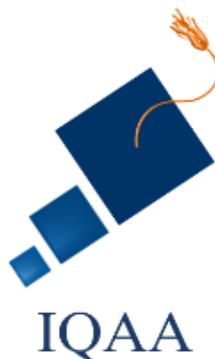


**INDEPENDENT AGENCY FOR QUALITY ASSURANCE
IN EDUCATION**



**STANDARDS FOR SPECIALIZED (PROGRAMME)
ACCREDITATION OF TECHNICAL AND VOCATIONAL
EDUCATIONAL ORGANIZATION**

GENERAL PROVISIONS

ASTANA 2017

PREFACE

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INTRODUCTION

The standards for accreditation of educational programmes of technical and vocational education are designed in accordance with the Law of the Republic of Kazakhstan "On Education", "On Technical Regulation", and international practice of accreditation of educational programmes of higher education.

The standards for accreditation of educational programmes of technical and vocational education are based on universally accepted key concepts: responsibility of educational organizations for the provision of quality education, consideration and protection of the interests of society, stakeholders and, most notably, students in receipt of high-quality educational services, compliance of programmes of technical and vocational education with social and professional competences, satisfying the educational needs of an individual and society in obtaining a profession.

The development of accreditation standards for educational programs of technical and vocational education was carried out using a systematic approach, including standardization of the main elements: the structure and content of educational programs, the possibility of achieving established learning outcomes for the implementation of educational programs, and ensuring high standards of teaching and learning.

In development of the standards for accreditation of educational programmes of technical and vocational education, the followings have been taken into account: the policy and strategy of the Republic of Kazakhstan in technical and vocational education development, quality assurance standards in education system of the USA and European countries.

STANDARDS FOR SPECIALIZED (PROGRAMME) ACCREDITATION OF TECHNICAL AND VOCATIONAL EDUCATIONAL ORGANIZATION

General provisions

1 APPLICATION AREA

1.1 These standards are developed in accordance with the Law of the Republic of Kazakhstan "On Education" (Article 9-1, paragraph 3) and establish regulatory requirements for accreditation of educational programmes and its procedure.

1.2 The standards define the basic principles and criteria for specialized accreditation.

1.3 These standards are used in the procedure of specialized (programme) accreditation of TVET organizations, regardless of their status, legal form of organization, form of ownership and subordination.

2 REGULATORY REFERENCES

These standards refer to the following normative regulations:

21 Address of the President of the Republic of Kazakhstan Nursultan Nazarbayev to the people of Kazakhstan "Kazakhstan's way - 2050: common aim, common interests, common future" - Astana, January 17, 2014.

22 Address of the President of the Republic of Kazakhstan Nursultan Nazarbayev to the people of Kazakhstan "Nurly Zhol - the path to the future" - Astana, November 11, 2014.

23 Strategic Plan of Development of Kazakhstan until 2020, approved by the Decree of the President of the Republic of Kazakhstan No. 922 dated February 1, 2010.

24 State Program of Education Development in the Republic of Kazakhstan for 2011-2020, approved by the Decree of the President of the Republic of Kazakhstan No. 1118 dated December 7, 2011.

25 Decree of the Government of the Republic of Kazakhstan dated February 11, 2011 No. 130 "Plan of measures for 2011–2015 on the implementation of the State program for the development of education of the Republic of Kazakhstan for 2011–2020".

26 Employment Program 2020, approved by the Decree of the Government of the Republic of Kazakhstan dated March 31, 2011 No. 316.

27 The Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III.

28 Law of the Republic of Kazakhstan "On Technical Regulation" dated November 9, 2004 No. 603-II SAM.

29 Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 2, 2014 No. 198 "On Amendments and Additions to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April

20, 2011 No. 152“On Approval of the Rules for the Organization of the Educational Process on Credit Technology of Education”.

210 Standards and guidelines for quality assurance in the European Higher Education Area (ESG) (Revised) (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015).

211 The ECTS Users’ Guide (the European Credit Transfer and Accumulation System) - Publications Office of the European Union, 2015, ISBN 978-92-79- 43562-1 (Approved at the Yerevan Conference of Ministers of Education in May 14-15, 2015).

212 The State Obligatory 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 abbreviations and acronyms are used in these standards:

TVET - Technical and Vocational Education and Training

SCES - State Compulsory Education Standards;

DET - distance education technologies;

MES RK - Ministry of Education and Science of the Republic of Kazakhstan;

IQAA - Independent Agency for Quality Assurance in Education.

4 GENERAL PROVISIONS

41 Accreditation of an educational programme is the official expertise carried out by the accreditation agency to define compliance of training in an educational programme according to adopted standards and requirements. Accreditation should recognize (or not recognize) that an educational programme meets the standards.

42 Accreditation is aimed at quality assurance, integrity and reliability of an educational institution by an accredited specialty. It should build trust on the part of prospective students and their parents, the recognition of the validity of gained education by graduates on the part of employers.

43 The main objectives of the specialized (programme) accreditation are:

- ensuring graduates of TVET organizations obtain qualifications for accredited educational programs necessary for professional activities;
- to promote further improvement and continuous progress of the quality of training of students;
- to support constant innovation in the implementation of educational programmes;
- to pursue transparency of comparable educational programmes.

44 The subject of specialized (programme) accreditation is an educational programme of TVET organization. Several educational programmes from a common subject area can be accredited within one cluster, whereas each educational programme takes a decision on accreditation separately.

45 The focus of specialized accreditation is directed at the content side of the study process: fundamental knowledge, professional knowledge, practical skills, and use of information technologies.

46 Accreditation of educational programmes evaluates the following:

- availability of clearly defined educational programme aims consistent with the mission of the educational institution and the requirements of stakeholders;
- availability of the system used for assessment of the achieved outcomes;
- availability of a system for continuous improvement of educational programmes;
- availability of necessary resources to implement the programmes, learning outcome.

47 Specialized (programme) accreditation is carried out using an arsenal of assessment tools, such as assessment of quantitative indicators of the educational programme implementation; assessment of a self-control system; questionnaire; assessment of educational process management in the framework of the programme under accreditation; analysis of opportunities (SWOT analysis); assessment of resources (material and technical, human, financial); assessment of the reporting system.

48 The procedure of IQAA specialized accreditation is universal for accreditation of any educational programme

5 PRINCIPLES OF SPECIALIZED (PROGRAMME) ACCREDITATION

5.1 Specialized (programme) accreditation is based on the following principles:

- voluntariness of specialized accreditation procedure;
- integrity and transparency of internal and external evaluation;
- the objectivity and independence of the internal and external evaluation;
- the responsibility of educational institutions: the primary responsibility for the quality of education lies with the TVET organization;
- confidentiality: information provided by the TVET organization is used by IQAA without disclosure to third parties.

5.2 External evaluation of educational programmes is conducted independently from any third parties (public authorities, HEIs and non-governmental organizations).

5.3 Public information in the country and abroad on the accredited programmes is carried out by providing information to the Ministry of Education and Science of the Republic of Kazakhstan and publication of the information on the website of the Agency.

6 OBJECTIVES AND FUNCTIONS OF SPECIALIZED (PROGRAMME) ACCREDITATION

6.1 The objectives of specialized (programme) accreditation are:

- ensuring and protecting the quality of educational programs;
- providing greater transparency in the implementation of programs, assisting

applicants in choosing educational programs, providing information about programs to the general public;

- assistance in ensuring the international recognition of Kazakhstani diplomas issued under accredited programs;
- receiving an independent evaluation of the quality of educational programmes and training of specialists by the TVET organization, as well as obtaining recommendations for improvement of its educational programmes.

6.2 Functions of the programme accreditation are:

- a highly qualified expertise of quality and content parameters of education;
- disclosure of the educational potential of the programme that guarantees high standards to consumers and investors;
- evaluation of an educational programme in terms of its status, determination of the degree of compliance with the programme requirements, established by the accreditation body and professional associations of employers;
- improvement of the TVET organization efficient application of financial and other resources, allocated by the state and society, due to their rational redistribution in favor of the accredited specialities and programmes.

6.3 Programme accreditation allows government bodies to make appropriate decisions to support the educational programme and assists employers and organizations to invest in the educational programme.

7 STANDARDS AND CRITERIA

7.1 Evaluation criteria during specialized (program) accreditation are designed to ensure and systematically improve the quality of educational programs.

7.2 The process of development and implementation of educational programs includes three interrelated phases: setting goals, implementation, and verification of results.

Each educational program must demonstrate compliance with the following standards:

- 1) aims of educational programmes and policy in the field of quality assurance;
- 2) development, approval of educational programmes and information management;
- 3) student-centred learning, teaching and assessment
- 4) admission of students, academic performance, recognition and certification;
- 5) engineering and pedagogical staff;
- 6) learning resources and student support;
- 7) public information;
- 8) continuous monitoring and periodic review of educational programmes, periodic accreditation.

7.3 Evaluation of educational programs is regulated in the presented standards.

STANDARD 1. AIMS OF EDUCATIONAL PROGRAMMES AND POLICY IN THE FIELD OF QUALITY ASSURANCE

1.1 General provisions

1.1.1 Educational programmes should be implemented in accordance with the mission and strategy of development of the TVET organizations, define the objectives of training, competences and qualification of a future specialist, which students should acquire during the study period.

1.1.2 Policy in the field of quality assurance of educational programmes, as part of a policy in quality assurance of the TVET organizations, should have an official status and be available to all participants of the study process and stakeholders.

1.1.3 The policy in the field of quality assurance of educational programs is implemented at all levels of the organization of education (departments, Subject-cycle Commission, methodological services) to develop a culture of quality.

1.2 Evaluation criteria

1.2.1 The availability of appropriateness of the educational programme aims to the mission, strategic plan, aims and objectives of the TVET organizations and satisfying students' needs in acquiring a relevant qualification and competences.

1.2.2 Measures for maintaining academic integrity and academic freedom, protection from any form of intolerance and discrimination against students, engineering and pedagogical staff or staff.

1.2.3 Forming the aims of educational programmes in light of the development of the economy and labor market needs of the region and the country with an emphasis on student-centred learning, teaching and assessment.

1.2.4 The procedure for the adoption and approval of TVET organizations policy in the field of quality assurance. Compliance of educational programs with regulatory requirements adopted at the national level, the requirements of State Compulsory Education Standard.

1.2.5 Participation of the administration, engineering and pedagogical staff, and students in the development and support of the quality assurance policy of educational programmes: responsibilities of Departments, subject-cycle commissions and other structural units. Participation of external stakeholders in the implementation of the quality assurance policy of educational programmes.

1.2.6 A systematic monitoring, performance evaluation, revision of the policy in the field of quality assurance of educational programmes on the basis of information management, depending on changing conditions and environment (labor market, partners).

1.2.7 The degree of interaction between teaching, research and learning in the quality assurance policy of educational programmes.

1.2.8 Efficiency and systematic application of evaluation results to improve and adjust the long-term directions of educational programmes, setting new goals

according to changes in external environment.

1.29 Anti-corruption policy of TVET organization as an important element in the quality assurance policy of educational programmes. Anti-corruption measures; availability of the administration from TVET organization and engineering and pedagogical staff, and students; and the flexibility to respond to requests.

STANDARD 2. DEVELOPMENT, APPROVAL OF EDUCATIONAL PROGRAMMES AND INFORMATION MANAGEMENT

2.1 General provisions

2.1.1 TVET organization should have rules for development and approval of educational programmes, including processes of administration, implementation and evaluation of their effectiveness

2.1.2 Educational programmes at each level of education should be developed in accordance with the National Qualifications Framework and reflect the requirements of the professional standard of the relevant industry or field of activity.

2.1.3 The structure of educational programmes, based on a modular principle, should include learning outcomes and competences: key and professional.

2.1.4 The content of educational programmes should be focused on innovative (distance, interactive, etc.) forms of education, as well as various categories of students, including inclusive education.

2.1.5 TVET organization should effectively manage information based on continuous monitoring, data collection, analysis and use of the information received.

2.2 Evaluation criteria

2.2.1 Availability of internal rules of development and approval of educational programmes at TVET organization, compliance with their regulations.

2.2.2 Approval of the structure of educational programs, training periods (based on basic secondary and general secondary education).

2.2.3 Development of the content of educational programmes according to levels of education. Focus on expected learning outcomes, which reflect student-centered learning: competencies, competencies and practice-oriented educational programs.

2.2.4 The use of technology of modular learning in the development of educational programmes and development of modular educational programmes.

2.2.5 Compliance of the content of educational programs in the mandatory component with the requirements of the State Compulsory Education Standard in accordance with the expected established level of qualifications and the basic level of education and a standard curriculum.

2.2.6 Compliance of the structure and content of working curricula to standard curricula and disciplines determined by the educational organization, taking into account the requirements of employers (including consultations and elective classes aimed at ensuring individual abilities and requests of students).

2.2.7 Implementation of professional practice in educational programmes: types, scope (credits), the base, organization, results, and effectiveness.

2.2.8 The presence in the educational programs of components that contribute to the personal development of students, forming professional competencies, developing creative abilities.

2.2.9 Study and methodological support of educational programmes.

2.2.10 The need for educational programmes on the part of students and the labor market. A list of disciplines included in the curriculum by employers' proposals. Involvement of students in the process of developing educational programmes.

2.2.11 Consistency of educational programmes with the National Qualifications Framework and professional standards, as well as with State Compulsory Education Standard. Availability of external expertise and peer review during the approval of educational programmes.

2.2.12 The extent of considering students' workload in all kinds of activities provided in the curriculum, including classroom and self-study, internships, practice, etc. Evaluation of orientation of educational programmes on promoting student performance and their progress.

2.2.13 The existence of an effective, continuous mechanism for internal quality assessment and examination of educational programs that provide control over the implementation of the curriculum and tasks, as well as feedback for their improvement, which includes an assessment of:

- relevance of program content;
- the effectiveness of student assessment procedures;
- student expectations and satisfaction regarding the program.

2.2.14 TVET organization conducts a regular assessment and revision of educational programmes involving students, staff and other stakeholders based on systematic collection, analysis, and information management, which results in adaptation of the programmes to ensure their relevance.

2.2.15 TVET organization demonstrates the evidence that the qualifications obtained because of mastering the programs are explained in detail and clearly to students and belong to the appropriate level of the National Qualifications Framework.

STANDARD 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

3.1 General provisions

3.1.1 A student is the main participant in the implementation of educational programmes, therefore his/her interests are taken as the first priority, and training needs to be student-centred.

3.1.2 Teaching methods in TVET organization, through which the programmes are implemented, should encourage students to play an active role in the study process.

3.1.3 The process of evaluating learning outcomes should reflect the effectiveness of student-centered learning.

3.2 Evaluation criteria

3.2.2 During implementation of student-centred learning and teaching, TVET organization should ensure:

- respect and attention in relation to various groups of students and their needs;
- 6) the provision of training aimed at providing individual abilities and requests of students;
- the use of various pedagogical methods and forms of training;
- regular evaluation and correction of pedagogical methods and forms of training;
- encouraging student autonomy while providing the necessary guidance and support from the teacher;
- manifestation of mutual respect in “student-teaching staff” relations.

3.2.3 Consideration of student characteristics in the study process, such as individuality, the desire for greater freedom, personal and professional growth, independence, self-esteem.

3.2.4 Assessment of educational achievements and the level of training of students. The applied system for assessing knowledge, abilities, skills and competencies, its compliance with accepted practice at the national level. Assessment policies and procedures, transparency and accessibility.

3.2.5 Awareness of students about the assessment criteria used, about exams and other types of control. The presence of college-approved standardized tests and questions in the disciplines of educational programs.

3.2.6 Mastering of educational programs by students in accordance with regulatory requirements. Student workload by educational level.

3.2.7 The presence of an electronic database on the academic achievements of each student, the systematic management of data collection, monitoring and management of information on the progress of students.

3.2.8 The presence of the internal monitoring of students’ knowledge quality, which applies:

- criteria and methods of assessment; their transparency, objectivity, and fairness;
- analysis of achieved learning outcomes, their comparison with the expected learning outcomes; taking management decisions;
- the use of mitigating circumstances in the rules of assessment, if there are any;
- compliance with the regulations adopted at the national level in the assessment procedures.

3.2.9 TVET organization demonstrates the availability of the official procedure for consideration of student’s complaints/appeals.

3.2.10 Students’ compliance with the code of honor and “zero tolerance” to

any kind of dishonest attitude to study, training, grades.

3.2.11 The results of the current control, intermediate certification of students. Procedures for the midterm control of student knowledge.

3.2.12 TVET organization conducts a periodic analysis of the learning outcomes in comparison with the desired results.

3.2.13 Compliance with the academic rules of translation, restoration, the provision of academic leave.

3.2.14 Satisfaction of students with the quality of educational services, assessment of learning outcomes (systematic questioning).

STANDARD 4. ADMISSION OF STUDENTS, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION

4.1 General provisions

4.1.1 TVET organizations should apply the approved and published rules that cover all periods of the student “life cycle”: conditions of admission, the orientation to enroll into the TVET organization, assessment criteria and conditions for transfer from one year of study to another, tools for collection, monitoring and management of information on the progress of students, obtaining documentation on the award of the degree and/or qualification.

4.2 Evaluation criteria

4.2.1 Availability of the system of professional guidance, aimed at training and selection of their “own” applicant.

4.2.2 The presence of conditions ensuring the stability of the enrollment of students for study in educational programs.

4.2.3 Availability of orientation procedures for first-year students in a TVET organization.

4.2.4 Availability of options for a quick adaptation of exchange students from other TVET organizations to the conditions of a receiving TVET organization and its learning environment.

4.2.5 Availability of an electronic database of the student body by types of educational programmes and levels of education.

Policy and marketing of TVET organization to attract the required number of students, conditions of admission and special conditions of enrollment to educational programmes (knowledge of a foreign language, professional experience, etc.).

4.2.6 The presence in the TVET organization of monitoring student progress and achievement in assessing educational results, the implementation and protection of theses and projects.

4.2.7 Availability of statistics on student performance; for graduates - the defense of theses (projects), the results of employment, including in the specialty, after the end of educational programs; employer satisfaction with the quality of

graduate training, etc.

4.28 Educational outcomes and competencies should be described not only at the qualification level, but also at the level of individual modules and each academic discipline.

4.29 Conducting analysis and evaluation of the main indicators of educational results:

- level of requirements for competitive selection of applicants;
- the degree of preparedness of graduates to fulfill the requirements of State Compulsory Education Standard;
- the degree of demand for graduates in the labor market;
- employer feedbacks.

4.2.10 Providing students with documents with information on awarded qualifications, including achieved learning outcomes.

4.2.11 The existence of standardized methods for ongoing monitoring and ensuring results, in particular, the method of conducting surveys for each discipline using a unified questionnaire, in which students are invited to give their independent assessment.

4.2.12 The presence in the TVET organization of work to assess the degree of borrowing by students in the course, thesis and projects (verification system on the program "Anti-plagiarism", etc.).

4.2.13 Development of "post diploma guidance" (verification stage), search for effective ways to interact with graduates and employers in improving the quality of training.

STANDARD 5. ENGINEERING AND PEDAGOGICAL STAFF

5.1 General provisions

5.1.1 The role of the teaching staff is critical in high-quality education. Therefore, TVET organization should be objective and transparent in hiring process, professional growth and development of the engineering and pedagogical staff.

5.1.2 Engineering and pedagogical staff should have complete knowledge and understanding of the subject taught the necessary skills and experience to effectively transfer knowledge to students as part of the study process.

5.1.3 TVET organizations have the primary responsibility for the quality of their staff and provision of supportive environment for their activities.

5.2 Evaluation criteria

5.2.1 Personnel policy of a TVET organization, which reflects the institutional arrangements in relation to the engineering and pedagogical staff and other staff (recruitment, promotion, motivation, reduction, layoff, rights and responsibilities, job descriptions), its availability for the engineering and pedagogical staff and other staff.

5.2.2 Indicators for the qualitative composition of engineering and pedagogical

staff, the categories of teaching staff (full-time, part-time) in the last 5 years;

523 Characteristics of the engineering and pedagogical staff in accordance with the qualification requirements for the licensing of educational activities. Implementation of national regulatory requirements for engineering and pedagogical staff under the Law of the Republic of Kazakhstan “On Education”.

524 Characteristics of the engineering and pedagogical staff appropriate by the profile of educational programmes: appropriate basic education, code of scientific degree and academic title, professional development courses of no less than 6 months or practice experience in the modern (advanced) enterprises.

The TVET organization shall ensure qualification level of the engineering and pedagogical staff in accordance with their positions.

525 The planning of the engineering and pedagogical staff’s activity of TVET organization should be based on the individual engineering and pedagogical staff’s working plan drawn up for each academic year.

The availability of information on the teaching load of engineering and pedagogical staff in the framework of educational programs, on the consolidation of academic disciplines in the subject-cycle commission.

526 The availability of an individual engineering and pedagogical staff work plan, its structure. The level of preparation of individual work plans and reports of engineering and pedagogical staff, including educational, methodological, research, educational work.

527 The engineering and pedagogical staff activities: assessing the balance between the educational, scientific, methodological and organizational and educational activities of teachers. Optimality of distribution of pedagogical load.

528 The contribution of the engineering and pedagogical staff in improving educational programmes, their modularization, determining educational goals and outcomes, increasing the efficiency of learning.

529 The degree of involvement of engineering and pedagogical staff in the internal system of education quality assurance.

52.10 The results of the systematic assessment of competence of engineering and pedagogical staff by the TVET organization’s administration, assessment of teaching quality efficiency (open classes, reciprocal visiting of classes, questionnaires of students and colleagues, etc.).

52.11 System of training, professional development and promotion of engineering and pedagogical staff for their high pedagogical skills, achievements in research and dedication to work.

52.12 The use of advanced pedagogical methods of learning and innovation by engineering and pedagogical staff, introduction of research results in the study process, where possible.

52.13 Consideration of academic integrity issues of engineering and pedagogical staff and other staff, implementation of the College Teacher’s Code of Honor.

52.14 Availability at the educational programs other than full-time IPR, invited

highly qualified specialists from leading organizations and industries.

STANDARD 6. LEARNING RESOURCES AND STUDENT SUPPORT

6.1 General provisions

6.1.1 The TVET organization should ensure that the resources used for the organization of the study process are adequate and meet the requirements of the realized educational programmes. The necessary resources should be easily accessible to all students and engineering and pedagogical staff, who need to be informed of their location.

6.1.2 Educational environment: material and technical resources, financing, training and laboratory facilities, library stock, informational provision should be focused on the successful implementation of educational programmes.

6.1.3 The financial policy of TVET organization should be aimed at maintaining the quality of educational programmes. The budget of TVET organization should be sufficient and fully ensure the needs of its educational programmes.

6.2 Evaluation criteria

6.2.1 Availability of student support services in fulfilling their educational, personal and career needs: counseling service, libraries, information and creative centers, hostels, canteens and buffets, medical centers, gyms, clubs.

6.2.2 Availability of structural units and student support services that will assist students in acquisition of educational programmes, where qualified advisors, personal tutors, and consultants provide the necessary assistance.

6.2.3 The availability of modern tools, equipment, classrooms, and laboratories, their accessibility and serviceability; maintaining and updating of the material and laboratory facilities.

6.2.4 Constant updating and expansion of the material and technical base with modern equipment for educational programmes.

6.2.5 Information support should meet the requirements of the educational programme; the library should contain all necessary teaching materials: academic, technical, reference and general literature, various periodicals.

6.2.6 Modern computer classes: the possibility of using by students and teachers with access to information resources (local network, Internet), constant updating, improvement and expansion of the information base.

6.2.7 Availability of a unified information management system for students and engineering and pedagogical staff (for example, website-based) in all educational programmes, availability of Wi-Fi points to support student access to the Internet in places convenient for students, engineering and pedagogical staff and other staff.

6.2.8 Qualification of support service staff matches the interests and needs of students.

6.2.9 Consideration of the needs of various groups of students (distance

educational programme students, international students, as well as students with disabilities).

6210 Adequate funding of educational programmes, at the expense of both budget financing and revenues from the provision of paid educational services, performing research or other activities that do not contradict the legislation.

6211 Dynamics of funds allocated for the purchase of laboratory equipment, textbooks, periodicals, information resources and computers.

STANDARD 7. PUBLIC INFORMATION

7.1 General provisions

7.1.1 The TVET organization is required to publish detailed information on educational programmes, which should be clear, accurate, objective, relevant and accessible.

7.1.2 Information on the educational programmes should be useful for applicants, students, graduates, and all other stakeholders.

7.2 Evaluation criteria

7.2.1 Availability of information on educational programs, on the expected results of training in programs.

7.2.2 Publishing information about educational programs, the number of students, engineering and pedagogical staff on the website, college portal, information stands, and booklets.

7.2.3 Information on the qualification awarded, the teaching procedures used, assessment criteria, the percentage of academic achievement, as well as materials on graduates and their employment opportunities.

STANDARD 8. CONTINUOUS MONITORING AND PERIODIC REVIEW OF EDUCATIONAL PROGRAMMES, PERIODIC ACCREDITATION

8.1 General provisions

8.1.1 The TVET organization should carry out continuous monitoring and periodic review of their educational programmes for their improvement.

8.1.2 Regular monitoring, analysis and revision of educational programmes are aimed at ensuring the provision of services at the required level and the creation of a supportive and effective learning environment for students.

8.1.3 The results of continuous monitoring and periodic review of educational programmes should be communicated to all stakeholders.

8.1.4 The TVET organization should regularly undergo the process of external quality assurance (accreditation) of educational programmes in accordance with the European Standards and Guidelines

8.2 Evaluation criteria

821 Availability of the latest achievements on specific disciplines in the educational programmes, updating disciplines and their content.

822 Compliance of educational programmes and disciplines with the changing needs of the labor market, society and employers.

823 Assessment of student workload, promotion and completion of educational programmes.

824 The effectiveness of assessment procedures for students.

825 Student expectations, needs and satisfaction with educational programmes.

826 Educational environment and support services, their compliance with the aims of the educational programmes.

827 Involvement of students and other stakeholders to evaluation and revision of educational programmes on a regular basis.

828 Analysis of information on educational programmes and any adjustments to ensure their relevance.

829 Publication of the revised requirements to educational programmes in open access.

8210 The TVET organization should undergo an annual post-accreditation monitoring to assess the changes in their internal systems of quality assurance.

8211 In accordance with the Law of the Republic of Kazakhstan “On Education”, the European Standards and Guidelines (ESG), TVET organizations on a regular basis, every five years, should undergo the process of external assessment - accreditation of educational programmes.

8 PROCEDURE ON DEVELOPMENT, APPROVAL AND VALIDITY PERIOD OF STANDARDS FOR ACCREDITATION

8.1 Amendments and additions to the present standards for accreditation of educational programmes of higher and postgraduate education are made by IQAA with a view to further improve and align them with the educational policies pursued by the Ministry of Education and Science of the Republic of Kazakhstan, the activities of TVET organizations and the European Standards and Guidelines.

8.2. In case of initiating amendments and additions to the standards and criteria for accreditation, the proposals and observations should be sent to IQAA.

8.3. After expertise of the proposals and observations, conducted by IQAA experts, the Accreditation Council of IQAA approves them.

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

TERMS AND DEFINITIONS

In these standards the terms and definitions are used in accordance with the Laws of the Republic of Kazakhstan "On Education" and "On Technical Regulation", State Obligatory Standard of Education of the Republic of Kazakhstan, the Rules of the organization of the technical and vocational, post-secondary education.

In addition, the following definitions are used in these standards:

Accreditation of higher education institutions – procedure for recognition by the accreditation body the compliance of educational services with established accreditation standards (regulations), with the aim to provide objective information about their quality and confirm the existence of effective mechanisms for their promotion.

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.

World Skills International – international non-profit association, the purpose of which is to increase the status and standards of vocational training and qualifications around the world, to popularize working professions through international competitions around the world. It was founded in 1953. Nowadays, 72 countries are participating in the organization.

WSK Kazakhstan - non-profit movement World Skills Kazakhstan, implementing the goals and objectives of WSI in Kazakhstan.

Verification - confirmation by examination and the provision of objective evidence that the established requirements are met.

German Society for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit) (hereinafter - GIZ) – federal company for international cooperation in the field of sustainable development, supports the German Federal Government in the implementation of its development assistance policy goals.

Since the beginning of the 90s, GIZ (formerly GTZ), on behalf of the German Federal Ministries, as well as other international and private customers, has been implementing programs and projects with the aim of promoting the sustainable development of Kazakhstan. Through its activities, GIZ supports Kazakhstan in carrying out reforms and identifies priorities in four main areas: diversifying the economy, training highly qualified personnel, protecting the environment and climate, and supporting the development of public administration.

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.

Dual Education – a form of training that combines training in the educational organization 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, educational institution and student.

Quality in education – a multi-dimensional characteristic of higher 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.

Professional competence – the ability of a specialist to solve a set of professional tasks on the basis of knowledge, skills, as well as personal qualities that allow him to effectively carry out professional activities.

Mobility of European students, teaching staff and researchers - a key principle of formation of the European Higher Education Area and the European Research Area, providing multiple opportunities for free movement of European students, teaching staff and researchers in these areas in order to accumulate on a personal level academic and general cultural potential of development of national higher education systems and increase their impact on socio-economic development of their countries.

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.

Module Learning – a training system that involves structuring the study of materials in the form of separate interconnected blocks aimed at the formation of specific professional competencies.

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 an educational programme by a certain direction, level and profile of training of specialists with higher 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 the level of qualification (ability) of a graduate of educational organizations implementing educational programs of technical and vocational, post- secondary education, to perform work in the framework of the corresponding type of professional

activity.

Award of qualification – the procedure for confirming the totality of individual abilities, professional knowledge, and skills needed to carry out work within the framework of the corresponding 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 TVET.

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 TVET organization to check the materials of institution's self-evaluation, to interview engineering and pedagogical staff, 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 TVET organization based on 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 – determination of long-term goals for the development of education and the circumstances based on which it is necessary to plan, take actions and allocate the 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 that implements educational programme of technical and vocational education.

Student-centred approach in education – the fundamental principle of education, which implies a shift in emphasis in the educational process from teaching (as the main role of the engineering and pedagogical staff in the "translation" of knowledge) to learning (as an active educational activity of a student).

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.

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

STAGES AND PROCEDURES OF SPECIALIZED (PROGRAMME) ACCREDITATION

Specialized accreditation procedure is developed in accordance with the European standards and guidelines for quality assurance (ESG), leading foreign practice (guides) and national standards.

The accreditation procedure includes the following stages:

Stage 1

1) Submission by a TVET organization of an application for accreditation to IQAA with a brief description of college activities and educational programs;

2) Agency and the TVET organization sign a contract on accreditation of the educational programme. The contract specifies the rights and obligations of the parties, the cost of the procedure, and terms of conducting the accreditation procedure;

3) TVET organization conducts a self-evaluation process, writes a self-evaluation report in accordance with the IQAA standards and criteria;

4) Submission of a self-assessment report to the agency at least 2 months before the external audit in electronic format and one copy (in Kazakh and Russian) in a paper version.

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) The expert group studies the self-evaluation materials, visits the TVET organization and conducts an external review, generates a report on the external evaluation and hands it to the Agency;

9) The external review of TVET organization is carried out within 2-3 days;

10) External experts form the report and recommendations within no longer than two weeks since the start of the external review, then the chairman or secretary of the expert group sends it to the Agency;

11) IQAA forwards the expert group's report to the TVET organization for elimination of small inaccuracies, if there are any;

12) The TVET organization provides a review of the report and, if necessary, proposals for adjustment, additions to the draft final report of external experts within one week after receiving the report.

Stage 3

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

14) The Accreditation Council makes a decision.

Decision-making by the Accreditation Council is carried out based on a self-assessment report, an audit report of a group of external experts and a conclusion from IQAA.

The positive report of the expert group and the conclusion of the IQAA are a prerequisite for a positive decision by the Accreditation Council.

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.

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

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 costs of an additional revision shall be covered by the TVET organization concerned.

In case of a positive decision, the decision on accreditation of educational programme 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 Agency **www.iqaa.kz**.