System of Higher Education Quality Assurance: Kazakhstani experience, policy, institutional level, individual level

Omirbayev S.M. – Rector, Pavlodar state university named after S. Toraighyrov

Istanbul, May 12, 2014
State Program for Education Development for 2011-2020 (approved by the Decree of the President of the Republic of Kazakhstan dated December 7, 2010 № 1118)

Goal: Providing high performance of higher education quality assurance system

Accreditation of universities is conducted by accreditation bodies, entered in the Register of the authorized body.

from 2015 state attestation will be replaced by national accreditation

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Accreditation Standards (Regulations) – the documents of accreditation body, establishing the requirements to accreditation procedure

Accreditation bodies – legal entities that develop standards (regulations) and accredit institutions of education based on standards (regulations) developed by them
Gradual transition from the system of quality control to the system of quality assurance

Creation of the new model of the quality assurance system

Institutional framework and tools of the quality assurance system
Policy in the sphere of higher education quality: institutional level

- Governmental member of EQAR
- 6 HE institutions – members of European Association of Universities (EAU)
- 2 HE institutions in top-400 according to QS
- **National Register** of accreditation bodies is founded, which includes 6 accreditation agencies (Kazakhstan – 2, Germany - 2, Austria - 1, USA - 1).
- Accreditation standards are developed in compliance with the European leading principles in the quality assurance sphere (*Standards and Guidelines for Quality Assurance in the European Higher Education Area*).
- National and independent ratings of HE institutions and educational programs are conducted
Accreditation is conducted by non-profit non-governmental accreditation agencies

Accreditation agencies should be included in the Register of the authorized body
Accreditation Principles

- Independence
- Voluntariness
- Payment
Accreditation Bodies

- are independent organizations
- are non-profit non-governmental organizations
- should be entered in the Register of an Authorized Body

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Standards of institutional and specialized accreditation should comply with the Standards and Guidelines for Quality Assurance in the European Higher Education area, developed by the European Net of Quality Assurance (ENQA) in the sphere of higher education.
National Accreditation Registers

**National Register 1 of accreditation bodies**
- registration and account of recognized by the authorized body in the field of education of national and international accreditation bodies, their eligibility for the implementation procedures of institutional and specialized accreditation of educational organizations

**National Register 2 of accredited educational organizations**
- presents a list of accredited educational organizations, formed by the Ministry on the basis of certificates of recognized accreditation bodies

**National Register 3 of educational programs**
- presents a list of educational programs of educational institutions, which is formed by the Ministry based on information provided by recognized accreditation bodies

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National Register 1
6 Accreditation Agencies:

- The Independent Kazakhstan Quality Assurance Agency for Education/IQAA
- Independent Agency for Accreditation and Rating/IAAR
- Accreditation Agency for Degree Programs in Engineering, Informatics, the Natural Sciences and Mathematics/ASIIN
- Accreditation, Certification and Quality Assurance Institute/ACQUIN
- Austrian Quality Assurance Agency/AQ Austria
- Accreditation Board for Engineering and Technology/ABET
## Requirements to Accreditation Body

### Result of the recognition of the accrediting body is its inclusion in the National Register №1

### Conditions: availability of

1. Legitimate recognition as a legal entity in the form of a non-profit organization and registration with the Justice of the Republic of Kazakhstan or abroad

2. The Charter of the functions of the accreditation body in the field of education in the form of accreditation of educational organizations in software and / or institutional level

3. Stated mission and objectives that are consistent with its main activity

4. Term of educational activities for at least 2 years from the date of registration with the Justice of the Republic Kazakhstan

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Requirements to Accreditation Body

5. Database of Experts on external quality assessment and profile professionals conducting peer reviews of educational organizations, complying with the stated mission

6. Internal normative documents regulating the procedure for the accreditation of educational organizations

7. Internet resource agency for public access to a description of the processes and procedures used by the accreditation body and the outcome of accreditation

8. Developed internal standards of institutional and specialized accreditation, internal standards of external expertise

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Requirements to Accreditation Body

9. Methodological basis for the procedure of accreditation of education

10. Full or associate membership in international networks of quality assurance (INQAAHE, ENQA, APQN,) and international cooperation agreements

11. No affiliation with educational organizations

The inclusion of foreign accreditation bodies in the National Register 1 is considered at the request of legal persons in recognition of their work in their own country (their inclusion in the National Register of accreditation bodies).

For accrediting agencies of the countries that signed the Bologna Declaration, inclusion to the European Quality Assurance Register (EQAR) is required.

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Motivation for Higher Education Institutions

Ensuring a highly effective system of HE quality assessment

Exempt from state certification by accredited programs during the period of accreditation:

- May issue own diplomas
- May carry out the implementation of programs of higher level
- May conduct training on state educational grants

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The Target Indicators

Percentage of HE institutions with institutional accreditation carried out by independent agencies based on international standards

- 2015: 50%
- 2020: 65%

Percentage of HE institutions with specialized accreditation carried out by independent agency based on international standards

- 2015: 20%
- 2020: 30%

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Participation in World Rankings (QS)

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Monitoring of Training Quality

Top-701+: KazNPU named after Abai, KazNTU named after K. Satpayev, KarSU named after Bukeyev, KATU named after Seifullin, KazUIRWL named after Abylai Khan

Top-601+: SKSU named after M. Auezov, KBTU

Top-400: ENU named after L. Gumilyev

Top-300: KazNU named after Al Farabi
Quality Assurance of HE Institutions: Individual Level

Monitoring of the Training Quality

- Holding the input knowledge assessment
- Conducting internal testing of students for residual knowledge
- Midterm and final certification by computer-based testing
- Holding “output” assessment, assessment of learning outcomes
In accordance with the State Program of Education Development for 2011-2020, the following tasks are set:

- Improving the relationship with the labor market
- Increasing the graduates’ competences
- Updating of content, methodology, and corresponding learning environment
RKN in comparison with the European framework

1. Primary education
2. Basic secondary education
3. General secondary education
4. Technical Professional
5. Post-secondary education
6. Higher Education (Undergraduate)
7. Graduate Program
8. Doctoral Program PhD

Post-Graduate Education

Secondary Education
Transition from the qualification to the competence model of specialist training is carried out.

- Competence model is based on learning outcomes
- Principle: “output” evaluation
- Within the competence model, educational programs are coordinated with descriptors

Competence model is less rigidly tied to a specific object and the subject of labor, which provides mobility of graduates in a changing labor market.

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Principles of educational programs development

- Professional standards
- Key competences and expectations of employers
- Educational Programs
Description of what a learner should know, understand and/or be able to do upon completion of the cycle

Learning outcomes

Competences

Credit transfer ECTS

Five main learning outcomes:

- Knowledge and understanding
- Application of knowledge and understanding
- Building judgments
- Communicative competence
- Academic skills
Complete system of Dublin descriptors determines:

- Qualifications upon completion of the first cycle of higher education: 180-240 credits
- Qualifications upon completion of the second cycle of higher education: 90-120 credits
- Qualifications upon completion of the third cycle of higher education: not regulated
Competences, built by professional education system, are subdivided into 2 macro classes:

- Competences, related to the subject area (subject-special, specific)
- Universal competences (general, extra-subject)
### Key competences, required for educational program graduates:

1. In native language
2. In foreign languages
3. Fundamental preparation in mathematics, natural sciences, and technical sciences
4. Computer
5. Social (interpersonal, intercultural, civil)
6. Business, Economic
7. Cultural
8. Academic: special competences
Module System of Training

General Obligatory Modules

Obligatory Modules on Specialty

Optional Modules for certain Specialty

Optional Modules, beyond Specialty

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Academic Ratings of Students and Faculty Members

The use of “Student” database
Students’ academic ratings

Automation of teachers’ working places

Rules of rating system of evaluation of the teaching staff, departments, faculties
THANK YOU FOR YOUR ATTENTION!