



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

about the results of the work of the external expert commission for evaluation
for compliance with the requirements of the standards of specialized accreditation
of educational programs

1218000 "EQUIPMENT OF ENTERPRISES OF FOOD INDUSTRY"

1508000 "FORESTRY, GARDEN AND PARK AND LANDSCAPE
CONSTRUCTION »(BY TYPES)

The State College of Economics, Technology and Standardization of Food
Production

from "21 to" 23 "May 2018

Astana 2018

INDEPENDENT AGENCY OF ACCREDITATION AND RATING
External expert commission

Addressed to
Accreditation
council of the IAAR



Независимое агентство
аккредитации и рейтинга

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LIST OF SYMBOLS AND ABBREVIATIONS

2 NC	Index of the periodic reporting form
CC	Core competencies
EW	Educational work
SCC	State Certification Commission
SSE	State Standard of Education
ERM	Employment road map
DDO	Disciplines defined by the organization of education, taking into account the requirements of employers
ICT	Information and Communication Technologies
EPW	Engineering pedagogical worker
IT	Information Technology
C	Consultation
SCPU	State Committee on Public Utilities
KTP	The calendar-thematic plan
LB	Local budget
MC	Methodological Council
MTB	Material and technical base
NEB	National Educational Database
RWPC	The remaining without parental care
EP	Education Program
LP	Labor protection
PC	Professional competences
PT	Production training
PP	Professional Practice
PP	Production practice
TC	Teacher's Council
RK	Republic of Kazakhstan
WP	Working program

(I) INTRODUCTION

According to the order No. 52-18-OD of 10.05.2018 of the Independent Agency for Accreditation and Ranking in the State Enterprise "College of Economics, Technology and Standardization of Food Production" of the Department of Education of the city of Astana, with the type of activity of the TPE, an external expert commission (EEC) . From May 21 to May 23, 2018, the conformity of educational programs of specialty 1218000 "Equipment of food industry enterprises", specialization 1508000 "Forestry, Landscape and Landscape Construction" (by types) to the standards of specialized accreditation of the IAAR was carried out.

The EEC report contains an assessment of the adequacy of the submitted educational programs of the organization of education to the criteria of the IAAR, the recommendation of the EEC for further improvement of educational programs, and the profile parameters of the educational programs of the College of Economics, Technology and Standardization of Food Production.

The composition of the EEC:

1. Chairperson of the commission - Dinara Aidarovna Sandybaeva, Head of the economic and pedagogical department of the State Educational Establishment "North Kazakhstan Vocational and Pedagogical College" (Petropavlovsk);
2. Foreign expert - Ovcharenko Olga Grigoryevna, Director of the University Chemicomechanical College Branch of the Moscow State University of Technology and Management named after Razumovsky "(Omsk, Russian Federation);
3. Expert - Ormanov Sarsebay Ermekbayevich, Deputy Director for Academic and Production Work of the College of Almaty Technological University JSC (Almaty);
4. Expert - Karimova Almagul Karimovna, Deputy Director for training and production work of the Kostanay College of Automobile Transport KGKP (Aktau);
5. Expert - Temirbekova Aizhan Bolatovna, Deputy Director for Academic Affairs of Almaty State College of Service (Almaty);
6. Expert - Umarova Sholpan Kabidenovna, Deputy Director for Academic Affairs of the State Engineering University "Machine-Building College" (Pavlodar);
7. The observer from the Agency - Dinara Bekenova, the head of the project on the accreditation of organizations of the TVE IAAR (Astana);
8. The employer - Asel Shakitaeva, Director of the hotel-cafe "QONAQ (Astana);
9. Student - Ozatbek Botha, 3rd year student of specialty 0507000 "Organization of hotel services" of the State Enterprise "Polytechnic College" (Astana).
- 10.

(II) REPRESENTATION OF THE ORGANIZATION OF EDUCATION

The history of the "College of Economics, Technology and Standardization of Food Production" in Astana begins in 1968, which originates from the Tselinograd flour-and-elevator technical school and was subsequently renamed:

- 1969 - in the mechanics and technology college;
- 1996 - to the College of Food Technology with the opening of new specialties: meat technology, milk technology, public catering technology.

On June 3, 1997, in order to further develop and deepen the reforms in the system of higher and secondary special education, to train highly qualified specialists, the college was reorganized in accordance with the order of the Ministry of Education, Culture and Health of the Republic of Kazakhstan No. 200 of 03.06.1997. by merging four colleges: the Akmola Agricultural College, the Novoishimsky Zooveterinary College, the Atbasar Agricultural College, the College of Food Technology, and renamed the Agrarian Technical College (Appendix-1)

Then, on the basis of the order of the Education Department of Astana city No. 195 of August 24, 2001, the college was renamed from the Agrarian Technical College to the College of Economics, Technology and Standardization of Food Production (here in after referred to as College).

The college is registered as the State Municipal Public Enterprise.

The college provides high quality in the provision of educational services, introducing new learning technologies.

Since 2013, the head of the college is Akhmetov Kayirgali Akimbekovich, on his initiative, new specialties that were in demand on the labor market were opened in the college.

The college passed the state certification in 2013 (the order of the Department for control in the sphere of education of the Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated April 22, 2013 No. 90 "On the results of the state attestation").

Educational activity in the college is carried out on the basis of the state license of series AA00006735 № KZ 251 from March 30, 2016 (the date of primary issue - series AB № 0129813 dated April 15, 2009) for the right to conduct educational activities in the field of TPE.

The total contingent of full-time students in the 2017-2018 school year is 553 students, including 547 at the expense of the local budget, and 6 students on a contractual basis.

The total contingent of full-time students in the 2017-2018 school year is 553 students, including 547 at the expense of the local budget, and 6 students on a contractual basis.

The total contingent of correspondence students in the 2017-2018 academic year is 155 students.

The correspondence department accepts students only on a contractual basis. The language of instruction in the correspondence department is Russian.

A total of 375 students are studying in the state language, of the total number of students, which is 53%. The college has 27 training groups with an average occupancy of 25 students per accredited specialty.

The college conducts training in the following specialties of TPE:

No	Code number and name of specialty	Form of training
1	0507000 «Organization of hotel services» 0507063 "Service Manager"	full-time
2	0508000 "Catering" 0508063 "Service Manager"	full-time
3	1218000 "Equipment of food industry enterprises" 1218033 "Equipment technician"	full-time
4	1226000 "Technology and organization of production of food enterprises" 1226033 "Technologist"	full-time extramural
5	1508000 "Forestry, landscape and landscape construction" (by type) 1508063 "Technologist-technologist"	full-time extramural

Training of specialists is conducted in the state and Russian languages.

According to the staffing table, the total number of teaching staff for the academic year 2017-2018 is 62 people (teachers), including full-time pedagogical staff - 60 or 97%, with a higher education - 62 people or 100%, incl. pedagogical - 36 people or 58%, technological - 26 people or 42%, of them with the highest category - 20 people or 32.5%, with the first category - 14 people or 22.5%, with the second category - 14 people or 22,5%, without a category - 14 people or 22.5%.

In the framework of dual training on the road map, 18 students of the third year under the

specialization 1508000 "Forestry, landscape and landscape construction were trained. Order №563 from 03.09.2014. Education Department of Astana city about the inclusion of specialty 1508000 "Forestry, Landscape and Landscape Construction" according to Dual training in the experimental mode. The beginning of the experiment is 01.09.2014 the end of the experiment is 01.03.2018. signed an agreement with JSC "Astana-Zelenstroy" on March 5, 2015 goda October 20, 2016. Agreements between students, enterprises and college on dual training were concluded and registered in the register of the Chamber of Entrepreneurs of Astana with the receipt of an individual number according to the Register.

The main social partners of the college are: The St.Regis Astana Hotel, FE Astana Association of Chefs, Capricorn Restaurant, Royal Comfort Hotel Astana LLP, Zeyd Restaurant Complex ASSORTI Astana LLP; Insar Astana LLP, Royal Comfort Astana LLP, Sputnik Service-2007 LLP KING HOTEL ASTANA, Caravela Tour LLP; hotel "Baikal", LLP "Hotel G-Empire" LLP "Akku"; "Kazakh house". LLP "Zhasyl Ayma", JSC "Zelenstroy Astana", LLP "NS Zelenstroy", RGKP "Korgalzhinsky Reserve" Hotel "The St. Regis Astana", Restaurant "Capricorn", LLP "Royal Comfort Hotel Astana", restaurant complex "Zeyd" ASSorti Astana LLP; Insar Astana LLP,

The effectiveness of the functioning of the quality assurance system and the improvement of educational activity is confirmed by the following facts.

In order to identify the creative abilities of gifted students, the college created the necessary conditions. The College of Economics, Technology and Standardization of Food Production has a material and technical base used to organize the process of teaching and educating students, which includes: 2 educational buildings, with a library.

As a positive side of the activity of the college it is possible to note cooperation with potential employers, revealing their opinion on the quality of the provided educational services; availability of students' practice bases; functioning of an electronic library with access to library resources; the presence of CMM in all disciplines. A positive trend of the educational institution can be called that the college conducts a great deal of international cooperation, which is one of the leading directions in the activity of the educational institution. The College on November 6, 2017 concluded a cooperation agreement between the Academy of Tourism in Antalya (Turkey) and the college in the field of educational activities, the development of student exchange and teaching staff, the improvement of the quality of education and the strengthening of comprehensive ties between educational institutions. for the years 2017-2021.

December 12, 2017. within the framework of the city forum "Dialogue with social partners", a memorandum was concluded between Insar Astana LLP for 2017-2021 in the person of the head and Representative of the international eco-gastronomic non-profit organization SlowFood Leader of the SlowFood Astana convoy Akhmetova Khanym Zhumabayevna about participation in the international youth movement SlowFood (annex 3)

On April 12, 2018, a memorandum on mutual cooperation was signed with the Ekaterinburg Trade and Economic Technical School of the Sverdlovsk Region (Russia) (Appendix 4)

All conditions were created for the work of the EEC, access to all necessary information resources was organized.

As part of the planned program, the primary key recommendations for improving the activities of the college, developed by the EEC on the results of the examination, were presented at a meeting with the leadership of the college. The college leadership at the final meeting was explained about the follow-up procedures. The activities planned within the framework of the visit allowed the members of the EEC IAAR to conduct an independent assessment of the compliance of the data, the self-assessment reports of the college, the criteria for specialized accreditation standards.

Educational programs correspond to licensing and qualification requirements. The norms prescribed by law and described in the self-report of the college, during the visit to the EEC have been confirmed. The content of educational programs and educational technologies comply with the standards, adapted to the needs of the population and employers and are periodically updated

in accordance with changing conditions.

(I) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The State Public Enterprise "College of Economics, Technology and Standardization of Food Production" for the first time undergoes the procedure of specialized accreditation of TPE organizations.

(I) DESCRIPTION OF THE VISIT OF THE EEC

The visit of the EEC to the State College of Economics, Technology and Standardization of Food Production was organized in accordance with a program agreed in advance with the director of the college and approved by the director of the Independent Agency for Accreditation and Rating.

In order to coordinate the work of the EEC in the college, an installation meeting took place, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of methods of examination.

The meetings of the EEC with the target groups were held in accordance with the updated program of the visit, with observance of the established time interval. On the part of the college staff, the presence of all persons indicated in the visit program was ensured.

During the visit, to meet objective information about the quality of educational programs and the entire infrastructure of the college, to clarify the content of self-assessment reports, meetings were held: with the director, deputy director for educational work, deputy director for upbringing work, deputy director for production work, deputy director for training methodology, Deputy Director for Information Technologies, Deputy Director for Administrative and Economic Work, Head of the full time department and the personnel department, the head of the correspondence department, Methodist, chief accountant, teachers, students, employers and parents of students. In total, 218 people took part in the meetings

**Information on employees and students who took part in meetings with the EEC
IAAR**

Category of participants	Quantity
Director	1
1Deputy Director	5
Heads of departments	5
Heads of Cycle Methodical Commissions	4
Chief Accountant	1
Head of AEW	1
Head of Personnel Department	1
Teachers	36
Employees	4
Students	55
Graduates	40
Social partners	19
Parents of students	46
Total	218

During the work of the EEC, a visual inspection of the college infrastructure was carried out: general education classrooms and special disciplines, laboratories, the territory of the training complex, a street greenhouse, computer classes, a library, a reading room, a medical center, canteens.

The documentation of the cycle commissions, departments implementing accredited educational programs was also studied. The practice bases of the accredited programs of the College of Economics, Technology and Standardization of Food Production

The branches of EEC "Astana-Zelenstroy, LLP" Astana-Ormany ", Business Russia Company" Trapeza ", LLP " SKRP Trade Design.

"Astana-Zelenstroy, LLP" Astana-Ormany ", Business Russia Company" Trapeza ", LLP " SKRP Trade Design ", which are the bases of the practice of accredited educational programs. At the time of visiting the practice bases, the social partners conducted a fact-finding conversation about the activities and the quality of the production practice.

When visiting "Astana-Zelenstroy, LLP" Astana-Ormany ", the experts got acquainted with the material and technical base of the enterprise, visited the arboretum, greenhouses, locker room for trainees, forest belts of the green belt in Astana, where students undergo professional training. From EEC met with representatives of social enterprises: the engineer of the green construction company Astana-Zelenstroy Tokhozhdaev Rustem Iskenderovich, the main agronomist LLP "Astana-Ormany Khasenov Ardak Aydarovich, who conducted with the members of the EEC a briefing on safety at the enterprise, and also talked about the requirements for trainees, about the process of passing the practice and other aspects of interaction with the College of Economics, Technology and Standardization of Food Production. It is noteworthy that Astana- Zelenstroy not only provided a working space for the duration of the training and work experience, but also participates in the adjustment of the content of working curricula and programs. During the visit, the enterprise received evidence of passing the training practice of 18 students of the college of this specialty.

At the time of the visit to the training practice, the students of the O-21 (state language of instruction), second year, specialization 1508000 "Forestry, landscape and landscape construction" were present at JSC "Astana-Zelenstroy, LLP" Astana-Ormany ". The students of the group are divided into 2 subgroups.

1 subgroup was located directly in the subdivision of the "Astana-Zelenstroy (forest belt of the Green Belt of Astana), the head of the practice from the educational institution Aisha Serikovna Zhunusova, the teacher of special disciplines, students Kanat Oryngul, Sabitov Nurgali, Khanibekov Nurdaulet, Sagatov Ersultan, Sapargali Azamat, Magzum Bekzhan , Kaparov Omirsagat, Sabirov Maksat, Nursultanov Anuar, Karipzhanov Miras, Napet Aldiyar. The site was attended by the site's master, Akhmetov Sayat. 2 subgroup was directly in the subdivision of "Astana-Zelenstroy (greenhouse, arboretum), the head of practice from the educational institution of Ermakhanova Toty Tursumatovna, the teacher of special disciplines, students Kazhetov Islam, Daet Nursultan, Zhaksylyk Baltash, Isayev Musa, Akylbai Gulden, Kairzhanov Sungat.

Students of both groups were at the workplace in overalls, there is a safety journal.

Also, members of the EEC attended a lesson on training in the subject: Protection and protection of plants, in the forestry laboratory (greenhouse), on the territory of the college. On the site there was 1 subgroup of second-year students (Russian language of instruction) of the O-22 group, specialties 1508000 "Forestry, Landscape and Landscape Construction". At the time of the visit to the subgroup, 8 students were present at the direction of the laboratory assistant Muzafarova Ekaterina Andreevna, Glinsky Maxim, Lazovoy Andrey, Kaiseubaeva Guldana, Amanbaev Alisher, Tishtykbaeva Sharihat, Satybaev Erganat, Bikenov Rustem, Miksha Yulyan. Students identified diseases and pests of annuals by the example of petunia and planted seedlings already tested. Thus, due to the relevance and importance of the topic, students actively participated in the process of performing practical tasks.

At the time of the visit to the business practice, the students of the group OP-32 (Russian

language of instruction), the third year, specialization 1218000 "Equipment of the food industry enterprises", during the visit to this database, the director, were present at the Business Russia Company Trapeza, LLP "SKPP Trade Design" Business Russia "Trapeza Kim Kristina Valerievna familiarized the members of the EEC with the material and technical base where the students of the above-mentioned specialty, Elena Tkachuk, Adil Nurkeev, Los Oleg, passed the production practice.

The second subgroup was directly in LLP "SKRP Trade Design", the head of practice from the educational institution Mahmetova Ainagul, the teacher of special disciplines, students Vasyutin Igor, Zhanseyitova Zhansaya, Sidorenko A.

It is noteworthy that the head of the practice from the enterprise, i.e. the instructor of these trainees is the manager-designer of LLP "SKRP Trade Design" Borovik Valentina Sergeevna, a graduate of this college. The students of this group were in the workplace in overalls, there is a safety journal.

The management of these enterprises also participate as a qualification commission for the final qualification examinations and is part of the state attestation commission.

Graduates of past years of accredited specialties were represented within the framework of these specialties working in different divisions of the national economy.

On specialty 1508000 "Forestry, Landscape and Landscape Construction" (by types) graduates Niyazov Zholbarys Ministry of Agriculture Forestry Committee Specialist, Kasenov Kenesary RGKP "Zhasyl Aimak" Head of the site, Omargaliyev Nurbol Head of Technical Department of "Astana-Zelenstroy" , Kakhanov D. master of JSC "Astana- Zelenstroy", Yakubovsky B. Inspector for wildlife protection RGKP "Korgalzhinsky Reserve", Kabykin S. Inspector of the Korgalzhinsky Reserve, Amirbekov B. Inspector of the State Enterprise "Akkols" th forestry "Nasipov M Nasipov A. Individual entrepreneurs " Nasipov " specializing in growing flowers, Zhunusova A. Landscape designer company "Kazflor " Astana and others.

This year, the college first graduated in the specialty 1218000 "Equipment of food industry enterprises." The specialty is in demand today, so after the graduation they were immediately employed at various enterprises of the city and the region: Yazage, Neplyuev, Kulakov PI, Akpan-17 LLP, Enbek Altyn Jer , FE "Temirtaev Zh.D" in the specialty.

EEC members also attended training sessions on accredited educational programs. Attendance group T-12 (specialty Technology and organization of production of food enterprises) in the discipline "Physics" on the topic:

"The structure of the hydrogen atom. The postulates of Bohr. Radiation and absorption of energy of atoms. The phenomenon of luminescence. The concept of cable generators. " This discipline was conducted by the teacher of the highest category Tuleubayev Gulmira Kadyrbekovna, 21 students from 26 attended the lesson. The room is equipped with multimedia equipment (projector, screen, speakers).

The occupation of group O-16 (specialty Forestry, landscape and landscape construction, with the state language of instruction), on the discipline "Өсімдіктану өсімдіктер физиологиясының негіздерімен" on the theme "Өсімдіктің көбею түрлері", combined lesson was attended. This discipline was taught by a teacher without a category, Aisha Serikovna Zhunusova, 25 students from 25 attended the lesson. The programs of both teachers fully corresponded to the individual plan. Students actively participated, i.e. performed practical tasks, answered questions. The analysis of attendance attests to a good quality teaching staff, a sufficient theoretical level of education. In the classroom, teachers use a variety of learning technologies. Systematically improve the qualification. The analysis of the teaching staff of the college testifies to the team's desire to improve the qualitative development of the college.

(I) CONFORMITY TO THE SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Management of the educational program"

The Evidence

During the visit of the EEC, the collected data show that the overwhelming majority of students (94.1%) are fully satisfied with informing students about courses, educational programs, and academic degrees. At the same time, the overwhelming majority of teachers believe that the mission and strategy of the college are successfully reflected in training programs and evaluation procedures (the total average is 100%). Also, 100% of teachers stated that they can successfully use their own strategies in the learning process. At the same time, 95.8% of the students surveyed are satisfied with the overall quality of the curricula and the methods of teaching in general.

The objectives of the development plan for the EP on the specialties "Technology and organization of production of food enterprises", "Forestry, landscape and landscape construction" profile "correspond to the mission, strategic plan, goals and objectives of the college. The mission, strategic goals and objectives are reflected in the Strategic Development Plan of the College for 2015-2020, approved at a meeting of the Teachers' Council (28 August 2015 - Protocol No. 1).

It serves as a fundamental document, in accordance with which the tactical (for 3 years), the operational (annual) and the current (monthly) planning of the activities of the college are carried out. A systematic assessment of the mission, goals and objectives of the college is carried out by the pedagogical council on the basis of the results of the work for the year and the results of the implementation of the strategic plan.

The main goal of the development plan of EP is to train specialists of a new formation in the field of services, services and the agricultural sector, competitive and in demand on the labor market, as well as ensuring high quality of educational services, development of priority areas.

When developing the development plan, the EP takes into account the needs of the labor market. The Advisory Council analyzed information on the demand for personnel in the labor market, taking into account the prospects for the development of the region. The management of the college, together with the social partners on an ongoing basis, analyzes information about the needs of the labor market. The results of the analysis are taken into account when planning a new set of trainees for each EP.

Also, for the implementation of the EP, the college attracts specialists working on the production of social partners' enterprises. In the 2017-2018 academic year, for the profile specialties, as part-time teachers for consulting work and elective classes, the following were invited: a training engineer

Representatives of all groups of interested persons were involved in the formation of the development plan for the EP: students through the trade union; employers through discussion of the main directions of development and labor market needs in the region at a meeting of the Consultative Council; pedagogical collective through discussion of the basic directions of development at sessions of the Cycle Committee and methodical council of college.

All interested persons had the right to vote when approving the plan. Thus, representativeness (conformity of interests) of all groups of interested persons is guaranteed.

Information about educational programs and decisions taken is communicated by the management of the college to interested persons at meetings at meetings.

On the college website you can see the mission of the college.

The administration of the college is open and available for discussing issues of different directions concerning students, teachers, parents, etc. For this purpose, official reception hours, telephone numbers of the administration, telephone hotline are posted on the information stands.

EEC held meetings, interviews and interviews with the director, deputy director, heads of departments, chairmen of the cycle commissions, employees of structural units, students, teachers, representatives of employers' organizations and graduates, as well as carrying out questionnaires of students and teachers. They got acquainted with the educational infrastructure of the college, material and technical and information-methodical resources.

The questioning of teachers, conducted during the visit of the EEC IAAR, showed that involvement in the process of making managerial and strategic decisions is 98.1%. At the same

time, there are teachers who are not satisfied with the level of opportunity for EPW to combine teaching with applied activity - 1.9%.

Questioning of trainees, conducted during the visit of the EEC IAAR, showed that:

- 2% are partially dissatisfied with providing equal opportunities for all students.

During the interview with the administrative staff of the college, the staff had information on the definition of the processes and mechanisms of development and continuous improvement, and the effectiveness of work at the unit level, in reporting and implementing the content of educational programs, the results of the work of engineering and teaching staff in the educational, methodical, in the organization of industrial practice.

The official website of the college contains publicly available special forms of feedback in which any interested person can write a message, in the form of suggestions or recommendations.

Analyzing the work on the standard "Management of the educational program", it can be noted that the success of the educational program is determined, first of all, on the planned, purposeful and effective implementation of the goals and plan for the development of the educational program, which, accordingly, should be as transparent as possible, accessible to all interested persons, summing up, it can be noted that the implementation of business processes in the college is conducted at a good level. In order to improve the feedback in the process of measuring the degree of satisfaction of the needs of the teaching staff, staff and students, it is necessary to develop a mechanism for eliminating the shortcomings in the event of their detection.

EEC notes that the educational institution for this standard focuses on the following items:

- the organization of the TPE demonstrates the development of the EP development plan, its focus on meeting the needs of the state, stakeholders and trainees;
- the organization of TPE ensures the adequacy of the development plan for the EP to the available resources, the needs of the labor market and the educational policy of the Republic of Kazakhstan;
- The organization of TPE involves representatives of stakeholder groups, including students, teachers and employers, in the development of an EP development plan;
- the organization of the TPE demonstrates the transparency of the processes of forming the development plan for the EP. The organization of TPE ensures the awareness of stakeholders about the content of the development plan for the EP and the processes of its formation;
- the development plan for the EP is being publicly discussed with representatives of all stakeholders, on the basis of proposals and amendments, the authorized collegial body of the TPE organization is making changes to the draft;
- management of the EP includes management of activities through processes;
- management of the EP includes monitoring, including the creation of reporting processes that allow to determine the dynamics in the activities and implementation of plans;
- management of the EP includes the evaluation of the effectiveness and effectiveness of the units and their interaction;
- the organization of the TPE ensures the availability and effective functioning of the information and feedback system aimed at trainees, employees and stakeholders;

In order to further develop and improve the activity of the college in the implementation of accredited educational programs, the EEC IAAR recommends:

- Strengthen the work on the introduction of an internal quality management system;
- to continue work on the mechanisms of accessibility for the public of the media through the official website of the college information on professional, personal development and achievements of the best teachers;
- to attract specialists, practitioners, working in the production process in the educational process.

EEC notes that the specialized profile of the college in this standard contains 1 strong and 18-satisfactory positions, 2-requiring improvements

6.2. Standard "Specificity of the educational program"

The Evidence

The expert group analyzed the EP in the course of which the EEC determined that the work curricula and working curricula were compiled in accordance with standard curricula and model curricula approved by the orders of the Ministry of Education and Science of the Republic of Kazakhstan, No. 384 of June 15, 2015, No. 72 of January 22, .2016g. The EP clearly articulates the goals aimed at achieving the quality of training specialists, which is consistent with the mission of the college. The content of the program, its structure and resource support are in accordance with the requirements of the State Educational Establishment. The methods of implementing the program correspond to the strategic goals and objectives of the college. The accredited EP consist of a number of state and intracoludial documents, united in an educational and methodical complex, which includes educational and methodological documents that determine the planning, organization and conduct of the educational process in discipline. The working group of the college carried out an analysis of the activities of the graduates, on the basis of which the most significant requirements for the graduates in each specialty were revealed. As a result, based on the competence approach, a general personality-professional model of the graduate was created, but also specialized graduate models in the following specialties: 1218000 "Equipment of food industry enterprises"

1218033 "Equipment Maintenance and Repair Technician"

1508000 "Forestry, landscape and landscape construction" (by type)

1508063 Technologist-technologist

During the interview, the EEC received confirmation from interested persons that the graduate model developed was discussed at the meetings of the Cycle Committee, student council, methodological council, with the participation of representatives of interested persons. When developing working curricula in consultation with employers, the terms for conducting professional practice in the context of all specialties are established.

The training curricula for the EP implemented in the framework of the experiment are agreed with the Chairman of the Council on Pilot Programs.

In 2015, with the participation of employers, a working curriculum and work programs were developed with the participation of employers in the specialty 1508000 "Forestry, Landscape and Landscape Construction", in which the percentage of vocational training and professional practice was increased to 60%.

There is a tripartite agreement on dual training No. 1 dated 05.03.2015, concluded between the college, the Chamber of Entrepreneurs and the social partner in the person of Astana-greenstroy LLP on specialty 1508000 "Forestry, Landscape and Landscape Construction".

Production training, professional practice and laboratory and practical practice of general professional and special disciplines in general make up 40% of the total training time of the EP.

In the dual training curriculum, 60% of the total study time is vocational training and professional practice.

On the specialty 1508000 "Forestry, Landscape and Landscape Construction", the EP is implemented in the dual form of training for industrial training and 60% of the study time is assigned to professional practice, which

When implementing accredited EP for reading lectures, conducting practical classes, directing practices and diploma projects (works), middle-level managers and leading specialists from manufacturing in the area of training are involved.

The selection of teachers-practitioners is carried out on the basis of qualification requirements, job descriptions and approved staffing.

Among the staff teachers who have experience in the relevant industry, it should be noted that Abishkanova AM, Kopobaeva AA, Kurmangaliev BB, Ermakhanova TT, Usenbaeva A.Zh., Mahmetova AK Zhunusova A .

The college ensures the effective functioning of the system of individual assistance and counseling of students on the issues of the educational process.

For the students, the contents of the curricula, the schedule of the educational process and the training programs are available. Information is provided through, classroom hours, meetings of training groups, individual consultations in the form of conversations, social networks.

Consultation of students is conducted by teachers on additional individual and group lessons. Teachers conduct journals for additional group and individual sessions.

The college pays attention to social protection issues, provides social assistance to students.

The monitoring of the attainments of students is conducted by the group leader in order to obtain the information necessary to trace the dynamics of the results of the learning activity of the students and the dynamics of individual progress in the development of their personality.

Since the year 2015, took part in the international student scientific and practical conference Zhakina KA, Alshynbaeva G.Zh., Sekerova BD, Shaykhina AB. and many others; in city events - Zhanabayeva AD, Akhmetova MK, Zhumabaeva S.T ...

In the evaluation activity of the achievements of students are involved teachers and students. One of the tools for assessing the dynamics of educational achievements is the portfolio of the student's achievements. The assessment of the level of knowledge, skills and habits of the students is carried out through the current monitoring of academic performance, intermediate and final certification of students during the entire educational process.

The college conducts monthly certification of students, which is the average for the current month in the disciplines studied.

Questioning of students, conducted during the visit of the IAAR EEC, showed that

- the level of accessibility and responsiveness of management is assessed as high - 84%;
- accessibility for counseling on personal problems is estimated at -85.4%;
- level of satisfaction with the educational resources of the college - 85.43%.

Analyzing the work on the "Specificity of the Educational Program" standard, it can be noted that the professional training of qualified specialists largely depends on quality educational programs that correspond to the qualification framework of educational levels and the requirements of the labor market.

Practices, representatives of enterprises, organizations and other structures are involved in the examination of curricula, in the part of elective disciplines, participate in the implementation of the educational program, both at the stage of developing training courses, and in the process of formation of subject competencies, ie. they read lectures, hold round tables, master classes, seminars, carry out leadership and review with diploma theses, etc.

The implementation of accredited educational programs is provided by conducting various types of training sessions: theoretical, practical, seminar, facultative, professional practice,

execution of coursework and projects. Various types of activities are aimed at developing the professional competencies of students.

In the process of developing educational programs, the college adheres to the goal of ensuring the continuity of their content, takes into account the logic of the academic interconnection of disciplines, their consistency and continuity.

EEC notes that the educational institution for this standard focuses on the following items:

- the organization of the TPE presents evidence of the participation of the teaching staff and employers in the development of the EP, ensuring their quality;
- the organization of the TPE determines the content, scope, logic of the interconnection of academic disciplines, as well as the influence of disciplines, vocational training and professional practice on the formation of basic and professional competencies of graduates;
- the leadership of the EP demonstrates the availability of a professional context in the content of the training disciplines;
- the leadership of the EP demonstrates the existence of an effective balance between theoretical and practice-oriented disciplines;
- an important factor is the renewability of educational programs taking into account the interests of employers;
- the management of the EP should demonstrate individual support for students in the implementation of the EP;
- the leadership of the EP proves the availability of a monitoring system for the achievements of students;
- the management of the EP ensures that the procedures for assessing the level of knowledge, skills and attitudes that are being taught to the planned learning outcomes and program objectives are consistent;
- the management of the EP conducts diagnostics of knowledge, abilities and skills that are learned at the beginning of the training course in the study of academic disciplines;
- the leadership of the EP ensures the formation of the students' skills for continuing education at the following educational levels;
- the management of the EP provides for the possibility of passing vocational training and professional practice in the specialty / qualification of trainees and monitor the satisfaction of students, managers of enterprises - places of practice and employers.

In order to further develop and improve the activity of the college in the implementation of accredited educational programs, the IAAR EEC recommends:

- replenish the book fund with educational, educational, methodical and scientific literature in the state language;
- continue work to expand the list of modern software used in the educational process;
- to introduce the experience of the EPW in the educational process, which passed the courses of professional development of pedagogical staff on the topic "CLIL methodology: subject-language integrated learning in the process of teaching general subjects in English", for the formation of linguistic competence, which presupposes the possession of a future graduate in a foreign language at a level that allows him to communicate in a foreign language within his profession.

EEC notes that the specialized profile of the college in this standard contains 3 strong positions, 20 - satisfactory and 1 position requires improvement.

6.3. Standard "Pedagogical collective and teaching effectiveness"

The Evidence

The personnel policy in the college is carried out in accordance with the main priorities of the College Development Strategy.

Applicants are searched if there are vacancies in the staff list by: providing information to the Employment Center, publishing advertisements in the media, on the college website.

Regulations on structural units and job descriptions for all employees of the college are developed and approved.

The College approved the Rules of Pedagogical Ethics and the Code of Academic Integrity, which guide pedagogical workers and follow the requirements of professional ethics.

At present, the number of engineering and pedagogical workers of the EP on specialties 1218000 "Equipment of food industry enterprises", in 2017-2018 academic year, is carried out by 40 or 100% of teachers, 40 or 100% of teachers are full-time. All have a higher basic education, corresponding to the profile of the discipline taught, incl. pedagogical - 32 people or 80%, technological - 8 people or 20%.

The whole teaching staff has one or two higher educations, the employee is trained in higher educational institutions.

The number of full-time teachers with the highest and first categories is 23 (the highest 15 or 35%, the first 8 or 23%).

The number of teachers conducting classes in the state language is 8 people.

The educational process on specialty 1508000 "Forestry, Landscape and Landscape Construction" (by types) in 2017-2018 academic year, is carried out by 30 or 100% of teachers, 30 or 100% of teachers are full-time. All have a higher basic education, corresponding to the profile of the discipline taught, incl. pedagogical - 25 people or 83.3%, technological - 5 people or 16.7%.

The whole teaching staff has one or two higher educations, the employee is trained in higher educational institutions.

The number of full-time teachers with the highest and first categories is 20 (the highest 13 or 37%, the first 7 or 20%).

Of the total number of teaching staff 8 master, 1 PhD doctor.

The number of teachers conducting classes in the state language is 8 people.

The average age of the teaching staff is 33 years.

To improve the quality of teaching, to ensure a close relationship with production for the educational process, "College of Economics, Technology and Standardization of Food Production" attracts practitioners with experience in relevant industries.

The share of practitioners, out of 15 teachers of special disciplines, is about 28%.

The educational institution promotes the provision of effective assistance to young professionals in professional and social adaptation. In order to adapt the young teachers, training is organized in the School of a Young Teacher. In the framework of the School, trainings, shows, master classes, business and role plays are held.

When organizing and conducting work with beginner teachers, various forms are used: - workshops, interviews, - training sessions, questionnaires, meetings with specialists, a psychologist, round tables, methodological consultations, attending lessons, curatorial hours, parental meetings with mentors and etc.

In addition, interns receive internship help in practical classes: "Rules for working with documentation", "Planning a triune didactic goal of the lesson. The modern lesson and its analysis", "Methods of conducting curatorial curriculum, extra-curricular activities". Psychological help is rendered by consultations "Psychological and pedagogical approach to students, rendering of individual assistance and support", "Conflicts with students, their reasons. Ways and methods of emerging from conflict situations." Interviews with young specialists on various methodological issues are also held, assistance is provided in the design of the trainee and mentor teacher's curriculum, a map of the monitoring of the lessons of young specialists is developed, the teacher's professional success rating is monitored by monitoring the reproductive, problem-searching and creative success of students in learning process.

The workload of the teacher includes educational, educational, methodological, educational activities, activities in the field of self-education and aimed at improving skills.

Teachers of the college Mahmetova AK, Baltabai DK, Maumova A.Zh., Akhmediova AK were recruited as reviewers of digital educational resources by the republican center "Textbook" on

specialty 1218000 "Equipment of food industry enterprises"

In 2015, the teacher of special disciplines of forestry Abishkanova AM took the third place in the second city scientific-practical conference, the DE of Astana.

Teachers of special disciplines on specialty 1508000 "Forestry, landscape and landscape construction" (by types) Abishkanov AM, Ermakhanova TT, Kopabaeva AA, (PhD) Dosmalova E.Zh., Umirbekova A B., Oserhan B., Maysupova IK, Zhunisova A.S. took part in the Republican scientific-practical conference "Actual problems of the modern education system" of the NMC "Prosveshchenie".

In 2016, the teacher of special disciplines of forestry Abishkanova AM took the third place in the city competition of TPE "The best teacher of special disciplines".

In 2017, the teacher Kopabaev AA. took the 2nd place in the contest "Expo-17", AOF NTSPK "«Өрлеу»", Astana.

In 2018, the teacher Zhunusova A.S. She took 1st place in the international scientific and practical conference among teachers of special disciplines and masters of military schools, DE of Astana.

Within the framework of the "Expertiza" association during 2015-2018 academic years for all specialties, 1218000 "Equipment of food industry enterprises", 1508000 "Forestry, garden and landscape construction" (by types) by the expert commission of the college were considered and sent to the DE Teaching aids of the following teachers: Abishkanova AM, Kopabaeva AA, Ermakhanova TT, Usenbaeva A.Zh., Akhmediova AK, Zhunusova AS, Mahmetova AK

According to the approved plan, internships for teachers in the industry, courses organized by special organizations in the field of special disciplines are held. In the framework of specialties 1218000 "Equipment of food industry enterprises", 1508000 "Forestry, landscape and landscape construction" (by industry) ", 15 people passed through 2015-2018, which is 34% of EPW serving this EP.

In 2015-2018, 18 people increased their level, which is 41% of the total number of full-time teachers who serve this EP.

Information technologies are actively introduced into the educational process, computer training programs, testing, modeling, presentations, Internet sites and resources such as MicrosoftOffice, ActivInspire, TestX, AdobePhotoShop, Prezi.com, CorelDrow, Youtube, Bilimland.kz and others are being used in the lessons.

The leadership of the EP should motivate the teaching staff to constantly apply innovative technologies in the educational process.

At the same time, the members of the EEC note that the Management of the EP does not motivate the pedagogical team to constantly apply innovative technologies in the educational process.

The questioning of the EP, conducted during the visit of the EEC IAAR, showed that:

- the entire teaching staff is satisfied with the content of the educational program, the use of their own methods in the learning process, the availability of teacher guidance and feedback, the support of the college and its leadership in research and development, work in the college;
- 94.3% of teachers believe that the administration and administration of the college take full criticism in their address;
- 86.5% of respondents are satisfied with conducting master classes and reading topics with the participation of practitioners;
- 1.9% believe that very rarely in the training process teachers from other educational institutions are invited in addition;
- 75% are satisfied with the balance of the academic load for semesters;
- Low discipline of students (0%);
- 17.3% sometimes experience overcrowding in training groups;
- 8% sometimes face the inaccessibility of necessary books in the library;
- 10% sometimes face the lack of technical means in the classrooms.

Questioning of students, conducted during the visit of the IAAR EEC, showed that the students

are completely satisfied:

- the ratio between the student and the teacher - 91.7%;
- objectivity and fairness of teachers - 97.9%;
- presentation by the teacher of the material in an interesting form - 91.73%;
- the relevance of the material being taught is 83.3%;
- objectivity and fairness of teachers - 87.5%;
- Possession of the teacher by the taught material - 75%.

Not satisfied:

- Relations with the branch - 0%;
- availability of computer classes and Internet resources-0%;
- the proportionality of the cabinets for small groups is 0%.

Analyzing the work on the standard "Teaching staff and the effectiveness of teaching" it can be noted that a high representation of pedagogical skill is determined by a constant level of professional development and visits to various schools and creative pursuits. Despite the high indicator of teachers' qualifications, the work on studying a foreign language should be strengthened in order to bring the specifics of educational programs in line. The leadership of the EP should motivate the teaching staff to constantly apply innovative technologies in the educational process.

Accessibility and awareness of the work of the teaching staff of the public is a strong indicator of the college. At the same time, it is necessary to supplement information on the college's website about the personal achievements of teachers.

An analysis of the conversations with the pedagogical team revealed that all employees are involved in the life of the community through the organization of holidays, events and trips to nature.

EEC notes that the educational institution for this standard focuses on the following items:

- for the implementation of educational programs, the leadership of the EP attracts practitioners and determines the proportion of the disciplines they read;
- the leadership of the EP motivates the pedagogical team to constantly apply innovations in the educational process;
- The workload of teachers includes various activities. The management of the EP demonstrates the evidence of the teachers' fulfillment of all types of planned workload;
- the leadership of the EP provides targeted actions for the development of young teachers;
- The pedagogical collective actively participates in the life of society.

In order to further develop and improve the activity of the college in the implementation of accredited educational programs, the EEC IAAR recommends:

- to improve the level of foreign language teaching by the teachers of the technical department for access to information published in the world of scientific literature and technical documentation (most of the scientific and technical documentation is published in English);
- Provide courses on the teaching of English by teachers of special subjects, in connection with the gradual transition to trilingual education;
- ensure systematic introduction and evaluation of the effectiveness of active teaching methods and innovative teaching methods;
- to provide for the possibility of attracting more practitioners from production in the training process in order to improve the quality of graduates and qualifications in accordance with the requirements of the labor market.

EEC notes that the specialized profile of the college in this standard contains 5 strong positions, 4 satisfactory, 2 requiring improvement.

6.4. Standard "Learners"

The Evidence

The contingent of students on the profile is formed taking into account the requirements of employers, indicators of employment. The need of graduates in the prepared specialties is being studied: Currently, the contingent of students on the educational program 1218000 "Equipment of food industry enterprises" is 86 students, of which in the state language -46, with the Russian language of instruction-40; on the educational program 1508000 "Forestry, landscape and landscape construction" is 175 students, of which 70 in the state language of instruction, 105 with the Russian language of instruction.

A quota of places for training is approved. The need of employers in the specialists of this profile is being fulfilled. At present, the total contingent of students is 261 people. By specialty "Equipment of food industry enterprises" - 86 people; "Forestry, landscape and landscape construction" -175 people

Admission to the EP is carried out in accordance with the standard rules for admission to education in the organization of education, implementing professional training programs of technical and professional education, approved by Government Decree of the Republic of Kazakhstan of January 19, 2012, No. 130.

In the college qualification examinations are conducted to confirm the assessment of the level of professional preparedness and qualification. To conduct qualitative preparation for assessing the level of professional preparedness of graduates, an electronic bank of test tasks was created in the college. The chairman of the qualification commission is appointed from among representatives of enterprises of social partners. The program, according to which the students pass the certification procedure, is provided by the RSMC center, in the presence of an independent expert of the center.

Based on the assessment of the level of professional preparedness and qualification, 100% of graduates receive certificates of qualification. The work carried out by the teaching staff in assessing the knowledge of students shows good results.

In the college various forms of scientific research work of students are used, which take part in regional, national and international research projects, olympiads, competitions.

In 2015, the student Amirbekov B. was awarded the Diploma of the 2d degree, the Republican scientific and practical student conference "Economics and Management in the 21st Century: Science and Practice";

College students in the number of 6 people. from October 29 to November 4, 2017 took part in the IX International Olympiad for schoolchildren and students, organized by the Academy of Tourism in Antalya with the support of the municipality of Antalya, the Consulate General of the Russian Federation in Antalya.

According to the results of the Olympiad, two-year students, Miksha Yulian, was awarded a Diploma for 1 place in Biology, Birimzhanova Nazerke was awarded a Diploma for the 3rd place in Chemistry.

Los Ilya took part in "EXPO 2017" in Astana - one of the key projects of Kazakhstan, the Republican Information and Methodical Center, Astana, March 15, 2012. Diploma of the I degree.

Beisenbay Korkem Republican remote olympiad "Ұлы дала жастары", organized by the Intellectual Center "Urker" in Astana, March 2017. Diploma, for winning the nomination. For the employment of future graduates, the passage of professional practices is important. The main goal of professional practice is to prepare high-level qualifications that are in demand at the production. For the implementation of professional practices, the agreements "On social partnership", "On cooperation in the implementation of the dual training system" were concluded with the enterprises and organizations of the district, city and region, defined as the practice bases: "Astana-Zelenstroy, LLP" Astana-Ormany. Dual training in the 2015-2018 academic year covered 53 people.

An important factor is the monitoring of the employment and professional activities of graduates. 100% of graduates are employed.

Table 3- Employment of graduates in 2016 - 2017 academic year submitted to accreditation for the last 3 academic years

№	Name of the specialty, qualification	2015-2016 academic year			2016-2017 academic year			2017-2018 academic year		
		total	employed	%	total	employed	%	total	employed	%
1	1218000 "Equipment of food industry enterprises"	-	-	-	-	-	-	13	13	100
2	1508000 "Forestry, landscape and landscape construction"	33	23	69,6	36	33	91,6	18	18	100

The specialty 1218000 "Equipment of the food industry" 2017-2018 uch.g of the total number of graduates of full-time (13 students) were employed and employed 13 people (100%), of which: works - 13 people (100%).

On specialty 1508000 "Forestry, Landscape and Landscape Construction" 2017-2018 academic year from the total number of graduates of the full-time department (18 students) are employed and employ 18 people (100%).

2016-2017 from the total number of graduates of the full-time department (36 students) are employed and employ 33 people (91.6%), of which: 33 people work (91.6%).

2015-2016 from the total number of graduates of the full-time department (33 students) are employed and employ 23 people (69.6%), of which: 23 people work (69.6%).

In the college there is a certain work with students from low-income strata of the population

If possible, assistance is provided to orphans, children left without parental care, large families, low-income, socially disadvantaged families. In order to prevent anti-corruption, an anti-corruption commission was set up in the college, a work plan was drawn up. The main preventive measures are aimed at combating corruption. November 29, 2017 in college conducted in all groups classroom hours on "The fight against corruption-has put everyone", February 27, 2018 held a class hour on "honesty and academic integrity," according to the agency of the Department of the plan of the Republic of Kazakhstan for Civil Service Affairs and Anti-Corruption on Astana city.

In 2017, a briefing seminar was held for students on the theme "On measures to combat corruption" by the main specialist of the Corruption Prevention Department of the Agency of the Republic of Kazakhstan Department for Civil Service and Anti-Corruption Affairs in Astana. A single class hour was held in the groups "Сыбайлас жемқорлықтың алдын алу жолдары". Teacher of public disciplines, a member of the party "Nur Otan" Omarova AB, held a seminar among college teachers on measures to combat corruption. In order to prevent corruption offenses, a thematic stand was designed and installed in the college on the ground floor, and there is an information poster for the information of teachers, parents and students.

At the same time, EEC members note that there is no support system for gifted students in the college.

Questioning of trainees, conducted during the visit of the EEC IAAR, showed that:

- 85.4% by promoting the educational environment of collegiality, mutual respect, support

of educational materials in the process of teaching, quality of teaching;

- 85.4% are satisfied with the availability of counseling on personal problems;

- 93.8% are satisfied with the fairness of examinations and attestation;

- 87.5% are fully satisfied with the explanation before entering the rules and strategy of the educational program (specialty);

- 85,4,2% are completely satisfied with the academic load / requirements for the student;

- 91.7% are completely satisfied with the timeliness of student evaluation;

- 91.7% are completely satisfied with the speed of response to feedback from teachers regarding the learning process.

According to the "Learning" standard, it can be noted that the result of a quality EP and professional training of a qualified specialist is employment. Within the framework of the EP, the employment processes in the college are implemented on the basis of agreements concluded with the social partners on the passage of trainees of different orientations on their production base, followed by employment at the leading enterprises of the industry. Most graduate students receive job offers already during practice.

In general, work with students is conducted at a high methodical and practical level.

EEC notes that the educational institution for this standard focuses on the following items:

- the leadership of the EP demonstrates the policy of forming a contingent of students of the EP and the transparency of its procedures;

- an important factor is the possibility of professional certification of students in the field of specialization in the learning process;

- an important factor is the monitoring of the employment and professional activities of graduates;

- the management of the EP creates a mechanism for monitoring the satisfaction of students with the activities of the TPE organization as a whole and individual services in particular;

- the management of the EP demonstrates the functioning of the feedback system, which includes the prompt presentation of information on the results of evaluation of learning outcomes.

In order to further develop and improve the activity of the college in the implementation of accredited educational programs, the EEC recommends:

- take measures to improve students' knowledge of English;

- Develop a mechanism for encouraging students to self-education outside the main program (in the framework of non-educational activities);

- Develop a program to support gifted students.

EEC notes that the specialized profile of the college in this standard contains 9 - satisfactory and 1 - requires improvement.

6.5. The standard "Resources used in the implementation of educational programs"

The Evidence

When examining "College of Economics, Technology and Standardization of Food Production" of the base, it is established that the educational institution has the necessary resource for the implementation of accredited educational programs.

The infrastructure of the college for the cluster 1218000 "Equipment of food industry enterprises" is a single complex, and includes 2 training buildings; educational building № 1, educational building № 2, workshops. The total area occupied by the premises is 1205 m², including:

- educational building 1, - educational building 2, workshop, mineral water, sports ground, library with book fund of 21006 units,

- 1 reading room.

To conduct classes on physical culture and the formation of a healthy lifestyle for students

concluded contracts with the sports complex The composition of the training complex included the following audiences:

- 12 classrooms;
- 2 laboratories;
- 2 mini-plates;
- 1 training workshop.

The availability of training laboratories, cabinets according to specialties corresponds to the requirements of the State Educational Establishment. In 5 offices stationary multimedia projectors are installed complete with a computer, there is a multiplying equipment, audio-video and music equipment.

In all offices and laboratories there are passports. All laboratories and workshops are equipped with fire extinguishing means.

In the equipped offices of computer science and programming, computers are integrated into a local network and have access to the global Internet. This allows the trainees, both in the process of classes and during off-hour time, to use the resources of computer technology to master their specialties.

The total number of computers used in the educational process 120, of which 42 have access to the Internet.

For students of all forms of education, the content of curricula, the schedule of the educational process and training programs are available. Information is provided through an educational site, holding class hours, meetings of training groups, individual consultations in the form of conversations.

Each student has access to the handbook and other necessary educational materials for the organization of the educational process (in the library and the local network of the college in the computer rooms of the college).

Access to the materials of the educational site is organized by specialties.

The training process uses modern equipment that meets the safety requirements for operation. The College created favorable conditions for the development of scientific teams and conduct research work.

To participate in IPR and students in scientific conferences and competitions, the college provides timely information about the events on the college's website in the "News" section, and provides advice. Trainees actively participate in the implementation of research projects on various topics.

The social base of the college is represented by a sports ground, a medical office, a buffet with a hot food, a library.

The sports ground is equipped with the necessary equipment, and inventory.

The college has a library area with a reading room² there are alphabetical and systematic catalogs. Subscription to periodicals is being conducted, including in the Kazakh language. 6. To replenish the library's book fund in 2014, 197248 tenge (186 copies) were allocated, in 2015 - 909169 tenge (895 copies), in 2016 - 1234375 tenge (272 copies).

The college has a buffet with hot meals for 20 seats, the area of the medical facility is 8.8 m². The medical center is equipped with the necessary equipment and equipment in accordance with the requirements.

Within the framework of the information and educational environment of the college, an information resource <http://zhitcollege.kz/> was created, which reflects information to "Students and applicants", as well as "Teachers". The resource provides support for students, applicants, displays information about the life of the college and is official.

Trainees have access to personalized interactive resources, teaching materials and assignments, which are also available during extracurricular time.

For students of the EP "Forestry, Landscape and Landscape Construction" there is a mini greenhouse that allows you to perform laboratory and practical classes.

In general, in the college for conducting laboratory and practical work at the modern level,

2 training laboratories with a total area of 574.5 m² and 8 training workshops with a total area of 984.0 m² are used.

For innovative forms of conducting classes, multimedia technologies are actively used in the educational process, for this purpose in college 1, a multimedia interactive whiteboard is equipped.

Teachers effectively use ICT in teaching, using various computer programs. Teachers have developed such electronic teaching aids as: "Materials Science and Technology of Structural Materials", "Standardization", "English Language", "Russian Language", "Өсімдіктану пәнінен дәрістер жинағы" and "Өсімдіктер селекциясы дәрістер жинағы". To achieve the level of professional competence in the field of ICT, MS, training seminars are held. A wide application of ICTs was found when performing tasks for independent work within the disciplines such as "Food Industry Equipment", "Labor Protection", "Special Technology", etc.

A unified system of information services has been created in the college, thanks to which the support of students and teachers, accessibility of information resources and library funds is provided.

You can get acquainted with the activity of teachers and students of the college by a site that reflects all the achievements. It contains the necessary information for interested persons (parents, teachers, applicants, students, colleagues from other educational institutions). Site address: zhitcollege.kz

The college website contains a section "Questions, Answers," which allows users to post their messages in blogs. The college blog system consists of regularly updated entries, questions and answers available to public viewing at any time. In addition to the director's blog, the section "Applicant" is actively being conducted in the vocational guidance work of the college.

Social networks Instagram, Vkontakte, are used to inform the public and stakeholders. Groups are created, thematic discussions and voting are held.

The questioning of the TC, conducted during the visit of the IAAR EEC, showed that teachers never encounter:

- a shortage of classrooms - 36.5%;
- poor conditions for classes in classrooms -82.7%;
- lack of access to the Internet - 59.6%;
- inaccessibility of necessary books in the library - 51.9%.

Questioning of students, conducted during the visit of the IAAR EEC, showed that the students are completely satisfied:

- the level of accessibility of library resources - 77.1.2%;
- the existing educational resources of the college - 85.4%;
- support of educational materials in the learning process -85.4%;
- availability and accessibility of computer classes and Internet resources - 66.7%.

Analyzing the work on the standard "Resources used in the implementation of educational programs," we can note the positive dynamics of growth in the equipment of the material and technical base of the college. Summing up, it can be noted that the success of the application of educational programs could be realized to a greater extent with the replenishment of educational resources, a book fund, educational-methodical and scientific literature on specialty in the state and English languages.

EEC notes that the educational institution for this standard pays special attention to such positions as:

- the management of the EP provides access to the maximum possible amount of structured, organized information on the subjects taught: for example, presentation materials, lecture notes, compulsory and additional literature, practical assignments, etc.;

- the organization of TPE creates a learning environment that promotes the formation of basic and professional competencies and takes into account individual needs and opportunities of students;

- the organization of TPE creates conditions for the development of applied skills of

students and teaching staff in the disciplines studied and the possibility of implementing these skills in competitions and competitions or in some other way in practice;

- free access to educational Internet resources;

- The management of the EP demonstrates the reflection on the web resource of information characterizing the EP.

In order to further develop and improve the activity of the college in the implementation of accredited educational programs, the EEC recommends:

- improve the quality of the library fund by replenishing foreign literature with modern educational literature, as well as reference literature in the context of specialties, including in the state and English languages;

- replenish the library fund for accredited specialties with electronic educational literature;

- ensure the possibility of updating the material and technical base of the college in accordance with sanitary and epidemiological requirements for educational facilities;

- replenish timely information on the official website of the college;

- To continue improving the technological, informational and educational-methodological environment for teaching students, developing their creative independence and uniqueness (modern equipment of manufacturing workshops and laboratories, training and methodological laboratories, electronic catalogs, databases, textbooks, etc.), in particular :

- consider the possibility of equipping workshops and laboratories for EP on specialty 1218000 - "Equipment of food industry enterprises" for better implementation of them;

EEC notes that the specialized profile of the college in this standard contains 1 strong position, 7 - satisfactory, 6 - requiring improvement.

6.6. Standard "Standards in the context of individual specialties"

Evaluation criteria depending on the direction of the EP
EDUCATION / SOCIAL SCIENCES, HUMAN SCIENCES, ECONOMICS, BUSINESS
AND LAW, SERVICES / NATURAL SCIENCES, AGRICULTURAL SCIENCES,
TECHNICAL SCIENCES, AND TECHNOLOGIES / ART

The Evidence

The content of training of specialists at different levels is related to the following indicators, such as the duration (duration) of training, the ratio of theoretical and practical training, the ratio of the volume and content of professional and special training. In this regard, one of the main tasks facing modern education is the upbringing and education of a versatile personality of the learner along with his professional development.

The content of all disciplines of the educational program is based and has a clear relationship with the content of fundamental general and natural sciences. Fundamental natural - scientific training of students is designed to contribute to the formation of one of the key groups of competences - research and self-education.

The modern stage of using information technology is characterized by a transition from solving production and management problems to solving social problems.

The use of information and computer technology, subject to certain specific conditions, contributes to the quality of the educational process and the formation of readiness for professional activity, the formation of information modeling skills, the needs of continuing education.

For the training of practical skills, contracts have been concluded with specialized practices of practitioners.

Analyzing the work on the standard "Standards in the context of individual specialties", it can be noted that, in order to familiarize students who are studying with the professional environment and relevant issues in the field of specialization, and also to acquire skills on the basis of theoretical training, the education program includes a number of activities, to get

practical experience and skills in the specialty.

It can be noted that the achievements of the trainees in the accredited EP fully comply with the requirements of the standard.

EEC notes that the educational institution for this standard pays special attention to such positions as:

- in order to familiarize students with the professional environment and current issues in the field of specialization, as well as to acquire skills on the basis of theoretical training, the education program includes disciplines and activities aimed at obtaining practical experience and skills in the specialty as a whole and profiling disciplines in particular, etc;

- excursions are conducted at enterprises in the field of specialization (factories, workshops, research institutes, laboratories, etc.);

- separate classes are held at the enterprise of specialization;

- workshops are used to conduct practical classes, solve practical problems relevant to enterprises in the field of specialization, etc .;

- The pedagogical team involved in the EP includes practitioners with experience working at enterprises in the field of specialization of the EP.

In order to further develop and improve the activity of the college in the implementation of accredited educational programs, the EEC recommends:

- organize workshops with new technologies and involve organizations working on new technologies;

- the leadership of the EP to consider the possibility of attracting an English speaker into the educational process;

- consider the possibility of expanding the zone of international cooperation in the field of TPE, including on the academic mobility of teachers and the development of educational programs

EEC notes that the specialized profile of the college in this standard contains 3 strong positions, 2 satisfactory ones.

(I) REVIEW OF STRONG SIDES / BEST PRACTICES FOR EVERY STANDARD

6.1. Standard "Management of the educational program"

- the organization of the TPE demonstrates the development of the EP development plan, its focus on meeting the needs of the state, stakeholders and trainees;

- the organization of TPE ensures the adequacy of the development plan for the EP to the available resources, the needs of the labor market and the educational policy of the Republic of Kazakhstan;

- The organization of TPE involves representatives of stakeholder groups, including students, teachers and employers, in the development of an EP development plan;

- the organization of the TPE demonstrates the transparency of the processes of forming the development plan for the EP. The organization of TPE ensures the awareness of stakeholders about the content of the development plan for the EP and the processes of its formation;

- the development plan for the EP is being publicly discussed with representatives of all stakeholders, on the basis of proposals and amendments, the authorized collegial body of the TPE organization is making changes to the draft;

- management of the EP includes management of activities through processes;

- management of the EP includes monitoring, including the creation of reporting processes that allow to determine the dynamics in the activities and implementation of plans;

- management of the EP includes the evaluation of the effectiveness and effectiveness of the units and their interaction;

6.2. Standard "Specificity of the educational program"

- the organization of the TPE presents evidence of the participation of the teaching staff and employers in the development of the EP, ensuring their quality;

- the organization of the TPE determines the content, scope, logic of the interconnection of academic disciplines, as well as the influence of disciplines, vocational training and professional practice on the formation of basic and professional competencies of graduates;
- the leadership of the EP demonstrates the availability of a professional context in the content of the training disciplines;
- the leadership of the EP demonstrates the existence of an effective balance between theoretical and practice-oriented disciplines;
- an important factor is the renewability of educational programs taking into account the interests of employers;
- the management of the EP should demonstrate individual support for students in the implementation of the EP;
- the leadership of the EP proves the availability of a monitoring system for the achievements of students;
- the management of the EP ensures that the procedures for assessing the level of knowledge, skills and skills of students are in accordance with the planned learning outcomes and program objectives;
- the management of the EP conducts diagnostics of knowledge, skills and abilities of students when they start their studies on the course of studying the academic disciplines;
- the leadership of the EP ensures the formation of the students' skills for continuing education at the following educational levels;
- the management of the EP provides for the possibility of passing vocational training and professional practice in the specialty / qualification of trainees and monitor the satisfaction of students, managers of enterprises - places of practice and employers.

6.3. Standard "Pedagogical collective and teaching effectiveness"

- the leadership of the EP motivates the pedagogical team to constantly apply innovations in the educational process;
- The workload of teachers includes various activities. The management of the EP demonstrates the evidence of the teachers' fulfillment of all types of planned workload;
- the leadership of the EP provides targeted actions for the development of young teachers;
- The pedagogical collective actively participates in the life of society.

6.4. Standard "Learners"

- the leadership of the EP demonstrates the policy of forming a contingent of students of the EP and the transparency of its procedures;
- an important factor is the possibility of professional certification of students in the field of specialization in the learning process;
- an important factor is the monitoring of the employment and professional activities of graduates;
- the management of the EP creates a mechanism for monitoring the satisfaction of students with the activities of the TPE organization as a whole and individual services in particular;
- the management of the EP demonstrates the functioning of the feedback system, which includes the prompt presentation of information on the results of evaluation of learning outcomes.

6.5. The standard "Resources used in the implementation of educational programs"

- the management of the EP provides access to the maximum possible amount of structured, organized information on the subjects taught: for example, presentation materials, lecture notes, compulsory and additional literature, practical assignments, etc .;
- the organization of TPE creates a learning environment that promotes the formation of basic and professional competencies and takes into account the individual needs and opportunities of students;
- the organization of TPE creates conditions for the development of applied skills of

students and teaching staff in the disciplines studied and the possibility of implementing these skills in competitions and competitions or in some other way in practice;

- free access to educational Internet resources;

- The management of the EP demonstrates the reflection on the web resource of information characterizing the EP.

6.6 Standard "Standards in the context of individual specialties"

- in order to familiarize students with the professional environment and current issues in the field of specialization, as well as to acquire skills on the basis of theoretical training, the education program includes disciplines and activities aimed at obtaining practical experience and skills in the specialty as a whole and profiling disciplines in particular, etc;

- excursions are conducted at enterprises in the field of specialization (companies, greenhouses, workshops, research institutes, laboratories, etc.);

- separate classes are held at the enterprise of specialization;

- workshops are used to conduct practical classes, solve practical problems relevant to enterprises in the field of specialization, etc .;

- The pedagogical team involved in the EP includes practitioners with experience working at enterprises in the field of specialization of the EP.

In order to further develop and improve the activity of the college in the implementation of accredited educational programs, the EEC IAAR recommends:

- organize workshops with new technologies and involve organizations working on new technologies;

- the leadership of the EP to consider the possibility of attracting an English speaker into the educational process;

- consider the possibility of expanding the zone of international cooperation in the field of TPE, including on the academic mobility of teachers and the development of educational programs.

(I) REVIEW OF THE RECOMMENDATION ON IMPROVING QUALITY

6.1. Standard "Management of the educational program"

- Strengthen the work on the introduction of an internal quality management system;
- to continue work on the mechanisms of accessibility for the public of the media through the official website of the college information on professional, personal development and achievements of the best teachers;
- to attract specialists, practitioners working in the production process in the educational process.

6.2. Standard "Specificity of the educational program"

- replenish the book fund with educational, educational, methodical and scientific literature in the state language;
- continue work to expand the list of modern software used in the educational process;
- to introduce the experience of the EPW in the educational process, which passed the courses of professional development of pedagogical staff on the topic "CLIL methodology: subject-language integrated learning in the process of teaching general subjects in English", for the formation of linguistic competence, which presupposes the possession of a future graduate in a foreign language at a level that allows him to communicate in a foreign language within his profession.

6.3. Standard "Pedagogical collective and teaching effectiveness"

- to improve the level of foreign language teaching by the teachers of the technical department for access to information published in the world of scientific literature and technical documentation (most of the scientific and technical documentation is published in English);
- Provide courses on the teaching of English by teachers of special subjects, in connection with the gradual transition to trilingual education;
- ensure systematic introduction and evaluation of the effectiveness of active teaching methods and innovative teaching methods;
- to provide for the possibility of attracting more practitioners from production in the training process in order to improve the quality of graduates and qualifications in accordance with the requirements of the labor market.

6.4. Standard "Learners"

- take measures to improve the students' knowledge of Kazakh and English;
- Develop a mechanism for encouraging students to self-education outside the main program (in the framework of non-educational activities);
- Develop a program to support gifted students.

6.5. The standard "Resources used in the implementation of educational programs"

- improve the quality of the library fund by replenishing foreign literature with modern educational literature, as well as reference literature in the context of specialties, including in the state and English languages;
- replenish the library fund for accredited specialties with electronic educational literature;
- ensure the possibility of updating the material and technical base of the college in accordance with sanitary and epidemiological requirements for educational facilities;
- replenish timely information on the official website of the college language.
- To continue improving the technological, informational and educational-methodical environment for teaching students, developing their creative independence and uniqueness (modern equipment of manufacturing workshops and laboratories, training and methodological laboratories, electronic catalogs, databases, textbooks, etc.), in particular:
 - consider the possibility of equipping workshops and laboratories for EP on specialty 1218000 - "Equipment of food industry enterprises" for better implementation of them;

6.6 Standard "Standards in the context of individual specialties"

Natural and technical sciences

- organize workshops with new technologies and involve organizations working on new technologies;
- the leadership of the EP to consider the possibility of attracting an English speaker into the educational process;
- consider the possibility of expanding the zone of international cooperation in the field of TPE, including on the academic mobility of teachers and the development of educational programs.



Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"

(signed by all members of the EEC)

№	Criteria for evaluation	Position of the organization of education			
		Strong	Satisfactory	Assumptive improvement	Unsatisfactory
Standard "Management of the educational program"					
1	The organization of the TPE demonstrates the development of the EP development plan, its focus on meeting the needs of the state, stakeholders and trainees.		+		
2	The organization of TPE should ensure the adequacy of the development plan for the EP to the available resources, the needs of the labor market and the educational policy of the Republic of Kazakhstan.	+			
3	The organization of TPE should involve representatives of stakeholder groups, including trainees, teachers and employers, in the development of an EP development plan.		+		
4	The organization of the TPE demonstrates the transparency of the processes of forming the development plan for the EP. The organization of TPE ensures the awareness of stakeholders about the content of the development plan for the EP and the processes of its formation.		+		
5	The organization of the TPE should determine the mechanisms for the formation and regular revision of the development plan for the EP and for monitoring its implementation.			+	
6	The organization of the TPE systematically collects, accumulates and analyzes information on the implementation of the EP and conducts self-examination in all directions, develops and revises the plan for the development of the EP		+		
7	The EP development plan is held in public discussion with representatives of all interested parties, on the basis of proposals and amendments, the authorized collegial body of the TPE organization is making changes to the draft.		+		
8	The organization of TPE demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, delineation and independence of the financing system.		+		
9	The management of the EP should include:				
9.1	management through		+		
9.2	mechanisms for planning, development and continuous improvement		+		

9.3	monitoring, including the creation of reporting processes, allowing to determine the dynamics in the activities and implementation of plans		+		
9.4	analysis of the effectiveness of changes			+	
9.5	evaluation of the effectiveness and effectiveness of the units and their interaction "		+		
10	The organization of the TPE should document all the main business processes that govern the implementation of the EP		+		
11	The organization of the TPE should demonstrate a clear definition of those responsible for business processes, unambiguous assignment of staff duties, delineation of the functions of collegial bodies participating in the implementation of the EP		+		
12	The organization of the TPE should demonstrate the procedure for approving, periodically reviewing (reviewing) and monitoring educational programs and documents regulating this process		+		
13	The organization of the TPE should ensure the availability and effective functioning of the information and feedback system aimed at trainees, employees and stakeholders		+		
14	The management of the EP should demonstrate the successful functioning of the EP system of quality assurance, including its design, management and monitoring, their improvement, decision-making on the basis of facts		+		
15	The management should provide evidence of transparency in the management of the educational program		+		
16	The organization of the TPE should demonstrate the availability and evidence of intensive use in the management processes of the EP system for the collection and analysis of statistics			+	
17	The management should ensure that the degree of satisfaction of the needs of the teaching staff, staff and trainees is measured and demonstrate evidence of the elimination of deficiencies found in the measurement process		+		
18	The management of the EP should demonstrate evidence of openness and accessibility for students, teachers, parents		+		
TOTAL		1	18	2	

Standard "Specificity of the educational program"

Evaluation criteria: content of EP

19	The organization of TPE should demonstrate the availability of developed models of the graduate of the educational program, including knowledge, skills, skills, basic and professional competencies, personal qualities		+		
20	The organization of TPE should provide evidence of the participation of the teaching staff and employers in the development of the EP, ensuring their quality		+		

21	The organization of TPE should determine the content, scope, logic of the interrelationship of academic disciplines, as well as the influence of disciplines, vocational training and professional practice on the formation of basic and professional competencies of graduates	+			
22	The management of the EP should demonstrate the availability of a professional context in the content of the training disciplines		+		
23	The EP leadership should demonstrate an effective balance between theoretical and practice-oriented disciplines	+			
24	The list and content of the disciplines should be accessible to students. Disciplines should exhaustively cover all issues and problems in the field taught		+		
25	The structure of the educational program should provide for various types of activities, the content of which should contribute to the development of basic and professional competencies of students taking into account their personal characteristics		+		
26	An important factor is the renewability of educational programs, taking into account the interests of employers		+		

Evaluation criteria: individualization of the EP

27	The management of the EP must ensure equal opportunities for students, including regardless of the language of instruction		+		
28	The management should ensure the existence and effective functioning of the system of individual assistance and counseling of students on the educational process		+		
29	Management creates conditions for the effective development of the EP		+		
30	The management should demonstrate the use of the advantages, individual characteristics, needs and cultural experience of students in the implementation of the EP		+		
31	The management should demonstrate individual support for students		+		
32	The management of the EP must prove the availability of a monitoring system for the achievements of students		+		

Evaluation criteria: evaluation of learning outcomes

33	The EP management should ensure the existence and effective functioning of the mechanism of an objective, accurate and comprehensive evaluation of learning outcomes		+		
34	The management should ensure that the evaluation of the learning outcomes and the degree of the basic and professional competencies of the students are objective, the transparency and adequacy of the instruments and mechanisms for their evaluation		+		
35	The management team should ensure that the procedures for assessing the level of knowledge, skills and abilities of students are in line with the planned learning outcomes and program objectives		+		

36	The EP management should conduct diagnostics of knowledge, abilities and skills of students at the beginning of training at the rate and study of the academic disciplines		+		
37	Processes and criteria for evaluating learning outcomes should be transparent			+	
38	The management should ensure that the students have the skills to continue their education at the following educational levels		+		
Evaluation criteria: teaching methods					
39	The management of the EP should ensure the systematic development, implementation and effectiveness of active teaching methods and innovative teaching methods		+		
40	When implementing the educational program, the independent work of the student		+		
41	The management of the EP should ensure the possibility of passing vocational training and professional practice in the specialty / qualification of trainees and monitor the satisfaction of students, managers of enterprises - places of practice and employers	+			
42	The management of the EP should ensure the implementation of the results of practical achievements of teachers in the educational process		+		
TOTAL		3	20	1	
Standard "Pedagogical collective and teaching effectiveness"					
43	To implement educational programs, the management of the EP should involve practitioners and determine the proportion of the disciplines they read			+	
44	The management of the EP should motivate the teaching staff to constantly apply innovations in the educational process		+		
45	The management of the EP should demonstrate the adequacy of the staff potential of the teaching staff to the specifics of the educational programs	+			
46	The organization of TPE should demonstrate the availability of information about the pedagogical team to the public		+		
47	The management should ensure that the activities of the teaching staff are monitored, a systematic assessment of the competence of teachers, a comprehensive assessment of the quality of teaching	+			
48	The workload of teachers should include various activities. The management of the EP must demonstrate the evidence of the teachers' fulfillment of all types of planned workload	+			
49	The management of the EP should provide targeted actions for the development of young teachers	+			
50	The management of the EP should demonstrate the mechanisms for stimulating the professional and personal development of teachers and workers		+		
51	The management of the EP should ensure monitoring of the satisfaction of the teaching staff			+	

52	The management should demonstrate the IT competence of the teaching staff, the use of innovative methods and forms of training		+		
53	An important factor is the participation of the teaching staff in the life of society	+			
TOTAL		5	4	2	
Standard "Learners"					
54	The management of the EP should demonstrate the policy of forming a contingent of trainees and transparency of its procedures		+		
55	The management of the EP should demonstrate awareness of the main roles (professional, social) trainees based on learning outcomes		+		
56	An important factor is the possibility of professional certification of students in the field of specialization in the learning process			+	
57	An important factor is the availability of programs to support gifted students.		+		
58	The management of the EP should make the maximum amount of effort to provide graduates with employment and keep in touch with alumni		+		
59	An important factor is the monitoring of the employment and professional activities of graduates		+		
60	The EP leadership should actively encourage students to self-education outside the main program (in the framework of extracurricular activities)		+		
61	The EP management should provide an opportunity for learners to exchange and express opinions		+		
62	The management should establish a mechanism for monitoring the satisfaction of students with the activities of the TPE organization as a whole and with individual services in particular		+		
63	The EP management should demonstrate the functioning of the feedback system, including the prompt presentation of information on the results of the evaluation of learning outcomes		+		
TOTAL		0	9	1	
The standard "Resources used in the implementation of educational programs"					
64	The management of the EP should ensure that the maximum number of structured, organized information is available for the students in the disciplines taught: for example, presentation materials, lecture notes, compulsory and additional literature, practical assignments, etc.		+		
65	Educational equipment and software used for the development of educational programs should be similar to those used in the relevant industries and meet the safety requirements for operation			+	
66	The organization of the TPE creates a learning environment that promotes the formation of basic and professional competencies and takes into account individual needs and opportunities for students		+		

67	The organization of TPE should create conditions for the development of applied skills of students and teaching staff in the disciplines studied and the possibility of implementing these skills in competitions and competitions or in some other way in practice		+		
68	The organization of TPE should conduct an assessment of the dynamics of the development of material and technical resources and information support for the EP		+		
69	In the organization of TPE, an educational environment for the EP should be created, which includes:				
69.1	technological support of students and teaching staff in accordance with the specifics of the educational program	+			
69.2	academic accessibility - students have access to personalized educational resources			+	
69.3	academic consultations - there are personalized educational resources that help students			+	
69.4	professional orientation - students have access to personalized educational resources that assist in the selection and achievement of career paths			+	
69.5	the necessary number of classrooms equipped with modern technical training facilities that meet the sanitary and epidemiological standards and requirements			+	
69.6	the necessary number of computer classes, reading rooms, multimedia and language laboratories, the number of seats in them		+		
69.7	book fund, including the fund of educational and methodical literature on paper and electronic media, periodicals in the context of the languages of instruction		+		
69.8	free access to educational Internet resources		+		
70	The management should determine the degree of implementation of information technologies in the educational process of the EP, monitor the use and development by the teaching staff of innovative learning technologies, including ICT		+		
71	The management of the EP should demonstrate the reflection on the web resource of the information characterizing the EP			+	
TOTAL		1	8	6	
"Standards in the context of individual specialties"					
Education					
72	Educational programs in the field of "Education", such as "Preschool education and training", "Organization of educational work (by levels)", "Primary education", etc. must meet the following requirements:				
72.1	The management of the EP should demonstrate that the alumni have a program of practice-oriented knowledge in the field of psychology and communication skills, analysis of personality and behavior, methods for preventing and resolving conflicts, motivating learners				

72.2	The management should demonstrate the literacy of graduates of the program in the field of information technologies that meet the requirements of the educational sphere, the wide use of information and communication technologies in education organizations				
72.3	The management of the EP should demonstrate the availability in the program of disciplines, training organizations of the educational process, innovative methods of teaching and planning training, incl. interactive teaching methods				
72.4	The management of the EP should demonstrate that the students have the ability to form self-study skills				
72.5	The management of the EP should demonstrate that it has a clear idea of what qualifications and skills are required in the various specialties on the market, what is the approximate number of specialists required in the market for the profession being taught and to give examples of successful employment of most graduates in the specialty (qualification) in the first six months after the completion of training				

Natural and technical sciences

73	Educational programs in technical areas, such as "Metallurgy and machine building", "Communication, telecommunications and information technology", "Production, installation, operation and repair (by industry)", "Communication, telecommunications and information technology", etc. . must meet the following requirements:	+			
73.1	In order to familiarize students with the professional environment and relevant issues in the field of specialization, as well as to acquire skills on the basis of theoretical training, the education program should include disciplines and activities aimed at obtaining practical experience and skills in the specialty in general and in the relevant disciplines in particular, in etc	+			
73.1.1	excursions to enterprises in the field of specialization (factories, workshops, research institutes, laboratories, etc.)	+			
73.1.2	conducting separate classes or whole disciplines at the enterprise of specialization	+			
73.1.3	The use of workshops for practical classes, solving practical problems relevant to enterprises in the field of specialization, etc.		+		
73.2	The teaching staff involved in the EP should include practitioners who have experience working at enterprises in the field of EP specialization.		+		
TOTAL		3	2		
TOTAL IN GENERAL		13	61	12	