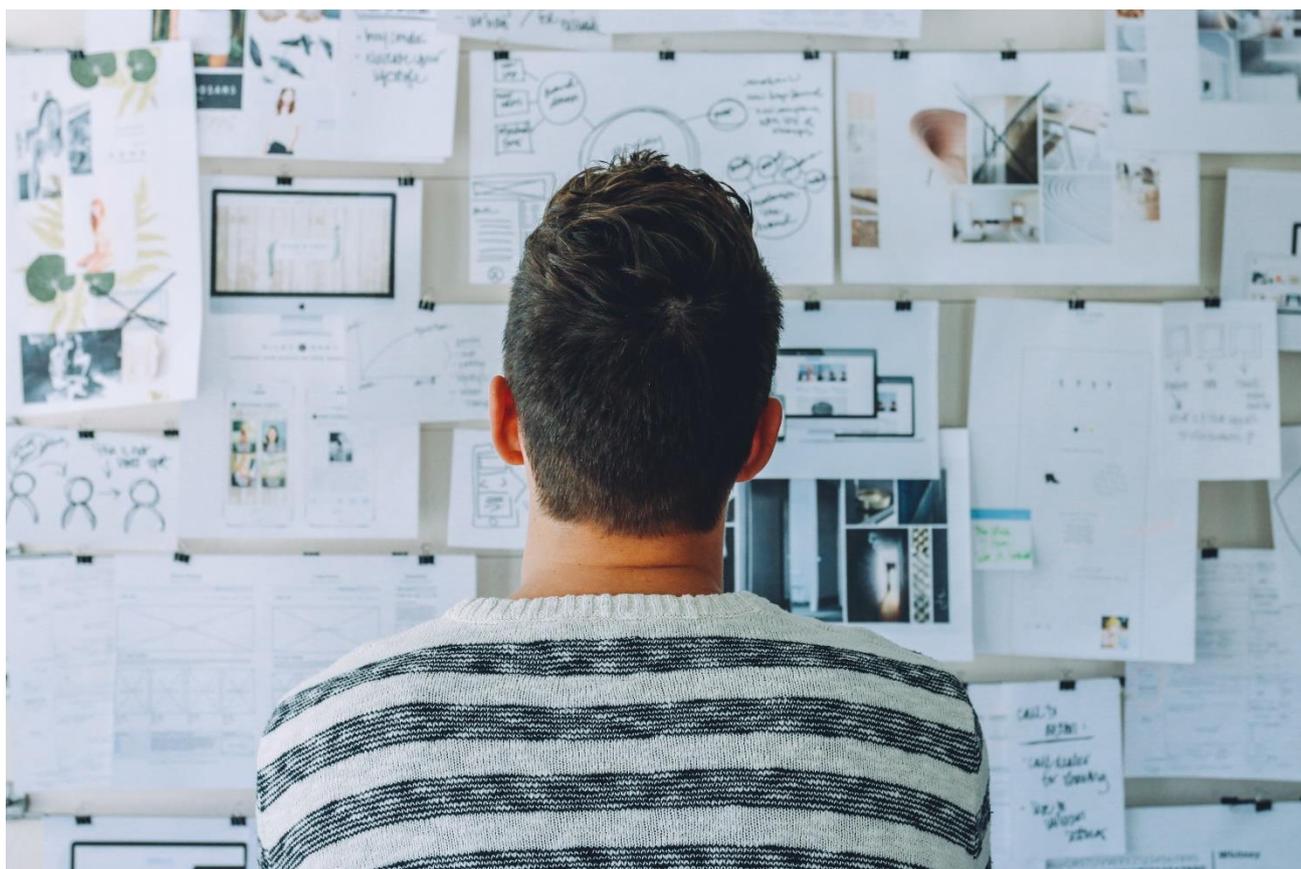


THEMATIC ANALYSIS

Common remarks and recommendations in programme
accreditation of the “Humanities, Law and Business” study field
in 2016



Astana, 2017

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Thematic analysis: Common remarks and
recommendations in programme accreditation of
the “Humanities, Law and Business” study field
in 2016

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1. Introduction

This thematic analysis considers the results of conducting specialized (programme) accreditation of study programmes in “Humanities, Law and Business” study field in 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 “Humanities, Law and Business” study field in 2016 constitutes 38 reports on Bachelor, Master and PhD degrees (see List of analyzed reports in the Appendix 1). 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
Standard 1. Aims of study programmes and policy in the field of quality assurance	Aims of study programmes
	Policy in the field of quality assurance
	Information distribution
	Anti-corruption policy
	Maintenance of academic integrity and freedom
Standard 2. Development, approval of study programmes and information management	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
Standard 3. Student-centered learning, teaching and assessment	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
	Standard 4. Admission of students, progression, recognition and certification
Information distribution	
Educational process	
Admission of students	
Formation and assessment of students' competencies	
Provision of necessary documents	
Work with students and alumni	
Employment	
Standard 5. Teaching staff	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
Standard 6. Learning resources and student support	Students' academic mobility
	Students' research work

	Financial policy
	Material and technical equipment
	Information provision
	Work with students and alumni
Standard 7. Public information	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 “Humanities, Law and Business” in 2016 were received for the Standard 4 “Admission of students, progression, recognition and certification” and Standard 5 “Teaching staff”. 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 4 and 5 from external review reports on study programmes in the field “Humanities, Law and Business” are presented below:

1. *The procedure of issuing the Diploma Supplement is carried out in accordance with the standards approved by the European Commission, Council of Europe and UNESCO with the aim to assure the international transparency of qualifications as well as to develop academic mobility of students. The Diploma Supplement is being issued in Kazakh/Russian/English languages.*
2. *Students have access to personalized interactive resources (also available during extracurricular time), learning materials and tasks, and also have opportunities to take pilot self-assessment of their knowledge via the remote access to the portal (website) of the university.*
3. *In order to increase the quality of specialists’ training studying full-time, the university introduced a range of complex measures, which include informational support of students via the Internet; creation of electronic manuals, distance learning portal.*

The main cases of the positive practice on study programmes in analyzed external review reports relate to the effective usage of information technologies for creation of comfortable conditions for students’ learning during extracurricular time. Another important positive side mentioned in several external review reports is official recognition of expected outcomes and received students’ knowledge and skills in the European Diploma Supplement, which in most universities is still given to students only upon request, but not automatically. This requirement on

the automatic issue of the Diploma Supplement has to be implemented in all higher education institutions of the country in accordance with the principles of the Bologna Process.

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

- 1) Standard 1 “Aims of study programmes and policy in the field of quality assurance”;
- 2) Standard 3 “Student-centered learning, teaching and assessment”.

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.

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. Common remarks

This section presents the main remarks pointed out by external groups in external review reports in framework of specialized (programme) accreditation in “Humanities, Law and Business” in 2016. The full list of study programmes is presented in the Appendix 1 of this report.

3.2.1. Common remarks for study programmes in the field “Humanities, Law and Business” for 2016

In the course of systematization and analysis of the main remarks on study programmes in 2016, 19 categories of remarks per 7 standards of quality were identified. 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) development of the study programme, (2) students’ academic mobility and (3) informational dissemination.

Development of the study programme

A special emphasis in remarks given by external expert groups is given to the aspect of development of the study programme. In particular, there are 3 subcategories of remarks, which relate to the selection of elective disciplines, involvement of employers as well as participation of students in the process of developing the study programme.

External experts noted the problems concerning the development and selection of elective disciplines: lack of subject-specific disciplines in the catalogue of the programme, duplication of disciplines in various semesters, ineffective reflection of specifics related to the staff training for a particular sector of economy and absence of supporting materials about the contribution of employers into the process of developing elective disciplines. In regards to attracting employers into the process of developing the study programme as a whole, external experts also indicated such shortcoming as the absence of documentary evidence on interaction with employers and absence of the real examples of suggestions from employers on the improvement of study programmes.

Students’ academic mobility

One of the most “popular” remarks for study programmes of any specialty is a low level of development or absence of internal and external students’ mobility. In particular, external experts note that activities on the enhancement of academic mobility of Bachelor and Master degree students is not conducted efficiently thus leading to a poor awareness of students about opportunities of academic mobility, low level of students’ preparation to study abroad and absence of students’ motivation. This remark is especially relevant at the moment in accordance with the desire of Kazakhstan to promote the internationalization in education and to attract foreign students and professors. Recommendations in regards to this remark are presented in the following section “Common recommendations”.

Informational dissemination

The next in importance and frequency remark relates to ineffective dissemination of information. In particular, external expert groups note that information dissemination among society, including graduates, is incomplete and does not reflect the learning path for study programme in accordance with aims, purposes and mission of the university. The main part of remarks regarding the dissemination of information within society relate to insufficient attention to the content and design of the university website and page of the department for the programme. In the framework of analysis of the report, the following shortcomings were identified in regards to the maintenance of the website: absence of information on study programme, lack of learning and methodological complexes, news of the department, individual ranking of students; low accessibility of information on the website; untimely update of information related to the study programme.

Listed above categories of remarks on study programmes in the field “Humanities, Law and Business” for 2016 show that the key shortcomings in the work of universities for the moment are related to the inefficient process of developing study programmes, low level of activities on internationalization of education and insufficient delivery of information to society by the means of the website and other ways of information distribution.

3.2.2. Conclusions

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

- (1) Remarks regarding accredited study programmes “Humanities, Law and Business” for 2016 mainly relate to the involvement of stakeholders into the process of developing study programmes as well as informing society about the issues of the content of study programmes. Thus, it can be inferred that universities do not take sufficient attention to the collaboration with stakeholders and do not take into account their interests and suggestions.
- (2) A considerable number of remarks contain the comments of experts related to a low level of students’ academic mobility and promotion of joint programmes with foreign universities. These remarks are the proof of the fact that in spite of promoting the principles of Bologna Process, many universities in Kazakhstan could not fully introduce the effective system of developing students’ academic mobility.

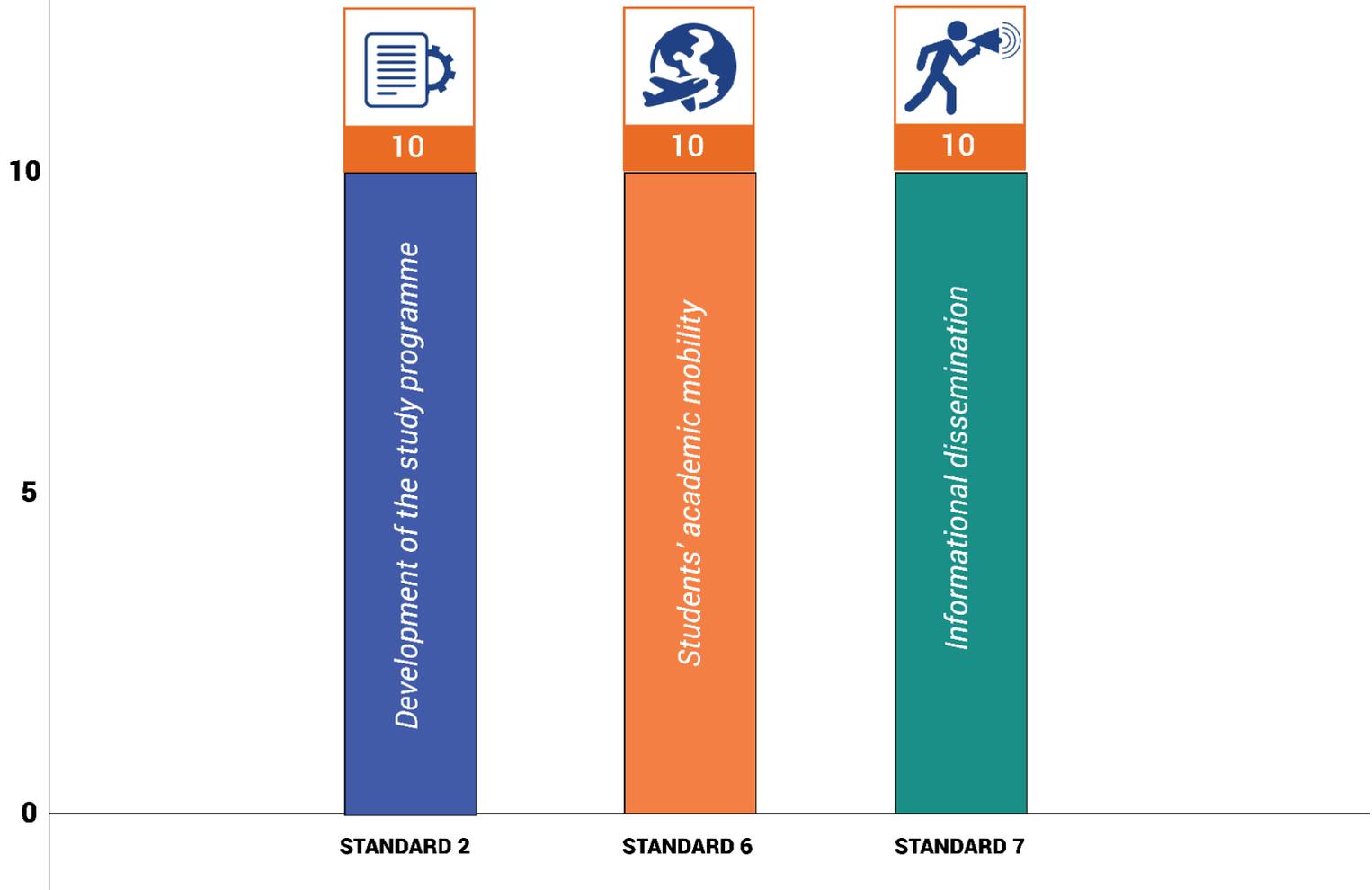
The next section demonstrates the analysis of recommendations for study programmes, which was conducted with the aim to receive additional information on the improvement of the quality of providing learning services by universities. It should be noted that recommendations on the improvement of activities carried out by universities were indicated not only in regards to standards with assessment “comply with minor remarks” or “comply with remarks”, but also in regards to

standards, which have full compliance with the quality criteria. Thus, external expert groups strived to motivate the departments of universities for a further continuous development and improvement of activities.

Picture 1. Comparative table of remarks on study programmes in the field “Humanities, Law and Business”

COMMON REMARKS FOR STUDY PROGRAMMES IN “HUMANITARIAN SPECIALTIES, LAW AND BUSINESS” FOR 2016

Overall number of analyzed reports - 38



3.3. Common 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 “Humanities, Law and Business” for 2016. The full list of study programmes is presented in the Appendix 1.

3.3.1. Common recommendations for study programmes in the field “Humanities, Law and Business” for 2016

In course of the systematization and analysis of the common recommendations on study programmes for 2016, 20 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 for study programmes relate to the following categories: (1) research activities of the teaching staff, (2) students’ academic mobility, and (3) informational dissemination.

Research activities of the teaching staff

Research activities of the teaching staff is an integral criterion of the effective development of the study programme and enhancement of knowledge and skills by students. Based on the analysis of recommendations given by experts in regards to the reports, it was found that the main part of these recommendations relate to support and development of research activities of the teaching staff. Recommendations on the improvement of research activities by the teaching staff include the following subcategories of recommendations: research publications; conferences and grants; introduction of developments into the learning process.

In regards to activities carried out by the teaching staff on publication of research studies, external expert groups mentioned that universities have to activate their work on publishing monographs, educational manuals and articles on specifics of the study programme in foreign journal, including journals with non-zero impact factor. To implement these procedures, experts stressed the importance of introducing the system of financial incentives and support of the teaching staff in publishing at journal with non-zero of high impact factor (Web of Science, Thomson Reuters, Scopus). This financial support is especially important for young teachers, who do not have sufficient work and research experience.

The next important criterion in promoting research activities of the teaching staff are active participation of the faculty in various national and international conferences as well as contests on the award of research grants for projects. External expert groups noted such practical recommendations on the enhancement of activities carried out by the teaching staff as “to increase the financial support by the university of the research activities by the teaching staff in order to take part in international conferences, maintenance of collaboration with foreign partners to work on joint projects, etc.” Thus, in regards to promoting the active participation of the teaching staff in various conferences and contests, external expert groups also indicated the need for universities to allocate a certain amount of funding to support teaching staff.

Last, but not the least subcategory of recommendations relates to the introduction of research developments of the teaching staff into the learning process. In particular, external expert groups

indicated such recommendations as “to create necessary conditions for development of works done by the teaching staff”, “to provide financial support to the teaching staff in the process of introducing their research developments”, etc.

Thus, representatives of study programmes are recommended to take a special attention to the allocation of sufficient resources for enhancing the research activities of the teaching staff in the indicative plan of their activities.

Students’ academic mobility

Recommendations on promotion of students’ academic mobility include the following subcategories of recommendations: programmes of internal and external mobility; language support; joint study programmes.

As it was mentioned earlier in the section of the main remarks, the work on organizing the academic mobility of Bachelor and Master students is conducted not efficiently and leads to such problems as a low awareness of students about opportunities within academic mobility, low level of students’ training for studying abroad and the lack of students’ motivation. In order to solve these shortcomings, external expert groups presented the following groups of recommendations on promoting students’ academic mobility:

- (1) Enhancement of work on the exchange of students in the framework of students' academic mobility in foreign countries;
- (2) Creation of conditions for assuring the external and internal students’ academic mobility;
- (3) Attraction of foreign students under the programmes of academic mobility;
- (4) Activization of work on development of double diploma joint programmes;
- (5) Expansion of the exchange of Master students in the framework of internal mobility;
- (6) Enhancement of academic mobility for PhD students.

Informational dissemination

Since the informational dissemination for the study programme represents quite a wide topic, recommendations of external experts groups in the framework of this category of recommendations include several different subcategories: dissemination of information by the means of the website, accessibility of information on the content of the study programme, structure and opportunities for students and teaching staff, systematical update of information in three languages on the university website and page of the department for the programme, involvement of the teaching staff and students into the process of promoting the reputation of the programme within the country and abroad, promotion of the study programme in mass media and by the means of participating in republican and international rankings.

The most important recommendations in regards to the dissemination of information are the following:

- (1) Placement of aims and purposes of the study programme on the university website;
- (2) Assurance of the full accessibility of materials used during the learning process;
- (3) More informative presentation of the webpage of the department: description of all opportunities and rights of students in the framework of learning for the programme; attraction of prospective students; access to all necessary documentation;
- (4) Expansion of geography on placing the information about study programmes of the university in printing establishments of the regions in Kazakhstan, social networks and promotion in mass media;
- (5) Enhancement of work on a systematic update of information on the website;

- (6) Involvement of the teaching staff, employees and students to assess the level of affecting the information about the activities of the university on interaction with stakeholders;
- (7) Improvement of the website for international users: user-friendly interface and translation of all necessary information into English;
- (8) Ensurance of participation of the programme in ranking of study programmes at national and international rankings.

3.3.2. Conclusions

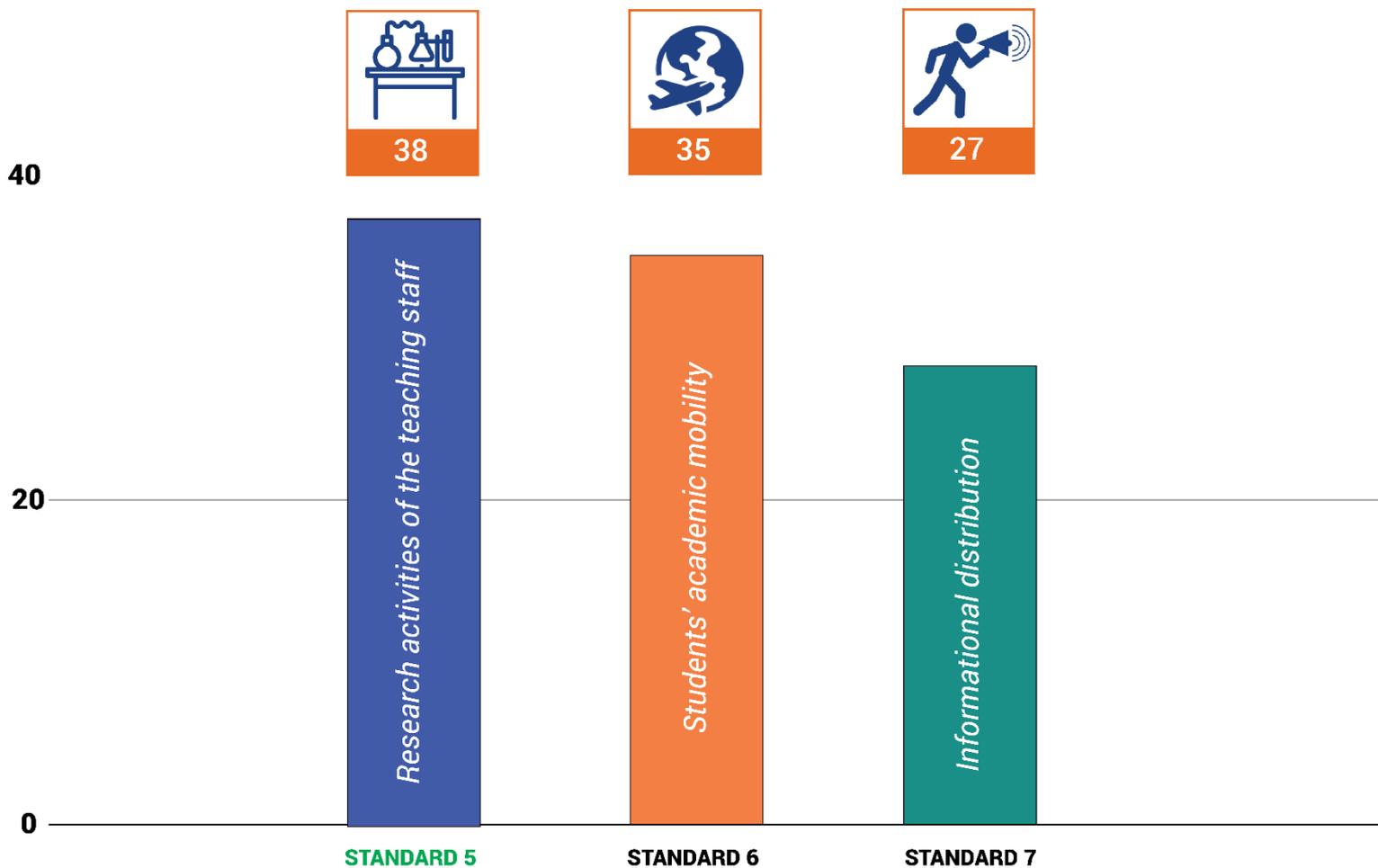
Based on the conducted systematization and comparative analysis of recommendations, it is possible to draw the following conclusions:

- 1) As in the case with study programmes of all levels, the comparative analysis of recommendations showed that the most “problematic” standards for departments of universities are the standards 6 “Learning resources and student support” and 7 “Public information”. This confirms the need for systematic work on the development, improvement and maintainance of the criteria for these standards at a considerably sufficient level.
- 2) It is necessary to note that all categories of recommendations include the point, which relate to the financial support to the teaching staff and students during the procedures of conducting research studies, activities of academic mobility and dissemination of information regarding the study programme. Thus, universities need to plan their annual budget in advance in order to allocate certain amounts of money on perspective projects and promotion of internationalization of the department and university as a whole.
- 3) The most important aspect among all three indicated categories of recommendations are the dissemination of information among both external and internal stakeholders. The activities on dissemination of information among students, teaching staff, employers and society have to become the integral part of everyday activities of the department and university. Informational provision has to relate to the following aspects of activities by department and university: opportunities of academic mobility and research activities, financial support and grants, rights and opportunities of students in the framework of educational activities, data on faculty staff and elective disciplines, achievements of graduates, ranking of the programme, etc.

Picture 2. Comparative table of recommendations on study programmes in the field “Humanities, Law and Business”

COMMON RECOMMENDATIONS FOR STUDY PROGRAMMES IN “HUMANITARIAN SPECIALTIES, LAW AND BUSINESS” FOR 2016

Overall number of analyzed reports - 38



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, 38 external review reports on study programmes in the field “Humanities, Law and Business” for 2016 were analyzed.

The process of systematization and analysis of external review reports revealed the following general groups of remarks: ineffective process of developing study programmes; low level of students’ academic mobility; and insufficient work on informational dissemination.

The analysis of recommendations made by external expert groups showed that the main importance in the development of study programmes is played by the following factors: active participation of the teaching staff in research activities; provision of various opportunities on students’ academic mobility; and systematic work on informational dissemination among all stakeholders.

The cross sectional analysis of common trends and factual mistakes and recommendations did not show a clear correlation with results of the quantitative measurement of percentage ratio for standards. In particular, the majority of remarks and recommendations were found for Standards 6 and 7. This can be the evidence of the fact that all these three standards are the most “problematic” in regards to the compliance with quality standards and at the same time are the most important for improving activities on study programmes. Meanwhile, quantitative measurement on the basis of percentage ratio indicate that in accordance with table of compliance filled in by expert groups, the majority of remarks were received for standards 1 “Aims of study programmes and policy in the field of quality assurance”) and 3 “Student-centered learning, teaching and assessment”). At the same, a great number of the assessment points “fully comply” was received for the Standard 4 (“Admission of students, progression, recognition and certification”) and Standard 5 “Teaching staff”).

As common remarks on preparation to specialized (programme) accreditation and improvement of its activities, representatives of HEIs are recommended to pay a special attention to a systematic planning of their annual activities in all areas of work. In particular, a special attention should be paid to the improvement of instruments and methods of informing all stakeholders as well as to the strategic planning of the budget in order to promote research activities and academic mobility of students and teaching staff.

Appendices

Appendix 1

Lists of reports on study programmes in the field “Humanities, Law and Business” for 2016

Bachelor degree programmes 2016

№	PROGRAMME	CODE	HEI
1.	Governmental and Local Management	5B051000	Kazakh National Agrarian University
2.	International Law	5B030200	Kazakh Humanitarian Law University
3.	International Law	5B030200	Eurasian Academy of Law named after D.A. Kunayev
4.	Management	5B050700	Kazakh - British Technical University
5.	Management	5B050700	Kazakh Humanitarian Law University
6.	Management	5B050700	Kazakh National Agrarian University
7.	Translation Studies	5B020700	Kostanay State Pedagogical Institute
8.	Translation Studies	5B020700	Kazakh Humanitarian Law University
9.	Law Enforcement Activities	5B030300	Kazakh Humanitarian Law University
10.	Accounting and Audit	5B050800	Kazakh Humanitarian Law University
11.	Accounting and Audit	5B050800	Kazakh Academy of Transport and Communications named after M. Tynyshpayev
12.	Finance	5B050900	Kazakh - British Technical University
13.	Finance	5B050900	Kazakh Humanitarian Law University
14.	Finance	5B050900	Kazakh Academy of Transport and Communications named after M. Tynyshpayev
15.	Economics	5B050600	Kazakh - British Technical University
16.	Economics	5B050600	Kazakh Humanitarian Law University
17.	Economics	5B050600	Kazakh Academy of Transport and Communications named after M. Tynyshpayev
18.	Economics	5B050600	Kazakh University of Railways
19.	Legal Studies	5B030100	Kazakh National Agrarian University
20.	Legal Studies	5B030100	Kazakh Humanitarian Law University
21.	Legal Studies	5B030100	Eurasian Academy of Law named after D.A. Kunayev

Master degree programmes 2016

№	ПРОГРАММА	ШИФР	ВУЗ
1.	Governmental and Local Management	6M051000	Kazakh National Agrarian University
2.	Business Administration	6M052000	Kazakh Humanitarian Law University
3.	International Law	6M030200	Eurasian Academy of Law named after D.A. Kunayev
4.	International Law	6M030200	Kazakh Humanitarian Law University
5.	Management	6M050700	Kazakh - British Technical University
6.	Translation Studies	6M020700	Kazakh Humanitarian Law University
7.	Таможенное дело	6M030400	Kazakh National Agrarian University
8.	Филология	6M020500	Zhezkazgan University named after O.A.Baikonurov
9.	Finance	6M050900	Kazakh - British Technical University
10.	Finance	6M050900	Kazakh Humanitarian Law University
11.	Economics	6M050600	Kazakh Humanitarian Law University
12.	Legal Studies	6M030100	Kazakh National Agrarian University
13.	Legal Studies	6M030100	Kazakh Humanitarian Law University
14.	Legal Studies	6M030100	Eurasian Academy of Law named after D.A. Kunayev

PhD degree programmes 2016

№	PROGRAMME	CODE	HEI
1.	Business Administration	6D052000	Kazakh Humanitarian Law University
2.	International Law	6D030200	Kazakh Humanitarian Law University
3.	Legal Studies	6D030100	Kazakh Humanitarian Law University

Overall number of external review reports: 38

Comparative tables with trends on positive and negative practice

Standard	Comply	Comply with minor remarks	Comply with remarks	Does not comply
Standard 1. Aims of study programmes and policy in the field of quality assurance	28 (73.7%)	8 (21.1%)	2 (5.3%)	0
Standard 2. Development, approval of study programmes and information management	28 (73.7%)	9 (23.7%)	1 (2.6%)	0
Standard 3. Student-centered learning, teaching and assessment	23 (60.5%)	12 (31.6%)	3 (7.9%)	0
Standard 4. Admission of students, progression, recognition and certification	30 (78.9%)	7 (18.4%)	1 (2.6%)	0
Standard 5. Teaching staff	31 (81.6%)	7 (18.4%)	0	0
Standard 6. Learning resources and student support	26 (68.4%)	12 (31.6%)	0	0
Standard 7. Public information	25 (65.8%)	13 (34.2%)	0	0

Remarks on programmes in the field “Humanitarian Specialties, Law and Business” for 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	5	The mission, goals and objectives of the program in the curricula and meeting minutes do not correspond to the mission, goals and objectives of the university
	Policy in the field of quality assurance	Information awareness	3	Not all teaching staff and students know and understand the mission, purpose and tasks of the study programme; they can not be traced in the records of the department meetings and other documents.
		Monitoring	2	The university needs to regularly analyze the relevance and innovation degree of study programmes in order to keep the competitiveness its graduates at a high level and to ensure the most effective employment for them.
		Involvement of employers	2	In course of the interviews with employers of study programmes, it became clear that they take inadequate participation in the development and implementation of a policy to ensure the quality of programmes.
Standard 2. Development, approval of study programmes and information management	Development of the study programme	Elective disciplines	4	The catalogue of elective disciplines does not reflect the specifics of the staff training for a particular sector of economics.
		Involvement of employers	4	There is no documentary evidence of interaction with employers in the area of improving the quality of training.
		Students' participation	2	During the meeting with the alumni, it was noted that the opinion of students in the development of the study programmes was taken into account insufficiently.
	Educational process	Practice-oriented learning	2	The structure of the study programme for Master students is loaded with theoretical training, and there are few credits left for practice-oriented activities. Similarly, little time is devoted to research activities.
Standard 3. Student-centered learning, teaching and assessment	Promotion of a student-centered approach	Content of the programme	4	The requirements of "student-centered learning" were not confirmed in the documents submitted by the university on the accredited study programme.

	Assessment of educational achievements by students	Forms of assessment	2	The results of statistical data on the defense of the thesis require a careful analysis of reasons and conditions for not mastering the study programme and defence.
Standard 4. Admission of students, progression, recognition and certification	Information distribution	Occupational guidance for prospective students	5	The annual decrease in the number of students admitted to training according to the study programme indicates insufficient work on the vocational guidance of applicants and students.
	Learning outcomes	Competencies and qualifications	3	Educational results and competences at the level of qualification and at the level of individual modules and each academic discipline do not correspond to the purpose and tasks of training specialists on the programme
	Monitoring of students' achievements	Involvement of employers	2	There is no information about employers on the conduct of professional practice and employment of students.
	Work with students and alumni	Monitoring of employment	2	The monitoring of the employment and career growth of graduates is conducted, but does not affect the quality of the study programme.
Standard 5. Teaching staff	Research work of the teaching staff	Research publications	6	The inadequacy of publications in journals with a non-zero impact factor.
	Academic mobility of the teaching staff	Training and internships	2	There is no information provided about academic mobility of students in the study programme.
	HR policy	Academic staff	6	Low rating of the faculty in the university competition; a low level of students' assessment of the professional level of the teaching staff and the use of elements of visibility and technical means of instruction.
		Staff development	2	Insufficient compliance of individual teachers with existing requirements in terms of teaching and research and research work, as part of the transformation of the university into a national research university.
Standard 6. Learning resources and student support	Students' academic mobility	Programmes of internal and external mobility	10	Low level of external academic mobility of students.
	Material and technical equipment	Improvement of material and technical	5	There is no evidence of systematic update and expansion of material and technical equipment for the study programme.

		equipment		
	Students' research work	Research and projects	2	Insufficient methodological support of students in the process of preparing final projects.
	Support of students	Support services	2	The support service, which assists students in the development of study programmes, is presented only by advisers.
	Information provision	Electronic materials	3	Electronic textbooks and other electronic training resources are not provided.
		Library fund	3	Inadequate number of educational methodological and scientific literature in Kazakh and English languages in the framework of the development of multilingual education.
Standard 7. Public information	Information provision	Dissemination of relevant information	10	Dissemination of information among the public, including applicants for the study programme, is not complete, does not reflect the orientation of the training for the study programme in accordance with the goals, objectives and mission of the university.

Recommendations on programmes in the field “Humanitarian Specialties, Law and Business” for 2016

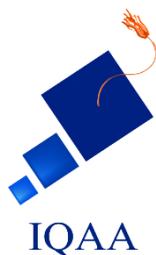
Standard	Category	Subcategory	Frequency of mentioning	Example
Standard 1. Aims of study programmes and policy in the field of quality assurance	Aims of study programmes	Actualization of the aims of the study programme	12	To more clearly define its role in regional development by the study programme, which will allow to determine training priorities for regions where there is a serious shortage of the staff.
		Involvement of stakeholders into the process of identifying aims	6	To expand the range of employers from various sectors of the economy to agree on the goals and objectives of the study programme.
		Monitoring of the effectiveness and relevance of the aims of the study programme	4	To strengthen work with university staff and students on understanding and informed participation in the implementation of the mission, goals and objectives of the university.
	Policy in the field of quality assurance	Assessment, monitoring	8	To carry out external assessment and to use its results for the improvement and correction of long-term areas of the programme.
		Academic integrity	2	To introduce into practice the policy of academic integrity
Information distribution	Accessibility of information about aims of the study programme on the website	5	In order to inform the society, it is necessary to place the aims and purposes of the study programme on the website.	
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	15	To provide more opportunities for employers and students to participate in the improvement of the study programme.
		Educational paths	5	To improve the procedure for managing the processes of selecting individual learning paths of students by fully automating the registration of trainees for the disciplines and the teachers.
		Elective disciplines	5	In modular study programmes, students have the right to select elective disciplines.
		Competencies	3	When filling in the content of the study programme it is important to eliminate duplication of competences in a number of disciplines.

		Teaching materials	2	To reorient curriculum to a deepening of the professional knowledge and skills
		Planning	2	To develop an operational development plan of the department for a year with the description of all main corresponding areas of activities
	Educational process	Practice-oriented learning	8	To use more effectively existing established links with employers in order to create branch offices presented by employers.
		Usage of distance educational technologies	2	It is necessary to further develop the e-learning system in the form of online lectures for students, as one of the promising areas of the world educational process.
		Application of innovative teaching methods	2	To use more actively different forms of education for bachelor students, for example, blended learning (mixed training), which will allow students to be more flexible during the educational process. It especially concerns the organization of the educational process: compulsory attendance of classes can be replaced by such activities as video lectures or lectures on Skype, the delivery of projects on the Internet, etc.
Standard 3. Student-centered learning, teaching and assessment	Assessment of educational achievements by students	Forms and principles of assessment	7	It is recommended not only to hear information about the results of studies for a semester, a year, but also to analyze the causes of changes in the quality of instruction, comparison with the desired learning outcomes.
	Educational process	Elective disciplines	5	When forming a list of elective disciplines, find out the students' opinion in regards to this list, as well as the right to choose a teacher from at least of two candidates. The right to choose a teacher is also recommended for the basic component of the disciplines.
		Self-regulated students' learning	4	The requirements of a "student-centered learning" were not confirmed in the documents submitted by the university on the accredited study programme.
	Feedback	Surveying on satisfaction and development of the study programme	4	To consider at the meeting of the department the results of the questionnaire in terms of students' satisfaction with the quality of instruction and to take appropriate response measures
	Policy in the field of quality assurance	Involvement of students		To more actively involve students into the process of development of study programmes.

Standard 4. Admission of students, progression, recognition and certification	Information distribution	Occupational guidance for prospective students	5	To establish the work of volunteers from among senior students in the conduct of career guidance work.
	Grants	Involvement of employers	3	To attract grants of employers for students in the specialty.
	Employment	Employment service	6	To increase the level of graduates' employment of the specialty by publishing a summary on the university website, information on paid youth practice, giving employers the opportunity to add a job vacancy.
		Monitoring of employment	6	The university is recommended to identify the spheres of graduates' employment.
Standard 5. Teaching staff	Research work of the teaching staff	Research publications	20	It is recommended to activate the work on the increase of the number of publications written by the teaching staff in journal with non-zero impact factor
		Conferences, grants	14	To activate the teaching staff to participate in scientific conferences in neighbouring countries and beyond.
		Introduction of research outcomes into the learning process	4	To introduce the results of implemented research and development work into the learning process.
	Academic mobility of the teaching staff	Training, internships and exchange	6	To motivate the teaching staff to participate in academic mobility and international cooperation programmes. In order to achieve academic mobility, it is advisable to increase the number of foreign internships in order to exchange experience in the field of science and education, and to upgrade the qualifications of the teaching staff.
		Involvement of leading specialists	5	To use the form of inviting foreign specialists to read lectures on a long-term basis of the agreement.
	HR policy	Staff development	5	To consider in the university budget the funding of advanced training of teachers (in higher educational institutions of Kazakhstan, neighbouring countries and beyond).
		System of retention of the teaching staff	4	To activate the work of the administration of the faculty and departments on the enhancement of retention of the teaching staff in regards to this profile
		Application of contemporary informational means of education	2	To take measures on the development and application by the teaching staff during the learning process of modern informational means of learning, including technical means of learning, interactive methods, electronic manuals, etc.

Standard 6. Learning resources and student support	Students' academic mobility	Programmes of internal and external mobility	18	To create conditions to assure external and internal academic mobility of students.
		Language training	9	The department has to show a special interest in the complete improvement of the quality of teaching English in order to provide consumers for the planned courses in foreign languages.
		Joint study programmes	8	To organize work on the development of internal academic mobility - the creation of joint study programmes with other universities in Kazakhstan and nearby regions (Russian).
	Students' research work	Enhancement of the research training	8	To increase the level of student involvement in research activities, development of research skills and independent work skills, to implement different forms of organization of research work.
		Publications	6	It is recommended to clearly present the lists of studies published by students, to have the copies of their publications at the department.
		Conferences, seminars, research contests	5	To expand the attraction of students to participate in international and republic contests and research projects
	Material and technical equipment	Equipment	9	To improve the technical equipment of the study programme.
	Information provision	Library fund	12	To increase the level of provision with the learning materials in English.
		International databases	6	To assure students' access to modern electronic databases of the university, including international databases (Scopus, Tomson Reuters, etc.).
		Electronic materials	2	To place electronic educational and methodical materials of the teaching staff in the Platonus system.
Learning materials		2	When writing final projects Master students should make wider use of the latest legislation of the Republic of Kazakhstan, as well as monographs and periodicals of recent years.	
Standard 7. Public information	Information provision	Website (accessibility)	8	To ensure a greater availability of materials of the department used in the educational process, as well as information about the rankings of students from the department by posting them on the website of the Academy.
		Website (information update)	6	To adjust the regular content of the university website.
		Involvement of the teaching staff and	4	Involve faculty, staff and students to assess the impact of information about the activities of the university on the relationships of stakeholders.

	students		
	Promotion - media	4	To expand the geography of placing information about study programmes of the university in printed publications of the regions of Kazakhstan.
	Website (improvement of the website, language support)	3	To improve the website for foreign users: change the option to access information in other languages, that is, make the choice of the proposed languages visible and understandable for foreign visitors of the website.
	Promotion - rankings	2	To ensure participation of the specialty in the ranking of study programmes in the rankings conducted by national and international agencies.



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