Consumers of Petrochemical Products, also known as the Petrochemical Association, and the Union of Builders of Kazakhstan) and clients in the implementation of educational programs and in fostering innovative potential. The active involvement of social partners in APEC TC's activities is facilitated through forums and conferences, which serve as consultative and advisory platforms.

***Analytical part***

APEC TC conducts regular monitoring and periodic evaluation of its continuous professional education programs. They have established mechanisms for collecting and analyzing information about their activities and utilize this information within their internal quality assurance system. APEC TC has a designated structure responsible for conducting monitoring, and they have a comprehensive process for analyzing data, ranging from lower levels to higher levels.

The experts from the EEC have noted that APEC TC systematically collects and analyzes feedback through surveys administered to students after their training. They also have a system for

evaluating instructors by students. This approach takes into account the opinions, wishes, and feedback from both students and employees to continually improve their results. However, the experts suggest that the results of monitoring and research, as well as the discussions and proposed solutions, are not fully publicized and shared on the center's website.

External assessments from employers regarding the quality of student preparation are reflected in their feedback, indicating the recognition and demand for the thematic cycles of the educational process.

Incorporating feedback into continuous improvement is a good practice, and making the results and solutions more transparent on their website could further enhance their commitment to quality assurance.

***Strengths/Best Practices:***

No strengths have been identified for this standard.

***Recommendations from EEC:***

- Post the results of monitoring and evaluation on an ongoing basis, as well as send them to customers to inform and receive active feedback from employers.

***Conclusions by EEC criteria:***

- *Strong – 0*
- *Satisfactory – 5*
- *Suggest Improvements – 0*
- *Unsatisfactory – 0*

**(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD**

***Standard “Strategic development and quality assurance”***

No strengths have been identified for this standard.

***Standard “Leadership and Management”***

No strengths have been identified for this standard.

***Standard “Educational program and learning outcomes”***

The development and updating of the content of educational programs are carried out in accordance with the needs of the international labor market and stakeholder requests.

Continuous monitoring of conducted sessions is performed not only by the training center's management but also by the clients.

***Standard “Student Admission, Academic Progress, Recognition and Certification”***

No strengths have been identified for this standard.

***Standard “Student-Centered Learning, Teaching and Assessment”***

No strengths have been identified for this standard.

***Standard “Teachers”***

No strengths have been identified for this standard.

***Standard “Educational resources and student support system”***

The material and technical base is equipped in accordance with the needs of the implemented courses and educational programs.

***Standard “Public Information”***

No strengths have been identified for this standard.

***Standard “Continuous monitoring and periodic evaluation of the program”***

No strengths have been identified for this standard.

**(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY**

***Standard “Strategic development and quality assurance”***

Systematically review the development strategy and quality assurance policy, improve the internal quality assurance system in line with changes in the internal and external environment.

Align all internal regulatory documents in accordance with the Regulations on Records Management and Document Workflow (develop records nomenclature, timely numbering of Procedures, regulations, etc., as well as dates of development and approval). Deadline: February 1, 2024.

***Standard “Leadership and Management”***

Develop a plan for the professional development of management through the "Management in Education" program and ensure its implementation. Deadline: December 1, 2023.

Develop mechanisms for identifying risks and making decisions based on them, as well as the procedure for regular verification of the effectiveness of implemented decisions and activities. Deadline: March 1, 2024.

***Standard “Educational program and learning outcomes”***

No specific action points were mentioned.

***Standard “Student Admission, Academic Progress, Recognition and Certification”***

To recognize certificates within the European Community, implement the "European Credit and Accumulation System" (ECTS) in all educational programs. Deadline: March 1, 2024.

***Standard “Student-Centered Learning, Teaching and Assessment”***

Develop/purchase educational materials in the Kazakh language. Deadline: May 1, 2024.

Develop and implement a plan for the professional development of instructors in innovative teaching technologies and methods. Deadline: December 1, 2023.

***Standard “Teachers”***

No specific action points were mentioned.

***Standard “Educational resources and student support system”***

No specific action points were mentioned.

***Standard “Public Information”***

Regularly update the website to inform the public about the activities of APEC Training Center.

***Standard “Continuous monitoring and periodic evaluation of the program”***

Regularly publish the results of monitoring and evaluation and send them to customers for information and active feedback from employers.

**(IX) REVIEW OF RECOMMENDATIONS FOR THE  
DEVELOPMENT OF EDUCATIONAL ORGANIZATION**

**(X) RECOMMENDATION TO THE ACCREDITATION  
BOARD**

*Members of the EEC came to a unanimous opinion that APEC Training Center LLP is recommended for accreditation for a period of 5 years.*



## Appendix 1. Evaluation table “PARAMETERS OF INSTITUTIONAL PROFILE”

№	International standards of IAAR ESG Part 1.		Position of the educational organization						
			Strong	Satisfactory	Assumes improvement	Unsatisfactory			
<b>STANDARD 1. STRATEGIC DEVELOPMENT AND QUALITY ASSURANCE</b>									
1.	1	The organization demonstrates the development of its mission, vision, development strategy, and quality assurance policy based on an analysis of external and internal factors with broad stakeholder involvement.		+					
2.	2	The organization demonstrates the functioning of an internal quality assurance system.		+					
3.	3	The organization conducts educational program management processes in accordance with the strategy and quality assurance policy, taking responsibility for the quality of the educational programs as a whole.		+					
4.	4	The organization demonstrates systematic revision of its development strategy and quality assurance policy, improvement of the internal quality assurance system.			+				
<b>STANDARD 2. LEADERSHIP AND MANAGEMENT</b>									
5.	1	The organization conducts educational program management processes, including planning and resource allocation, in line with its mission and strategy.		+					
6.	2	The organization ensures the presence of a suitable administrative and academic staff, employees for the implementation of educational programs, proper management, and resource allocation.		+					
7.	3	The organization demonstrates clear delineation of responsibilities for business processes, unambiguous distribution of staff responsibilities, separation of functions of collegial bodies, involvement of key stakeholders in the work of collegial management bodies, innovation management within educational program management.		+					
8.	4	The organization demonstrates the development of annual activity plans based on the development strategy, effectiveness analysis of changes, including within educational program management.			+				
9.	5	The organization demonstrates the mechanism for identifying risks and making decisions based on them, as well as the procedure for regular verification of the effectiveness of implemented decisions and measures.			+				

10.	6	The organization demonstrates the openness and accessibility of leaders and administration to students, faculty, and other stakeholders, as well as training of management and staff through "Management in Education" programs.			+	
<b>STANDARD 3. EDUCATIONAL PROGRAM AND LEARNING OUTCOMES</b>						
11.	1	The organization has mechanisms for the development and approval of educational programs. The educational program is developed in accordance with established goals, including learning outcomes. It describes the overall structure, composition, and duration of the program, clearly defines its components, integrates theory and practice, and takes into account national legislative requirements.			+	
12.	2	The learning outcomes of the educational program are clearly defined, explained, and align with national qualifications frameworks and the European Higher Education Area qualifications framework (FQ-EHEA).			+	
13.	3	The development and updating of the program's content are carried out in response to the needs of the international labor market and the demands of stakeholders, including the government, society, employers, and students.	+			
14.	4	The program's content, its components (modules/disciplines), are logically interconnected, consider professional standards, and incorporate scientific achievements in the relevant knowledge domain while focusing on learning outcomes.			+	
15.	5	The types of educational activities, teaching methods, interdisciplinary and practice-oriented nature of program components, as well as collaboration with scientific and educational organizations, ensure the achievement of educational goals and outcomes.			+	
16.	6	The organization demonstrates the competitive advantages of the educational program (based on a comparison with similar programs in terms of content, target audience, learning outcomes, and cost) in the education and labor markets (at the regional, national, and international levels).			+	
17.	7	The organization demonstrates the effectiveness of education, professional development of graduates, and the potential demand for the educational program.	+			
<b>STANDARD 4. STUDENT ADMISSION, ACADEMIC PROGRESS, RECOGNITION AND CERTIFICATION</b>						
18.	1	The organization has predefined, published, and consistently applied rules that regulate all stages of the student's "lifecycle," i.e., admission, progress, recognition, and certification.			+	
19.	2	Admission criteria are defined, taking into account the specific characteristics of target groups and supporting the achievement of program goals.			+	
20.	3	The program's goals are presented in a way that is accessible to students and cover the necessary skills and professional competencies.			+	



21.	4	The organization must demonstrate the implementation of the European Credit Transfer and Accumulation System (ECTS) and the modular structure of the educational programs.			+	
22.	5	The certificate and the accompanying transcript reflect the learning outcomes. Recognition of learning outcomes is carried out in accordance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 2017).			+	
<b>STANDARD 5. STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT</b>						
23.	1	The organization ensures the adequacy and feasibility of individual student learning plans, their active role in co-constructing the educational process, and takes into account the interests, needs, and characteristics of students.			+	
24.	2	The organization flexibly employs various teaching and instructional methods, including innovative ones, which allows for faster progress in learning.			+	
25.	3	Educational and methodological materials of the educational programs, criteria for assessing learning achievements are up-to-date and available to students in electronic format, and are oriented towards learning outcomes.			+	
26.	4	The rules and forms of assessment, as well as the evaluation of learning achievements, correspond to the planned learning outcomes. The organization guarantees that the set learning outcomes are achieved by the students.			+	
27.	5	The organization regularly provides feedback to students to assess their satisfaction with the quality and learning environment.			+	
<b>STANDARD 6. TEACHERS</b>						
28.	1	The organization has objective and transparent processes for the recruitment and professional development of staff, ensuring the competence of instructors to achieve planned learning outcomes.			+	
29.	2	The organization demonstrates the alignment of academic and pedagogical qualifications and professional experience of instructors with the requirements and objectives of the educational programs, allowing for flexible adaptation to changing needs.			+	
30.	3	Within the organization, there is systematic internal interaction and collaboration among instructors to develop and integrate components of the educational programs (modules/disciplines) to align with its goals and planned learning outcomes.			+	
31.	4	The organization employs various methods to motivate instructors to widely use innovations and advanced technologies.			+	
32.	5	The organization has developed and implements a professional development program for instructors and staff (both in terms of professional and pedagogical qualifications) and assesses and recognizes their academic activities.			+	
33.	6	The organization takes responsibility for the quality of the work of instructors and staff and provides favorable conditions for their effective performance.			+	

<b>STANDARD 7. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM</b>						
34.	1	The organization ensures the availability of necessary, accessible, and aligned educational resources for the educational programs. Educational and methodical materials are current and correspond to the content of the programs.	+			
35.	2	Material, financial, informational resources, and student support services are sufficient for the implementation of the educational programs and the achievement of planned learning outcomes. The quantity and quality of media, laboratory, and IT equipment in classrooms meet the needs of the programs.	+			
36.	3	The organization regularly evaluates and updates the material and technical equipment and equipment to ensure compliance with the requirements of the programs and the quality of education.		+		
37.	4	The organization creates conditions for the wide use of existing and new information and communication technologies by instructors and students in the educational process, during independent learning, communication with colleagues, and provides access to relevant data and information systems based on the profile of training.		+		
38.	5	Instructors have access to resources needed for the planning and implementation of teaching methods, assessment of students, and the development of innovations in the educational programs. Instructors and staff, including the program manager, provide regular academic and consultation support to students.		+		
39.	6	The learning conditions and support provided to students are accessible and ensure the achievement of planned learning outcomes.		+		
<b>STANDARD 8. PUBLIC INFORMATION</b>						
40.	1	The organization informs the public about its activities (including in the context of educational programs). The information provided is clear, accurate, objective, up-to-date, and accessible.		+		
41.	2	The educational institution employs various means of disseminating information (including mass media, websites, information networks, etc.) to inform the general public and interested parties.		+		
42.	3	The organization demonstrates the reflection of information on its website that characterizes the organization as a whole and in the context of educational programs. Information about educational programs (admission requirements and procedures, program components (modules/disciplines), final assessment and evaluation procedures, etc.) is adequately documented and published, taking into account the specific needs of students.			+	
43.	4	The organization informs the public about the results of monitoring the implementation of educational programs, the analysis of feedback from stakeholders, and the external quality assessment of the educational institution/educational programs.			+	
44.	5	The educational institution demonstrates transparency and legal clarity of contractual relationships between the institution and students, and between the institution and instructors.		+		
<b>STANDARD 9. CONTINUOUS MONITORING AND PERIODIC EVALUATION OF THE PROGRAM</b>						

45.	1	The organization conducts monitoring and periodic evaluation of its continuous professional education programs to ensure the achievement of its goals and confirm their alignment with the needs of students and society.		+		
46.	2	The organization has mechanisms for collecting and analyzing information about its activities and uses the obtained data in its internal quality assurance system. The educational institution ensures the involvement of students and staff in the process of data collection, analysis, and planning of subsequent procedures. When collecting information, the organization takes into account the following: <ul style="list-style-type: none"> <li>• Key performance indicators</li> <li>• Student demographics</li> <li>• Level of academic performance, student achievements, and attrition</li> <li>• Student satisfaction with the implementation and content of educational programs</li> <li>• Accessibility of educational resources and student support services</li> <li>• Professional development of program graduates</li> </ul>		+		
47.	3	The organization conducts ongoing monitoring of educational programs based on the assessment of the program's content, considering its mission and planned learning outcomes, as well as evaluating the knowledge and skills acquired and the available educational resources.		+		
48.	4	The results of monitoring and periodic program evaluation, as well as feedback from students and employers, contribute to continuous program improvement. All stakeholders are informed about planned or undertaken actions related to educational programs.		+		
49.	5	External evaluation is conducted regularly in accordance with recognized quality standards, and the results are communicated to students and contribute to the process of quality enhancement.		+		
	<b>Total</b>		<b>4</b>	<b>38</b>	<b>7</b>	

