



**NATIONAL CENTRE  
FOR PUBLIC ACCREDITATION**

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## **STANDARDS AND CRITERIA**

**OF PUBLIC ACCREDITATION FOR EDUCATIONAL  
PROGRAMMES OF FURTHER PROFESSIONAL EDUCATION**



**PUBLIC ACCREDITATION**



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## **1 STANDARDS AND CRITERIA OF PUBLIC ACCREDITATION FOR EDUCATIONAL PROGRAMMES OF FURTHER PROFESSIONAL EDUCATION**

Intensive development of the system of further professional education in educational institutions is determined not only by the modernization and technological development of the Russian economy in priority areas, but also by the related institutional restructuring of the system of professional education.

The organization must have policies and corresponding procedures of quality assurance, teaching and material resources for the programmes of further professional education it delivers. Quality evaluation carried out for constant improvement of programmes of further professional education and the educational process itself is aimed at enhancing the quality of education. The standards and criteria are comparable to learning objectives and expected learning outcomes and focus not only on meeting students' needs by the end of the course of study, but also on the efficiency and effectiveness of the educational process. Evaluation of the programme quality is provided for by representatives of professional communities, employers, education authorities, employment services, and students.

### **Normative and legislative acts, regulating the relations in the sphere of public accreditation of educational programmes of further professional education:**

1. The Federal Law «On Education in the Russian Federation» of 29.12.2012 No 273-FZ;
2. Model Regulation on educational establishments of further professional education (advanced professional training) of specialists (approved by the Directive of the Government of the Russian Federation No 610 of 26.06.1995, as reworded by the Directive of the Government of the Russian Federation № 213 of 10.03.2000, No 919 of 23.12.2002, No 175 of 31.03.2003);
3. Regulation on terms and conditions of the advanced professional training of specialists (Order of the Russian Ministry of Education No 2571 of 02.11.2000);
4. Recommendations for educational establishments of advanced professional training "On content minimum of the programme of advanced professional training for teaching and administrative staff of state and municipal educational institutions" (prepared by the Ministry of Education of the Russian Federation in cooperation with the Academy of Advanced Professional Training and Retraining of Educators);
5. Requirements for the content of the educational programme of further professional education (approved by the Order of the Ministry of Education of the Russian Federation No 1221 of 18.06.1997);
6. The procedure of organization and implementation of the educational activity for educational programmes of further professional education (Ministry of the Education and Science of the Russian Federation No 499 of July 1, 2013).
7. The Standards and Guidelines for Quality Assurance in the European Higher Education Area. – Yoshkar-Ola: Accreditation in Education, 2008. – 58p.

**The basic requirements for the content of educational programmes of further professional education:**

1. compliance with the established requirements for the content and structure of the programme;
2. focus on the modern education technologies and learning tools;
3. compliance of the actual study load of listeners with the established curriculum standards;

**The basic requirements for the content of educational programmes of advanced professional training:**

4. the delivered educational programme of advanced professional training is aimed at improving and (or) acquiring new competencies required for professional activity, and (or) professional development within the existing qualification;
5. the structure of the program should include a detailed description of professional competencies within the existing qualification which will be acquired and (or) qualitatively improved as a result of education.

**The basic requirements for the content of educational programmes of advanced professional retraining:**

6. realization of the educational programme of advanced professional retraining is aimed at obtaining a new competence necessary to perform a new type of professional activity, at acquiring a new qualification;
7. compliance with the qualification requirements for professions and positions, with professional standards and requirements of the relevant federal state educational standards for vocational and ( or) higher education in terms of learning outcomes;
8. continuity with respect to the learning outcomes of the programmes of advanced professional education;
9. focus on obtaining additional competences or professional skills requiring a change in the direction (profile) or specialization (specialty) within the field of the previously taken discipline;
10. assessment of learning outcomes on the basis of professional competences of the associated federal state educational standards, educational standards or state educational standards;
11. possibility to transfer credits of the subjects, courses, disciplines (modules) taken previously during the course of study of the basic educational programmes of the appropriate level (or) educational programmes of further professional education, with reference to the requirements of the relevant federal state educational standards for vocational and ( or) higher education in terms of professional competencies ;
12. the structure of the program should include:
  - characteristics of an additional qualification and related professional activities (qualification levels), and ( or) job description;
  - characteristics of the competencies to be improved, and (or) a list of new competencies to be formed as a result of the programme implementation;
  - a list of normative documents that determine qualification characteristics (requirements ) for a graduate.

**Consolidated list of standards for the external review of educational programmes of further professional education:**

Standard 1. The programme content

Standard 2. Terms and conditions for the programme implementation

Standard 3. Demand for the programme

Annex 1 describes the standards to be assessed, the criteria and the list of issues that need to be addressed for each of the three standards, as well as materials and documents that are crucial for the self- evaluation procedure and its outcomes. The evaluation criteria are formulated in the form of questions and are the basis for the external review of the educational programmes of advanced professional training aimed at quality assurance and public accreditation.

## **2 COMPLIANCE WITH THE STANDARDS**

### **2.1. Content of the programme**

#### **STANDARD:**

The programme must have in place a well-developed and approved documentation for its implementation in compliance with the requirements of the labor market and listeners' needs.

#### **RECOMMENDATIONS:**

The programme of further professional education should present a list of documents developed and approved by the organization in compliance with the requirements of the labor market and procedures of organization and implementation of educational activities for the programmes of further professional education, approved by the Order of the Ministry of Education of the Russian Federation No 499 of 01.07.2013 "On approval of the procedure of organization and implementation of educational activities for the programmes of further professional education", and should be in line with the Standards and Guidelines for quality assurance in the European Higher Education area (ENQA).

The programme of further professional education should include:

- general description (purpose of the programme, intended learning outcomes, admission requirements, mode of study) ;
- curriculum (determines the list, workload, consistency and distribution of subjects, courses, disciplines (modules), other types of learning activities and assessment (examination) mode);
- academic time schedule;
- study programmes of academic subjects, courses, disciplines (modules);
- organizational and teaching facilities;
- assessment (examination) modes;
- assessment materials;
- other components.

The program should be of high thematic relevance and potential demand for employers and students.

### **2.2. Terms and conditions of the programme implementation**

#### **STANDARD:**

The programme must have in place adequate and modern learning resources for its effective implementation.

#### **RECOMMENDATIONS:**

Learning resources of the programme should be adequate, sufficient and available for the program implementation.

The programme of further professional education should have in place:

- facilities and technologies for realization of the educational process;
- procurement;
- didactic, organizational and methodological support ;
- information support (electronic resources);
- qualification and expertise of the faculty;
- database of employers for professionally oriented practice, training (if available);
- teaching methods and action plans for implementation of the programme;

- quality evaluation of the course of study for advanced professional training (retraining).

### **2.3. Demand for the programme**

#### **STANDARD:**

Demand for the programme by individuals and legal entities

#### **RECOMMENDATIONS:**

Teachers, students, employers should be involved in quality assurance procedures. There should be evidence that their opinions are taken into account while determining the content of the programme and enhancing the process of teaching and learning. The organization should have in place an internal quality assurance system to ensure the efficiency of additional educational services it offers, their monitoring and constant improvement (for example, through regular survey of students before and / or upon completion of the course of study).



**ANNEX****Standards and criteria of public accreditation**

Criteria to be evaluated	List of issues to be addressed	Expert's opinion corresponds/ doesn't correspond	Notes
<b>1. Content of the programme</b>			
1.1 Rationale	1.1.1 Compliance with goals, objectives and industry requirements for the programmes of advanced professional training 1.1.2 Focus on the most significant issues within a specific theme 1.1.3 Compliance of the programme goal with the requirements of employers and needs of attendants 1.1.4 Compliance of the content of the programme and (or) its individual components (disciplines, modules, practices, fieldwork) with the programme objectives		
1.2 Intended learning outcomes	1.2.1 Compliance of the intended learning outcomes with the employers' requirements and students' needs 1.2.2 Compliance of the content of the programme and (or) its individual components (disciplines, modules, practices, fieldwork) with the achievement of the intended learning outcomes		
1.3 Maturity of the curriculum and (or) course schedule	1.3.1 Maturity of the curriculum; logical sequence of the curriculum content; consistency 1.3.2 Adaptability to the individual educational needs of students in the course of the study process		
1.4 Maturity of study programmes of subjects, courses, disciplines (modules)	1.4.1 Capability to form professional competencies in students 1.4.2 Compliance of the programme content with the regulatory documents determining qualification features (requirements) for the programme graduate (if available), industry-specific and professional standards (if available) 1.4.3 Compliance of the content of specific and subject-oriented programmes with relevant scientific achievements in corresponding subject areas (absence of pseudoscientific character) 1.4.4 Use of new teaching approaches and concepts in the programme 1.4.5 Practical orientation of the programme		



**2. Terms and conditions of the program implementation**

2.1 Sufficiency of resources	2.1.1 Staffing of the program (composition, qualifications and expertise of developers and / or teachers, involvement of practitioners, etc.) 2.1.2 Materiel and technical support of the programme (classrooms, training facilities, etc.) 2.1.3 Information support of the programme (electronic, library resources)		
2.2 Level of learning and teaching support of the programme	2.2.1 Completeness (degree of completeness of training and methodological resources) 2.2.2 Availability and accessibility of learning and teaching resources to students		
2.3 Types of studies and assignments	2.3.1 Compliance of the types of studies and assignments with the programme content 2.3.2 Use of the employers' database for conducting practice and field work (if available) 2.3.3 Compliance of the final examination with the programme objectives and intended learning outcomes		

**GENERAL CONCLUSION**

**STRENGTHS:** \_\_\_\_\_

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**AREAS FOR IMPROVEMENT** \_\_\_\_\_

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**3. Demand for the programme**

<p>3.1. Internal system for evaluation of the quality of the programme delivery</p>	<p>3.1.1. Evaluation by students of the appropriateness of the level of programme delivery to the associated objectives and expected learning outcomes                      3.1.2. Evaluation of the compliance of the programme organization and implementation procedure (process) with the stated requirements for the structure, terms and conditions of the programme implementation                      3.1.3. Organization's ability to efficiently and effectively carry out activities to provide educational services</p>		
<p>3.2. Monitoring of the employers' needs</p>	<p>3.2.1 Availability of the data collection system for the analysis of the educational needs of guiding enterprises and organizations                      3.2.2 Employers' participation in programme analysis, harmonization and improvement</p>		
<p>3.3. Monitoring of learning outcomes</p>	<p>3.3.1 Availability of the feedback system (questionnaires, interviews) to assess the degree of students' satisfaction by their learning outcomes                      3.3.2 Availability of the feedback system (questionnaires, interviews) for employers to assess the effectiveness of the programme by students' working activity (application of the received competencies by students at work)</p>		
<p>3.4. Programme competitiveness</p>	<p>3.4.1 Potential competitiveness of the programme content                      3.4.2 Unique character and competitive advantages of the programme (presentation of other programmes equivalent in terms of content and target audience, teaching quality, cost; comparison with similar (competitive) programmes))</p>		

**GENERAL CONCLUSION**

**STRENGTHS:** \_\_\_\_\_

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**AREAS FOR IMPROVEMENT**

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