

REVIEW
ON THE THEMATIC ANALYSIS 'THE QUALITY OF IMPLEMENTATION
OF EDUCATIONAL PROGRAMMES IN THE FIELD OF
EDUCATIONAL SCIENCE

(2024–2025)

The thematic analysis is written as an official analytical review, the primary aim of which is not merely to describe the state of educational programmes, but to demonstrate their compliance with standards, identify problem areas and propose avenues for development. It combines an analytical review, a regulatory assessment and practical recommendations, making it a comprehensive tool for managing the quality of teacher education.

The thematic analysis consists of the following sections:

Introduction

1. Analytical section

1.1. General overview of accredited educational programmes

1.2. Compliance of educational programmes with accreditation standards

1.3. Expert comments and recommendations on accreditation standards

1.4. Best practice in higher education institutions

Conclusion

- Paragraph 1.1 provides a general description, noting that the thematic analysis is based on reports from external expert groups on the results of the accreditation of educational programmes for the years 2024–2025; it lists the higher education institutions (8 institutions) that submitted educational programmes for accreditation in those years under the field '6B01 Pedagogical Sciences' and specifies the number of educational programmes (25 educational programmes).

The analytical section provides a basis for understanding the overall picture. A formal business style is used, with no emotional overtones.

Section 1.2 specifies the full, substantial and partial compliance of the educational programmes with the accreditation standards, and states the percentage figures.

It should be noted that a thorough analysis has been carried out against the seven standards; the majority of study programmes meet the basic requirements regarding structure, staffing and resources.

This section highlights strengths and weaknesses; that is, a comparative analysis has been carried out, with specific higher education institutions and educational programmes named. The description is fact-centred, and the style is restrained, factual and normative, free from emotional judgements, but with an emphasis on identified trends and recommendations.

The text is structured logically, moving from general analysis to specific observations and recommendations.

At the same time, specific problem areas have been identified relating to the employment of university graduates, student admissions, the quality of the academic staff, and information management.

Paragraph 1.3 sets out the experts' comments and recommendations regarding accreditation standards. This paragraph describes in detail, for each standard, the views of independent experts and suggestions for improvement.

It should be noted that the material for this section has been prepared with considerable care; recommendations are made to strengthen students' practical training, advice is provided on the implementation of digital educational technologies and on the professional development of academic staff, and model recommendations from external expert groups on accreditation standards have been drawn up, which serve as concrete guidelines for the further development of higher education institutions.

Paragraph 1.4 highlights the positive practices of individual higher education institutions that have undergone accreditation.

The Thematic Analysis highlights examples of the successful implementation of blended learning, effective collaboration with employers, the development of research activities by lecturers and students, the delivery of courses on the application of artificial intelligence in the teaching process, and the use of new technologies, in particular digital technologies.

The thematic analysis is of a high standard and has a number of strengths that make it substantive and convincing:

Strengths of the thematic analysis:

1. Structure: The thematic analysis is clearly divided into sections, which makes it easier to follow.
2. Richness of facts: specific facts are provided, lending the thematic analysis credibility and analytical depth.
3. Comparative analysis: The thematic analysis is not limited to dry statistics, but highlights the strengths and weaknesses of the various fields.
4. Examples of educational programmes: a table listing accredited programmes makes the material clear and practical.
5. Conclusions and trends: The thematic analysis does not merely record facts, but also interprets them, highlighting strategic directions for development.
6. Balance: Alongside the positive results, risks and areas for improvement are highlighted, which ensures the thematic analysis remains objective.

What is particularly successful:

1. The use of clear evaluation criteria (career prospects, quality of educational programmes, student achievements) – this demonstrates a systematic approach.
2. The inclusion of performance indicators for educational programmes.
3. The regional breakdown – the Thematic Analysis demonstrates that accreditation is not merely a formality, but reflects real differences in the level of training of future specialists.

Overall, the thematic analysis can be characterised as a substantive, analytically sound and well-structured document which not only records the results of accreditation but also helps to reveal the evolving landscape of higher education.

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