

Review

on the analytical review by the Independent Agency for Quality Assurance in Education (IQAA) entitled 'The Quality of Educational IT Programmes: Assessment and Improvement'

Having familiarised myself with the analytical review presented, I would like to highlight its high practical significance and relevance to the higher education system of the Republic of Kazakhstan.

Against the backdrop of the rapid development of digital technologies and the labour market's increasing demands regarding the quality of training for IT specialists, this review represents a timely and comprehensive study of the current state of educational programmes in the field of information technology.

The depth of the analysis deserves particular attention. The authors have examined 21 educational programmes from 11 higher education institutions, including both specialised and multidisciplinary universities, which has provided an objective picture of the state of IT education in the country. The study analyses key aspects: the content of educational programmes, their compliance with professional standards, the integration of new professions from the Atlas of New Professions of Kazakhstan, human resource capacity and resource provision.

I consider it important to note that the review not only highlights strengths but also identifies systemic issues requiring attention. These include insufficient integration of professional standards in a number of higher education institutions, low publication output among teaching staff, limited academic mobility and inadequate material and technical resources. This approach demonstrates the agency's objective and independent stance on assessing the quality of education.

I would particularly like to highlight the practical value of the recommendations presented. The proposals to strengthen engagement with employers, boost academic staff's research activities, develop academic mobility and modernise infrastructure are concrete and achievable. They can be adopted by higher education institutions as a roadmap for improving educational programmes.

I also welcome the authors' focus on innovative educational programmes, such as 'Immersive Technologies', 'Digital Agrosystems and Complexes' and 'Cybersecurity', which are delivered in several languages and aligned with international standards. This demonstrates an understanding of contemporary trends and the needs of the digital economy.

Overall, the IQAA's analytical review is a high-quality, well-structured and substantive document that may be useful to a wide range of stakeholders: university leaders, curriculum developers, lecturers, as well as government bodies responsible for higher education.

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