

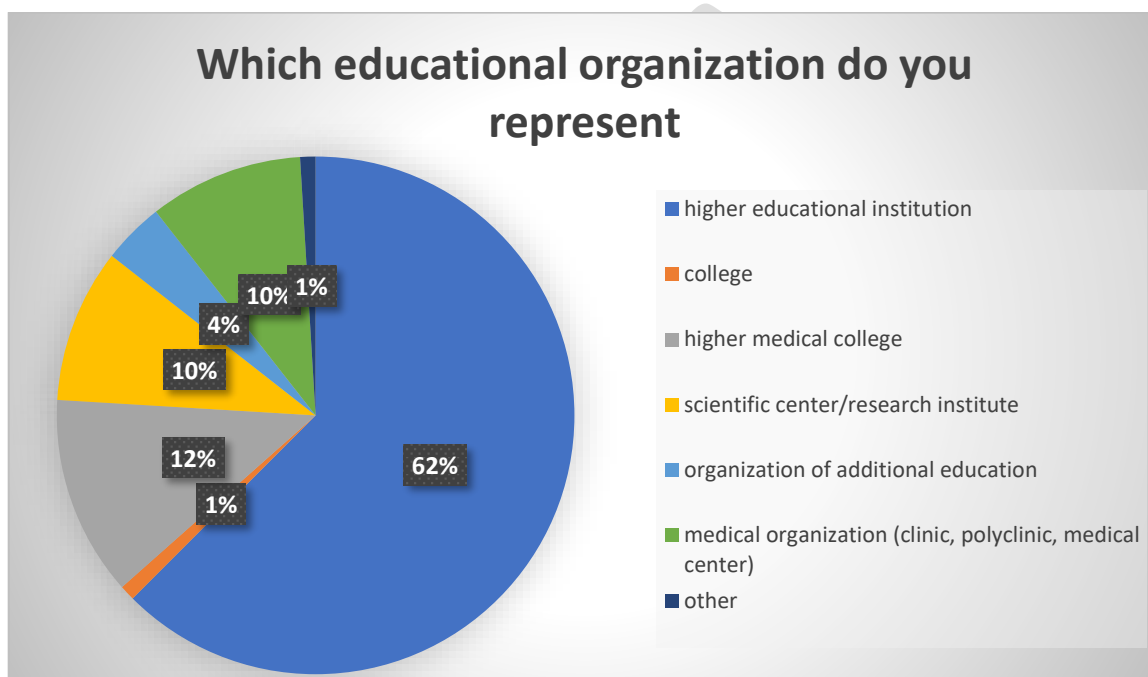
## Analysis of the results of a survey of members of external commission experts (EEC) of the Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care (ECAQA)

In the period from December 20 to June 7, 2022, a questionnaire was conducted for EEC members who participated in the external evaluation of the ECAQA educational organization (educational programmes) during 2019-2022.

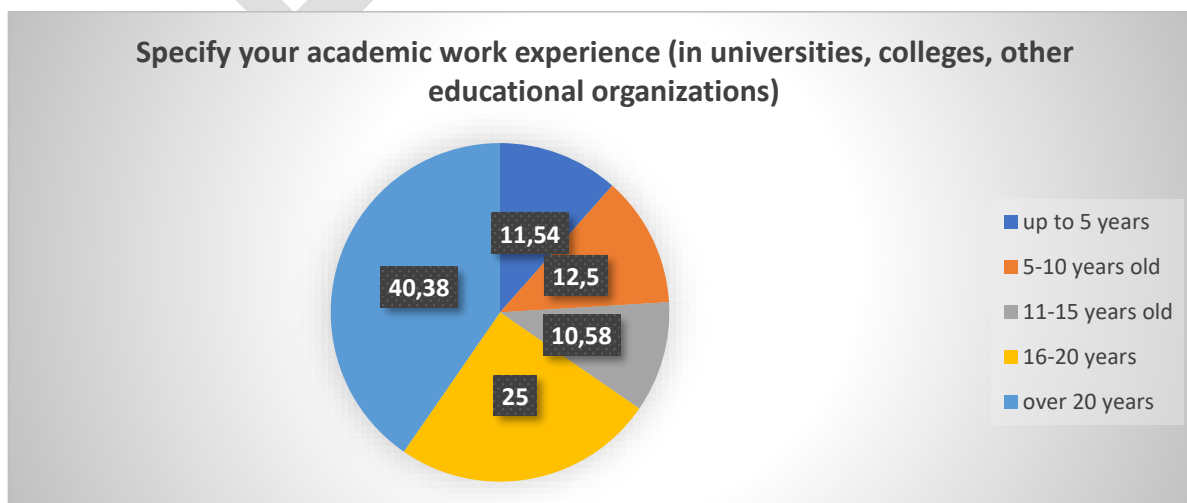
The survey was conducted on the resource <https://webanketa.com/ru/myforms/>

The questionnaire was sent to 130 experts, including foreign students and employers. The completed questionnaires were received from 104 experts (80%).

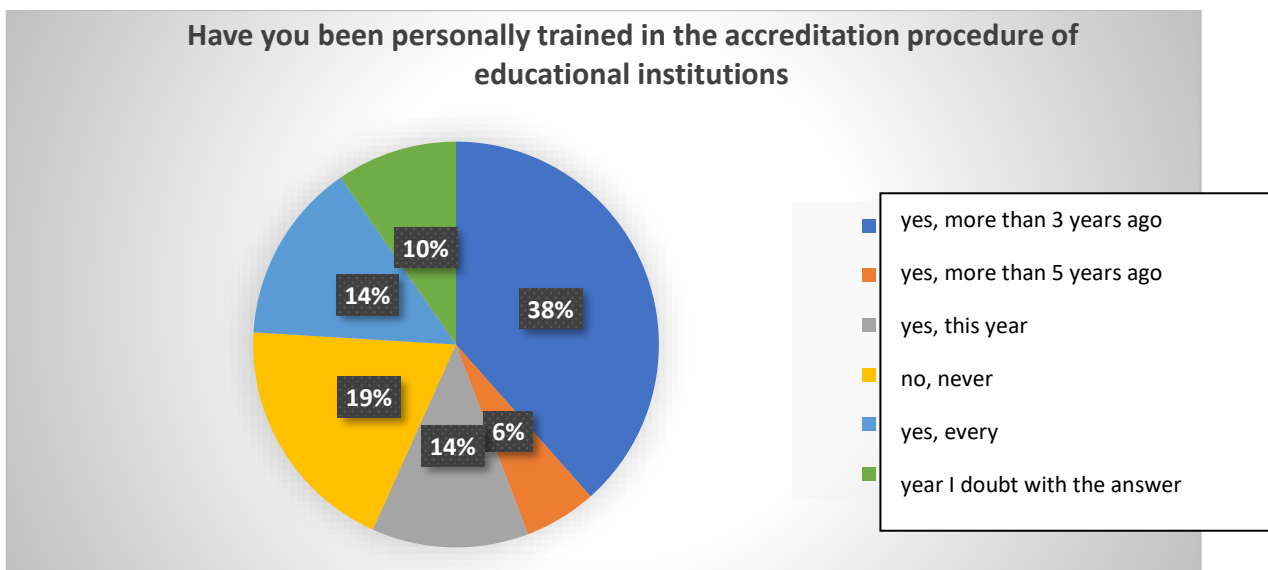
There are 19 questions in the questionnaire.



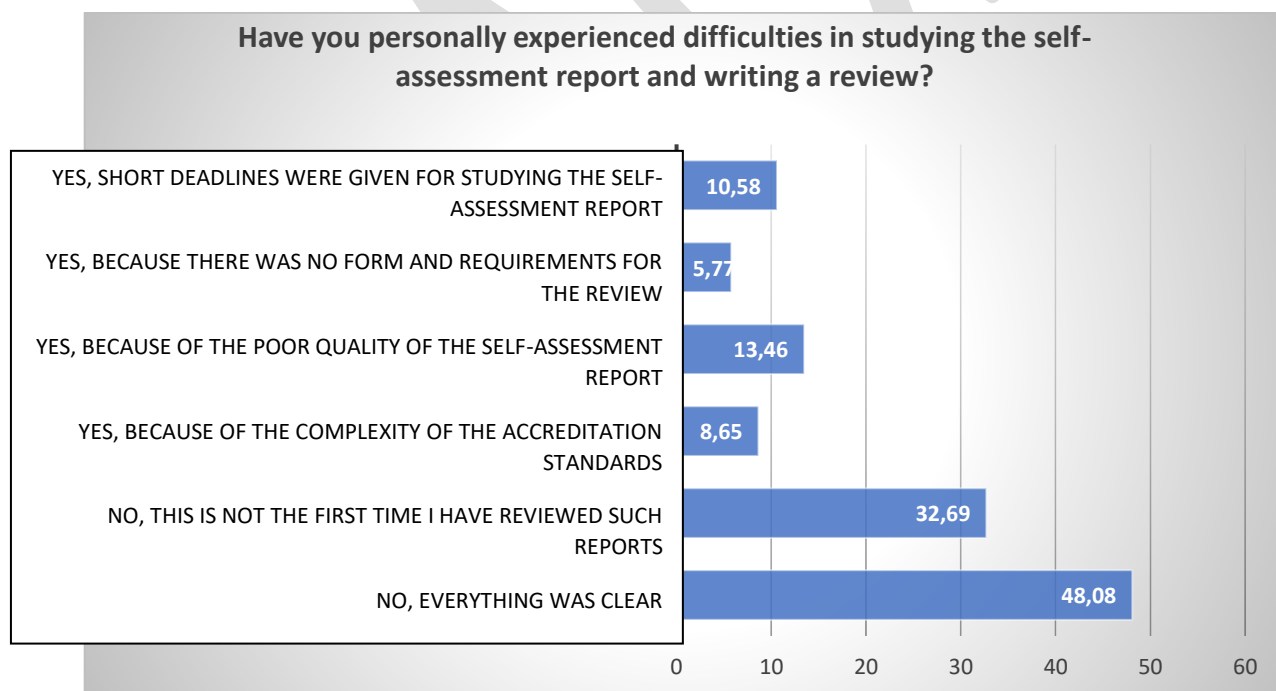
Respondents represented higher education institutions (62.5%), higher medical colleges (12.5%), organizations of additional education (3.85%), research centers (9.62%), medical organizations (9.62%), colleges (0.92%). Half of the respondents (50%) had experience of participating in expert work within the framework of accreditation of an educational organization before starting cooperation with ECAQA.



The academic experience of the majority of respondents was more than 20 years (40%), up to 5 years of work experience was indicated by 11% of respondents. This shows that most experts have sufficient experience to participate in an external expert evaluation of educational programmes.

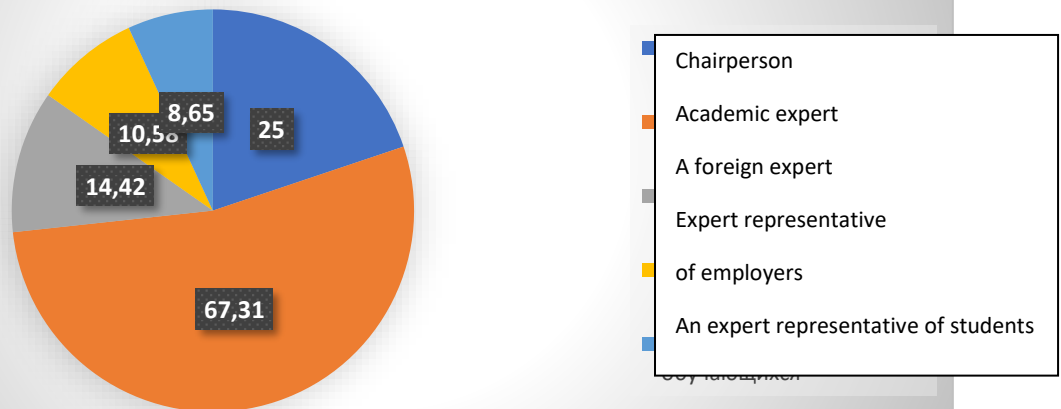


The majority of respondents were trained on the accreditation procedure 3 years ago (38.46%), but 9.62% doubted the answer. At the same time, 14.42% are trained annually.



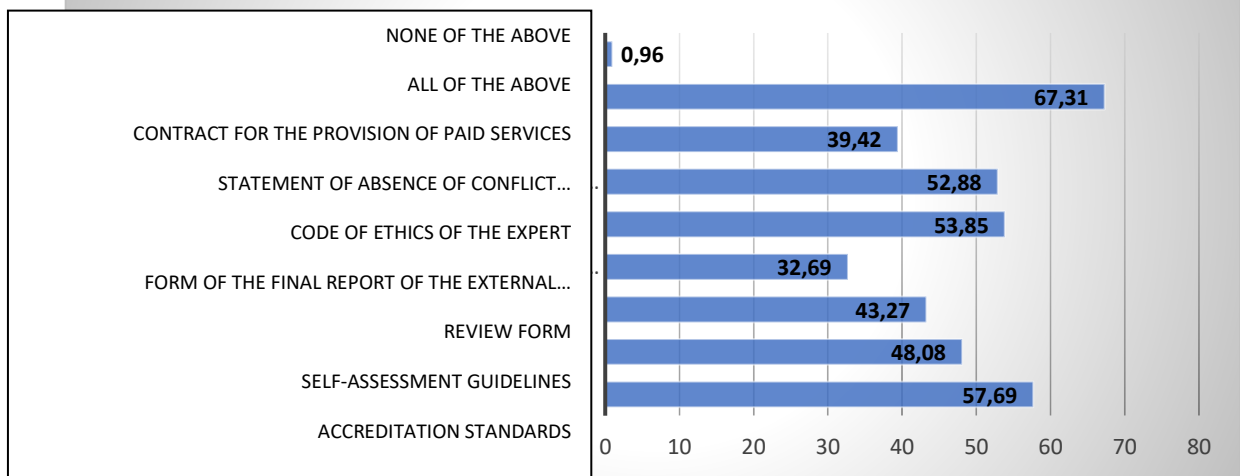
Difficulties were experienced in studying the self-assessment report mainly due to inadequate quality (little evidence, discrepancy between quantitative and qualitative indicators, repetitions of the text, etc.) of the self-assessment report by 13.46% of respondents. In addition, a number of interviewed experts (8.65%) experienced difficulties in interpreting accreditation standards, some answered (5.77%) that they were not provided with a pre-form and requirements for a review, short deadlines for studying the self-assessment report (10.58%). Most experts participated once in the work of the external expert commission ECAQA (40.4%), 2-3 times – 31.7%, more than 4 times – 27.9%. Thus, more than half of the surveyed experts participated more than 2 times in the external evaluation procedure organized by ECAQA.

### What role did you play in the work of the External Expert Commission on Accreditation



A quarter of the respondents were EEC chairpersons (25%), the rest participated in the EEC as an academic accreditation expert (67.3%), and 10.6% represented employers and 8.65% a student. Foreign experts were 14.4% of those who completed the questionnaire.

### What materials were provided to you by the accreditation center before the visit to the organization of education

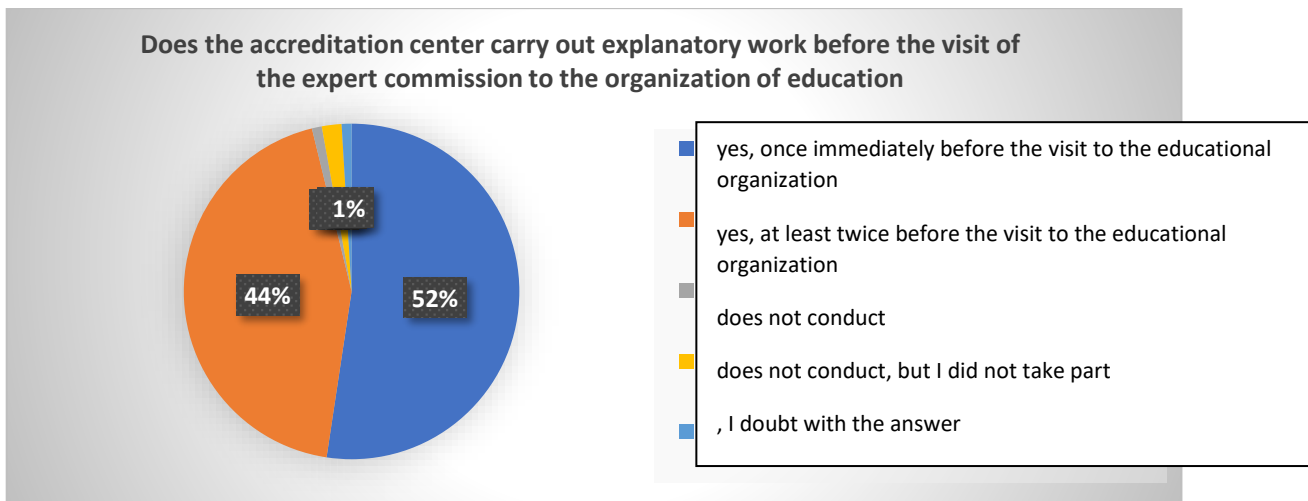


Before starting the work of the external expert commission, the accreditation body (ECAQA) provided experts with a variety of methodological materials, including accreditation standards, self-assessment guides, a review form, a form of the EEC final report. All experts signed a code of ethics and a statement that there was no conflict of interest and confidentiality. However, 1 person from among the respondents (1%) answered that he was not provided with anything.

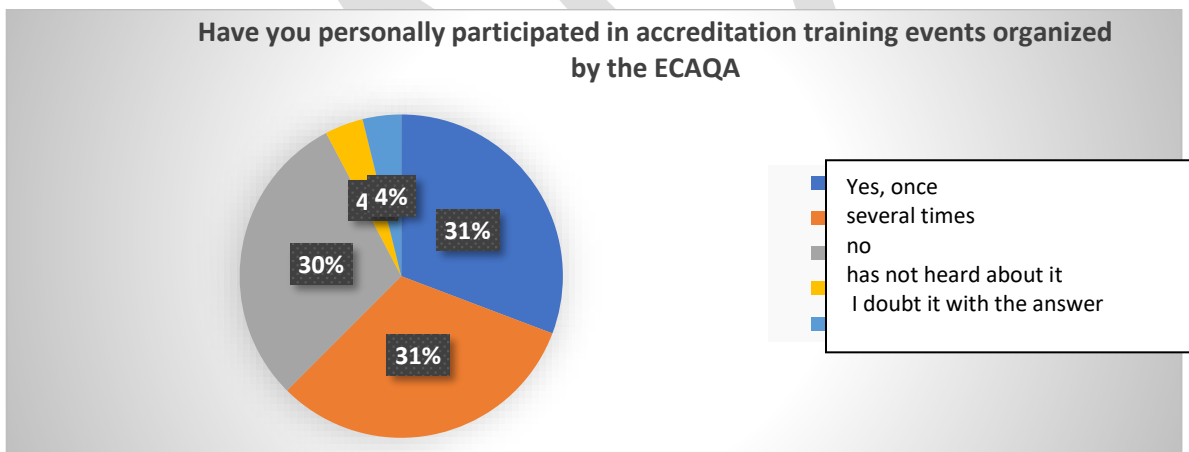
85.6% of respondents (3-4 weeks) said they had enough time to study the self-assessment report, and 7.69% said no, the remaining 6.73% doubted the answer.

The structure and content of the visit programme within the framework of an external assessment of the organization of education (educational programme) satisfies 92.31% of the respondents. Not satisfied with the programme of the visit or doubted with the answer 7.69%. At the same time, the comments to the visit programme concerned the route (1.92%), the amount of time allocated for each programme event (2.88%), the practices included in the programme did not allow to draw conclusions about the quality of training (0.96%), it was not possible to see all aspects of educational activities (6.73%).

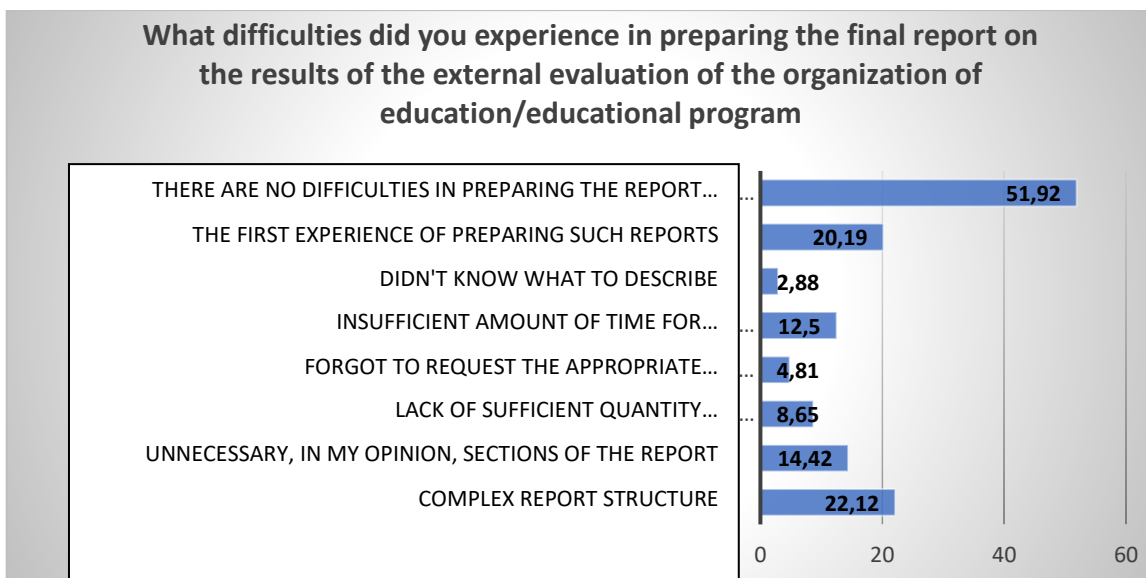
The vast majority of respondents (98.1%) are satisfied with the selection of the EEC. 2/3 of the respondents (73%) believe that a 3-day visit to the organization of education is enough. According to 19.2%, it was necessary to increase the duration of the visit to 4 days. The answer was 7.69%.



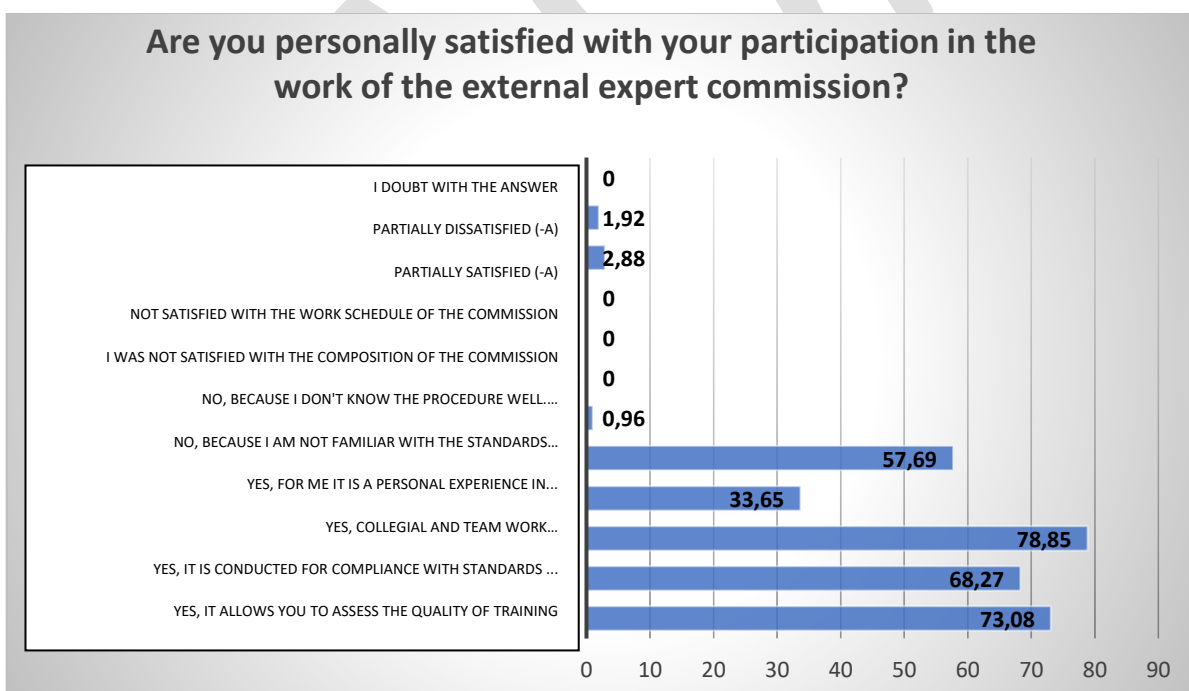
The majority of experts (97.1%) shared the opinion that the accreditation body (ECAQA) conducts explanatory work (briefing) before the visit of the EEC to the organization of education, while twice the briefing was conducted on the feedback of 44.2% of respondents.



62.5% of the surveyed experts took part in the accreditation training events organized by ECAQA. However, 37.51% did not hear about it or doubted the answer.



With regard to the preparation of the final report, the EEC experienced difficulties of 49.1% of the respondents and this concerned the complex structure of the report (22.1%), the first experience in the preparation of such a report (20.2%), unnecessary sections of the report according to a number of respondents (14.4%), insufficient time for the preparation of the report (12.5%), lack of sufficient information (8.65%).



Almost all respondents (95.2%) are satisfied with their participation in the work of the EEC ECAQA. Partially satisfied 2.88% and partially dissatisfied 1.92% of respondents.

**94.2% of respondents fully agree that accreditation is an effective mechanism for ensuring the quality and improving the work of the organization of education.** The remaining respondents (5.77%) partially agree with this.

**Respondents' recommendations for improving the work of the external expert commission:**

- Conduct more than two preparatory and explanatory interviews with experts;

- The programme of the visit to the university can be extended to 4 days in order to be able to generate a report and, if necessary, additionally carry out a request for documents;
- In the programme of the EEC visit, pay attention to testing the practical skills of graduates;
- Before the visit, discuss all reviews to plan the programme of the visit.
- To carry out technical training in advance to connect foreign experts in the conditions of online participation;
- Revise the structure of the EEC report and delete some sections;
- Increase the time to prepare the EEC report;

### Recommendations.

According to the analysis of the survey of members of the external experts of the commissions (EEC) of the Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health (ECAQA), the following recommendations are provided:

1. Strengthen the training of accreditation experts.
2. Develop an innovative training option on the accreditation process and procedures for ECAQA experts in the form of a video lecture and make the material available to each member of the expert commission.
3. Improvement of feedback and verification of mastering the material for accreditation by experts by conducting final training online/offline.
4. Provide more time for experts (EEC members) to familiarize themselves with the self-assessment report and receive feedback on the results of the familiarization.
5. Make a list of methodological materials necessary for the work of experts. Create an electronic feedback system on the receipt of documents and thereby make sure that the experts received all the necessary materials.
6. Prior to the visit, discuss the results of the self-assessment reports by the EEC members for effective planning of the visit programme.
7. During the EEC, allocate time efficiently.
8. Revise the structure of the EEC report.

Director General



Sarsenbayeva S.S.

Heard at the meeting of the Expert Board  
Minutes No.3 dated 09.11.2022