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GENERAL REPORT & RECOMMENDATIONS

**KGKP «KOSTANAY COLLEGE OF AUTOMOBILE
TRANSPORT» OF THE EDUCATION DEPARTMENT OF THE
AKIMAT OF KOSTANAY REGION - KAZAKHSTAN**

16/06/2025





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GENERAL REPORT & RECOMMENDATIONS

		Yes	No
INSTITUTIONAL ACCREDITATION		X	
PROGRAM ACCREDITATION		X	
	07161300 «TECHNICAL MAINTENANCE, REPAIR, AND OPERATION OF MOTOR VEHICLES»	X	



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GENERAL REPORT & RECOMMENDATIONS





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Paris, June,16, 2025

Mr. Reda Farah
President of jury
Quality and Accreditation Assurance
Inspector French Ministry of
Education
Vocational Educational and Training

To

Mr. Pavlenko Dmitry Ivanovich
Director of
KGKP «KOSTANAY COLLEGE OF
AUTOMOBILE TRANSPORT» OF
THE EDUCATION DEPARTMENT
OF THE AKIMAT OF KOSTANAY
REGION

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Object: Validation by the accreditation Committee of the Paris Academy of the INSTITUTIONAL ACCREDITATION and the PROGRAM ACCREDITATION 07161300 «TECHNICAL MAINTENANCE, REPAIR, AND OPERATION OF MOTOR VEHICLES». of your college.

The Academy of Paris Committee for Accreditation gives validation for the award of

→ **INSTIUTIONAL ACCREDITATION OF THE COLLEGE**

→ **ACCREDITATION FOR THE PROGRAM: ACCREDITATION
07161300 « TECHNICAL MAINTENANCE, REPAIR, AND
OPERATION OF MOTOR VEHICLES**

THIS ACCREDITATION IS VALID UNTIL June, 16, 2028

The college fulfils all the requirements of the quality assurance system in Education standards and Academy of Paris rules of application as verification body based on Qaleduc approach, the European reference for quality for quality assurance.

International institutional accreditation in vocational training education is a critical process that ensures educational institutions meet globally recognized standards of quality and excellence. This rigorous evaluation examines various aspects of an institution's operations, curriculum, and outcomes to certify its ability to provide high-quality vocational education that meets international standards.

The accreditation process not only validates an institution's credibility but also promotes continuous improvement and innovation in vocational education. It serves as a benchmark for students, employers, and policymakers, assuring them of the institution's commitment to delivering relevant, industry-aligned training that prepares graduates for success in the global workforce.

Dear colleague, accept my congratulations as well as those of all the teams at the Paris academy.



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1. Introduction

1.1. Origins of the project

In accordance with the law of the Republic of Kazakhstan "On Education".

At the request of The KGKP «KOSTANAY COLLEGE OF AUTOMOBILE TRANSPORT» OF THE EDUCATION DEPARTMENT OF THE AKIMAT OF KOSTANAY REGION request to be part of a process for accreditation:

- INSTITUTE ACCREDITATION OF THE COLLEGE
- ACCREDITATION FOR THE PROGRAM: ACCREDITATION 07161300 « TECHNICAL MAINTENANCE, REPAIR, AND OPERATION OF MOTOR VEHICLES

Education is recognized as one of the most important priorities of the long-term Strategy "Kazakhstan-2050".

The overall goal of educational reforms in Kazakhstan is to adapt the education system to the new socio-economic environment. The President of Kazakhstan also set the task of making the republic one of the 30 most competitive countries in the world. Improving the education system plays an important role in achieving this goal.

1.2. Project Description

The objective of accreditation is to propose a quality process in the field of education and training that corresponds to European and international standards.

This accreditation is a real guarantee of quality and increased skills of the actors involved.

Compliance of the quality assurance system with IQAA quality standards is assessed by external experts who provide an objective view of quality assurance and program development approaches and mechanisms.

Accreditation aims to guarantee the quality and reliability of the educational institution's accredited educational programs, to strengthen user confidence and to monitor the recognition of the adequacy of the training received by graduates by employers.

1.3. Accreditation value to the School:

- Improvement in the quality of the institution/program through the process
- Establish goals and benchmarks in relation to peer institutions
- Benefits of the accredited program
- Marketing/competitive advantage
- Financial Aid opportunities

1.4. Accreditation value to the Student & graduate:

- Improved educational quality and consistency
- Value of external validation and the need for assessments and improvements
- Building a larger network
- Greater recognition of the employment sector
- Advantages when seeking reciprocity with other schools
- Seal of approval regarding the quality of the institution or program

2. Academy of Paris Accreditation & European framework



A dynamic European quality The European framework,

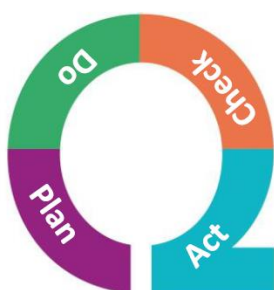
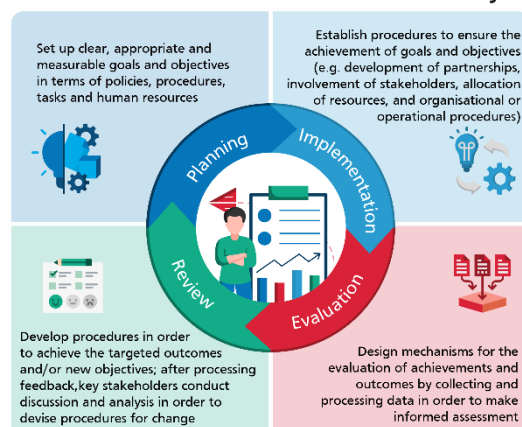
The Qualeduc approach and tools are based on [the European reference framework for quality assurance in vocational education and training \(Ceraq\)](#).

established by a recommendation of the European Parliament and the Council in 2009 and reinforced by

[the recommendation of 24 November 2020 of the Council](#) of the European Union on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience.



The Quality Assurance Cycle



PDCA : plan do check act.

[The findings of Riga](#) (2015) encourage the development of quality assurance mechanisms in the field of vocational education and training. [The Osnabrück Declaration, adopted on November 30, 2020, establishes the priorities for the period 2021-2025](#) in terms of vocational education and training and repeats this same objective.

Ceraq is thus intended to help Member States promote and verify the constant improvement of their vocational education and training systems and to establish continuous feedback based on learning outcomes. It recommends relying on the continuous improvement scheme “project, implement, evaluate, adjust” (“PDCA”) to facilitate the integration of continuous improvement methodologies.



The Paris Academy adopts the Qualeduc tool to support the quality approach in vocational education and training, this tool is used for the evaluation and accreditation of establishments in the Academy and the Ile de France region and represents the framework of international accreditation which is offered by the Paris academy.

This process as a participatory self-evaluation process which allows, through a shared diagnosis, to determine areas of improvement to which correspond actions, which we plan to evaluate using indicators in order to work in a dynamic of continuous improvement

It constitutes a lever for mobilization around the implementation of an educational measure, a system, the development, design, monitoring or updating of an objective contract or project of establishment, the preparation of a different label and accreditation, the networking of establishments, the twining of establishments, etc.

Following the recommendations of the European reference framework for quality assurance in vocational education and training (Ceraq), Qualeduc relies on the continuous improvement plan “project, implement, evaluate, adjust” (known as the method “PDCA” for Plan-Do-Check-Act, or “Deming Wheel”), which describes a four-step project cycle.



INSTITUTIONAL ACCREDITATION



Institutional accreditation

1

2

3

4

5

Characteristics of the service offering

1. Propose professional training in specialized domains at different identified levels
2. Propose professional training allowing the acquisition of qualifications & certificates
3. Propose professional training on an individualized basis
4. Ensure responses in a fast and permanent manner

Positioning within the national environment

1. Take into consideration the socio-economical needs in the specialties of the center
2. Coherence with the national/local training centers structures

Training processes

1. Design and formalize individualized training paths
2. Implement individualized training paths
3. Implement the means to allow trainees to develop a process of autonomy
4. Allow the recognition of the previously acquired competences, and implement their validation

Organization and means

1. Adapt the organization of the training center
2. Permanent availability of suitable training spaces & premises
3. Availability of equipment of professional quality
4. Identify the actors ensuring the required functions for the operations of the training center

Regulation and coordination

1. Ensure the management of the promotion
2. Ensure the management of the support operations of the center
3. Ensure the decision making process of the training center
4. Ensure the quality of the services offered



PROGRAM ACCREDITATION

Program accreditation

1

2

3

4

TEACHING POLICY AND CHARACTERISATION

The program is in line with the teaching strategy of its institution. It is consistent with and complementary to other training programs, and is aware of its position in the local, national or international teaching offer. It takes into account the socio-economic needs to define and publicize its job opportunities, its outcomes and its contents. The quality of the partners and their involvement in the program attest to the fact that it is backed by the job description of the training specialty. The program benefits from relevant partnerships with companies or institutions involved in related activities. Agreements with foreign colleges or high schools institutions are encouraged, in order to offer mobility prospects to its students and staffs.

THE PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAM

The study plan and its contents are built in coherence with the objectives of the program, in particular the professional integration of the future graduates. The teaching methods used are defined according to the expected skills: they include internships and project work, and make use of information and communication technologies. The students can be prepared for international study and international vocational competitions, in particular through the acquisition of language skills, and benefit from tools to help them succeed or from bridges in the event of reorientation.

ATTRACTIVENESS, PERFORMANCE AND RELEVANCE OF THE STUDY PROGRAM

The program has the capacity to monitor its attractiveness to its various target groups, by analyzing the evolution of applications and enrolments of different types of target groups. It sets up measures to encourage the success of its various students, and analyses the impact of these measures by monitoring the evolution of the success rates. The program analyses the quality of the professional integration and the nature of further studies undertaken by its graduates with regard to its objectives and the job market, using surveys to monitor professional integration and cohorts. These data are made public.

MANAGEMENT AND CONTINUOUS IMPROVEMENT OF THE TRAINING PROGRAM

The program has sufficient human, material and financial resources. An identified teaching team, whose responsibilities are clearly defined, manages the program. A quality policy has been implemented: the program defines an internal and external evaluation process, allowing it to evolve in a continuous improvement process. Transparent student recruitment procedures, a regular evaluation of teaching by students, by partners and the educational staff will result in statistics that will be used for continuous improvement.

1- AUDIT & FEASABILITY STUDY

- General presentation of the college
- Presentation of the partners
- Check the management and administrative organization
- Check the pedagogical organization
- Check the data and the content of the program

2 - ACCREDITATION PROCESS

- CVs in Europass format of teaching staff with their qualifications and experience with regard to the training program
- Detailed list of equipment by laboratory and workshop
- Professional functions
- Professional activities
- Professional tasks
- Professional skills
- Students feedback

3- ACCREDITATION VALIDATION

Evaluation by the accreditation committee of the conformity of the deliveries

Assessment by the accreditation committee of the Paris Academy of the conformity of deliverables

Evaluation by the accreditation committee of the Paris academy that the 20 requirements deliverables accreditation criteria

The overall results are validated with the following levels;

- A: Excellent (score equal to or greater than 180)
- B: Very Good (score equal to or greater than 150)
- C: Good (score equal to or greater than 120)
- D: Unsatisfactory (score less than 120)

3. VALIDATION OF THE ACCREDITATION

3.1. Constitution of the college committee for the accreditation implementation:

1. Pavlenko Dmitry Ivanovich
2. Iskakov Fuat Maratovich
3. Bulat Sergey Nikolaevich
4. Bulat Nikolay Sergeevich
5. Bazarbaev Viktor Zholdasovich
6. Bibik Victoria Viktorovna
7. Vladimir Ivanovich Zakalyuzhny
8. Kairat Seidakhmetovich Zhilkibayev
9. Talgat Minaydarovich Almagambetov
10. Marat Beibitovich Sarbasov
11. Ruslanbek Anuarbekovich Salimov
12. Akildos Aidarkhanovich Mergenbayev
13. Tulegen Sabitovich Tanibayev
14. Natalya Dmitrievna Nikolaeva
15. Svetlana Vasilievna Klimova

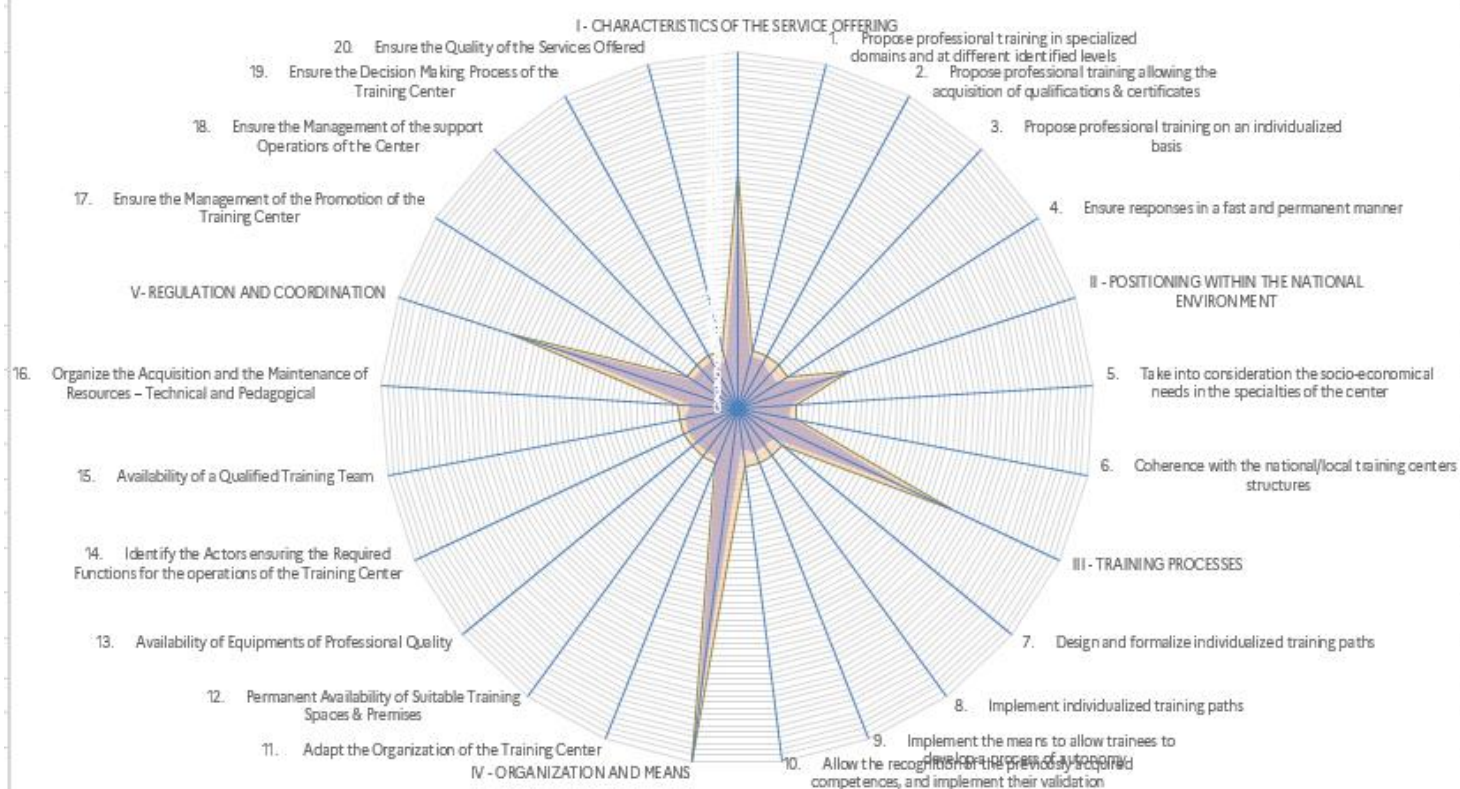
Detailed results of the INSTITUTIONAL ACCREDITATION process



Detailed results of the PROGRAM ACCREDITATION process

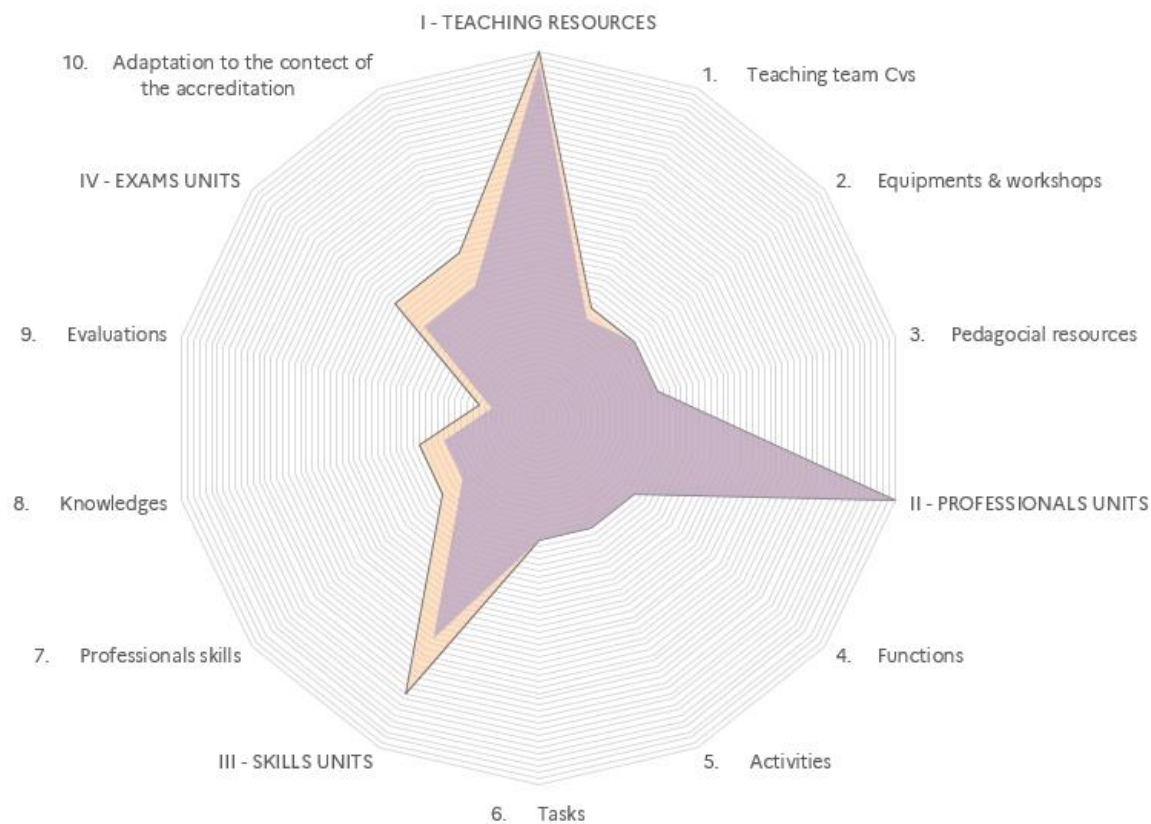






		frame
I - TEACHING RESOURCES	58,0	60
1. Teaching team Cvs	18,0	20
2. Equipments & workshops	20,0	20
3. Pedagogical resources	20,0	20
II - PROFESSIONALS UNITS	60,0	60
4. Functions	20,0	20
5. Activities	20,0	20
6. Tasks	20,0	20
III - SKILLS UNITS	40,0	50
7. Professionals skills	16,0	20
8. Knowledges	16,0	20
9. Evaluations	8,0	10
IV - EXAMS UNITS	24,0	30
10. Adaptation to the context of the accreditation	24,0	30
<u>ACCREDITED PROGRAMS</u>	182,0	200

Accreditation results



3.2. Accreditation recommendations.



ACCREDITATION CRITERIA	EXPECTATIONS FROM THE EUROPEAN FRAMEWORK AND THAT OF THE PARIS ACADEMY	RECOMMENDATIONS FOR THE YEAR FOLLOWING ACCREDITATION
CRITERIA 1: TEACHING POLICY AND CHARACTERISATION	The college has done what is necessary to formalize expectations in terms of standards for professional activities. The teaching staff have the necessary qualifications and the required experience The relationship with businesses and the economic sector is very satisfactory	It is essential to continue to formalize partnerships with companies through agreements. Current and future technological developments must be taken into account to better prepare students. Plan longer internships in companies taking into account the new approach of the accredited program.
CRITERIA 2: THE PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAM	The teaching strategies and methods are used are good, a good emphasis is placed on the expectations of the world of work	Training modules must immediately take into account the approach through professional activities, tasks and skills. A dashboard must be put in place from the first year to check the development and acquisition of skills on an individual basis. Personalized monitoring must be put in place to allow everyone to achieve the final objective set.
CRITERIA 3: ATTRACTIVENESS, PERFORMANCE AND RELEVANCE OF EACH STUDY PROGRAM	Each training program has a sufficient level of attractiveness and the cohorts suggest that it is in line with market expectations. The quality of training seems to be in line with the needs and the level required by market and the companies.	Indicators must be put in place to make it possible to analyze the pressure rates (number of requests compared to the number of places), number of recruitment needs of companies in the region over three years, qualification and level required for recruitment. Involve companies more within the college, particularly to transmit soft skills and make company codes known.
CRITERIA 4: MANAGEMENT AND CONTINUOUS IMPROVEMENT OF THE TRAINING	The college management provides the necessary resources in terms of personnel, equipment and support to satisfy the progress of the training.	A campaign to renew educational and didactic equipment must be put in place to promote the college programs. The college should continue to introduce IA in pedagogy and also in the programs. Satisfaction surveys must be carried out with students, parents, teaching staff and partners to obtain exhaustive feedback on the quality of the program and the improvements to be made for continued progress.

3.3. Actions to take following accreditation

Once accredited – Now What?

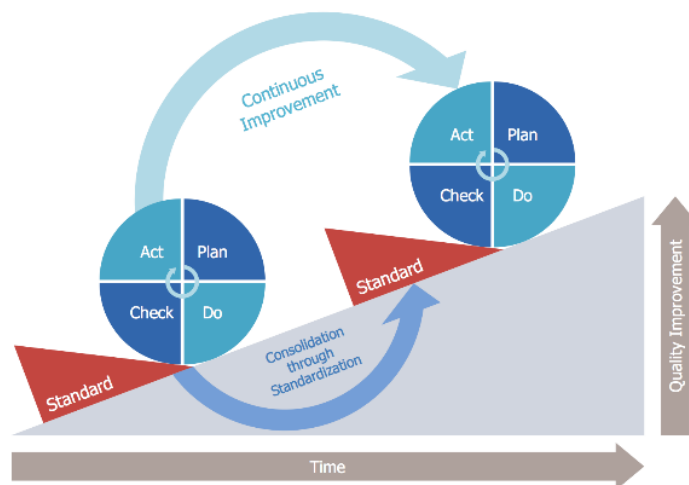
You are involved in a quality process with continuous improvement

Staying accredited

- ❑ Continuous compliance / improvement efforts
- ❑ Substantive changes
- ❑ Annual Reporting
- ❑ Annual Dues

An annual report is expected that must take into account the updated criteria for continuous improvement.

This report will indicate whether modifications or updates have been made to the teaching teams, equipment and teaching materials, the relationship with partners as well as all the quality management and satisfaction key indicators.



Sheet to built for the annual report

1. Sheet to build (landscape version)



Plan	Do	Check
Context, strategy, meaning, objectives	Actors – Actions – Means – Time	Examples of monitoring indicators
1	Strong points Weak points	Goals Actions

Act

SHARE DIAGNOSIS

Strong points

-

-

-

Weak points

-

-

-

Goals

- ...

-

-

Actions

	Actions For each proposal, write the process implemented with an indicator	Key dates
...		
...		
...		

2

Act

Strong points

Weak points

Goals

Actions

SHARED DIAGNOSIS

Academy of Paris Accreditation General Report & recommendations– Kazakhstan

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4. ACCREDITATION ANNEXES

ANNEXES

(Done, In Progress, To Be Done)

TOPIC 1	CHARACTERISTICS OF THE SERVICE OFFERING				
REQUIREMENT 1	Propose professional training in specialized domains and at different identified levels				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The college identifies the main areas of specialties and levels of training on which it bases its training offer.	1. agreements, pluri-annual projects...	1			
	2. Brochures	1			
	3. Digital tools			1	
	4. Websites	1			
	5. Press articles	1			
	6. Welcome booklets for trainers, trainees or other personnel	1			
	7. Other documentation used for presentations internal and/or externe	1			
TOTAL		9	0	1	

(Done, In Progress, To Be Done)

TOPIC 1	CHARACTERISTICS OF THE SERVICE OFFERING				
REQUIREMENT 2	Propose professional training allowing the acquisition of Qualifications & Certificates				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The college structures its training offer to enable the acquisition of professional skills/qualifications as well as certificates.	1. Brochure presenting the training offer, including the potential various beneficiaries (young, adults, trainers...)	1	1		
<i>Professional skills/qualifications relates to training provided in short courses, seminars, modules</i>	2. List of the different specialties, professional training modules, short courses...	1			
<i>Certificates relate to training aiming to a full curricula and the number of years of training for each of the curricula.</i>	3. For each of the offers, a short description showing the purpose of the training, its content, beneficiaries, duration, schedule..., and the type of certification handed out to the participant.	1	1		
<i>For the whole training offer, the center describes the different types of beneficiaries to whom each program is dedicated.</i>	4. Documents explaining the pathway to obtain the certificates	1			
	5. Documents describing the evaluation process of each of the training offer (continuous training, final exams, theoretical, practical, on-job training, ...)	1			
	6. Socio-demographic information about the potential beneficiaries (current and forecasted)		1	1	

TOTAL 9 1,5 1

(Done, In Progress, To Be Done)

TOPIC 1	CHARACTERISTICS OF THE SERVICE OFFERING				
REQUIREMENT 3	Propose professional training on an Individualized basis				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The structure of the training programs allows the design of customized training pathways. <i>A pathway describes in some detail how the full training offer is adapted to fit the needs of each beneficiary.</i> <i>The needs of each beneficiary are identified and taken into consideration for assigning a training path.</i> <i>During the training, more specifically for long term training programs, the follow-up of the evolution of the acquisition of knowledge, skills... by the beneficiary.</i> <i>After the training, a follow-up is organized by the center to check the efficiency of the training</i>	1. A documentation explaining the basic principles of the structure of the different training programs provided by the institute (short courses, seminar, professional programs...)	1			
	2. Examples of a pathway for a professional program showing the way a program is adapted during the training period (e.g. the role of the pre-semester which is in process of implementation; any guidance given during the first semester...)	1			
	3. A specific example of a training path for a trainer	1			
	4. Examples of a pathway for a seminar (1-2 hour specific lecture for trainees or trainers)	1			Specific lectures for students
	5. Examples of a pathway for a short course	1			
	6. Assistance and follow-up of the beneficiary after the training period related to his integration in the job market (CV preparation, incubator facilities...)	1			

TOTAL 8 0 0

(Done, In Progress, To Be Done)

TOPIC 1	CHARACTERISTICS OF THE SERVICE OFFERING				COMMENTS
REQUIREMENT 4	Ensure responses in a fast and permanent manner				
Criteria	Examples of items to be provided	Final assessment			
		Done	IP	TBD	
The college provides appropriate and fast information to the customers and public demands. <i>A specific team is dedicated to welcome and respond to the requests from the public, the companies...</i> <i>The maximum time between first request and the proposed training does not exceed one month.</i>	1. Signs at the entrance and inside the institute	1			
	2. Signs showing the opening hours	1			
	3. Information brochures about the training center and the training offer, specific to the different types of beneficiaries (companies, public...)	1			
	4. Planning of the training center programs (per week/semester/year)	1			
	5. A reception desk/office providing information on services offered for clients and the public during the opening hours of the center	1			
	6. Staff ensuring the information and reception at desk/office	1			
	7. Procedure describing the request for information process (request forms, application forms...)		1		
	8. Admission procedures including financing requests	1			
	9. Documents informing the participants about training acceptance and pathway (letter of acceptance, formal agreement with the beneficiary and/or with other bodies involved...)	1			

TOTAL 8 0

(Done, In Progress, To Be Done)

TOPIC 2	POSITIONING WITHIN THE NATIONAL ENVIRONMENT				
REQUIREMENT 5	Take into consideration the Socio-Economical needs in the specialties of the center				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The center builds and regularly updates its training from analysis of its socio-economic environment and the evolution of specialty areas in which it intervenes. <i>The center will provide any studies and/or surveys about the labor market current situation and evolution.</i> <i>The information obtained from these sources should help in the design of the training offer which should be adapted to the requirements of the local market needs. In order to provide the appropriate qualifications to the beneficiaries, the training offer should be updated in a ntinuous manner.</i>	1. Documentation on labor market needs (surveys; market, economic, demographic studies...)	1			collected
	2. Requests from public bodies (ministries, municipalities, companies...) and/or private bodies	1			collected
	3. Information on the type of participants to train (age, gender, school/qualification levels, nationalities, employment status...)	1			to provide information board at the registration desk of the institute
	4. Requests and enquiries from companies and professional associations to improve the qualifications of their employees		1		
	5. Training requests from companies or individuals that cannot be honored				Irrelevant
	6. Example documents updating the training programs		1		
	7. Example partnership agreements (local authorities, companies, universities, other training centers abroad...)	1			
	8. Examples of links promoted by the center to involve the beneficiaries in the socio-economic environment (conferences, exhibitions, visits of companies...)	1			collect
	9. Document showing the forecast evolution of the center and of its service offer		1		
	10. Sustainable links between the graduates and the institute (Alumni association, follow-up of the job integration...)			1	

TOTAL 9 0,5 1

(Done, In Progress, To Be Done)

TOPIC 2	POSITIONING WITHIN THE NATIONAL ENVIRONMENT				(Done, in Progress, To be Done)
REQUIREMENT 6	Coherence with the National Training Centers structures in the specialties of the center				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The college is in line with the national Vocational Education and Training (VET) policy and orientations. <i>The training college implements its activities in a way related to the general framework set by the Kuwait National Authorities.</i> <i>The college is able to propose innovative adaptation in the assigned framework; those actions contribute to the continuous improvement of the Center's external and internal image.</i>	1. Governmental orientation laws, regulations, other documents (Ministry of Labor, Education, Public Works, Industry...)	2			
	2. orientation policy and guidelines	2			
	3. Documents describing the application of those policies, guidelines, laws... to the Intitute operations, along with the necessary adaptation identified and implemented by Intitute	1			
	4. Innovation initiatives launched by Intitute with the obtained results; examples of college image improvements noticed following those initiatives	1			

TOTAL 9 0 0

(Done, In Progress, To Be Done)

TOPIC 3	TRAINING PROCESSES				
REQUIREMENT 7	Design and formalize individualized training paths				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The proposed training is developed according to: 1. Capacity of the center 2. Objectives and previously acquired skills of trainee, 3. Constraints and capabilities of the sponsor and the trainee 4. Rules and regulations of diplomas and examinations	1. Adaptation to the various private or public training requests and requirements (ministries,region, municipality, companies...)	1			
	2. Formalized training or professional projects defining the objectives of the training demand (carrier evolution plan, adaptation to new technologies and equipment, change of profession, expression of the professional goals of young individuals...)	1			
	3. Take into account the previous experience in the design of the specific individual training paths	1			
	4. Official recognition/validation of previously acquired skills of the individual		1		
	5. Specific educational and pedagogical approaches and tools in relation with the individual needs	1			
	6. The proposed route of training is formalized in a pedagogical learning agreement between the center and each beneficiary. The agreement includes: • the objectives of the training • the training plan: content, duration, pace, training methods, on-job training if necessary, ways of recognition of previously acquired skills, support and follow-up.	1			

TOTAL 8 0,5 0

(Done, In Progress, To Be Done)

TOPIC 3	TRAINING PROCESSES				
REQUIREMENT 8	Implement individualized training paths				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The organization's educational approach of the center allows flexibility and renegotiating training routes and timetables for the achievement of the trainee objectives. <i>The center nominates, for each trainee an accompanying coach in charge of ensuring the skills progress and continuous achievements of the training paths</i>	1. Examples of different training schedules for the same training path, including procedures and tools to manage the “in” and “out” of trainees	1			
	2. Description of different training paths for the same training objective	1			
	3. Trainees files showing re-negotiation of training routes	1			
	4. Documents testifying on-job training in a professional environment	1			
	5. Coaches identification		1		
	6. Documents testifying of accompanying periods	1			
TOTAL		8	0,5	0	

(Done, In Progress, To Be Done)

TOPIC 3	TRAINING PROCESSES				
REQUIREMENT 9	Implement the means to allow trainees to develop a process of autonomy				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The center communicates to the trainee any relevant information about internal rules, procedures, organization, and any element related to the training program that enables him to manage the his training path. <i>The center assists the beneficiary in his working practices as autonomous and makes available a set of material and educational sources adapted to the training process.</i>	1. Educational and pedagogical agreement	1			
	2. Examples of trainee booklet or file	1			
	3. Methods of preparation of trainees to the use of resources	1			
	4. User guides				
	5. List of resources and organization	1			
	6. Person(s) in charge of organizing the resources and their use	1			
	7. Methods of autonomous work: - Resource Centers, library... - Loan of tools and documents - Remote contacts (phone, fax, email...)		1		

TOTAL 8 0,5 0

(Done, In Progress, To Be Done)

TOPIC 3	TRAINING PROCESSES				(Done), in Progress, To be Done,
REQUIREMENT 10	Allow the recognition of the previously acquired competences and implement their validation				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The training centre provides the means to allow all beneficiaries to prove their competences and to be recognized in their social and professional life. <i>All training is finalized by the issuance of a document used by the beneficiary in his social and professional life (Life-Long Learning concept).</i> <i>It gives information on assessment, recognition and, if possible, official certification or validation.</i>	1. Evaluation methods used during the different training periods	1			
	2. Procedures for taking into consideration the On-Job training alternating with training in the center		1		
	3. Method of skills acquisition recognition: - Description of the activities realized at the workplace or any other responsibilities (head of an association...) - Certificates related to previously acquired capabilities and/or skills - Portfolio of skills, etc...	1			
	4. Procedures for the official recognition of the acquired experience (jury decisions, approved number of the aimed certificate units, ...)	1			
	5. Monitoring methods of the results	1			

TOTAL 7 0

(Done, In Progress, To Be Done)

TOPIC 4	ORGANIZATION AND MEANS				
REQUIREMENT 11	Adapt the organization of the Training Center				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The trainee is always considered to be at the center of the training organization; the training center is then capable of adapting some of its activities to fit trainee needs. <i>The center therefore organizes its training in a manner taking into account the trainee objectives and constraints: classroom training, workshop training, self-learning in a resource center or library, On-Job-Training, e-learning...</i> <i>In view of optimizing the benefit of the training for each trainee, the training center provides the necessary means in order to properly coordinate the follow-up of the individual project and results.</i>	1. Load distribution among general training (languages, religion...), professional training (theoretical classes, workshop training, On-Job-Training, other...)Evaluation methods used during the different training periods	1			
	2. Size of the trainees groups or sub-groups in classrooms and workshops.	1			
	3. Resource Center activities (i.e. library with extended functions, e.g. online books databases, additional training tools for specific needs, company product and technical documentation catalogues, e-learning possibilities...)	1			
	4. Training methods offered to trainees (work in an autonomous way, work in groups, individual or small group remediation...)	1			
	5. Organizational arrangements for coordinating the different daily activities of the trainee	1			
	6. Information of trainees on the coordination approach		1		
	7. Mission letters of those involved in coordination	1			
	8. Coordination between orientation/guidance, training, and job-search		1		
	9. Feedback from the trainees to improve the global organization		1		

TOTAL 9 1,5 0

(Done, In Progress, To Be Done)

TOPIC 4	ORGANIZATION AND MEANS				(Done, In Progress, To Be Done)
REQUIREMENT 12	Permanent availability of suitable training spaces				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The training centre is able to provide formal information about the availability of its premises, which should be suitable to the implemented training and activities.	1. A document testifying the premises location of the training center	1			
	2. Period of existence of the training center at this location	1			
	3. Formal rent/acquisition contract	1			
	4. Training center map		1		
	5. Signs at the entrance and inside the training center	1			
	6. Access for all to the centre’s facilities (disabled)		1		
	7. Capacity of the welcome team / welcome desk		1		
	8. Capacity of the training spaces (classrooms, workshops, facilities, entertainment...)	1			
	9. Occupation schedule at the entrance of each space	1			
	10. Evacuation and safety instruction in each space	1			
	11. Housing facilities for beneficiaries living far from the center			1	
<i>Formal information testifies the official availability of the training center premises.</i>					
<i>The premises are suitable to the related professional programs, procedures, training and different related activities necessary for the operation of the training center.</i>					

TOTAL 9 1,5

(Done, In Progress, To Be Done)

TOPIC 4	ORGANIZATION AND MEANS				
REQUIREMENT 13	Availability of equipment of professional quality				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The procedure for the selection of equipment takes into account the requirements of the environment.	1. Description of the procedure for selecting the equipment with respect to the needs of each program, and with respect to the requirements of the market needs (e.g. recent machines, new technologies...)	1			
	2. Requests forms for ordering equipment	1			
	3. Procedures for the maintenance of the equipment (internal, external)	2			
	4. Investments done during the past 3 years per profession	1			
	5. Existing lists of equipment currently used in the center, per profession, per workshop...	1			

TOTAL 9 0 0

(Done, In Progress, To Be Done)

TOPIC 4		ORGANIZATION AND MEANS			
REQUIREMENT 14		Identify the actors ensuring the required functions for the operations of the training center			
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The missions, activities and responsibilities of all actors are formalized. <i>The following functions are provided:</i> <i>* General management, human resources, technical responsibility.</i> <i>* Financial, administrative, and logistics management.</i> <i>* Marketing (sales action, research and development).</i> <i>* Production (design and implementation of training programs).</i>	1. Organizational structure including: general management, human resources management, technical responsibilities (for the equipment), financial, administrative, logistics, marketing (sales actions towards companies), research & development.		1		
	2. Roles and responsibilities matrix for the training center	1			
	3. Job description sheets		1		
	4. Staff mission statements	1			
	5. Procedures from the Human Resources Committee to recruit administrative and management staff	1			
	6. Continuous training programs followed by each of the actors	1			
	7. Means available for solving any issues affecting the training (social-psychological guidance, medical care...)	1			

TOTAL 9 0 0

(Done, In Progress, To Be Done)

TOPIC 4		ORGANIZATION AND MEANS			
REQUIREMENT 15		Availability of a Qualified Training Team			
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The center has a permanent and available educational and pedagogical team. <i>It implements the means allowing this team to control and manage the educational requirements: *for individual trainee needs, *for the training methods chosen, *for disciplinary teaching.</i>	1. Documents from the Human Resources Committee:	1			
	2. Procedures for recruitment of the educational and pedagogical personnel	1			
	3. Job description and profiles of competencies	1			
	4. Retention of competencies	1			
	5. Specific continuous training programs for each of the actors		1		
	6. Load of training activities per trainer per week or per month or per semester	1			
	7. Load required for additional activities (OJT, seminars, conferences, press articles...)	1			
	8. Number of trainers per profession	1			
	9. Proportion of permanent and temporary trainers per profession	1			

TOTAL 9 0 0

(Done, In Progress, To Be Done)

TOPIC 4	ORGANIZATION AND MEANS				
REQUIREMENT 16	Organize the acquisition and the maintenance of resources technical and pedagogical				
Criteria	Examples of items to be provided	Final assessment			COMMENTS
		Done	IP	TBD	
The center designs and implements procedures for the setup (purchase or production) and maintenance of technical and pedagogical resources.	1. Procedures and teams for the selection, purchase or production of the resources related to the training offers	1			
	2. Procedure and teams for updating of pedagogical resources	1			
	3. Production contracts		1		
	4. Examples of updating of resources and documentation (external and internal)	1			

TOTAL 8 0 0

(Done, In Progress, To Be Done)

TOPIC 5	REGULATION AND COORDINATION			
REQUIREMENT 20	Ensure the quality of the services offered			
Criteria	Examples of items to be provided	Final assessment		
		Done	IP	TBD
The center defines and implements procedures for quality assessment. <i>These procedures apply to:</i> - The various operations of the center - The service provided to the trainee - The service rendered to the clients (public / private) <i>The center establishes a system to deal with gaps, differences and malfunctions.</i> <i>The center refers to external assistance for quality assessment</i>	1. Methods of operation of the entity in charge of quality monitoring	1		
	2. Methods of preparation for internal and external audits.	1		
	3. Identification and analysis of malfunctioning of the organization (communication problems, turnover members of the team ...)		1	
	4. Satisfaction surveys of trainees	1		
	5. Results of examinations and/or assessment of acquired skills	1		
	6. Monitoring & investigations after training period		1	
	7. Analysis of dropouts and absenteeism of trainees		1	
	8. Other satisfaction surveys (trainers, other employees, companies...)		1	
	9. Procedures and tools	1		
	10. Follow-up and progress reports	1		

TOTAL 5 3 0

(Done, In Progress, To Be Done)

TOPIC 1	TEACHING RESOURCES				
CRITERIA 2	Equipments & wrkshops				
Items provided (TO BE COMPLETED)	Documents provided. Details, level of information	Final assessment			COMMENTS
		Done	IP	TBD	
List of the workshops		X			
List and characteristics of the equipments		X			
Quality of equipment in the college with industrial partners		X			

[illegible]

(Done, In Progress, To Be Done)

TOPIC 1	TEACHING RESOURCES				
CRITERIA 3	Pedagogical resources				
Items provided (TO BE COMPLETED)	Documents provided. Details, level of information	Final assessment			COMMENTS
		Done	IP	TBD	
Teaching methods (deductive/inductive)		X			
Preparation of teaching sequences		X			
Course syllabus		X			
Course objectives		X			

(Done, In Progress, To Be Done)

TOPIC 2	PROFESSIONALS UNITS				
CRITERIA 4	FUNCTIONS				
Items provided (TO BE COMPLETED)	Documents provided. Details, level of information	Final assessment			COMMENTS
		Done	IP	TBD	
Professional fonctions	Excel file and list of functions in detail	X			
		X			
	Total				

(Done, In Progress, To Be Done)

TOPIC 2	PROFESSIONALS UNITS				
CRITERIA 5	ACTIVITIES				
Items provided (TO BE COMPLETED)	Documents provided. Details, level of information	Final assessment			COMMENTS
		Done	IP	TBD	
Professional activities	Excel file and list of activities related with market need	X			
	Total				

[illegible]

[illegible]

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