

FEEDBACK  
on the IQAA analytical report  
‘Analysis of the results of institutional, programme and first-cycle programme  
accreditation (2024–2025)’

1. General overview

The report covers the results of the external evaluation of nine Kazakhstani higher education institutions across all levels of education – bachelor’s, master’s and doctoral programmes. The document is well structured: starting with a *general* overview of accredited programmes, the authors move systematically on to typical observations, an analysis of individual programmes and interaction with stakeholders. This structure allows the reader to quickly find the relevant section and immediately apply the material in their work.

It is worth noting separately that the authors did not limit themselves to a list of comments, but sought to identify their systemic nature – that is, to show which problems recur across different universities and programmes. This makes the report useful not only for the nine universities that have undergone accreditation, but also for the wider academic community.

2. Practical value

The most useful part of the report appears to be the comparative analysis of the results of institutional and programme accreditation. The authors note a consistent pattern: at university level, quality policies and regulations are generally in place and formally enshrined; however, at the level of specific study programmes, their implementation falls noticeably short. This is precisely the problem that any head of department faces in practice: the documents exist, but they do not always find their way into day-to-day work with students and lecturers.

A useful approach is to use a heat map to visualise results against standards. This is a simple and clear tool that the department can easily adapt for its own self-assessment when preparing for accreditation

- rather than having to start the analysis from scratch every time.

The section on undergraduate programmes deserves special attention. Higher education institutions launching new programmes often underestimate the risks associated with staffing and resource provision at the outset. The report clearly shows that this is precisely where the greatest number of comments are concentrated – and this serves as a useful warning for those planning to launch new degree programmes.

3. Important observations for academic departments

Among the standards for which the highest number of comments were recorded are  
- ‘Academic and teaching staff’ and ‘Student-centred learning, teaching and assessment’.  
Both standards fall directly within the department’s remit,

According to the PPS, the comments relate primarily to low publication output in international journals, limited participation in grant schemes and restricted academic mobility. The problem is understandable and not new – but it is important that the report identifies it as a systemic issue rather than a characteristic of individual universities. This is an argument in favour of addressing it not through ad hoc measures, but through targeted support for lecturers at department and university level.

With regard to student-centred learning, the most frequently cited issues are vague assessment criteria, limited student involvement in curriculum development, and insufficient engagement of employers in the teaching process. All these are issues that can be rectified within the department, without waiting for decisions from above: revising assessment criteria, holding regular meetings with industry representatives, and ensuring a more genuine choice

DISCIPLINE.

Стейкхолдер-анализ показывает, что формы взаимодействия с работодателями, студентами и выпускниками в большинстве вузов существуют. Главная претензия экспертов - не в отсутствии этой работы, а в том, что она не систематизирована и не задокументирована. На практике это означает: нужно не изобретать новые механизмы, а фиксировать то, что уже делается.

#### **4. Как использовать отчет в работе кафедры**

Материалы отчета удобно использовать при подготовке к аккредитации: типология замечаний ВЭГ фактически является готовым чек-листом по наиболее уязвимым зонам. Также отчет может послужить основой для обсуждения на заседании кафедры - особенно в части стандартов ППС и студентоцентрированного обучения, где ответственность лежит прежде всего на кафедральном уровне.

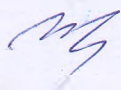
При проектировании новых образовательных программ раздел по первичной аккредитации стоит изучить заблаговременно - он позволяет предусмотреть типовые риски еще на этапе разработки, а не устранять замечания постфактум.

#### **5. Общая оценка**

Отчет IQAA за 2024–2025 годы - полезный и содержательный документ. Он написан доступным языком, хорошо структурирован и ориентирован на практическое применение. Системный взгляд на результаты аккредитации, который предлагают авторы, помогает вузам увидеть не только собственные проблемы, но и общие тенденции по системе - а это значительно ценнее, чем просто перечень замечаний по конкретной программе.

Хотелось бы, чтобы подобные аналитические обзоры выходили регулярно и включали сравнение с предыдущими циклами аккредитации - это позволило бы отслеживать динамику изменений и оценивать эффективность принимаемых мер.

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