IQAA

INDEPENDENT AGENCY

FOR QUALITY ASSURANCE IN EDUCATION - IQAA

THEMATIC ANALYSIS

Analysis of reports of external expert group on programme accreditation

Compiled by:

Sh. Kalanova,

G. Zhumadilova,

M. Myrzakhmet

Astana, 2025

CONTENT

INTRODUCTION

The quality of higher education programmes is a key factor in shaping competitive human capital and ensuring the sustainable development of the higher education system. In this context, the accreditation of educational programmes plays an important role in identifying areas for development, aimed at enhancing the content, teaching methods, and conditions for the delivery of educational programmes.

The purpose of this thematic analysis is to summarise the outcomes of the accreditation of educational programmes conducted in 2024. It identifies non-compliances (problem areas identified in experts' remarks), provides expert recommendations for improvement, and highlights best practices of higher education institutions. The analysis focuses on the findings of external expert groups as documented in reports on the external evaluation of 516 educational programmes at the levels of bachelor's, master's, residency, and doctoral education.

The objectives of the analysis are:

- To identify the accreditation standards that, in practice, receive the largest number of remarks and therefore require primary attention;
- To identify and systematise the typical remarks and recommendations of external expert groups;
- To determine the levels of education at which the highest proportion of programmes are fully compliant with the accreditation standards;
- To highlight examples of the best practice from higher education institutions that may be adopted by other institutions;
- To provide analytical information to the public.

The Pareto analysis method was applied to identify problem areas, allowing determination of which aspects in the implementation of programmes require the greatest attention and resources as a priority.

The results of this analysis may serve as a reference point for higher education institutions in planning corrective actions and for experts in preparing for external review visits.

1. ANALYTICAL PART

1.1. General overview of accredited educational programmes

The analysis covered 412 reports of external expert groups for 2024, prepared following the accreditation of educational programmes at 25 higher education institutions (Table 1). In total, 516 programmes were reviewed across different levels of education — bachelor's, master's, residency, and doctoral (Fig. 1).

Table 1. Higher education institutions that submitted educational programmes for accreditation

No.	Higher education institution
1.	Mukhametzhan Tynyshbayev ALT University
2.	Almaty Technological University
3.	D. Serikbayev East Kazakhstan Technical University
4.	S. Amanzholov East Kazakhstan University
5.	West Kazakhstan Agrarian and Technical University named after Zhangir Khan
6.	Innovative University of Eurasia

7.	Kazakh National Agrarian Research University
8.	Abai Kazakh National Pedagogical University
9.	K. Kulazhanov Kazakh University of Technology and Business
10.	Kazakhstan-American Free University
11.	Al-Farabi Kazakh National University
12.	Abylkas Saginov Karaganda Technical University
13.	Karaganda Buketov University
14.	Karaganda University of Kazpotrebsoyuz
15.	Caspian University of Technology and Engineering named after Sh.Yessenov
16.	Kostanay Social-Technical University named after academician Z. Aldamzhar
17.	International Engineering-Technological University
18.	Khoja Akhmet Yassawi International Kazakh-Turkish University
19.	International Taraz University named after Sh.Murtaza
20.	International University of Kyrgyzstan
21.	Toraighyrov University
22.	Narxoz University
23.	Mukhtar Auezov South Kazakhstan University
24.	Astana International University
25.	Turan-Astana University

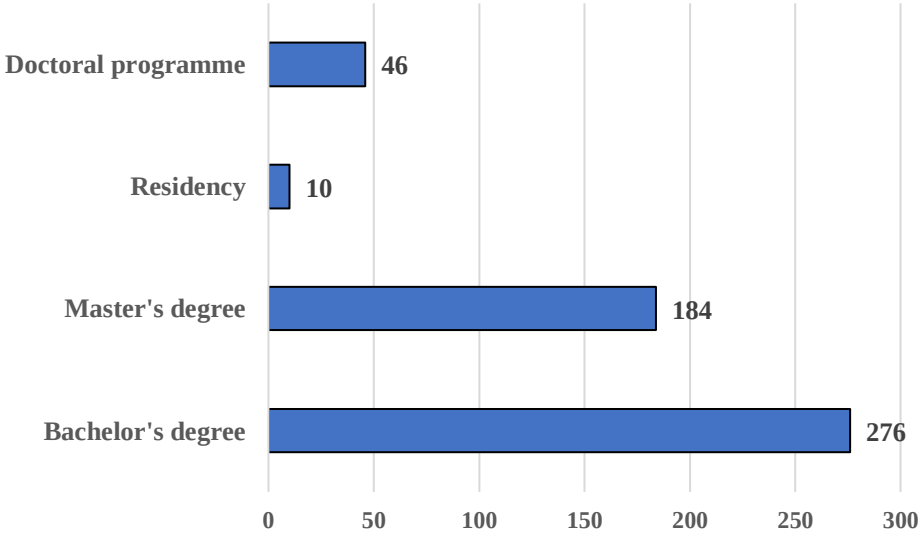

Figure 1. Number of accredited programmes in 2024

The analysis identified 95 fields of study, classified by level of education:

- bachelor's degree, 39 fields of study, 11 areas of education;
- master's and residency programmes, 36 fields of study, 12 areas of education;
- doctoral programmes, 20 fields of study, 10 areas of education.

Tables 2–4 illustrate the distribution of educational programme fields of study.

Among bachelor’s programmes, the most represented fields are “Engineering, manufacturing and construction industries” (68 programmes), “Pedagogical Sciences” (50 programmes), “Business, Management and Law” (31 programmes), and “Information and communication technologies” (24 programmes).

Table 2. Accredited Bachelor's degree programmes by field of study

Field of education	Field of study	Number
6B01 Pedagogical Sciences	6B011 Pedagogy and Psychology	2
	6B012 Pedagogy of preschool education and training	3
	6B013 Training of teachers without subject specialization	1
	6B014 Training of teachers with subject specialization of general development	9
	6B015 Training of teachers in Natural science subjects	22
	6B016 Training of teachers in Humanitarian subjects	2
	6B017 Training of teachers in Languages and Literature	5
	6B018 Training of specialists in social pedagogics	1
	6B019 Special pedagogy	3
	6B020 Professional training (by profile)	2
6B02 Arts and Humanities	6B021 Arts	13
	6B022 Humanities	7
	6B023 Languages and Literature	7
6B03 Social Sciences, Journalism and Information	6B031 Social Sciences	11
	6B032 Journalism and Information	7
6B04 Business, Management and Law	6B041 Business and Management	22
	6B042 Law	9
6B05 Natural Sciences, Mathematics and Statistics	6B051 Biological and related sciences	8
	6B052 Environment	4
	6B053 Physical and chemical sciences	5
	6B054 Mathematics and Statistics	3
6B06 Information and communication technologies	6B061 Information and communication technologies	22
	6B062 Telecommunications	1
	6B063 Information security	1
6B07 Engineering, manufacturing and construction industries	6B071 Engineering and engineering affairs	28
	6B072 Industrial and manufacturing branches	24
	6B073 Architecture and construction	11
	6B075 Standardization, certification and metrology (by branches)	5
6B08 Agriculture and Bioresources	6B081 Agronomy	5
	6B082 Livestock	2
	6B084 Fisheries	1
	6B086 Water resources and water use	1
	6B087 Agroengineering	2
6B09 Veterinary	6B091 Veterinary	3
6B10 Healthcare	6B101 Healthcare	2

6B11 Services	6B111 Service industry	10
	6B112 Hygiene and labor protection at work	4
	6B113 Transport services	5
	6B114 Social work	3

As shown in Table 2, master's programmes also predominantly cover three fields of education: "Pedagogical Sciences" (37 programmes), "Engineering, manufacturing and construction industries" (35 programmes), and "Business, Management and Law" (32 programmes).

Table 3. Accredited Master's and Residency programmes by field of study

Field of education	Field of study	Number
7M01 Pedagogical Sciences	7M011 Pedagogy and Psychology	3
	7M012 Pedagogy of preschool education and training	2
	7M013 Training of teachers without subject specialization	1
	7M014 Training of teachers with subject specialization of general development	3
	7M015 Training of teachers in Natural science subjects	17
	7M016 Training of teachers in Humanitarian subjects	2
	7M017 Training of teachers in Languages and Literature	6
	7M018 Training of specialists in social pedagogics	1
	7M019 Special pedagogy	2
7M02 Arts and humanities	7M021 Art	5
	7M022 Humanities	5
	7M023 Languages and Literature	4
7M03 Social Sciences, Journalism and Information	7M031 Social Sciences	12
	7M032 Journalism and Information	5
7M04 Business, Management and Law	7M041 Business and Management	23
	7M042 Law	9
7M05 Natural Sciences, Mathematics and Statistics	7M051 Biological and related sciences	5
	7M052 Environment	4
	7M053 Physical and chemical Sciences	5
	7M054 Mathematics and Statistics	2
7M06 Information and communication technologies	7M061 Information and Communication technologies	16
7M07 Engineering, Manufacturing and	7M071 Engineering and Engineering affairs	16
	7M072 Industrial and manufacturing industries	8
	7M073 Architecture and Construction	7

Construction industries	7M075 Standardization, Certification and Metrology (by branches)	4
7M08 Agriculture and Bioresources	7M081 Agronomy	2
	7M082 Livestock	1
	7M084 Fisheries	1
	7M087 Agroengineering	1
7M09 Veterinary	7M091 Veterinary	1
7M10 Healthcare	7M101 Healthcare	2
7M11 Services	7M111 Service industry	4
	7M112 Hygiene and labor protection at work	2
	7M113 Transport services	1
	7M114 Social work	2
7R01 Healthcare	7R011 Healthcare	10

Doctoral programmes at the specified higher education institutions are predominantly represented in the fields of “Engineering, Manufacturing and Construction industries” (18 programmes) and “Pedagogical Sciences” (10 programmes).

Table 4. Accredited doctoral programmes by field of study

Field of education	Field of study	Number
8D01 Pedagogical sciences	8D011 Pedagogy and Psychology	2
	8D012 Pedagogy of preschool education and training	1
	8D013 Training of teachers without subject specialization	1
	8D014 Training of teachers with a subject specialization of general development	1
	8D015 Training of teachers in Natural science subjects	3
	8D017 Training of teachers in Languages and Literature	1
	8D019 Special pedagogy	1
8D02 Arts and humanities	8D022 Humanities	2
8D03 Social Sciences, Journalism and Information	8D032 Journalism and Information	1
8D04 Business, Management and Law	8D041 Business and Management	4
8D05 Natural sciences, Mathematics and Statistics	8D051 Biological and related sciences	3
	8D053 Physical and chemical sciences	1
8D06 Information and communication technologies	8D061 Information and communication technologies	4
	8D071 Engineering and engineering services	11

8D07 Engineering, manufacturing and construction branches	8D072 Manufacturing and processing industries	5
	8D073 Architecture and construction	1
	8D075 Standardization, certification and metrology (by branches)	1
8D08 Agriculture and biological resources	8D084 Fisheries	1
8D10 Healthcare	8D101 Healthcare	1
8D11 Services	8D112 Hygiene and labor protection at work	1

1.2 Results of the Pareto analysis

To identify and prioritize problem areas that have the greatest impact on the effectiveness of educational programmes, according to the reports of external expert groups, a Pareto analysis of non-compliance with accreditation standards was conducted for bachelor's, master's, residency, and doctoral programmes, based on the corresponding accreditation standards.

Accreditation standards for bachelor's and master's programmes:
Standard 1. Educational Programme Quality Assurance Policy and Academic Integrity.
Standard 2. Development and approval of educational programmes, information management.
Standard 3. Student-centred learning, teaching and assessment.
Standard 4. Student admission, performance, recognition and certification.
Standard 5. Academic staff.
Standard 6. Learning resources and student support.
Standard 7. Public information.

The Pareto analysis of non-compliance in bachelor's and master's programmes (Fig. 2) shows that the largest share of non-compliances (72%) is concentrated in four standards: Student-Centred Learning, Teaching and Assessment, Academic Staff, Learning Resources and Student Support, and Public Information. Figure 3 illustrates the levels of compliance with accreditation standards, with the highest compliance observed in the area of Standard 1: Educational Programme Quality Assurance Policy and Academic Integrity".

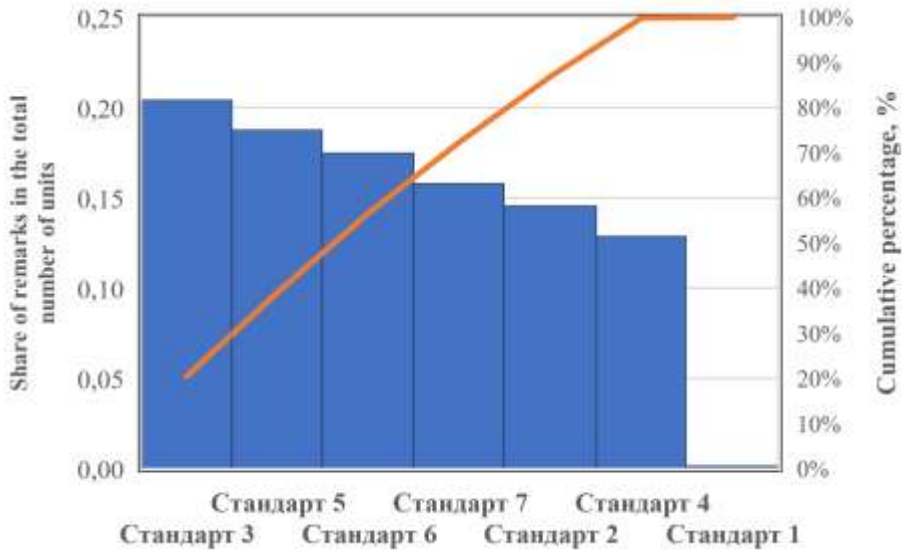

Figure 2. Pareto analysis of non-compliance with accreditation standards for bachelor's and master's programmes

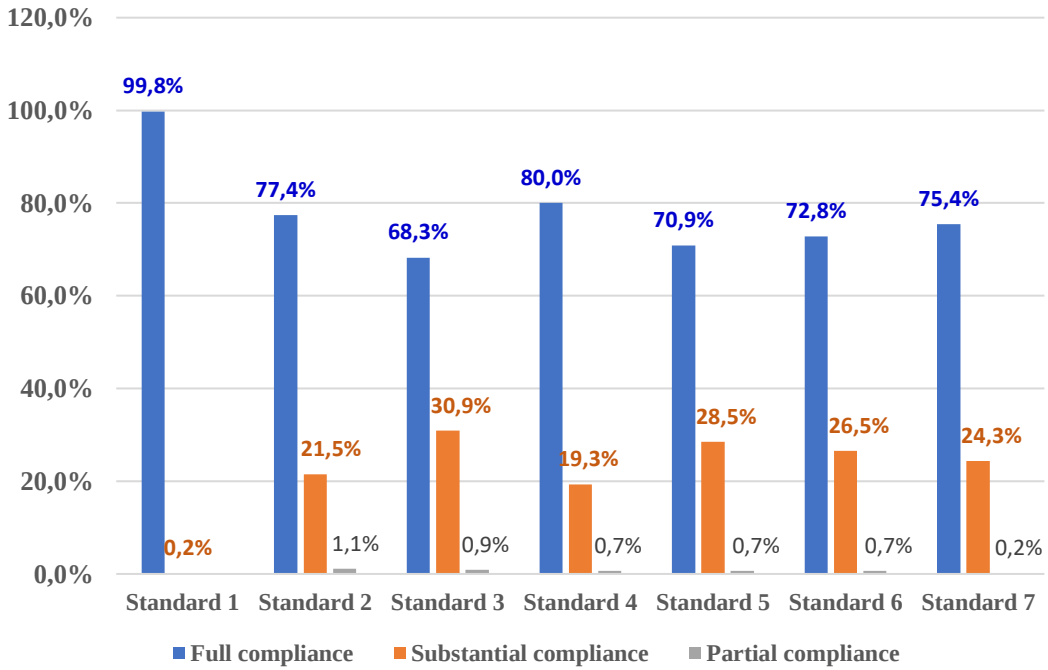

Figure 3. Levels of compliance with accreditation standards for bachelor's and master's programmes

Accreditation standards for the residency programme:

Standard 1. Educational programme objectives and quality assurance policy.
Standard 2. Development and approval of the educational programme.
Standard 3. Student-centred learning and teaching.
Standard 4. Residency admission, performance, recognition, and certification.
Standard 5. Academic staff.
Standard 6. Learning resources and student support.
Standard 7. Assessment of student and programme performance.
Standard 8. Management and Information governance.

According to the Pareto analysis (Fig. 4), 72% of non-compliances in residency programmes are concentrated in two standards (“Student-centred learning and teaching”, “Academic staff”) indicating a bottleneck in the implementation of the residency programmes.

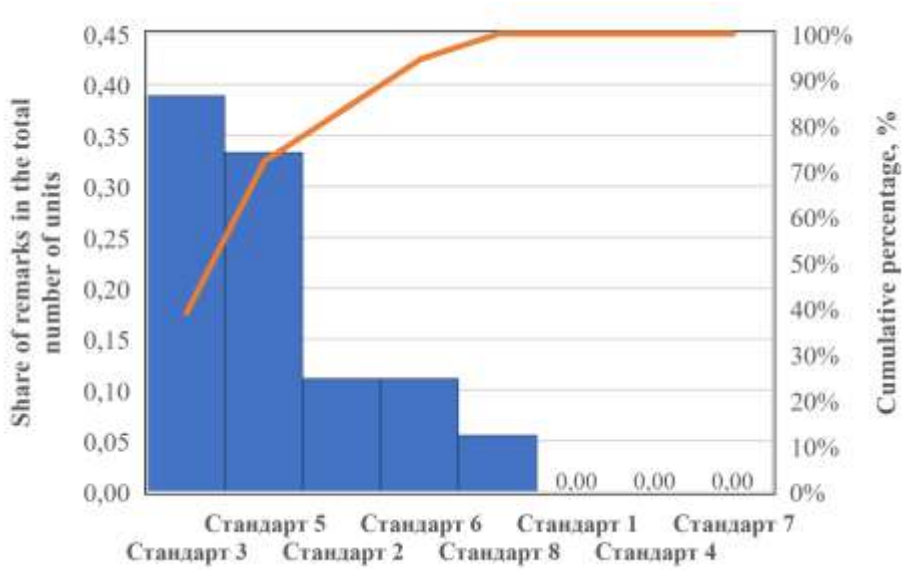

Figure 4. Pareto analysis of non-compliance with accreditation standards for residency programmes

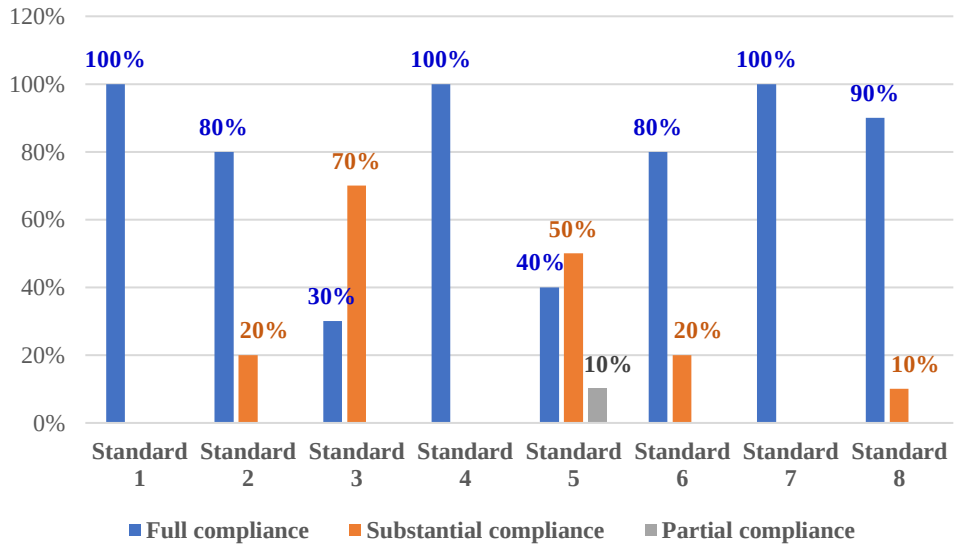

Figure 5. Levels of compliance with accreditation standards for residency programmes

Such accreditation standard areas as “Educational programme objectives and quality assurance policy”, “Residency admission, performance, recognition, and certification”, and “Assessment of student and programme performance” show a zero-non-compliance rate, indicating full compliance with the requirements in these areas (Figs. 4, 5).

Accreditation standards for doctoral programmes:

Standard 1. Educational programme quality assurance policy and academic integrity.
Standard 2. Content of the educational programme.
Standard 3. Quality of the academic staff.
Standard 4. Quality of research work.
Standard 5. Effectiveness of the doctoral student support system.
Standard 6. Resources.

Standard 7. Effectiveness of programme learning outcomes and public information.

As shown by the Pareto analysis, three areas represent risk zones in doctoral programmes ("Quality of academic staff," "Quality of research work," and "Effectiveness of programme learning outcomes and public information") accounting for 80% of all non-compliance (Fig. 6). Full and high compliance is observed in the areas of "Educational Programme Quality Assurance Policy and Academic Integrity," "Effectiveness of the Doctoral Support System," and "Resources" (Figs. 6, 7).

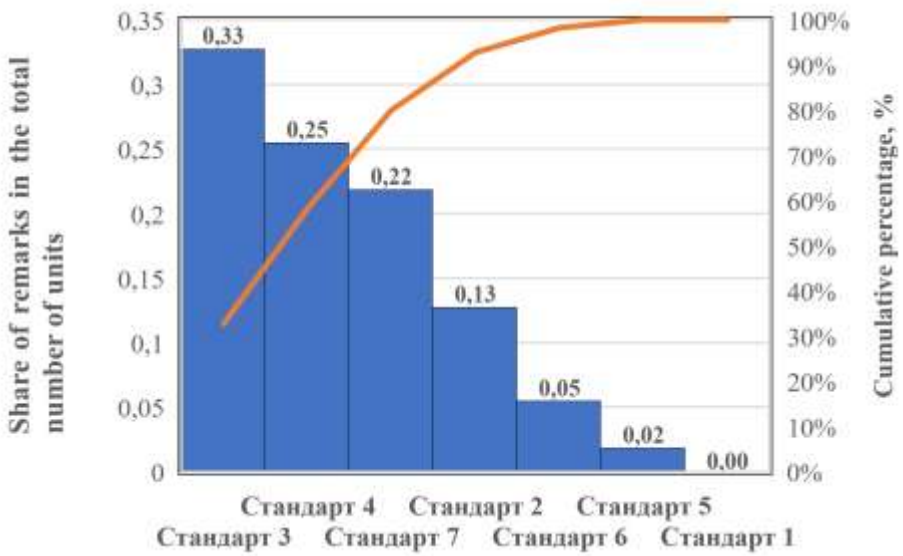

Figure 6. Pareto analysis of non-compliance with accreditation standards for doctoral programmes

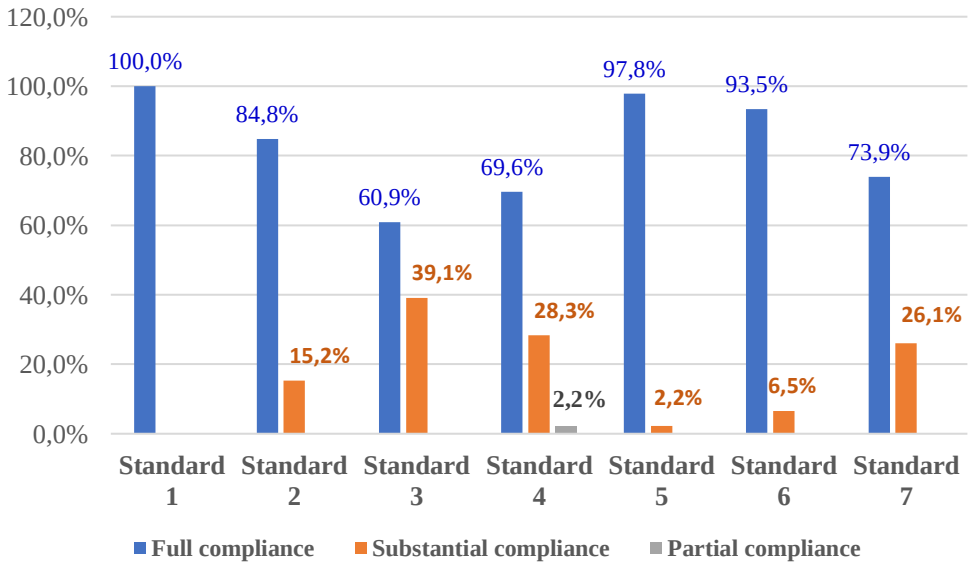

Figure 7. Levels of compliance with accreditation standards for doctoral programmes

In order to obtain a comprehensive understanding of the quality of educational programme implementation across different levels of education, an additional analysis was carried out to assess the extent of their full compliance with all accreditation standards. The analysis revealed (Fig. 8) that:

- 16% of bachelor's programmes (44 out of 276) demonstrated full compliance with all standards;
- In master's programmes, this figure was slightly higher — 21% of programmes (39 out of 184);
- In doctoral programmes, the figure was 17% (8 out of 46).

Despite the presence of certain successful practices, the overall level of full compliance remains relatively low (18%).

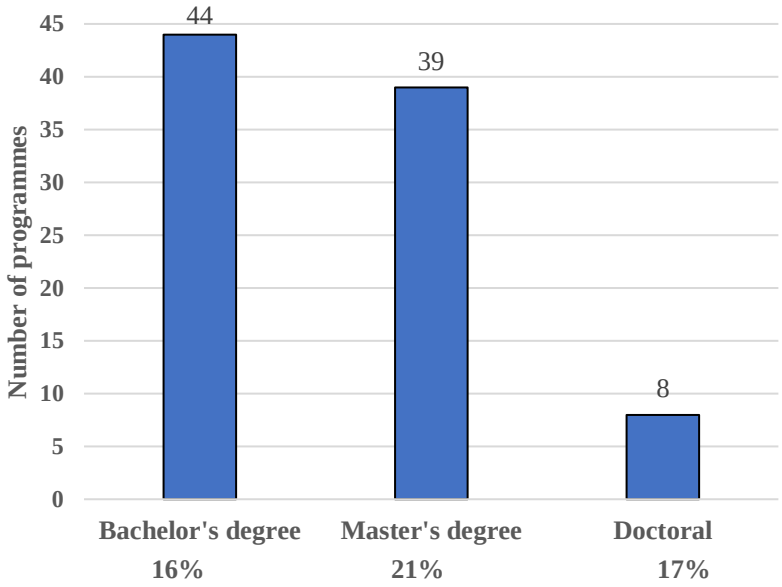

Figure 8. Full compliance with all accreditation standards by type of programme

1.3 Typical remarks on accreditation standards

An analysis of the reports of external expert groups revealed ***typical remarks*** on the accreditation standards for bachelor's, master's and residency programmes:

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

Standard 2. Content of the educational programme.

- The results of discussions with employers should be reflected in the content of the educational programme. The educational programme is not formally reviewed by employers (only verbal discussions take place).
- Weak participation of students and employers in the development of the educational programme. Lack of evidence confirming the participation of employers, graduates and other stakeholders in the development of the educational programme. Employers, graduates and other stakeholders are not fully engaged in the development of the educational programme.
- The content of the syllabuses for some bachelor's and master's courses is identical.
- There is a lack of modern digital training programmes in the learning process to develop digital and analytical competences.

- The development plan, consistent with the university's development strategy, does not contain a section on potential risks in the implementation of the educational programme, including risk identification, possible consequences of failing to take and/or timely response measures, as well as mechanisms and measures for risk management.

Standard 3. Student-centred learning, teaching and assessment.

- Innovative teaching methods are not sufficiently used in the learning process.
- Students are insufficiently involved in managing the learning process.
- Student academic mobility and participation in scientific and practical conferences at city and national levels remain at a low level.
- There is no analysis of the results of the "Lecturer through the Eyes of Students" survey to improve the professional level of the teaching staff.
- The syllabuses do not specify the assessment criteria, including all parameters and their weighting in the overall assessment.
- Research and surveys of students and faculty to assess the impact of teaching methods on the quality of education and competence acquisition are conducted irregularly.

Standard 4. Student admission, performance, recognition and certification.

- The educational programme shows a negative trend in student enrolment.
- Information and relevant documentation for applicants and other stakeholders on the University's website are not updated in a timely manner.
  Incomplete provision of comprehensive and representative statistics on student body dynamics (withdrawals, transfers, academic leave, with cause-and-effect analysis).

Standard 5. Academic staff.
Standard 3. Quality of academic staff.

- Insufficient number of invited national professors in the field of the educational programme.
- There is a lack of professional development for national doctoral supervisors and for the faculty members of the educational programme in the relevant field.
- Full-time faculty members do not publish enough in high-ranking journals, which makes them ineligible to serve as doctoral supervisors under the qualification requirements. As a result, external faculty are invited to supervise doctoral students.
- Low research publication activity among the academic staff. Some faculty members in the department have no scientific publications. Faculty members teaching core disciplines lack publications in indexed journals with a non-zero impact factor (Scopus, Web of Science).
- Low percentage of full-time academic staff holding advanced degrees in core disciplines.
- Insufficient engagement of academic staff in updating outdated textbooks, teaching aids and methodological materials.
- Non-compliance with qualification requirements for academic supervision in postgraduate education.
- Low level of academic mobility among academic staff.

Standard 4. Quality of research work.

- Insufficient utilisation of research potential (participation in competitions, tenders, funded projects).
- Insufficient participation of doctoral students in academic mobility programmes with domestic and foreign universities;

- Low research publication activity of doctoral students in international peer-reviewed journals. This diminishes the competitiveness of the programme by limiting the number of successful doctoral defences.
- At the final stage of doctoral research—the writing of the dissertation—departmental oversight and supervision of the quality of required sections and their content is insufficient.
- The intellectual capacity of the faculty is not fully harnessed for research activities.

Standard 6. Learning resources and student support.
Standard 5. Effectiveness of the doctoral student support system.
Standard 6. Resources.

- Lack of up-to-date academic and instructional literature relevant to the educational programme.
- There is no evidence of timely updating of the material and technical resources. The laboratories' facilities are outdated and insufficiently equipped with modern units. Laboratories lack adequate contemporary equipment, instruments, and models required for the specialised disciplines of the educational programme.
- Software updates are not carried out systematically.
- Insufficient support from advisors to master's students in developing individual study plans.
- Insufficient student awareness of academic mobility programmes.
- Lack of digital learning programmes supporting the taught disciplines.

Standard 7. Public information.
Standard 7. Effectiveness of programme learning outcomes and public information.

- Delayed updating of data on the university website and absence of information in three languages (Kazakh, Russian and English).
- Lack of doctoral thesis defences by doctoral students in the educational programme.

1.4 Expert recommendations on accreditation standards

The analysis of reports from external expert groups also resulted in the identification of expert ***recommendations*** on accreditation standards aimed at improving the quality of educational programmes:

Standard 1. Educational programme quality assurance policy and academic integrity

- Pursue a consistent policy of integrating the educational process with research activities, fostering student development through research, and enhancing doctoral students' professional competence and ethical standards by utilising their own research results.
- Engage students and graduates in the regular assessment of the quality of the educational programme. Participants involved in the development and monitoring of the programme should be periodically informed of the outcomes of the internal quality assurance system.
- Systematise the documents of the university's internal quality assurance system.
- Increase the involvement of employers and leading international scholars in the development of the educational programme.
- Enhance awareness among academic staff and students of the university's mission, objectives, quality assurance policies, and development prospects, and actively engage them in the formulation of the strategic development plan.
- Increase the participation of academic staff in the implementation of the university's mission and development strategy.

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

Standard 2. Content of the educational programme.

- Engage employers' organisations in reviewing the educational programme, providing mandatory recommendations to enhance the quality of training.
- Promote the expansion of international cooperation, leveraging the strong research potential of the academic staff.
- Regular updating of the content of disciplines and research areas is required, taking into account global and industry trends.
- Review the disciplines in the elective course catalogue to identify potential content duplication.
- Enhance engagement with internship bases under existing cooperation agreements to further develop graduates' professional competencies. Expand the range of partner enterprises to establish long-term internship agreements.
- Increase students' active participation in the development and improvement of the educational programme.
- Strengthen the practical component in professional disciplines, with the active participation of graduates and potential employers.
- Implement a system for monitoring graduate employment to assess the actual demand for the competencies acquired through the programme in the labor market.
- Promote the development of interdisciplinary courses and projects that integrate IT technologies with other fields of knowledge in the context of services, offering students a broader professional perspective.
- Organise regular meetings and seminars to discuss relevant topics of final projects.

Standard 3. Student-centred learning, teaching and assessment.

- Ensure students are fully informed about the activities of research clubs (research communities) to enhance their research potential.
- Establish a process for regular analysis of survey results to facilitate timely responses to students' needs.
- Enhance the academic performance monitoring system and provide students with timely, personalized support.
- Enhance the promotion and management of students' external and internal academic mobility.
- Conduct practice-oriented classes at internship or practical training bases.

Standard 4. Student admission, performance, recognition and certification.

- Establish a "University Alumni Association" in light of the university's strong engagement with alumni, regional employers, and internship bases.
- Strengthen ties with successful graduates and business representatives. Conduct ongoing career guidance work with schoolchildren and graduates through various social networks using promotional videos featuring industry representatives.
- Implement the practice of giving students the right to select the format of their current examinations.
- Implement a system to assist students in need with finding employment during their free time outside of academic activities.

Standard 5. Academic staff.

Standard 3. Quality of academic staff.

- Strengthen efforts to engage academic staff in grant competitions and funded research projects, and enhance faculty publication activity in journals indexed in Web of Science and Scopus.
- Promote faculty academic mobility and provide funding for visits to foreign (regional or international) universities to enhance professional development.
- Enhance the process of selecting and approving foreign consultants and internship placements for doctoral students.
- Increase the involvement of lecturers from foreign universities to deliver lectures aligned with the educational programme's profile.
- Diversify active and creative forms of learning activities (case studies, business simulations, workshops, debates, round tables, etc.).
- Practice the systematic organization of scientific seminars and trainings to enhance the teaching skills of faculty members. Increase faculty participation in professional development courses in the relevant disciplines of the respective educational programs.
- Intensify the efforts of academic staff in developing educational content for online platforms, including (Massive Open Online Courses – MOOCs).
- Consider opportunities to enhance the professional foreign language proficiency of academic staff and intensify efforts to develop and publish specialised literature in English.
- Conduct demonstration classes by academic staff to showcase to junior faculty effective teaching methods, tools, and techniques, as well as to share best practices in conducting and managing classes.
- Utilise various internet technologies in teaching (global and local computer networks, a set of methodological, organisational, technical, and software tools for implementing and managing the educational process regardless of the participant's location), such as Socrative.com, Kahoot, Master Test, Prezi.com, and licensed software like 1C: Accounting 8.4, etc.
- Provide for the professional development of clinical mentors in pedagogy.

Standard 4. Quality of research work.

- Strengthen monitoring of doctoral students' dissertation preparation for defence.
- Provide doctoral students with the option to select foreign consultants and broaden the network of agreements with international universities.
- Conduct systematic monitoring of doctoral students' dissertation research progress, including publications in high-impact international journals and journals recognised by authorised bodies. Introduce the practice of writing and submitting scientific articles to international journals with a non-zero impact factor from the first year, so that by the end of their doctoral studies, candidates have publications meeting the requirements for defending their doctoral dissertation.
- Establish computer labs for doctoral students equipped with licensed software for conducting research and analysing results.
- Create conditions to actively integrate doctoral students' research results into the university's educational process.
- Strengthen the systematic work of the department in training and graduating doctoral students; support doctoral students in improving their academic writing and the quality of their research work.
- Broaden the set of activities aimed at developing publication skills and supporting doctoral students in publishing in international peer-reviewed journals.

- Conduct trainings and seminars on writing articles in English, covering academic style and publication structure. Clarify the requirements for publishing in international journals and provide guidance on journal selection.
- Ensure financial and administrative support for publications: implement grants or cover publication fees in international journals; provide assistance with editorial processes (translation, formatting, etc.).
- Organise consultations in the format of PhD Talks, i.e., meetings with PhD holders who have successfully earned their degrees abroad. These sessions provide doctoral students with a unique opportunity to gain insights into the process of preparing and defending dissertations.

Standard 6. Learning resources and student support.
Standard 5. Effectiveness of the doctoral student support system.
Standard 6. Resources.

- Student support activities should be formalised as a business process.
- Intensify efforts to assist doctoral students in finding employment.
- Encourage doctoral students to actively publish in journals indexed in the Scopus and Web of Science databases.
- To enhance support for doctoral students, the university may implement various collaborative initiatives with other universities, such as internal academic mobility programmes for doctoral students, joint research projects, and inter-university seminars involving doctoral students from other Kazakhstani institutions. These initiatives will strengthen scientific collaboration, broaden access to resources, and improve the quality of doctoral training.
- Comprehensive forms of monitoring doctoral students' knowledge should be used.
- Develop cooperation with international libraries and platforms to improve access to up-to-date scientific information.
- Enhance the provision of modern computer equipment, interactive panels, and licensed software in classrooms.
- Strengthen support for students with special needs through an inclusive approach. Develop and implement support programmes for students with disabilities, international students, and students experiencing learning difficulties to help them successfully adapt and integrate into the learning process.
- Systematise the collection of student feedback on the quality and accessibility of educational resources and support provided by the university for subsequent improvement of these aspects.
- Improve the availability of educational literature for students, taking into account the language of instruction in the educational programme.
- Strengthen the work of advisors with students in the formation of individual study plans.
- Provide students with more active explanations of existing resources and opportunities for academic mobility.

Standard 7. Public information.
Standard 7. Effectiveness of programme learning outcomes and public information.

- Monitor the quality and technical design of information published on the University's website.
- Regularly update the University website with up-to-date information and broaden the channels of communication about the activities and achievements of the educational programme, as well as about graduates and their successes. This includes creating publications and videos on the programme’s key resources featuring faculty and doctoral students, and highlighting collaboration with partners within the educational programme.

- Publish information on the University website in all the languages of instruction offered by the University.

1.5 The best practices of higher education institutions

In addition to typical comments and recommendations for improving educational programmes, ***the best practices*** of higher education institutions were identified which, in the opinion of the expert group, effectively influence the development of the quality of education and can serve as an example for other higher education institutions to follow and deserve wider dissemination in the higher education system as a whole.

Al-Farabi Kazakh National University

- The department has a training centre, a branch of the "QS Azia Sertik" LLP Information Center, which offers opportunities for doctoral students to attend training sessions and conduct scientific research. KAZNU
- Doctoral students have the opportunity to study at two partner universities and obtain a "double degree".
- Master's students actively engage in scientific activities together with faculty as part of research projects, resulting in publications.
- The electronic form of the indicative plan is available in the "UNIVER" information system. This system promotes openness and transparency in evaluating each lecturer's performance across the university's strategic areas of activity: teaching and methodological work, research, social, educational and image-building activities, and reputation assessment.

K. Kulazhanov Kazakh University of Technology and Business

- Academic staff regularly undergo professional development, including abroad at the university's expense. This reflects the existence of a system that motivates faculty to enhance their professional competence, broaden their academic horizons, integrate the outcomes of international internships into the educational process (drawing on advanced global experience), foster research activity, and ultimately increase publication output.
- Students' practical experience is developed through scientific and applied work using resources such as the Republican Interuniversity Electronic Library rmebrk.kz, the Astana branch of the Republican Scientific and Technical Library https://astana.rntb.kz, SpringerLink https://www.springeropen.com, the Encyclopedia of Life https://eol.org/, and Polpred.com Media Review polpred.com. This contributes to building a foundation of professional experience for students within the educational programme.

Mukhametzhan Tynyshbayev ALT University

- Organisation of dual training in production and a high level of involvement of industry professionals in delivering guest lectures.

Khoja Akhmet Yassawi International Kazakh-Turkish University

- In 2023, a research laboratory was established for the project "Development of a composite metal-ceramic coating to protect zirconium alloys used in the nuclear industry from hydrogen embrittlement and high-temperature oxidation."
- As part of the project "Developing English-language training for students based on STEAM education in engineering and technical fields," a STEAM classroom (training laboratory) was created to enable students to carry out laboratory work in the course "Alternative Energy Sources."
- Initiation and promotion of the "Listening University" concept

Karaganda University of Kazpotrebsoyuz

- The university has an IDlogic self-service station designed to enhance the quality of services provided to modern library users. The station enables readers to return books independently, check the status of their library account, and view any outstanding debts or due dates for borrowed items. Equipped with a touch screen and an external return system, it allows visitors to return books 24/7, even when the library is closed.
- The university's website contains useful and understandable content, professional design, convenient navigation and interactivity.
- The university includes a Research Institute for Economic and Legal Studies, which provides additional support to doctoral students.

Caspian University of Technology and Engineering named after Sh.Yessenov

- The Lesson Study project, implemented in the format of summer and winter schools, is aimed at enhancing the professional culture of academic staff, including in the digital sphere and in the application of artificial intelligence, in line with academic requirements.
- The Yessenov Mobile application has been implemented for Android and iOS. Yessenov Mobile is an innovative mobile app that makes life easier for students and university staff.

Innovative University of Eurasia

- The university participates in the implementation of the state program "Youth Practice," which annually provides university graduates with employment opportunities within the structures of InEU.

Almaty Technological University

- The university has a rating system for evaluating the performance of academic staff, departments, faculties, and employees, based on which academic staff receive annual bonuses according to the evaluation results. Depending on their level of participation, academic staff are awarded additional payments to their basic salary.
- Availability of a modern material and technical base for student-centered learning, including modern educational and laboratory classrooms “Apple Lab”, ICT Academy Huawei, a VR/AR technology center, a Cisco Networking Academy laboratory, and the “Library Online” service.

D. Serikbayev East Kazakhstan Technical University

- Establishment of branches of the School of Earth Sciences under the study programmes 6B07203 Mining and 7M07203 Mining directly at mining enterprises engaged in mineral extraction, where training sites and classrooms are available for consolidating theoretical knowledge and acquiring practical skills in real mining conditions (Kazzinc, Irtyshsky mine).

West Kazakhstan Agrarian and Technical University named after Zhangir Khan

- Academic staff serving the educational programme record media courses on individual courses at the Video Studio, which are also posted on the educational portal. Students studying via distance learning technology have access to all media courses posted on the platform.
- A new website of the IOC "Parasat" has been developed, enabling academic staff to order new books and journal articles online through a web office, search for publications in the collection, and access full-text databases. An electronic library is also available.

Karaganda Buketov University

- Faculty use various online services to create interactive exercises, games, crosswords, and quizzes, including Quizizz (for creating surveys and quizzes), CROSS (for generating online crosswords from predefined words), Crosswordus (for creating and solving different types of crosswords), and Flippity (for designing game-based exercises using Google Sheets).

- The university allocates internal grants for researchers. For young researchers, the grant amount is up to 1 million tenge, which serves as a motivation and, upon successful implementation, enables them to gain valuable research experience.

Kazakhstan-American Free University

- Additional forms of financial incentives include sending university faculty members for professional development at the university's expense, both within Kazakhstan and abroad, the opportunity to publish scientific articles free of charge in the university journals Vestnik KASU and KAFU Academic Journal, as well as the publication of textbooks, teaching aids, and monographs authored by faculty at the university's expense.

International Engineering-Technological University

- The university has 39 student clubs of various types, reflecting students' interests. Most of the clubs are led by professional specialists.
- The elective courses of educational programmes are formed from faculty-authored courses developed on the basis of scientific research.

Toraighyrov University

- The university has developed an effective system for rewarding faculty and staff for excellence in teaching, research achievements, and dedication to their work. A comprehensive system for faculty professional development and the organisation of research internships is fully operational.

International Taraz University named after Sh.Murtaza

- On the internal educational portal of ITU "sirius.htii.kz", a Service Center (SOC) system has been implemented, allowing users to submit online requests for the required documents and receive a response either automatically via the applicant's specified email address or in person. The system also provides for signing by managers using a digital signature and institutional seals via QR code.

Astana International University

- The School has an ART club (Instagram: aiu.artclub), participation in which contributes to the acceleration of adaptation and socialisation, the development of self-presentation skills and the self-development of students.

Mukhtar Auezov South Kazakhstan University

- The "Virtual Admissions Committee" enables applicants to submit their applications online via the website priem.auezov.edu.kz, thereby simplifying and accelerating the document submission process.
- Every year, the university organises international winter and summer schools in an online format, bringing together participants from foreign and Kazakhstani universities. The speakers of these schools are leading experts from top research centres and educational institutions in Europe and Asia, presenting their research on pressing issues.
- In order to foster a culture of integrity among students, motivational "lectures on integrity", meetings in the pecha-kucha and TEDx formats, as well as competitions of videos and projects on anti-corruption topics are held.

CONCLUSION

1. The analysis of reports from external expert groups has identified problem areas at all levels of education.

- The following problem areas are common to all levels of education: *student-centred learning, teaching and assessment, and academic staff***.** This indicates the need for a systematic approach to strengthening these areas in higher education institutions.
- In bachelor's and master's programmes, attention should also be paid to the area of *learning resources and student support***.**
- Doctoral programmes also require increased attention in areas such as: *Quality of research work, Effectiveness of programme learning outcomes, and public outreach.*

This highlights the need for systematic work and changes in higher education institutions in these areas, and the implementation of recommendations developed by external expert groups.

2. A positive trend is the consistent compliance of virtually all accredited programmes with Standard 1 - *Quality Assurance Policy and Academic Integrity***,** which can therefore be noted as a strength of higher education institutions.

3. It should be noted that the comments of external expert groups closely correlate with the recommendations made; expert conclusions not only identify problem areas but also suggest specific ways to address them. At the same time, external expert groups are recommended to:

- Standardise the structure of recommendations as follows:

- Improve the quality of recommendations by making them more specific: instead of general phrases such as "strengthen work" or "intensify work," propose clear steps, such as "introduce the practice" or "develop a document," etc.
- When describing positive practices at universities, it is advisable not to limit oneself to stating their existence, but to try to reveal in detail their uniqueness and the mechanisms of their implementation. This will allow other universities to adapt and implement this experience in their own practice.