

**feedback**  
on the IQAA thematic analysis  
'Analysis of the implementation of educational programmes based on the 2024 external  
evaluation data'

Nowadays, the quality of educational programmes is increasingly assessed not only by the presence of approved documents, syllabuses and internal regulations, but also by the extent to which quality assurance mechanisms actually function at the level of a specific educational programme. In this regard, the IQAA thematic analysis 'Analysis of the Implementation of Educational Programmes Based on the 2024 External Evaluation Data' is of considerable interest, as it allows us to examine the state of educational programmes through the prism of independent external evaluation, expert comments, recommendations and identified best practices.

The report covers a wide range of data for 2024 and thus provides an opportunity to see not just individual cases of accreditation, but a broader picture of bachelor's, master's, residency and doctoral programmes. This scale of analysis is particularly important for the higher education system, as it enables us to determine which accreditation standards are being met consistently across universities, and which remain the most critical in terms of the quality of educational programme delivery.

The use of Pareto analysis is of particular value. This approach makes it possible not merely to list the observations of external expert groups, but to identify those areas that require priority attention from universities. The analysis shows that, for bachelor's and master's programmes, a significant proportion of non-conformities are concentrated in areas such as student-centred learning, academic staff, teaching resources and student support, as well as public information. This is an important finding, as it is precisely these elements that directly influence students' day-to-day educational experience.

It is also telling that the most consistent compliance is observed in relation to the standard concerning quality assurance policy and academic integrity. This indicates that a regulatory and institutional framework for internal quality assurance has already been established in higher education institutions. At the same time, the results of the analysis show that the next stage of development should focus not so much on the existence of policies and procedures, but rather on their practical implementation at the level of departments, study programmes, teaching, assessment and student support.

The analysis pays particular attention to the full compliance of study programmes with all accreditation standards. This indicator allows for a more rigorous assessment of the quality of programme delivery: not based on individual strengths, but on the fulfilment of all requirements as a whole. The relatively low proportion of programmes that fully comply with all standards indicates that most higher education institutions need to move away from making piecemeal improvements to individual processes towards a more systematic model of quality management for educational programmes.

The typical comments cited in the analysis highlight important practical challenges faced by universities. These include: insufficient incorporation of employers' suggestions into the content of educational programmes; weak documentary evidence of stakeholder involvement; duplication of content across individual subjects; insufficient use of digital learning programmes; a lack of comprehensive risk analysis during the implementation of educational programmes; and assessment criteria in syllabuses that are not always transparent. These observations are significant in that they highlight not merely formal shortcomings, but real issues that affect the quality of graduates' training.

Student-centred learning remains a key area for improvement. The analysis shows that students should not only be participants in the learning process, but also a source of feedback, partners in assessing the quality of teaching, and participants in academic mobility, research activities and the process of improving the educational programme.

It is therefore particularly important for higher education institutions to develop not merely formal surveys, but effective mechanisms for taking student views into account when making academic decisions.

The recommendations of the external expert groups in this analysis are practical in nature. They relate to involving employers more actively in the review of study programmes, regularly updating course content to reflect industry trends, strengthening the practical component, developing interdisciplinary courses, monitoring graduate employment, improving the quality of teaching resources, and providing students with more active information about opportunities for academic mobility. This set of recommendations enables higher education institutions to use the analysis as a practical guide for planning corrective measures.

A significant strength of the document is the inclusion of positive practices from higher education institutions. The analysis shows that solutions already exist within the higher education system that could be usefully scaled up: training centres and branches based at partner organisations, dual-degree programmes, the involvement of master's and doctoral students in research projects, electronic systems for evaluating teaching staff performance, overseas placements for academic staff, virtual admissions committees, international winter and summer schools, as well as initiatives to promote academic integrity. Such examples lend the analysis not only a diagnostic but also a developmental character.

The practical value of this thematic analysis lies in the fact that it can be used by higher education institutions as a tool for internal self-assessment. Heads of study programmes, departments, quality assurance units and academic management teams can compare their own processes with the observations and recommendations identified, determine priority areas for improvement, review the content of study programmes, strengthen engagement with stakeholders, update the assessment system and enhance the transparency of information for students and the public.

To further enhance such analytical materials, it would be useful to supplement them with more detailed year-on-year trends, comparisons across fields of study, an analysis of the implementation of recommendations following previous accreditations, as well as brief case studies of higher education institutions where the External Evaluation Group's observations have been translated into specific managerial and academic changes. This would allow the thematic analysis to be used not only as an overview of external evaluation results, but also as a tool for tracking real progress within the quality assurance system.

Overall, the IQAA's thematic analysis, 'Analysis of the Implementation of Educational Programmes Based on the 2024 External Evaluation Data', can be regarded as a substantive and practically significant document for higher education in the Republic of Kazakhstan. Its main value lies in the fact that it helps to assess the quality of educational programmes not merely on paper, but through the actual results of external evaluation, recurring problem areas, expert recommendations and best practices. This approach contributes to the development of a more evidence-based, transparent and improvement-oriented quality assurance system in higher education institutions.

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