

AGENCY FOR RECOGNITION AND QUALITY ASSURANCE IN EDUCATION



**STANDARDS FOR SPECIALIZED ACCREDITATION OF
EDUCATIONAL PROGRAMS OF
ORGANISATIONS OF HIGH AND POSTGRADUATE EDUCATION**

**NUR-SULTAN
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Specialized accreditation of educational programs of organisations of higher and postgraduate education is carried out according to the standards developed in accordance with the Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 № 319-III and the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

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1. PREAMBLE

Specialized accreditation of educational programs of organisations of higher and postgraduate education is carried out according to the standards developed in accordance with the Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 № 319-III and the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

The purpose of the specialized accreditation is to ensure the quality of educational programs implemented at organisations of higher and postgraduate education in accordance with the international standards; to form the best practices of internal and external quality assurance systems; to ensure the implementation of state policies in the field of technical and vocational education, to participate in the achievement of strategic goals; to inform the public about the organisations of higher and postgraduate education. A fundamental element of the quality assurance system is the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

In 2015, the Conference of Ministers of higher education (Yerevan, Armenia) approved the "second edition" of Standards (ESG-2015), which take into account all the main directions of integration of the European educational space and reflect the change in the direction of its development towards student-centered education.

In this regard, the Agency for Recognition and Quality Assurance in Education has developed these standards for specialized accreditation of educational programs of organisations of higher and postgraduate education in accordance with the new Standards and guidelines for quality assurance in the European Higher Education Area (ESG-2015), taking into account the requirements of Kazakhstan legislation and the labor market.

2. LIST OF ABBREVIATIONS

ARQA	Agency for Recognition and Quality Assurance in Education
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ESG	The Standards and Guidelines for Quality Assurance in the EHEA
AC	Accreditation Council
HEI	Higher Education Institution
CSES	Compulsory State Education Standard
NPDES	National program for the development of education and science of the Republic of Kazakhstan
DLT	Distance learning technologies
CED	Catalogue of elective disciplines
MTR	Material and technical resources
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
NFQ	National framework of qualifications
EP	Educational program
FM	Faculty members
RW	Research work
TMW	Teaching and methodological work

3. GLOSSARY OF TERMS AND NOTIONS

The following terms and their definitions are used in the present standards:

<p>Transfer of students or research teachers to study or conduct research for a certain academic period: a semester or academic year to another organisation of higher and postgraduate education (within the country or abroad) with mandatory transfer of completed educational programs in the form of credits at their own organisation of higher and postgraduate education or to continue their studies at another organisation of higher and postgraduate education.</p>	<p>Academic mobility</p>
<p>Legal entities that develop standards (regulations) and conduct accreditation of educational organizations based on the standards (regulations) they have developed.</p>	<p>Accreditation bodies</p>
<p>Permanent Advisory body of the Agency for Recognition and Quality Assurance in Education, created for peer review and decision-making on accreditation or refusal of accreditation, as well as on the terms and conditions of accreditation of educational organizations and educational programs implemented by educational organizations, based on the current Standards for accreditation of organisations of higher and postgraduate education.</p>	<p>Accreditation Council</p>
<p>Procedure of recognition by the accreditation body of compliance of educational services with the established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the existence of effective mechanisms to improve it.</p>	<p>Accreditation of education institutions</p>
<p>Visit of an expert group to an educational institution to conduct an assessment of compliance with the Standards for specialized accreditation. External evaluation (visit) includes the following stages: examination of documents submitted for the accreditation procedure; expert assessment of the compliance of organisation of higher and postgraduate education with the Standards for specialized accreditation; questionnaires, interviews, visual inspection of MTR.</p>	<p>External evaluation</p>
<p>Learning carried out with the use of information and communication technologies and telecommunications means with mediated (at a distance) or not fully mediated interaction between the student and the teacher.</p>	<p>Distance learning technologies</p>
<p>Method of assigning credit units (credits) to components of educational programs (disciplines, courses, modules), which are used to compare and transfer the academic disciplines mastered by students (with credits and grades) when changing the educational trajectory, educational institution and country of study.</p>	<p>European Credit Transfer and Accumulation System (ECTS)</p>
<p>Process that ensures equal access to education for all students, taking into account special educational needs and individual abilities.</p>	<p>Inclusive education</p>
<p>Level of training as a result of successful completion of an</p>	<p>Qualification</p>

appropriate educational program that reflects individual abilities, professional knowledge and skills that allow you to competently carry out professional activities.

Learning based on the selection and independent planning of the sequence of learning disciplines by students using credit as a unified unit of measurement of the volume of educational work of the student and the teacher.

People who experience permanent or temporary difficulties in obtaining education due to their health, who need special general educational programs and additional educational programs.

Systematic activities aimed at creating confidence that quality requirements will be met.

Single set of basic characteristics of education, including the goals, results and content of learning, the organization of the educational process, ways and methods of their implementation, and criteria for evaluating learning outcomes.

General intentions and activities of the organization in the field of quality, officially formulated by the management of the educational institution.

Internal assessment process conducted by an organisation of higher and postgraduate education based on the standards and criteria for specialized accreditation, followed by a self-assessment report.

Process of re-accreditation of the educational organization.

Effective way to recruit qualified specialists for vacancies. The search method is based on using a database of applicants, advertising vacancies in the media and the Internet, as well as using other available means to access a given target group of candidates.

The register of accredited educational programmes (Register 3) of the MES RK is the list of accredited educational programs.

Quality assessment of individual educational programs implemented by an educational organization

Documents of the accreditation body that establish requirements for the accreditation procedure.

Person who is studying an educational program at the bachelor's, master's, and (or) doctoral level at a higher educational institution.

Educational process based on the interaction of students and teachers, under conditions that are optimal for the development of students' abilities (self-education, self-determination, independence and self-realization).

Persons interested in the activities of an educational institution. There are two main groups of stakeholders whose interests and requirements affect the functioning and development of an educational institution. The first group consists of internal stakeholders: students, teaching and administrative staff. The second group consists of external stakeholders: the state that implements the legal regulation of the educational institution;

Credit technology of education

People with special educational needs

Quality assurance

Education programme

Quality policy

Self-evaluation procedure

Reaccreditation

Recruitment

Register 3

Specialized accreditation

Accreditation standards

Student

Student-centred learning

Stakeholders

executive and local authorities; employers interested in competent specialists; applicants and their parents who are at the stage of choosing an educational institution.

Knowledge, skills and competencies of the students that they acquire in the course of learning and that reflects the achieved level of personal development.

Student progression

Academic disciplines included in the choice component within the established credits and introduced by educational organizations that reflect the individual training of the student, taking into account the specifics of socio-economic development and the needs of a particular region, established scientific schools of higher education.

Elective disciplines

4. NORMATIVE REFERENCES

The present standards refer to the following legislative and regulatory documents:

1. Law of the Republic of Kazakhstan "On Technical Regulation" dated November 9, 2004 No. 603-II ZRK;
2. Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 № 319-III;
3. Decree of the President of the Republic of Kazakhstan "On the Strategic development plan of the Republic of Kazakhstan until 2020" dated February 1, 2010 No. 922;
4. On the approval of Compulsory State Education Standards at all levels of education/Decree of the Minister of Education and Science of the Republic of Kazakhstan No. 604 dated October 31, 2018;
5. On the approval of Standard rules of activity of educational organizations of relevant types/ Decree of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595;
6. Decree of the Minister of Education and Science of the Republic of Kazakhstan dated November 1, 2016 No. 629 "On the approval of the Rules for recognition of accreditation bodies, including foreign ones, and formation of the register of recognized accreditation bodies, accredited educational organizations and educational programs";
7. Standards and guidelines for quality Assurance in the EHEA (ESG), approved by the Ministerial conference in Yerevan, May 14-15, 2015;
8. Decree of the Minister of Education and Science of the Republic of Kazakhstan "On the approval of Rules of organization of the educational process within credit technology of learning" dated April 20, 2011 № 152 (with amendments and additions in accordance with the decrees of the Minister of Education and Science of the Republic of Kazakhstan dated 28.01.2016 №90 and 12.10.2018 № 563).

5. FIELD OF APPLICATION

These standards define the general rules, principles and requirements for the organization and conduct of specialized accreditation of organisations of higher and postgraduate education, regardless of its status, institutional-legal form, form of ownership and departmental subordination.

These standards can be used to develop the mechanisms for internal quality assurance of organisations of higher and postgraduate education and relevant internal regulatory documentation.

6. MAIN OBJECTIVES

ARQA standards reflect and include global trends and experience in the field of specialized accreditation of organisations of higher and postgraduate education in assessing the quality of education and creating internal quality assurance systems.

The purpose of specialized accreditation is education quality assurance in higher educational institutions in accordance with international standards, the formation of best practices of internal and external quality assurance systems, ensuring implementation of national policy in the field of higher education, participation in the achievement of strategic target indicators, public information about the organization of higher education.

7. PRINCIPLES OF ACCREDITATION

When conducting the specialized accreditation procedure, ARQA adheres to the following basic principles:

1. Voluntariness – accreditation of organisations of higher and postgraduate education is voluntary and is not subject to any limiting conditions.
2. Independence – internal and external evaluation processes are conducted impartially, regardless of third parties and the results obtained.
3. Objectivity – conducting an external assessment using established criteria.
4. Transparency – internal and external evaluation processes are conducted in an extremely honest and transparent manner, ensuring that information is available to all participants of the ongoing accreditation process.
5. Confidentiality – ARQA guarantees the safety of the information provided by an organisation of higher and postgraduate education.
6. Constant quality improvement – regular and systematic improvement of activities to meet the standards requirements.
7. Development of a quality culture – self-assessment and external evaluation contribute to the constant improvement of the quality of educational organizations.

8. PROCEDURE FOR MAKING AMENDMENTS AND ADDITIONS

1. Amendments and (or) additions are made to the existing standards for specialized accreditation of educational programs of organisations of higher and postgraduate education in order to improve them.

2. Appeals of organisations of higher and postgraduate education, stakeholders on amendments and (or) additions (hereinafter – appeals) are drawn up in any form with a justification for the need for such amendments and (or) additions.

3. Appeals are sent to ARQA by e-mail: office@arqa.kz.

4. ARQA evaluates appeals on their validity and expediency.

5. ARQA makes amendments and (or) additions to the standards for specialized accreditation of educational programs of organisations of higher and postgraduate education.

After examination, amendments and (or) additions to the existing standards for specialized accreditation of educational programs of organisations of higher and postgraduate education are approved by the decree of the Director of ARQA and then posted on www.arqa.kz website.

Standard 1. IMPLEMENTATION OF THE QUALITY ASSURANCE POLICY

General provisions

The quality assurance policy should be implemented at the faculty / institute / department level and focused on the development of a quality culture in which all internal stakeholders take responsibility for quality at all levels of the functioning of the organisation of higher and postgraduate education.

Evaluation criteria

1. The management of the EP must demonstrate that the responsibility for the formation and effective functioning of the quality assurance policy and risk management at the EP level lies with the head of the EP.

2. The management of the EP must prove the implementation of specific goals of the quality assurance policy based on:

a) the consistency with the development strategy / program / plan of the organisation of higher and postgraduate education;

b) the academic freedom of faculties / institutes / departments.

3. The EP management must demonstrate that the effectiveness of the quality assurance policy is based on the following factors:

a) selection of the qualified faculty members and other employees;

b) whether there is a link between research, teaching and learning;

c) taking into account the national and intra-HEI context;

d) informing all stakeholders about the results of implementing the quality assurance policy.

Standard 2. EDUCATIONAL PROGRAMS: DEVELOPMENT AND APPROVAL

General provisions

Educational activities management of the organisation of higher and postgraduate education is carried out through the management of educational programs. The effectiveness of the educational process is reflected in the implementation of the expected learning results.

Evaluation criteria

1. The management of the EP must demonstrate that

a) EP has been developed and approved in accordance with the NES of the appropriate level of education;

b) the EP profile, represents its specific features, indicates belonging to the relevant field of education, as well as the characteristics of the field of study, the level of training, the main types of professional activities.

2. The management of the EP must demonstrate that EP is regularly updated

a) taking into account the level of development of science, culture, economy, technology and social sphere;

b) taking into account the requirements of the labor market, the expectations of employers and the individual interests of students.

3. The management of the EP must demonstrate that the following requirements have been met:

a) the goal of the EP complies with the development strategy / program / plan of the organisation of higher and postgraduate education;

b) formulation of the expected learning outcomes both at the level of the entire EP and at the level of individual modules or disciplines;

c) availability of reference and information sources about the EP and the qualification to be awarded at its completion;

- d) precisely defined student workload;
 - e) availability of the elective courses catalogue for students;
 - f) the programs of disciplines and modules are interdisciplinary in nature, providing training at the interface of a number of areas of expertise;
 - g) EP can be adapted to inclusive education of people with disabilities.
4. The management of the EP must prove the effectiveness of the organization of the educational process using remote education technologies.

Standard 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT OF ACADEMIC PERFORMANCE

General provisions

Student-centered learning and teaching contribute to increasing the relevance and usefulness of the educational programs in terms of students' needs, aspirations and potential. Learning requires collaboration between students and teachers. It is important that students and staff of the organisation of higher and postgraduate education collaborate on the common understanding of issues that arise in the learning process.

Evaluation criteria

1. In order to implement student-centered learning and teaching, the management of the EP must ensure:
 - a) the implementation of the basic principles of student-centered learning;
 - b) the timely information of the students about the EP;
 - c) that the needs of different groups of students and the possibility of forming an individual educational trajectory are taken into account;
 - d) the use of various forms and methods of teaching and regular feedback to evaluate and correct them;
 - e) the encouragement of students' independence and autonomy with support and assistance mechanisms from the teacher;
 - f) that there is an established system for responding to student complaints.
2. Within the framework of student-centered learning and teaching, assessment quality assurance procedures must include:
 - a) the timely information of students about the criteria and procedures used for evaluating learning outcomes, exams, credits, and other types of assessment of academic performance;
 - b) the orientation of assessment procedures towards the achievement of the planned learning outcomes and goals of the EP;
 - c) the assessment of students' academic performance by competent staff who know the methods of testing students' knowledge and improve their skills in this field;
 - d) the demonstration of the level of achievement of the planned learning outcomes by the students;
 - e) feedback (from the teacher to the student) as part of the assessment process (taking into account the student's need for advice on the learning process);
 - f) availability of the official appeal procedure.
3. The management of the EP must demonstrate that students and staff of the organization cooperate by
 - a) involving student representatives in the collegial bodies of the faculty / institute;
 - b) participation of students in the development of the educational programs;
 - c) establishing close contact and collaboration with student organizations of the faculty / institute;
 - d) involving students in the quality assessment of EP;
 - e) implementing the principles of academic integrity.

Standard 4. STUDENTS: ADMISSION, SUPPORT OF ACADEMIC ACHIEVEMENTS, CERTIFICATION

General provisions

Organisations of higher and postgraduate education consistently apply approved and published rules that cover all stages and processes of the student's "life cycle", starting from admission to study to the awarding of an academic degree / qualification.

Evaluation criteria

1. The management of the EP must demonstrate the effectiveness of comprehensive career guidance, including
 - a) the use of both traditional methods and those typical for the EP;
 - b) the interaction with employers;
 - c) the interaction with the job center on career guidance.
2. The management of the EP must demonstrate that a comprehensive work is being carried out to support and ensure the progress of students' academic performance, including
 - a) the interaction with the Registrar's Office / equivalent;
 - b) a schedule of independent work under the guidance of a teacher, taking into account of the effectiveness of such work;
 - c) the organization of a summer semester to improve students ' academic performance and additional education;
 - d) the effectiveness of involvement of corporate partners in the organization of professional externships, educational process;
 - e) the effectiveness of students ' participation in academic mobility programs within the framework of the EP.

Standard 5. FACULTY MEMBERS

General provisions

Organisations of higher and postgraduate education must ensure the impartiality and transparency of the recruitment process and professional growth and development of the teaching staff (faculty members). The organisation of higher and postgraduate education is responsible for the competence of its teachers, which directly affects the quality of implementation of educational programs. Personnel (employees) management of the organisation of higher and postgraduate education is carried out by its personnel policy, which is based on the principles of human resources development, meritocracy, including recruitment, training and professional development of senior staff, teachers and research workers of the organisation of higher and postgraduate education in accordance with the existing legislation.

Evaluation criteria

1. The management of the EP must demonstrate that the teaching staff meet the qualification requirements.
2. The management of the EP must prove the effectiveness of the system of further training and retraining, professional growth and development of teaching staff. It is important, but not mandatory, that the international joint educational programs set additional requirements for the qualification of teaching staff (for example, competence when working in a foreign language environment).
3. The management of the EP must demonstrate that
 - a) teaching staff use innovative educational technologies and modern teaching methods;
 - b) teaching staff implement the principles of student-centered learning and uses its advantages:

- regularly review and improve the courses and teaching methods based on adequate and constructive feedback from students involved in the process;
- have a great freedom in choosing the ways of teaching;
- develop the knowledge, skills and competencies necessary for both personal and career development.

4. The management of the EP must prove the effectiveness of research and teaching activities by the following indicators:

- a) effectiveness of participation of faculty members in projects, seminars, conferences, internships;
- b) activeness of the faculty members in research and innovation activities;
- c) results of the systematic analysis and monitoring of faculty members' activities, constant assessment of the competence of the faculty members and the effectiveness of teaching;
- d) results of the international cooperation in research and implementation of joint international projects;
- e) use of research and teaching activities results in the educational process.

Standard 6. CREATIVE AND PERSONAL DEVELOPMENT OF STUDENTS

General provisions

The organisation of higher and postgraduate education must ensure the necessary conditions for conducting and developing creative and research activities of the students.

Evaluation criteria

1. The management of the EP must demonstrate the presence and implementation of
 - a) mechanisms for planning, monitoring and evaluating the results of creative and research activities of the students;
 - b) conditions for creative activities (Olympiads, competitions, projects, interest clubs, publications, startups, etc.);
 - c) systems for assessing the level of student involvement in the aforementioned activities.
2. The management of the EP must demonstrate that
 - a) conditions for personal development of the students (self-determination and socialization of the student on the basis of socio-cultural, spiritual and moral values and accepted rules and norms of behavior in the interests of the individual, family, society and the state; the formation of abstract, systematic and experimental thinking, etc.) are created;
 - b) in the process of learning, there is a development of diverse interests of students, students develop leadership and communication skills.

Standard 7. CONSTANT MONITORING AND PERIODIC EVALUATION OF EDUCATIONAL PROGRAMS

General provisions

To ensure the effective implementation of educational programs and create a favourable learning environment for the students, organisations of higher and postgraduate education must conduct constant monitoring and periodic evaluation of the educational programs; constantly update educational programs.

Internal and external stakeholders must be involved in the procedures for monitoring, evaluating and updating the EP. Organisations of higher and postgraduate education must inform all stakeholders about upcoming or completed actions connected with these procedures in a timely manner.

Evaluation criteria

1. The management of the EP must demonstrate that

- a) the content of the EP is checked taking into account the latest scientific achievements in specific disciplines to ensure the relevance of the taught disciplines;
 - b) the workload, academic performance and certification of students are monitored;
 - c) the effectiveness of student assessment procedures is evaluated;
 - d) the analysis of students' expectations, needs, and satisfaction with the program is conducted;
 - e) the educational environment and support system as well as their compliance with the program goals are monitored;
 - f) the changing needs of society and the requirements of the labor market are monitored;
 - g) the stakeholders are informed about all changes in the EP in a timely manner. Changes made must be published.
2. The management of the EP must demonstrate that
 - a) a feedback mechanism with stakeholders is implemented when monitoring and evaluating the EP;
 - b) the measures to provide professional orientation towards the labor market are taken.

Standard 8-1. SPECIFICS OF THE EDUCATIONAL PROGRAM FOR THE UNDERGRADUATE LEVEL

General provisions

Training of specialists with higher education is carried out on the basis of general educational programs of general secondary education, technical and vocational education, post - secondary education, as well as higher education – when getting a second higher education.

Evaluation criteria

1. The management of the EP must demonstrate that the organization and management of the EP for the undergraduate level ensures the following conditions:
 - a) formulation of expected outcomes in accordance with the Dublin descriptors for the first cycle of education;
 - b) organization and conduct of professional externship;
 - c) the possibility of continuing education (educational programs of postgraduate and additional professional education);
 - d) adaptation of shortened higher education programs with accelerated training based on technical and vocational, post-secondary or higher education to the main EP;
 - e) planning and organizing educational activities in three languages: the language of instruction, the second language and English;
 - f) conducting the exam by more than one examiner (where possible);
 - g) consideration of extenuating circumstances in the rules for evaluating learning outcomes.
2. The management of the EP must demonstrate the effectiveness of comprehensive career guidance, including:
 - a) the results of interaction with educational institutions of secondary and technical and vocational education;
 - b) the conduct of subject Olympiads for students of institutions of general secondary education and technical and vocational education;
 - c) the involvement of students of technical and vocational institutions and post-secondary education in research work of student clubs;
 - d) the use of pre-university training system.
3. The management of the EP must demonstrate that a comprehensive work is carried out to support and ensure the academic success and spiritual development of the students, including:
 - a) measures to adapt first-year students to the conditions of higher education;

- b) availability of assistance for academic support of the students who do not meet academic requirements (additional counseling or conducting additional classes);
- c) educational activities aimed at the formation of patriotism, citizenship, internationalism, high moral standards, legal culture, and interfaith tolerance.

Standard 8-2. SPECIFICS OF THE EDUCATIONAL PROGRAM FOR THE MASTER'S LEVEL

General provisions

Scientific-pedagogical and specialized master's programs implement educational programs of postgraduate education for the preparation of managerial, scientific and pedagogical personnel with in-depth professional or scientific-pedagogical training.

Evaluation criteria

1. The management of the EP must demonstrate that the organization and management of the EP for the master's level ensures the following conditions:
 - a) effectiveness of practical training of master's students, including various types of scientific or professional internships;
 - b) uniqueness of research / experimental work;
 - c) conditions for attracting master's students to conduct undergraduate classes have been created;
 - d) monitoring of the results of research/ experimental work is carried out by means of reports of master's students at the end of each period of their conduct;
 - e) assistance to a master's student in publishing research results;
 - f) conditions for self-study of additional types of learning;
 - g) opportunity to study the MBA / EMBA educational program;
 - h) the results of non-formal education at the appropriate level are counted as prerequisites.
2. The management of the EP must demonstrate that the content of the EP for the master's level takes into account the following features:
 - a) the requirements for the master's degree level are based on the Dublin descriptors for the second level of higher education;
 - b) the programs of disciplines and modules are interdisciplinary and multidisciplinary in nature, providing training at the interface of a number of areas of expertise;
 - c) familiarization with innovative technologies and new types of production through scientific internships at scientific organizations and (or) organizations of relevant industries or fields of activity;
 - d) the theme of the master's thesis / master's project is linked to the latest theoretical, methodological and technological achievements of domestic and foreign science, modern methods of research, processing and interpretation of experimental data.

Standard 8-3. SPECIFICS OF THE EDUCATIONAL PROGRAM FOR THE DOCTORAL LEVEL

General provisions

The educational program of the Doctor of Philosophy (PhD) has a scientific and pedagogical orientation and involves fundamental educational, methodological and research training and in-depth study of disciplines in the relevant areas of science for the system of higher and postgraduate education and the scientific sphere. Educational program of doctorate involves fundamental educational, methodological and research preparation and in-depth study of disciplines in relevant areas of science for branches of national economy, social sphere: education, medicine, law, art, economics, business administration and national security and military affairs.

Evaluation criteria

1. The management of the EP must demonstrate that the organization and management of the EP for the doctoral level ensures the following conditions:

a) EP for professional training is developed on the basis of the experience of foreign organisations of higher and postgraduate education and research centers that implement accredited training programs for doctoral degree.;

b) within the framework of research work (experimental work), the individual work plan of a doctoral student for familiarization with innovative technologies and new types of production provides for mandatory scientific internships at scientific organizations and (or) organizations of relevant industries or fields of activity (including abroad);

c) the content of the dissertation is aimed at the implementation of national priorities, state programs, programs of fundamental or applied research;

d) EP is structured according to the principle of modular training.

2. The management of the EP must demonstrate that the learning outcomes formulated on the basis of third-level descriptors within the overarching framework of qualifications of the European Higher Education Area (EHEA) reflect the student's ability to

a) demonstrate a systematic understanding of the field of study, mastering the skills and research methods used in this field;

b) demonstrate the ability to think, design, implement and adapt an essential research process with a scientific approach;

c) contribute their own original researches (that deserve to be published at the national or international level) to the expansion of the boundaries of the scientific field;

d) critically analyze, evaluate and synthesize new and complex ideas;

e) communicate the knowledge and achievements to the colleagues, the scientific community and the general public;

f) promote knowledge-based technological, social or cultural development of society in the academic and professional context.