Appendix to the decree of the Minister of Education and Science of the Republic of Kazakhstan
dated "___" _____ 2022 No. _____

GUIDELINES FOR QUALITY ASSURANCE IN EDUCATION

1. Introduction

1. The Guidelines for Quality Assurance in Education (hereinafter referred to as the Guidelines) is a set of norms governing the systems of internal and external quality assurance in education, as well as tools for improving the quality of learning and teaching in accordance with the current legislation in the field of education of the Republic of Kazakhstan and taking into account the recommendations of international organizations and quality assurance standards, including:

- Standards and Guidelines for quality assurance in the European Higher Education Area (ESG),

- EQAVET (European Quality Assurance System for Vocational Education and Training),

- Recommendations of the Council of International Schools (CIS),

- Recommendations from the National Association for the Education of Young Children (NAEYC),

- Education Inspection Framework (EIF) and others.

2. The guidance is aimed at structurally improving the quality of education at the level of the system as a whole and in each educational institution.

3. The leadership is the basis of quality assurance in accordance with the goals of education to increase the competitiveness of the country, based on a solid foundation of knowledge and innovation, and serves as a guide for creating adequate conditions for conducting quality educational activities and consolidating the actions of all stakeholders to ensure the quality of education.

4. The introduction of this Guide into the education system confirms that there is consensus on clear goals and expectations for the quality assurance system.

2. Culture of quality and characteristics of the national model for ensuring the quality of education

5. The quality culture of educational organizations is a system of values and beliefs of participants in the educational process about the quality of education and a focus on its continuous improvement.

6. Quality culture is part of the organizational culture and it is shared by absolutely all members of the team: from the leader to teachers and students, its continuous improvement is achieved through quality assurance at all stages and processes of the educational organization.

7. Ensuring the quality of education is ensuring the degree of compliance of the totality of knowledge, skills, values and competencies acquired by students in educational institutions with the expectations and requirements of all interested parties and guaranteeing its suitability for personal growth and professional activities.

8. The concept of "quality assurance in education" is a paradigm (concept) that creates a qualitative landscape of the education system through the efforts and actions of all stakeholders to meet their expectations and goals.

9. The elements of a quality culture are:

1) formal quality assurance processes, which are based on tools and processes to define, measure, provide evaluation and ensure quality improvement;

2) commitment to quality, which is formed at the individual level (personal commitment to striving for quality) and the collective level (individual attitudes and awareness ultimately constitute a common culture).

10. Formal quality assurance tools are of a normative, strategic and operational nature.

11. Indicators of an individual level of commitment to quality are commitment, responsibility, involvement and efficiency.

12. The collective level of commitment to quality is based on trust and shared values.

13. The interaction of quality culture elements is achieved through communication, participation and trust.

14. The national model for ensuring the quality of education has four levels:

1) the first basic level is represented by the internal quality assurance system;

2) the second integrated level is represented by an external quality assurance system;

3) the third level is represented by quality assurance for accreditation bodies;

4) the fourth level is represented by the state's responsibility for quality assurance.

15. All subjects of the educational space of the Republic of Kazakhstan are required to comply with the national quality assurance model.

16. Educational organizations are responsible for the quality of their education and its provision, their educational activities through an internal quality assurance system and the formation of a quality culture.

17. The system of internal quality assurance of education is a set of policies, tools and approaches to ensure the quality of the educational process and the educational environment, methods of managing the quality of education, based on the development of a culture of quality in the organization of education.

18. In the organization of education, a culture of quality must be formed, which is understood and accepted by every teacher (educator, teacher, lecturer), every student, academic staff, managers of various levels and leadership. Quality must be consciously built into the daily activities of each member of the team and each structural unit of the educational organization, and thus a "reproducing culture of quality" is achieved.

19. An integral component of a culture of quality is a culture of academic and research integrity.

20. The system of external quality assurance of education is a set of institutional structures, procedures, forms and methods for establishing the compliance of the quality of education with the needs of the individual, society and the state.

21. The procedures of the external quality assurance system are aimed at external evaluation of the effectiveness of internal quality assurance processes, including an assessment of the quality culture that has developed in the educational organization.

External quality assurance includes accreditation or evaluation of the activities of educational organizations and (or) their programs, government control and public trust.

22. Accreditation is the procedure for recognition by the accreditation body of the compliance of educational services of educational organizations with the standards (regulations) of accreditation in order to provide objective information about their quality to interested parties.

23. Accreditation indicates that an educational organization has an internal quality assurance policy and system, supports them in this work, and also informs interested parties, including the public, about this.

24. State control over the quality of education is ensured by creating and ensuring the functioning of the national system for assessing the quality of education.

25. The responsibility of the state to ensure quality lies in the development of the education system, the improvement of the legal basis for its functioning and the creation of the necessary socio-economic conditions for education in accordance with the Constitution of the Republic of Kazakhstan.

3. Goals and principles for ensuring the quality of education

26. The key objectives of the Guidelines are to promote a common understanding of quality assurance in education, the introduction of quality assurance mechanisms into the activities of all stakeholders and the formation of a culture of quality in all educational organizations in the country.

27. The main principles of quality assurance in the Republic of Kazakhstan are:

1) responsibility of educational organizations for the quality of education and quality assurance;

2) transparency of activities of educational organizations and accreditation bodies;

3) confidence of society and all interested parties in the results of quality assurance;

4) formation and support of quality culture at all levels of quality assurance;

5) functioning of the national database of results of external quality assurance.

28. Management integrates internal and external quality assurance mechanisms.

29. Quality assurance processes aim on the one hand at accountability and on the other hand at continual improvement.

4. Scope of the Guidelines

30. The Guide establishes a consistent policy to ensure the quality of education in the Republic of Kazakhstan, which is necessarily accepted and observed by all interested parties: educational organizations, accreditation bodies operating in the territory of the Republic of Kazakhstan, government agencies and public associations in the field of education.

31. The quality assurance system is based on the Guidelines, the National Qualifications Framework, academic credits and other measures of student workload, and recognized institutionalized structures.

32. Based on the Guidelines, it is measured that the quality assurance system serves the purpose of improving the national education system.

33. The Guidance statements are as follows:

1) Educational organizations bear the main responsibility for the quality of education and ensuring the quality of their activities, for this purpose they introduce an internal quality assurance system;

2) Accreditation bodies conduct institutional and (or) specialized accreditation of educational organizations based on the standards (regulations) developed by them, based on the results of which they inform interested parties, including the public, about the existence of an internal quality assurance system in the educational organization and provide them with support in this work;

3) State structures are authorized to clearly articulate the purpose and role of quality assurance as an integral priority of the education system, create a legal framework that allows quality assurance agencies and educational organizations to comply with the Guidelines, international and European quality assurance standards, ensure compliance with their requirements, make sure that the rules defining the basic the structure of the external quality assurance system are appropriate for their purpose.

34. The mechanism for measuring quality assurance is internal and external tools that are equally aimed at providing valid data for decision-making both at the institutional and regional and national levels.

35. At any level, the quality assurance system is formed from internal quality assurance and external quality assurance and is a set of interrelated and interacting policies, standards, tools and methods for managing the quality of education.

36. Policy in the field of education quality - formulated and approved intentions to ensure the quality of education and priorities, principles, directions for the development of the organization of education to ensure a higher quality level of education and educational services.

37. Education quality standards are documents of educational organizations or accreditation bodies that describe a set of rules for the functioning and continuous improvement of academic, educational, research and other processes and the criteria for their implementation in order to meet the needs and expectations of all stakeholders (applicants and their parents, students, teaching staff, employers, local authorities and other stakeholders).

38. The policies and standards reflect the measures to ensure the quality of education, corresponding to the subject of activity of the educational organization or quality assurance agency.

39. Quality assurance criterion - the characteristics of education, including the educational service (product), the educational process and the educational environment, used to measure or evaluate its quality in accordance with the requirements of stakeholders.

40. Education quality assurance tools are a set of standards and criteria for quality assurance, as well as indicators (indicators) and control and measuring materials.

41. Indicators (indicators) provide information about the activities of the educational organization regarding quality requirements and help improve its activities. In this regard, indicators (indicators) perform three functions: they measure, signal and report on the state of affairs about quality.

42. In educational practice, quantitative indicators, qualitative indicators, contribution indicators, process indicators, result indicators, direction indicators, performance indicators, financial indicators, KPI indicators are used for measurement.

43. Areas measured include: student enrollment, academic success (achievement) and student advancement, graduation, student retention, student engagement, alumni (past years), curricula and/or educational programs, educators, faculty, staff & HR, educational technologies, including remote, educational and scientific laboratories, equipment, financial aid, grants and research, library, strategic planning, including academic strategy, level of satisfaction, relations with business, other educational organizations, society.

5. Guidance on quality assurance for early childhood education and training

5.1 Values of the early childhood education system

44. The values of the system of preschool education and training act as a guideline in the upbringing and education of a child from birth to the age of five (six) years in the family, in a preschool educational organization, in child development centers.

45. The values of preschool education and training are an important factor in the safety, upbringing, formation of the worldview and development of the child.

46. The core values of early childhood education and training, which are promoted and supported both at the national level and in each individual family, are:

- observance and respect for the rights of the child;
- recognition of the child as a full-fledged participant (subject) of the educational process;
- equal access to quality preschool education and training;
- psychological comfort of the child;
- ensuring the safety of life and maintaining the health of the child in the family and preschool organization;
- openness to knowledge of the world;
- play and creativity;
- research activity of the pupil;
- variety of lived experiences;
- awareness and responsibility of all participants in the educational and educational process;
- cooperation and support.

5.2 The mechanism for implementing the quality assurance system for preschool education and training

The system of internal quality assurance of preschool education and training

47. The goals of internal quality assurance of preschool education and training are:

- creation of conditions for the safe stay of the child in a preschool organization;

- full development of children.

48. The conditions for the safe stay of a child in a preschool organization are carried out in accordance with regulatory requirements, sanitary rules and fire safety standards, full development, ensuring the availability of a developing environment, providing qualified personnel, and having a video surveillance system.

49. The full development of children is ensured by the creation of an accessible developing subject-spatial environment and the organization of high-quality interaction between teachers and pupils.

50. The priority areas of work to ensure the quality of preschool education and training are:
- updating the content of preschool education;
- activation of the creative and personal potential of teachers;
- improvement of management of the preschool organization.

51. Preschool organizations (of all types and types) independently develop policies and standards for internal quality assurance of preschool education and training, which supports a quality assurance system aimed at meeting the needs of the family and the child in quality preschool education services.

52. The criteria for assessing the quality of preschool education and training are:
- compliance with the norms and requirements in accordance with applicable regulations;
- high-quality implementation of the objectives of the curriculum;
- high level of competence of teachers;
- accessibility and compliance of the environment with the conditions of the developing object-spatial environment;
- material and technical equipment of a preschool organization;
- ensuring the safety of children;
- involvement of parents in the process of education and training.

53.   Standards for internal quality assurance of early childhood education and training include:

Standard 1: Quality policy

The policy in the field of quality assurance is aimed at continuous improvement of the quality assurance of the activities of a preschool organization based on the creation and development of a high-quality educational environment and the effective organization of educational activities.

The preschool organization creates the conditions for the holistic development of happy, healthy, independent, inquisitive, sociable, critically thinking children through the interaction of all participants in the educational process of preschool education and training,forms the personal qualities of the child on the basis of spiritual and moral values through national culture and traditions, expands the forms of cooperation with the family.

The preschool organization has procedures for management, financial reporting, health, nutrition and safety, as well as a personnel policy. It must effectively implement the policies, procedures and systems that support stable staffing and management of personnel, finances and programs.

Standard 2. Safety and health of children

To ensure the safety of life and the preservation of the health of children in a preschool organization. The safety of children is ensured through a safe environment, the use of equipment that is safe for life and health, the creation of safe conditions for the child to stay in the organization and the friendly attitude of teachers and educators. The preschool organization provides full and healthy nutrition for children, takes measures to protect children and staff from diseases. Teaches children to make healthy choices for themselves and maintains a healthy environment.

Standard 3. Development and approval of general education curricula for preschool education and training

The content of preschool education and training is implemented through the educational areas: "Health", "Communication", "Cognition", "Creativity", "Society" through integrated game-lessons, game activities, joint activities of an adult andchild, focused on supporting the individuality and subjectivity of the child.

For the implementation of educational areas, a developing environment is created that provides:

1) implementation of programs for the full and comprehensive development of the child;

2) the possibility of communication and joint activities of children;

3) conditions for building a developing environment;

4) physical and psychological-pedagogical conditions in the organization of inclusive education;

5) saturation of transformable play areas, their availability and safety.

The implementation of the curriculum should be consistent with its goals, also contribute to learning and development in the following areas: social, emotional, physical, language and cognitive. The following criteria should be disclosed in the standard: social and emotional development, physical development, language development, development of elementary mathematical skills.

Standard 4. Parenting, training and assessment of progress in the development of the child

Education and training is aimed at developing health-saving, communicative-linguistic, cognitive, creative and social skills in a child.

Targets are used by teachers to monitor the individual development of children and plan educational activities.Targets are definedinannex to the Model Curriculumandnot subject to evaluation.

There are no requirements for the level of preparation of a graduate of a preschool organization and a preschool class in accordance with Article 56 of the Law "On Education".

A graduate of a preschool organization and a preschool class has the following qualities:

curious;

self-confident;

communicable;

able to work in a team;

has critical thinking;
creative;
independent;
socialized;
wants to go to school.

Standard 5. Teaching staff and staff

The preschool organization provides care and development, the educational process by competent teachers, educators and nannies. A supportive working environment is created for teaching and administrative staff with the qualifications, knowledge and professional commitment necessary to promote the learning and development of children and to support the needs of children. To promote continuous professional development, advanced training of teaching and administrative staff.

Standard 6. Interaction and relationships: teacher, educator, parent and child

Preschool encourages positive relationships between all children and adults, encourages each child's sense of value and community, and develops each child's ability to contribute as a responsible member of the community. It creates conditions for high-quality interactions between teachers and families, teachers and children. Helps children make friends and self-development.

Standard 7. Developing environment

The preschool organization must have sufficient funding to create conditions that are safe for the health of children, an appropriate and well-groomed physical environment indoors and outdoors. It also provides furniture, materials and equipment for the high-quality and full development and education of children.

Standard 8. Public information

All preschool organizations should post information about their activities on the official website of the organization, which should be open, accessible, objective and relevant.

Standard 9: Periodic external quality assurance

Preschool organizations undergo external control and quality assurance assessment, including preventive control, unscheduled inspections and state certification.

54. An important dimension of the policy in the field of quality assurance of preschool education and training is the principle of inclusiveness, which is reflected in the standards of internal quality assurance.

55. Quality assurance standards for preschool education and training support the organization of a quality assurance system aimed at meeting the needs of the family and the child in quality preschool education services.

56. An internal assessment of the quality of preschool education and training is carried out by a preschool organization through monitoring (initial, intermediate, final) and determining the satisfaction of parents with the quality of educational services.

57. Monitoring is carried out in order to ensure compliance with the requirements of the State Compulsory Standard for Preschool Education and Training of the Republic of Kazakhstan (hereinafter referred to as GOSDVO), the Model Rules

for the Activities of Preschool Educational Organizations and other regulatory legal documents regulating their activities.

58. Monitoring includes:

- monitoring the development of preschool children;

- assessment of the formation of skills and abilities in children in accordance with age characteristics;

- introduction of corrective actions by the teacher in the work plan.

59. In order to eliminate possible risks and threats in the implementation of educational programs, a preschool organization conducts a self-assessment of activities to ensure the quality of the provision of educational services, which includes criteria for both internal and external control.

60. Determining the satisfaction of parents with the quality of educational services is carried out through a survey, an online survey, the dynamics of the indicator of parental satisfaction with the quality of educational services.

The system of external quality assurance of preschool education and training

61. External quality assurance of preschool education and training is implemented through external control and external evaluation.

62. External control is carried out by carrying out preventive control, unscheduled inspections and state certification of preschool organizations.

63. Unscheduled inspections, preventive control with a visit to the subject (object) of control over compliance with the legislation of the Republic of Kazakhstan on education and qualification requirements for educational activities, preventive control without visiting the subject (object) of control, state certification of preschool organizations, regardless of ownership and departmental subordination, carried out by the authorized body in the field of education.

64. State certification is carried out without visiting the subject (object) of control by analyzing and studying educational activities in the following areas:

- contenteducational process with a focus on learning outcomes;

- the maximum amount of teaching load of pupils;

- preparing pupils for schooling, including monitoring the achievements of pupils (diagnosing skills and abilities);

- training period.

65. To pass the state certification, preschool organizations conduct a self-assessment of activities, including criteria for organizational activities, the pedagogical process, and expected results.

66. External evaluation of a preschool organization is carried out through its institutional accreditation.

67. Accreditation of preschool organizations is carried out on the principles of voluntariness, independence and payment.

68. Accreditation of preschool organizations is carried out by recognized national or international accreditation bodies according to standards and regulations developed by them independently.

The system of responsibility for ensuring the quality of preschool education and training at the state level

69. Responsibility for the quality of preschool education and training at the state level rests with the authorized body in the field of education, local executive bodies, including regional methodological offices.

70. The authorized body in the field of education develops and approves:

- rules for catering, as well as the purchase of goods related to the provision of nutrition for children brought up in state preschool organizations;

- rules for organizing work on the examination and approbation of model curricula, model curricula for preschool education and training;

- standard rules for admission to training in educational organizations that implement programs of preschool education and training;

- requirements for the structure and content of educational and methodological complexes for preschool educational organizations;

- rules for the preparation, examination, approbation and monitoring, publication of educational and methodological complexes for preschool educational organizations;

- a list of educational and methodological complexes for preschool organizations, including in electronic form, before the approval of the republican and local budgets;

- coordinates the work on providing textbooks and educational and methodological complexes for pupils of preschool education organizations;

- forms of a standard contract for the provision of educational services for preschool organizations;

- norms for equipping preschool education organizations with equipment and furniture;

- rules for placing a state educational order for training personnel for the preschool education system;

- methodology and rulesper capita normative financing of preschool education and training;

- rules for placing a state order for the provision of preschool education and training;

- rules for organizing registration of children of preschool age until they receive secondary education.

71. Local executive bodies provide:

- automated registration of preschool children, their education until they receive secondary education;

- approval and placement of the state educational order for preschool education and training;

- approval of the size of the parental fee;

- medical service;

- material and technical equipment of state preschool organizations;

- the necessary methodological and advisory assistance.

72. Regional methodical rooms provide:

- building the educational process on the basis of the rules and norms of the authorized body in the field of education and local executive bodies;

- effective and prompt informing teachers about innovations;

- interaction with the structures of the methodological service, parents (legal representatives) of pupils.

73. Monitoring the effectiveness of the quality assurance system for preschool education and training is carried out through the analysis and verification of relevant statistical data, indicators and indicators of organizations of preschool education and training, reflected in the NED.

6. Guidelines for Quality Assurance in Secondary Education
6.1   Values of secondary education

74. The value system of secondary education acts as a guideline in shaping the worldview of students, the tasks of which are to develop their spiritual and moral qualities, skills of analytical, critical and creative thinking, self-realization and interaction in society.

75. At all levels of secondary education (primary, general, basic), based on basic values such as Kazakhstani patriotism, civic responsibility, respect, cooperation, work and creativity, openness, lifelong learning, the quality assurance system provides for:

1) improving the provision of quality education and upbringing;

2) education of an active civic position, moral values;

3) improving the effectiveness of the quality of education through systematic monitoring of students' achievements;

4) introduction of innovative technologies in all areas of secondary education;

5) creation of a favorable climate and the necessary conditions for the formation of a special environment for the relationship of teachers, students and parents;

6) mutually beneficial cooperation with stakeholders;

7) the need for lifelong learning.

73. The system for ensuring the quality of secondary education contributes to the realization of the constitutional right of a citizen to compulsory free secondary education.

76. The system for ensuring the quality of secondary education is aimed at ensuring the availability of high-quality secondary education, regardless of the social and financial situation of parents and other external factors.

6.2 Mechanism for the implementation of the quality assurance system of secondary education
The system of internal quality assurance of secondary education

77. The priority areas of work to ensure the quality of secondary education at all its levels are:

1) monitoring the educational achievements of students;

2) systemic and comparative analysis of programs and textbooks, educational literature;

3) improvement of the content of primary, secondary, general secondary education;

4) activation of the creative and personal potential of teachers.

78. The system of internal quality assurance of secondary education is based on standards for internal quality assurance, which are developed by organizations of secondary education independently.

79. The standards for internal quality assurance of secondary education include:

Standard 1: Quality policy

The quality assurance policy is developed by the secondary education organization independently and implemented in all included parameters, it must be available to the public and is part of their strategic management.

The policy in the field of quality assurance is aimed at continuous improvement of the activities of the organization of secondary education based on the creation and development of a high-quality educational environment and the effective organization of the educational process.

Standard 2. Development and approval of general education curricula secondary education programs

General education curricula should be designed in accordance with established objectives, including expected learning outcomes. The curriculum must be written in accessible language and meet the intellectual, physical, social and emotional needs of all learners. The curriculum should plan for global citizenship, intercultural learning and digital citizenship to ensure that students are well prepared for life outside of school. The program must be monitored, evaluated, reviewed and developed in a systematic and planned manner, using the results of the learners and in response to changing external influences.

Standard 3. Training and assessment: methodology, technologies, methods and assessment system

Teaching should be closely aligned with the school's definition of quality learning, which enables all learners to be involved in the learning process, access the curriculum, and succeed in learning. Students who have difficulty accessing the curriculum should be supported by qualified staff who use inclusive methods to remove barriers to learning. Evaluation should include a variety of methods that meet the various learning needs of learners and be based on clear criteria. Assessment should be monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods. Data on student performance should be collected and made available to students, their parents and other stakeholders.

Standard 4. Educational process and its relationship with learning

Education in general, as well as the education of an active citizenship, should be implemented in parallel with the learning process and always be interconnected.

Standard 5. Student achievement, progress in development, recognition of learning outcomes

Use a variety of formal and informal assessment approaches to provide information about children's learning and development. These assessments should be conducted in the context of mutual communication between teachers and families and

in a culturally sensitive manner. Evaluation results should be used to improve the program, improve teaching methods, and make informed decisions about children. When compiling the standard, the following criteria should be used: assessment plan, assessment methods, identification of the interests and needs of children and a description of the progress of children, adaptation of the curriculum, individualization of teaching.

Standard 6. Teaching staff and staff

The organization of secondary education must provide the educational process with competent teachers. Teaching staff and staff must work in sufficient numbers, have relevant experience, qualifications, and in accordance with labor laws. The secondary education organization should provide professional development and/or training for teachers and staff, which should be aligned with priorities, meet the needs of staff, and promote learning, well-being and global citizenship. All faculty and staff must be hired in accordance with a Code of Ethics and an employment agreement that sets out the main terms of the agreement between the employee and the organization and which provides for salary and other benefits appropriate to the position.

Standard 7. Interaction and relationships: educator, teacher, parent and child

Contribute to building positive relationships between teachers and students, parents and children. Help students make friends and deal with defiant behavior. To contribute to the development of each child to contribute as a responsible member of the community.

Standard 8. Educational and material resources and participation of teachers and students in management

The organization of secondary education must provide space and equipment, support systems and services to fulfill the purpose and direction, carry out the curriculum and promote the well-being of students. The premises must comply with Standards of demand, cleanliness, health, safety and security. Technology systems must support teaching, learning, and management needs and provide appropriate and effective security, protection, and privacy measures. Facility controls should take due account of the local and global environment and, where possible, exceed local regulations.

Standard 9. Public information

All secondary education organizations should post information about their activities on the official website of the school. The information must be clear, objective and up-to-date.

Standard 10. Periodic external quality assurance

Secondary education organizations undergo external quality assurance procedures, including external control and external evaluation. External control includes monitoring of students' educational achievements, preventive control, unscheduled inspections and state certification.

External evaluation (audit) is carried out through institutional accreditation. The procedure should be carried out in accordance with international quality standards consistently and transparently, to ensure their acceptance and effectiveness.

80. An important dimension of the policy in the field of quality assurance of secondary education is the principle of inclusiveness, which is reflected in the standards of internal quality assurance.

81. Quality assurance standards for secondary education support the organization of a quality assurance system aimed at meeting the needs of students in quality educational services.

82. Organizations of secondary education create their own permanent quality assurance system, which includes internal and external evaluation mechanisms.

83. An internal assessment of the quality of secondary education is carried out by a secondary education organization in order to ensure compliance with the requirements of the State Educational Standard of the Republic of Kazakhstan, the Model Rules for the Activities of Secondary Education Organizations and other regulatory legal documents regulating educational activities, eliminating possible risks and threats in the implementation of educational programs.

84. All stakeholders (students, parents, teachers, administrative staff, graduates) are involved in the system of internal quality assurance in education.

85. The system of internal quality assurance of education includes interrelated and interdependent elements:

1) designing an internal system and planning education quality management (development and approval of regulatory, organizational, methodological and other documents that ensure the implementation of the policy to ensure the quality of secondary education);

2) process management: educational, organizational, methodological (study of needs, provision of resources, quality control, etc.);

3) process monitoring and correction (assessment and analysis of the achievement of indicators and quality indicators, feedback from stakeholders, the introduction of corrective actions as the provision of educational services to the management system and activities).

86. The internal procedures for assessing the quality of education, carried out by the educational organization itself, include:

1) administrative control work at the beginning of the academic year to determine the loss in the knowledge of students;

2) current control of students' educational achievements (systematic testing of students' knowledge in accordance with the curriculum, conducted by the teacher in the current classes; current control of students' progress is assessed through formative assessment);

3) intermediate control of educational achievements of students (control of educational achievements of students in accordance with the curriculum, carried out in order to assess the quality of mastering by students of the content of part or the entire volume of one academic discipline after completing its study; at the end of a certain educational period (quarter, academic year), as well as assessment of the study of sections (cross-cutting topics) in accordance with the curriculum - summative assessment);

4) final certification of students in grades 9 (10) and 11 (12), carried out in order to determine the degree of mastering by students of the volume of academic subjects provided for by the state compulsory standard of secondary education (of the corresponding level).

87. Accounting for individual learning achievements of students is recorded in a portfolio designed to collect the results of formative and summative assessment as evidence of the achievement of the learning goal.

88. The organization of secondary education annually at the end of the academic year conducts:

1) analysis of the results of the intermediate attestation of students on milestone controls and annual assessments in order to determine the progress of academic performance;

2) analysis of the results of the final certification in order to obtain objective information about the state of the quality of education, identify and determine the level of mastering by students of the curriculum of basic secondary / general secondary education;

3) analysis of the results of certification of teachers and leaders of the organization;

4) analysis of the results of sociological surveys, statistical studies;

5) monitoring the results of intra-school controls for a comprehensive study and analysis of the educational process at school in order to coordinate all work in accordance with the tasks set;

6) analysis of the results of medical indications and examinations;

7) analysis of the results of external and internal control and identification of gaps in education and sources of its occurrence in order to develop proposals for their elimination and filling.

System of external quality assurance of secondary education

89. External quality assurance of secondary education is carried out in the form of external control and external evaluation.

90. External control is carried out in the form of monitoring the educational achievements of students (hereinafter - MODO), state certification of the organization of secondary education.

91. MODO is carried out in the format of comprehensive testing in general subjects of primary, basic secondary education within the framework of standard curricula according to the rules determined by the authorized body in the field of education. Based on the results of the MODO, educational organizations are provided with a comprehensive analysis and methodological recommendations for filling knowledge gaps.

92. MODO is held annually in April on the basis of secondary education organizations as part of the planned activities of the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan.

93. MODO in 4 classes is conducted in the language of instruction in three areas (reading literacy, mathematical literacy, natural science literacy).

94. MODO in grades 9 is conducted in the language of instruction in two areas (mathematical literacy, natural science literacy), in three languages (Russian, Kazakh and English) in one area (reading literacy).

95. External assessment of quality assurance in secondary education is carried out through accreditation carried out in the form of an external audit.

96. External audit - studying and evaluating the level of efficiency of the educational organization based on the joint work of the educational organization and the external auditor.

97. External quality assurance procedures, performed consistently and transparently in accordance with international quality standards, ensure their acceptance and effectiveness.

98. Depending on the structure of the external quality assurance system, the institution provides the basis for external quality assurance by preparing a self-assessment report or collecting other material, including supporting documentation. Written documentation is usually supplemented by interviews with stakeholders during the external visit. The evaluation results are summarized in a report compiled by a group of external experts.

99. Accreditation of secondary education organizations is carried out on the principles of voluntariness, independence, payment and objectivity.

100. Accreditation of secondary education organizations is carried out by recognized national or international accreditation bodies according to standards and regulations developed by them independently.

101. Based on the results of an external audit, they receive objective information about the quality of education in a secondary education organization, recommendations for eliminating shortcomings and comments on the implementation of educational activities, organizing the educational process, and maintaining internal documentation.

102. The purpose of accreditation is to meet the standards of international education:

1) oriented to the whole development of the individual and strengthening respect for human rights, allowing all students to be involved and interested and to achieve success in their learning;

2) providing health-saving and health-preserving technologies to support students and wide access to educational resources; safe educational environment;

3) aimed at creating an open, honest, fair school environment with a sense of mutual respect among students and the development of their leadership qualities.

The system of responsibility for ensuring the quality of secondary education at the state level

103. The state, through the approval of state compulsory standards of secondary education and qualification requirements for the educational activities of organizations implementing general educational curricula of secondary education, establishes a minimum level of quality of secondary education.

104. Responsibility for the quality of secondary education at the state level is borne by the authorized body in the field of education, local executive bodies, including regional methodological offices.

105. The authorized body in the field of education develops a risk assessment mechanism, which determines the level of compliance of the quality of services provided to students with the declared parameters (state educational standard, NQF, KVT).

106. The risk assessment mechanism is based on risk management approaches.

107. When determining a high degree of quality assurance risk (risk of failure to ensure quality / provision of low-quality services, failure to fulfill contractual obligations for the provision of educational services), the authorized body for quality assurance has the right to declare bankruptcy of the quality assurance system of the educational organization and apply recovery procedures with the introduction of risk management, the provision appropriate assistance (financial, advisory, regulatory, etc.).

108. Educational organizations and / or founders can also independently declare bankruptcy of the internal quality assurance system and resort to the help of an authorized body or other interested party.

109. Local executive bodies provide:

- automated registration of school-age children, their education until they receive a general secondary education;
- medical service;
- food;
- material and technical equipment of state organizations of secondary education;
- the necessary methodological and advisory assistance.

110. Regional methodical rooms provide:

- building the educational process on the basis of the rules and norms of the authorized body in the field of education and local executive bodies;
- effective and prompt informing teachers about innovations;
- interaction with the structures of the methodological service, parents (legal representatives) of students.

111. Monitoring of the effectiveness of the quality assurance system of secondary education is carried out through the analysis and verification of relevant statistical data, indicators and indicators of secondary education organizations, reflected in the NED.

7. Guidelines for quality assurance in technical and vocational and post-secondary education

7.1 Values of technical and vocational and post-secondary education

112. The values of technical and vocational, post-secondary education (hereinafter referred to as PTPE) determine the guidelines in building a system of learning objectives, which serve as the basis for determining the content of education, are the leading factor in shaping the personality and professional competence of the student; improving performance through systematic monitoring, maintaining a barrier-free educational environment and sustainable development.

113. The priority values of TVET, which are supported at the national level, are:

- availability of education at all levels for the population, taking into account the intellectual development, psychophysiological and individual characteristics of each person;
- priority development of the education system;
- secular, humanistic and developing nature of education, priority of civil and national values, human life and health, free development of personality
- stimulation of the education of the individual and the development of giftedness;
- continuity of the education process, ensuring the continuity of its levels;
- unity of training, education and development;
- democratic nature of education management, transparency of the activities of the organization of education.

114. Trends in the development of TVET:
- promoting national development;
- inclusiveness;
- lifelong learning;
- international and intercultural cooperation;
- innovations in education and training;
- academic independence;
- quality learning and teaching;
- public responsibility for learning;
- digitalization of education and digital learning technologies;
- dual training;
- development of the Worldskills movement;
- participation of students, employees and social partners in education management.

7.2 Mechanism for the implementation of the quality assurance system for technical and vocational and post-secondary education

Internal quality assurance system for technical and vocational and post-secondary education

115. The system of internal quality assurance in TVPE organizations involves the continuous development and improvement of activities aimed at increasing its competitiveness in the educational services market; continuous provision of students with quality educational services, their continuous improvement based on effective feedback from all stakeholders.

116. The main goal of the policy and procedures of the internal quality assurance system is achieved by solving the following tasks:
- improving the college management system based on modern organization management methods, including the modernization of the organizational structure, which ensures adaptation to the constantly changing conditions of educational activities;
- improvement of the internal quality assurance system based on international standards and guidelines to ensure the quality of vocational education;

- provision of educational services in accordance with the requirements of the state obligatory standard of TVET;

- increasing the level of professional competence, developing the skills of self-education, research work, professional mobility in order to ensure the competitiveness of specialists in accordance with the requirements of the labor market and the state obligatory standard of TVET;

- improving the organization of the educational process, including the system for assessing learning outcomes, including the accreditation of educational programs implemented by the college;

- constant updating of educational programs, taking into account the opinions of internal and external stakeholders, taking into account the needs of the labor market and state policy in the field of TVPE development;

- ensuring the high qualification of teaching staff through continuous training and professional development, enhancing innovation, improving the organization of the educational process as the basis for training qualified personnel;

- improvement and development of educational and methodological support of educational programs in accordance with the needs of the individual, the needs of the labor market, the prospects for the economy and the social sphere;

- increasing the degree of consumer satisfaction with the quality of services provided through the integration of education and production;

- continuous monitoring of customer satisfaction and improvement of methods for assessing satisfaction;

- development of the degree of compliance of the graduate's labor potential with the established requirements of society in professional, life and civil competencies;

- meeting the current and future needs of the individual in high-quality educational services and the needs of society in the training of highly qualified specialists;

- provision of modern quality education through the preservation and enhancement of the moral and cultural values of society;

- the formation of students' citizenship and patriotic consciousness, moral and cultural values, a competitive personality in modern conditions;

- development of the educational and material base of the college, modernization and computerization of the educational base and the system of social partnership on the basis of mutually beneficial cooperation with enterprises and organizations;

- improvement of the financial and economic system of college management.

117. Internal quality assurance policies and standards are developed by TVET organizations independently.

118. The standards for internal quality assurance of TVE include:

Standard 1: Quality policy

The policy in the field of quality assurance of TVPE is based on the observance of the selected priorities in the training of competitive specialists, personnel policy, education of a harmoniously developed personality, strengthening of the material and technical base, social support for teachers and students.

The policy in the field of quality assurance of TVET is aimed at the formationan effective and flexible management system that clearly delegates the responsibility and authority of the personnel, establishes uniform rules for the implementation of processes, evaluation criteria.

Standard 2. Development of educational programs in the specialties of TVET

Organizations of TVET are given academic independence in the design and implementation of educational programs.

Educational programs are developed by TVPE organizations independently with the participation of employers on the basis of the requirements of the State Educational Standards, professional standards (if any), WorldSkills professional standards (if any).

To keep records and ensure the quality of the content of educational programs developed by colleges, an examination of educational programs in specialties is organizedTVET and entry into the Register.

Educational programs should be focused on learning outcomes and meet the requirements of employers.

Standard 3. Forms, methods and technologies of learning and teaching

Colleges are independent in the choice of teaching technologies, forms, methods of organizing the educational process.

To ensure the quality of education, various forms and technologies of education are used, including distance learning, dual learning, etc.

Standard 4. Admission of students, academic performance, assignment of qualifications

The admission of students is carried out by the admissions committee of the TVET organization in accordance with the regulatory documents.

Colleges are independent in choosing the forms, order and frequency of ongoing monitoring of progress and conducting intermediate certification of students.

The final certification of students is carried out in the form of passing final exams in general professional and special disciplines and (or) modules, or completing and defending a graduation project (work), or completing and defending a thesis with passing a final exam inone of the special disciplines and (or) module.

The progress of students is also checked through a demonstration exam (hereinafter referred to as the demo exam), which provides for the simulation of real production conditions and an independent expert assessment of the completed task by determining the compliance of the level of knowledge, skills and competencies with the requirements of Worldskills international standards.

The decision to issue a certificate of assignment of a working qualification is made on the basis of a qualification exam for the performance of types of work for this qualification. The qualification exam is conducted on the basis of enterprises or educational institutions in the presence of production sites, laboratories, workshops or training centers equipped with the necessary equipment for each qualification.

Standard 5. Teachers and mentors from production

The TVPE organization provides the educational process with competent teachers.

Employment of teachers is carried out in accordance with qualification characteristics.

As part of dual training, enterprises (organizations) assign a mentor to the trainee, who has previously completed training in mentoring.

Standard 6. Educational process and involvement of students in management

Planning of educational work in the college is carried out on the basis of the approved schedule of the educational process for the academic year. The plan of educational work contains the directions of educational work, activities, responsible persons and deadlines.

The participation of students in the management of the college is ensured by their right to be elected to the collegial governing bodies, to make proposals for improving the educational process.

Standard 7. Educational and material resources

The TVPE organization should have material and technical (classrooms, laboratories, workshops; a library, a sports hall, an assembly hall, a first-aid post, a dining room, etc.), educational and methodological (educational programs, teaching materials, recommendations, etc.) and information (computer equipment , IT equipment, access to the Internet, etc.) resources.

Material and technical, educational, methodological and information resources should meet the needs of students and be freely available.

Standard 8. Public information

The TVET organization should organize, communicate and inform all interested parties (social partners, employers, students, parents) about the college's strategy and policy in ensuring the quality of educational services.

Informing about the activities of the college is carried out through direct interaction with employees, students, their parents, employers, social partners and the public. At the same time, such forms as meetings, meetings, joint events are used, as well as through the college website, the media, social networks, etc.

Standard 9. Periodic quality assurance in education

The TVPE organization constantly monitors the effectiveness of the provision of educational services to students, systematically monitors the quality of education and takes effective measures to improve the educational process.

119. An important dimension of the TVET quality assurance policy is the principle of inclusiveness, which is reflected in the internal quality assurance standards.

120. The implementation of the objectives of the policy of internal assessment of the quality of TVE is provided by internal regulations developed and approved by the college:

- organizational and legal, which are divided into title (charter, regulations of divisions, job descriptions, contracts, agreements, etc.) and regulatory reference (regulations: labor and safety, educational process and practice, educational and methodological work, documentation maintenance, documented procedures, instructions, provisions, etc.);

- administrative (orders, decisions, etc.);

- planning and reporting (strategic development plan, annual work plans and reports of structural units, working curricula, etc.);

- reference and information documents (acts, reports, explanatory and memos, conclusions, reviews, letters, lists, summaries, certificates, applications, etc.).

121. The main methods used in conducting an internal assessment of the quality of education in a TVET organization:

- monitoring the progress of students based on the results of intermediate and final certification, as well as a demo exam;

- analysis of the content of educational, methodological documentation (educational and methodological complex, journals of training sessions, etc.);

- analysis of the practical activities of college teachers through visits, mutual visits and analysis of training sessions, extracurricular activities;

- analysis of the results of educational and methodological work of college teachers, open lessons;

- analysis of documentation reflecting the results of industrial training and professional practice;

- organizing sociological, psychological surveys, conducting surveys among teachers, students, parents and employers.

122. The results of the internal assessment of the quality of education are drawn up in the form of a certificate, where conclusions are drawn, recommendations for management decisions and discussed at the College Council under the Director or the Pedagogical Council.

External quality assurance system for technical and vocational, post-secondary education

123. The external quality assurance system for TVET is implemented through external control and external evaluation.

124. External control is carried out by monitoring the educational achievements of students (MODE), certification of teachers and heads of TVET organizations, state certification of TVET organizations.

125. The purpose of MODO is to assess the level of mastering educational programs in accordance with the requirements of the State obligatory standard of TVET.

Based on the results of MODO, a comprehensive analysis will be prepared with the development of methodological recommendations for improving the quality of education in the context of regions and specific educational organizations, necessary for planning the educational process, assessing the development of the student training program and assessing the activities of teachers.

126. Certification of teachers and heads of educational organizations is a procedure carried out to determine the level of qualifications of teachers, based on the results of which qualification categories are assigned (confirmed).

127. State attestation is a procedure carried out in order to control the compliance of educational services provided by educational institutions of the TVET with the requirements of the state obligatory TVET standards. State certification is carried out through preventive control, regardless of the form of ownership and departmental

subordination, once every five years by the department of the authorized body in the field of education and its territorial divisions in accordance with the Entrepreneurial Code and the Law of the Republic of Kazakhstan "On Education".

128. External evaluation of TVET organizations is carried out through institutional and (or) specialized accreditation.

129. Accreditation in TVPE organizations is carried out on a voluntary and contractual basis by accreditation bodies included in the register of recognized accreditation bodies.

130. Accreditation bodies ensure the transparency of the accreditation procedure in TVPE organizations.

131. Accreditation bodies conduct an external assessment of TVPE organizations and their educational programs for compliance with accreditation standards (institutional, program) developed on the basis of international standards for ensuring the quality of education.

132. When carrying out the external quality assurance procedure, the effectiveness of internal quality assurance processes and the formation of a quality culture are necessarily taken into account.

The system of responsibility for ensuring the quality of technical and vocational, post-secondary education

133. The state, through the approval of state obligatory standards of TVET and qualification requirements for educational activities, establishes a minimum level of education quality.

134. Responsibility for TVET at the state level is borne by the authorized body in the field of education, local executive bodies, including regional educational and methodological rooms (centers).

135. The authorized body in the field of education develops a risk assessment mechanism, which determines the level of compliance of the quality of services provided to students with the declared parameters (state educational standards, professional standards, Worldskills standards).

136. The risk assessment mechanism is based on risk management approaches.

137. When determining a high degree of quality assurance risk (risk of failure to ensure quality / provision of low-quality services, failure to fulfill contractual obligations for the provision of educational services), the authorized body for quality assurance has the right to declare bankruptcy of the quality assurance system of the educational organization and apply recovery procedures with the introduction of risk management, the provision appropriate assistance (financial, advisory, regulatory, etc.).

138. Educational organizations and / or founders can also independently declare the insolvency of the internal quality assurance system and resort to the help of an authorized body or other interested party.

139. Local executive bodies provide:
- determination of the need for qualified workers and mid-level specialists;
- approval and placement of the state educational order for TVET;
- material and technical equipment of state educational institutions of TVPE;

- medical care and nutrition for students.

140. Regional educational and methodical rooms (centers) provide:

- educational and methodological support for the implementation of educational programs;

- introduction of new and improvement of existing technologies, methods, means and forms of the educational process;

- advanced training and professional skills of pedagogical workers, improvement of the scientific and methodological potential of the teaching staff.

141. Monitoring the effectiveness of the quality assurance system for technical and vocational and post-secondary education is carried out through the analysis and verification of relevant statistical data, indicators and indicators of TVET organizations reflected in the NED.

8. Guidelines for Quality Assurance in Higher and Postgraduate Education

8.1 Values of higher and postgraduate education

142. The values of higher and postgraduate education act as a guideline in determining the objectives of education and the content of education.

143. The values of higher and postgraduate education are the leading factor in the preparation of qualified and competent personnel for the sectors of the economy and society as a whole.

144. The priority values of higher and postgraduate education that are promoted and supported at the national level are:

- institutional autonomy;
- academic freedom;
- promoting national development;
- quality learning, teaching and research;
- compliance policy;
- academic and research integrity;
- internationalization of education and intercultural cooperation;
- innovations in education, training, research;
- digitalization of education and digital learning technologies;
- social dimension of higher education;
- public responsibility for higher education;
- inclusiveness of higher education;
- lifelong learning;
- student ombudsmen;
- participation of students and staff in the management of higher education.

145. Higher and postgraduate education in general, and its institutional subjects, in particular, act as an open global ecosystem, including all stakeholders, based on a culture of quality. Quality acts as an important added value:

at the national level - between national security and the quality of human capital;

at the institutional level - between the mission of the university and the results of educational activities;

at the program level, between expected and achieved learning outcomes.

8.2 The mechanism for implementing the policy to ensure the quality of higher and postgraduate education

The system of internal quality assurance of higher and postgraduate education

146. Ensuring and expanding access to all levels of education necessitates the adoption of unprecedented measures by educational organizations to use the diverse individual needs of citizens without reducing the quality of education and constantly improving it. In this regard, universities should create an effectively functioning system of internal quality assurance.

147. The HEIs establish an internal quality assurance system in accordance with these Guidelines, with the Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG).

148. The internal quality assurance system is based on the internal quality assurance policy and standards, which reflect the relationship between research, training and teaching, and are harmonized with national and international requirements for a quality assurance system.

149. Internal quality assurance policies and standards are developed independently by the OVPO.

150. The standards for internal quality assurance of higher and postgraduate education include:

Standard 1: Quality policy

QIAs should have a quality assurance policy that should be publicly available and be part of strategic management. In all Kazakhstani OVPOs, development strategies are being formed, which include measures to improve quality. On the basis of the SPESD, normative legal acts and recommendations of the Ministry of Education and Science of the Republic of Kazakhstan, the OVPO develop strategies. A quality assurance policy is more effective in achieving a link between learning, teaching, research and the social development of learners.

Standard 2. Development and approval of educational programs

HBOs should have procedures for developing and approving their programs. Programs should be designed according to their stated objectives, including expected learning outcomes. The developed program should be included in the national register of educational programs. The structure of the qualification obtained as a result of mastering the educational program must correspond to a certain level of the NQF.

Standard 3: Student-centered learning, teaching and assessment

OVPO ensures the implementation of educational programs in such a way that they encourage students to actively participate in the formation of the educational process, this approach should be reflected in the assessment of students. Students should take part in the development of educational programs, the formation of an individual learning trajectory, be involved in the quality assurance system by organizing student self-government bodies, and participate in collegiate management bodies.

Standard 4. Student Admission, Academic Performance, Recognition and Certification

EBOs should develop and define rules covering all stages of the student's "life cycle", including admission, performance, recognition and certification. EVE provides recognition of the results of formal and non-formal education, which contributes to the mobility of students and their advancement.

Standard 5 Teaching staff

The quality of the teaching staff should be ensured on the basis of qualification requirements for licensing and qualification characteristics of positions. Recruitment should be carried out through the passage of the teacher competition. OVPO provides advanced training for teachers.

Standard 6. Learning resources and student support system

HEIs must have the necessary funding for educational activities and ensure that students have access to the necessary educational resources and materials. The main emphasis is on creating an educational environment and support systems for students.

Standard 7 Information Management

To work effectively, to improve processes in the OVPO, they must ensure the collection, analysis and use of up-to-date information. Various methods of collecting information can be used. It is important that students and staff are involved in collecting and analyzing information and planning corrective actions.

Standard 8. Public information

OVPOs must post information about their activities, including information about ongoing educational programs on the official website of the university, publish articles in the media. All information must be clear, accurate, objective, up-to-date and accessible.

Standard 9: Continuous monitoring and periodic evaluation of programs

EHPOs should monitor and update ongoing educational programs to ensure that they achieve their stated goals and meet the needs of students and society. This revision should lead to continuous program improvement. All stakeholders should be informed of any planned or undertaken actions in relation to these programs.

Standard 10 Periodic external quality assurance

OVPOs must undergo external quality assurance procedures, which include an external audit of financial activities. Also pass inspections of the Ministry of Education and Science of the Republic of Kazakhstan, institutional accreditation and accreditation of educational programs.

151. An important dimension of the policy in the field of quality assurance of higher and postgraduate education is the principle of inclusiveness, which is reflected in the standards of internal quality assurance.

152. OVPO, taking into account its specifics, can develop and approve additional standards for internal quality assurance in other areas of activity, including in accordance with ESG.

153. The quality assurance policy is implemented through various internal quality assurance processes that facilitate the participation of all structural units of the OVPO.

At the same time, the policy and standards of internal quality assurance cover the assessment of the educational environment and the educational process.

154. The assessment of the educational environment is based on determining the sufficiency of material (library, laboratory equipment, information technology infrastructure), financial (financing volumes) and human (teachers, tutors, advisors, academic managers) resources for learning and teaching activities.

155. Educational assessment covers the development and approval of educational programs, student-centered learning, teaching and assessment, as well as issues covering all stages of the student "life cycle", from admission to certification.

156. OVPE formulate the expected learning outcomes of educational programs, taking into account the descriptors of the National Qualification Framework for Higher Education, and the degree (qualification) awarded is determined by the amount of academic credits of a particular level of education.

157. Student-centered learning, teaching and assessment is based on ensuring the choice of the educational trajectory, academic disciplines, the amount of academic credits, teachers, flexible learning opportunities for students, the availability of the necessary procedures for reviewing and processing students' suggestions and complaints.

158. In the system of internal quality assurance, much attention is paid to the mechanisms of internal control and evaluation of the quality of student performance, learning technologies, as well as increasing international comparability within the framework of quality assurance.

159. A special place is occupied by the mechanisms of functioning of tools to improve the quality of learning and teaching, which is reflected in academic policy. The latter also includes a policy for evaluating the educational achievements of students and learning outcomes. At the same time, ensuring the quality of student assessment has clear criteria and methods for grading, which are published in advance.

160. The internal quality assurance system also includes assessment and quality assurance tools for innovative learning technologies, including distance learning, non-formal, including micro-qualifications, and informal learning. At the same time, it is very important to have internal procedures for ensuring the quality and recognition of the learning outcomes of non-formal and informal education.

161. Lifelong learning is provided through the implementation of various forms and types of learning: formal, non-formal, informal, the development of micromodules and disciplines, nano-credits and non-credit learning.

162. Internal quality assurance procedures underlie the framework for academic credits, the procedure for their transfer, the rules for the award of academic degrees and the recognition of qualifications, including micro-qualifications.

163. The internal quality assurance system is based on the development of a strong quality culture. It is necessary to carry out internal monitoring and evaluation of the culture of quality in the team, through surveys and questioning of the teaching staff and university staff. The results of the survey (questionnaire) and their analysis are posted on the OVPO website and are available to everyone.

164. To ensure the quality of the learning process and the acquisition of knowledge and skills by students, the OVPO forms a sufficient quality composition of teachers.

165. OVPO is responsible for the professionalism of its staff and for creating an enabling environment for their work, which includes a transparent recruitment process, recruitment, providing employment conditions that recognize the importance of teaching, promoting the professional development of teachers, encouraging scientific activity and introducing innovation in teaching.

166. The promoter of quality assurance is academic honesty and responsibility of all participants in the educational process: students, teachers, researchers, managers. OVPO develops its own procedures and rules for academic integrity, creates an effective environment for ensuring academic and research integrity.

167. Reliable and complete information about educational programs and other activities makes a huge contribution to the work of the internal system of quality assurance and decision-making in the OVPO. OVPO should ensure the use of effective methods for collecting and processing information, ensure the participation of students and employees in the process of collecting and analyzing information.

168. An important place is occupied by the assessment of the quality of the educational environment, the creation of adaptive conditions for students to master the educational program, the level of digitalization of educational tools.

169. OVPOs develop policies and processes to ensure and improve the quality of research and management activities. They should also become elements of an internal quality assurance system.

170. To inform potential students, their parents and other stakeholders, the university places accurate, clear, objective, up-to-date information about its activities, educational programs, expected learning outcomes, admission criteria, degrees awarded, available training opportunities for certain categories of persons, about the employment of graduates, which is useful.

171. OVPO develops internal accountability and transparency of processes, which are based on the principles of quality assurance.

172. An integral part of the internal quality assurance system is risk management. OVPOs independently develop risk management policies and procedures.

173. To manage risks, the OVPO independently conducts a compliance policy and (or) compliance control measures for compliance with the standards of the internal and external quality assurance system and the requirements of this Guide.

The system of external quality assurance of higher and postgraduate education

174. External quality assurance of higher and postgraduate education is carried out through institutional and (or) specialized accreditation, which is carried out by accreditation bodies.

175. Accreditation bodies carry out their activities on external evaluation of educational organizations (institutional, specialized) on the basis of standards for

external quality assurance, developed by them independently in accordance with international standards and guidelines for quality assurance of higher education in the European Higher Education Area - ESG, international standards of the World Federation medical education (WFME), this Guide, the Requirements for the accreditation body and the Rules for the recognition of accreditation bodies, including foreign ones, approved by the authorized body in the field of education.

176. The standards for external quality assurance of higher and postgraduate education include:

Standard 1. Accounting for internal quality assurance data

External quality assurance procedures should focus on the effectiveness of internal quality assurance processes.

Quality assurance in higher education should imply the responsibility of the HEI for the quality of the implemented educational programs and other services provided. For effective interaction between internal and external quality assurance systems, external quality assurance must take into account internal quality assurance standards.

Standard 2. Development of a methodology that meets the goals set

All external quality assurance procedures should be defined and developed in strict accordance with the established goals and objectives and on the basis of relevant legal and regulatory documents.

To ensure the effectiveness and objectivity of external quality assurance procedures, it is important that the objectives are agreed upon by all stakeholders.

The goals, objectives and implementation of the processes should:
- take into account the level of labor costs and their cost for the educational organization;
- take into account the need to support the EHP in quality improvement;
- provide for opportunities for OVPO to demonstrate quality improvement;
- Ensure clear communication of results as well as actions taken.

Standard 3: Process Implementation

External quality assessment procedures should be reliable, useful, predetermined, applied consistently, and their results published. Such procedures include:
- self-assessment or similar procedure;
- an external evaluation, a visit to the OVPO by a group of experts;
- report on the results of the external evaluation;
- consistent implementation of recommendations.

Standard 4. Involved experts

External quality assurance should be carried out by a group of external experts, including students.

To ensure the significance and continuity of the work of experts, it is necessary to ensure:
- their careful selection;
- they have the appropriate skills and competencies to perform the assigned tasks;

Standard 5. Outcome criteria

All results or judgments resulting from an external quality assessment should be based on clearly articulated and published criteria applied consistently, whether or not the procedure ends with a formal decision.

Standard 6. Reporting

The expert report should be made publicly available to the academic community, external partners and other interested parties.

The experts' report is the basis for taking action on the results of the external evaluation. In order to use the report for further action, it must be clearly structured, written in clear language and contain:

- context description;
- a description of the procedure, including the experts involved;
- analyzed data, analysis procedure and its results;
- conclusions;
- examples of good practices used in EIA;
- recommendations for necessary action.

Standard 7 Complaints and Appeals

Appeals and complaints procedures should be clearly defined and form part of the external quality assurance procedures.

The system of responsibility for the quality of higher and postgraduate education at the state level

177. The state, through the approval of compulsory education standards and qualification requirements for educational activities, establishes a minimum level of education quality.

178. The authorized body in the field of education develops a risk assessment mechanism, which determines the level of compliance of the quality of the services provided to students with the declared parameters (state educational standard, NQF, KVT).

179. The risk assessment mechanism should be based on risk management approaches.

180. When determining a high degree of quality assurance risk (risk of failure to ensure quality / provision of low-quality services, failure to fulfill contractual obligations for the provision of educational services), the authorized body for quality assurance has the right to declare bankruptcy of the quality assurance system of the educational organization and apply recovery procedures with the introduction of risk management, the provision appropriate assistance (financial, advisory, regulatory, etc.).

181. The OVPO and/or founders can also independently declare bankruptcy of the internal quality assurance system and resort to the help of an authorized body in the field of education or other interested party.

182. Monitoring the effectiveness of the quality assurance system for higher and postgraduate education is carried out through the analysis and verification of relevant statistical data, indicators and indicators of the EHPE, reflected in the NOBD.

9. Guidance for quality assurance of continuing education

183. In order to recognize the results of additional education as a type of education aimed at the comprehensive satisfaction of the educational needs of a person in intellectual, spiritual, moral, physical and professional improvement, it is built into the general system of ensuring the quality of education.

At the same time, additional education is implemented in various areas that meet the individual needs of human development, for example, intellectual, social, spiritual and moral, emotional, physical, artistic and musical, socio-pedagogical, technical, tourist and local history, natural science, physical culture and sports, professional.

184. Additional education covers people of all ages: from preschool and school age to the adult population, including people of retirement age.

185. The main principles of additional education are:

1) freedom to choose the type and scope of activity, self-determination and self-realization of a person;

2) orientation to personal interests, needs and abilities of the individual;

3) unity of training, education and personal development;

4) practice-activity basis of the educational process;

5) flexibility inrestructuring the content of activities in accordance with the dynamics of the cognitive needs of the individual.

186. The values of additional education are:

1) orientation towards independence in search and design activities;

2) formation of a person's ability toself-rehabilitation in the process of evaluating one's own ideas;

3) social orientation;

4) decentration;

5) agency

187. The values of additional education act as a guideline in determining the goals and content of additional education.

188. The quality assurance system is a factor in the recognition of the results of additional education.

189. Educational organizations, various providers and centers providing additional education programs in their activities are based on the principle of the quality of educational and cognitive services, and create an internal quality assurance system.

190. The internal quality assurance system is based on internal quality assurance policies and standards, which are developed by organizations themselves.

191. The standards for internal quality assurance of additional education include:

Standard 1: Quality policy

An organization providing continuing education should have a quality assurance policy that is publicly available and is part of strategic management. A quality assurance policy is more effective if there is a direct link between learning, expected results, research and project activities and certification of students.

Standard 2. Development, approval and implementation of additional education programs

An organization providing continuing education programs must have procedures for developing and approving its programs. Programs should be designed according to their stated objectives, including expected learning outcomes. The procedures and principles of certification upon completion of additional education programs must comply with the approaches used in the National Qualifications System.

Standard 3. Student-centered learning and assessment

An organization providing additional education must ensure the high-quality implementation of educational programs of additional education to fully meet the educational needs of a person in intellectual, spiritual, moral, physical and professional improvement, as well as individual needs for human development (artistic and musical, socio-pedagogical, technical, tourist - local history, natural science, physical culture and sports, professional areas).

Standard 4. Admission to programs, recognition and certification of the results of additional education

An organization providing additional education must develop and define rules for the admission, recognition of learning outcomes and certification of additional education.

Standard 5. Training staff

The quality of training personnel should be ensured on the basis of qualification requirements and qualification characteristics of positions. Recruitment should be carried out through the passage of the training staff of the competition.

Standard 6. Resource provision of additional education

The organization providing additional education must have the necessary funding for educational activities and ensure that students have access to the necessary educational resources and materials. The main attention should be paid to the creation of an educational environment and a support system for people receiving additional education.

Standard 7. Information policy

For effective work, an organization providing additional education must post information about its activities, including information about ongoing educational programs of additional education on its official website. All information must be clear, accurate, objective, up-to-date and accessible.

Standard 8. Periodic internal and external quality assurance

An organization providing additional education must undergo internal and external quality assurance procedures, including an external audit of financial activities, as well as relevant checks by the Ministry of Education and Science of the Republic of Kazakhstan.

192. An important dimension of the policy in the field of quality assurance of additional education is the principle of inclusiveness, which is reflected in the standards of internal quality assurance.

193. Complementary education in the context of lifelong learning can be implemented through non-formal education through the acquisition of sufficient programs, including micro-qualification programs, micro-modules, nano-credits and non-credit learning.

194. Achieved learning outcomes in additional education programs are evaluated in accordance with an adequate assessment system developed by the organization itself.

195. External evaluation of organizations providing additional and non-formal education is carried outaccreditation bodies for compliance with the standards of institutional accreditation or certification developed on the basis of international standards for ensuring the quality of education.

196. When conducting accreditation of organizations providing additional and non-formal education for the training of healthcare professionals, accreditation standards are applied, developed on the basis of the International Standards of the World Federation of Medical Education to ensure the quality of continuous professional development of doctors.

197. The results of accreditation of organizations providing additional education allow government bodies, non-governmental organizations, professional associations or other entities to officiallyrecognize both the organizations themselves and their programs that meet the requirements and established criteria for the quality of education.

10. The system of quality assurance of teacher education

198. The formation of a quality system of teacher education is achieved through:

- ensuring the integration of educational programs of secondary, technical and professional, post-secondary, higher and postgraduate pedagogical education, as well as advanced training programs for teachers;

- creation of a network of interacting organizations of secondary, technical and professional, post-secondary, higher and postgraduate pedagogical education, as well as organizations providing advanced training courses for teachers and educators.

The system of internal quality assurance of teacher education

199. Pedagogical universities and HEIs implementing educational programs in the field of pedagogy create an internal quality assurance system in accordance with these Guidelines, Standards and Guidelines to ensure the quality of higher education in the European Higher Education Area (ESG), taking into account the norms of the current legislation in the field of education and the Professional Standard "Educator", standards of accreditation bodies, as well as the results and recommendations of research in the field of pedagogical sciences, teacher education and the education system.

200. The internal quality assurance system of the Pedagogical University and the OVPO, which implements educational programs in the pedagogical direction, includes the following standards:

Standard 1. Content of educational programs for teacher training and pedagogical knowledge

The content of educational programs should allow students to further develop the acquired pedagogical knowledge, apply the learning outcomes in the disciplines of their chosen profession, help them reflect their personal views to enhance their understanding, put into practice the principles of academic honesty, justice, tolerance

and inclusiveness. The content of educational training programs should also include the issues of developing the competencies of teachers in first aid, emergency response and other soft skills.

The educational program for teacher training necessarily contains pedagogical practice, as a result of which students must demonstrate their ability to work effectively with students of all levels and their parents.

A pedagogical university and an OVPO that implements educational programs in the pedagogical direction establishes in this standard the requirements for the following key indicators:

- the content of the educational program for the training of future teachers

The learning outcomes should be achieved by the ability to apply the mastered concepts, knowledge in their subject area and competencies formed during the training period, including inclusive education, in professional activities to work with different students. The content of educational programs and syllabuses, methods of teaching and evaluating the achieved learning outcomes of students should contribute to the formation of professional competencies that allow them to perform labor functions such as training, education, conducting methodological and research work, as well as social and communicative activities.

The final certification should assess the level of competencies formed by graduates in terms of the effective impact of the growth of student achievement, their skills in applying the acquired professional knowledge in schools and confirm the achievement of learning outcomes of the educational program.

- teaching practice

It is necessary to provide in the educational programs for teacher training through pedagogical practice throughout the entire period of study with a total of at least 28 academic credits. The periods of teaching practice should not coincide with the periods of school holidays.

Pedagogical universities and OVPO, implementing educational programs in the pedagogical direction, must ensure that students can apply at the proper level their acquired knowledge and learning outcomes of passing the types of practices provided for in the educational program. Teaching practice allows future teachers to observe the work of the educational organization and purposefully participate in it as early as possible from a practical point of view within the framework of the program. As a result of passing pedagogical practices, students must demonstrate their knowledge of assessment, learning planning and the use of various learning strategies, as well as working with children with special educational needs.

- professional responsibility

Pedagogical universities and OVPO implementing educational programs in the pedagogical direction must ensure that students are able to apply their knowledge of professional responsibility in teaching activities. Professional responsibility includes the commitment to constantly improve pedagogical competence, to comply with ethical norms and principles, to take responsibility for the education of students, constant cooperation with other stakeholders to work effectively with students and their parents.

Standard 2. Base of teaching practice and support (mentoring) of graduates

Pedagogical universities and OVPO, implementing educational programs in the pedagogical direction, guarantee the availability of a sufficient number and level of bases for passing the pedagogical practice of students. To do this, the pedagogical university and the OVPO, which implement educational programs in the pedagogical direction, establish an effective partnership with educational organizations and various institutions involved in pedagogical research. Partners share the responsibility for identifying and solving real problems that students face in their practice and in interaction with students.

Partners jointly create mutually beneficial school and community activities for teacher training and share responsibility for the continuous improvement of the quality of student education.

Pedagogical universities and HEIs implementing educational programs in the pedagogical direction work with partners to develop and implement pedagogical solutions using various methods of sufficient depth, breadth, diversity, consistency and duration.

Pedagogical mentoring in schools reduces the levels of stress and isolation faced by aspiring teachers, increases their self-confidence and improves their teaching skills.

Pedagogical universities and OVPO, implementing educational programs in the pedagogical direction, ensure that graduates have academic competence for effective teaching (training and education), having a positive impact on the learning and development of students.

Pedagogical universities and OVPO, which implement educational programs in the pedagogical direction, guarantee that their graduates will be able to pass the national qualification test and confirm their professional qualifications.

Standard 3. Acceptance of students

Pedagogical universities and OVPO, implementing educational programs in the pedagogical direction, in their goals and strategic objectives, pay special attention to the increase in pedagogically oriented and gifted applicants entering teacher and educator training programs.

To do this, at Pedagogical universities and OVPO implementing educational programs in the pedagogical direction, it is necessary to create or establish partnerships between organizations implementing educational programs for preschool education and training, primary, secondary, technical vocational, post-secondary education.

Pedagogical universities and AEPE, implementing educational programs in the pedagogical direction, conduct ongoing analysis and marketing research of the needs of schools and preschool organizations, including to determine the shortage in teaching staff, and take measures to provide urban and rural schools and preschool organizations with them, taking into account their needs. specifics (work with gifted children, work with children with special educational needs, by language of instruction, profile of organizations, etc.).

Standard 4. Academic support for students

Pedagogical universities and AEPE, which implement educational programs in the pedagogical direction, constantly monitor (track) the academic growth and formation of students' professional competencies from admission to graduation.

For the formation of professional qualities in the training of teachers, Pedagogical universities provide academic support to students (consulting, recommendations to improve the skills being formed and mentoring) at all stages of education. Educational programs and events held in pedagogical universities and educational institutions that implement educational programs in the pedagogical direction should ensure the constant development of students' pedagogical knowledge, pedagogical skills, critical thinking, professional duties and the ability to effectively integrate advanced technologies into their practice.

Pedagogical universities and AEPE, implementing educational programs in the pedagogical direction, create conditions for academic mobility of students and ensure the transfer of learning outcomes achieved during the period of study at other universities under academic mobility and (or) student exchange programs.

Standard 5. Feedback and continuous improvement

Pedagogical universities and OVPO implementing educational programs in the pedagogical direction, on an ongoing basis, study the satisfaction of employers and other participants in the implementation of educational programs (students and their parents, graduates, society) with the quality of teacher training. Based on the results of such studies, changes are made to the content of educational programs and (or) to their implementation.

The analysis of the effectiveness of educational programs is evaluated on the basis of data obtained using various research methods. Data are validated and validated, and representative and cumulative data should be interpreted in an efficient manner.

Pedagogical universities and VET implementing educational programs in the pedagogical direction regularly, systematically and continuously evaluate performance in accordance with their goals and relevant standards, track results, document modifications and / or innovations and their impact on results.

Standard 6. Teaching staff

Pedagogical universities and OVPO, which implement educational programs in the pedagogical direction, ensure that professional teaching staff is involved in the training of teachers, i.e. teachers who have a degree or practical experience in teaching at a school. Pedagogical universities and OVPO that implement educational programs in the pedagogical direction provide adequate resources and opportunities for the professional development of teachers, including training in the use of technology.

The teaching staff constantly improves their skills, studies domestic and foreign experience and offers new knowledge to improve the quality of education.

At the individual level, educators should receive regular feedback throughout their careers to improve their teaching practice.

Teachers should also be able to integrate into their daily practice new technologies and assessment methods that allow the measurement of applied and interdisciplinary competencies.

Standard 7. Resource

Pedagogical universities and OVPO implementing educational programs in the pedagogical direction have financial and administrative capabilities, teaching staff, infrastructure (premises, equipment and consumables and other resources) corresponding to the scale of its activities, necessary for preparing students in accordance with the legislation in the field of education and science, professional standards and institutional strategies.

Pedagogical universities and AEPE, implementing educational programs in the pedagogical direction, ensure the relevance, transparency, accuracy and accessibility of the academic calendar, catalogs of elective disciplines, publications, grading rules and other internal standards to all interested stakeholders.

Pedagogical universities and OVPO that implement educational programs in the pedagogical field have a campus and appropriate infrastructure, equipment, and consumables to help students receive a full-fledged education. The infrastructure supports the use of information technology in teaching by teachers and students.

Pedagogical universities and OVPO, which implement educational programs in the pedagogical direction, ensure the renewal of the material and technical base, the acquisition of modern scientific and educational equipment. The equipment and modification of the equipment of educational laboratories of pedagogical universities should be more advanced than the equipment of school subject rooms.

Standard 8. Pedagogical research

The Pedagogical University and the OVPO, which implement educational programs in the pedagogical direction, create conditions for conducting scientific and methodological research in the field of education and upbringing.

Pedagogical research studies the changes taking place in the educational and upbringing processes, assesses the significance and direction of these changes, and identifies the main factors influencing the process of education and upbringing, as well as the education system.

Pedagogical university and OVPO, implementing educational programs in the pedagogical direction, are responsible for conducting scientific and methodological research, for the implementation and consequences of applying the results of their scientific decisions in the educational and upbringing processes.

Pedagogical research is conducted in compliance with ethical standards and the principle of research honesty, expressed in the Code of Ethics for Education Researchers of Kazakhstan, approved at the meeting of the secretariat of the Kazakhstan Society of Educational Researchers (KERA) on September 9, 2020 (Minutes No. 2).

201. An important dimension of the policy in the field of quality assurance of teacher education is the principle of inclusiveness, which is reflected in the standards of internal quality assurance.

Other standards

Pedagogical universities and higher education institutions implementing educational programs in the pedagogical direction also ensure the development, approval and application of other standards of the internal quality assurance system in accordance with the ESG.

202. Quality assurance is carried out through the monitoring of educational activities, the analysis of results and the adoption of measures to improve the efficiency of work.

203. A pedagogical university and an OVPO that implement educational programs in the pedagogical direction, on a systematic basis, conduct a self-assessment of the educational programs being implemented by analyzing the actual data and determining their effectiveness. This self-assessment mechanism, based on continuous improvement, ensures that educational programs are more likely to contribute to the preparation of successful educators.

204. When conducting self-assessment, the level of achievement of the quality of teacher training in accordance with its goals and relevant standards is regularly, systematically and continuously assessed, results are monitored, modifications and (or) innovations and their impact on results are documented.

205. To ensure quality education, pedagogical universities need to look for and develop new approaches and methods that are more relevant for working with modern students, use relevant tools in teacher education.

206. Quality assurance should not only focus on learning outcomes and compliance with minimum standards, but should also help develop internal capacity to continually improve curricula, methods and learning tools.

207. Monitoring of the effectiveness of the quality assurance system of teacher education is carried out through the analysis and verification of relevant statistical data, indicators and indicators of teacher education, reflected in the NED.

208. Statistical data, indicators and indicators of teacher education are entered into the NED of the OVPO, leading the training of teaching staff.

11. Quality assurance guide for accreditation bodies

209. Accreditation bodies carry out their activities on external evaluation of organizations of entities (institutional, specialized) in accordance with this Guide, the Requirements for the accreditation body and the rules for recognizing accreditation bodies, including foreign ones, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated November 1, 2016 year No. 629, and taking into account international recommendations and standards in the field of quality assurance, depending on their goals and strategic objectives.

210. The activities of accreditation bodies are regulated by the Republican Accreditation Council.

211. Accreditation bodies have legal registration to carry out activities and their official recognition as an accreditation body is carried out by their inclusion in the Register 1 of the authorized body in the field of education in accordance with the Requirements for the accreditation body and the rules for recognizing accreditation bodies, including foreign ones, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated November 1, 2016 No. 629.

212. When submitting an application for recognition and inclusion in Register 1 in the prescribed manner, accreditation bodies automatically assume an obligation to comply with the requirements and apply these Guidelines in their activities.

213. The activities of accreditation bodies should be:

1) aims to implement adequate follow-up procedures and consider the quality assurance system as a continuous process;

2) transparent and accountable in order to arouse interest, trust and respect from society, government agencies, subjects, consumers.

214. Accreditation bodies are responsible for the impartiality of their accreditation activities and must not tolerate any commercial, financial or other pressure that could compromise impartiality.

215. Accreditation bodies must ensure to the public and all stakeholders that their decisions can be trusted, and take steps to improve their reputation and recognition not only among educational institutions and the academic community, but also in society as a whole.

216. In order to ensure publicity, transparency, objectivity, comprehensiveness, accountability and public awareness, the activities of accreditation bodies include all interested parties to participate in their work and management.

217. Accreditation bodies have the necessary and sufficient human and financial resources to carry out their activities.

218. Accreditation bodies are committed to quality assurance and a culture of quality and conduct regular external quality assurance activities. To do this, they have clear and well-defined goals and objectives that are an integral part of their mission.

219. Accreditation bodies are independent and operate autonomously based on their own self-developed standards and quality assurance procedures.

220. The accreditation body should analyze its ability to conduct accreditation of the educational organization applying for accreditation, taking into account its profile of activities, educational programs, as well as its policies and procedures, its competence and the availability of personnel suitable for accreditation and decision-making.

221. To conduct specialized (program) accreditation, accreditation bodies must have full membership in industry associations (networks) of accreditation bodies of the appropriate profile (for example, for accreditation of medical educational programs - in the World Federation of Medical Education or other networks for medical education, for accreditation of engineering educational programs – in the European Network for Accreditation of Engineering Education or other networks for engineering education, etc.).

222. Accreditation bodies ensure that only certified experts in the field of relevant levels of education are involved in the external assessment procedure and that they comply with the code of ethics, as well as the absence of a conflict of interest and the principle of confidentiality of information related to the activities of the accredited organization.

223. When carrying out the external quality assurance procedure, the effectiveness of internal quality assurance processes and the formation of a quality culture are necessarily taken into account.

224. In order to protect the interests of educational institutions and ensure a fair decision-making process, accreditation bodies should implement the external quality assurance procedure in an objective, open and accountable manner.

225. Complaints and appeals procedures should be part of the external quality assurance policy and should be available and communicated to educational institutions. The grievance procedure allows educational organizations to express their disagreement with the external evaluation process or the actions of the persons who conducted this process.

226. Accreditation bodies should develop specific standards or guidelines for teacher education.

Standards or guidelines for the accreditation of teacher training programs and (or) pedagogical universities should be consistent with the professional standard "Teacher", the State Educational Standard of the corresponding levels of education, as well as with the expected results of student learning activities.

Key components include program organization, academic content (including subject content, pedagogical research, learning workshop), teaching, learning and research (e.g. teaching methods, student assessment), and partnerships between education organizations (e.g. schools).

227. The accreditation standards for teacher education should focus on individual educational programs that prepare students for the teaching profession. Each study program may have its own admission requirements, teaching or learning and assessment strategies, and national qualifications framework requirements. This ensures that the professional expectations of the teacher are met.

228. The results of accreditation should ensure the effective application of the standards specified in the section "The system of internal quality assurance of teacher education", of this Guide, in the Pedagogical University and assess the effectiveness of its internal quality assurance system.

229. Accreditation bodies are jointly and severally liable for the results of the accreditation, which occurs in the event of revocation of the license of the educational organization accredited by them and (or) the attachment to the license of the accredited educational program.

230. Accreditation bodies regularly publish reports on external quality assurance, submit relevant information to Registers 1, 2 and 3 of the authorized body in the field of education.

231. The accreditation body once a year conducts a thorough analysis of the accreditation procedures carried out, self-assessment reports, based on the results of which it generates and publishes reports in order to use this information to improve the quality assurance policy and processes in the institutional, national and international contexts, to identify existing problems.

232. Accreditation bodies participate in the development of the quality assurance system in education and conduct seminars, forums, master classes and other events on the development of a culture of quality.