



INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

STANDARDS

OF SPECIALIZED ACCREDITATION
OF ORGANIZATIONS OF THE TECHNICAL
AND VOCATIONAL EDUCATION

Astana 2015

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R.G. Gasimov



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These Standards define the requirements for the preparation, organization and implementation of the procedure for specialized accreditation of organization of Technical and Vocational Education, regardless of its status, organizational and legal form, departmental subordination and form of ownership.

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Foreword

1 **DEVELOPED AND INTRODUCED** by the Non-Profit Institution "Independent Agency For Accreditation and Rating."

2 **APPROVED AND PUT INTO EFFECT** by the order of the Director of the Non-Profit Institution "Independent Agency for Accreditation and Rating" as of March 26, 2012 no. 06-OD (with amendments and additions as of June 1, 2015).

3 This Standard implements provisions of the Law of the Republic of Kazakhstan "On Education" as of July 27, 2007 no. 319-III.

4 **SECOND EDITION**

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STANDARDS AND CRITERIA OF SPECIALIZED ACCREDITATION OF ORGANIZATIONS OF TECHNICAL AND VOCATIONAL EDUCATION

1. Applicable scope

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

1.2 These standards are used in specialized accreditation procedure of the technical and vocational education organization regardless of its status, legal corporate form, institutional subordination and form of ownership.

1.3 These standards may also be used by organization of technical and vocational education for the internal self-assessment and development of the correspondent internal regulatory documentation.

2. Regulatory References

This standard contains references to the following regulatory documents:

2.1. The Law of the Republic of Kazakhstan "On technical regulations" as of November 9, 2004 no. 603-II ZRK.

2.2. The Law of the Republic of Kazakhstan "On Education" as of June 27, 2007 no. 319-III.

2.3. The Law of the Republic of Kazakhstan "On accreditation of the conformity assessment" as of July 5, 2008 no. 61-IV.

2.4 The Decree of the President of the Republic of Kazakhstan as of December 7, 2010 no. 1118 "State Program on the Development of Education in the Republic of Kazakhstan for 2011-2020".

2.5. Decree by the President of the Republic of Kazakhstan dated August 23, 2012 No. 1080 "On the approval of state compulsory educational standards corresponding to the level of education".

2.6 Order of the Minister of Industry and Trade of the Republic of Kazakhstan, dated October 29, 2008 No. 430 "On approval of templates for the accreditation documentation in the field of Conformity Appraisal and sample forms of Pre-accreditation and Post-Accreditation Agreements".

2.7 The Joint Decree of the Minister of Labor and Social Protection of the Republic of Kazakhstan as of September 24, 2012 No. 373-o-m and the Minister of Education and Science of the Republic of Kazakhstan as of September 28, 2012 No. 444, registered by the Ministry of Justice of the Republic of Kazakhstan on October 19, 2012 № 8022 "On approval of the National Qualifications Framework".

2.8. The order of the Minister of Education and Science of the Republic of Kazakhstan of April 24, 2013, No. 150 "On the approval of model curricula and model education and learning programs in the technical and vocational education".

2.9 Order of the Minister of Education and Science of the Republic of Kazakhstan as of July 10, 2013 no. 268 "On the approval of standard curricula and model education and learning programs in the technical and vocational education".

2.10. Order of the Minister of Education and Science of the Republic of Kazakhstan dated July 29, 2014 No. 312 "On the approval of standard curricula and model education and learning programs in the technical and vocational education".

3. Terms and Definitions

This standard uses the following terms and definitions:

3.1 Accreditation of educational organizations: the recognition procedure by accreditation body of the compliance of educational services to the established standards (regulations) of accreditation to provide objective information about their quality and validation of effective mechanisms for quality improvement (Law of the Republic of Kazakhstan "On Education").

3.2 Analysis: process of identification, collection and data preparation for assessing the achievements of the students' learning outcomes and the educational objectives of the program. Effective analysis uses respectively direct, indirect, quantitative and qualitative parameters suitable for measurable goals or results.

3.3 Basic competence: the ability to manage oneself and one's own activity, the inclination towards self-motivation and self-organization (Decree of the Government of the Republic of Kazakhstan as of August 23, 2012 No. 1080 "On approval of the state compulsory education standards for appropriate levels of education").

3.4 Knowledge: the result of the assimilation of information through training and personal experience, a combination of facts, principles, theory and practice related to the field of learning or work, the qualification component that must be evaluated (National Qualifications Framework).

3.5 Applicant for accreditation: the organization of TVE which signed an agreement on specialized accreditation with the accreditation body."

3.6 Qualification:

3.6.1 Qualification: the level of training, readiness for competent performance of a certain type of activity in the profession or specialty obtained.

3.6.2 Qualification: The degree of professional preparedness of an employee for the performance of a particular type of work (National Qualifications Framework)

3.6.3 Qualification: the level of preparedness for the competent performance of a certain type of activity in the profession and specialty received (Decree of the Government of the Republic of Kazakhstan as of August 23, 2012 № 1080 "On approval of the state compulsory education standards for the corresponding levels of education").

3.7 Competencies:

3.7.1 Competencies: a dynamic combination of knowledge, skills acquired in the training process.

3.7.2 Competence: the ability of an employee to apply knowledge and skills in professional activities (National Qualifications Framework).

3.7.3 Competence: the ability of a specialist to act and solve a certain set of professional tasks based on the unity of knowledge, skills, professional experience. (Governmental Decree of the Republic of Kazakhstan as of August 23, 2012 No. 1080 "On approval of the state compulsory education standards for the corresponding levels of education").

3.8 Learning Outcomes: an array of competence, knowledge and skills that students should have at the time of completing the studies for this educational program.

3.9 Educational program:

3.9.1 Educational program: aimed at improving the professional level of training specialists of the relevant qualifications and includes requirements for the results of graduate training, curriculum, working (curriculum) courses, disciplines, training modules and other materials, and also a program of practices, a calendar training schedule and methodological materials that ensure the implementation of the relevant educational technology.

3.9.2 Educational program: a document that defines the content of education at a certain stage of the education system through a list of disciplines, types of academic work, and includes the goals, the amount of study time for their study. (Governmental Decree of the Republic of Kazakhstan as of August 23, 2012 No. 1080 "On approval of the state compulsory education standards for the corresponding levels of education").

3.10 The educational objectives of the program: an array of expected results' implementation of the educational program in this area, the level and the profile of specialists' training with technical and professional education.

3.11 Sectoral Framework for Qualifications: A structured description of qualification levels recognized in the industry (National Qualifications Framework).

3.12 Evaluation: This is the interpretation of data and evidence gathered in the analysis process. The evaluation determines the degree of the learning outcomes and educational objectives of the program which students achieve leading to decisions and actions regarding the improvement of the program.

3.13 Visit to a TVE organization by an external expert panel- external evaluation component,⁸ which is a generally accepted part of the accreditation process. External auditors-experts visit the TVE organization to check the materials of the self-assessment of the TVE organization, interview the teaching staff, students, personnel and assess the quality and effectiveness of the services provided, as well as offer recommendations for their improvement. The result of the visit is the report on the audit of the organization of TVE.

3.14 Self-assessment procedure: an internal evaluation process conducted by an education organization on the basis of standards and criteria for specialized accreditation, which results in a self-assessment report.

3.15 Professional competence: the ability of a specialist to solve a set of professional tasks on the basis of knowledge, skills and personal qualities that enable him to effectively carry out professional activities (Decree No. 1080 of the Government of the Republic of Kazakhstan dated August 23, 2012 "On Approval of the State Compulsory Educational Standards ").

3.16 Vocational education: an organized process of the formation, involvement and development of an individual as a specialist, aimed at mastering professional knowledge and skills in accordance with qualifications and requirements.

3.17. Professional standard: a standard that identifies in a specific area of professional activity the requirements for the level of qualifications and competence, the content, quality and working conditions (National Qualifications Framework).

3.18 Management of the EP: collegial management bodies of the education organization, director, deputy directors in charge of the organization of the educational process, the head of the department, the head of the training department, the head of the curriculum office, the methodologist, the heads of methodological, cyclic and subject commissions.

3.19 Specialized accreditation: an assessment of the quality of individual educational programs implemented by the education organization (Law of the Republic of Kazakhstan "On Education").

3.20 Ability: the capability to apply knowledge and demonstrate competence for the purpose of carrying out work and solving problems (using logical, creative and practical thinking) (National qualifications framework).

3.21 Qualification level:

3.21.1 Qualification level: professional skill within the framework of one level of educational curricula of technical and vocational education, which is regulated by the relevant documents of the tariff classification and attestation (tariff rank, class, category) and is determined by the complexity and volume of tasks and responsibilities.

3.21.2 Qualification level: the level of qualification requirements (competencies) of the employee, reflecting the complexity, independence and responsibility of the works performed. (National Qualifications Framework).

4 Designations and abbreviations

This standard uses abbreviations in accordance with the paragraph 2 of the regulatory documents.

Furthermore, this standard uses the following notations and abbreviations:

- **RK** – Republic of Kazakhstan;
- **MES** - Ministry of Education and Science of the Republic of Kazakhstan;
- **SCES** – State Compulsory Educational Standards;
- **TVE** – Technical and Vocational Educational Organization;
- **IAAR** – Independent Agency for Accreditation and Rating;
- **EP** – Educational Program;
- **ICT** – Information and Communication Technologies;
- **QMS** – Quality Management System.

5 The procedure for specialized accreditation

5.1 The education organization submits an application to the IAAR for the specialized accreditation with a copy of the state license and annexes to the license for conducting educational activities and a brief description of the activities of the organization of technical and vocational education and the educational program.

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

5.3 IAAR decision to start the procedure for the specialized accreditation. An agreement between the agency and the educational organization to conduct the specialized accreditation is concluded.

5.4 Management of the educational organization and IAAR organize training for internal experts of educational organization to explain the criteria and procedures for the specialized accreditation at the special seminars on the theory, methodology and techniques of the specialized accreditation.

5.5 Organization of education conducts self-assessment according to the requirements established by IAAR, and submits a soft copy of self-assessment report (in Kazakh, Russian and English languages) to IAAR and 2 hard copies in each of the languages.

5.6 Formation of an expert panel is carried out by the Chair of the IAAR Accreditation Council for conducting an audit of the organization of education. The expert panel consists of experts who are specialists in the evaluation of educational organizations, employers, representatives of educational organizations and their units (associations) who are qualified specialists (experts) in the field of educational organizations' activity, representatives of students and foreign expert. The number of experts is determined depending on the scope of inspection and the specifics of the organization of education.

5.7 On the basis of the self-assessment report of the education organization, IAAR has the right to make the following decisions:

- develop recommendations on the need to finalize the materials of the self-assessment report;
- conduct an external peer review;
- to terminate the agreement due to the impossibility of carrying out the procedure of specialized accreditation due to the discrepancy between the self-assessment report and the criteria of these standards.

5.8 If the accreditation continues, the Chair of the expert panel and IAAR will coordinate the timeline for the specialized accreditation and the work plan of the panel with the education organization.

5.9 The duration of the visit of the expert panel depends on the scope of the review. At the end of the visit, the external expert panel prepares a detailed report on the evaluation of EP, which serves as the basis for the Accreditation Council's decision on specialized accreditation.

5.10 Upon making a positive decision, IAAR sends a certificate of specialized accreditation, signed by the Director of the IAAR, to the education organization with indication of the accreditation term. Further, the decision on accreditation of the EP is sent to the Ministry of Education and Science of the Republic of Kazakhstan for

inclusion in the National Register 3 and is posted on the IAAR website.

5.11 If there are certain deficiencies, EPs are accredited for a period of one year. After the expiry of the term, the IAAR Expert Panel conducts a review to eliminate certain shortcomings with the visit to the education organization. In the event of a positive decision, the accreditation period is extended to five years. If certain shortcomings have not been eliminated within the prescribed period, the accreditation procedure is suspended and the applicant organization has no right to apply for accreditation of EP to the IAAR within one year from the date of the decision to revoke the accreditation of EP.

5.12 Accreditation term:

1 year - subject to the compliance with criteria in general, but with some shortcomings and opportunities for improvement;

3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement;

5 years - with positive results in general, with possible opportunities for improvements.

5.13 In the event of a negative decision, the education organization has the right to appeal against the decision of the Accreditation Council in the manner stipulated in the Regulations of the IAAR Accreditation Council and the legislation of the Republic of Kazakhstan.

6 Follow-up procedures

6.1 In case of non-fulfillment of the IAAR requirements in relation to the organization of education, the Accreditation Council has the right to take the following decisions:

- temporarily suspend the validity of accreditation of the education organization;

- revoke the accreditation of the educational organization by excluding it from the National Registry. 3 which may entail the cancellation of all achieved earlier results of accreditation and the obligation to go through all stages of accreditation anew in the event that the applicant declares its desire to go through the accreditation again.

6.2 Post-accreditation monitoring is carried out in the case of accreditation for a period of 3 and 5 years based on the table below.

Duration of the accreditation term	3 years	5 years
Periodicity of interim reports and review visit	One time in 1,5 years	One time in two years

In the event, the educational organization is accredited for a period of 1 year, within this period it takes a decision on re-accreditation.

7 Standard "Vision, Mission and Strategy"

7.1 General provisions

7.1.1 The implementation of EP is determined by its goals and development plan.

7.1.2. The implementation of EP should fully comply with the legislation of the Republic of Kazakhstan in the field of education, including the SCES of the RK.

7.1.3 The evaluation of this standard is based on:

7.1.3.1 analysis of the valid development plan of EP, plans and monitoring system for its implementation;

7.1.3.2 analysis of information resources and information dissemination processes about the development plan of EP;

7.1.3.3 analysis of minutes of the collegiate bodies of management, director orders and management's reports;

7.1.3.4 compliance analysis of professional qualifications of top management of the TVE organization and distribution of the job responsibilities;

7.1.3.5 interviewing, questioning of the teaching staff, employees, students, employers and other stakeholders.

7.2 Evaluation criteria

7.2.1 Organization of the TVE demonstrates the development of the EP's development plan, its orientation to meet the needs of the state, employers, stakeholders and students.

7.2.2 The organization of TVE should ensure the adequacy of the development plan for the EP to the available resources, the demands of the labor market and the educational policy of the Republic of Kazakhstan.

7.2.3 The TVE organization should involve representatives of stakeholder groups, including students, teachers and employers, to the formation of the EP's development plan.

7.2.4 TVE Organization shows the transparency of the formation processes of the EP's development plan. The TVE Organization provides information awareness among stakeholders about the content of the EP's development plan and the processes of its formation.

7.2.5 The TVE organization should determine the mechanisms for the formation and regular revision of the EP's development plan and monitoring of its implementation.

7.2.6 The TVE organization systematically collects, accumulates and analyzes information on the EP's implementation and conducts self-evaluation in all areas, develops and revises the development plan of EP.

7.2.7 The development plan of EP is subjected to public discussion with representatives of all stakeholders, on the basis of proposals and amendments, which the authorized collegial body of the TVE organization is making changes to the draft.

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

7.2.9 The management of the EP shall include:

- 7.2.9.1 management of activities through processes;
- 7.2.9.2 planning, development and continuous improvement mechanisms;
- 7.2.9.3 monitoring, including the creation of reporting processes, allowing to determine the dynamics in the activities and implementation of plans;
- 7.2.9.4 analysis of the effectiveness of changes;
- 7.2.9.5 evaluation of the effectiveness and efficiency of the structural units and their interaction.

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

7.2.11 The organization of the TVE should demonstrate a clear determination of those responsible for business processes, an unambiguous distribution of the duties of the staff, the delineation of the functions of the collegial bodies participating in the implementation of the EP.

7.2.12 The organization of the TVE should demonstrate the procedure for approving, periodical reviewing (revision) and monitoring of educational programs and documents governing this process.

7.2.13 The organization of the TVE should ensure the availability and effective functioning of the information and feedback system that is oriented to learners, employees and stakeholders.

7.2.14 Management of EP should demonstrate the successful operation of the quality assurance system, including design, management and monitoring, its improvement and decision making based on facts.

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

7.2.16 The organization of the TVE should demonstrate the availability and evidence of intensive use of the statistical collection and analysis system in the management processes of EP.

7.2.17 The management of EP should ensure measurement of the satisfaction degree of the needs of the teaching staff, personnel and students and demonstrate evidence of addressing the deficiencies found in the measurement process.

7.2.18 Management of EP should demonstrate the evidence of openness and accessibility of EP to students, teachers, parents.

8 Standard "Specifics of educational program"

8.1 General provisions

8.1.1 The implementation of the educational program is aimed at forming the basic and professional competencies of future specialists, corresponding to the sectoral framework of qualifications and professional standards.

8.1.2 Educational programs envisage the possibility of taking into account the personal needs and abilities of students.

8.1.3 The quality of educational programs is evaluated based on the following:

8.1.3.1 analysis of curricula, timetables and other internal documents regulating the implementation of educational programs;

8.1.3.2 analysis of teaching methods;

8.1.3.3 interviewing and questioning of students, teaching staff and stakeholders;

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

8.1.3.5. analysis of methodological evaluation of students' knowledge.

8.2 Evaluation criteria

8.2.1 The organization of TVE should demonstrate the existence of the developed graduate models of the educational program, including knowledge, skills, basic and professional competencies, personal qualities.

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

8.2.3 The organization of the TVE should determine the content, scope, logic of the interconnection of the academic disciplines, as well as the influence of disciplines and professional practices on the formation of the professional competence of graduates.

8.2.4 The management of the EP should demonstrate the professional context in the content of the training disciplines.

8.2.5 The EP's management should demonstrate the existence of an effective balance between theoretical and practice-oriented disciplines.

8.2.6 The list and content of the disciplines should be accessible to the students. Disciplines should exhaustively cover all issues, problems in the field taught.

8.2.7 In the structure of the educational program, various types of activities should be envisaged, the content of which should contribute to the development of the professional competencies of students taking into account their personal peculiarities.

8.2.8 An important factor is the renewability of educational programs, taking into account the interests of employers.

8.3 Individualization of the EP

8.3.1. The management of the EP should ensure equal opportunities for students regardless of the language of instruction.

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

8.3.3 Management creates the conditions for effective development of the EP.

8.3.4 Management should demonstrate the use of the advantages, individual characteristics, needs and cultural experiences of students in the implementation of the EP.

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

8.3.6 The management of the PM must prove the availability of a monitoring

system for student achievement.

8.4 Evaluation of the students' performance

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

8.4.2 The management of the EP should ensure the objectivity of the knowledge assessment and the degree of students' professional competence, the transparency and adequacy of tools and mechanisms for their evaluation.

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

8.4.4 The management of the EP should test students' knowledge when starting the course and studying the academic disciplines.

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

8.4.6 The management of the EP should ensure that learners develop skills for continuous education at the following educational levels.

8.5 Teaching Methodology

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

8.5.2 During the implementation of the educational program, the independent work of the student should be monitored.

8.5.3 The EP's management should ensure that students have the opportunity to take internships in their specialty and monitor satisfaction of students, managers, enterprises – internship places and employers.

8.5.4 The management of the EP should ensure that the results of practical achievements of teachers are incorporated in the educational process.

9 Standard "Teaching staff and Teaching Effectiveness"

9.1 General provisions

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

9.1.1.1 defines responsibilities, job accountabilities and qualification requirements;

9.1.1.2 contains activities aimed at developing and improving the skills of the teaching staff, administrative and management personnel as well as employees of the TVE organization;

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

9.1.1.4 ensures functioning of mechanisms for employees motivation, adaptation of new employees, attestation and application of disciplinary measures to

employees, procedures for their dismissal;

9.1.1.5 contains the principles of ethical conduct of personnel.

9.1.2 Evaluation of compliance with the criteria of this standard is carried out on the basis of:

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

9.1.2.2 interviewing the teaching staff, personnel and management;

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

9.2. Evaluation criteria

9.2. Evaluation criteria

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

9.2.2 The management of the EP should motivate the teaching staff to constantly apply innovations in the educational process.

9.2.3 Management should demonstrate the compliance of the teaching staff potential to the specificity of educational programs.

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

9.2.5 The management of the EP should ensure monitoring of the activities of the teaching staff, systematic assessment of the competence of teachers, and an integrated assessment of the quality of teaching.

9.2.6 The workload of teachers should include various activities. The management of the EP should demonstrate the evidence of the teachers' fulfillment of all types of planned workload.

9.2.7 The management of the EP should ensure targeted actions to develop the competences of young teachers.

9.2.8 The EP's management should demonstrate the mechanisms for stimulating professional and personal development of teachers and workers.

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

9.2.10 Management of EP should demonstrate the IT competence of the pedagogical team, the use of innovative methods and forms of training.

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

10 Standard "Students"

10.1. General provisions

10.1.1 The management of EP should demonstrate the policy of forming students' population.

10.1.2 The evaluation of this standard is carried out on the basis of:

10.1.2.1 analysis of internal regulatory documents governing the educational process;

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

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

10.1.2.4 questioning and interviewing of students.

10.2 Evaluation criteria

10.2.1 The organization of the TVE should demonstrate the policy of forming population of students and the transparency of its procedures.

10.2.2 The organization of the TVE should provide an opportunity for students to practice in the specialty (qualification) and monitor the satisfaction of students, managers of enterprises - places of practice and employers.

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

10.2.4 An important factor is the availability of support for gifted learners.

10.2.5 The organization of the TVE should apply the maximum amount of efforts to provide graduates with employment and keep in touch with the graduates.

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

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

10.2.8 The management of the EP should provide an opportunity for learners to exchange and express opinions.

10.2.9 The EP's management should establish a mechanism for monitoring the satisfaction of students with the activities of the TVE organization as a whole and with individual services in particular.

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

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

11.1 General provisions

11.1.1 The continuous improvement of material and technical, as well as information resources is a factor of the education quality assurance.

11.1.2 The training environment, including material, technical and information resources, must correspond to the aims of educational programs.

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

11.1.4 Evaluation of the quality of material, technical and informational resources in the implementation of the EP on the basis of:

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

11.1.4.2 surveys of the material, technical and information resources of the

TVE organization, interviewing and questioning of students, teaching staff and stakeholders.

11.2 Evaluation criteria

11.2.1 The management of the EP should ensure that the maximum number of structured, organized information on the subjects taught is available to students: for instance, presentation materials, lecture notes, compulsory and additional literature, practical assignments, etc.

11.2.2 The training equipment and software used to develop educational programs should be similar to those used in the relevant industries and meet safety requirements for operation.

11.2.3 The organization of the TVE creates a learning environment conducive to the formation of a professional competence and taking into account the individual needs and opportunities of students.

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

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

11.2.6 An educational environment should be established in the TVE organization, which includes:

11.2.6.1 Technological support for students and teachers in compliance with the specifics of the EP;

11.2.6.2 Academic accessibility - students have access to personalized educational resources;

11.2.6.3 Academic consultations – there are individual educational resources available to assist students;

11.2.6.4 vocational guidance - students have access to personalized educational resources that assist in the selection and achievement of career paths;

11.2.6.5 the necessary number of classrooms equipped with modern technical training facilities corresponding to the sanitary and epidemiological standards and requirements³⁸;

11.2.6.6 the necessary number of computer classes, reading rooms, multimedia, language and methodical offices, the number of seats;

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

11.2.6.8 free access to educational Internet resources.

11.2.7 The management of the EP should determine the extent to which information technology is introduced into the educational process, monitor the use and development by the members of the teaching staff of innovative teaching technologies, including those based on ICT.

11.2.8 The management of the EP should demonstrate the availability of a web resource reflecting the information which characterizes EP.

12 Standards by specific specialties

12.1 General provisions

12.1.1 Standards for specialized accreditation will differ to some extent depending on which particular specialties are accredited.

12.1.2 Standards for specific skill groups represent the fundamental principles of program organization and emphasize the importance of adequately sharing the learning load between theory and practice within the program, the need for diverse practical experience.

12.1.3 The process of self-evaluation must take into account the diversity of the specificities of the accredited specialties, but also the qualifications of the graduates upon graduation.

12.2 Evaluation criteria

12.2.1 Education

12.2.1.1 Educational programs in the field of "Education", such as "Pre-school education and training", "Organization of educational work (by levels)", "Primary education", etc. should meet the following requirements:

12.2.1.2 The management should demonstrate that the alumni have a program of practical knowledge in the field of psychology and communication skills, analysis of personality and behavior, methods of preventing and resolving conflicts, motivating learners;

12.2.1.3 Management should demonstrate the literacy of program graduates in the field of information technology, in accordance with the education requirements, the wide use of information and communication technologies in education organizations;

12.2.1.4 Management should demonstrate that the learning programs include disciplines that train to organize educational process, innovative methods of teaching and its planning, incl. interactive teaching methods;

12.2.1.5 The EP's management should demonstrate the ability of the learners to develop self-study skills.

12.2.1.6 The management should demonstrate that it has a clear, based on analysis and facts view about the specialties (qualifications) and skills in certain specialties that are in demand in the market, as well as the approximate number of specialists required in the market for taught profession and ensure examples of successful employment of the majority of graduates in the specialty (qualification) in the first six months after the completion of training.

12.2.2 Social sciences, services, economics, business and law

12.2.2.1 Educational programs in the areas of "Service, Economics and Management", "Law", such as "Law Enforcement", "Patenting" (by industry)", "Tourism (by industry)", "Catering", "Social work", "Marketing (by branches)", "Finance" (by branches), etc. should comply with the following requirements: the management of the EP must guarantee the access of students to the modern and most up-to-date data (statistics, news, scientific results) in paper editions (newspapers, statistical data collections, textbooks) and electronic media.

12.2.2.2 The EP in the areas of "Social Sciences, Economics and Business",

as well as "Law" should also meet the following requirements:

12.2.2.2.1 objectives and the results of the EP should be aimed at providing learners with specific skills required in the labor market;

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

12.2.2.2.3 The EP should include a significant number of disciplines and activities aimed at providing students with practical experience in applying theoretical knowledge, such as production practice, training in enterprises, participation in lectures and master classes of practicing specialists, etc.

12.2.3 Natural and technical sciences

12.2.3.1 Educational programs in the technical fields, such as "Metallurgy and machine building", "Communication, telecommunications and information technology", "Production, installation, operation and repair (by industry)", "Communication, telecommunications and information technology", etc. should comply with the following requirements:

12.2.3.1.1 In order to familiarize learners with the professional environment and relevant issues in the field of specialization, as well as to acquire skills through theoretical training, the education program should include disciplines and activities aimed at gaining practical experience and skills in the specialty as a whole and majoring disciplines in particular, including:

- site visits to enterprises in the field of specialization (factories, workshops, research institutes, laboratories, etc.),

- individual lessons or complete courses on specialization of enterprises, - the use of workshops for practical training, solving practical problems of relevance at companies in the field of EP's specialization, etc.

12.2.3.1.2 The teaching staff involved in the EP shall include practitioners who have experience working at enterprises in the field of EP's specialization.

12.2.4 Art

12.2.4.1 Educational programs in the field of "Arts and Culture", such as "Social and cultural activities and folk art (by specialization)", "Instrumental performance and musical art of the variety (by type)", "Painting , sculpture and graphics (by type)", "Theory of Music", etc., should meet the following requirements:

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

12.2.4.1.2 The EP's management should demonstrate the skills of self-learning and self-development, ability to work in the field of art.

12.2.4.3 The EP should include the maximum possible number of disciplines and activities in which the skills are taught individually or in small groups, for instance, master classes of honored persons in the field of specialization;

12.2.4.4 The management of the EP shall organize for the trainees the

maximum possible number of events that facilitate the demonstration of students, acquired creative skills, for instance, concerts and exhibitions;

12.2.4.5 The EP should help enrich the creative experience in different types of practical activities specific to the specialty.

12.2.4.6 In order to familiarize learners 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 EP should include disciplines and activities aimed at obtaining practical experience and skills in the specialty in general and in the relevant disciplines in particular, including:

- site visits to enterprises in the field of specialization (museums, theaters, design bureaus, etc.),
- some classes or whole courses taught at the specialization enterprise,
- seminars to solve practical problems relevant to enterprises in the field of specialization, etc.

12.2.4.7 An important factor within the framework of the EP is the availability of a peer review mechanism for the creative examination of students.

13 Procedure for introducing amendments and additions

14.1 Changes and additions are made to the current accreditation standards in order to further improve them.

14.2. The introduction of amendments and additions to the standard is carried out by the IAAR.

14.3 In case of initiating amendments and additions to existing standards by educational organizations and other interested bodies, proposals and remarks are sent to IAAR.

14.4. The IAAR carries out an examination of the proposals and comments received on their validity and appropriateness based on the established procedure.

14.5. Amendments and additions to the current accreditation standards after their endorsement are approved in the new edition by an order of the IAAR director or in the form of a brochure-leaflet to the current standard.

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