

AGENCY FOR QUALITY CONTROL OF EDUCATION AND RATING

AQCER



Agency for Quality Control of
Education and Rating

Approved

The General Director of the AQCER



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STANDARDS OF SPECIALIZED (SOFTWARE) ACCREDITATION OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

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4. This standard implements the norms of the Law of the Republic of Kazakhstan «On Education» dated July 27, 2007 No. 319-III (with amendments and additions as of 20.08.2024).

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Introduction

Accreditation of specialized educational programs in institutions of technical and vocational education is carried out in accordance with these standards. These standards have been developed on the basis of the Law of the Republic of Kazakhstan «On Education», as well as taking into account the Standards and Recommendations for quality assurance in the European Higher Education Area (ESG).

In the updated edition of ESG, the Agency's standards and criteria focus on the priority of the student-centered learning process. Particular importance is attached to the introduction of innovative teaching methods that correspond to this approach. In addition, the implementation of the competence-based approach involves achieving learning outcomes that meet the requirements of the National Qualifications Framework and professional standards.

The purpose of specialized accreditation of educational programs implemented in technical and vocational education organizations is to bring them in line with international quality standards. This process contributes to the formation of best practices of both internal and external quality assurance systems, supports public policy in the field of education and contributes to the achievement of strategic targets. In addition, specialized accreditation increases public awareness of technical and vocational education institutions. The key element of the quality assurance system is the Standards and Recommendations for Quality Assurance in the European Education Area (ESG).

When developing standards for accreditation of educational programs in the field of technical and vocational education, the following factors were taken into account:

- The concept of development of preschool, secondary, technical and vocational education in the Republic of Kazakhstan for 2023-2029.
- European standards and guidelines for quality assurance in the European Higher Education Area (ESG).
- Best practices gathered by the International Network of Quality Assurance Agencies in Higher Education (INQAAHE).

In response to current needs, AQ CER has developed these standards for specialized accreditation of educational programs of technical and vocational education organizations. These standards have been created in accordance with the new Standards and recommendations for quality assurance in the European Higher Education Area (ESG), as well as taking into account the requirements of Kazakh legislation and the demands of the labor market.

STANDARDS OF SPECIALIZED (SOFTWARE) ACCREDITATION OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

The main provisions

1. Scope of the standards

1.1 These standards establish mandatory requirements for the organization and implementation of specialized accreditation of organizations of technical and vocational education (hereinafter - TVE).

1.2 They are used to carry out specialized accreditation of TVE organizations, regardless of their organizational and legal form and departmental affiliation.

1.3 These standards can be used by TVE organizations to carry out an internal assessment of their activities and develop an appropriate internal regulatory framework.

2. Regulatory references

This standard contains references to a number of current regulations

2.1 Order of the Acting Minister of Education of the Republic of Kazakhstan dated March 2, 2023 No. 59 «On approval of the Development Plan of the Ministry of Education of the Republic of Kazakhstan for 2023-2027» (as amended as of 07/22/2024).

2.2 Law of the Republic of Kazakhstan «On Education» dated July 27, 2007 No. 319- III (with amendments and additions as of 08/20/2024).

2.3 The Law of the Republic of Kazakhstan «On Technical Regulation» dated December 30, 2020 No. 396-VI the law of the Republic of Kazakhstan.

2.4 Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 12, 2018 No. 563 «On Amendments 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 Organizing the educational process on credit technology of education».

2.5 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 May 14-15, 2015).

2.6 Guidelines for the use of ECTS (European Credit Transfer and Accumulation System). - Office of Publications of the European Union, 2015, ISBN 978-92-79-43562-1 (Approved at the Yerevan Conference of Ministers of Education on May 14-15, 2015).

2.7 Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348 «On approval of state mandatory standards of preschool education and training, primary, basic secondary and general secondary, technical and vocational, semi-secondary education» (with amendments and additions as of 01.09.2024).

3. Terms and Definitions

These Standards use terms and definitions that comply with the legislation of the Republic of Kazakhstan in the field of education and technical regulation, namely the Laws «On Education» and "On Technical Regulation", State Mandatory Standards (SMS) and the Standard Rules of activity of organizations of technical and vocational education.

In addition to the sources mentioned above, these Standards define additional definitions:

3.1 Accreditation of educational organizations is a procedure for recognizing the compliance of educational services provided by them with established standards (regulations) of accreditation by the accreditation body. This procedure is aimed at providing objective information about the quality of education and confirming the existence of effective mechanisms to improve it.

3.2 Specialized (program) accreditation is an assessment of the quality of individual educational programs implemented by an educational organization.

3.3 Analysis is the process of determining, collecting and preparing data to assess the compliance of the educational objectives of the program with the achieved learning outcomes of students. Effective analysis uses appropriate direct, indirect, quantitative and qualitative parameters suitable for the measured goals or results.

3.4 The World Skills Association (World Skills International) is an international non—profit organization that aims to raise the prestige and standards of professional education and qualifications worldwide. It achieves this goal by holding international competitions of professional skills that promote the popularization of working professions. The Association was founded in 1953 and today unites participants from many countries.

3.5 World Skills Kazakhstan (WSK Kazakhstan) is a non—profit organization representing the interests and implementing the goals of the WorldSkills International (WSI) in the territory of the Republic of Kazakhstan.

3.6 Verification is the process of confirming the compliance of the system with the established requirements by conducting independent checks and providing objective evidence.

3.7 The German Society for International Cooperation (GIZ) is a federal enterprise specializing in supporting sustainable development. GIZ provides assistance to the German Federal Government in achieving its strategic objectives in the field of development assistance policy.

Since the early 1990s, the German Union for International Cooperation (GIZ), formerly known as GTZ, has been implementing programs and projects in Kazakhstan commissioned by German federal ministries, as well as other international and private organizations. The purpose of this activity is to promote the sustainable development of the Republic of Kazakhstan. In its work, GIS supports the implementation of reforms in Kazakhstan and focuses on four priority areas: economic diversification, training of highly qualified personnel, environmental and climate protection, and support for the development of public

administration.

3.8 Distance learning technologies (DLT) are a form of education implemented through information and communication technologies and telecommunications. The interaction between the student and the teacher in this case can be both indirect (at a distance) and partially direct.

3.9 Dual training is a form of personnel training that combines theoretical training in an educational organization with mandatory periods of industrial training and professional practice at an enterprise (in an organization). At the same time, the enterprise (organization), the educational institution and the student bear equal responsibility. Students are provided with jobs and compensation payments.

3.10 The quality of education is a multidimensional concept reflecting the correspondence of learning outcomes, training processes and institutional structures to the actual tasks and needs of society, the state and the individual.

3.11 The competence approach is a methodology for designing educational outcomes based on competencies.

3.12 Professional competence is the ability of a specialist to effectively perform a set of professional tasks based on the integration of knowledge, skills and personal qualities necessary for successful professional activity.

3.13 The free movement (mobility) of European students, teachers and researchers is the fundamental principle of creating a single European Higher Education Area and a European Research Space. This principle presupposes a variety of opportunities for European specialists to move within these spaces in order to enrich their personal academic and cultural potential. This, in turn, contributes to the development of national higher education systems and increases their contribution to the socio-economic development of countries.

3.14 The module is a logically structured and methodically integrated part of the educational process. It is aimed at achieving a certain set of expected learning outcomes, expressed in terms of competencies, and is characterized by a level of learning difficulty, measured in credits.

3.15 Modularization in the field of education is a structural approach to the construction of the educational process. It involves dividing the expected learning outcomes and the content of the educational program into discrete modules. Each module is characterized by a certain labor intensity, measured in credits, and includes specific technologies for learning, teaching, and knowledge assessment.

3.16 Modular learning is a learning system involving the structuring of educational material in the form of interconnected blocks (modules), each of which is aimed at the formation of specific professional competencies.

3.17 Lifelong education covers any form of education - professional or general - at all levels, as well as renewable education after a break following a previous education.

3.18 An educational program (training program) is a single set of basic characteristics of education, including goals, expected results and content of training, organization of the educational process, as well as ways and methods of its implementation and criteria for evaluating learning outcomes.

3.19 The educational objectives of the program determine the set of

expected results that are planned to be achieved in the implementation of an educational program in a specific area, level and profile of training highly qualified specialists.

3.20 An assessment is an interpretation of the collected data and evidence obtained during the analysis. The purpose of the assessment is to determine the degree to which the educational goals of the program and the learning outcomes of students have been achieved, as well as to develop solutions and take measures to improve the program.

3.21 The assessment of the level of professional training determines the compliance of the qualifications (abilities) of a graduate of organizations implementing technical and vocational post-secondary education programs with the requirements of performing work within the framework of the relevant type of professional activity.

3.22 Qualification assignment is a procedure for confirming that a graduate has a set of individual abilities, professional knowledge, skills and abilities necessary to perform work within a certain type of professional activity.

3.23 The quality assurance policy is the main directions and goals of the organization in the field of quality, officially approved by the top management after a comprehensive discussion with the working team. The quality assurance policy defines the strategic direction of the organization's development. In this document, the management publicly declares its main priorities and value orientations, which it will be guided by in its relations with all interested parties (consumers, employees, suppliers, society as a whole, etc.). In addition, the document indicates the specific steps that the management will take to implement the stated priorities and values.

3.24 Recognition of an educational qualification is an official confirmation by the competent authorities of the importance of a foreign educational qualification. This process allows the holder of a foreign qualification to be integrated into the education or employment system of the host country, providing him with access to educational and/or professional activities.

3.25 The training profile is a set of the main characteristics of the educational program that determine the specifics of the direction of technical and vocational education.

3.26 A visit to a TVE organization by a group of external auditors is an integral part of the accreditation process, including verification of compliance with standards and criteria for institutional accreditation. External audit experts study self-assessment materials, conduct interviews with the management, students and staff of the VET organization, evaluate the quality and effectiveness of the services provided and formulate recommendations for their improvement. The result of the visit is an audit report of the TVE organization.

3.27 The self-assessment procedure is an internal assessment of the activities of an educational organization conducted on the basis of standards and criteria of institutional accreditation. A corresponding report is compiled based on the results of the self-assessment.

3.28 Learning outcomes are a set of competencies that a student must

acquire as a result of learning. They determine what exactly the student will know, understand or be able to do after completing the learning process.

3.29 The education strategy is the definition of long-term goals for the development of the education system and the context on the basis of which actions are planned and resources are allocated to achieve these goals.

3.30 Stakeholder - individuals, groups of people or organizations interested in the results of decision-making in a particular area.

3.31 A student is a person studying in an educational organization that implements programs of technical and vocational, post-secondary and higher education.

3.32 The student-centered approach in education is a fundamental principle in education, involving a reorientation of the emphasis in the educational process from teaching (as the main role of the teacher in the "transfer" of knowledge) to independent learning (as an active student activity).

3.33 Labor costs/workload is a quantitative measurement of students' learning activities necessary for them to successfully achieve the expected learning outcomes.

3.34 Employability is a set of competencies, knowledge, skills, understanding and personal qualities that provide graduates of technical and vocational education organizations with career prospects in their chosen profession, and contribute to the development of the economy and society.

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

4. Designations and abbreviations

The following designations and abbreviations are used in these standards.

The SMSE (State Mandatory Standard of Education) is a normative document that establishes mandatory requirements for the content, level and quality of education.

DLT (Distance Learning Technologies) is a set of teaching methods and tools implemented at a distance using information and communication technologies.

ETS (Engineering and Teaching staff) are specialists engaged in the development and implementation of engineering solutions in the field of education.

The M ERK (Ministry of Education of the Republic of Kazakhstan) is a state executive body that provides leadership in the following areas: preschool, secondary, technical and vocational, post-secondary education, additional education and protection of children's rights and quality assurance in the field of preschool, secondary, technical and vocational, post-secondary education.

EMW (Educational and methodological work) is the activity of developing, improving and implementing educational programs, methodological materials and teaching technologies.

AQCER (Agency for Quality Control of Education and Rating) is an organization that carries out an independent assessment of the quality of education.

TVE (Technical and vocational education) is a system of training qualified workers for various sectors of the economy.

The SCC or CMC (Subject-cycle Commission / Cycle Methodological Commission) is a collegial body uniting teachers of one or more related subjects, engaged in coordinating educational and methodological work within its subject area.

5. General provisions

5.1 The accreditation procedure for educational programs is an official examination carried out by an accreditation agency. The purpose of the examination is to determine whether the quality of training in these programs meets the established standards and requirements. As a result of the accreditation, a conclusion is made about the compliance (or non-compliance) of educational programs with accepted standards.

5.2 Accreditation is designed to guarantee the quality and reliability of the educational process in accredited programs. It promotes the formation of trust on the part of applicants and their parents, as well as the recognition by employers of the qualifications of graduates who have received education under these programs.

5.3 The purpose of specialized (program) accreditation is:

- ensuring that graduates of VET organizations receive qualifications in accredited programs necessary for successful professional activity.
- contributing to the continuous improvement of the quality of student training.
- support of innovative approaches in the implementation of educational programs.
- Ensuring transparency and the possibility of comparing comparable educational programs.

5.4 Specialized (program) accreditation covers educational programs of TVE organizations. Within the framework of one accreditation procedure, several programs related to the same subject area can be evaluated. At the same time, the decision on the assignment of accreditation is made for each program individually.

5.5 The central aspect of specialized (programmatic) accreditation is the analysis of the content of the educational process: the level of fundamental and professional knowledge, the formation of practical skills, as well as the use of information technology.

5.6 During the accreditation procedure for educational programs, the following aspects are evaluated:

- a) The certainty and consistency of goals. Programs should have clearly defined goals that correspond to the mission of the educational organization and the requirements of stakeholders.
- b) The effectiveness of the results assessment system. A system for evaluating the results achieved by students should be introduced and functioned.
- c) Continuous improvement mechanisms. It is necessary to have a system that ensures continuous improvement of educational programs.
- d) Availability of resources. The organization must have the necessary resources to successfully implement programs.

5.7 Specialized (programmatic) accreditation is carried out using the

following assessment tools:

- quantitative indicators of the implementation of educational programs;
- Self-monitoring systems;
- surveys;
- management of the educational process within the framework of accredited programs;
- SWOT analysis;
- spending of finances and training facilities;
- Reporting systems.

5.8 The AQ CER specialized (program) accreditation procedure is universal and applicable for the accreditation of any educational programs.

6. Principles of specialized (programmatic) accreditation

6.1 Specialized accreditation of educational programs is based on the following principles:

- Voluntary: The accreditation procedure is voluntary for educational organizations.
- Transparency and honesty: Internal and external evaluation of the quality of the educational program should be conducted openly and honestly.
- Objectivity and independence: The assessment of the quality of the educational program should be objective and independent of any outside influences.
- Responsibility of the educational organization: The main responsibility for the quality of the educational program provided rests with the organization itself.
- Confidentiality: The information provided by the educational organization is used confidentially by the AQ CER Agency and is not disclosed to third parties.

6.1.1 Independence of external evaluation: The external evaluation of the educational program is carried out independently of government agencies, other educational institutions and public organizations.

6.1.2 Informing about the results of accreditation: Information about accredited programs is brought to the attention of the public both in the country and abroad by being included in the National Register of the Ministry of Education of the Republic of Kazakhstan and posted on the AQ CER website.

7. Tasks and functions of specialized (program) accreditation

7.1 The tasks of specialized (programmatic) accreditation:

- Ensuring and guaranteeing the quality of educational programs, as well as protecting this quality from possible violations.
- Increasing the transparency of the implementation of educational

programs, which facilitates the selection of programs for applicants and informs the public about their content.

- Promotion of international recognition of diplomas issued under accredited programs, which increases their value in the global labor market.
- Obtaining an independent assessment of the quality of educational programs and training of specialists by the TVE organization, as well as receiving recommendations for improving these programs.

7.2 The functions of the accreditation program are as follows:

- Conducting a highly qualified expert assessment of the qualitative and substantive characteristics of educational programs.
- Identification and demonstration of the educational potential of programs that guarantee consumers and investors compliance with high quality standards.
- Assessment of the compliance of educational programs with the established requirements by the accreditation body and professional associations of employers, as well as determination of the status of these programs.
- Optimization of spending by the organization of TVE of state and public financial and non-financial resources. This is achieved by redistributing these resources in favor of accredited programs, which increases their effectiveness.

7.3 Program accreditation facilitates informed decision-making by government agencies in the field of educational program support. In addition, it assists employers and investors in making appropriate investments in the implementation of educational programs.

8. Stages and procedures of specialized (program) accreditation

8.1 The specialized accreditation procedure has been developed on the basis of European standards and ESG principles, as well as international best practices and domestic regulations.

8.2 The accreditation procedure provides for the sequential execution of a number of stages:

At the first stage of the accreditation procedure, the TVET organization (a typical vocational education institution) must perform the following actions:

1. Apply for ACCOR accreditation. The application must contain a brief description of the organization's activities and educational programs implemented by it.
2. Conclude an agreement on the conduct of the accreditation procedure with AQ CER. The contract details the rights and obligations of the parties, as well as financial aspects (cost of the procedure) and the time frame for accreditation.
3. Conduct an internal self-assessment, during which it is necessary to assess the compliance of their activities with the standards and criteria of the AQ CER. A corresponding report is compiled based on the results of the self-assessment.

4. Provide AQCER with a self-assessment report no later than two months before the start of the external audit. The report must be submitted electronically in Kazakh and Russian languages.

The second stage

5. The regulation of the activities of the expert group is carried out in accordance with the standards approved by AQCER and the guidelines for external evaluation.

6. AQCER forms a competent independent expert group, including representatives of the academic environment of Kazakhstan, employers and students.

7. The composition of the expert group of AQCER shall be brought to the attention of the TVE organization 1-2 weeks before the start of the TVE procedure. If the organization has a conflict of interest in relation to any of the experts, it has the right to apply to the AQCER with a request to replace the expert, providing a written justification.

8. The expert group gets acquainted with the self-assessment materials, visits the TVE organization and conducts an external audit. Based on its results, experts form an external assessment report and send it to AQCER.

9. An external audit of a TVE organization is carried out within 2-3 days.

10. Experts prepare a report and recommendations based on the results of the visit no later than 2 weeks after the start of the audit. The head of the group directs him to the AQCER.

11. AQCER sends the received report of the expert group on the external evaluation of educational programs to the TVE organization for review.

12. The TVE organization provides feedback on the report and, if necessary, suggestions for adjustments and additions to the draft final report of external experts within one week after receiving the report.

The third stage

13. Analytical stage: After studying the materials of the self-assessment and the external audit report, the Agency prepares an opinion for consideration at a meeting of the Accreditation Council.

14. Decision-making: The Accreditation Council decides on the issue of accreditation based on the self-assessment report, the report of the external expert group and the conclusion of the AQCER.

15. Conditions for making a positive decision: A positive report of the expert group and the conclusion of the AQCER are mandatory conditions for the Accreditation Council to make a positive decision on granting accreditation.

16. Possible solutions: The Accreditation Council may take one of the following decisions:

- grant accreditation for a full term (5 years);
- to issue accreditation with a condition for a period of 2 years (incomplete accreditation);
- to refuse accreditation.

17. Issuance of a certificate: In case of a positive decision by the

Accreditation Council, AQCER issues a certificate of specialized (program) accreditation to the TVE organization.

18. Monitoring and extension: When making a decision on granting accreditation with a condition, representatives of the AQCER conduct a check for the elimination of comments within 1-2 years (if necessary, with a visit to the educational organization). After confirmation of the fact of elimination of comments, the accreditation period is extended to 5 years (in conjunction with the period of accreditation with a condition). The costs of additional verification are borne by the TVE organization.

19. Official publication: In case of a positive result, the decision on accreditation of the educational program of the educational institution is sent to the Ministry of Education and Science of the Republic of Kazakhstan for placement in the National Register, and is also published on the AQCER website <https://aqcer.kz/>.

9. Стандарты и критерии

9.1 The evaluation criteria used for specialized (program) accreditation are aimed at ensuring and continuously improving the quality of educational programs.

9.2 The process of developing and implementing educational programs consists of three interrelated stages:

- Defining goals;
- implementation;
- Evaluation of the results.

Each educational program must meet the following standards:

1. Objectives of the program and policy in the field of quality assurance of education.
2. Development, approval and management of information about educational programs.
3. A student-centered approach to learning, teaching, and assessment.
4. Student admission, academic performance, recognition and certification.
5. The staff of teachers and staff.
6. Availability of educational resources and student support.
7. Informing the general public.
8. Continuous monitoring and periodic evaluation of educational programs, as well as regular accreditation, are integral parts of the education quality assurance system.

9.3 The evaluation process of educational programs is governed by established standards.

STANDARD 1. Objectives of educational programs and quality assurance policy

1.1 General provisions of the standard

The educational programs of a TVE organization should be developed in accordance with its mission and development strategy, clearly defining the training goals, necessary competencies and qualifications of graduates.

1.1.2 The quality assurance policy of educational programs, being part of the general quality policy of the TVE organization, should have an officially fixed status and be accessible to all participants in the educational process, as well as interested persons.

1.1.3 The implementation of the quality policy of educational programs is carried out at all levels of the organization (departments, subject-cycle commission, methodological services), contributing to the formation of a quality culture. All team members involved in the implementation of educational programs, including students, should be involved in the development of programs and be responsible for their quality.

1.2 Evaluation criteria

1.2.1 Mission and strategy compliance: Educational programs must comply with the mission, the strategic plan of the TVE organization, as well as meet the needs of students in obtaining relevant qualifications and competencies.

1.2.2 Orientation to the labor market: The formation of educational program goals should take into account the development of the economy and the needs of the labor market of the region and the country. At the same time, the emphasis is on a student-centered approach to learning, teaching and assessment.

1.2.3 Quality Assurance Policy: The TVE organization must have an approved policy in the field of quality assurance of educational programs.

1.2.4 Stakeholder participation: The administration, research and teaching staff (Engineering and teaching staff) and students should participate in the formation and support of a quality assurance policy. The responsibilities of the departments, the subject-cycle commission, departments and other structural units should be clearly defined. The involvement of external stakeholders is also important.

1.2.5 Monitoring and evaluation: The TVE organization should systematically monitor and evaluate the effectiveness of the quality assurance policy of educational programs based on information management. At the same time, it is necessary to take into account changing conditions and the environment (labor market, partners).

1.2.6 Integration of processes: In the policy of ensuring the quality of programs, close interaction between teaching, educational and methodical work and the learning process should be ensured.

1.2.7 Efficiency assessment: Assessment of the effectiveness of using the evaluation results in order to optimize long-term strategic directions of programs and formulate new goals, taking into account changes in the external environment.

1.2.8 Creating an atmosphere of academic ethics and tolerance: Mechanisms to

ensure academic integrity and freedom, as well as protection from any manifestations of intolerance and discrimination against students, an individual development plan and employees of the organization.

1.2.9 Transparency and anti-corruption. The anti-corruption policy within the framework of the TVE activities, considered as an integral part of the program quality assurance policy. Assessment of the accessibility of the management of the TVE organization, departments for engineering and teaching staff and students, as well as the flexibility of responding to requests.

STANDARD 2. Development, approval of educational programs and information management

2.1 General provisions of the standard

2.1.1. The TVE organization must develop and approve regulations for the creation and implementation of educational programs. This regulation should cover the stages of administration, execution and evaluation of the effectiveness of programs.

2.1.2. The development of educational programs should be carried out in accordance with the requirements of the National Qualifications System and reflect the provisions of the professional standard related to the relevant industry or field of activity.

2.1.3. The structure of educational programs, including modular programs, should contain clearly defined learning outcomes and competencies: both general (key) and specific (professional).

2.1.4. The content of educational programs should be focused on the use of innovative learning technologies (distance learning, interactive learning, etc.), take into account the interests of various categories of students and include the principles of inclusive education.

2.1.5. The TVE organization should carry out effective information management based on continuous monitoring, collection, analysis and use of the received data.

2.2 Evaluation criteria

Assessment of the compliance of educational programs with the established requirements. The TVE organization must ensure:

2.2.1 Availability and compliance with internal rules for the development and approval of educational programs.

2.2.2 Approval of the structure of educational programs (work plan) with an indication of the terms of study for various levels of education (basic secondary and general secondary).

2.2.3 Development of the content of educational programs aimed at achieving explicit, expected learning outcomes reflecting a student-centered approach: general education, socio-ethical competencies, economic and organizational and

managerial competencies, as well as readiness to adapt to dynamic changes and uncertainties.

2.2.4 The use of a modular, dual, modular and competence-based learning approach in the development of programs. The content of the programs should form the competencies necessary for the future specialist.

2.2.5 Compliance of the content of educational programs with the requirements of the SMSE of the TVE.

2.2.6 Implementation of professional practice within the framework of educational programs: determination of types, volume of hours, bases of practice, organization, results and effectiveness.

2.2.7 The inclusion of components in educational programs that contribute to the personal development of students, the formation of professional competencies and the development of creative abilities.

2.2.8 Provision of educational and methodological material for the implementation of educational programs.

2.2.9 Taking into account the needs of students and the labor market in the development of educational programs. Inclusion of disciplines in the curriculum at the suggestion of employers.

2.2.10 Consistency of educational programs with National Qualifications Frameworks and professional standards. Conducting external expertise and reviewing when approving programs (if necessary).

2.2.11 Assessment of the level, quality of implementation and functioning of the credit training system in the TVE organization (if any).

2.2.12 Taking into account the complexity of the academic load of students of all types of educational activities provided for in the curriculum (classroom classes, electives, internships, internships, etc.). Assessment of the orientation of educational programs to promote student academic achievement and their progress.

2.2.13 The possibilities of organizing TVE for the implementation of educational programs using distance learning technologies.

2.2.14 Regular evaluation and revision of educational programs with the participation of students, staff and other stakeholders. The evaluation process should be based on the systematic collection, analysis and management of information to ensure the relevance of programmes.

When evaluating the organization of a TVE, the following indicators should be taken into account:

- Information about the student body.
- The level of academic performance, student achievements and dropout rates.
- Students' satisfaction with the implementation of programs.
- Availability of educational resources and student support services.
- Employability of graduates.
- Key performance indicators of the TVE organization itself.

STANDARD 3. Student-centered learning, teaching and assessment

3.1 General provisions of the standard

3.1.1 The student occupies a central place in the implementation of educational programs, therefore his interests are paramount, and the learning process should be focused on him.

3.1.2 Teaching methods used in TVE should motivate students to actively participate in the educational process.

3.1.3 The assessment of students' learning outcomes as a key outcome of educational activities is carried out in terms of acquired knowledge, understanding and development of abilities.

3.1.4 In order to ensure effective student-oriented learning, the TVE organization must:

a) Treat different groups of students with respect and take into account their individual needs;

b) Use a variety of pedagogical methods and forms of education that contribute to the active independent work of students to acquire knowledge and necessary competencies, abandoning the passive transfer of knowledge by the teacher;

c) Regularly evaluate and adjust the forms of education and pedagogical methods used;

d) To maintain an atmosphere of mutual respect and cooperation in the student-teacher relationship.

3.2 Evaluation criteria

This section describes the principles of the organization of the educational process aimed at ensuring the quality of education and the comprehensive development of students.

3.2.1 Participation of students in the management of a TVE organization: Implementation of a co-management model involving student representation in all decision-making bodies, conducting trainings and training new student representatives, as well as constant informing and coordinating issues with students.

3.2.2 Individual approach to learning: Taking into account the individual characteristics of each student, such as the desire for freedom, personal and professional growth, independence and self-respect in building the educational process.

3.2.3 Quality assurance of education: Implementation of an internal and external quality assurance system, including active participation of students in all quality assessment processes, constant monitoring of survey results and informing students about the results of audits and subsequent procedures.

3.2.4 Social support: Providing students with social and psychological support, as well as educational assistance to both students who show an increased

interest in learning and those who have learning difficulties. Support in finding work outside of school hours and assistance in maintaining a balance between study, work and personal life.

3.2.5 Monitoring of learning outcomes: Development and implementation of an internal learning outcomes monitoring system based on the principles of transparency, objectivity and fairness. Includes:

- Clear criteria and evaluation methods that meet established quality standards.
- Analysis of the achieved learning outcomes, followed by comparing them with expected indicators and making management decisions based on the data obtained.
- The possibility of taking into account mitigating circumstances in the assessment, if they are provided for by the quality assurance policy and are clearly defined.
- Strict compliance with accepted Rules in the assessment at the national level.
- A prerequisite is the availability of an electronic database of students' academic achievements, which is regularly updated through systematic information collection.

3.2.6 It is also important to analyze the results of the current control and intermediate certification, as well as to develop clear procedures for conducting boundary control of knowledge. At the same time, various assessment methods should be used to identify the level of students' mastery of competencies, for example, through the implementation of project work, mini-course projects, solving situational tasks, etc.

3.2.7 It is necessary to encourage students to participate in educational and research activities and provide them with access to a unified information support system (for example, based on a Web site). At the same time, it is important to provide students with access to Wi-Fi points to support their personal development and self-improvement. It is also necessary to provide students with access to modern electronic databases of the TVE organization.

STANDARD 4. Student admission, academic performance, recognition and certification

4.1 General provisions of the standard

4.1.1 The TVE organization should be guided by approved and published rules governing all stages of training: from the admission procedure to graduation. These rules should cover the issues of professional orientation of applicants, criteria for assessing knowledge and conditions for transfer to the next course, as well as a system for collecting, monitoring and managing data on student academic performance.

4.2 Evaluation criteria

4.1.1 The TVE organization must carry out systematic career guidance aimed at training and selecting applicants who meet the requirements of the organization.

4.1.2 At the same time, admission to the TVE organization should be based on clearly defined, open and accessible criteria for all applicants. These criteria should include a description of the learning environment, the opportunities provided by educational programs, as well as the employment prospects of graduates. It is also necessary to assess the conditions that ensure a stable recruitment of students for educational programs.

4.1.3 The TVE organization should have an orientation procedure for first-year students to help them adapt to new learning conditions. In addition, opportunities should be provided for the rapid adaptation of students transferred from other VET organizations.

4.1.4 In order to ensure transparency and efficiency of the educational process, the TVE organization is obliged to maintain an electronic database of students by types of educational programs of the basic level of education. This database should contain information about admission criteria and special conditions for admission to programs (for example, knowledge of a foreign language).

4.1.5 The TVE organization must collect and analyze statistical data on student academic performance, the results of completing and defending theses (projects), as well as the employment of graduates in their specialties. It is also important to assess the level of satisfaction of employers with the quality of graduate training.

4.1.6 Graduates of TVE organizations should receive documents with detailed information about the awarded qualifications, including the achieved learning outcomes.

4.1.7 The TVE organization should actively develop and improve ways of interacting with graduates and employers in order to continuously improve the quality of specialist training.

STANDARD 5. Teachers and staff

5.1 General provisions of the standard

5.1.1. The quality of the educational process largely depends on the qualifications of teachers. Therefore, the system of recruitment, professional development and professional development of engineering and teaching staff (ETS) in the TVE should be transparent and objective.

5.1.2. Engineering and teaching staff should have in-depth knowledge and understanding of the discipline they teach, as well as the necessary skills and experience to effectively transfer knowledge to students in the educational

process.

5.1.3. The TVE is primarily responsible for the quality of work of its employees and the creation of favorable conditions for their professional

5.2 Evaluation criteria

This section regulates the criteria for evaluating the qualifications and professional activities of teachers in TVE, covering the following aspects:

5.2.1 Staffing policy: Assessment of transparency and accessibility for faculty of institutional procedures related to recruitment, promotion, promotion, staff reduction and dismissal, as well as rights, duties and job descriptions.

5.2.2 Qualitative composition of teaching staff: Analysis of quantitative indicators of teaching staff in specialized and specialized disciplines over the past five years, taking into account both full-time and part-time staff.

5.2.3 Compliance with qualification requirements: Assessment of the compliance of the teaching staff with the qualification requirements for licensing educational activities, as well as compliance with regulatory requirements for teachers in accordance with the Law of the Republic of Kazakhstan «On Education».

5.2.4 Professional qualifications: Assessment of the conformity of basic education, category and completion of advanced training courses in the teaching profile of specialists of the teaching staff, confirmed by appropriate certificates, as well as the availability of practical experience in modern enterprises in the profile of the disciplines taught.

5.2.5 Activity planning: Evaluation of the activity planning of the teaching staff on the basis of individual work plans drawn up for each academic year. The level of preparation of such plans and reporting by the teaching staff, covering educational, methodological and educational work, is assessed.

5.2.6 Academic load balance: Assessment of the balance between academic, teaching and educational activities of teachers. Analysis of data on the academic load of the teaching staff within the framework of educational programs and assessment of the optimality of its distribution.

5.2.7 Participation in program improvement: Assessment of the level of involvement of the teaching staff in the work on improving curricula, their modularity, defining educational goals and shaping learning outcomes, as well as improving learning effectiveness. The degree of teachers' participation in the internal education quality assurance system is assessed.

5.2.8 Systematic assessment of competence: Evaluation of the results of a systematic assessment of the competence of the teaching staff by the college administration, including an assessment of the effectiveness and quality of teaching (open classes, mutual visits to classes, questionnaires of students and colleagues). The participation of the teaching staff in seminars and trainings on professional development in the field of quality assurance of education is also evaluated.

5.2.9 Professional development system: Availability of a system of professional development, professional development and incentives for teachers for high pedagogical skills and dedication to the profession.

5.2.10 Scientific activity: Assessment of the number of publications of the teaching staff in domestic and foreign scientific publications.

5.2.11 Application of innovative methods: Assessment of the use of modern interactive pedagogical teaching methods in the educational process and the implementation of the results of educational research.

5.2.12 Inviting highly qualified specialists: The practice of inviting highly qualified specialists from leading organizations and production.

STANDARD 6. Learning resources and student support

6.1 General provisions of the standard

6.1.1 The TVE organization must ensure the availability of sufficient resources that meet the requirements of the educational programs being implemented to ensure an effective educational process. Information about the availability of these resources should be provided to all students and teachers.

6.1.2. The educational environment of the TVE organization, including the material and technical base, financing, educational and laboratory facilities, library fund and information support, should be aimed at the successful implementation of educational programs.

6.1.3. The financial policy of the TVE organization should be focused on maintaining the quality of education provided. The organization's budget should be sufficient to fully cover all aspects of educational programs.

6.2 Evaluation criteria

This section evaluates a set of measures aimed at providing comprehensive support to students in their academic, personal and professional activities.

6.2.2 Student support infrastructure: assesses the availability and accessibility of services and structural units, such as counseling services, libraries, information and creative centers, dormitories, canteens, medical centers, gyms, clubs. 6.2.2. High-quality training assistance: The activities of structural units that support students in mastering educational programs, with the involvement of qualified curators and consultants, are analyzed.

6.2.3. Modern material and technical base: The availability, accessibility, serviceability of modern tools, equipment, classrooms, laboratories, as well as the policy of their maintenance and updating are evaluated.

6.2.4. Information support of the educational process: The compliance of information support with the requirements of the educational program is analyzed. The library should be equipped with the necessary educational, technical, reference and general materials, as well as various periodicals.

6.2.5. Unified system of library and information services: The availability of a unified system for the purchase of educational and methodological literature at the request of program coordination committees (Subject-cycle Commission) and departments, as well as the amount of funds allocated for this

process, is assessed.

6.2.6. The electronic catalog of the library: The availability of an electronic catalog in the library is assessed, which allows searching for necessary literature and provides access to electronic versions of individual textbooks and teaching materials.

6.2.7. The fund of educational and scientific literature: The composition of the fund of educational, methodological and scientific literature on general education, specialized and special disciplines of educational programs on paper and electronic is analyzed media. The updatability of funds is taken into account in accordance with the qualification requirements for licensing.

6.2.8. Modern computer classes: The availability of modern computer classes, access to information resources (local area network, Internet) is assessed for students and teachers, constant updating, improvement and expansion of the information base, availability of licensed training programs.

6.2.9. Unified information support system: The availability of a unified information support system for students and teachers (for example, based on a Website) for all educational programs, the availability and accessibility of high-speed Internet, Wi-Fi network coverage areas, the required number of access points for students, Engineering and teaching staff and staff is analyzed.

6.2.10. Qualifications of support staff: The qualifications of support staff are assessed in accordance with the interests and needs of students.

6.2.11. Support for students with learning difficulties: The work of the college to support students with learning difficulties and delays due to various reasons in the development of educational programs is analyzed.

6.2.12. Updating the material and technical base: The work on the constant updating and expansion of the material and technical base with modern equipment for educational programs is evaluated.

6.2.13. Financial support of educational programs: The sufficiency of financing educational programs is analyzed both from the budget and from income from the provision of paid educational services, performance of educational research or other work that does not contradict the legislation.

6.2.14. Dynamics of financial resources: The dynamics of financial resources allocated for the purchase of laboratory equipment, educational literature, periodicals, information resources, computers is estimated.

STANDARD 7. Informing the public

7.1 General provisions of the standard

7.1.1. The standard regulation on the organization of the TVE provides for the publication of comprehensive information about the educational programs being implemented. This information must be clear, accurate, impartial, timely and publicly available.

7.1.2. The published information about educational programs should be useful for applicants, students, graduates, as well as all interested parties.

7.2 Evaluation criteria

7.2.1 Availability of complete and up-to-date information about the educational programs being implemented, including a description of the expected learning outcomes for each program.

7.2.2 Availability of information about educational programs, the number of students and indicators of individual support (Engineering and technical staff) on the official website of the organization, the portal of the TVE, information stands and in printed materials (booklets).

STANDARD 8. Continuous monitoring and periodic evaluation of educational programs, periodic accreditation

8.1 General provisions of the standard

8.1.1 TVE organizations should constantly monitor and periodically evaluate their educational programs in order to continuously improve them.

8.1.2 The purpose of regular monitoring, analysis and revision of educational programs is to ensure the provision of services of appropriate quality and to create a favorable and effective learning environment for students.

8.1.3 The results of continuous monitoring and periodic evaluation of educational programs should be brought to the attention of all interested parties.

8.1.4 TVE organizations should regularly undergo an external quality assessment (accreditation) procedure for their educational programs in accordance with the standards of programmatic (specialized) accreditation.

8.2 Evaluation criteria

This section sets out the criteria by which the quality of educational programs in TVE organizations is assessed.

8.2.1 Integration of the latest scientific achievements: Educational programs should reflect the latest achievements in the relevant disciplines, and their content should be updated.

8.2.2 Compliance with the requirements of the labor market: Educational programs must meet the changing needs of the labor market, society and employers.

8.2.3 Assessment of academic load: It is necessary to assess the volume of students' academic load, their progress in learning and successful completion of programs.

8.2.4 Effectiveness of knowledge assessment: It is important to analyze the effectiveness of student knowledge assessment procedures.

8.2.5 Student satisfaction: It is necessary to take into account the expectations, needs and level of student satisfaction with educational programs.

8.2.6 Compliance of the educational environment with the objectives of the programs: The educational environment and support services must meet the objectives of the educational programs.

8.2.7 Regular monitoring and review: Educational programs should be

regularly evaluated and reviewed with the participation of students and other stakeholders.

8.2.8 Information analysis and adaptation: It is important to analyze information about educational programs and adapt them to ensure relevance.

8.2.9 Public accessibility: The revised requirements for educational programs should be published in the public domain.

8.2.10 Annual monitoring: TVE organizations should undergo annual post-accreditation monitoring to assess the implementation of recommendations to improve educational programs.

8.2.11 Possible sanctions: In case of non-compliance with the requirements of post-accreditation monitoring, the agency has the right to suspend the validity of the certificate of accreditation of the educational program.

8.2.12 Regular accreditation: According to the legislation of the Republic of Kazakhstan «On Education», AQ CER and ESG standards, TVE organizations must undergo an external assessment procedure – accreditation of educational programs – once every five years.