

INDEPENDENT KAZAKH AGENCY FOR QUALITY ASSURANCE IN EDUCATION



THEMATIC ANALYSIS

"WHAT DOES THE ACCREDITATION GIVE TO HIGHER EDUCATION INSTITUTIONS ?"



ASTANA 2016

Kalanova Sholpan, Assylbekova Aliya.

"WHAT DOES THE ACCREDITATION GIVE TO HIGHER EDUCATION INSTITUTIONS ?"

The content

I. Methodology	3
II. Analysis and discussion	4
2.1 The results of the questionnaire.....	4
2.1.1. The efficiency, competitiveness and sustainable development in various directions of educational activities.....	4
2.1.2 Faculty and teaching	4
2.1.3 Students.....	5
2.1.4 The internal quality assurance system.....	5
APPENDIX 1	6
APPENDIX 2.1	6
APPENDIX 2.2	9
APPENDIX 2.3	10
APPENDIX 3	12
APPENDIX 4	15

To identify the effect of the accreditation on higher education institutions (HEIs), in 2015-2016, the IQAA surveyed representatives of the HEIs accredited by the agency in the period of 2009 to 2016.

The results of this study will contribute to the improvement of the agency's activity.

I. Methodology

To identify the impact of accreditation on the improvement of HEIs the quantitative research approach was applied in this thematic review. For these purposes the vice-chancellors and head of the units in charge of quality assurance issues at HEIs, accredited by the IQAA, were surveyed via Monkey survey software application.

The questionnaire items covers following work areas of HEIs, reviewed by the IQAA, and assumed to be influenced by the agency:

- planning and management of human resources and facilities within the mission and objectives of HEIs.
- flexibility to changes of external environment.
- collegiate management (Research council, methodical council, etc.).
- corporate governance.
- competitive advantage
- attestation system, motivation and assessment of the staff.
- academic mobility
- students, students' support services
- academic staff
- graduates' employment
- fundraising
- internal quality assurance
- the role of the leadership (departments, faculties), teaching staff and students in the internal quality assurance of HEIs
- facilitating of the academic integrity
- the prevention and resistance of discrimination against students, teaching and leadership staff
- the quality culture among students, teaching and leadership staff
- informing students and the community in general
- practice-orientation of the classes
- the role of the students in assessment of teaching
- the level of students' participation in learning

The respondents were asked to assess these parameters from 0 (absolutely not) to 3 (to a large extent).

Questionnaires were sent to 119 representatives (vice-rectors and heads of departments in charge of quality assurance matters) in 63 HEIs and 1 Research institute (RI), accredited by IQAA. As a result, 64 responses,

representing 46 HEIs and 1 RI, were received, which is about 50% of the targeted sample.

II. Analysis and discussion

2.1 The results of the questionnaire

In General, analysis of the results of the questionnaire shows that in the opinion of the managers and those responsible for accreditation at universities, accredited by IQAA, accreditation contributed to the development of the main directions of activity of HEIs.

2.1.1. The efficiency, competitiveness and sustainable development in various directions of educational activities

The largest number of surveyed respondents claimed that the accreditation has positively affected the development of flexibility (90%) and improved competitive advantages of HEIs (96%).

In terms of collegial and corporate management, 88% and 82% of vice-rectors and staff responsible for accreditation believe that the considered mechanism was one of the reasons for development of the above mentioned forms of HEIs` management.

Moreover, the respondents state that accreditation leads to enhancement in the planning of facilities (98%) and human resources(94%) in accordance with established mission and goals of the HEIs.

However, the view of sample on the impact of accreditation on the motivation of HEIs to attract additional funding was divided. One half perceives that the accreditation has facilitated fundraising, the other does not (Appendices 2.1, 2.2 and 2.3).

2.1.2 Faculty and teaching

The respondents tend to think that accreditation has contributed to development of the faculty and teaching at HEIs, in particular, they believe that it helped in strengthening the evaluation and motivation of the teaching staff (88%) and practice-orientation of teaching (90%) (Appendix 4). In addition, 83% states that one of the key aspects of research at HEIs, integrity was has been strengthened through accreditation.

According to respondents, the accreditation has played an important role in the development not only faculty`s academic mobility (77%), but also in emergence of students` mobility (83%) (Appendix 2.3).

2.1.3 Students

With regard to some of the major stakeholders of higher education—students, vice-rectors and heads of departments say that likely to all above mentioned, the accreditation favorably influenced to the level of students` commitment in learning (81%). Moreover, it stimulated to advance the students` support system (90%), particularly, in informing them on the educational process (92%) (Appendices 2.1 and 4).

2.1.4 The internal quality assurance system

High score was given to the impact of the accreditation on the internal quality assurance systems of HEIs. 91% of respondents believe that the accreditation contributes to the development of systems for internal quality assurance of higher education institutions.

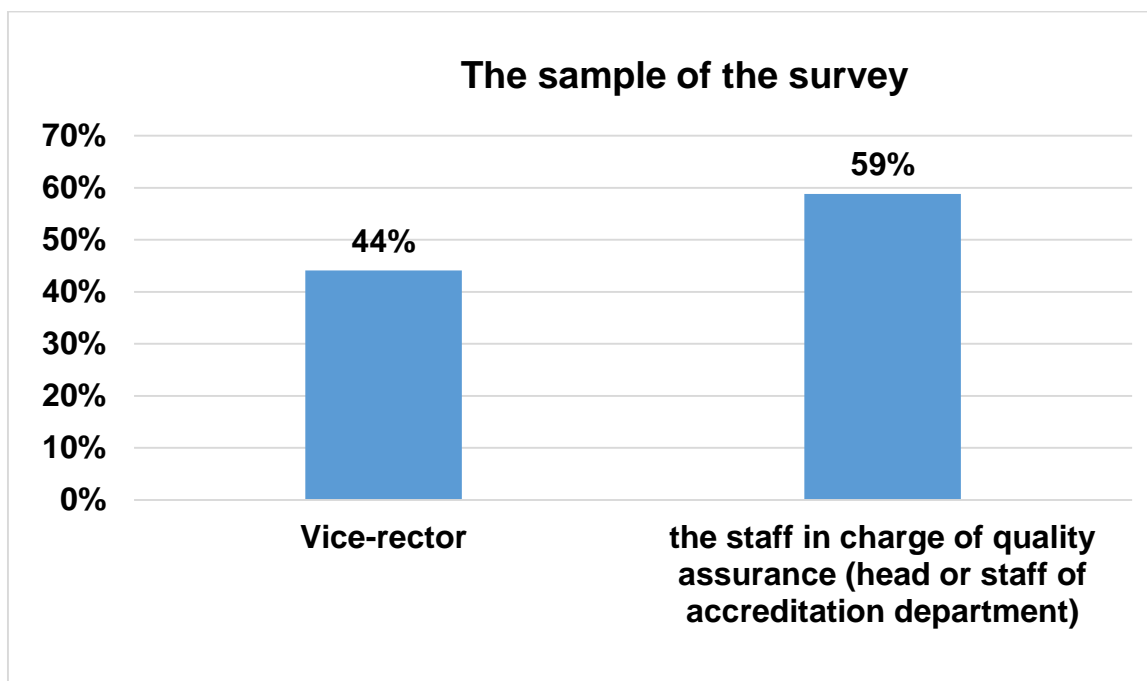
In addition, it should be noted, that along with all above stated issues the respondents solely appreciate the role of accreditation in the improvement of HEIs` activities in a number of areas. This concerns the strengthening of competitive advantages of HEIs, attestation and motivation of the staff, insuring transparency of HEIs not only to students as well as to community in general, the data on which is provided in the chart in Appendix 3.

The analysis of the answers by the category of respondents shows that the staff in HEIs, responsible for accreditation, gives more positive feedback on the effect of accreditation of the agency than the vice-rectors. As can be seen from tables and charts, the highest score “3 – to a large extent” predominantly was given by the quality staff, which contradicts with the research findings of the Estonian quality agency for higher education and vocational education (EKAA). Seema and et.al state that the leadership of the considered HEIs provided more positive assessment on accreditation than the other staff¹.

¹ Riin Seema, Maiki Udam, Heli Mattisen, Liia Lauri (2014). The perceived impact of external evaluation: the organisation vs the individual. Retrieved from <http://ekka.archimedes.ee/wp-content/uploads/Survey-impact-EE-EKKA-2014.pdf> on December, 20, 2015.

APPENDIX 1

The sample of the survey «What does the accreditation give to higher education institutions?»



Answer Options	Response Percent	Response Count
Vice-rector	44%	30
the staff in charge of quality assurance (head or staff of accreditation department)	59%	40
<i>answered question</i>	68	68
<i>skipped question</i>	0	0

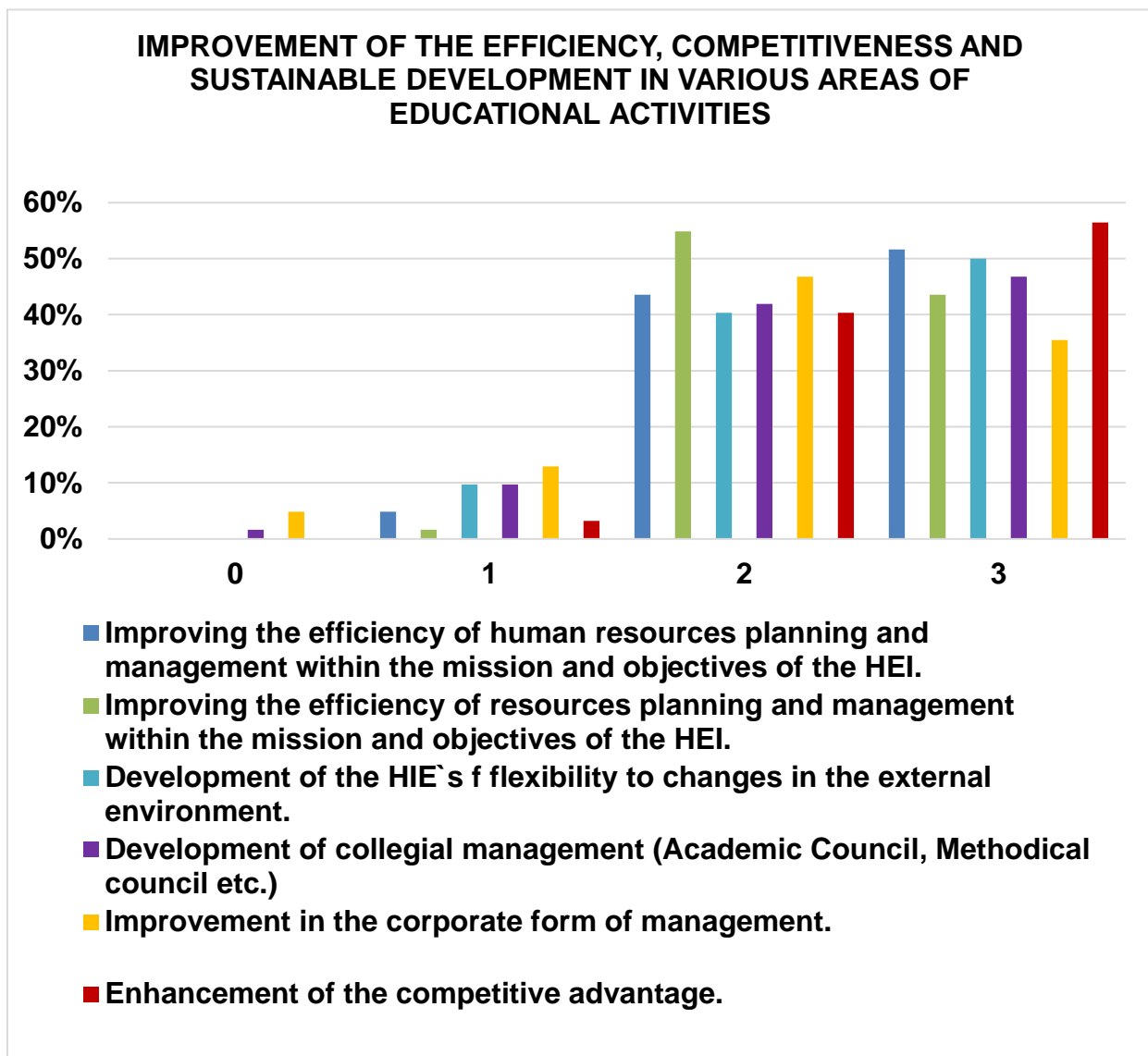
APPENDIX 2.1

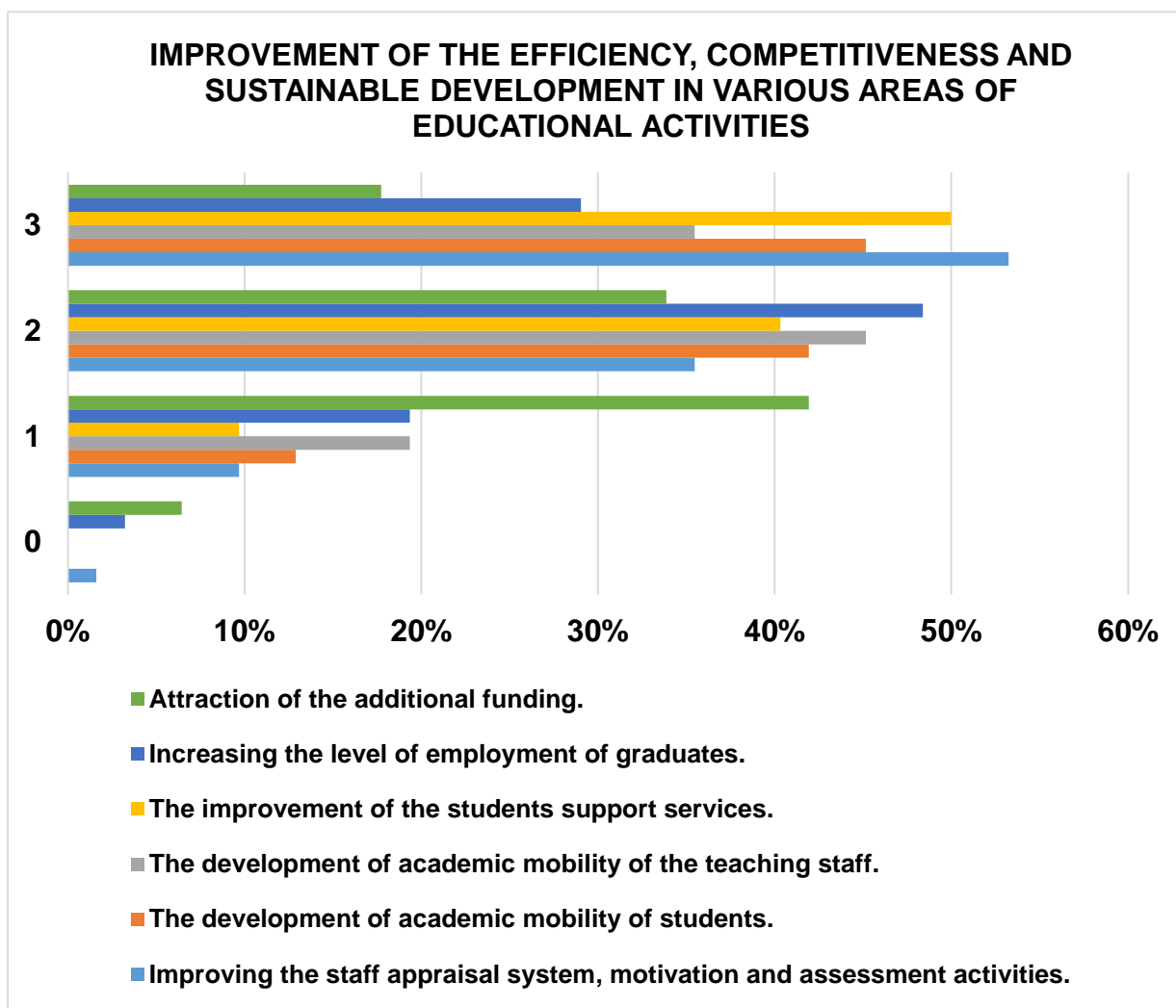
I. IMPROVEMENT OF THE EFFICIENCY, COMPETITIVENESS AND SUSTAINABLE DEVELOPMENT IN VARIOUS AREAS OF EDUCATIONAL ACTIVITIES

0	1	2	3	Total
---	---	---	---	-------

Improving the efficiency of human resources planning and management within the mission and objectives of the HEI.	0,00%	4,84%	43,55%	51,61%	62
	0	3	27	32	
Improving the efficiency of resources planning and management within the mission and objectives of the HEI.	0,00%	1,61%	54,84%	43,55%	62
	0	1	34	27	
Development of the HIE`s flexibility to changes in the external environment.	0,00%	9,68%	40,32%	50,00%	62
	0	6	25	31	
Development of collegial management (Academic Council, Methodical council etc.)	1,61%	9,68%	41,94%	46,77%	62
	1	6	26	29	
Improvement in the corporate form of management.	4,84%	12,90%	46,77%	35,48%	62
	3	8	29	22	
Enhancement of the competitive advantage.	0,00%	3,23%	40,32%	56,45%	62
	0	2	25	35	
Improving the staff appraisal system, motivation and assessment activities.	1,61%	9,68%	35,48%	53,23%	62
	1	6	22	33	
The development of academic mobility of students.	0,00%	12,90%	41,94%	45,16%	62
	0	8	26	28	
The development of academic mobility of the teaching staff.	0,00%	19,35%	45,16%	35,48%	62
	0	12	28	22	
The improvement of the students support services.	0,00%	9,68%	40,32%	50,00%	62
	0	6	25	31	
Increasing the level of employment of graduates.	3,23%	19,35%	48,39%	29,03%	62
	2	12	30	18	
Attracting additional funding.	6,45%	41,94%	33,87%	17,74%	

	4	26	21	11	62
<i>answered question</i>					62
<i>skipped question</i>					6





	0	1	2	3
Improvement of the staff appraisal system, motivation and assessment activities.	1,61%	9,68%	35,48%	53,23%
The development of academic mobility of students.	0,00%	12,90%	41,94%	45,16%
The development of academic mobility of the teaching staff.	0,00%	19,35%	45,16%	35,48%
The improvement of the students support services.	0,00%	9,68%	40,32%	50,00%

Increasing the level of employment of graduates.	3,23%	19,35%	48,39%	29,03%
Attraction of the additional funding.	6,45%	41,94%	33,87%	17,74%

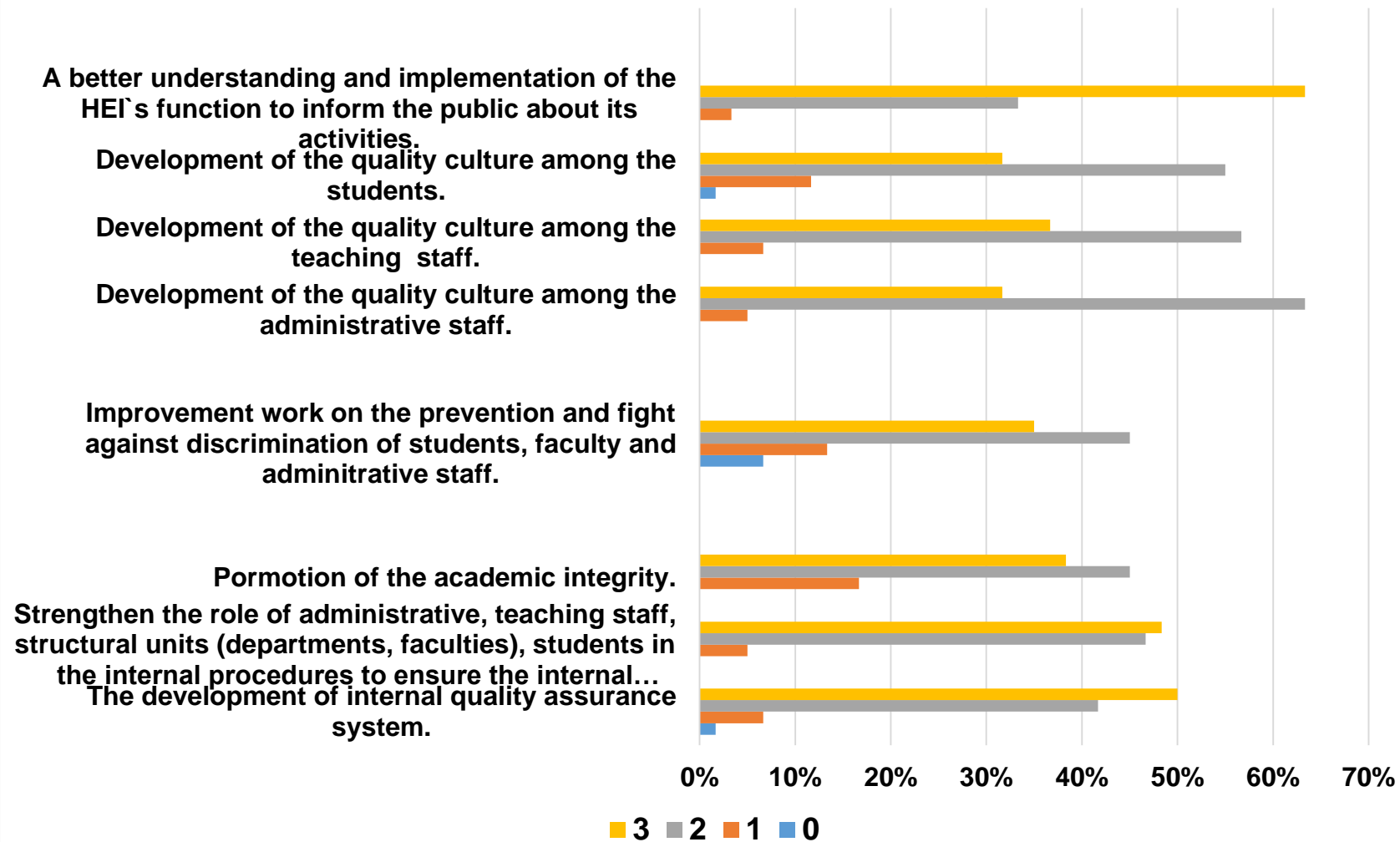
II. THE INTERNAL QUALITY ASSURANCE SYSTEM

	0	1	2	3	Bcero
The development of internal quality assurance system.	1,67%	6,67%	41,67%	50,00%	60
	1	4	25	30	
Strengthen the role of administrative, teaching staff, structural units (departments, faculties), students in the internal procedures to ensure the internal quality of the HEI.	0,00%	5,00%	46,67%	48,33%	60
	0	3	28	29	
Pormotion of the academic integrity.	0,00%	16,67%	45,00%	38,33%	60
	0	10	27	23	
Improvement work on the prevention and fight against discrimination of students, faculty and adminitrative staff.	6,67%	13,33%	45,00%	35,00%	60
	4	8	27	21	
Development of the quality culture among the administrative staff.	0,00%	5,00%	63,33%	31,67%	60
	0	3	38	19	
Development of the quality culture among the teaching staff.	0,00%	6,67%	56,67%	36,67%	60
	0	4	34	22	
Development of the quality culture among the students.	1,67%	11,67%	55,00%	31,67%	60
	1	7	33	19	
A better understanding and implementation of the HEI's function to inform the public about its activities.	0,00%	3,33%	33,33%	63,33%	60
	0	2	20	38	
<i>answered question</i>					60

skipped question

8

THE INTERNAL QUALITY ASSURANCE SYSTEM



III. THE STUDENT-CENTRED LEARNING

	0	1	2	3	Total
Improvement in the the procedures for informing students about the learning process.	1,67% 1	5,00% 3	36,67% 22	56,67% 34	60
Gain practical orientation of the sessions.	0,00% 0	10,00% 6	60,00% 36	30,00% 18	60
Strengthen the role of students in the evaluation of the quality of teaching.	1,67% 1	3,33% 2	46,67% 28	48,33% 29	60
Increase of the students` activity in the development of educational programs.	0,00% 0	18,33% 11	45,00% 27	36,67% 22	60

THE STUDENT-CENTRED LEARNING

- Increase of the students` activity in the development of educational programs.
- Strengthen the role of students in the evaluation of the quality of teaching.
- Gain practical orientation of the sessions.
- Improvement in the the procedures for informing students about the learning process.

