

CENTRAL ASIAN ASSOCIATION FOR ACCREDITATION OF EDUCATION
CAAAE

Approved by the
Accreditation Council



STANDARDS
INSTITUTIONAL ACCREDITATION OF
TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

Almaty, 2024

THE PREFACE

Accreditation is recognition by the socio-professional community of technical and vocational education organizations (hereinafter referred to as TVE), and is one of the main tools for assessing the quality of the educational process and mandatory conditions for educational activities.

The most effective and recognized is the passage of accreditation in the socio-professional community working according to Standards and relevant international recommendations, as they ensure integrated recognition by all stakeholders (labor market, society and students).

The standards of accreditation agencies in economically developed countries can guarantee the high quality of educational programs and the recognition of TVE organizations by employers and the educational community. National and international college accreditation is entrusted only to specialized agencies that are part of international networks, among which a special place is occupied by public and professional quality assurance networks.: The International Engineering Alliance is the Washington Accord, the Sydney Accord, the Dublin Accord, and the European Network for Accreditation of Engineering Programs (ENAE). There is a mutual recognition agreement between them. At the same time, the ENAE (European Network for Accreditation of Engineering Programs) is a public and professional network that unites accreditation agencies recognized by professional communities of the European Union countries.

Since 1995, the Tempus QUEECA Project has been implemented in Kazakhstan aimed at creating and implementing a quality assurance system for engineering education in Central Asian countries, which resulted in the creation of national agencies, including the Central Asian Association for Educational Accreditation (CAAAE).

In 2015, the CAAAE became a member of the ENAE, which allowed the agency to accredit VET organizations, educational programs and award the EUR-ACE Label quality mark. This gives graduates of domestic colleges the opportunity to receive technical and vocational education (TVET) corresponding to the 2nd - 5th levels of the European Qualifications Framework (EQF) and to be competitive in the labor market in the countries of the European Union. The introduction of such a system of accreditation of VET organizations is the first step towards ensuring the competitiveness of graduates in the Kazakh and international labor markets. When developing Standards for institutional and specialized accreditations, the Standards of existing international and national accreditation agencies were studied and used.

The accreditation agencies that are part of the ENAE mutually recognize the equivalence of programs with the EUR-ACE Label and guarantee that their quality meets the pan-European standard. Currently, the ENAE includes such accreditation agencies as Engineers Ireland (Ireland), ECUK (Great Britain), ASIIN (Germany), Ordem dos Engenheiros (Portugal), CTI (France), AIOR (Russia) and CAAAE (Kazakhstan).

Currently, it is impossible to imagine accreditation without the participation of the professional community. That is why the founders of the CAAAE are the Republican Public Association "National Academy of Sciences of the Republic of Kazakhstan", the association of legal entities "Union of Machine Builders of Kazakhstan", the association of legal entities "Association "Kazakhstan National Monitoring Committee IGIP", "National Academy of Sciences of Higher School of Kazakhstan", which allows taking into account the opinion of all interested parties in the procedure for assessing the quality of educational programs and TVET organizations.

The Central Asian Association for Accreditation of Education (CAAAE) has been recognized by the Ministry of Education and Science of the Republic of Kazakhstan as an accreditation body and, by Order of the Minister dated September 27, 2017 No. 482, was included in the National Register No. 1 of the Ministry of Education and Science of the Republic of Kazakhstan for a period of five years.

STANDARDS OF INSTITUTIONAL ACCREDITATION OF TECHNICAL AND VOCATIONAL EDUCATION ORGANIZATIONS

1. Scope of application

1.1 These standards have been developed in accordance with the Law of the Republic of Kazakhstan "On Education", "On Technical Regulation" and "On accreditation in the field of conformity assessment". They are developed on the basis of Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

1.2 These standards are a tool for ensuring quality assessment during the procedure of institutional accreditation of TVE and software organizations.

1.3 The provisions of these standards can be used by TVE and software organizations and are mandatory for them when undergoing institutional accreditation, regardless of their status, organizational and legal forms, forms of education and departmental subordination.

1.4 These standards are applied by TVE organizations and software to conduct institutional self-assessment, identify and improve internal quality assurance mechanisms, develop internal documentation and develop corporate culture..

2. Regulatory references

This standard uses references to the following regulatory documents:

1. Закон Республики Казахстан от 27 июля 2007 года № 319-III «Об образовании»;
2. Закон Республики Казахстан от 8 августа 2002 года N 345 «О правах ребенка в Республике Казахстан»;
3. Закон Республики Казахстан от 11 июля 1997 года № 151 «О языках в Республике Казахстан»;
4. Закон Республики Казахстан от 9 ноября 2004 года № 603-III «О техническом регулировании»;
5. Закон Республики Казахстан от 5 июля 2008 года № 61-IV «Об аккредитации в области оценки соответствия»;
6. Государственная программа развития образования РК на 2011-2020 годы. Указ Президента РК от 7 декабря 2010 г. № 1118.
7. Стратегический план развития Республики Казахстан до 2020 года, утвержденный Указом Президента Республики Казахстан от 1 февраля 2010 г. №922.
8. О техническом регулировании. Закон РК от 9 ноября 2004 г. № 603-III ЗРК (с изменениями и дополнениями от 16.02.2012 г.).
9. Приказ Министра образования и науки Республики Казахстан от 18 октября 2018 года № 578 «Об утверждении Типовых правил приема на обучение в организации образования, реализующие образовательные программы технического и профессионального образования»
10. Приказ Министра образования и науки Республики Казахстан от 30 октября 2018 года № 595 «Об утверждении Типовых правил деятельности организаций образования соответствующих типов» Постановление Правительства Республики Казахстан от 30 января 2008 года N 77 «Об утверждении Типовых штатов работников государственных организаций образования и перечня должностей педагогических работников и приравненных к ним лиц».
11. Приказ Министра образования и науки Республики Казахстан от 17 июня 2015 года № 391 «Об утверждении квалификационных требований, предъявляемых к образовательной деятельности, и перечня документов, подтверждающих соответствие им»
12. Приказ Министра образования и науки Республики Казахстан от 15 апреля 2015 года № 204 «Об утверждении стандарта государственной услуги "Выдача лицензии на занятие образовательной деятельностью»

13. Приказ Министра образования и науки Республики Казахстан от 11 сентября 2013 года № 369 «Об утверждении Типовых правил деятельности видов организаций технического и профессионального, послесреднего образования»
14. Приказ и.о. Министра образования и науки Республики Казахстан от 23 октября 2007 года № 502 «Об утверждении формы документов строгой отчетности, используемых организациями образования в образовательной деятельности».
15. Приказ Министра образования и науки Республики Казахстан от 20 января 2015 года № 19 «Об утверждении Правил перевода и восстановления обучающихся по типам организаций образования».
16. Приказ Министра образования и науки Республики Казахстан от 18 марта 2008 года № 125 «Об утверждении Типовых правил проведения текущего контроля успеваемости, промежуточной и итоговой аттестации обучающихся»
17. Приказ Министра образования и науки Республики Казахстан от 31 октября 2018 года № 604 «Об утверждении государственных общеобязательных стандартов образования всех уровней образования»

3. Terms and definitions

The following definitions are used in these Standards:

3.1. Accreditation of an educational organization is a procedure for the recognition by an accreditation body of the conformity of educational services with established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the availability of effective mechanisms to improve it.

3.2. An accreditation body is a legal entity that conducts institutional and/or specialized accreditation of educational organizations based on Standards developed by it.

3.3. Audit of an educational organization is an assessment of the activities of a TVET organization by a commission of independent experts based on the study of self-assessment materials and a visit, with the following objectives: To identify the strengths and weaknesses of the TVET organization; Evaluate qualitative factors that cannot be adequately described in the self-assessment materials; To verify the adequacy of the information provided in the self-assessment materials.

3.4. An expert auditor is an independent expert who guarantees objectivity and the absence of bias.

3.5. Institutional accreditation is the process of evaluating a TVET organization by an accreditation body for compliance with the declared status and established standards of the accreditation body.

3.6. International accreditation is the accreditation of individual educational programs or educational organizations with a recognized foreign accreditation agency.

3.7. National accreditation is the accreditation of a TVET organization or educational program by national agencies included in the National Register No. 1 of the Ministry of Education and Science of the Republic of Kazakhstan.

3.8. Specialized accreditation is an assessment of the compliance of the quality of educational programs implemented by the TVET organization with the standards of the accreditation body.

3.9. Distance learning technologies (hereinafter referred to as DOT) are learning technologies implemented using information and telecommunication means with indirect (at a distance) or incomplete interaction between the student and the teacher.

3.10. Information resources - a set of library collections, electronic educational materials and other electronic educational resources, electronic catalogs, databases of electronic scientific resources, etc.

3.11. Final certification of students is a procedure conducted to determine the degree to which they have mastered the content of educational programs at the appropriate level of education.

3.12. Higher College is an educational institution that implements integrated modular educational programs for technical and vocational, post-secondary education;

3.13. College is an educational institution that implements educational programs for technical and vocational education, and post-secondary education;

3.14. Quality of education - compliance of the level of knowledge, skills and competencies of students and graduates with the requirements of educational programs and additional requirements established by the TVE organization.

3.15. Marketing of educational services is a type of activity of a TVET organization aimed at researching customer satisfaction and needs, designed to focus the production of educational services on training specialists in demand in the labor market.

3.16. Modular competence approach is a course training program containing a methodology for the implementation of new educational programs for the training of a competitive specialist in the system of technical and vocational education

3.17. Educational monitoring is the systematic observation, analysis, assessment and forecast of the state, dynamics of changes in the results and conditions of educational processes, the number of students, the network, as well as rating indicators of the achievements of TVE organizations.

3.18. Professional practice is a type of educational activity aimed at consolidating theoretical knowledge, skills, acquisition and development of practical skills and competencies in the process of performing certain types of work related to future professional activity.

3.19. An educational program is a single set of basic characteristics of education, including the goals, results and content of education, the organization of the educational process, and criteria for evaluating learning outcomes.

3.20. Educational activity is a process of purposeful, pedagogically based, consistent interaction of subjects of education, during which the tasks of teaching, developing and educating a personality are solved.

3.21. The final learning outcomes are a set of competencies, knowledge and skills that students should possess upon graduation from the educational program.

3.22. The visit of the TVE organization by the commission of external auditors is a component of the external assessment, which is a generally accepted part of the accreditation process. External expert auditors visit a TVE organization to check the self-assessment materials, interview the teaching staff, students, and staff, and evaluate the quality and effectiveness of the services provided, as well as offer recommendations for their improvement. The result of the visit is the audit report of the TVET organization.

3.23. Competence is the ability to apply knowledge, skills, and experience in familiar and unfamiliar work (life) situations.

3.24. Procedure is an established way of carrying out an activity or process.

3.25. Work qualification - the degree of professional readiness of students who have passed the final certification for mastering the educational program of technical and vocational education for training in one or more specialties.

3.26. Self-assessment is a self-analysis of the advantages and disadvantages of a TVET organization, including an analysis of the achievement of stated goals in the field of training specialists and compliance with established accreditation Standards.

3.27. Accreditation standards are documents of the accreditation body that establish the requirements for the accreditation procedure.

3.28. The register of recognized accreditation bodies is a list of national and foreign accreditation bodies formed by the authorized body in the field of education, included in the registers and (or) associations of accreditation bodies of the member states of the Organization for Economic Cooperation and Development (OECD).

3.29. The quality management system is a set of measures and constantly implemented operations that are used in the organization to achieve the required quality of services or products, which is the result of the organization's activities.

3.30. Intermediate certification of students is a procedure conducted to assess the quality of students' mastery of the content of part or all of one academic discipline and/or module, as well as professional modules within the same qualification after completion of their study.

3.31. Management documentation – documentation on planning, process management, application of various procedures, regulations on structural divisions, job descriptions established by the authorized body in the field of education.

3.32. Dual training is a type of professional education in which the practical part of the training takes place at the workplace, and the theoretical part – on the basis of an educational organization.

Designations and abbreviations

The following designations and abbreviations are used in these standards:

TVE – technical and vocational education;

PO – Post-secondary education

GOSO – state mandatory education standards;

DOT – distance educational technologies;

Ministry of Education and Science of the Republic of Kazakhstan – Ministry of Education and Science of the Republic of Kazakhstan;

Research and development–scientific and research work;

ICT – information and communication technologies;

PS – teaching staff;

ECTS – European Credit Transfer and Accumulation System;

ESG – Standards and recommendations for quality assurance in the European Higher Education Area;

EQF - European Qualifications Framework

CAAAE – Central Asian Association for Accreditation of Education

3. Principles of institutional accreditation of TVE organizations

The institutional accreditation of TVET organizations is carried out in accordance with these standards and in compliance with the following principles:

- voluntary accreditation by a TVET organization;
- transparency and objectivity of the accreditation procedure;
- independence from government agencies, founders, public organizations and others;
- responsibility for the objectivity of the quality assessment;
- confidentiality of the use of the information received;
- informing about accredited TVET organizations by providing information by the agency to the authorized bodies in the field of education and ENAAEE, as well as by posting on the CAAAE website.

6. Standards of institutional accreditation of TVE organizations

Standard 1. Mission and strategy of the TVET organization

1.1. General provisions

1.1.1 The activity of a TVET organization is determined by its mission, reflecting its place in the unified educational space of the country. The mission of the TVET organization should be to convey to the youth the idea of peace, goodness and justice, and an active civic position. An important task should be not only the training of qualified and competitive personnel, but also the spiritual formation of young people as citizens of the country and the world.

1.1.2 The activities of the TVET organization should reflect the context of the state policy in the field of education and should be aimed at achieving the goals and objectives of the TVET system as a whole.

1.1.3 The mission and Development Strategy, plans and the monitoring system for their implementation should complement each other;

1.2 Evaluation criteria

1.2.1 The mission and Development Strategy should be developed based on an analysis of the real situation in society and the needs of the state, with the participation of stakeholders and students.

1.2.2 The mission and Development Strategy should be developed in accordance with the available resources (including financial, informational, human resources, material and technical base), market needs and the country's education policy.

1.2.3 Representatives of students, teaching staff, employers, and social partners should participate in the development of the Mission and Development Strategy.

1.2.4 The content of the Mission and Development Strategy should be accessible to all stakeholders.

1.2.5 The TVET organization should systematically evaluate the effectiveness of the Mission and Development Strategy and identify mechanisms for the formation and regular review of the Mission and Development Strategy, as well as monitoring their implementation.

1.2.6 The TVET organization carries out the processes of strategic, tactical and operational planning and allocation of resources in accordance with the mission.

1.2.7 In accordance with the Development Strategy, the VET organization develops documents on the areas of its activities (including: implementation plans, plans for areas of activity, regulations, procedures, etc.).

1.2.8 The Mission and Development Strategy are approved by the Pedagogical Council.

Standard 2. Leadership and management

2.1 General provisions

2.1.1 The TVE organization's management system is aimed at implementing the vision, Mission, and Development Strategy. An educational institution should have its own quality assurance policy reflecting the vision and strategy and thus related to strategic management.

2.1.2 A TVET organization may organize its activities based on the principles of a quality management system and corporate governance.

2.1.3 The TVET organization should systematically collect, accumulate and analyze information about its activities and assess its strengths and weaknesses, on the basis of which management determines a quality assurance policy, develops strategic and operational plans.

2.2 Evaluation criteria

2.2.1 Education pre-emption management should be implemented through a mechanism for monitoring and managing day-to-day work processes;

2.2.2 The organizational, functional and staff structures of the Mission and the Development Strategy should be ensured.

2.2.3 The educational institution must have supporting documents on the organizational structure and management (Charter, regulations on the structural organization of the educational institution, decision-making procedures, etc.).

2.2.4 The TVET organization should have written guidance documents on structural divisions, their powers and responsibilities to ensure management (internal regulations, regulations, job descriptions, etc.).

2.2.5 The TVET organization should systematically analyze its activities to assess the risks and effectiveness of its activities, identify inconsistencies and errors.

2.2.6 The TVET organization should allocate rights and responsibilities in accordance with the Management Structure.

2.2.7 The TVET organization should ensure the availability and effective functioning of an information and feedback system aimed at students, employees and stakeholders.

2.2.8 The TVET organization must demonstrate the availability of a communication mechanism with students, employees and other persons interested in the college's activities, including the availability of established deadlines for reviewing complaints, appeals, and requests.

2.2.9 A TVET organization should have a well-developed and publicly accessible system for informing about the results of its activities.

2.2.10 Cooperation with other educational institutions and exchange of experience is an important factor.

2.2.11 The TVET organization should ensure the management of the educational process through the management of individual educational programs, including evaluation of their effectiveness.

2.2.12 A TVE organization can successfully operate a certified quality management system, which includes the design, management and monitoring of internal management processes, their improvement, and fact-based decision-making.

2.2.13 The TVET organization should have its own portal or website containing information reflecting the planning processes and the results of evaluating its effectiveness for students, employees and the public.

2.2.14 The TVET organization must demonstrate the transparency of its management system.

2.2.15 An important factor is the participation in management processes of representatives of stakeholders (employers, employers, students) as part of collegial management bodies.

2.2.16 The TVET organization should have a database on the number of students and graduates, available resources, personnel and other areas.

2.2.17 The TVET organization should have its own mechanisms for resolving conflicts of interest and relationships, should create a feedback system, a system of disciplinary bodies and a motivation system.

2.2.18 The TVET organization should ensure that the degree of satisfaction with the needs of the PS, staff and trainees is measured and that evidence of deficiencies identified during the measurement process is demonstrated.

2.2.19 The management of an educational institution should be open and accessible to students, teachers, and parents (blogs on the educational organization's website, official reception hours for personal matters, e-mail communication, etc.).

2.2.20 An educational institution should have a mechanism for interacting with the public, through which any interested person can make innovative proposals to improve its activities, management and governing bodies. The TVET organization should analyze these proposals and implement them.

Standard 3. Educational programs

3.1. General provisions

3.1.1. Educational programs should be developed in accordance with the State Educational Standards and standard curricula, based on the requirements of professional standards, in accordance with National Sectoral Qualifications Frameworks.

3.1.2. TVE organizations should have procedures in place to develop and approve their programs. Programs should be designed so that they meet the established goals. The ultimate goal of the educational program is to develop the professional competence of future specialists in accordance with the qualification requirements and to meet the needs of the country's labor market.

3.1.3. The qualifications obtained as a result of mastering the program should be clearly defined and explained, and should correspond to a certain level of the national qualifications framework in the TVE. The TVET organization must define its own requirements for the various forms, levels, and technologies of TVET used.

3.1.4. When designing educational programs, the TVE organization must take into account the personal needs and capabilities of students.

3.2 Evaluation criteria

3.2.1 The TVET organization should ensure the participation of the PS and employers in the development and management of educational programs, ensuring their quality.

3.2.2 The TVET organization should determine the content, scope, and impact of disciplines and professional practices on the formation of graduates' professional competence in accordance with the SES.

3.2.3 Each educational program should include the logic of the interrelation of disciplines, consistency and continuity.

3.2.4 The TVET organization should demonstrate the influence of disciplines on the formation of students' professional competence, skills and blocks of knowledge indicated in the educational and methodological complexes of disciplines. There should be a clear definition of the logical sequence of courses of disciplines and reflection in the working curriculum of the basic requirements for learning outcomes.

3.2.5 The TVET organization must demonstrate the logic and reasons for drawing up work curricula and training programs, in particular, the reasons for choosing a discipline in the curriculum list, the reasons for assigning the status of a post- or prerequisite, the correspondence of the name and content of disciplines to relevant areas of development of economic sectors, the field of science, society, etc.

3.2.6 The content of academic disciplines should correspond to the level of TVE education and the proposed learning outcomes.

3.2.7 The list and content of disciplines should be accessible to students.

3.2.8 The college should provide equal opportunities for students, regardless of the language of instruction, to form an individual educational trajectory aimed at the formation of professional competence.

3.2.9 An important factor is the updating of educational programs, taking into account the interests of employers when developing educational programs in disciplines aimed at developing professional skills.

3.2.10 The VET organization should annually develop and approve work curricula and programs, taking into account changes in the labor market, the wishes of students and teachers for new students.

3.2.11 The equipment and technical means used for the development of educational programs should be similar to those used in the relevant industries and comply with safety requirements during operation.

3.2.12 The TVET organization must demonstrate the effectiveness of regular analysis of the sufficiency and modernity of the resources available to educational programs – classrooms, laboratories, computer equipment and software, financial resources, professional practice and employment systems, teaching aids and materials, etc.

3.2.13 For the implementation of educational programs, the college may involve employees from production and determine the proportion of subjects they read. The college should demonstrate the logic of involving them in the classes.

3.2.14 The TVET organization should ensure the objectivity of the assessment of knowledge and the degree of formation of professional competence of students, transparency and adequacy of tools and mechanisms for their assessment.

3.2.15 The TVET organization should provide a mechanism for internal quality assessment and examination of educational programs, as well as feedback for their improvement.

3.2.16 The TVET organization should ensure that the maximum possible amount of structured, organized information on the subjects taught is available to students – presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.

3.2.17 When implementing an educational program with credit technology, the student's independent work should be monitored and mechanisms for an objective assessment of its results created.

3.2.18 An important factor is the introduction and effectiveness of active teaching methods and innovative teaching methods.

3.2.19 The TVE organization may provide the opportunity to continue education in the educational programs of applied bachelor's degree, university and additional education.

3.2.20 An important factor is the involvement of employers in the educational process.

3.2.21 The VET organization should ensure the availability and effective functioning of a mechanism for an objective, accurate and comprehensive assessment of knowledge, skills and

qualities acquired by students during their studies in the discipline, as well as a collegial mechanism for appeal and professional appeal assessment.

3.2.22 The TVET organization must ensure the availability and effective functioning of a system of individual assistance and counseling for students in the educational process.

Standard 4. Teaching staff and teaching effectiveness

4.1. General provisions

4.1.1. The teaching staff is the main resource of educational activity available to students. The TVET organization should maintain a personnel policy that establishes clear, transparent and fair recruitment processes, employment conditions and professional development.

4.1.2. The TVET organization should organize activities aimed at the development and professional development of PS, administrative and managerial staff and staff of the college;

4.1.3. The TVET organization should regulate the organizational and functional structure of personnel management and its development, including the personnel selection system.

4.1.4. The VET organization must ensure that the qualifications of the PS meet the needs of educational programs.

4.1.5. The TVET organization should have mechanisms for motivating and stimulating employees, adapting new employees, certifying and applying disciplinary measures against employees, and dismissing employees.

4.2 Evaluation criteria

4.2.1 The personnel potential of the college should correspond to the Development Strategy and the specifics of educational programs.

4.2.2 The TVET organization must demonstrate recruitment based on an analysis of the needs of educational programs and the availability of a recruiting system.

4.2.3 Information about the PS should be available to the public, the college should keep them publicly available and posted on the website.

4.2.4 The TVET organization must demonstrate compliance with the principle of accessibility of management and transparency of all personnel procedures.

4.2.5 The TVET organization should ensure the monitoring of PS activities, a systematic assessment of the competence of teachers, and a comprehensive assessment of the quality of teaching. The college should also organize various mechanisms for assessing the quality of teaching, such as student questionnaires about the quality of teaching, attendance at PS classes, PS questionnaires about the assessment of colleagues, etc.

4.2.6 The teacher's workload should include educational, methodological, scientific work (including preparation of projects and applications), organizational and methodological (including participation and organization of various events), professional development (professional development, including personal development and study of literature in the specialty), activities in a professional environment (for example, participation in professional associations and consulting). The teacher can conduct scientific work (including preparation of projects and applications).

4.2.7 The TVET organization should ensure the completeness and adequacy of individual planning of the PS work for all types of activities, monitoring the effectiveness and effectiveness of individual plans.

4.2.8 The TVET organization must demonstrate the existence of a system of professional development, professional and personal development of PS and administrative and managerial personnel.

4.2.9 The TVET organization should support young teachers and have a specific plan for the development of young teachers.

4.2.10 The TVET organization must ensure that the management (directors, deputy directors, heads of structural divisions) passes advanced training in educational management programs.

4.2.11 The TVET organization should ensure that there is a system for stimulating the professional and personal development of teachers and staff. The TVET organization should organize various contests among the PS to determine the best, and introduce a system for awarding the best PS.

4.2.12 The TVET organization should ensure the monitoring of PS satisfaction through special methods. The management must respond to requests from the PS on various issues.

4.2.13 The PS should actively apply information and communication technologies in the educational process.

4.2.14 The TVET organization may involve specialists with experience in relevant industries to teach at the college.

4.2.15 The TVE organization can attract the best foreign and domestic teachers, conduct joint research. Also to assist in the promotion of PS for participation in programs.

4.2.16 The TVET organization is obliged to create conditions for students to participate in public life and contribute to the development of science and culture in the region.

Standard 5. Students and training

5.1. General provisions

5.1.1. The educational activities of an educational institution should be aimed at meeting the needs of various categories of students: students enrolled on a state educational order, on a contractual basis, at the expense of other organizations; persons with disabilities (physical and/or material). The college should pursue a policy of supporting different categories of students and their needs.

5.1.2. The VET organization should focus as much as possible on the individual characteristics of students and their specific personal understanding of the world. The methods by which the programs are implemented should encourage students to play an active role in the joint construction of the educational process.

5.1.3. The organization of the VET sets goals for attracting a contingent of students. The TVET organization is obliged to formulate its requirements for applicants, to have a complete understanding of its possibilities for admitting applicants.

5.1.4. The VET organization creates a learning environment that promotes the formation of professional competence and takes into account the individual needs and capabilities of students.

5.1.5. The TVET organization should ensure the development of educational programs that motivate students to take an active role in the joint creation of the learning process, and the assessment of students' academic performance should reflect this approach.

5.2 Evaluation criteria

5.2.1 The TVET organization must demonstrate the policy of forming the student body and the transparency of its procedures.

5.2.2 The TVET organization should uniformly apply predefined and published rules covering all stages of student life, i.e. admission, training and graduation.

5.2.3 The TVET organization should ensure the representation of students in collegial management bodies.

5.2.4 The VET organization should provide students with the opportunity to practice in their specialty, and monitor student satisfaction.

5.2.5 The TVE organization creates conditions for effective student advancement along an individual educational trajectory.

5.2.6 An important factor is the involvement of students in creative and/or scientific research work.

5.2.7 An important factor is to ensure academic mobility for students. A TVET organization should have its own mechanisms for recognizing the results of academic mobility of students.

5.2.8 The TVET organization should create favorable conditions for attracting and training foreign students.

5.2.9 The TVET organization should develop a special program to support gifted students.

5.2.10 The TVET organization should make the maximum amount of efforts for the employment of graduates and/or their qualification confirmation in the industry certification centers of employers, annually monitor the employment of graduates.

5.2.11 The TVET organization should create the most favorable conditions for extracurricular activities of students. For them, a canteen, a computer center, a library, reading rooms and gyms, a medical facility, etc. should function.

5.2.12 Student communities, forums, etc. should be created to ensure communication between students.

5.2.13 The VET organization should develop a mechanism for monitoring student satisfaction with the activities of the educational institution in general and individual services in particular. The TVET organization should organize special mechanisms for dealing with student complaints.

5.2.14 The educational institution should have a feedback system that includes prompt presentation of information on the results of the assessment of students' knowledge.

5.2.15 The TVET organization should provide students with open access to information about its activities.

Standard 6. Educational work

6.1 General provisions

6.1.1 The educational work of the college should be focused on the graduate model as a patriotic citizen, an educated person, a free, cultured, humane personality, capable of self-development.

6.1.2 All educational activities should be based on the needs and interests of students, traditions, and cultural heritage necessary for personal development.

6.1.3 A TVET organization should establish a system of attitudes towards socially significant cultural, spiritual norms and values.

6.1.4 Parents and social partners should be actively involved in the educational process.

6.2 Evaluation criteria

6.2.1 Educational work should be consistent with the Mission and Development Strategy. The content of educational activities must comply with the requirements of regulatory documents on the content, goals and objectives of educational activities as part of an integrated educational process. The college should have a concept of an educational system, a long-term work plan (charter, rights and obligations of students, work programs, regulations on events, internal regulations, etc.).

6.2.2 The TVET organization must have a student government body, its organizational and methodological support.

6.2.3 The work of methodological associations, creative groups, pedagogical workshops, etc., should be presented in the organization of the TVET, and their activities should correspond to the goals and objectives set out in the concept of the educational system and the annual work plan.

6.2.4 The organization of a TVET should include various forms of work with parents: parental universal education, parent meetings, involvement of parents in organizing educational work with children (leadership of clubs, sections, participation in the preparation and holding of events).

Standard 7. Finance

7.1 General provisions

7.1.1 The TVET organization should have sufficient funding for the training of students and the implementation of pedagogical activities, ensure the provision of adequate and easily accessible educational resources and ways to support students.

7.1.2 The financial system should be stable, efficient, efficient, independent and transparent.

7.2 Evaluation criteria

7.2.1 Financial policy and financial management should be consistent with the Development Strategy.

7.2.2 The financial management system should include: financial planning and forecasting, accounting, control, financial analysis and performance audit, financial procedures, financial methods of motivation.

7.2.3 The TVET organization must demonstrate the planning of the college's budget, the availability of short- and medium-term plans based on the project approach.

7.2.4 A TVET organization should have well-coordinated financial management: all money transfers, cash flows, and changes in equity should be reflected in the relevant reports.

7.2.5 The TVET organization should implement an internal mechanism for auditing the effectiveness and efficiency of its expenses, as well as regularly conduct an external, independent audit.

7.2.6 The TVET organization must demonstrate financial stability and viability.

7.2.7 The TVET organization should form alternative development scenarios based on an annual risk assessment.

7.2.8 Financing should be result-oriented, and the TVET organization should have a mechanism for assessing the adequacy of financing for various types of activities.

7.2.9 The allocation of the annual budget and its use should be transparent.

7.2.10 A TVET organization should have an effective financial reporting mechanism.

7.2.11 The TVET organization should have a transparent remuneration system for PS and administrative staff, technical staff.

Standard 8. Resources: logistical and informational

8.1 General provisions

8.1.1 The resource provision should be consistent with the stated Mission, goals and objectives, and Development Strategy. Students and PS should be informed about the availability of the necessary resources.

8.1.2 The TVET organization should constantly update and improve the material, technical and information resources to ensure the quality of education.

8.1.3 The TVET organization must ensure the creation of comfortable conditions for training and work. Appropriate infrastructure development should be carried out based on the results of infrastructure satisfaction monitoring.

8.2 Evaluation criteria

8.2.1 The TVET organization must demonstrate the compliance of the infrastructure with the specifics of its activities, including the implementation of educational programs, distance learning, and research. Classrooms, offices, laboratories, communication and computer equipment, training grounds, technology parks and other facilities must meet the qualification requirements.

8.2.2 The TVET organization should evaluate the dynamics of the development of material and technical resources and information support, the effectiveness of using the evaluation results for adjustments in planning and budget allocation.

8.2.3 The TVET organization should ensure that indicators of goals and objectives are available to assess the prospects for the introduction and use of information and communication technologies.

8.2.4 The TVET organization must have its own personalized interactive resource.

8.2.5 There should be the required number of computer classrooms, reading rooms, multimedia, language and scientific-methodical classrooms, and the number of seats in them. Free Wi-Fi should be available throughout the territory.

8.2.6 The Library should have a sufficient book fund, including a fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals in the context of the languages of instruction, as well as scientific databases, a database of electronic scientific journals.

8.2.7 The TVET organization should provide students with information, reference and methodological materials necessary for mastering the educational program (reference guide, academic policy of the college, academic calendar, etc.).

8.2.8 Educational materials, software, educational literature and additional resources, and equipment should be available to all students.

8.2.9 Information and communication technologies support of the educational program is an important factor.

8.2.10 The TVET organization must provide educational programs with the necessary laboratories, landfills, etc.

8.2.11 The TVET organization must ensure the safety of the implementation of educational standards. Appropriate security systems and a security control system should be in operation on the college grounds.

8.2.12 The TVET organization should determine the degree of information technology implementation in the educational process, monitor the use and development of innovative teaching technologies.

8.2.13 The TVET organization must demonstrate the availability of a web resource in three languages reflecting the mission and development strategy of the college, which contains all information about the college's activities, complete information about the PS, the director's personal e-mail, a virtual book of complaints, etc.

8.2.14 An important factor is copyright compliance when placing educational and methodological support in the public domain.

8.2.15 Issues of the effectiveness and adequacy of the use of ICT are considered at meetings of the Pedagogical Council and other collegial bodies.

8.2.16 An important factor is the creation of conditions for the development and use of ICT by employees, teachers and students in the educational process.

9 The procedure for making changes and additions

9.1 The CAAAE strives to improve its activities, raise its level and is always open to exchange opinions and experiences. Changes and additions may be made to this standard in order to further improve it.

9.2 In case of initiation of changes and additions to the current standards by educational organizations and other interested persons, as well as by CAAAE employees, suggestions and comments are sent to the relevant CAAAE body.

9.3 The CAAAE management creates a special commission and conducts an expert examination of the received proposals and recommendations for their validity and expediency in accordance with the established procedure. Relevant recommendations on changes and additions to these standards are sent to the CAAAE Accreditation Council.

9.4 Changes and additions to the current standard of institutional accreditation are made after their discussion and approval by the CAAAE Accreditation Council.