NATIONAL CENTRE FOR PUBLIC ACCREDITATION

STANDARDS AND CRITERIA

OF PUBLIC ACCREDITATION FOR FURTHER EDUCATION PROGRAMMES

PUBLIC ACCREDITATION

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CONTENS

STANDARDS AND CRITERIA OF PUBLIC ACCREDITATION FOR FURTHER EDUCATION PROGRAMMES

STANDARD 1. Policy (goals, development strategy) of the education institution and the programme

The correspondence of the mission and goals of the further education programme with the Development Programme of the education institution. Availability of developed and approved documentation providing for the implementation of the programme with the account of the labour market demands, requirements of students and needs of the region and/or industry sector.

Recommendations:

The educational institution should have a policy and corresponding quality assurance procedures in line with the quality assurance strategy of the educational institution, responsibilities of the institution and the staff regarding the quality assurance of the programme.

The educational institution should clearly define the ultimate goals and objectives as well as ways of their achieving at all the levels of the programme's implementation.

A further education programme should include:

— General description (objectives of the programme implementation; expected learning outcomes; requirements for qualification of applicants; the form of education);
— The conformity of the goal of the further education programme with the Development Programme and/or goals and objectives of the educational institution;
— The goals of the further education programme and the effectiveness of the mechanism (process) through which these goals are met, evaluated and corrected with regard to the feedback and recommendations of stakeholders;
— Ways of participation of the regional labor market representatives and/or industry sector in identifying goals and determining strategies of the further education programme development.

The programme should have thematic importance and potential attractiveness for employers and students.

Table 1 – Criteria with regard to Standard 1

№	Criteria	Issues for consideration	Assessment
1.	Fitness for purpose	− Programme's compliance with objectives, tasks and national/regional and industry-specific requirements − Orientation to the most important matters in the framework of a specific theme − Compliance of the programme's objectives with the requirements of employers and students' needs − Compliance of the content of the programme and (or) its separate components (disciplines, modules, practice programmes, internship) with the ways of achievement of the programme's objectives	
2.	Expected learning outcomes	− Compliance of the expected learning outcomes with the requirements of employers and students' needs − Compliance of the content of the programme and (or) its separate components (disciplines, modules, practice programmes, internship) with the ways of achievement of the programme's objectives	

STANDARD 2. The Content of the Programme

A further education programme should be developed with the consideration of the labour market requirements on the basis of the Procedure for Organizing and Implementing Educational Activity in the Programmes of Further Professional Education and also should comply with the requirements of the Ministry of Education and Science of the Russian Federation and international requirements.

The compliance of the programmes' contents with the qualifications requirements; sectoral and professional standards (if applicable); up-to-date research into subject specific fields of knowledge. The degree of compliance of the programme's contents and periodic updating of the further education programme in accordance with the external requirements of the state, public, employers and students.

Recommendations:

A further education programme should include:

— Curriculum (determines the list, workload, sequence and distribution of academic subjects, courses, disciplines (modules), other kinds of educational activity of students and forms of assessment);
— Academic time schedule;
— Syllabi of academic subjects, courses, disciplines (modules);
— Organizational and pedagogical conditions;
— Forms of attestation;
— Assessment materials;
— Other components.

For the effective implementation of the programme it is necessary to evaluate its content on a regular basis in accordance with the customer requirements.

Table 2 – Criteria with regard to Standard 2

№	Criteria	Issues for consideration	Assessment
1.	Maturity level of curriculum and (or) study and thematic plan	– Integrity of the plan; logical succession of the plan's content; continuity – Adaptability to students' individual educational requirements during the study process	
2.	Maturity level of the syllabi of academic subjects, courses, disciplines (modules)	– Opportunity of forming professional competencies of students – Compliance of the programme's content with normative documents, which determine qualification characteristics (requirements) for the programme's graduates (where available), industry-specific and professional standards (where available) – Compliance of special and subject-oriented programmes' content with up-to-date research results, which are achieved in a specific subject field of knowledge (absence of pseudoscience) – Use of new educational approaches and concepts – Practice orientation of the programmes	

STANDARD 3. Resource provision of the programme

In order to ensure the effective implementation of the programme there should be sufficient and up-to-date learning resources.

Recommendations:

The resources available for the support of student learning should be adequate, appropriate and accessible for the programme's implementation.

A further education programme should include:

— Up-to-date material and technical resources;
— Information provision (electronic resources, data bases);
— Conditions and technologies of educational process implementation.

Table 3 – Criteria with regard to Standard 3

№	Criteria	Issues for consideration	Assessment
1.	Sufficiency of resources	– Material and technical provision (study facilities, training equipment and others) with regard to its compliance to modern requirements – Information provision of the programme (electronic, library resources, data bases)	

STANDARD 4. Human resources and methodological provision of the programme

Availability of sufficient and qualified human resources and up-to-date methodological provision for the effective implementation of the programme.

Recommendations:

Qualified teaching staff is the main resource of the academic process available to the majority of students, therefore the teachers should demonstrate adequate knowledge, skills and experience for the effective transfer of knowledge to students.

Methodological provision of the programme should be adequate, sufficient and accessible for the programme's implementation. The teaching methods should be well balanced.

A further education programme should feature:

— qualified and competent teachers, methodologists, tutors, consultants, and invited practitioners;
— flexible teaching staff which can easily adapt to new national/regional/industryspecific/professional requirements;
— periodic updating of didactic and methodological provision;
— availability of methods and plans of actions on programme's implementation, maturity of educational resources;
— availability of methodological provision of the academic process.

Table 4 – Criteria with regard to Standard 4

№	Criteria	Issues for consideration	Assessment
1.	Teaching staff (qualification and competency)	– Human resource provision of the programme (composition, qualification and competency of developers and/or teachers, methodologists, tutors, consultants, invited practitioners, etc.)	
2.	Level of methodological provision of the programme	– Completeness of methodological resource sets – Availability of methodological provision of the academic process – Periodic updating of didactic and methodological provision	

STANDARD 5. Organization of the academic process

Compliance of classes and academic activities with the content of the programme and requirements of the target group of students. Interactive and diverse teaching methods (role play, case studies, master classes, etc.), prevalence of practice-oriented classes.

Recommendations:

The organization of the academic process should ensure the effective implementation of the programme.

A further education programme should feature:

— the use of employers' base for the placement of students for work experience and internship (if applicable);
— availability of up-to-date educational forms, methods and technologies of the programme's implementation;
— forms and methods of assessment of student learning outcomes (consulting, student and employer surveys).

Table 5 – Criteria with regard to Standard 5

№	Criteria	Issues for consideration	Assessment
1.	Diversity of classes and learning activities	– Compliance of classes and academic activities with the content of the programme. Interactive and practiceoriented character of classes. – The use of employers' base for the placement of students for work experience and internship (if applicable). – Compliance of the form of the final certification with the programme's objectives and expected learning outcomes	
2.	Up-to-date teaching methods	– Compliance of the teaching methods with the programme's objectives, and the students' level. – Application of different teaching methods with regard to students' individual educational requirements (individual learning paths). – Application of different teaching methods based on the knowledge of the target group of students.	
3	Outcome orientation	– Compliance of the expected learning outcomes with the objectives of the programme – Forms and methods of assessment of student learning outcomes (consulting, student and employer surveys)	

STANDARD 6. Internal quality assurance system of the programme

The programme should have in place an internal quality assurance system, a system for monitoring employers' needs; a system for monitoring student outcomes; a local system for information collection and analysis.

Recommendations:

Teachers, employers, and students should be involved in the quality assurance processes. There should be evidence that the opinion of all stakeholders are taken into consideration when defining and improving the programme's contents, and the teaching and learning process. The organization should have in place an internal quality assurance system. There should be continuous monitoring of the further education delivery and its enhancement (for example, through student surveys at the beginning and/or at the end of the course of study).

In order for the programme monitoring to be effective it is necessary:

— to maintain constant contact with students, to provide all the necessary information at all stages of programme's development and implementation;
— to keep a record of all students' comments and recommendations, ways and forms of the programme's correction and adjustment

— to encourage contacts with the prgramme's alumni, including collecting their feedback.

Table 6 – Criteria with regard to Standard 6

№	Criteria	Issues for consideration	Assessment
1.	Availability of an internal quality assurance system	– Self-evaluation of the correspondence of the learning outcomes of the further education programme with the declared objectives and expected learning outcomes – Self-evaluation of the compliance of the procedure (process) of organizing and implementing the further education programme with the established requirements to the structure, sequence and conditions of the programme's delivery. – The organization's capacity to effectively and efficiently carry out the activity on the provision of educational services – Availability of a local system for information collection and analysis.	
2.	Monitoring of employers' requirements	– Availability of the system of information collection for analyzing educational needs of enterprises and organizations, ways and forms of the programme's correction and adjustment – Participation of employers in the analysis, coordination and enhancement of the programme	
3	Monitoring of learning outcomes	– Availability of a feedback system (surveying, interviewing) to assess the level of students' satisfaction with learning outcomes; ways and forms of the programme's correction – Availability of feedback system (surveying, interviewing) to assess the level of employers' satisfaction with the efficiency of the programme (graduates' use of the acquired knowledge and competencies in the working environment)	

STANDARD 7. Competitiveness of the programme

Availability of quality and cost-effective features of the programme, which contribute to the competitiveness of and demand for the programme by individuals and companies compared to counterpart competing programmes. Availability of full information on the official site of the educational programme in the Internet and its regular updating in accordance with the RF Government Resolution of 20 October 2021 No 1802 "On the approval of the Rules of placing and updating information about the educational institution on the official website of the institution in the information and tele-communication system Internet".

Recommendations:

A further education programme should have:

— flexible format of the programme's content;
— benchmarking with counterpart programmes in other organizations;
— marketing support of the programme (diversity of avenues of the programme's promotion in the market to include opportunities offered by Internet);
— prospects of the programme's development
— mechanisms of recruiting students;
— motivation mechanisms favorably distinguishing the programme from similar

— competing programmes.

Table 7 – Criteria with regard to Standard 7

№	Criteria	Issues for consideration	Assessment
1.	Competitiveness of the programme	– Uniqueness and competitive advantage (comparative presentation of competing counterpart programmes with regard to the content and target audience, education quality, and costs); – Benchmarking with counterpart programmes in other institutions – Financial independence	
2.	Demand for the programme	– Potential demand for the content of the programme – Capacity of the programme (the optimal number of students studying the programme at any given time)	