



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

ИУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

**THEMATIC ANALYSIS
OF EXTERNAL EXPERT PANEL
REPORTS
ON SPECIALISED (PROGRAMME)
ACCREDITATION OF HIGHER
EDUCATION INSTITUTIONS
OF THE REPUBLIC OF KAZAKHSTAN
FOR 2020**

2020

NUR-SULTAN - 2021

Editorial board: under the editorship of A.B. Zhumagulova, O.A. Yanovskaya, N. A. Kydyrmina.

THEMATIC ANALYSIS OF EXTERNAL EXPERT PANEL REPORTS ON SPECIALISED (PROGRAMME) ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS OF THE REPUBLIC OF KAZAKHSTAN FOR 2020- Nur-Sultan, 2021. –28 p.

Independent Agency for Accreditation and Rating (IAAR) analysed the reports of External Expert Panels and presented the results of the assessment of HEIs activities in the process of international specialised accreditation for 2020. The conducted IAAR analysis provides an opportunity to obtain information for improving the activities of HEIs. The monitoring presented in the brochure allows to determine the directions for HEIs further development in line with global trends in education quality assurance.

Analytics would be useful for the Ministry of Education and Science of the Republic of Kazakhstan, heads of HEIs, teaching staff, students and interested stakeholders.

Аккредиттеу және рейтингтің тәуелсіз агенттігі (IAAR) сыртқы сараптау комиссияларының есептерін талдап, 2020 жылға арналған халықаралық мамандандырылған аккредиттеу процесіндегі университеттердің қызметін бағалау нәтижелерін ұсынады. IAAR жүргізген талдау университеттердің қызметін жақсарту мақсатында ақпарат алуға мүмкіндік береді. Кітапшада ұсынылған мониторинг білім беруді қамтамасыз етудің әлемдік тенденцияларына сәйкес университеттерді одан әрі дамытудың бағыттарын анықтауға мүмкіндік береді.

Аталмыш талдау ҚР Білім және ғылым министрлігіне, жоғары оқу орындарының басшыларына, оқытушылар құрамына, студенттерге және мүдделі тараптарға пайдалы болады.

Независимое агентство аккредитации и рейтинга (IAAR) провело анализ отчетов внешних экспертных комиссий и представило результаты оценки деятельности ВУЗов в процессе проведения международной специализированной аккредитации за 2020 год. Проведенный анализ IAAR дает возможность получить информацию для улучшения деятельности ВУЗов. Мониторинг, представленный в брошюре, позволяет определить направления дальнейшего развития ВУЗов в русле мировых трендов обеспечения качества образования.

Аналитика будет полезна для МОН РК, руководителей ВУЗов, ППС, студентов и заинтересованных стейкхолдеров.



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Nur-Sultan-2021

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LIST OF SYMBOLS AND ABBREVIATIONS

IAAR	Independent Agency for Accreditation and Rating
EEP	External Expert Panel
EP	Educational Programme
HEI	Higher Education Institution
IA	Institutional Accreditation
MES RK	The Ministry of Education and Science of the Republic of Kazakhstan
RW	Research Work
SA	Specialised (Programme) Accreditation
TS	Teaching Staff

INTRODUCTION

The quality of education is nowadays at the forefront of the world's concerns. The global changes taking place in the context of integration are aimed at creating a single international educational space. One of the main objectives of society is to ensure the quality and competitiveness of education. World trends are developing in a high speed that knowledge is becoming obsolete by 15% per year and is fully updated within 6 years. Consequently, the education system is required to create trajectories and implement IT technologies in the training of specialists and advanced training of teachers of the country's universities.

Modern consumers of educational services assess the specialists' education and training quality according to their level of competence. The formation of the education paradigm with a focus on the Bologna process criteria introduces new demands on the quality of the educational system, the development of the professional competence of the individual and the understanding of responsibility for one's actions.

The education paradigm has changed. Improving the quality of education and personnel training is the main priority of present time. It is very important for a university to achieve a competence-based approach to education, training in innovative educational programmes and expanding the practical training of graduates. It is very important for institutions of higher education to achieve a competent approach to education, learning through innovative educational programmes and to expand the practical training of graduates. The development of the country's economy as a whole depends on the quality of personnel training.

The Independent Agency for Accreditation and Rating (IAAR) is constantly informing and supporting universities in order to improve the quality and competitiveness of educational services. IAAR annually monitors External Expert Panel Reports within the framework of specialised accreditation for the further wide dissemination of information on current trends in the international accreditation which determines key directions for the development of universities as well as new ways for education quality assurance and thus, increases the efficiency of IAAR's activities.

The EEP Specialised Accreditation Reports for 2020 were monitored for 467 educational programmes. The recommendations presented in the EEP Reports of 24 HEIs in Kazakhstan made it possible to summarise the assessment of their activities for each standard and submit proposals for further development. The assessment of the quality of educational programmes was carried out by IAAR on the basis of the ESG-oriented Standards and Guidelines for Specialised Accreditation of HEIs and EPs.

The purpose of the analysis is to determine new approaches in the quality assurance system based on world guidelines and set up current development priorities of HEIs in the Republic of Kazakhstan through in-depth study of EEP Reports and IAAR experts' recommendations. IAAR monitoring provides valuable information about the activities of HEIs for employers, students, MES RK and other stakeholders.

I. ANALYSIS AND EVALUATION OF RECOMMENDATIONS OF EEP REPORTS FOR 2020

In 2020, **24** higher education institutions and **467** educational programmes were accredited in the Republic of Kazakhstan within the framework of specialised accreditation. Due to the COVID-19 pandemic, conditional accreditation has been granted to **236** educational programmes. Figure 1 shows IAAR's specialised accreditation dynamics for 2012-2020.

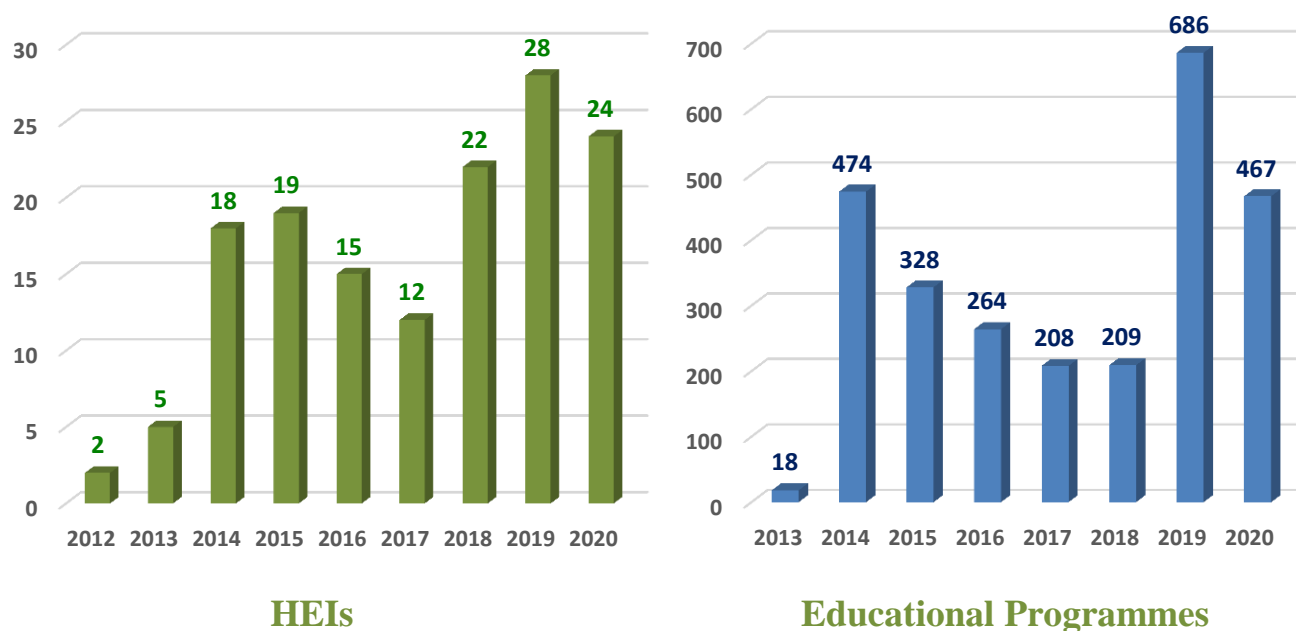


Figure 1 - The number of accredited universities and educational programmes for 2012-2020

The number of educational programmes corresponding to the levels of undergraduate - master's degree - PhD studies is listed below (Figure 2).

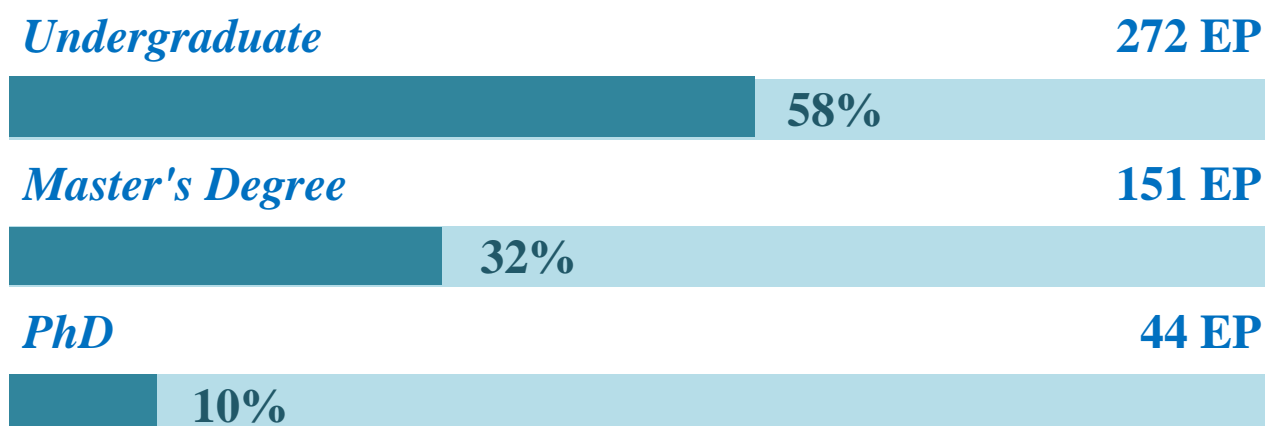


Figure 2 - The ratio of accredited educational programmes by training levels

Information on the number of accredited educational programmes in the context of accredited HEIs for 2020 is presented in Table 1.

Table 1- The number of educational programmes in the context of HEIs

№	HEI	Terms of Accreditation				Type of HEI
		7 years	5 years	3 years	1 years	
1	Akhmet Yassawi International Kazakh-Turkish University		41	11	2	International
Total (54):			41	11	2	
2	L.N. Gumilyov Eurasian National University	7	15			National
3	Kazakh National Agrarian Research University		33			
4	T.K. Zhurgenov Kazak National Academy of Arts	1	26	5		
Total (87):		8	74	5		
5	Korkyt Ata University		4			State
6	Sarsen Amanzholov East Kazakhstan University		37			
7	Sh.Ualikhanov Kokshetau State University	9	19			
Total (69):		9	60			
8	Kazakh Agrarian University named after S.Seifullin	9	33	2		Joint-Stock
9	D. Serikbayev East Kazakhstan Technical University	4	7			
10	Manash Kozybayev North Kazakhstan University	3	25			
11	Kazakh University of Technology and Business		15	9	4	
12	Karaganda Industrial University		11			
13	K.Zhubanov Aktobe Regional University	4	11			
14	M. Utemisov West Kazakhstan University.		27	2		
15	A. Baitursynov Kostanay State University		8	4	1	
16	International University of Information Technology		11			
17	Kazakh Ablai Khan University of International Relations and World Languages		15			
Total (205):		20	163	17	5	

18	Astana IT University		9			Private
19	L.B.Goncharov KazADI			2	1	
20	Turan University		12			
21	Kostanay Engineering and Economics University named after M. Dulatov		8			
22	Baishev University		3			
23	Kazakh-Russian International University		8	5		
24	Turan Astana University		4			
Total (52):			44	7	1	
Overall (467):		37	382	40	8	

In 2020, almost half of accredited educational programmes (**44%**) fall on joint-stock universities; this is due to the expansion of academic freedom and the transition of many state universities to non-profit joint-stock companies. The number of accredited educational programmes in national universities was **19%**, in state - **15%** and the same ratio of educational programmes was reported (**11%**) in private and international universities (Figure 3).

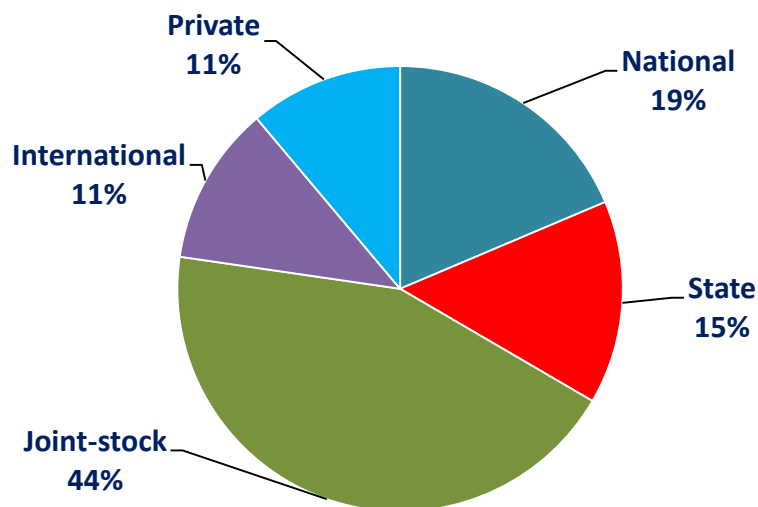


Figure 3 - The ratio of accredited educational programmes by type of ownership of HEIs

According to the analysis, **37** programmes out of **467** educational programmes were accredited for **7 years**, **382** for **5 years**, **40** programmes for **3 years**, and **8** programmes are accredited for **1 year**. Of the total number of accredited educational programmes, **188** were re-accredited: **37** programmes for 7 years, **138** programmes for 5 years, **12** programmes for 3 years and **1** programme for 1 year. Further, IAAR conducted primary (ex-ante) accreditation of **124** educational

programmes, of which **104 EP** for 5 years, **15 EP** for 3 years and for **5 EP** for 1 year (Figure 4).

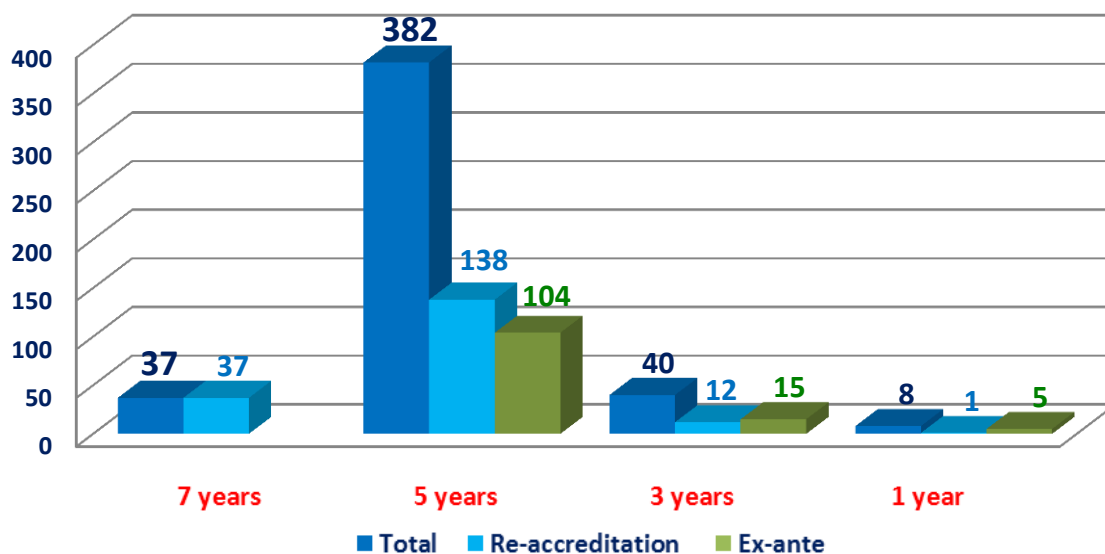


Figure 4 - The number of educational programmes in the context of accreditation terms

Compared to the last year of 2019, there has been an increase in the number of primary accreditation procedures carried out. This is due to the introduction of classifiers of personnel training directions in the Republic of Kazakhstan and the inclusion a large number of new EPs in the register of HEI's educational programmes.

There is a number of educational programmes divided by training levels and accreditation terms below (Figure 5):

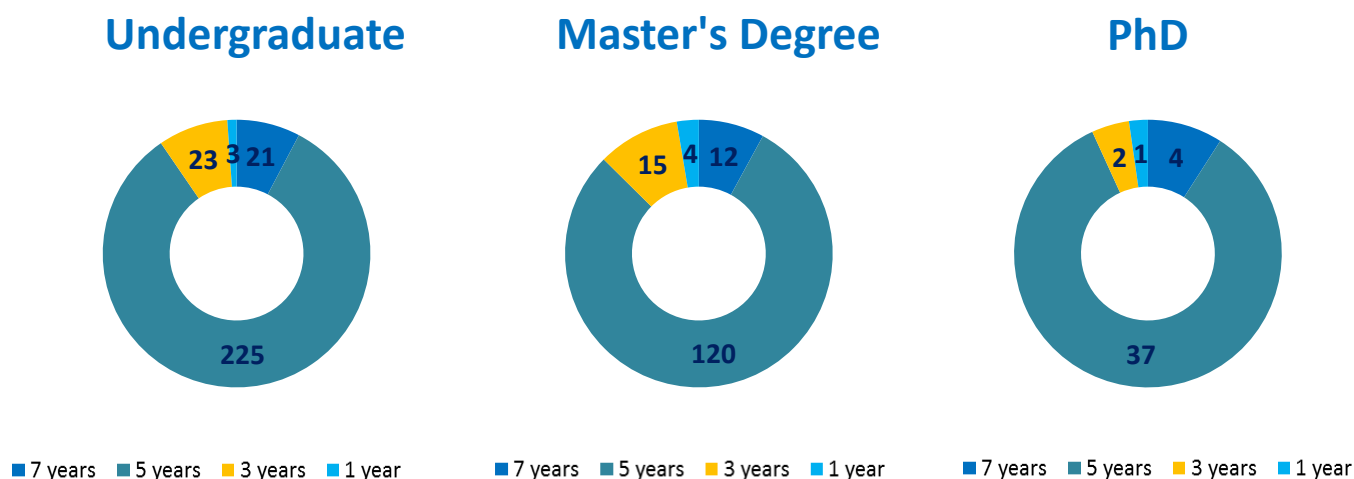


Figure 5 - The number of educational programmes by training levels in the context of the terms of accreditation

As it can be seen from Figure 5, the ratio of accreditation terms is approximately the same at all levels of training. About **8%** of educational programmes were accredited for **7 years**, about **82%** of programmes for **5 years**, **7%** were accredited for **3 years** and **2%** of programmes were accredited for **1 year**.

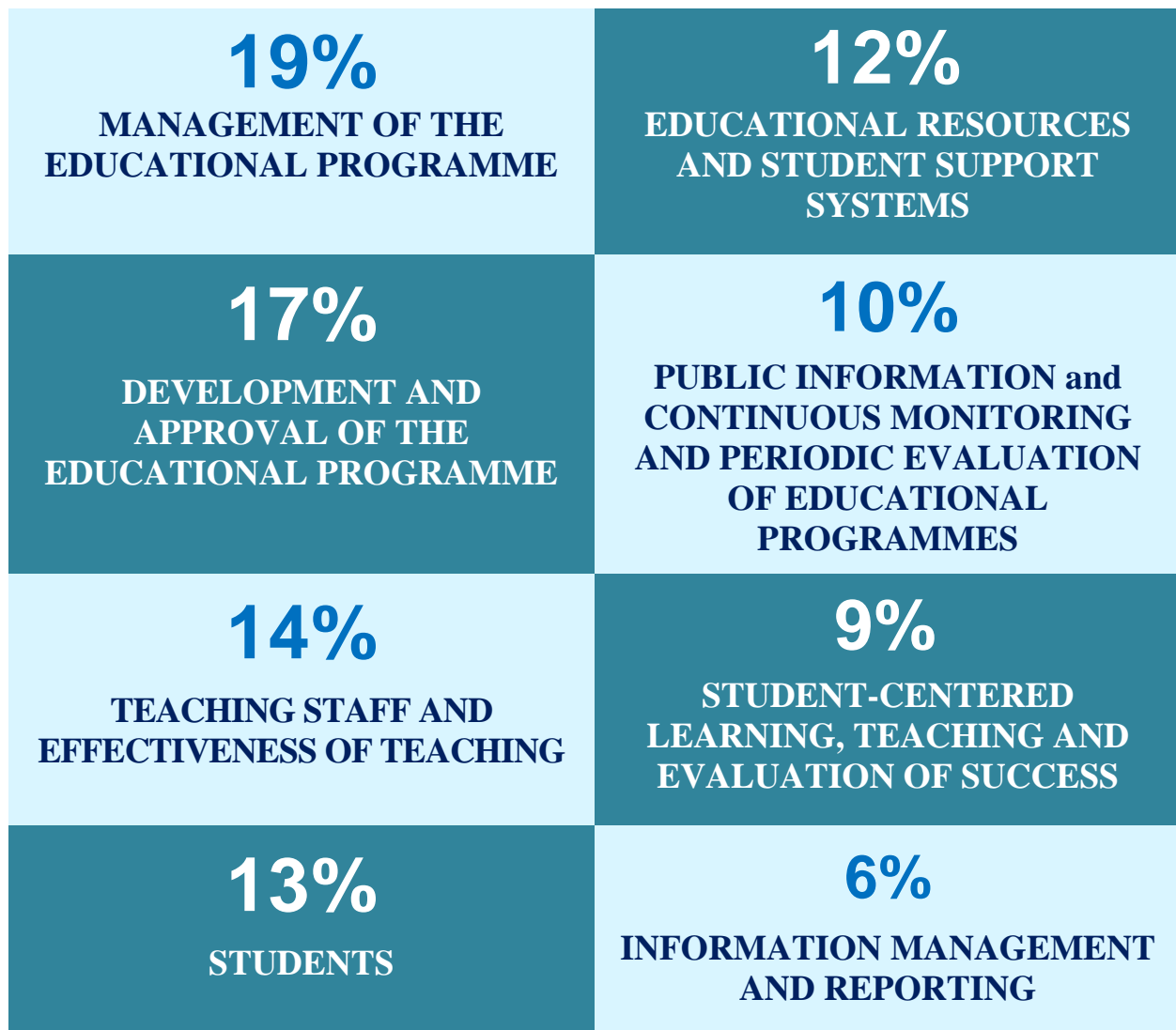


Figure 6 - Recommendations of the EEP in the context of standards

According to EEP reports analysis for **2020**, the largest number of recommendations (**19%**) was given on the Standard "Management of the Educational Programme" (Figure 6). **17%** of Expert recommendations were given on the Standard "Development and Approval of Educational Programme". Approximate number of recommendations was directed to the Standards "Teaching staff and Effectiveness of Teaching" (**14%**), "Students" (**13%**) and "Educational Resources and Student Support Systems" (**12%**). Recommendations on the Standards "On-going Monitoring and Periodic Review of Educational Programmes" and "Public Information" accounted for **10%** of the total. The share of Expert recommendations on the Standards "Student-Centered Learning, Teaching and Progress Evaluation" and "Information Management and Reporting" is **8%** and **6%** respectively.

II SPECIALISED ACCREDITATION STANDARDS FOR 2020

2.1. MANAGEMENT OF THE EDUCATIONAL PROGRAMME

The analysis and assessment of the Standard "Management of the Educational Programme", carried out by the Experts, allowed to consider goals, mechanism of formation of the EP Plan as well as approaches to the dissemination of information among stakeholders, tools for resource provision of the programme and management structure.

Standard "Management of the Educational Programme" enables to see the consistency of the educational programme with the strategic documents of the HEI. This approach is necessary for effective use of resources of the educational organisation in the framework of strategic goals fulfilment.

It is worth mentioning that the success of educational programme implementation is determined on the basis of planned, purposeful and effective fulfilment of goals and development plan of the educational programme. All documents should be developed with the involvement of stakeholders based on in-depth analysis of information that may affect the activities of the programme.

In **2020**, IAAR experts formulated the following recommendations for this standard as a part of quality assessment:

%	Recommendations
19%	Evaluate and manage potential risks in the design and implementation of EP
17%	Organise innovation management within the EP, including analysis and implementation of innovative proposals
15%	Revise EP development plans, taking into account modern approaches and requirements for educational statistics and monitoring indicators
14%	Ensure the passage of refresher courses for EP management in the field of education management
13%	To develop professional cooperation with foreign universities for the development and implementation of joint EP, using the possibilities of on-line technologies

12%	To increase the number of employers' representatives in the collegial bodies of management of the educational programme and ensure their representativeness in decision-making
10%	Highlight the distinctive features and competitive advantages of the EP in accordance with the demands of the modern labor market

Thus, as a result of the proposed recommendations of the EEP on the Standard "Management of the Educational programme", HEIs need to improve risk management system, innovation management mechanism and procedure for validating innovative proposals, make adjustments to EP development plans by introducing measurable target indicators of strategic planning, organise training on educational management programmes for EP managers, and form joint EP with foreign universities as well as widely attract students, representatives of the public and business community to the collegial management bodies of EP and concretise the uniqueness and individuality of EP in connection with the transition of Kazakhstan to the digital economy.

2.2. INFORMATION MANAGEMENT AND REPORTING

The management of educational programmes in HEIs should be based on the collection, monitoring, evaluation and use of the information obtained. The management of the educational programme should make decisions on the basis of data analysis results on students and graduates, resources, teaching staff, scientific and international activities, academic mobility and other areas.

According to the analysis of experts' recommendations on the Standard "Information Management and Reporting", HEIs need to fulfill following recommendations:

%	Recommendations
35%	Ensure regular reporting by the EP management on assessing the effectiveness and efficiency of the implementation of educational programmes
24%	On an ongoing basis, update the official website with up-to-date information on the development of the university and educational programmes
18%	Improve the feedback mechanism with stakeholders to achieve a transparent and open culture of interaction and satisfaction with the quality of the EP

15%	Strengthen the system for collecting, analysing and managing information by involving all categories of stakeholders in this work
8%	To develop a set of measures to improve the qualifications of teaching staff in mastering modern information and communication technologies

As a result of the study, universities need to systematically analyze the educational programs being implemented in terms of their effectiveness and efficiency, regularly update information on educational programs on the website, conduct extended monitoring of satisfaction with the implementation of EP and the quality of training, actively involve students, teaching staff and employers in the collection processes and analysis of information, and decision-making based on them, as well as to make wider use of teaching staff IT-technologies in teaching.

2.3. DEVELOPMENT AND APPROVAL OF THE EDUCATIONAL PROGRAMME

Within the framework of accredited programs, this standard is focused on assessing the process of professional training of students and checking information that confirms not only the quality of educational services, but also the quality of graduates' learning outcomes.

HEIs must develop academic policies and have appropriate quality assurance procedures, and adhere to standards for study programs that include professional competencies and necessary skills in accordance with national and industry qualifications frameworks and professional standards.

Monitoring the recommendations of IAAR experts in 2020 according to the standard "Development and approval of the educational program" showed the following statistics:

%	Recommendations
32%	Ensure timely information of all interested parties about the changes in the EP through all available communication channels (site, social networks, on internal communication channels, mailings).
26%	Determine the list of disciplines, the content of which is aimed at the preparation of students for professional certification
24%	To improve on a permanent basis models of graduates with consideration of specifications of educational programmes and level of training.

14%	Widen the range of employees and other stakeholders involved in the designing process of EP
4%	EP management ensures the conduction of external review procedure (expert opinion, review) for accredited EP

As a result of the analysis carried out according to the standard "Development and Approval of the Educational Programme", universities need to further develop the system of joint / double-diploma education, actively organise work in the field of students preparation for professional certification, improve the level of stakeholders attraction in order to develop and improve the quality of the EP, ensure the conduction of external expertise of the EP and updating the model of graduates, taking into account the needs of the labor market, employers and society.

2.4. CONTINUOUS MONITORING AND PERIODIC EVALUATION OF EDUCATIONAL PROGRAMMES

To ensure quality, it is necessary to constantly monitor and periodically evaluate educational programmes that are aimed at achieving the goals of the programme and the formation of planned learning outcomes. The standard "Continuous Monitoring and Periodic Evaluation of Educational Programmes" is the logical conclusion of the previous standard. The university must ensure that the needs of different groups of students are identified. The analysis showed that universities need to implement the following:

%	Recommendations
46%	Ensure timely informing of all interested parties about the changes in the EP through all available communication channels (website, social networks, through internal communication channels, mailing list).
25%	Continue the work on revising the content and structure of accredited EP, taking into account changes in the labor market, Atlas of new professions 2020, requirements of employers and social demand of society
16%	Strengthen the practical orientation of educational programmes, taking into account the labor market requirements and professional associations of employers, including the conduction of classes on the basis of departments' branches

13%

Take into account the expectations, needs and satisfaction of students with EP training in the monitoring process

Thus, within the framework of educational programmes in accordance with the standard "Continuous Monitoring and Periodic Evaluation of Educational Programmes", universities need to better inform stakeholders about any changes, improve the mechanism for revising the content and structure of EP, taking into account changes in the labor market and employers' requirements, as well as strengthen the practical orientation of training in the context of society and the professional environment's changing needs, regularly analyse and assess the expectations, needs and satisfaction of students.

2.5. STUDENT-CENTERED LEARNING, TEACHING AND EVALUATION OF SUCCESS

Improvement of education quality depends on the effectiveness of the organisation, practically oriented and student-centered learning with the implementation of competency-based approach. The standard "Student-Centered Learning, Teaching and Progress Assessment" is aims to create the necessary conditions for each student, contributes to the active advancement of students along the chosen educational trajectory and involves the use of innovative teaching methods and technologies that take into account the variety of forms of information assimilation. Each student must acquire the knowledge and competencies necessary for successful employment.

In 2020, IAAR experts recommended to universities:

%	Recommendations
37%	Conduct systematic research on educational programmes teaching methods and develop a plan of action to introduce new teaching methods into educational practice
23%	Expand teaching staff training in digital classroom technology, distance learning and modern learning outcomes assessment
21%	Monitor and analyse the impact of different forms and methods of teaching on the learning process, including innovative learning technologies

12%	Develop and adopt criteria for evaluating the effectiveness of training, specifying the minimum necessary to obtain the required evaluation against the proposed scale of assessment of learners
7%	Improve academic support for learners and responsiveness to learners

To implement the principles of student-centered teaching, it is necessary for HEIs to intensify the work on the implementation of the teaching staff's own research in the field of teaching methods in the educational process, to constantly improve their skills of using the interactive technologies, modern criteria and methods of learning outcomes assessment in accordance with the planned learning outcomes and the goals of the educational programme, to improve the procedures for responding to student suggestions.

To improve the diagnostic mechanism for the methods of teaching educational programmes and use of new digital technologies in the educational process as part of expanding teaching tools.

2.6. STUDENTS

Modern educational programmes are designed to form and develop in graduates the practical skills, competencies and skills required in the labor market. The management of the educational programme, according to the "Students" Standard, must apply certain, developed rules governing the entire training cycle: admission, contingent formation, student performance, graduation, certification and recognition of a diploma. It is important to consistently advance along the educational trajectory, which contributes to the development of the student's academic career.

In 2020, according to the analysis, IAAR experts recommend to universities:

%	Recommendations
28%	To expand the geography of external and internal academic mobility of students in online or offline modes of study
23%	To increase the performance of the Alumni Association by informing them about the activities of the Association through all possible communication channels

19%	To increase the involvement of students in research activities with the development of a mechanism to stimulate them
13%	To improve career guidance work to attract potential applicants, including foreigners
10%	To monitor the practice bases in order to improve efficiency and provide students with the opportunity to acquire the necessary practical skills and abilities
7%	To develop a procedure for recognition of additional, formal and non-formal education results

Thus, universities need to expand the opportunities for academic mobility of students by attracting various funding mechanisms and distance learning technologies, update the activities of the Alumni Association with broad public awareness, more actively involve students in research work, while creating a competitive environment for young people with the development of motivation methods and stimulation.

It is also necessary to revise the approaches to career guidance work to actively attract potential applicants, provide students with conditions for obtaining the necessary practical skills and form a mechanism for recognition of additional, formal and non-formal education results.

2.7. TEACHING STAFF AND EFFECTIVENESS OF TEACHING

The role of teaching staff is a key point in ensuring the quality of educational programmes. In connection with the transition to student-centered learning, the criteria of the Standard "Teaching Staff and Teaching Efficiency" are aimed at changing the positions and functions of teaching staff.

Faculty competence must be ensured by establishing objective and transparent recruitment, staffing, professional development and career development processes. Compliance with the level of requirements of educational programme is the effective potential of teaching staff and ensuring their professional competence.

In order to improve the qualifications and development of personnel, IAAR experts recommend to universities:

%	Recommendations
35%	To increase the level of academic mobility of teaching staff and degree of attracting foreign and domestic teachers to the implementation of educational process
17%	To provide professional growth of teaching staff in the field of using information and communication technologies in the educational process
14%	To use organisational and methodological measures for the participation of teaching staff in funded republican and international grant projects, joint research with foreign partners
13%	To strengthen human resources by increasing the share of graduate teaching staff
11%	To systematically involve practitioners in teaching, not only as guest lecturers, but also in conducting practice-oriented disciplines
10%	To increase the annual number of scientific publications of the EP teaching staff in high-ranking journals and included in the international scientific databases

To improve the quality of the teaching staff, it is necessary to expand the activities of university on the development of academic mobility of teaching staff, attracting the best foreign and domestic teachers, as well as to increase the level of competence of teaching staff in terms of using new technologies of online learning, to promote participation in funded research projects and competitions for the implementation of grant research projects, increase the level of staffing, involve practitioners in the educational process, increase the publication activity of teaching staff.

2.8. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEMS

The basis of the educational process is the successful functioning of the student support system on the educational process. According to the Standard "Educational

Resources and Student Support Systems", the focus of education on student presupposes the availability of necessary learning resources, which, being constantly updated, correspond to the learning objectives. The university must regularly assess the available material, technical and information resources to ensure high quality education.

The main recommendations of the EEP for the reporting period within the framework of this standard are following:

%	Recommendations
37%	To improve and update material and technical resources and expand the IT infrastructure of educational programmes
21%	To step up efforts to create an accessible environment for people with special educational needs
18%	To develop technological support for students and teaching staff in the context of distance learning
16%	To strengthen human resources by increasing the share of graduate teaching staff
8%	To conduct targeted work on the organization of dual training at the bases of partner enterprises

To ensure full-fledged practical training of students, universities need to update the material and technical base, improve the infrastructure and educational and methodological support, taking into account the special needs of students, provide students and teaching staff with technical support, update the library fund and introduce a system of dual education.

2.9. PUBLIC INFORMATION

The activities of the university should be transparent in accordance with the standard "Informing the public". The university should inform the public about the goals of implementing educational programs. Of great importance is the work carried out by the university to explain and inform current trends and the role of education.

In order to provide complete and objective information, as well as to inform the public, experts recommend to universities to update information about the teachers of

educational programmes on the website; to publish financial statements annually; to update information in the context of educational programmes; to inform about international cooperation and internationalisation of educational programmes at the university.

The recommendations of the experts on the Standard "Public Information" are as following:

%	Recommendations
31%	Update information on the website about teaching staff and ensure that information is available to the public
18%	Regularly post audited financial statements on the web-resources
16%	Publish full information about educational programmes, including any planned or undertaken actions
13%	Reflect information on cooperation and interaction with universities and business partners as part of the development of educational programmes
12%	Ensure that content on the website is maintained in three languages in accordance with the implementation of the multilingualism policy
10%	Conduct systematic internal monitoring of the site in order to update information and check the performance of site links

Thus, recommendations presented by the experts will allow universities to see the overall picture of education system development and use visual experience to improve their activities aimed at advancement of educational services quality and training in-demand personnel for the national economy of the Republic of Kazakhstan.

III. UNIVERSITY BEST PRACTICE EXPERIENCE

Akhmet Yassawi International Kazakh-Turkish University

- Teachers of the educational programme 6B01406 - "Music Education" participate in the grant research project "Ethno-cultural aspects of the artistic and performing interpretation of composers of Kazakhstan in the context of the implementation of the state program "Tugan El".

As a result of the project implementation, monographs, manuals and articles were published, which are widely used in the educational process in the EP "Music Education".

International University of Information Technology

- Students of the Nazarbayev Intellectual Schools of the Republic of Kazakhstan can reduce their term of study by transferring part of the disciplines.
- Many training courses have been prepared in several languages, which are available through Microsoft Teams, for those who want to learn through flexible learning paths.
- Educational programmes include independent and group laboratory work and projects, remote and interactive learning based on modern IT technologies, and the EP laboratories have the ability to conduct laboratory and term papers at a distance (robots, 3D printers available via the Internet).
- The teaching staff of the Computer Engineering and Information Security department has rich experience in teaching EP academic disciplines using modern information technologies. Their research, knowledge and experience in the field were presented in the ERASMUS + KA2 ACADEMICA project "Accessibility and harmonisation of higher education in Central Asia through the modernisation and development of curricula" and ERASMUS + "Kazakh Universities to Foster Quality Assurance Processes in Technology Enhanced Learning" (KUTEL).

TURAN UNIVERSITY

- National Logistics Certification Center of Kazakhstan, which is a part of the European Logistics Association (ELA), was opened on the basis of the Department "Marketing and Logistics" of Turan University. The main goal of the National Center is the training of logisticians, development of common European standards for logistics, development of criteria for awarding the qualification of a logistician, organisation of events for the exchange of experience and knowledge between logisticians from various countries of Europe and Asia.

This will allow graduates of this programme to be trained according to ELA standards and receive a certificate confirming the qualification of a logistician according to ELA levels, and to be competitive in the labor market for students, opening the way to European logistics.

- Turan University positions itself as an innovative and entrepreneurial university and includes an entrepreneurial component with a business orientation of students in EP 6B02301 - Translation, in EP 6B04202 - International Law, in EP 6B11102 Restaurant and Hotel Business, in EP 6B03202 - Public Relations.

- The mechanism for the formation and updating of EP development plans is based on a study of labor market needs, as a result of which topical disciplines have been developed for EP 6V02301 - Translation Studies, reflecting the latest trends in the field of professional translation and translation studies (transdisciplinary aspects of translation, the linguistic personality of the translator, globalisation and intercultural communication, creative thinking, logic and critical thinking); according to EP 6B04202 - International law, reflecting the real conditions of the labor market (marketing analysis, marketing tools in business, financial support for business, personal efficiency of an entrepreneur); according to EP 6B11102 Restaurant business and hotel business, reflecting the latest trends in the restaurant and hotel business (Modern food systems and concepts, the global hospitality industry, security in the restaurant and hotel business).

IV. CONCLUSION

As a result of monitoring the External Expert Panels reports for 2020, Independent Agency for Accreditation and Rating (IAAR) identified the main directions for improving the activities of universities of the Republic of Kazakhstan in the framework of compliance with ESG.

Passage of IAAR international accreditation has a positive impact on the improvement of education quality and competitiveness of educational services, which positively affects the training of specialists and their demand in the labor market.

The analysis of educational programmes quality, carried out on the basis of the recommendations of IAAR External Expert Panels for 2020, made it possible to determine the indicative structure of recommendations for improving the educational process management system:

- To develop professional cooperation with foreign universities for the development and implementation of joint EPs, using the possibilities of on-line technologies.

- To increase the number of employers' representatives in the collegiate management bodies of the educational programme and ensure their representativeness in decision-making.

- To improve the feedback mechanism with stakeholders to achieve a transparent and open culture of interaction and satisfaction with the EP quality.

- To update constantly the official website with up-to-date information on the development of the university and educational programmes.

- To improve the models of graduates on an ongoing basis, taking into account the specifics of educational programmes and the level of education.

- To continue work on revising the content and structure of accredited EPs, taking into account changes in the labor market, the Atlas of New Professions 2020, the requirements of employers and the social demand of society.

- To strengthen the practical orientation of educational programmes, taking into account the requirements of the labor market and professional associations of employers, including through conducting classes on the basis of department branches.

- To practice more widely the professional development of teaching staff in digital technologies for conducting classes, distance education and modern methods for assessing learning outcomes.

- To increase the effectiveness of the Alumni Association, while informing university graduates about the activities of the association through all possible informative sources.

- To increase the involvement of students in research work with the development of a mechanism for their stimulation.

- To monitor the effectiveness of existing agreements on practice bases in order to provide students with all the opportunities to obtain the necessary practical skills

in their specialisation. To develop a procedure for recognising the results of additional, formal and non-formal learning received by students.

- To provide advanced training of teaching staff in the use of information and communication technologies in the educational process.

- Systematically involve practitioners from relevant industries in teaching, not only as guest lecturers, but also in conducting practice-oriented disciplines.

- To increase the annual number of scientific publications of the teaching staff of the EP in high-ranking journals, as well as those included in international scientific metric databases.

- To intensify work on creating an accessible environment for people with special educational needs.

- To carry out purposeful work to organise classes with elements of dual training on the basis of partner enterprises.

- To place on the official portal of the university up-to-date and complete information about the teaching staff and ensure that information about the teaching staff is available to the public.

- To carry out systematic internal monitoring of the site in order to update information and check the performance of all site links.

- To publish complete information about educational programmes, including any planned or undertaken actions.

The results of IAAR monitoring and the presented analysis allow improving the activities of HEIs in education quality assurance, increasing the efficiency of educational services, expanding feedback from stakeholders, and informing the professional and academic community about new trends in the education system.

These recommendations help universities improve their work, become leaders in the educational space, exchange experience in the formation and development of new educational programmes, apply modern innovative approaches to learning, create a high-quality inclusive space in HEIs and ensure equal access to higher education, as well as comprehensive social assistance to students.

In order to further develop universities and improve quality, it is necessary to revise educational approaches, processes and formats aimed at teaching «skills of the past», and preparing students to modern reality, forming at students «skills of the future» that are necessary for successful employment:

- develop cooperative education in universities with mentors and the community;

- implement project management for the formation of entrepreneurial skills and competencies;

- to introduce the gamification of education more widely in order to increase the motivation of students.

Currently, training needs to combine interdisciplinary and supra-disciplinary approaches to training professionals in order to build the skills and competencies needed in the future.

ANNEX 1. Recommendations of EEP Reports Monitoring for 2020

№	Standard	%
1. MANAGEMENT OF THE EDUCATIONAL PROGRAMME		
1	Evaluate and manage potential risks in the design and implementation of EP	19%
2	Organise innovation management within the EP, including analysis and implementation of innovative proposals	17%
3	Revise EP development plans, taking into account modern approaches and requirements for educational statistics and monitoring indicators	15%
4	Ensure the passage of refresher courses for EP management in the field of education management	14%
5	To develop professional cooperation with foreign universities for the development and implementation of joint EP, using the possibilities of on-line technologies	13%
6	To increase the number of employers' representatives in the collegial bodies of management of the educational programme and ensure their representativeness in decision-making	12%
7	Highlight the distinctive features and competitive advantages of the EP in accordance with the demands of the modern labor market	10%
2. INFORMATION MANAGEMENT AND REPORTING		
1	Ensure regular reporting by the EP management on assessing the effectiveness and efficiency of the implementation of educational programmes	35%
2	On an ongoing basis, update the official website with up-to-date information on the development of the university and educational programmes	24%
3	Improve the feedback mechanism with stakeholders to achieve a transparent and open culture of interaction and satisfaction with the quality of the EP	18%
4	Strengthen the system for collecting, analysing and managing information by involving all categories of stakeholders in this work	15%
5	To develop a set of measures to improve the qualifications of teaching staff in mastering modern information and communication technologies	8%
3. DEVELOPMENT AND APPROVAL OF THE EDUCATIONAL PROGRAMME		
1	Ensure timely information of all interested parties about the changes in the EP through all available communication channels (site, social networks, on internal communication channels, mailings).	32%
2	Determine the list of disciplines, the content of which is aimed at the preparation of students for professional certification	26%
3	To improve on a permanent basis models of graduates with consideration of specifications of educational programmes and level of training.	24%
4	Widen the range of employees and other stakeholders involved in the designing process of EP	14%
5	EP management ensures the conduction of external review procedure (expert opinion, review) for accredited EP	4%

4. CONTINUOUS MONITORING AND PERIODIC EVALUATION OF EDUCATIONAL PROGRAMMES		
1	Ensure timely informing of all interested parties about the changes in the EP through all available communication channels (website, social networks, through internal communication channels, mailing list).	46%
2	Continue the work on revising the content and structure of accredited EP, taking into account changes in the labor market, Atlas of New Professions 2020, requirements of employers and social demand of society	25%
3	Strengthen the practical orientation of educational programmes, taking into account the labor market requirements and professional associations of employers, including the conduction of classes on the basis of departments' branches	16%
4	Take into account the expectations, needs and satisfaction of students with EP training in the monitoring process	13%
5. STUDENT-CENTERED LEARNING, TEACHING AND EVALUATION OF SUCCESS		
1	Conduct systematic research on educational programmes teaching methods and develop a plan of action to introduce new teaching methods into educational practice	37%
2	Expand teaching staff training in digital classroom technology, distance learning and modern learning outcomes assessment	23%
3	Monitor and analyse the impact of different forms and methods of teaching on the learning process, including innovative learning technologies	21%
4	Develop and adopt criteria for evaluating the effectiveness of training, specifying the minimum necessary to obtain the required evaluation against the proposed scale of assessment of learners	12%
5	Improve academic support for learners and responsiveness to learners	7%
6. STUDENTS		
1	To expand the geography of external and internal academic mobility of students in online or offline modes of study	28%
2	To increase the performance of the Alumni Association by informing them about the activities of the Association through all possible communication channels	23%
3	To increase the involvement of students in research activities with the development of a mechanism to stimulate them	19%
4	To improve career guidance work to attract potential applicants, including foreigners	13%
5	To monitor the practice bases in order to improve efficiency and provide students with the opportunity to acquire the necessary practical skills and abilities	10%
6	To develop a procedure for recognition of additional, formal and non-formal education results	7%
7. TEACHING STAFF AND EFFECTIVENESS OF TEACHING		
1	To increase the level of academic mobility of teaching staff and degree of attracting foreign and domestic teachers to the implementation of educational process	35%
2	To provide professional growth of teaching staff in the field of using information and communication technologies in the educational process	17%
3	To use organisational and methodological measures for the participation of teaching staff in funded republican and international grant projects, joint research with foreign partners	14%
4	To strengthen human resources by increasing the share of graduate teaching staff	13%
5	To systematically involve practitioners in teaching, not only as guest lecturers, but also in conducting practice-oriented disciplines	11%
6	To increase the annual number of scientific publications of the EP teaching staff in high-ranking journals and included in the international scientific databases	10%

8. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEMS		
1	To improve and update material and technical resources and expand the IT infrastructure of educational programmes	37%
2	To step up efforts to create an accessible environment for people with special educational needs	21%
3	To develop technological support for students and teaching staff in the context of distance learning	18%
4	To strengthen human resources by increasing the share of graduate teaching staff	16%
5	To conduct targeted work on the organization of dual training at the bases of partner enterprises	8%
9. PUBLIC INFORMATION		
1	Update information on the website about teaching staff and ensure that information is available to the public	31%
2	Regularly post audited financial statements on the web-resources	18%
3	Publish full information about educational programmes, including any planned or undertaken actions	16%
4	Reflect information on cooperation and interaction with universities and business partners as part of the development of educational programmes	13%
5	Ensure that content on the website is maintained in three languages in accordance with the implementation of the multilingualism policy	12%
6	Conduct systematic internal monitoring of the site in order to update information and check the performance of site links	10%

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The monitoring results on the standards are published on the IAAR website, in the Journal "Education. Quality Assurance" and other media publications, which allows providing feedback to universities and stakeholders.



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