

## THEMATIC ANALYSIS

Common remarks and recommendations in programme accreditation of the “Education” study field in 2015-2016



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recommendations in programme  
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## **1. Introduction**

This thematic analysis considers the results of conducting specialized (programme) accreditation of study programmes in “Education” for 2015-2016. The aim of the research is to identify the main positive outcomes and sum up the remarks and recommendations in external review reports for a further distribution among higher education institutions. This thematic analysis will allow universities receive information about the most important aspects of activities, to which they have to pay most attention when improving their practices and preparing for external reviews on specialized (programme) accreditation. Moreover, the results of this thematic analysis can be considered a useful resource during the process of preparing external reviewers and meta-evaluation of the activities carried out by the Agency in framework of the specialized (programme) accreditation.

## **2. Methodology**

The overall number of analyzed reports on specialized (programme) accreditation in framework of this thematic analysis on study programmes in “Education” for 2015-2016 constitutes 130 reports, including reports on Bachelor, Master and PhD degrees (see List of analyzed reports in the Appendix 1). In order to differentiate data and to reach additional conclusions, the analysis of reports was divided into 2 groups: Bachelor degree programmes for 2015-2016 (112 reports) and Master/PhD degree programmes for 2015-2016 (18 reports). This thematic analysis was conducted by means of using quantitative and qualitative methods of data collection and analysis.

The qualitative method of data collection was based on the differentiation of standards, which received the highest and lowest assessment by external expert groups. To conduct this procedure, the Google Forms was used in order to systemize data and to reach qualitative ratio in accordance with standards. In particular, the percentages per each standard from the presented external review reports were calculated on the basis of presented external review reports. These comparative tables were necessary to identify standards, at which study programmes have the highest and the lowest correspondence with quality criteria of the Agency. As a result, the main trends in positive and negative practice on study programmes were determined.

The qualitative method of research was applied during the selection, systematization and analysis of remarks and recommendations on external review reports. The data processing was carried out without turning to the usage of the specialized software programmes. All reports were processed manually with the purpose to reach a more thorough identification, coding and categorization of the data. In course of the data analysis, the method of deductive thematic coding was used: categories of results were determined in advance on the basis of criteria of standards and guidelines on accreditation.

In particular, the following criteria of results were determined:

Table 1. Categories of results

Standard	Categories
<b>Standard 1. Aims of study programmes and policy in the field of quality assurance</b>	Aims of study programmes
	Policy in the field of quality assurance
	Information distribution
	Anti-corruption policy
	Maintenance of academic integrity and freedom
<b>Standard 2. Development, approval of study programmes and information management</b>	Development of the study programme
	Content of study programmes
	Personal development of students
	Educational process
	Correspondence of the study programme with the National framework of qualifications and professional standards
	Mechanism of internal quality assurance
<b>Standard 3. Student-centered learning, teaching and assessment</b>	Assessment of educational achievements by students
	Feedback
	Social dimension
	Educational process
	Employment of various teaching methods
	Employment of contemporary technologies with the usage of IT
	Collaboration with students
	Individualization of learning
	Students' awareness
	Promotion of students' rights
	<b>Standard 4. Admission of students, progression, recognition and certification</b>
Information distribution	
Educational process	
Admission of students	
Formation and assessment of students' competencies	
Provision of necessary documents	
Work with students and alumni	
Employment	
<b>Standard 5. Teaching staff</b>	Academic mobility of the teaching staff
	Research work of the teaching staff
	HR policy
	Educational process
	Planning of activities carried out by the teaching staff
	Learning materials
<b>Standard 6. Learning resources and student support</b>	Students' academic mobility
	Students' research work

	Financial policy
	Material and technical equipment
	Information provision
	Work with students and alumni
<b>Standard 7. Public information</b>	Information distribution

These categories represent generalized groups of criteria, which helped to make a distribution of remarks and recommendations in accordance with standards. The presented method of coding facilitated to the identification of additional subcategories of results with the purpose to narrow down the topics of remarks and recommendations and to get more specific results. The analysis of received results is presented in the following section of the report.

### 3. Analysis of results

#### 3.1. Identification of the main trends of positive and negative practices

The quantitative data collection and analysis of the algorithm for decision-making process on standards showed certain trends on the most positive and most negative practices of activities carried out by universities.

In particular, it was found that the most positive assessment (“Comply”) by the external experts on accreditation of study programmes of all levels in the field of “Education” for 2015-2016 were received for the Standard 1 “Aims of study programmes and policy in the field of quality assurance” and Standard 6 “Learning resources and student support”. Thus, the results of accredited study programmes for these standards comply best with the IQAA Standards and Criteria for accreditation.

The most remarkable examples of the positive practice for standards 1 and 6 from external review reports on study programmes in the field «Education» are presented below:

- 1) *Employment of virtual laboratory works during classes, which includes the creation of the dialogue space (on-line lectures, webinars). Students of the study programme actively employ virtual laboratories in the process of writing diploma studies and course works as well as developing research projects: virtual psychoanalytic laboratory – e-psy.ru; laboratory of historical and informational psychology - seravin.narod.ru/lab.html; laboratory of psychology <http://flogiston.ru> and others.*
- 2) *Programme A-Step to Graduate – a unique programme for graduate students on the development of skills of an effective representation and promotion on the labor market.*
- 3) *Establishment of the Alumni Club with the purpose to provide necessary support to graduates in strengthening their social position and facilitating them in gaining success in different professional areas of activities.*

The main cases of the positive practice on study programmes in analyzed external review reports relate to support of students, assistance in learning, mentorship and receipt of additional learning opportunities. Thus, it can be concluded that activities of students' support services are kept on a very high level and are considered one of the priorities of the administration at educational organizations. Meanwhile, the positive assessment for this criterion is an indicator of the aspiration of universities to shift to a student-centered learning, which is currently being actively promoted at Kazakhstani universities.

At the same time, less corresponding to the quality criteria of the Agency are the results of universities for the following standards:

- 1) Standard 2. “Development, approval of study programmes and information management”;
- 2) Standard 3. “Student-centered learning, teaching and assessment”;
- 3) Standard 5. “Teaching staff”.

Comparative tables with percentage ratio of assessment points per standards are presented in Appendix 2.

These results represent an important source of information for analysis by universities of their activities and policy in internal quality assurance. It is necessary to notice that the most inconsistency with standards is identified for standards related to human resources – teaching staff and students. Also, a considerable number of minor and major remarks were pointed by external experts for the development of study programmes, which might be evidence of the inefficient system of communication and quality management in universities.

The identified trends were taken into account when analyzing the main remarks and recommendations, as well as during the development of recommendations for universities on the improvement of their activities and preparation for external reviews.

## **3.2. Main remarks**

This section presents the main remarks pointed out by external groups in external review reports in framework of specialized (programme) accreditation in “Education” for 2015-2016. In order to compare and receive additional information, reports on Bachelor degree programmes were reviewed separately from reports on Master and PhD degrees. The full list of study programmes is presented in the Appendix 1 of this report.

### **3.2.1. Remarks on Bachelor degree programmes for 2015-2016**

In the course of systematization and analysis of the main remarks on Bachelor degree programmes for 2015-2016, 14 categories of remarks per 7 standards of quality. These categories, their subcategories, frequency of mentions and examples of remarks are presented in Appendix 3.

In accordance with results of the analysis of reports and systematization of data, the most frequently mentioned remarks pertain to the following subcategories: (1) research publications of the teaching staff, (2) programmes of internal and external mobility, (3) formulation of the aims of study programmes, (4) practice-oriented learning and (5) educational paths.

#### ***Research publications of the teaching staff***

The remarks of external expert groups for the Standard 5 “Teaching staff” in analyzed external review reports mainly relate to the problems of insufficient activism of the teaching staff in writing and publishing their research studies in journals with non-zero impact factor. In particular, it was also noted that the most reluctant to carry out research studies are young teachers and teachers, who do not speak English. This problem also relates to inefficient system of staff development, absence of the system on enhancing the academic degree holders rate, academic workload of teachers, no access to international databases and insufficient collaboration among teachers from different departments and universities from neighbouring countries and beyond.

### ***Programmes of internal and external student mobility***

In accordance with the analysis of remarks for the Standard 6 "Learning resources and student support", one of the vital problems in universities today is insufficient participation of students in programmes of internal and external mobility. In external review reports for Bachelor degree programmes, the following remarks were identified: "poor work on the enhancement of academic mobility", "low level of academic mobility", or its complete absence. In experts' remarks, this problem is related not only to the insufficient work done by the office of international cooperation at universities, but also with the low level of students' and teachers' command of English language. This all creates certain obstacles for students and affects the overall motivation to continue education in foreign universities.

### ***Formulation of the aims of study programmes***

Next most frequently used remark relates to the formulation of the aims of study programmes in accordance with the Standard 1 "Aims of study programmes and policy in the field of quality assurance". In particular, some programmes received such remarks as "vague determination of aims", "the aim does not determine the focus of the study programme" and "absence of the agreement with the professional area of activities". However, the most important remark in this context is the insufficient compliance of the aims of study programmes with demands of the region and labor market. This problem directly relates to the insufficient collaboration with employers in the process of developing aims, content of study programmes and determining elective disciplines, thus leading to the low level of practical orientation of study programmes.

### ***Practice-oriented learning***

Practice-oriented learning is an intensive involvement of students into practical activities with the purpose to immerse more effectively into the professional sphere. Exactly this aspect was designated by external experts as one of the less implemented at universities, which underwent accreditation. In particular, the following shortcomings in the development of practice-oriented learning were identified: absence of university laboratories, centers, special rooms, insufficient number of practice-oriented elective disciplines.

### ***Educational paths***

The problem with the students' choice of the educational paths is being aggravated by the fact that the main decision on development of programmes is made by the university in collaboration with employers, what leads to just a nominal students' right to choose his/her own educational path. In framework of this subcategory, experts of the Agency indicated such shortcomings as "insufficient representation of educational paths", "absence of clearly identifies educational paths", "lack of the options for learning specializations". Thus, students are very constrained in their choice of individual and flexible learning paths, which also relates to limitations in selecting elective disciplines and insufficient students' participation in the discussion of the learning plan for the study programme of a particular specialty.

The above-listed subcategories of remarks on Bachelor degree study programmes in the field "Education" for 2015-2016 show that the main shortcomings in the work of universities for today relate to the lack of the clear policy and system on encouragement of the teaching staff and students to participate in research activities and academic mobility programmes as well as with the insufficient collaboration with employers and students in the process of developing aims, purposes, content and educational paths of study programmes.

### **3.2.2. Remarks on Master and PhD degree programmes for 2015-2016**

Due to the fact that the number of accredited Bachelor degree programmes for 2015-2016 is considerably higher than the number of accredited Master and PhD degree programmes, the analysis of reports for the latter group of reports was limited to 18 external review reports. In spite of the moderate amount of data, the analysis showed certain distinctions in remarks in comparison with the remarks given for Bachelor degree programmes. In particular, there were 7 categories of remarks by three standards, the most concern from which was sparked for the following subcategories: (1) training and internships of the teaching staff, (2) involvement of employers into the process of developing of the study programmes, and (3) library collection.

#### ***Training and internships of the teaching staff***

The ongoing training and exchange of experiences by the teaching staff play the key role in the development of the study programme and university as a whole. Taking into account the research focus of learning for postgraduate education, academic mobility of teachers and students has to be sustained on a high level. Meanwhile, external expert groups identified insufficient compliance for the Standard 5 “Teaching staff” in relation to academic mobility of the teaching staff. The main remarks related to the low level of activity by the teaching staff in competitions for programmes scholarship projects. Also, experts noted the problem related to the lack of engagement of foreign teachers to read courses in English language. Thus, the teaching staff of universities stay in so-called “vacuum” without any possibilities to get new information and acquire the positive experience in their professional area.

#### ***Involvement of employers into the process of developing of the study programmes***

Similar to the remarks on Bachelor degree study programmes, in framework of accreditation of post-graduate study programmes external expert groups identified the problems related to inadequate involvement of employers into the procedures of developing and approving study programmes. In particular, it was found that there is an absence of the mechanism for negotiation and expertise of the working documentation with employers. This shortcoming is reflected in the content of study programmes, for example, in a narrow variety of elective disciplines. In several external review there was also an indication of the fact on a complete absence of the list of alternative (optional) disciplines for training of Master and PhD students.

#### ***Library collection***

In framework of the Standard 6 “Learning resources and student support”, the key remarks in external review reports relate to the learning materials, that is library collection of study programmes. The prevailing percentage of remarks on library collection pertain to the insufficient amount of the learning materials in Kazakh language. This remark is of vital importance due to the active introduction of the policy of multilingualism in Kazakhstan and the need to promote the use of Kazakh language among young people.

From above-stated remarks it is clear that in regards of the post-graduate study programmes, the most attention should be paid to the development of the human capacities by means of learning and internships of the teaching staff, collaboration with employers in order to improve the learning process for students and to supplement the library collection with contemporary learning materials in Kazakh.

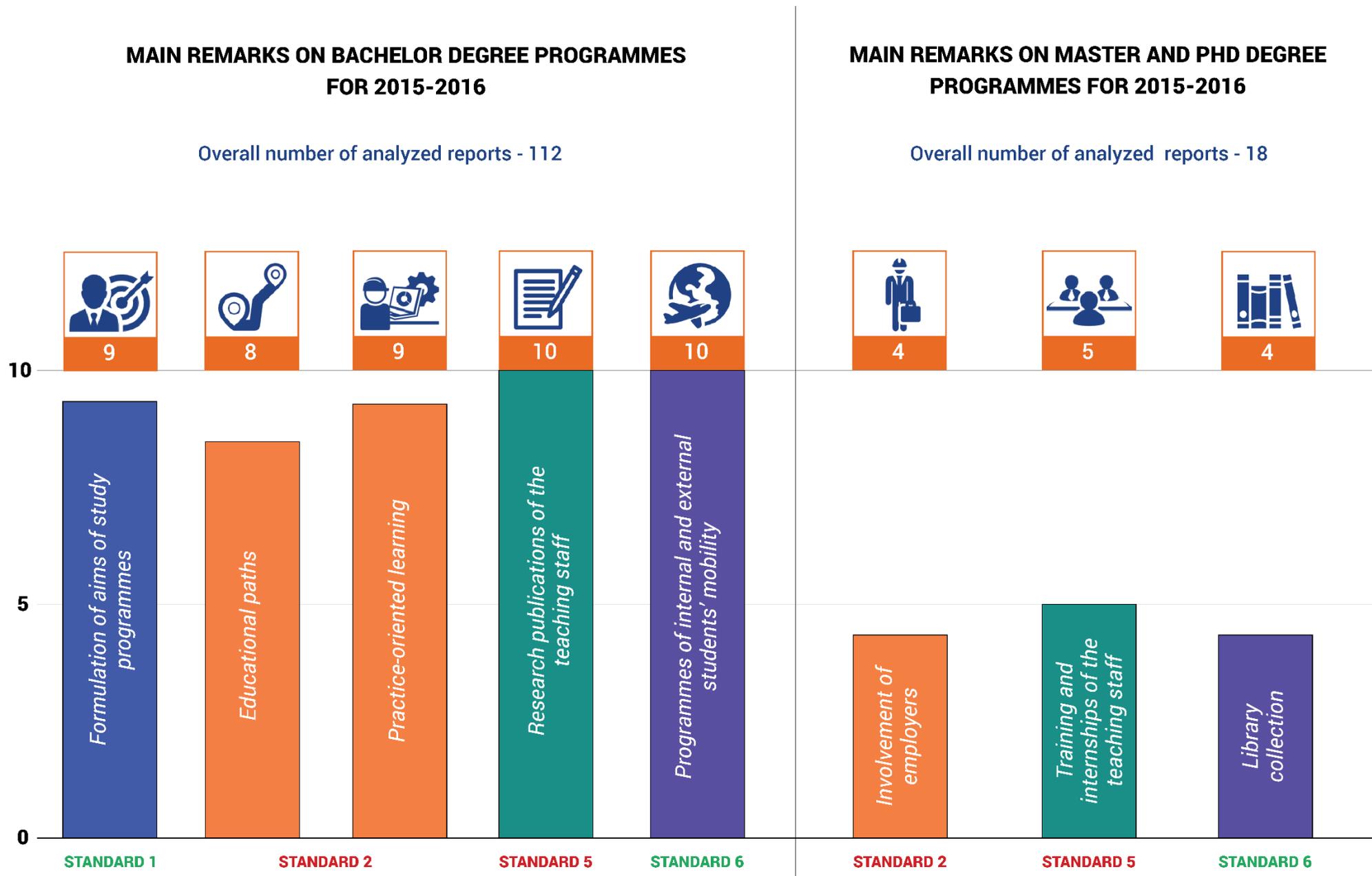
### 3.2.3. Conclusions

Based on the conducted systematization and comparative analysis of remarks, it is possible to draw certain conclusions:

- 1) As depicted on the picture 1 below, the majority of remarks for study programmes of all levels of education pertain to the following standards: (1) Standard 2. “Development, approval of study programmes and information management”, (2) Standard 5. “Teaching staff” and (3) Standard 6. “Learning resources and student support”. In light of this, representatives of study programmes are required at first to seriously assess the compliance of their activities with indicated IQAA standards.
- 2) The main problems associated with study programmes can be divided into 3 main groups:
  - (a) Insufficient attention to the development of human resources and satisfaction of students’ interests: absence or low effectiveness of the policy on encouragement of the teaching staff to participate in research activities; ineffective work on the development of programmes of internal and external students’ mobility; a low level of learning and internships abroad; as well as the lack of a systematic development programme of students’ language skills at Kazakh language by means of enhancing the library collection.
  - (b) Absence or insufficient level of focus on the labor market: passive collaboration with employers on the development, improvement and ongoing monitoring of compliance of study programmes with the needs of the labor market and regional peculiarities; absence or insufficient development of the material and technical base and cooperation with the enterprises with the purpose of implementing the practice-oriented learning.
  - (c) Absence of opportunities for development of the individualized learning, which is the main criterion for introduction of the student-centered learning: inability to choose an educational path and elective disciplines; nominal participation of students in procedures on development of study programmes.

The following section show the analysis of recommendations for study programmes, which was conducted with the aim to receive additional information on the improvement of the quality on provision of educational services by universities. It is necessary to note that recommendations on the improvement of activities carried out by universities were indicated not only in regards to standards, which received assessments “comply with minor remarks” or “comply with major remarks”, but also in regards to standards, which have a full compliance with the quality criteria of the Agency. Thus, external expert groups strived to motivate departments of universities on a further development and improvement of activities.

Picture 1. Comparative table of remarks on study programmes in the field «Education»



### **3.3. Main recommendations**

This section discusses the main recommendations indicated by external expert groups in external review reports in framework of the specialized (programme) accreditation of study programmes in the field “Education” for 2015-2016. With the purpose to compare the reports, the Bachelor degree programmes were considered separately from reports on Master and PhD degree programmes. The full list of study programmes is presented in the Appendix 1.

#### **3.3.1. Recommendations on Bachelor degree programmes for 2015-2016**

In course of the systematization and analysis of the main recommendations on Bachelor degree programmes for 2015-2016, 24 categories of recommendations for all 7 standards of quality were determined. These categories, their subcategories, frequency of mentioning and examples of recommendations are presented in the Appendix 3.

In accordance with results of the analysis or reports and systematization of the data, the most frequently mentioned recommendations on Bachelor degree programmes pertain to the following categories: (1) students’ academic mobility, (2) research work of the teaching staff, (3) research work of students and (4) development of study programmes.

##### ***Students’ academic mobility***

Based on the systematization of recommendations on Bachelor degree programmes, the amount of recommendations on the development of programmes on internal and external students’ mobility turned out to be much higher than for other groups of recommendations. Therefore, it can be concluded that in spite of joining by Kazakhstan of the European Higher Education Area (EHEA) and the overall promotion of the internationalization of education, the main problems for Kazakhstani universities remain the insufficient level of academic mobility of students and teaching staff. This problem related to various factors, which affect the overall development of academic mobility at universities. As it was noted in the above-presented remarks on study programmes, these factors include ineffective policy on engaging students and teaching staff, insufficient knowledge of English language, as well as the poor system of collaboration with foreign universities.

As suggestions on the elimination of these negative factors, external expert groups presented the following groups of recommendations:

- (1) Development of the plan and complex of events focused on the activization of the work on academic mobility (funding, organization, promotion and information support);
- (2) Expansion of the geography of the internal and external academic mobility of students, development of academic exchanges;
- (3) Conclusion of contracts on cooperation with local and foreign universities, which have this specialty;
- (4) Organization of work on the development and realization of joint international study programmes with foreign partner universities (including dual education);
- (5) Development of the plan on introducing multilingual education;
- (6) Organization of courses on English-language learning.

Thus, representatives of study programmes are recommended to adhere to a systematic approach to solving problems related to the low level of development of study programmes for internal and external academic mobility of students and teaching staff.

### ***Research work of the teaching staff***

Recommendations on improvement of the research work executed by the teaching staff include the following subcategories: research publications, contests, grants; and inclusion of the developments into the learning process.

As it was already indicated in remarks on study programmes, the main factors of the low publication activity by the teaching staff are the following: ineffective policy of the university on motivating, informing, enhancing the retention rates of the teaching staff, training of English language, expansion of the access to international databases, development of research cooperation and reduction of the teachers' workload. In order to find a solution for this problem, external expert groups presented the following groups of recommendations on the enhancement of the publication activities of the teaching staff:

- (1) Composition of the annual indicative plan on the development of the publication activities (for a department and each teacher individually);
- (2) Inclusion to the individual plan a requirement on the joint publications with students;
- (3) Improvement of the system of information support of the teaching staff about the opportunities on publication of their research studies, including on a free-of-charge basis;
- (4) Encouragement of the teaching staff to publish their studies in journals with non-zero factor;
- (5) Systematic analysis of the publication activity of the teaching staff in high-ranking journals;
- (6) Development of the system on encouragement of the teaching staff with the articles in journals with non-zero impact factor;
- (7) Expansion of the geography of publishing the results of research studies executed by the teaching staff.

Participation of the teaching staff in various republican and international contests and research projects is also one of the major criteria of the ongoing development of teachers. Recommendations on the enhancement of activities by the teaching staff. Recommendations on the enhancement of activities by the teaching staff on these events, first of all, relate to the development of the clear plan of events on the enhancement of activities executed by the teaching staff and organization of joint research and practical seminars, conferences with research and educational organizations from the neighbouring countries and beyond.

In addition to all above-mentioned, external expert groups point to the importance of introducing the actual results of research activities done by the teaching staff into the educational process by means of active collaboration of teachers and students during the organization of research studies and facilitation to the administration of universities in the development of their initiatives and provision of necessary resources.

### ***Research work of students***

Research work done by students is as important as research activities executed by the teaching staff. Recommendations on this type of activities include the following subcategories: conferences, seminars and research contests, international databases; enhancement of research training; and joint publications of research studies.

In the process of activation of research work executed by students, the major role is given to the considerable preparation and training of students. In this regards, external expert groups provided the following recommendations:

- (1) Inclusion into the study programme of elective learning modules, which facilitate the development of students' research capacities;
- (2) Introduction of the special course or a seminar on the conduct of a research study and its methodology;
- (3) Provision of courses on the development of students' writing academic speech and presentation skills.
- (4) Organization of seminars for student on writing reports for conferences.

Thus, after acquiring and developing their research skills, students will be not only motivated to take part in various research events offered by the department or university, but will also actively look for opportunities to participate in conferences, seminars and research contests.

Additional recommendations by external expert groups on the development of research activities by students relate to the facilitation to the department and university in the process of publishing and introducing research results into the learning process or into practice by means of "covering expenses at the initial stages"; and "involving students to a joint research work with the teaching staff".

#### ***Development of study programmes***

As the development of a study programme is considered quite a comprehensive topic, recommendations of external expert groups in framework of this category of recommendations include several different subcategories: involvement of employers and students to the development of the study programme, learning paths, learning materials, competences, elective disciplines and planning.

One of the main recommendations of external experts on study programmes relates to active and systematic involvement of employers and students in the process of developing, approving and updating study programmes: curricula, catalogue of elective disciplines, aims of the study programme, expected learning outcomes, educational process planning and assessment forms of the acquired knowledge and competencies.

The role of employers is given a special place in the recommendations of external expert groups on the development of study programmes. In particular, experts recommend to involve employers in the process of managing students' graduate diploma studies and active participation in the formation of students' professional competencies. Also, it is proposed to conduct an questionnaire for employers on improving the study programme and assessing the quality of graduate training with subsequent introduction into the practice of the department and the university as a whole.

In order to increase the individualization of students' learning, the departments of universities are encouraged to expand the opportunities for students to choose individual educational paths, to diversify the range of elective disciplines and to inform students of all their rights and responsibilities in framework of the student-centered learning.

In regards to the working documentation, external expert groups expressed their recommendations on the need for a systematic procedure for reviewing the structure of training and methodological complexes and syllabi with a view on improving them and bringing them in line with regulatory requirements. All the above procedures should be a part of a prospective annual plan for the development of the study programme, drawn up in cooperation with employers and students.

### **3.3.2. Recommendations on Master and PhD degree programmes for 2015-2016**

In course of the systematization and analysis of the key recommendations on Master and PhD degree programmes for 2015-2016, 15 categories of recommendations on 6 standards of quality were identified. These categories, their subcategories, frequency of mentioning and examples of recommendations are presented in the Appendix 3.

In accordance with the results of the analysis of reports and systematization of data, the most frequently mentioned recommendations on Master and PhD programmes relate to the following categories: (1) academic mobility of the teaching staff, (2) students' academic mobility, and (3) information support.

#### ***Academic mobility of the teaching staff***

As noted in the remarks on the Master degree programmes, the main problems with the academic mobility of the teaching staff relate to the low activity and motivation of teachers to participate in various national and international competitions and projects, as well as the insufficient level of English language skills for the purposes of free interaction within academic programmes abroad. In this regard, the representatives of the expert groups of the Agency recommend to develop an effective system for encouraging and training teachers to actively participate in various joint international research projects.

Since the allocation of financial resources for internships and training of the teaching staff abroad is quite a costly initiative for the department and the university, the experts also recommend the practice of inviting international scholars to conduct training seminars, lectures, practical classes and to exchange best experiences with teachers.

In order to master and improve English language skills of the teaching staff, external experts suggested the possibility to hold special free language courses. Also, teachers who conduct classes in English-language multilingual groups should be provided with additional incentives, such as reducing the average annual workload, considering additional wage premiums, and others.

#### ***Students' academic mobility***

Within the framework of the analysis of recommendations on the development of academic mobility of Master and PhD students, three subcategories of recommendations were singled out: internal and external mobility programmes, joint study programmes and language training. In particular, the experts proposed the following recommendations:

- (1) Expansion of the geography of academic mobility;
- (2) Systematic information support of Master and PhD students about programmes of international exchange and opportunities of undertaking international internships ;
- (3) Enhancement of the work on implementation of international and joint study programmes with international partner universities (including dual-degree programmes);
- (4) Organization of courses on additional English language training.

#### ***Information support***

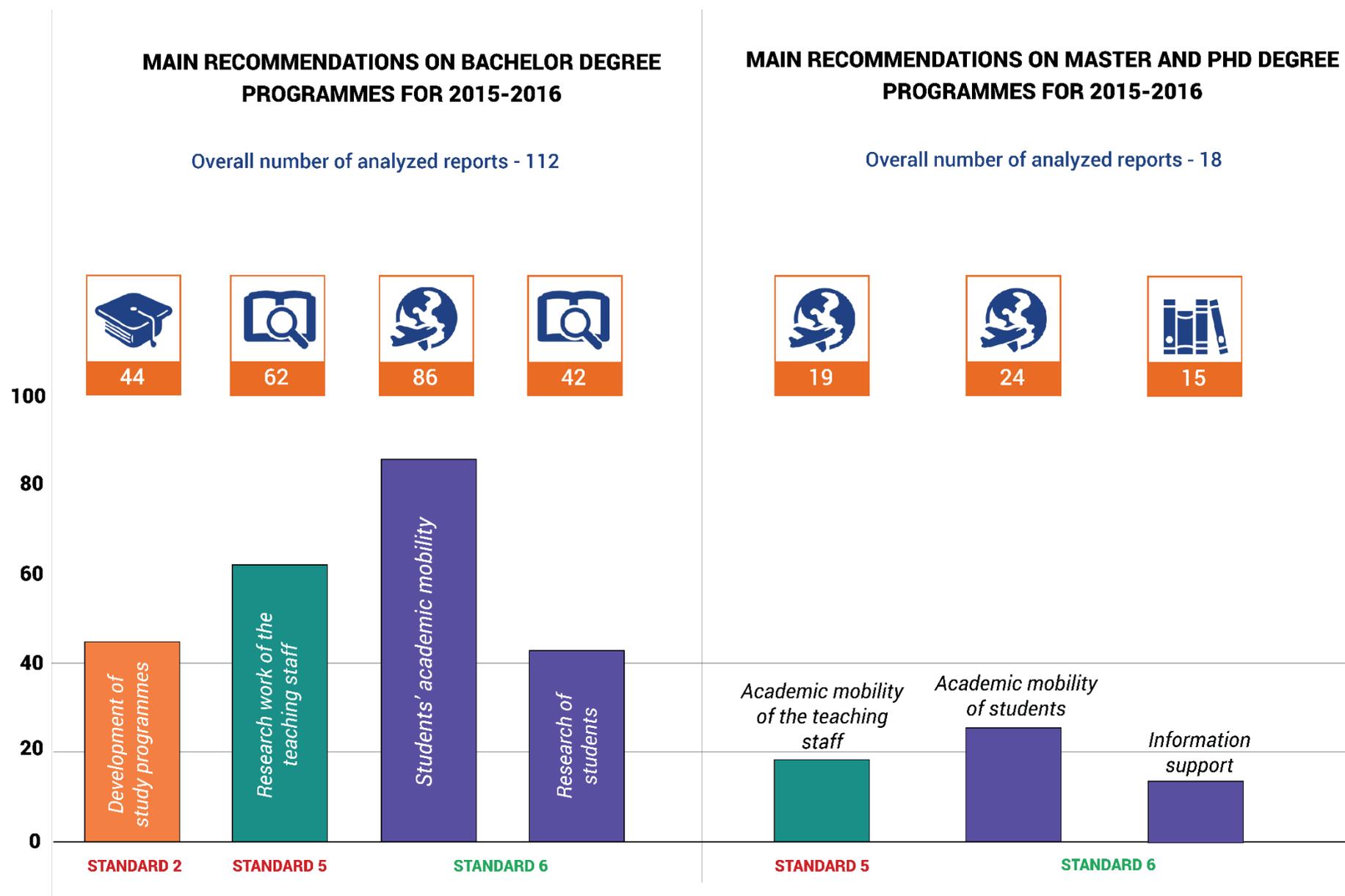
Providing students with all the necessary resources for self-study is one of the most important criteria for effective implementation of Master and PhD study programmes. The external expert groups made their recommendations on three components of the effective information support: library collection, electronic manuals and international databases.

As already mentioned in the remarks on postgraduate study programmes, an important shortcoming in information support for students is the insufficient amount of educational materials in Kazakh language. In this regard, the representatives of expert groups proposed the following recommendations:

- (1) Organization of a productive work on publishing learning and methodological literature in Kazakh language;
- (2) Update of the learning, methodological literature in Kazakh language for all disciplines of the main and additional cycles;
- (3) Increase in the amount of acquired materials in Kazakh and English languages.

In order to promote the individualization of teaching, it is recommended to intensify the work on creating multimedia complexes, electronic textbooks and manuals with the participation of the teaching staff. Also, students should have full access to various international databases that will allow them to effectively conduct research based on current academic publications of international researchers.

Picture 2. Comparative table of recommendations on study programmes in the field “Education”



### **3.3.3. Conclusions**

Based on the conducted systematization and comparative analysis of recommendations, it is possible to draw the following conclusions:

- 1) As in the case of remarks on study programmes at all levels, a comparative analysis of recommendations showed that the most "problematic" standards for the departments of higher education institutions are the following: (1) Standard 2. "Development, approval of study programmes and information management", (2) Standard 5. "Teaching staff" and (3) Standard 6. "Learning resources and student support". This also confirms the need for a systematic work on the development, improvement and maintenance of sufficient criteria for these standards.
- 2) The key recommendations on study programmes can be divided into 3 main groups:
  - a) Open and flexible policy on the development and updating of the study programme: active involvement of employers and students in the formation of the content of study programmes and planning of the annual activities of the department; the expansion of opportunities and rights of students to design their own learning process; conduct of the systematic monitoring to assess the effectiveness of the development of study programmes with the participation of all stakeholders; creation of a convenient, extracurricular environment for teaching students through the development of a multitude of multimedia complexes, electronic textbooks and manuals; and replenishment of the library collection with up-to-date materials in three languages for the purpose of promoting multilingual education.
  - b) Development of the research potential of students and teaching staff by the means of: developing a detailed indicative plan for improving the research activities of students and teaching staff; effective policy of informing about opportunities for participation in various competitions and projects; training on writing research papers and presenting them at academic conferences; creating favorable conditions and incentives for research cooperation of students and teaching staff; assisting in the publication of articles and the introduction of research developments into the learning process or into production; systematic monitoring of the research activities carried out by teaching staff and students; and providing the full access to necessary resources and databases online and in the electronic form.
  - c) Creation of opportunities for active academic mobility of students and teaching staff by the means of: developing an action plan to enhance academic mobility at the department and at the university; strengthening the work of special offices for international cooperation; expanding opportunities for internships and study abroad; attracting foreign professors and experts for the exchange of experience and additional language practice; creating conditions for effective learning of English language; and systematic information support of students and teaching staff about the possibilities of academic mobility.

## **4. Overall conclusions and recommendations**

The aim of this thematic analysis lies in the determination of the key trends on remarks and recommendations in external review reports of study programmes for a further distribution among universities. In course of the analysis, 130 external review reports on study programmes in "Education" for 2015-2016 were analyzed.

The process of systematization and analysis of external review reports revealed the following general groups of remarks: insufficient attention of universities to the development of human resources and satisfaction of students' interests; absence or insufficient level of focus of study programmes on the labor market; and the lack of opportunities for individualization of learning.

The analysis of recommendations by external groups of experts showed that the following factors play the most important role in the development of study programmes: an open and flexible policy for the development, development and updating of the study programme; development of the research potential of students and teaching staff; and creation of opportunities for their active academic mobility.

The cross-sectional analysis of general trends and factual remarks and recommendations confirmed the results of a quantitative calculation of percentage ratios by standards. In particular, it was revealed that most of the remarks and recommendations were provided under Standards 2 and 5, for which the largest number of minor and major remarks were received. However, it is worth noting that Standard 6, which represents positive trends based on results from the table on compliance, also includes a significant number of remarks and recommendations. This, in particular, indicates that all three of these standards are the most "problematic" with respect to compliance with quality standards and, at the same time, are the most important for the continuous improvement of activities on study programmes.

As general recommendations on preparation for specialized (programme) accreditation and improvement of their activities, representatives of universities are recommended to pay special attention to the factor of human resources, namely, the development of the teaching staff and promotion of students' interests. Taking into account the fact that student-centered learning is a fairly new phenomenon for Kazakhstani universities, it is necessary to study the best international practice in promoting students' interests and individualizing education with a view to a meaningful and gradual transition to this approach. It is also recommended to actively involve labor market representatives into active cooperation and receiving feedback on the improvement of study programmes.

In regards to general strategies for the development of study programmes, the departments are recommended to annually develop individual indicative plans for all types of activities, including academic mobility, research work, development of electronic teaching aids and multimedia materials, replenishment of the library collection and training for English and Kazakh languages acquisition. In course of implementing action plans, it is necessary to conduct systematic monitoring involving employers and students.

For the purposes of additional illustration of the data, the main recommendations found in the course of analyzing external review reports on study programmes in the field "Education" are presented in form of the infographics in the Appendix 4.

## Appendices

### Appendix 1

#### Lists of reports on study programmes in the field “Education”

for 2015-2016

#### Bachelor degree programmes 2015

№	PROGRAMME	CODE	HEI
1.	Biology	5B011300	Zhezkazgan Baikonurov University
2.	Geography	5B011600	Taraz State Pedagogical Institute
3.	Defectology	5B010500	Taraz State Pedagogical Institute
4.	Pre-school education and upbringing	5B010100	Zhezkazgan Baikonurov University
5.	Foreign language: two foreign languages	5B011900	Abai Kazakh National Pedagogical University
6.	Foreign language: two foreign languages	5B011900	Taraz State Pedagogical Institute
7.	Foreign language: two foreign languages	5B011900	Zhezkazgan Baikonurov University
8.	Informatics	5B011100	Zhezkazgan Baikonurov University
9.	Informatics	5B011100	Taraz State Pedagogical Institute
10.	History	5B011400	Abai Kazakh National Pedagogical University
11.	History	5B011400	Syrdariya University
12.	Kazakh language and literature	5B011700	Zhezkazgan Baikonurov University
13.	Kazakh language and literature	5B012100	Zhetysu State University named after I. Zhansugurov
14.	Kazakh language and literature at schools with non-Kazakh language of instruction	5B012100	Abai Kazakh National Pedagogical University
15.	Math	5B010900	Abai Kazakh National Pedagogical University
16.	Basic military training	5B010400	Taraz State Pedagogical Institute
17.	Basics of law and economics	5B011500	Zhetysu State University named after I. Zhansugurov
18.	Pedagogy and methods of primary education	5B010200	Abai Kazakh National Pedagogical University
19.	Pedagogy and methods of primary education	5B010200	Syrdariya University
20.	Pedagogy and psychology	5B010300	Syrdariya University
21.	Pedagogy and psychology	5B010300	Karaganda State Technical University
22.	Professional education	5B012000	Taraz State Pedagogical Institute
23.	Psychology	5B050300	Taraz State Pedagogical Institute
24.	Psychology	5B050300	Kazakh Humanitarian Law University
25.	Russian language and literature	5B011800	Abai Kazakh National Pedagogical University

26.	Russian language and literature at schools with non-Russian language of instruction	5B012200	Taraz State Pedagogical Institute
27.	Russian language and literature at schools with non-Russian language of instruction	5B012200	Abai Kazakh National Pedagogical University
28.	Social pedagogy and self-actualization	5B012300	Taraz State Pedagogical Institute
29.	Physics	5B011000	Syrdariya University
30.	Physics	5B011000	Zhezkazgan Baikonurov University
31.	Physical training and sport	5B010800	Syrdariya University
32.	Physical training and sport	5B010800	Kazakh Academy of Sport and Tourism
33.	Physical training and sport	5B010800	Taraz State Pedagogical Institute

### Bachelor degree programmes 2016

№	PROGRAMME	CODE	HEI
1.	Biology	5B011300	South Kazakhstan State Pedagogical Institute
2.	Biology	5B011300	Arkalyk State Pedagogical Institute named after Y.Altynsarin
3.	Biology	5B011300	Taraz State Pedagogical Institute
4.	Geography	5B011600	Arkalyk State Pedagogical Institute named after Y.Altynsarin
5.	Geography	5B011600	South Kazakhstan State Pedagogical Institute
6.	Geography	5B011600	Amanzholov East Kazakhstan State University
7.	Defectology	5B010500	Amanzholov East Kazakhstan State University
8.	Defectology	5B010500	South Kazakhstan State Pedagogical Institute
9.	Pre-school education and upbringing	5B010100	Taraz State Pedagogical Institute
10.	Pre-school education and upbringing	5B010100	South Kazakhstan State Pedagogical Institute
11.	Pre-school education and upbringing	5B010100	Amanzholov East Kazakhstan State University
12.	Pre-school education and upbringing	5B010100	Arkalyk State Pedagogical Institute named after Y.Altynsarin
13.	Fine arts and drawing	5B010700	Taraz State Pedagogical Institute
14.	Fine arts and drawing	5B010700	South Kazakhstan State Pedagogical Institute
15.	Fine arts and drawing	5B010700	Arkalyk State Pedagogical Institute named after Y.Altynsarin
16.	Foreign language: two foreign languages	5B011900	South Kazakhstan State Pedagogical Institute

17.	Foreign language: two foreign languages	5B011900	Amanzholov East Kazakhstan State University
18.	Foreign language: two foreign languages	5B011900	Arkalyk State Pedagogical Institute named after Y.Altynsarin
19.	Foreign language: two foreign languages	5B011900	Taraz State University named after M.H.Dulati
20.	Informatics	5B011100	Arkalyk State Pedagogical Institute named after Y.Altynsarin
21.	Informatics	5B011100	South Kazakhstan State Pedagogical Institute
22.	Informatics	5B011100	Amanzholov East Kazakhstan State University
23.	Informatics	5B011100	Karaganda "Bolashak" University
24.	History	5B011400	Amanzholov East Kazakhstan State University
25.	History	5B011400	South Kazakhstan State Pedagogical Institute
26.	History	5B011400	Arkalyk State Pedagogical Institute named after Y.Altynsarin
27.	History	5B011400	Taraz State Pedagogical Institute
28.	Kazakh language and literature	5B011700	Taraz State Pedagogical Institute
29.	Kazakh language and literature	5B011700	South Kazakhstan State Pedagogical Institute
30.	Kazakh language and literature	5B011700	Amanzholov East Kazakhstan State University
31.	Kazakh language and literature	5B011700	Kazakh Humanitarian Juridical Innovative University
32.	Kazakh language and literature at schools with non-Kazakh language of instruction	5B012100	South Kazakhstan State Pedagogical Institute
33.	Kazakh language and literature at schools with non-Kazakh language of instruction	5B012100	Amanzholov East Kazakhstan State University
34.	Math	5B010900	South Kazakhstan State Pedagogical Institute
35.	Musical education	5B010600	Amanzholov East Kazakhstan State University
36.	Musical education	5B010600	South Kazakhstan State Pedagogical Institute
37.	Musical education	5B010600	Taraz State Pedagogical Institute
38.	Musical education	5B010600	Arkalyk State Pedagogical Institute named after Y.Altynsarin
39.	Basic military training	5B010400	South Kazakhstan State Pedagogical Institute
40.	Basic military training	5B010400	Amanzholov East Kazakhstan State

			University
41.	Basic military training	5B010400	H.A. Yassawi International Kazakh-Turkish University
42.	Basics of law and economics	5B011500	South Kazakhstan State Pedagogical Institute
43.	Basics of law and economics	5B011500	Arkalyk State Pedagogical Institute named after Y.Altynsarin
44.	Pedagogy and methodology of primary education	5B010200	Amanzholov East Kazakhstan State University
45.	Pedagogy and methodology of primary education	5B010200	Arkalyk State Pedagogical Institute named after Y.Altynsarin
46.	Pedagogy and methodology of primary education	5B010200	Taraz State Pedagogical Institute
47.	Pedagogy and methodology of primary education	5B010200	South Kazakhstan State Pedagogical Institute
48.	Pedagogy and psychology	5B010300	H.A. Yassawi International Kazakh-Turkish University
49.	Pedagogy and psychology	5B010300	Arkalyk State Pedagogical Institute named after Y.Altynsarin
50.	Pedagogy and psychology	5B010300	South Kazakhstan State Pedagogical Institute
51.	Pedagogy and psychology	5B010300	Taraz State Pedagogical Institute
52.	Pedagogy and psychology	5B010300	Amanzholov East Kazakhstan State University
53.	Professional education	5B012000	South Kazakhstan State Pedagogical Institute
54.	Professional education	5B012000	Eurasian Technological University
55.	Professional education	5B012000	Amanzholov East Kazakhstan State University
56.	Russian language and literature	5B011800	Amanzholov East Kazakhstan State University
57.	Russian language and literature	5B011800	Arkalyk State Pedagogical Institute named after Y.Altynsarin
58.	Russian language and literature	5B011800	Taraz State Pedagogical Institute
59.	Russian language and literature	5B011800	South Kazakhstan State Pedagogical Institute
60.	Russian language and literature at schools with non-Russian language of instruction	5B012200	Arkalyk State Pedagogical Institute named after Y.Altynsarin
61.	Russian language and literature at schools with non-Russian language of instruction	5B012200	South Kazakhstan State Pedagogical Institute
62.	Social pedagogy and self-actualization	5B012300	South Kazakhstan State Pedagogical Institute
63.	Social pedagogy and self-actualization	5B012300	Amanzholov East Kazakhstan State University
64.	Physics	5B011000	Arkalyk State Pedagogical Institute

			named after Y.Altynsarin
65.	Physics	5B011000	Taraz State Pedagogical Institute
66.	Physics	5B011000	South Kazakhstan State Pedagogical Institute
67.	Physical culture and sport	5B010800	Arkalyk State Pedagogical Institute named after Y.Altynsarin
68.	Physical culture and sport	5B010800	South Kazakhstan State Pedagogical Institute
69.	Physical culture and sport	5B010800	Amanzholov East Kazakhstan State University
70.	Physical culture and sport	5B010800	H.A. Yassawi International Kazakh-Turkish University
71.	Physical culture and sport	5B010800	Taraz State University named after M.H.Dulati
72.	Chemistry	5B011200	Arkalyk State Pedagogical Institute named after Y.Altynsarin
73.	Chemistry	5B011200	Taraz State Pedagogical Institute
74.	Chemistry	5B011200	South Kazakhstan State Pedagogical Institute

#### Master degree programmes for 2015-2016

№	PROGRAMME	CODE	HEI
1.	Pre-school education and upbringing	6M010100	H.A. Yassawi International Kazakh-Turkish University
2.	Fine arts and drawing	6M010700	H.A. Yassawi International Kazakh-Turkish University
3.	Informatics	6M011100	Amanzholov East Kazakhstan State University
4.	Kazakh language and literature	6M011700	Amanzholov East Kazakhstan State University
5.	Musical education	6M010600	Amanzholov East Kazakhstan State University
6.	Pedagogy and psychology	6M010300	H.A. Yassawi International Kazakh-Turkish University
7.	Professional education	6M012000	Amanzholov East Kazakhstan State University
8.	Foreign language: two foreign languages	6M011900	Abai Kazakh National Pedagogical University
9.	History	6M011400	Abai Kazakh National Pedagogical University
10.	Kazakh language and literature at schools with non-Kazakh language of instruction	6M012100	Abai Kazakh National Pedagogical University
11.	Basics of law and economics	6M011500	Zhetysu State University named after I. Zhansugurov
12.	Russian language and literature	6M011800	Abai Kazakh National Pedagogical University

<b>13.</b>	Russian language and literature at schools with non-Russian language of instruction	6M012200	Abai Kazakh National Pedagogical University
<b>14.</b>	Physical culture and sport	6M010800	Kazakh Academy of Sport and Tourism

**PhD programmes for 2015 – 2016**

<b>№</b>	<b>PROGRAMME</b>	<b>CODE</b>	<b>HEI</b>
<b>1.</b>	Pedagogy and psychology	6D010300	H.A. Yassawi International Kazakh-Turkish University
<b>2.</b>	Math	5D010900	Taraz State Pedagogical Institute
<b>3.</b>	History	6D011400	H.A. Yassawi International Kazakh-Turkish University
<b>4.</b>	Physical culture and sport	6D010800	Kazakh Academy of Sport and Tourism

## Comparative tables with trends on positive and negative practice

## Bachelor degree programmes 2015

<b>Standard</b>	<b>Comply</b>	<b>Comply with minor remarks</b>	<b>Comply with remarks</b>	<b>Does not comply</b>
<b>Standard 1.</b> Aims of study programmes and policy in the field of quality assurance	66 (89,2 %)	8 (10,8 %)	0	0
<b>Standard 2.</b> Development, approval of study programmes and information management	40 (54,1 %)	33 (44,6%)	1 (1,4%)	0
<b>Standard 3.</b> Student-centered learning, teaching and assessment	65 (87,8 %)	9 (12,2 %)	0	0
<b>Standard 4.</b> Admission of students, progression, recognition and certification	61 (82,4 %)	13 (17,6 %)	0	0
<b>Standard 5.</b> Teaching staff	43 (58,9 %)	23 (31,5 %)	7 (9,6 %)	0
<b>Standard 6.</b> Learning resources and student support	66 (89,2 %)	8 (10,8%)	0	0
<b>Standard 7.</b> Public information	45 (88,2 %)	6 (11,8 %)	0	0

### Bachelor degree programmes 2016

Standard	Comply	Comply with minor remarks	Comply with remarks	Does not comply
<b>Standard 1.</b> Aims of study programmes and policy in the field of quality assurance	30 (90,9 %)	3 (9,1 %)	0	0
<b>Standard 2.</b> Development, approval of study programmes and information management	24 (72,7 %)	9 (27,3 %)	0	0
<b>Standard 3.</b> Student-centered learning, teaching and assessment	18 (54,5 %)	15 (45,5 %)	0	0
<b>Standard 4.</b> Admission of students, progression, recognition and certification	27 (81,8 %)	6 (18,2 %)	0	0
<b>Standard 5.</b> Teaching staff	20 (60,6 %)	11 (33,3 %)	2 (6,1 %)	0
<b>Standard 6.</b> Learning resources and student support	30 (90,9 %)	3 (9,1%)	0	0
<b>Standard 7.</b> Public information	30 (90,9 %)	3 (9,1%)	0	0

Master and PhD degree programmes 2015-2016

Standard	Comply	Comply with minor remarks	Comply with remarks	Does not comply
<b>Standard 1.</b> Aims of study programmes and policy in the field of quality assurance	16 (88,9 %)	2 (11,1 %)	0	0
<b>Standard 2.</b> Development, approval of study programmes and information management	12 (66,7 %)	6 (33,3 %)	0	0
<b>Standard 3.</b> Student-centered learning, teaching and assessment	12 (66,7 %)	6 (33,3 %)	0	0
<b>Standard 4.</b> Admission of students, progression, recognition and certification	16 (88,9 %)	2 (11,1 %)	0	0
<b>Standard 5.</b> Teaching staff	14 (77,8 %)	4 (22,2 %)	0	0
<b>Standard 6.</b> Learning resources and student support	15 (83,3 %)	3 (16,7 %)	0	0
<b>Standard 7.</b> Public information	13 (92,9 %)	1 (7,1 %)	0	0

## Remarks on Bachelor degree programmes for 2015-2016

Standard	Category	Subcategory	Frequency of mentioning	Example
Standard 1. Aims of study programmes and policy in the field of quality assurance	Aims of study programmes	Formulation of the aims of the study programme	9	Inexplicit formulation of the aims of the study programme and absence of the agreement with the professional area of activities
	Policy in the field of quality assurance	Information awareness	3	Insufficient awareness of students and employers about the policy in the field of ensuring the quality of the educational program.
Standard 2. Development, approval of study programmes and information management	Development of the study programme	Educational paths	8	Absence of clearly defined educational paths
		Elective disciplines	6	Elective disciplines do not fully reflect the specifics of the study programme, within which the training of future specialists is being held
		Educational and methodological support	4	The structure of learning and methodological complexes has an extensive content and for some disciplines are not being updated
		Development of the content of the study programme	3	Quantitative indicators of educational results, the level of employment of graduates and employers' satisfaction with the quality of graduates' training are poorly reflected in the implementation of the study programme.
		Involvement of employers	3	Insufficient collaboration with employers in the process of developing the study programme
		Students' participation	3	Insufficient participation of students in the discussion of the curriculum of the study programme on the specialty
	Educational process	Practice-oriented learning	9	Insufficient work on the practical orientation for the study programme: there are no training laboratories, centers, or special learning rooms.

Standard 3. Student-centered learning, teaching and assessment	Assessment of educational achievements by students	Forms of assessment	2	Some state exams are being passed in form of the test that is does not comply with international standards
Standard 4. Admission of students, progression, recognition and	Information distribution	Occupational guidance for prospective students	2	Insufficient attention is being paid to the occupational guidance, which leads to a small occupancy rate of students in educational groups
	Monitoring of students' achievements	Involvement of employers	2	Insufficient involvement of employers to the process of forming and assessing graduates' competencies
	Work with students and alumni	Feedback	2	Enhancement of the feedback with employers and graduates
Standard 5. Teaching staff	Research work of the teaching staff	Research publications	10	Insufficient amount of articles published in journals with non-zero impact factor
	Academic mobility of the teaching staff	Training and internships	6	No research internships of the teaching staff in leading universities of Kazakhstan, foreign universities; no research projects at the department
	HR policy	System of teachers' retention	4	No system on the enhancement of retention rates of the teaching staff
		Staff development	3	No staff development for the specialty
Standard 6. Learning resources and student support	Students' academic mobility	Programmes of internal and external mobility	10	<ul style="list-style-type: none"> <li>• Insufficient participation of students in academic mobility programmes abroad</li> <li>• Poor work on the development of academic mobility</li> </ul>
	Students' research work	Research and projects	6	<ul style="list-style-type: none"> <li>• Low results of the effectiveness of research works by students</li> <li>• No research and academic interaction with neighbouring countries and beyond</li> </ul>
Standard 7. Public information	Information provision	Distribution of relevant information	3	Poor work on information distribution about achievements of the study programme

### Remarks on Master and PhD degree programmes 2015-2016

Standard	Category	Subcategory	Frequency of mentioning	Example
Standard 2. Development, approval of study programmes and information management	Development of the study programme	Involvement of employers	4	Passive participation of external stakeholders (employers) in developing the content of study programmes
		Elective disciplines	3	Narrow variety of elective disciplines selected for preparation of PhD students
Standard 5. Teaching staff	Academic mobility of the teaching staff	Training and internships	5	Low level of activity by the teaching staff in contests for funded international programmes and projects
	HR policy	Staff development	2	Insufficient number of English-speaking faculty
Standard 6. Learning resources and student support	Information provision	Library collection	4	Recommended learning resources are not fully represented by the resources in Kazakh language with the account of students
	Students' research work	Research supervisors	2	The practice of inviting international research supervisors for consultations with PhD students about their dissertations is not adequately implemented
	Students' academic mobility	Programmes of internal and external mobility	3	<ul style="list-style-type: none"> <li>• The need to expand the geography of partner universities involved in the programmes of academic mobility</li> <li>• Absence of academic mobility</li> </ul>
	Material and technical equipment	Equipment	2	Outdated equipment and tools, which does not comply with the modern requirements of qualitative research training of Master degree students

### Recommendations on Bachelor degree programmes 2015-2016

Standard	Category	Subcategory	Frequency of mentioning	Example
Standard 1. Aims of study programmes and policy in the field of quality assurance	Aims of study programmes	Actualization of the aims of the study programme	13	There is a need to verify the aims of the study programmes with the account of the labor market demands
		Involvement of stakeholders into the process of identifying aims	7	To develop the measures on the involvement as well as the maximum facilitation to students and employers in forming the aims of study programmes
		Monitoring of the effectiveness and relevance of the aims of the study programme	3	It is advisable to conduct a systematic work on assessing the effectiveness of the aims of the study programme with the participation of teaching staff, all employees, students and other stakeholders on the implementation of the study programme
		Usage of the best experiences	2	To apply experience of national and foreign universities in the process of formulating the aims and objectives of the study programme
	Policy in the field of quality assurance	Involvement of students and employers	3	To more actively involve students and employers in the process of implementing the policy in quality assurance of study programmes
	Information distribution	Accessibility of information about aims of the study programme on the website	2	To present aims and objectives of the study programme on the website of a university
Standard 2. Development, approval of study programmes and information management	Development of the study programme	Involvement of employers and students to the process of study programme development	24	To involve employers and students in the process of developing and updating the study programmes should be constant and ongoing
		Educational paths	7	To expand the educational learning paths
		Teaching materials and syllabi	4	To revise the structure of educational and methodological complexes and syllabi, which have extensive content and are not being updated for some disciplines
		Competencies	4	To develop a program for the development of a study program with a clear definition of the competencies of graduates.
		Elective disciplines	3	To develop and include elective disciplines into the working plan of the study programme
		Planning	2	To develop a perspective development plan for the study programme
	Educational process	Practice-oriented learning	15	Enhancement of the practice-oriented nature of the educational process through holding classes, writing and defending diploma works and dissertations on the bases of employers' organizations

		Usage of distance educational technologies	4	To consider the possibility of implementing study programmes with the usage of distance educational technologies
		Expansion of opportunities by the means of programmes	2	In order to increase the quality of graduate qualification works written by students, the university is recommended to purchase Antiplagiarism system
Standard 3. Student-centered learning, teaching and assessment	Assessment of educational achievements by students	Forms and principles of assessment	11	Diversify the types of independent works by students, replenish the methodical provision of discipline with new and local publications, supplement and concretize the list of Internet sources, etc.
	Social dimension	Student support	9	To improve the system of supporting gifted students, including with the help of grants and discounts on training
	Educational process	Self-regulated students' learning	8	To increase opportunities for students to participate in elective courses and in determining the content of education, as well as in planning and organizing educational activities
		Elective disciplines	7	It is necessary to diversify the list of elective disciplines and inform students about a range of elective disciplines
	Feedback	Surveying on satisfaction and development of the study programme	4	Students' feedback forms should be developed online in order to have an honest and anonymous assessment of the courses / subjects.
	Policy in the field of quality assurance	Involvement of students	2	To expand the possibility of attracting students to assess the quality of educational services as their main consumers
Standard 4. Admission of students, progression, recognition and certification	Information distribution	Occupational guidance for prospective students	9	To enhance the occupational guidance work with the account of social and economic development of the region
	Formation and assessment of students' competencies	Involvement of employers	9	To expand the scope of employers' participation in the formation of the final competencies of graduates for the study programme
	Employment	Employment service	6	To create a center for a business career that would specialize in job placement and postgraduate support of graduates of the study programme and in the conduct of relevant monitoring
		Monitoring of employment	5	To improve the system for collecting and monitoring information on career development of graduates of the study program by drawing up the files of graduates and managing the Alumni Association.

Standard 5. Teaching staff	Research work of the teaching staff	Research publication	36	To improve the information support of the teaching staff about opportunities on publishing research outcomes, including on a free-based charge
		Contests, grants	22	To increase the participation of the teaching staff in national and international competitions, with the aim of obtaining grants and conducting joint research with scientific centers from neighboring countries and beyond.
		Introduction of research outcomes into the learning process	4	To introduce the results of research work by the faculty of the department into the learning process
	Academic mobility of the teaching staff	Training, internships and exchange	19	To develop the program of academic mobility of the teaching staff and, in the framework of the plan for improving the qualifications of the faculty, to consider the exchange of teachers with partner universities
		Language training	9	The university is recommended to create opportunities for the teaching staff on the acquisition of foreign languages and mastering the language skills
		Involvement of leading specialists	7	In order to internationalize education, it is recommended to attract leading professors from foreign universities, to conduct classes on basic and relevant disciplines of the study programme.
	HR policy	Staff development	15	Organization of the stable system on enhancing qualifications of the teaching staff
		System of retention of the teaching staff	6	To develop and introduce of the Plan on activities for increasing the retention rates of the faculty
		Encouragement of the teaching staff	4	<ul style="list-style-type: none"> <li>• To stimulate faculty from the department to use interactive means of teaching during their classes</li> <li>• To develop a system of encouraging teachers, who practice the implementation of the distance education</li> </ul>
		Assessment of the teaching staff	3	To develop indicators and criteria for conducting the ranking of activities conducted by the teaching staff of the department
	Learning materials	Development of materials	9	To strengthen the work on the development of textbooks, manuals, methodical recommendations, author's programmes aimed at ensuring a high level of the educational process under the programme.
	Planning of activities carried out by the teaching staff	Improvement of the documentation	4	To enhance the work on improving the documentation related to the activities carried out by the teaching staff

Standard 6. Learning resources and student support	Students' academic mobility	Programmes of internal and external mobility	47	To ensure the effectiveness of the realization of the programme of students' external and internal academic mobility
		Joint study programmes	21	To organize work on the development and implementation of international joint study programmes with foreign partner universities.
		Language training	18	To organize the courses on English language learning for students to participate in the promotion of internationalization of education
	Students' research work	Conferences, seminars, research contests	31	The department should activate its work with students for their involvement in research student conferences, subject olimpiads and contests
		Enhancement of the research training	7	To consider a possibility of introducing a special course or a special seminar on conduct of research and its methodology
		Joint publications	4	To activate the involvement of students in research and development work and to involve them to joint publications with the teaching staff
	Material and technical equipment	Equipment and technology	10	To increase the dynamics of financial resources on the purchase of the laboratory equipment, computer techniques and software
		Social infrastructure	2	It is recommended to organize a computer class on the first floor for students with disabilities
	Information provision	Library collection	8	To replenish the library collection with modern specialized educational and methodological literature in English according to the programme
		Electronic manuals	8	It is recommended to increase the library collection by means of electronic manuals for the study programme
		Materials	4	Unification of all educational materials (catalogue of elective disciplines, reference books, study programme)
		International databases	15	To provide access to international databases, as well as educational, methodological and scientific literature in English
	Work with students and alumni	Help services	3	To create a department for psychological and social help to students
Standard 7. Public information	Information distribution	Website (information update)	10	To ensure systematic update of information on the department's website, including the information concerning the opportunities for teachers to upgrade their qualifications, recruitment of entrants.
		Website (accessibility)	9	To ensure the completeness of the information on the website about the study programme, employment and demand for graduates, their achievements, etc., and systematically update it.
		Website (improvement of the website, language support)	8	<ul style="list-style-type: none"> <li>• To update the design of the official website for a greater distribution of information</li> <li>• To regularly update the information about activities of the university in English language</li> </ul>

		Electronic information distribution	2	To enhance the electronic information support of the faculty, students and employers
		Involvement of the teaching staff	2	To involve the faculty in the process of expanding the information database on the activities, research and development work as well as educational work of the department
		Promotion - media	2	Jointly with the department of information and PR work of the university to systemize work on the update of information about the study programme in mass media and on the university website
		Promotion - rankings	2	It is recommended to use the study programme in rankings conducted by the national agencies in the Republic of Kazakhstan

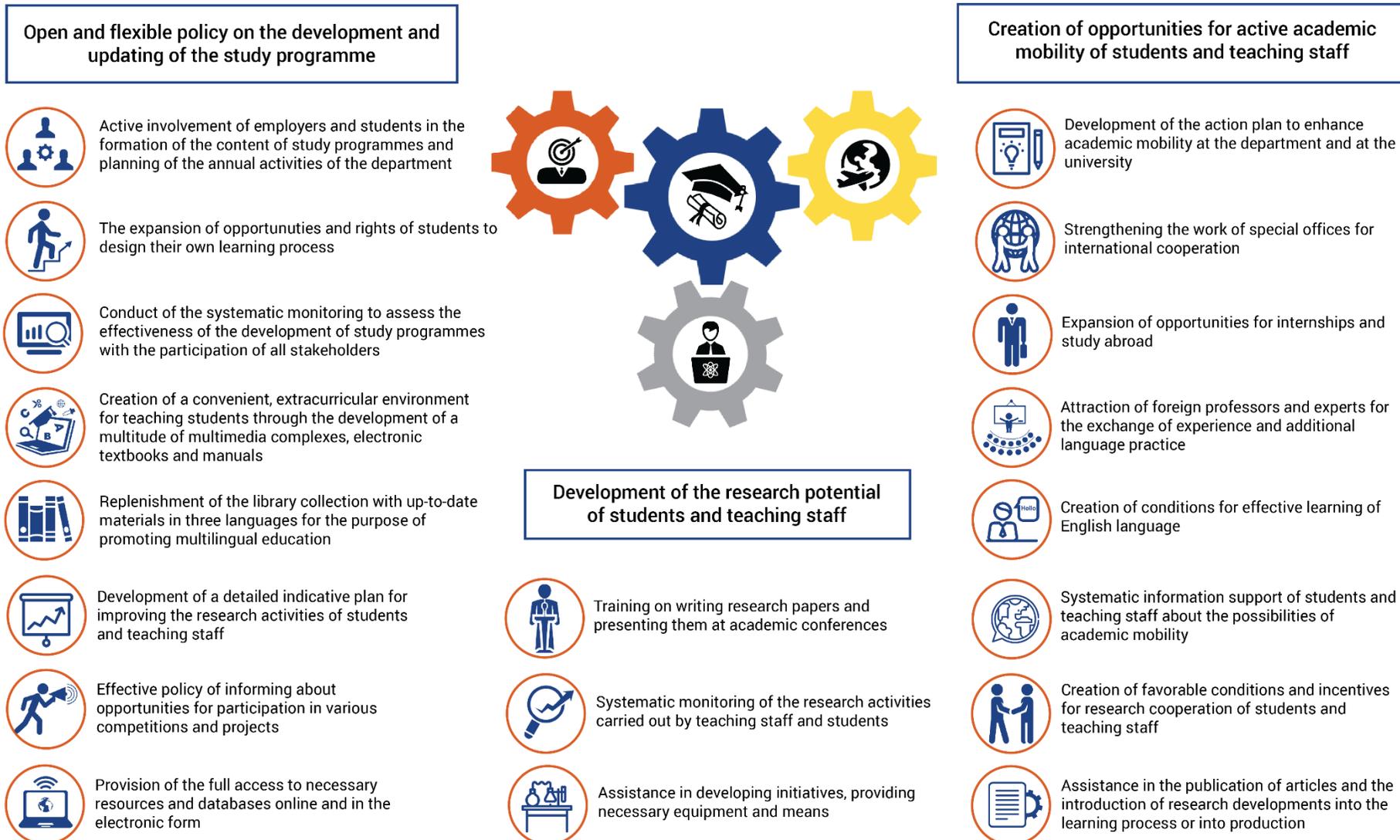
### Recommendations on Master and PhD degree programmes for 2015-2016

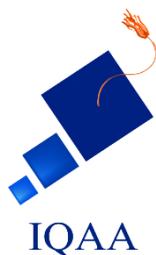
Standard	Category	Subcategory	Frequency of mentioning	Example
Standard 1. Aims of study programmes and policy in the field of quality assurance	Information distribution	Availability of information on the website	4	To improve methods for assessing students' results, it is necessary to ensure the accessibility of the goals and objectives of the study programme to all stakeholders, including potential employers.
	Policy in the field of quality assurance	Involvement of employers	2	To increase the participation of external stakeholders (employers) in the implementation of the policy for quality assurance of study programmes.
	Aims of study programmes	Involvement of stakeholders	2	The university is recommended to involve all stakeholders (faculty, Master students, employers, graduates) in the formation of objectives for the study programme both at the stage of formation, and at the stage of approval and agreement
Standard 2. Development, approval of study programmes and information management	Development of the study programme	Elective disciplines	6	To expand the range of elective disciplines in accordance with the topics of dissertations and professional activities of PhD students
		Elective disciplines (involvement of employers)	5	To increase the number and quality of received recommendations from employers in the process of composing elective disciplines
		Educational paths	3	The university needs to improve the content of the development of modular study programmes taking into account the provision of the opportunity to choose the educational path by Master students.
	Educational process	Practice-oriented learning	2	The university is recommended to expand the practice bases taking into account educational paths, that is to conclude agreements with educational institutions of technical and vocational education and universities that conduct training on this study programmes.
		Expansion of opportunities by	2	To revise the mechanism on controlling the originality of Master theses by

		the means of programmes		means of the programme “Anti-plagiarism”
		Distance educational technologies	2	To apply the elements of distance educational technologies in the process of training PhD students
Standard 3. Student-centered learning, teaching and assessment	Educational process	Self-regulated students’ learning	2	To enhance the level of organizing the independent work of PhD students and to ensure the systematic control of its implementation
Standard 5. Teaching staff	Academic mobility of the teaching staff	Training, internships, exchange	9	It is recommended to create an effective system to stimulate the participation of the teaching staff in various joint international research projects
		Involvement of the leading experts	5	It is recommended to involve more practitioners in lecturing and conducting practical classes.
		Language support	5	To create opportunities for faculty of the university to master the command of English language and communication skills
	Research work of the teaching staff	Contests, scholarships	5	It is recommended to strengthen the work on the research work of the teaching staff, the development of grant, contractual research projects
		Research publications	3	To enhance publications by the teaching staff of research articles with non-zero impact factor
	Educational process	Usage of interactive methods of teaching	2	University is recommended to enhance work on the improvement of Master students’ training on the basis of applying creative teaching methods
	Learning materials	Development of materials	2	The university needs to ensure the publication of educational and methodological materials (learning manuals, methodological instructions) for the study programme by the teaching staff
Standard 6. Learning resources and student support	Students’ academic mobility	Programmes of internal and external mobility	12	The university is recommended to ensure the academic mobility of Master students
		Joint study programmes	8	The department is recommended to develop international relations with the purpose to develop joint study programmes
		Language support	4	The university is recommended to organize the courses on additional

				training of English language for the purpose of promoting research internships
	Information provision	Library collection	8	The university is recommended to update the educational and methodological materials for all disciplines of the basic and profile cycles, as well as to include in the list of literature training manuals of Kazakhstani authors.
		Electronic manuals	4	The university is recommended to continue its work on the creation of multimedia complexes, electronic manuals and books
		International databases	3	The university is recommended to ensure the access of Master students to the international database
	Students' research work	Involvement and training of students	4	The university is recommended to involve Master students to the participation in implementing contract and state funded research studies
		Research supervisors	4	To practice more the invitation of foreign research consultants to provide PhD students with advisory assistance in the process of preparing dissertations
	Material and technical equipment	Equipment and technologies	3	Renew R & D equipment and bring it in line with the requirements for the preparation of highly qualified Master students
Standard 7. Public information	Information distribution	Feedback	4	The university is recommended to establish more effective feedback with students, their parents and faculty
		Promotion - media	3	The wide dissemination of information about the study programme in the mass media is recommended to the university
		Website (update of information)	2	It is recommended to ensure a regular update of the information on the website

## Main recommendations for study programmes in the field “Education” for 2015-2016





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