



THEMATIC ANALYSIS

on accreditation results of doctoral programmes
in the field of education

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**“Thematic Analysis on Accreditation Results of Doctoral Programmes in the
Field of Education”**

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(Based on the cases from Korkyt Ata Kyzylorda State University – 6Д010300 – Pedagogy and Psychology, 6Д011300 – Biology, 6Д011700 – Kazakh Language and Literature, Zhansugurov Zhetysu State University - 6Д011700 – Kazakh Language and Literature, Toraighyrov Pavlodar State University – 6Д010300 – Pedagogy and Psychology, 6Д011100 – Informatics, H.A. Yassawi International Kazakh-Turkish University – 6Д010300 – Pedagogy and Psychology, 6Д011000-Physics, 6Д010900 – Math, 6Д011400 – History, 6Д011700 – Kazakh Language and Literature, Kazakh Academy of Sport and Tourism – 6Д010800 – Physical Culture and Sport, Auezov South Kazakhstan State University– 6Д010900 – Math, 6Д011100- Informatics, 6Д011700 - Kazakh Language and Literature, 6Д012000 – Professional training)

Positive practice:

Standard 1. Aims of study programmes and policy in the field of quality assurance

Conducting laboratory studies for doctoral students on the basis of the branch "Applied Microbiology" of the Institute of Microbiology and Virology under the Committee of Science of the Ministry of Education and Science of the Republic of Kazakhstan on the basis of the Nazarbayev Intellectual School of the Chemical Biological Direction of Kyzylorda, which gives great opportunities in the preparation of competitive specialists with modern postgraduate education focused on solving the problems of intensive development of education, oil and gas and agrarian sector of the region. (Korkyt Ata KSU)

Standard 2. Development, approval of study programmes and information management

1. Study programmes demonstrate a flexible response to demands of society, employers and education; the curriculum is updated promptly with the introduction of new elective courses, for example, "Inclusive Education." (Toraighyrov Pavlodar State University)

2. Use of distance educational technologies for training of athletes of the highest qualification. (Kazakh Academy of Sport and Tourism)

Standard 3. Student-centred learning, teaching and assessment

1. A high level of effective participation of doctoral students in research activities (scientific projects, conferences, publication of articles in journals with a non-zero impact factor) (all universities)

2. Effective use of innovative technologies: projects, problem-solving, case studies, preparation of presentations, etc. At the same time, the opportunities for information and communication technologies are effectively applied (Auezov South Kazakhstan State University).

3. There is a scientific and methodical seminar for the teaching staff and doctoral students on the discussion of separate sections and the whole thesis (Zhansugurov Zhetysu State University).

4. Doctoral students and faculty of the study program are involved in participating in funded scientific projects, which positively affect the content of the study program (Auezov South Kazakhstan State University).

5. In the course of independent work, doctoral students use materials from the Internet, thematic videos, video lectures of teachers from the department and by leading scientists and historians. Faculty of the department use traditional and innovative teaching methods: discussions, presentations, role plays, design, work in small groups. With the use of Internet resources new methods of teaching are introduced: teaching in interactive mode, micro-teaching, etc (Auezov South Kazakhstan State University).

Standard 4. Admission of students, progression, recognition and certification

1. 100% of doctoral students defended their doctoral dissertations on the "excellent" grade in 2012-2013 academic years; - 100% of the employment rate for the graduates of 2013 (Toraighyrov Pavlodar State University)

2. Availability of stable corporate relations of departments with employers of the region on the issues of graduates' employment and organization of professional practices of doctoral students (all universities).

3. The system for assessing the links with employers and analyzing their needs is designed in such a way that the learning outcomes are updated or changed in accordance with the results of the satisfaction survey (H.A. Yassawi International Kazakh-Turkish University)

4. Employers are satisfied with the level of graduates qualifications (all universities).

Standard 5. Teaching staff

1. The faculty of the department participate in the implementation of research projects, including international projects (Tempus-4 EDUCA) (Auezov South Kazakhstan State University)

2. Annual summer schools and master classes at Gumilyov Eurasian National University at the Faculty of Information Technologies with the invitation of foreign professors.

3. Availability of research schools (Toraighyrov Pavlodar State University)

4. Activities on attraction of foreign scientists as lecturers (all universities)

Experts' remarks in regards of study programmes:

Standard 3. Student-centred learning, teaching and assessment

1. The use of traditional methods and means of instruction in individual study programmes not directed at student-centered learning.

2. Inadequately profound knowledge of English by doctoral students of certain specialties makes it difficult to do scientific internships in foreign universities.

Standard 4. Admission of students, progression, recognition and certification

1. Insufficient development of contemporary means of assessing competences as the results of education (case studies, business games, projects, practical tasks, etc.) for academic disciplines / modules.

2. The prevalence of the test form of examination in doctoral studies.

Standard 5. Teaching staff

1. Weak academic mobility of faculty staff abroad and within Kazakhstan.

2. Insufficient attraction of foreign scientific consultants.

3. The faculty staff from the study programme have publications in foreign and domestic research publications, but the results of research studies are not implemented in the educational process and production. The teaching staff has publications in journals with a non-zero impact factor, even though the rate of citations is quite low.

Standard 6. Learning resources and student support

Inadequate quantity of scientific and educational literature in Kazakh for study programs with Kazakh language of instruction.

Experts' recommendations for study programmes:

Standard 1. Aims of study programmes and policy in the field of quality assurance

1. To specify the criteria for achieving the goals: for example, to indicate the number of PhD students who must defend their dissertations in a certain period or the number of PhD students calculated for a certain staffing of chairs by doctors in a certain period.

2. In order to achieve the goals and objectives of the study programme, it is necessary to intensify activities of Associations of PhD graduates.

Standard 2. Development, approval of study programmes and information management

1. To develop joint PhD programs with foreign universities.

2. To improve the representation of employers in the scientific and methodological council of the university, so that they will make a more significant contribution to the formation of the content of the study program.

3. When selecting educational trajectories, closely link them with the research areas of the subject of doctoral research.

4. At study programmes on the specialties of education when choosing topics for research, a greater reference point should be made to scientific and methodological research.

Standard 3. Student-centred learning, teaching and assessment

1. For study programmes, it is recommended to expand the fund of assessment tools of the PhD study program with practice-oriented assignments, case studies, and projects. Ensure the involvement of undergraduates in research activities through student research societies.

2. Within study programs it is necessary to ensure the mastering of doctoral students in foreign languages for the implementation of a greater degree of external academic mobility.

3. Continue raising the level of information and communication competences and mastering interactive teaching technologies for teaching staff and PhD students.

Standard 4. Admission of students, progression, recognition and certification

1. To develop a set of requirements for enrolling into PhD programmes, which provide availability of scientific reserve on the subject of proposed studies, supported by scientific publications, conference reports, research studies, etc., for the effectiveness and timeliness of the programme results.

2. To use more widely oral and written forms of examinations.

Standard 5. Teaching staff

1. To increase academic mobility of teachers through academic internships in foreign and leading universities in Kazakhstan. To activate research activities of the teaching staff with the possibility of publishing articles in journals with a non-zero impact factor, to raise the index of citations of scientific papers of the teaching staff working in the study program.

2. To enhance the responsibility of research supervisors and foreign scientific advisers for the timely defense of dissertations by PhD candidates.

Standard 6. Learning resources and student support

1. To activate activities of the teaching staff on the development of author's educational and teaching aids in Kazakh language. To increase the completeness of the educational platform "Platonus" with educational and methodological materials: case studies, practical tasks and tasks (projects, mini-studies, etc.), multimedia presentations and other means of distance support for PhD students.

2. Creation of specialized rooms and laboratories for development of practical skills in psychodiagnostics, for psychological counseling and for conducting group training for PhD students.

3. To equip students with modern specialized educational and methodical literature in English.

Standard 7. Public information

To more fully and colorfully display information on PhD students on the websites of universities (photo and, possibly, videos of practicums, research activities, etc.), since it is this kind of information that attracts PhD students for

exchange and academic mobility, it serves well in vocational guidance work, in the formation of professional contacts (relevant, for example, in the implementation of research, search for partners for the implementation of research projects).

Statistics on the number of doctoral students in study programs in the field of education

№	HEIs	Study programme	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1	Korkyt Ata Kyzylorda State University	6Д011700 – Kazakh Language and Literature			3	6			
2		6Д010300 – Pedagogy and Psychology				2	4	6	6
3		6Д011300 - Biology					1	3	4
4	Auezov South Kazakhstan State University	6Д010900 - Math			1	-	-	1	1
5		6Д011100 – Informatics							1
6		6Д011700 – Kazakh Language and Literature	1	1	1				
7	H.A. Yassawi International Kazakh-Turkish University	6Д010900 – Math	4	7	7	6			
8		6Д011000 - Physics		1	3	5			
9	Toraighyrov Pavlodar State University	6Д010300 – Pedagogy and Psychology	5	7	7	7			
10	Kazakh Academy of Sport and Tourism	6Д010800 – Physical culture and sport	2	5	5	6	8		
	Overall:		12	21	27	32	13	10	12

Distribution of assessments of expert groups under the accreditation of doctoral study programs

Standards of accreditation	Levels of compliance with accreditation standards			
	Full compliance	Comply with minor remarks	Comply with remarks	No compliance
Standard 1. Aims of study programmes and policy in the field of quality assurance	86,1%	11,6%	2,3%	
Standard 2. Development, approval of study programmes and information management	65,1%	34,9%		
Standard 3. Student-centred learning, teaching and assessment	44,2%	55,8%		
Standard 4. Admission of students, progression, recognition and certification	86%	14%		
Standard 5. Teaching staff	58,1%	41,9%		
Standard 6. Learning resources and student support	79,1%	20,9%		
Standard 7. Public information	83,7%	16,3%		