

**INDEPENDENT AGENCY FOR QUALITY ASSURANCE IN
EDUCATION (IQAA)**



**STANDARDS FOR INSTITUTIONAL ACCREDITATION
OF TECHNICAL AND VOCATIONAL EDUCATIONAL
ORGANIZATION**

GENERAL PROVISIONS

ASTANA 2017

PREFACE

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INTRODUCTION

Standards and criteria for institutional accreditation of technical and vocational educational organizations (TVET organizations) are developed in accordance with the "On education" Law of the Republic of Kazakhstan, the new edition of European standards and guidelines (ESG), the requirements of the Turin process, international practice on institutional accreditation and audit of TVET organizations.

Standards and criteria of institutional accreditation are intended for internal quality assurance of TVET organizations.

Standards and criteria for internal quality assurance of TVET organizations are based on four key principles of ESG.

1. The organization of technical and vocational education is fully responsible for the quality of educational services and the quality assurance.
2. Quality assurance corresponds to a variety of systems of organizations of technical and vocational education, educational programmes and students.
3. Quality assurance supports the development of a quality culture.
4. Quality assurance takes into account the needs and expectations of students, all other stakeholders and society.

These principles correspond to the activities of organizations of technical and vocational education and the state policy in the field of technical and vocational education in the Republic of Kazakhstan.

The development of standards for institutional accreditation of technical and vocational education was carried out using the principles of modern management.

Issues of mission, strategic planning, leadership and management of educational institutions, their organizational structures and interaction with the outside world occupy a key place in the system of standards and criteria for institutional accreditation.

In developing the standards and criteria of institutional accreditation of TVET organizations are considered: the State program of education development of the Republic of Kazakhstan for 2011-2020, the 2020 Program of employment, policy and strategy of the Republic of Kazakhstan in the development of technical and vocational education, experience of famous European accreditation agencies, the American practice of regional agencies in the development and use of standards of institutional accreditation of the organizations of education.

STANDARDS AND CRITERIA FOR INSTITUTIONAL ACCREDITATION

General provisions

Date of introduction

1. AREAS OF APPLICATION

1.1 These standards and criteria for institutional accreditation (hereinafter standards) are developed in accordance with the "On education" Law of the Republic of Kazakhstan, article 9-1, paragraph 3 and establish regulatory requirements for standards and criteria for institutional accreditation.

1.2 Standards are applied during the procedure of institutional accreditation of organizations of technical and vocational education.

1.3 Provisions of the Standard are applied by the organizations of technical and professional education of the Republic of Kazakhstan irrespective of their status, organizational and legal forms, forms of training and departmental subordination.

Standards can also be used:

- a) for internal and external evaluation (audit) of technical and vocational education organizations;
- b) developers of the relevant normative documentation.

2. REGULATORY REFERENCES

The Standard refers to the following normative documents:

2.1 Message of the President of the Republic of Kazakhstan N. A. Nazarbayev to the people of Kazakhstan "Kazakhstan's way-2050: common goal, common interests, common future". - Astana, January 17, 2014.

2.2 Message of the President of the Republic of Kazakhstan N. A. Nazarbayev to the people of Kazakhstan "Nurly Zhol - the way to the future". - Astana, November 11, 2014.

2.3 Strategic development plan of the Republic of Kazakhstan until 2020, approved by the decree of the President of the Republic of Kazakhstan No. 922 dated February 1, 2010.

2.4 The State program of development of education of the Republic of Kazakhstan for 2011-2020 approved by the decree of the President of the Republic of Kazakhstan No. 1118 of December 7, 2011.

2.5 Resolution of the government of the Republic of Kazakhstan dated February 11, 2011 No. 130 "Action Plan for 2011-2015 on the implementation of the State program of education development of the Republic of Kazakhstan for 2011-2020".

2.6 2020 Employment program, approved by the Decree of the Government of the Republic of Kazakhstan dated "31" March 2011 № 316.

2.7 "On education" Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III (as amended as of 21.07.2015).

2.8 "On technical regulation" Law of the Republic of Kazakhstan dated November 9, 2004 No. 603-II SAM (as amended from 16.02.2012).

2.9 Standards and guidelines for quality assurance in the European Higher Education Area (ESG) (new edition) (Approved at the Yerevan conference of Ministers of education on 14-15 may 2015).

2.10 Guidelines for the use of ECTS (European credit transfer and accumulation system). - European Union publications office, 2015, ISBN 978-92-79-43562-1 (Approved at the Yerevan conference of Ministers of education on 14-15 may 2015).

2.11 State compulsory standard of technical and vocational education (Approved by the government of the Republic of Kazakhstan Dated August 23, 2012 No. 1080).

3. ABBREVIATIONS AND ACRONYMS

The following designations and abbreviations are used in these standards:

MES RK – Ministry of science and education of the Republic of Kazakhstan;

IQAA – Independent agency for quality assurance in education;

TVET – technical and vocational education.

4. GENERAL PROVISIONS

4.1 The accreditation Procedure of TVET organizations is carried out in accordance with the "On education" Law of the Republic of Kazakhstan.

4.2 Institutional accreditation of TVET organizations is based on Standards:

Standard 1. Mission, strategic planning and quality assurance policy;

Standard 2. Management and information management;

Standard 3. Students, student-centered learning, teaching and performance assessment;

Standard 4. The admission of students, learning outcomes, recognition and qualification;

Standard 5. Educational programmes: development, effectiveness, continuous monitoring and periodic evaluation;

Standard 6. Teaching staff and teaching effectiveness;

Standard 7. Scientific and methodological work (creative activity);

Standard 8. Public awareness;

Standard 9. Student resources and support services;

Standard 10. Periodic external quality assurance and follow-up procedures.

4.3 the Decision on the accreditation of educational institutions was adopted by the Accreditation Council of IQAA.

4.4 IQAA's Accreditation Council is composed of representatives of educational institutions, employers, students, experts, non-governmental organizations and the public.

5. MAIN OBJECTIVES OF IMPLEMENTATION OF STANDARDS AND CRITERIA OF INSTITUTIONAL ACCREDITATION

5.1 Main objectives of the implementation of standards and criteria for institutional accreditation are:

5.1.1 Implementation of the national model of accreditation of TVET organizations harmonized with the international practice of quality assurance in education;

5.1.2 Establishment of high quality standards of educational organizations of the Republic of Kazakhstan, professional and educational programmes to improve the competitiveness of the national system of TVET;

5.1.3 Assistance and support to TVET organizations in developing and improving internal quality assurance systems that meet the requirements of a rapidly changing external environment;

5.1.4 Promotion of a culture of quality in TVET organizations;

5.1.5 Promotion of governance improvement and management in TVET organizations;

5.1.6 Promotion of continuous improvement of the quality in education;

5.1.7 Accounting and protection of the company's interests and consumer rights by providing reliable information on the quality of educational services;

5.1.8 Maintenance of constant innovations in the educational process and research;

5.1.9 Public dissemination of information about educational institutions that have passed accreditation.

6. PRINCIPLES OF INSTITUTIONAL ACCREDITATION OF TVET ORGANIZATIONS

6.1 Presented standards of quality assurance in education are based on the following principles:

6.1.1 Voluntariness. The procedure for accreditation of TVET organizations is carried out on a voluntary basis;

6.1.2 Responsibility for the quality of technical and vocational education. The main responsibility for the quality of education rests with the organization.;

6.1.3 Objectivity, transparency and independence of external evaluation of TVET organizations from third parties (state bodies, TVET organizations and public organizations);

6.1.4 Confidentiality of the use of information provided by the NCAA and the TVET organization;

6.1.5 Public awareness of the country and abroad on accredited TVET organization is performed by the reporting Agency to the MES and by posting on the IQAA's web site.

7. DECISION MAKING OF THE ACCREDITATION COUNCIL

7.1 Decision making of the Accreditation Council is based on the self-evaluation report, the review report of the external experts, the conclusion of the Agency, and the Regulation on decision making on accreditation of educational programmes.

7.2 A positive report of the expert group and the conclusion of the Agency are an obligatory prerequisite for a positive decision of the Accreditation Council.

7.3 Decision-Making is carried out on the basis of criteria approved by the Accreditation Council.

7.4 The Accreditation Council makes one of the following decisions:

- Accreditation for the full term (5 years);
- Accreditation with a condition for a period up to 3 years (partial accreditation);
- Denial of accreditation.

7.5 In case of a positive decision of the Accreditation Council on accreditation, IQAA issues the educational institution a certificate of specialized (programme) accreditation for a period of five years.

7.6 In the event of accreditation with the condition, in 1-3 years the Agency representatives conduct a revision on the question of eliminating the remarks (site visit to the educational institution). After confirmation of eliminating the remarks, the accreditation validity period is extended to 5 years (in conjunction with the term of accreditation with the condition). The educational institution concerned shall cover the

costs of an additional revision.

7.7 In case of a positive decision, the decision on accreditation of TVET organization is forwarded to the Ministry of Education and Science of the Republic of Kazakhstan and is published on the website of the IQAA www.iqaa.kz.

7.8 In the event of a negative decision, the TVET organization can re-apply for accreditation, but not earlier than one year after receiving a negative decision.

8. STANDARDS AND CRITERIA FOR INSTITUTIONAL ACCREDITATION

STANDARD 1. MISSION, STRATEGIC PLANNING AND QUALITY ASSURANCE POLICY

1.1 General provisions

1.1.1 TVET organization should have a clear, clearly formulated mission in the context of the national system of education, which explains the purpose of this educational organization, the set goals and objectives.

1.1.2 The Strategic plan for the development of TVET organization should reflect the context of the state policy in the field of education, and its target indicators should be measurable and aimed at achieving the goals and objectives of the TVET organization, as well as the education system as a whole.

1.1.3 Quality assurance policies and processes should support the development of a quality culture. All team members should take responsibility for quality and participate in the development and internal quality assurance system.

1.2 Evaluation criteria of the mission and strategic planning

1.2.1 Compliance of the mission with the current management system, its adoption at the Pedagogical Council.

1.2.2 Compliance of the mission, goals and objectives with the available resources, opportunities of the TVET organization and the requirements of the labor market.

1.2.3 Participation of engineering and pedagogical staff, students and staff in the development of mission, goals and objectives.

1.2.4 Objectives of the TVET organization aimed at improving the effectiveness of student education.

1.2.5 Defining the objectives of TVET organization in the context of educational, scientific and social activities of the TVET organization to improve its institutional effectiveness and image.

1.2.6 Availability of the strategic plan of TVET organization development approved at the Pedagogical Council, defining all types of its activities, as well as action plans for the medium and short-term periods for the implementation of this strategy. Compliance of the strategic plan with the mission, goals and objectives of TVET organization.

1.2.7 Compliance of the strategic plan with material resources and intellectual

assets of TVET organization, focus on meeting the needs of students, engineering and pedagogical staff and staff.

1.28 Systematic evaluation of the effectiveness, goals and objectives of the educational organization.

1.29 The allocation of resources is carried out in accordance with the strategy of TVET organization development to achieve the stated mission.

1.2.10 Analysis and evaluation of the competitive position of TVET organization in the market of educational services.

1.2.11 Presence of SWOT-analysis of the internal environment of the TVET organization.

1.3 Evaluation criteria of the quality assurance policy

1.3.1 Ensuring policies to support academic integrity, protect against any kind of intolerance and discrimination against students or staff.

1.3.2 TVET organization has a policy in the field of internal quality assurance system: the procedure for its adoption and approval.

1.3.3 Compliance of the quality assurance policy with the strategic plan, mission, goals and objectives of TVET organization.

1.3.4 Organizational aspect of the internal quality assurance system, the main characteristics of the quality culture and values of the TVET organization, the level of formation of the quality culture and values of the TVET organization.

1.3.5 Participation of administration, engineering and pedagogical staff in the implementation (formation and maintenance) of the policy of quality assurance of education: responsibilities of faculties, subject-cycle commission and other structural units, as well as management, individual members of staff in the field of quality assurance. Participation of external stakeholders in the implementation of the quality assurance policy.

1.3.6 Ensuring anti-corruption in TVET organization, the availability of anti-corruption measures, the availability of TVET organization management for engineering and pedagogical staff and students, the flexibility to respond to requests.

1.3.7 Assessment of the degree of policy implementation in the field of quality assurance is adequate to the directions of the strategic plan, material resources and intellectual assets of TVET organization, focus on meeting the needs of students, engineering and pedagogical staff and staff.

1.3.8 Efficiency and systematic use of evaluation results to improve and adjust long-term directions of development, setting new goals in accordance with changes in environmental conditions.

STANDARD 2. MANAGEMENT AND INFORMATION MANAGEMENT

2.1 General provisions

2.1.1 TVET organization should have a management system aimed at implementing its strategy, achieving its mission, goals and objectives. The management system of the TVET organization should be based on the competencies

of educational institutions established by the “On education” Law of the Republic of Kazakhstan.

2.1.2 Management at the TVET organization should be based on the principles of the quality management system: leadership of the head, information management, process and system approaches, involvement of employees, continuous improvement, orientation to students and stakeholders. In addition, it is necessary to implement the principles of corporate governance, providing for the separation of powers and responsibilities between management.

2.1.3 For effective management, TVET organization should carry out information management: to systematically collect, accumulate and analyze information about its activities and to assess its strengths and weaknesses (SWOT analysis), on the basis of which the management and management bodies (Board of Trustees, Pedagogical Council) determine the policy of quality assurance, develop strategic and operational plans, disseminate information for effective management.

2.2 Evaluation criteria of the management

2.2.1 Reflection of the management system and organizational structure of TVET organization in the documents (Charter, regulations on the organizational structure of TVET organization, etc.).

2.2.2 Completeness of coverage of competences of the organization of education established by the "On education" Law of the Republic of Kazakhstan in functional duties of heads and structural divisions of TVET organization.

2.2.3 Compliance of the organizational, functional and staff structures of TVET organization with its mission, goals, objectives and policies in the field of quality assurance.

2.2.4 The system of evaluation of the pedagogical Council, departments, subject-cycle commission, other structural units.

2.2.5 Presence and functionality of guidance documents on structural units, their powers and responsibilities to ensure effective management (internal regulations, regulations, job descriptions, etc.).

2.2.6 Compliance of the human resources management policy with the strategic goals and objectives of TVET organization.

2.2.7 Compliance of staff qualifications of structural units with management tasks.

2.2.8 Effectiveness of the system of certification, motivation and evaluation of staff to achieve strategic goals and objectives.

2.2.9 Participation of engineering and pedagogical staff, staff and students in the management of TVET organization.

2.2.10 Conflict of interest and relationship resolution policy.

2.2.11 Study and approval of the allocation of financial resources of TVET organization (budget of TVET organization).

2.2.12 Compliance of standards with business ethics, existence and implementation of the code of honor of the head, the teacher, the employee.

2.2.13 Presence of electronic document management.

2.3 Evaluation criteria of the information management

2.3.1 Making optimal management decisions in TVET organization on the basis of the established system of collection, analysis and evaluation of information on activities, including the following data:

- ✓ key performance indicators (KPIs);
- ✓ structure of the student body in the context of specialties and courses of study;
- ✓ the academic performance of students, their success and the proportion of discharged;
- ✓ methods and periodic assessment of student satisfaction with programmes and disciplines;
- ✓ periodic assessment of staff satisfaction with working conditions, management system, available resources, etc.;
- ✓ assessment of the availability of resources for student learning and support;
- ✓ employability of graduates, communication with them, monitoring of their career.

2.3.2 Assessment of management decisions made by management on the basis of analysis and study of information on the effectiveness of educational programmes, the effectiveness of research, social needs of students, faculty and staff, the resource support of TVET organization.

2.3.3 Periodic analysis of the information received, if necessary, revision of methods of collection, their compliance with current trends and needs of TVET organization.

STANDARD 3. STUDENTS, STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

3.1 General provisions

3.1.1 The educational activity of TVET organization should be based on the academic policy, which is aimed at meeting the needs of different categories of students: on an educational grant, on a paid basis, at the expense of other organizations; with limited opportunities (physical and / or material).

3.1.2 TVET organization should provide student-centered learning and teaching, which play an important role in stimulating student motivation to learn and actively participate in the learning process.

3.1.3 TVET organization should conduct systematic monitoring of the quality of student knowledge, the results of which should be used to improve the educational process, educational technologies, teaching methods, content of educational programmes and assessment tools.

3.2 Evaluation criteria of the student-centered learning

3.2.1 Academic policy of TVET organization, characteristics of its elements and tools aimed at student-centered learning.

3.2.2 TVET organization's policy of supporting the diversity of students and their

needs.

3.2.3 Providing students with various types of manuals (reference guide, internal regulations, mode of operation of various services, the order of payment for education; policies and procedures for assessing the educational achievements of students; information about educational programmes, programs of educational and industrial practices, etc.).

3.2.4 Availability of documents explaining the basic policy of the TVET organization, intended for students (location of information materials: educational and methodical complexes on registration of results of educational and industrial practices, schedules of study sessions, etc.); academic regulation (requirements for exams), rules and procedures for registration for academic disciplines, rules of credit and credit transfer, procedures for expressing complaints and appeals (including academic integrity).

3.2.5 Presence of catalogs of educational programmes (including the catalog of elective disciplines) available to students.

3.2.6 Student satisfaction with the quality of education and academic support.

3.2.7 Presence of procedures for handling student complaints.

3.2.8 Student honor code, knowledge and compliance of its principles and provisions by all students.

3.3 Evaluation criteria of the student-centered teaching

3.3.1 Academic policy of TVET organization, characteristics of its elements and tools aimed at student-centered teaching.

3.3.2 Consideration of the interests of students with simultaneous and appropriate guidance and assistance from the teacher. Providing advice and assistance to students in choosing elective classes.

3.3.3 Use of different forms of teaching (where possible) and a variety of teaching methods.

3.3.4 Evidence of changing the learning process in the TVET organization, representing the new position of the faculty: from the transfer of ready information to the position of organizer of the active and independent acquisition of students required competences, like consultant in such a process, the use of the following innovative learning technologies: information and communication, interactive, case-study etc.

3.3.5 Having systematic and consistent work with students from 1st year to graduation to ensure progress in their academic careers.

3.3.6 Presentation of evidence in changing the academic environment of TVET organization, promoting mutual respect in the "Student-teacher", "Student-employee" relationships, academic integrity of students and teachers.

3.3.7 Presence of work on academic support of students who do not cope with academic requirements (additional counseling or conducting additional classes), the Institute of curators and mentors.

3.4 Evaluation criteria of the students' learning outcomes

3.4.1 Evidence of the presence and effectiveness of the system of internal

quality assurance of education, including the current monitoring of students' progress, including final control, intermediate and final certification of students.

3.4.2 Presence of criteria and assessment methods available to students (publication on the website or in the guide book).

3.4.3 Compliance of the students' knowledge assessment system with the principles of clear generally accepted evaluation criteria, objectivity, fairness and transparency.

3.4.4 Assessment rules should include consideration of mitigating circumstances.

3.4.5 There should be a formal procedure for appealing the results of the examination.

3.4.6 TVET organization should provide the presence of approved and standardized tests and examination tickets for the disciplines of educational programmes (if necessary practical tasks for exams in special disciplines) offered by the educational organization.

3.4.7 The TVET organization should provide samples of student works (abstracts, term papers, theses (projects) with different levels of performance) available to students for self-evaluation.

3.4.8 Presence in the organization of type of works on an assessment of degree of borrowing by students in term papers, diploma works and projects (system of check on the program "Anti-plagiarism", etc.).

3.4.9 Results of final certification of graduates (assessment of quality of the provided final works).

STANDARD 4. THE ADMISSION OF STUDENTS, LEARNING OUTCOMES, RECOGNITION AND QUALIFICATION

4.1. General provisions

4.1.1 Policy and marketing of admission of students, career guidance work of TVET organization.

4.1.2 Presence and use of the same published rules for the entire period of student education: admission, study, assessment rules, transfer from course to course, recognition and qualification, assessment of professional readiness and qualification.

4.1.3 Presence of procedures and tools for collection, monitoring and follow - up based on student body and performance information.

4.1.4 The procedure for awarding an academic degree and qualification, registration of documents of graduates.

4.2 Evaluation criteria of the documentation

4.2.1. Policy and marketing to attract target groups to the educational programmes, including the required number of students.

4.2.2. TVET organization has to provide proof of availability of documentation all the rules of "the life cycle of students" for all students (distribution of published

materials, including on the website), events for orientation and adaptation of first-year students and students in TVET organization, to educational organization and training conditions. Criteria and conditions of admission of students to TVET organization. Providing examples of uniform rules: admission, training, assessment rules, transfer from course to course, recognition and qualification for students of all faculties and specialties.

4.3 Evaluation criteria of the information collection and monitoring of students and their performance

4.3.1 Presentation of statistical indicators of the formation of the student body: the number of applications; minimum / maximum score of applicants; the number of applicants from rural / urban schools; winners of international, National Olympiads and competitions of scientific projects; the average score of the unified national test, comprehensive testing enrolled in the 1st year and the number of accepted holders of "Altyn belgi" (based on the 11th grade).

4.3.2 Statistical indicators for the last 5 years on the contingent of students in the context of courses and specialties (number of students studying under the state educational order and on a contractual basis, forms of education, profiles of training of specialists, foreign students, categories of students: orphans; children left without parental care; children from low-income families; children with disabilities; children whose parents are disabled; children from large families).

4.3.3 Statistical indicators of students' progress in terms of courses and specialties for the last 5 years.

4.3.4 Statistical indicators of students' ability to graduate in the context of specialties.

4.3.5 Statistical indicators on employment of TVET organization graduates as a whole and on specialties, including indicators on employment of the graduates who have continued study in other educational institutions on the basis of the state educational grants and the contractual basis.

4.3.6 Presentation by TVET organization of the annual comparative analysis of the main indicators of contingent of students on the basis of item 4.3.1 and 4.3.2 to make adequate management decisions.

4.4 Evaluation criteria of the student learning outcomes, recognition of training and qualification

4.4.1 Compliance with the procedures for admission of students from other TVET organizations.

4.4.2 Availability and effectiveness of international exchange programmes and internships, if any, under international treaties and projects.

4.4.3 Results of the assessment of professional readiness and qualification conducted by the organization responsible for conducting the assessment of professional readiness and qualification. Issuance of a certificate confirming the level of compliance of the specialist (level of professional competence) qualification requirements.

4.4.4 Issuance of the Diploma Supplement, reflecting the received qualification,

the achieved results of training.

4.4.5 Annual results of the survey on the satisfaction of employers with the quality of training of graduates, including the results of industrial practice, analysis and comparative characteristics for the reporting period.

STANDARD 5. EDUCATIONAL PROGRAMMES: DEVELOPMENT, EFFECTIVENESS, CONTINUOUS MONITORING AND PERIODIC EVALUATION

5.1 General provisions

5.1.1 Educational programmes should be developed based on the requirements of State compulsory standard of education, model curricula, on the basis of professional standards requirements, in compliance with the National qualifications framework.

5.1.2 Content of educational programmes should ensure the use of a competence-based approach based on the development of assessment of students' competencies in the form of basic educational results, the possibility of using modular training.

5.1.3 TVET organization shall constantly monitor, periodically analyze and revise its educational programmes, ensure that the objectives of educational programmes are achieved and that educational programmes meet the growing demands of students, the labor market and society.

5.1 Evaluation criteria of the educational programmes

5.1.1 The existence of procedures for the development, approval and implementation of educational programmes, the nature of the interaction of structural units involved in these processes.

5.1.2 The conformity of educational programmes with the stated objectives, consistent with the mission of the TVET organization, and the requests of employers and students.

5.1.3 The structure and content of educational programmes, the possibility of applying the modular principle of their construction. Practical orientation of the learning process and the correspondence of its level to modern training requirements in the TVET organization.

5.1.4 The presence in the educational programmes of components for preparing for professional activities that develop key competencies, intellectual and academic skills that reflect the changing requirements of society, including the implementation of the Presidential program for mastering three languages: Kazakh, Russian and English.

5.1.5 The level of organization of the optional work of students, the provision of students with the necessary teaching materials.

5.1.6 The presence in the educational programmes of components that form the personal development of students, their creative abilities and social competencies aimed at raising citizenship, intolerance to any violence, and respect for the history of their state, people and all of humanity.

5.1.7 Conformity of educational programmes with the current State Compulsory Education Standard of the Republic of Kazakhstan, in the disciplines of the compulsory component - standard curricula.

5.1.8 The disciplines determined by the TVET organization should reflect the requirements of the modern labor market.

5.1.9 The logical sequence of disciplines and the reflection of the basic requirements in curricula and educational programmes. Intrasubject and intersubject communication of disciplines, implementation of tasks on the practical application of topics, especially in special disciplines.

5.1.10 Quality assurance system for teaching materials that are relevant to the learning objectives.

5.1.11 The leading role of the engineering and pedagogical staff in the development and implementation of educational programmes and ensuring their quality.

5.1.12 The presence in educational programmes of procedures for assessing students' knowledge and their effectiveness.

5.1.13 Social partnership with the labor market. Experience in implementing a dual model with the active participation of business in the training of the TVET personnel. The presence of joint experimental and / or integrated, including international, educational programmes. Existence of external expertise and peer review of educational programmes.

5.1.14 The qualifications obtained because of the development of educational programmes should be clearly shown and should correspond to the level of TVET, the national qualifications framework.

5.1.15 Control methods to ensure the quality of educational programmes.

5.1.16 Monitoring the quality of educational programmes: services, tools and methods. Satisfaction of students with the quality of educational programmes.

STANDARD 6. TEACHING STAFF AND TEACHING EFFICIENCY

6.1 General provisions

6.1.1 Engineering and pedagogical staff of the TVET organization is the main resource of educational activity available to students, so TVET organization should have a personnel policy that establishes clear, transparent and fair recruitment processes, employment conditions and advanced training.

6.1.2 TVET organization must show that it has the engineering and pedagogical staff in accordance with the qualification requirements for licensing educational activities.

6.2 Evaluation criteria of the teaching staff and teaching efficiency

6.2.1 The personnel policy of the TVET organization, which reflects the institutional procedures in relation to engineering and pedagogical staff and personnel (hiring, promotion, reduction, dismissal; rights and obligations, including job

descriptions), its availability for teachers and staff.

6.2.2 Presentation of indicators on the quality of engineering and pedagogical staff (full-time staff, part-time teachers, percentage of teachers with the highest and first category) over the past five years.

6.2.3 The use of policies and procedures to ensure academic integrity, quality of teaching adopted at the pedagogical council, the Code of Honor of the engineering and pedagogical staff, personnel of the TVET organization, posting them for an open review on the website of the TVET organization.

6.2.4 Development of mechanisms and criteria for certification of the engineering and pedagogical staff.

6.2.5 Systematic assessment of the effectiveness and quality of teaching by management and colleagues (open classes, master classes, follow-up visits by the management and mutual attendance of classes, questionnaire of students). Results of the “Teacher through the eyes of students” survey.

6.2.6 Achievement indicators of the engineering and pedagogical staff (the number of teachers who received state and scientific awards, honorary titles, grants from the Ministry of Education and Science of the Republic of Kazakhstan "The best teacher of the TVET organization", etc.).

6.2.7 Availability of requirements for the teaching staff for the development of teaching and methodological complexes, teaching and organization of educational and practical training.

6.2.8 The presence of individual work plans of the engineering and pedagogical staff (pedagogical workload, educational-methodical activity, work-study activity, organizational and methodological activity and supervision, counseling and social work, corresponding to the mission, goals and objectives of the TVET organization).

6.2.9 Clarity and completeness of the annual reports of teachers over the past five years, including a list of textbooks, teaching aids, educational and methodological developments and publications.

6.2.10 The presence of a system of advanced training and professional development aimed at ensuring:

- ✓ usage by teachers of various educational technologies that take into account different categories of students, differentiation of their needs;
- ✓ selection and usage of various pedagogical methods and technologies aimed at reproducing the acquired knowledge in practice, introducing innovations in the educational process;
- ✓ usage of existing testing methods and examinations to assess student progress;
- ✓ advanced training, retraining and internship in accordance with the profile of specialist and on the basis of foreign partners.

6.2.11 Creating favorable conditions for the work of engineering and pedagogical staff and personnel.

6.2.12 The presence of motivation mechanisms for engineering and pedagogical staff and personnel; rewards for high pedagogical skills and dedication, the development of a quality culture.

6.2.13 Participation of engineering and pedagogical staff and personnel in the

public activities of the TVET organization, education of youth and society (the role of engineering and pedagogical staff and personnel in the education system and in the region, etc.)

6.2.14 Mechanisms for the deprivation of the engineering staff and personnel from teaching with a low level of qualification and violation of general ethical standards, the Code of Honor of the teacher.

STANDARD 7. SCIENTIFIC AND METHODOLOGICAL WORK, CREATIVE ACTIVITY

7.1 General provisions

7.1.1 The TVET organization should create the conditions for motivating engineering and pedagogical staff to actively research.

7.1.2 Scientific and methodological work, including in cooperation with industries, creative activity of the TVET organization should be carried out in accordance with the mission, goals and objectives of the TVET organization.

7.1.3 The TVET organization should develop an incentive system for engineering and pedagogical staff to research and publish, and actively involve students.

7.2 Evaluation criteria of the scientific and methodological work

7.2.1 Selection policy of areas of scientific and methodological work, including in cooperation with industries in the field of research, creative activity, compliance with its mission, development strategy of the TVET organization.

7.2.2 Range of research activities: the availability of project studies on the development of scientific and methodological materials and training programmes, including in cooperation with industries; study, selection and implementation in practice of the achievements of science and technology, new teaching technologies.

7.2.3 Statistical indicators of scientific and methodological work, including indicators of cooperation with industries in the field of research, creative activity over the past five years in terms of financing and performance (the presence of patents, copyright certificates, certificates of intellectual property, the publication of monographs, textbooks, scientific articles in national and international publications).

7.2.4 Integration of research results in the educational process of the TVET organization and / or industries. Availability of mechanisms for evaluating the effectiveness of scientific and methodological work and / or creative activities of the TVET organization.

7.2.5 International cooperation in the field of research and the implementation of joint international projects and training programmes (applied undergraduate, experimental joint educational programmes, modern didactic concepts and teaching aids). Participation of the TVET organization in international, national and regional alliances, associations, etc.

7.2.6 Number and level of thematic, scientific and scientific-methodical conferences, seminars and scientific-methodical meetings, exhibitions and

competitions of professional skills in specialties and professions, etc. Participation of engineering and pedagogical staff and personnel in conferences and seminars, exhibitions and competitions, olympiads, festivals etc.

7.2.7 The level of organization and involvement of students in research / creative activity, their participation in olympiads, contests, scientific conferences, publications.

STANDARD 8. RESOURCES AND STUDENTS SUPPORT SERVICES

8.1 General provisions of the standard

8.1.1 Resource support for the TVET organization should be consistent with the stated mission, goals and objectives, and the strategic plan for the development of the TVET organization. Students and engineering and pedagogical staff should be informed on the availability of necessary resources.

8.1.2 The TVET organization should have structures that provide support and advice to students, improve their academic performance and develop life skills in society, and develop tolerant behavior.

8.1.3 Supporting structures should carry out continuous and consistent work with students outside of classes to progress in their studies, provide conditions and support their personal development.

8.2 Evaluation criteria of the financial resources and budget of the TVET organization

8.2.1 The presence of a financial strategy, accounting policy, their compliance with the strategic plan for the development of the TVET organization.

8.2.2 Structure of financial resources of the TVET organization: sources of formation, spending directions, ratio.

8.2.3 Funding allocation for educational activities over the past five years.

8.2.4 Indicators of financial activity of the TVET organization (income by type, expenses by type; average tuition fee) in the context of the last five years.

8.2.5 Indicators of the average salary of the administration, engineering and pedagogical staff and personnel over the past five years, analysis of the dynamics.

8.2.6 Activities of the TVET organization for the provision of paid services in accordance with the Charter and the current legislation of the Republic of Kazakhstan.

8.2.7 Transparency of budget allocation. Financial reporting and the existence of an internal audit system.

8.2.8 The annual external audit of the TVET organization in accordance with international standards and the policy of the management to take corrective actions on the recommendations and comments of the audit.

8.3 Evaluation criteria of the material, technical and information resources

8.3.1 Availability and level of support of the material and technical base corresponding to the mission, goals and objectives of the TVET organization:

- the presence of the required number of classrooms equipped with modern technical training tools, multimedia equipment; training and teaching

laboratories, training and production workshops that are relevant to ongoing educational programmes, sanitary and epidemiological norms and rules;

- the number of computer classes, reading rooms, multimedia, language laboratories and scientific and methodological classrooms;
- the total number of computers requiring replacement, connected to the e-learning system, computers of the latest generation, the number of servers. Percentage of annual renewal of the computers;
- the presence of the printing base and its effectiveness.

8.3.2 Availability and accessibility of high-speed Internet, the required number of the Wi-Fi access points for students, engineering and pedagogical staff and personnel.

8.3.3 The presence of an electronic platform for organizing and supporting the educational process. Resources for informational support of education and TVET organization management.

8.3.4 The availability of a training, educational and methodological base in general education, general humanitarian, socio-economic, general professional and special disciplines of educational programmes, including in the state language and the effectiveness of its use; Updatability of literature funds in accordance with the rules defined by qualification requirements for licensing.

8.3.5 The availability of educational literature on electronic media, the share of electronic educational materials; electronic textbooks developed by the engineering and pedagogical staff of the TVET organization, acquired electronic textbooks. Compliance with their qualification requirements for licensing. Accessibility of electronic textbooks, the fund of the electronic reading room for students.

8.3.6 Availability of electronic catalogs in the library and their availability on the Internet (Intranet); providing access to engineering and pedagogical staff and students.

8.3.7 The number of annual subscription publications on the profile of the TVET organization (domestic and foreign).

8.3.8 Evaluation of the dynamics of the development of material and technical resources and the effectiveness of using the results of the assessment for adjustments in planning and budget allocation.

8.3.9 The frequency of the survey of engineering and pedagogical staff and students on satisfaction with the level of conformity of technical training tools to modern requirements. Analysis of the results of the survey.

8.4 Evaluation criteria of the students support services

8.4.1 The presence in the TVET organization of student support and counseling services aimed at meeting their educational, personal and career needs: libraries, dormitories, canteens, medical rooms, career centers, gyms and clubs that meet the interests of students.

8.4.2 Meeting the needs of various categories of students. The presence of support for students from socially disadvantaged groups, including the social project “Mangilik yel zhastary - industriyaga”.

8.4.3 The presence of a department for the organization of industrial internship, employment and career development of students. Involvement of social partners in the organization and conduct of professional practice, employment of graduates.

8.4.4 Forms of student self-government, their effectiveness and interaction with the structural units of the TVET organization.

8.4.5 Students' participation in the work of public associations, in career guidance work; social and sports activity of students.

8.4.6 The level of professionalism of students support services and the possibility of improving their skills.

8.4.7 The existence of a mechanism for regular evaluation of student support services, continuous monitoring and improvement.

STANDARD 9. PUBLIC INFORMATION

9.1 General provisions of the standard

9.1.1 The TVET organization shall provide information on activities, including educational programmes.

9.1.2 Information should be objective, relevant, accessible and useful to interested parties.

9.2 Evaluation criteria of the public information

9.2.1 Collection, analysis and dissemination of relevant information on the activities of the TVET organization.

9.2.2 Providing information on the conditions of admission, the rules and conditions of student learning, the grading system and current student performance, assigned qualifications by professions, employment and career development of graduates.

9.2.3 Providing information about student support services, including dormitories and other service units.

9.2.4 The systematic work of the TVET organization in public awareness (posting on the website, information newsstands, printed materials). Assessment of the degree of clarity, accuracy and objectivity of information.

9.2.5 Assessment of the availability and usefulness of information on the activities of the TVET organization for applicants and their parents, students, employers and other interested parties.

STANDARD 10. PERIODIC EXTERNAL QUALITY ASSURANCE AND FOLLOW-UP PROCEDURES

10.1 General provisions of the standard

10.1.1 The TVET organization must undergo an external quality assurance procedure in accordance with the IQAA standards on a periodic basis at least once every five years.

10.1.2 Quality assurance should be a continuous process that does not end with

external feedback or a report, or subsequent procedures in TVET organizations.

10.13 After assigning the status of an accredited TVET organization, IQAA conducts post-accreditation monitoring.

10.14 External quality assurance in its various forms should test the effectiveness of the TVET organization's internal quality assurance; act as a catalyst for their improvement and present new perspectives.

10.2 Evaluation criteria of the periodic external quality assurance

10.21 The TVET organization annually submits to IQAA a report on the achievements and changes that have occurred over the year, the maintenance of the internal quality assurance system.

10.22 annual report on achievements and changes in the activities of the TVET organization is compiled based on the IQAA Guidelines and the adopted internal quality assurance system.

10.23 In case of non-compliance with the requirements put forward by the IQAA, the IQAA Accreditation Council has the right to suspend the accreditation of the TVET organization.

10.24 The TVET organization applies and concludes an agreement on institutional accreditation one year before the expiration of the certificate of accreditation.

9. PROCEDURE FOR THE DEVELOPMENT, APPROVAL AND DURATION OF ACCREDITATION STANDARDS

9.1 Amendments and additions to the current standards of institutional accreditation of TVET organizations are made by IQAA in order to further improve them and bring them in line with the main policy pursued by the Ministry of Education and Science of the Republic of Kazakhstan, the activities of TVET organizations, European standards and guidelines.

9.2 In case of initiation of amendments and additions to the standards and criteria for accreditation, proposals and comments are sent to IQAA.

9.3 After examination of proposals and comments by the IQAA experts and their approval by the IQAA Accreditation Council, the IQAA makes changes and additions.

9.4 Standards and criteria are published in a new edition and are posted on the IQAA website.

TERMS AND DEFINITIONS

The Standards use terms and definitions in accordance with the Laws of the Republic of Kazakhstan "On education", "On technical regulation", State compulsory standard of education, Standard rules of activity of organizations of technical and vocational education.

In addition to these the following definitions are established in these standards:

Accreditation of Education Institutions – the procedure of recognition by the accreditation body of compliance of educational services with the established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the existence of effective mechanisms to improve them.

Specialized Accreditation (Programme Accreditation) - assessment of the quality of individual educational programmes implemented by the educational institution.

Analysis - the process of identifying, gathering and preparing data for evaluation of educational objectives of the programme and achieved learning outcomes of students. An effective analysis uses appropriate direct, indirect, quantitative and qualitative parameters, suitable for measurable purposes or results.

Distance Learning Technologies (hereinafter - DLT) - learning technologies, implemented with the use of information and telecommunication tools in the mediated (distant) or not fully mediated interaction of students and teaching staff.

The European Credit Transfer and Accumulation System (ECTS) – a student-centred system based on workload of educational programmes and a systematic way of describing educational programme by assigning credits to all of its components.

Quality in Education – a multi-dimensional characteristic of education, covering the relevance of learning outcomes, training processes and institutional frameworks to the purposes and needs of the society, the state and the individual.

Competence - Based Approach - an approach to the design of learning outcomes based on competences.

Competence - a dynamic combination of characteristics (pertaining to knowledge and its application, skills, abilities, values and personal qualities), describing the learning outcomes of the educational programme, i.e., what is needed to a graduate for an effective professional activity, social activity and personal development, what he/she is obliged to master and demonstrate.

Module – a logically built, substantively and methodologically integral part of the educational process within a certain set of expected learning outcomes, expressed in terms of competences and characterized by difficulties in their achieving in credits.

Modularisation in education – a modular construction of the educational process, structuring the expected results of education and the content of study programmes into separate modules, equipped with the characteristics of workload of acquiring them in credits, as well as technologies of learning, teaching, assessment, etc.

Dual Education – a form of training that combines training in the organization of education with mandatory periods of training and practice at the enterprise with the

provision of jobs and compensation to students with equal responsibility of the enterprise, the educational institution and the student.

Lifelong learning - any form of education, vocational or general education at all levels, as well as continued after a break following the prior education.

Educational programme - the organizational and methodological document, structuring the content and scope of knowledge, forms of organization of the study process, the sequence and periods of mastering courses, modules, diagnostic tools of training success, certification, expected learning outcomes, including the formation of competences leading to attainment of an academic degree.

Educational Goals of the Programme - a set of expected results of the implementation of educational programme by a certain direction, level and profile of training of specialists with education.

Assessment / Evaluation - an interpretation of the data and evidence collected during the analysis. The assessment/evaluation determines the degree of achievement of the educational objectives of the programme, students' learning outcomes, and leads to decisions and actions regarding the improvement of the programme.

Assessment of the level of professional training – determination of the degree of conformity of skill level (skills) of the graduate of educational institutions, implementing educational programmes of technical and vocational, post-secondary education, to perform work under the relevant type of professional activity.

Award of qualification - the procedure for confirming the totality of individual abilities, professional knowledge, skills necessary to perform work in the framework of the relevant type of professional activity in a particular specialty.

Policy in the Field of Quality Assurance - the main directions and objectives of the organization in terms of quality, approved by senior management on the basis of a thorough discussion among the staff.

A policy in quality assurance sets the direction of the organization development. In such a document, the organization's leadership publicly defines the basic priorities and values, which it will follow with regard to all its stakeholders (customers, employees, suppliers, society, etc.). This document additionally indicates what the leadership intends to do to implement the stated priorities and values.

Recognition of educational qualification - on the one hand, an official confirmation of the value of a foreign educational qualification by the competent authority, on the other hand, the positioning of a holder of a foreign qualification in the system of education or employment of the receiving side to access educational and/or professional activities.

Profile of Study - a set of basic common features, characteristics of the educational programme, reflecting specific areas of education.

Site Visit of the External Expert Group - a component of the external evaluation, which is a common part of the accreditation process. The external reviewers-experts visit a HEI to check the materials of institution's self-evaluation, to interview faculty members, students, staff and evaluate the quality and effectiveness of services provided, as well as to propose recommendations for their improvement. The result of the site visit is the external review report.

The Process of Self-Evaluation - the process of internal evaluation conducted by

a HEI on the basis of standards and criteria for specialized accreditation, which results in a self-evaluation report.

Learning Outcomes - a set of competences, expressing what a student will know, understand or be able to do upon completion of the learning process.

Strategy of Education - defining the long-term development objectives of education and the circumstances for planning, taking action and allocation of resources necessary to achieve these goals.

Stakeholder - people, group of people or an institution interested in the results of decision-making in a certain field.

Student – a person studying in an educational organization implementing educational training programmes of technical and vocational education.

Student-Centred Approach in Education - a fundamental principle of the Bologna reforms in education, involving a shift of emphasis in the educational process from teaching (as a main role of teaching staff in “translation” of knowledge) to learning (as an educational activity of students).

Technical and vocational education – education aimed at training skilled workers and mid-level specialists.

Work Load - a quantitative measure of learning activities of students in ECTS credits, necessary for the successful achievement of the expected learning outcomes.

Employability - a set of competences, knowledge, abilities/skills, understanding and personal characteristics, which provides graduates with career prospects in their chosen profession and contributes to the development of economy and society.

STAGES AND PROCEDURES OF ACCREDITATION

Institutional accreditation procedure has been developed in accordance with international and national standards and guidelines.

Accreditation procedure includes the following steps:

Stage 1

- 1) Submission by the TVET organization of application for accreditation to IQAA with a brief description of the organization's activities;
- 2) Signing the contract on the accreditation between the IQAA and the TVET organization. The contract specifies the rights and obligations of the parties, the cost of the procedure, the timing of accreditation;
- 3) TVET organization conducts a self-assessment process, compiling a self-assessment report in accordance with the standards and criteria defined by the IQAA;
- 4) Submission of the self-assessment report and its annexes to the IQAA not less than 2 months before the external audit, in electronic format with scanned signature of the Director and stamp, signatures of members of the Committee for the preparation of the self-assessment report. In addition, it is necessary to submit a paper version of the report in Kazakh and Russian languages, including annexes, to IQAA.

Stage 2

- 5) Regulation of the expert group's work is carried out according to the standards and guidelines for external evaluation, approved by the Agency;
- 6) The Agency forms a competent group of experts, which consists of representatives of the academic community of Kazakhstan, an employer, a student and an international expert;
- 7) The composition of the expert group is reported to the applicant TVET organization 1-2 months prior to an external review. If there arise any suspicions of bias of the reviewers, TVET organization has the right to refer to the Agency for replacement of the expert, enclosing a written reasoned explanation;
- 8) Familiarization of the expert group with the self-assessment materials, visiting the TVET organization and conducting an external audit, formation of the external assessment report, which is transmitted to IQAA;
- 9) Implementation of external audit of the TVET organization within 2-3 days;
- 10) Submission to IQAA of the report on external evaluation of the organization of education. The report and recommendations of the expert group are drawn up no more than 2 weeks from the beginning of the audit, and the head or Secretary of the external expert group sends them to IQAA.;
- 11) Submission of an external evaluation report to the TVET organization by the IQAA to enable the elimination of minor inaccuracies, if any;
- 12) The TVET organization, if necessary, has the right to make minor adjustments to the final report of the external review in case of any discrepancies, after

communication of the changes with the chairman of the expert group within one week after receipt of the report.

Stage 3

13) After studying the self-evaluation materials and the external review report, the IQAA prepares a conclusion for the Accreditation Council.

14) The Accreditation Council makes a decision.