



АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

CONCEPT

of forming thematic analysis by the Independent Agency for Accreditation and Rating

Astana, 2018



UDC 378

Concept for forming thematic analysis by the Independent Agency for Accreditation and Rating - Astana: NU "Independent Agency for Accreditation and Rating", 2018. - 8 p.

Editorial board: ed. by A.B. Zhumagulova, O.A. Yanovskaya, N.A. Kydyrmina

**Reviewed and approved at a meeting of the IAAR Supervisory Board,
Minutes No. 2 dated 15 October 2018.**

Approved by Order of the Director of IAAR No. 86/1-18-ОД dated 17 October 2018.

The concept for formation of a thematic analysis was developed in order to improve quality of education, and determine main priorities for development of the educational system. The concept considers content of the thematic analysis, its structure, directions, methods and approaches related to ensuring quality of educational services for solving tasks on the basis of principles of reliability, objectivity and necessity.

The concept is intended to inform academic community, employees of the Ministry of Education and Science of the Republic of Kazakhstan, heads of higher educational institutions and specialists in the field of ensuring quality of education.

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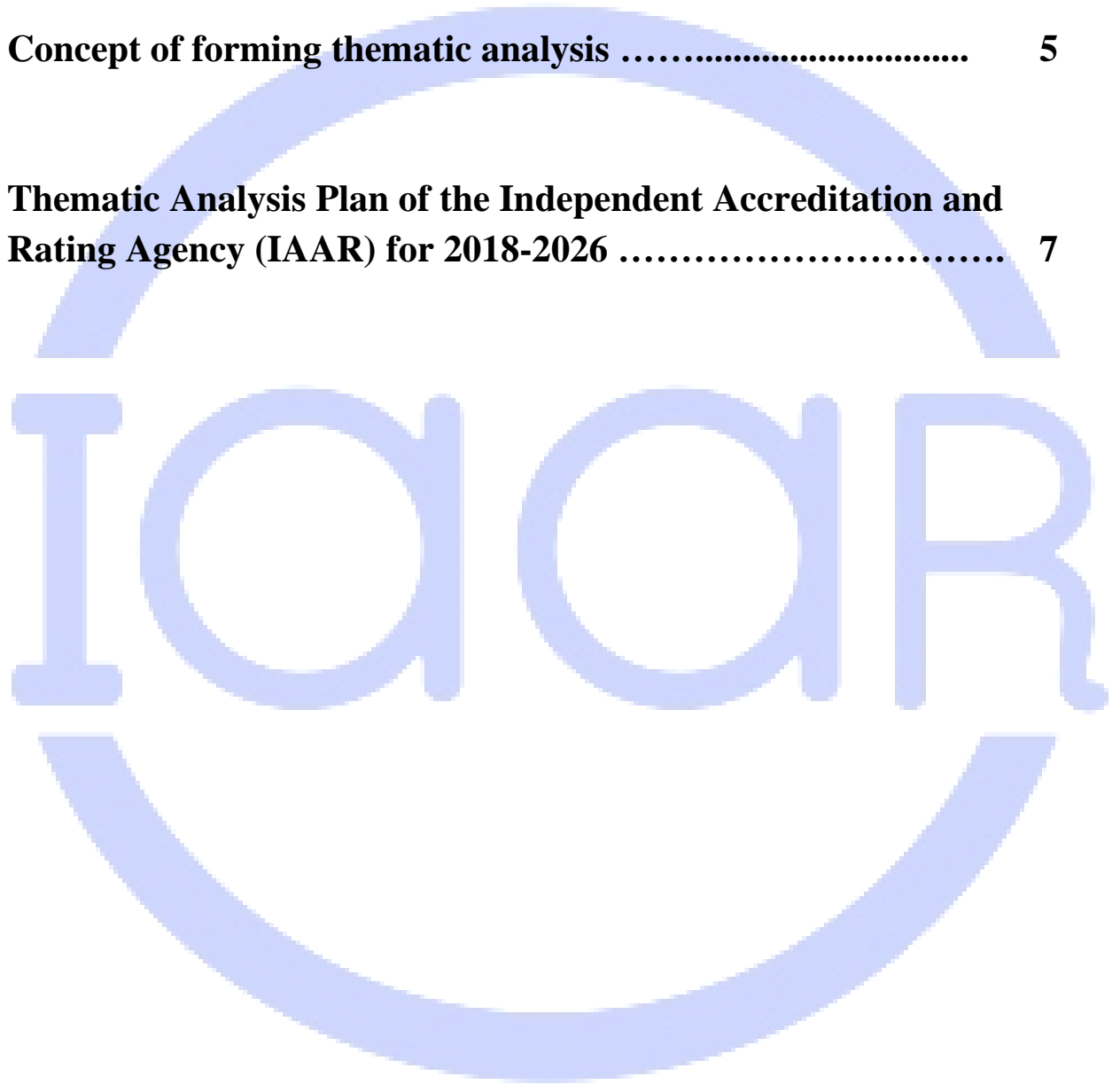
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GENERAL CHARACTERISTICS

In the context of the education system modernization, availability of objective and reliable information on the state and prospects of knowledge economy is a major global trend. Society is increasingly interested in high-quality educational services, informing about goals and expected results of innovations being carried out and participation in them.

Implementation of 2016-2019 State Program allowed to solve main issues in the field of education, thanks to which there have been qualitative changes at all its levels: updated content of education, per capita financing, training programs for teachers and managers have been updated, universities are provided with academic freedom and financial independence, functions of supervisory councils and admissions have been expanded.

This **Concept of forming thematic analysis** will allow determining directions of research on the basis of a comprehensive comparative and contextual analysis, an assessment of the state and development of the education system both in the country as a whole and abroad.

In the context of integration, the educational system faces global goals and urgent tasks aimed at strengthening the position and authority in the international educational community.

Qualitative transformations are taking place, the engine and pledge of success is adoption of the Law of the Republic of Kazakhstan "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Expanding Academic and Management Independence of Higher Educational Institutions" aimed at improving quality of educational services.

The concept of the formation of a thematic analysis is a holistic information about problems of the education system development, main results of its modernization and allows evaluating effectiveness of implemented measures and decisions; determine directions and plans for further development to improve quality of education, competitiveness of educational services and sustainable growth of higher educational institutions in the context of integration into the global educational space.

CONCEPT OF FORMING THEMATIC ANALYSIS

A distinctive feature of modern civilization is formation of a new type of society - “knowledge society”. Knowledge, represented in the form of information, breaks down into information streams that “develop”, “multiply” and “improve”.

Thematic analysis is the main part of the problem, which unites a certain range of scientific issues that require in-depth study. Thematic analysis can be global, national, sectoral and cross-sectoral. Thematic analysis should be relevant, contain a set of complex theoretical and practical problems, solution of which is aimed at studying modern problems of quality assurance in the education system in the context of globalization and integration into the international educational space.

Thematic analysis allows one to find certain features of constancy and interconnection in development of the problem. Thematic analysis is a way to study directions, methods and approaches related to ensuring quality of education. The basis of thematic analysis is the important idea of the unity of internal and external quality assessment, factors influencing improvement.

Science, which functions as generation of new knowledge, gives rise to the needs for improvement and development of methodological tools. This process forces us to significantly modify the means of description, fit into a constantly changing context.

In the context of modern understanding of thematic analysis and research approaches, there are two types of analysis: qualitative and quantitative. Qualitative analysis aims to study the topic under consideration in depth in order to obtain objective and expanded information. Qualitative data brings specific details as a result of the survey. A qualitative survey is less structured on the one hand, provides a depth of understanding of the research questions, and on the other, complicates analysis of the results. Quantitative data allows to see the big picture.

These two methods of thematic analysis are consistent with each other and work much better together. In the world of BigData, there is a lot of statistical information that forms a solid basis for decision making. But basic data will be incomplete without information obtained from qualitative analysis.

Thematic analysis acts as an original methodology of a complex of

knowledge, revealing deep qualitative transformations and socio-cultural aspects of the education system development. There are certain processes and stages of thematic analysis:

Stage I: preparatory - statement of the problem;

Stage II: incubation - discussion of the problem;

Stage III: implementation - solution of the problem.

Purpose of the thematic analysis is to obtain complete information about the problem under study in the context of the education system transformation based on in-depth analysis, development of practical recommendations for its improvement.

Thematic analysis tasks:

- collection, description, analysis and generalization;
- study of laws and regulations;
- systematization of the information received;
- study of state and development trends;
- forecast of events, phenomena and processes;
- establishing directions and forms of obtaining information.

Thematic analysis principles: objectivity, independence, reliability, necessity and credibility.

Methods of thematic analysis - analysis, assessment, observation, statistics, comparison, specification, questionnaire, survey, description, monitoring, modeling.

Approaches to conducting thematic analysis. There are many **methods** that can be used to conduct qualitative research, providing detailed information for a thematic analysis. An **interview** allows you to go deeply into a topic of interest. **Case studies** are gathering insights from interviews. **Expert opinions** are valuable information from knowledgeable sources. **Focus groups** are discussions or online meetings with groups in order to get opinions on a specific topic. **Free choice questions** are a text field in the survey in which the respondent is free expresses thoughts on the topic under consideration.

Thematic analysis allows timely obtaining necessary information to improve educational activities aimed at ensuring quality of education and increasing competitiveness of educational services.

THEMATIC ANALYSIS PLAN
of the Independent Accreditation and Rating Agency (IAAR)
for 2018-2026

| № | Description | Year | Measures |
|----------|--|-------------|---|
| 1. | Analytical report on implementation of the program of academic mobility and internationalization of education. | 2018 | Publication of the analytical report on the IAAR website and in hard copy (brochure). |
| 2. | Analytical report on commercialization of the of scientific project results. | 2019 | Publication of the analytical report on the IAAR website and in hard copy (brochure). |
| 3. | Analytics on international accreditation of universities of the Republic of Tajikistan and the Kyrgyz Republic. | 2020 | Publication of the analytical report on the IAAR website and in hard copy (brochure). Publication in the journal "Education.QA" |
| 4. | Monitoring of universities that have passed the cross-border international accreditation of IAAR. | 2021 | Publication of analytical report on the IAAR website and in hard copy (brochure). Publication in the journal "Education.QA" |
| 5 | Analysis and review of data provided by experts during the accreditation procedure on student-centered learning | 2022 | Publication of analytical report on the IAAR website and in hard copy (brochure). |
| 6 | Analytical report on the evaluation of approaches to learning outcomes | 2023 | Publication of analytical report on the IAAR website and in hard copy (brochure). |
| 7 | Analysis and evaluation of the development of | 2024 | Publication of analytical report on the IAAR website |

| № | Description | Year | Measures |
|---|---|-------------|---|
| | inclusive education in higher education institutions | | and in hard copy (brochure). |
| 8 | Digitalization of knowledge, introduction of IT technologies in education. | 2025 | Publication of analytical report on the IAAR website and in hard copy (brochure). |
| 9 | Risk Management Policy in IAAR | 2026 | Publication of analytical report on the IAAR website and in hard copy (brochure). |





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