Bologna Thematic Peer Group A on Qualifications Frameworks

Presentation of Kazakhstan's NQF HE and the self-certification report

Third Meeting, Prague, 18 February 2020

KAZAKHSTAN HIGHER EDUCATION SYSTEM

131 Kazakhstan HEIs, including:

- **11** national,
- **30** state,
- **14** non-citizen,
- **1** international,
- **18** corporatized,
- **56** private
- **1** autonomous (Nazarbayev university).

KAZAKHSTAN HIGHER EDUCATION SYSTEM

1. Transition to 2-cycled higher education system – **June 7, 1999**

2. Full transition to 2-cycled higher education system -**2004**

3. Three-cycled education model- **since 2010.**

4. In 2018 Amendments to the Law **"About education"** on

- Expanding **academic and administrative freedom** of universities;
- **Equalization** of Kazakhstan credit with ECTS credit;
- Introducing **the Classifier of studying directions** (55 directions and 12 fields), within it HEIs develop own new educational programs in accordance with labor market needs.

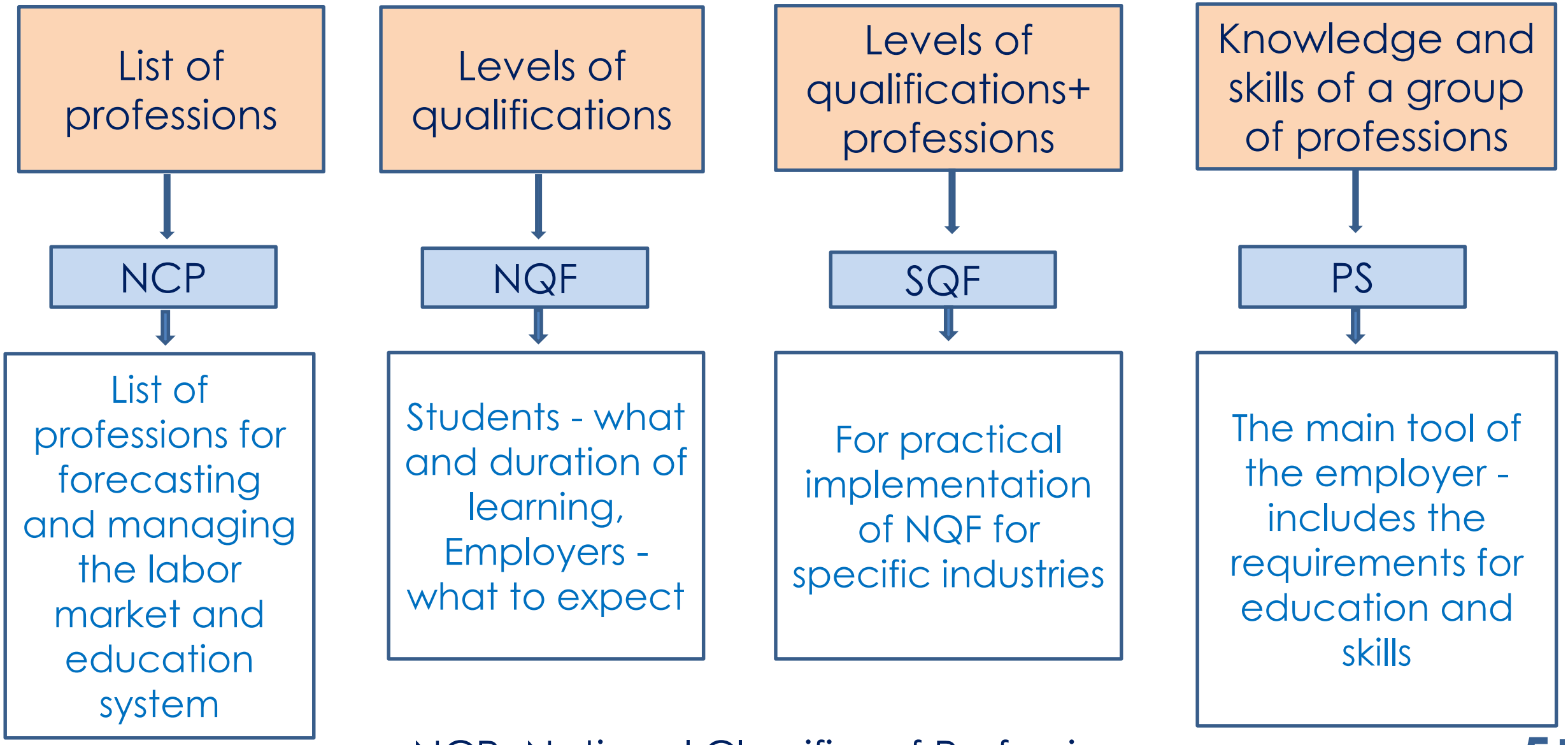
Three Registers:

1. Register of agencies that have the right to conduct accreditation of educational organizations on the territory of the Republic of Kazakhstan;
2. Register of accredited educational organizations;
3. Register of accredited educational programs.

Currently, the Register 1 includes 11 accreditation agencies: 7 Kazakhstani (IAAR, IQAA, KAZSEE, ARQA, ECAQA, ACBSP, Independent Kazakhstani Center of Accreditation) and 4 foreign agencies from Europe (FIBAA, ASIIN, MusiQuE, ACQUIN).

The Independent Agency for Accreditation and Rating (IAAR), the Independent Agency for Quality Assurance in Education (IQAA), The Eurasian Centre for Accreditation and Quality Assurance in Higher education and Health care (ECAQA) have full membership in The European Association for Quality Assurance in Higher Education (ENQA).

STRUCTURE OF NATIONAL QUALIFICATION SYSTEM



NCP -National Classifier of Professions

NATIONAL QUALIFICATION FRAMEWORK OF REPUBLIC OF KAZAKHSTAN (2012, 2016)

EQF			NQF
EQF 8	8. PhD	Postgraduate education	NQF 8
EQF 7	7. Master degree		NQF 7
EQF 6	6. Higher education (Bachelor degree)		NQF 6
EQF 5	5. Post-secondary education		NQF 5
EQF 4	4. Vocational education and training	Secondary education	NQF 4
EQF 3	3. General secondary education		NQF 3
EQF 2	2. Basic secondary education		NQF 2
EQF 1	1. Primary education		NQF 1
	0. Preschool education		

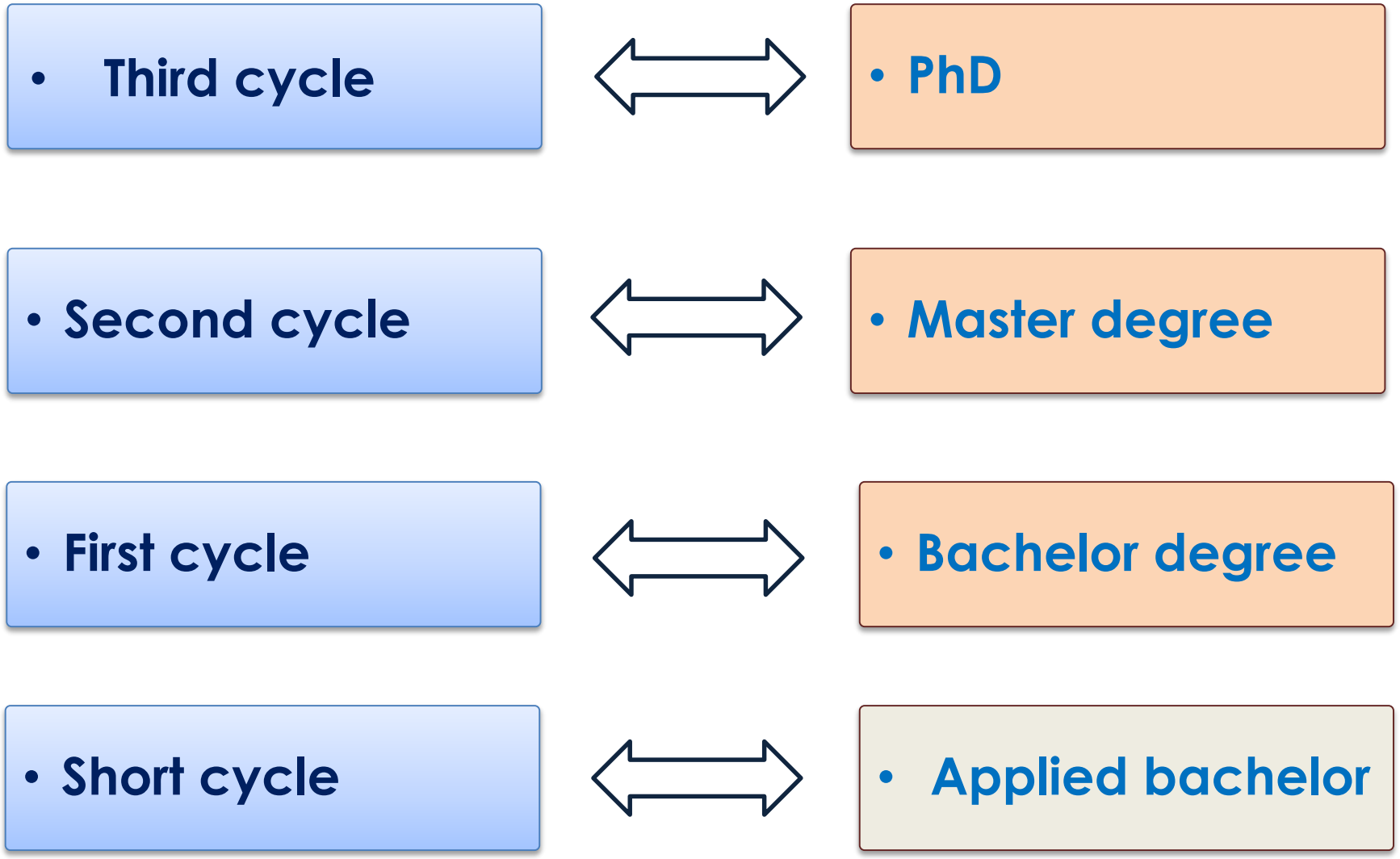
SELF-CERTIFICATION: INTERNATIONAL EXPERIENCE

Country	NQF-QF-EHEA, year	NQF-EQF, year
Belgium	2009	2011
Denmark	2009	2011
Germany	2009	2012
Ireland	2006	2009
Netherlands	2009	2011
Romania	2011	2018
Spain	2014	
Sweden	2012	2016
UK	2009	2010

NATIONAL QUALIFICATION FRAMEWORK OF REPUBLIC OF KAZAKHSTAN

2005	2008	2012/16	2019
LEVELS OF QF-EHEA	LEVELS OF EQF	LEVELS OF NQF	HE-NQF
Third cycle	8	8	8
Second cycle	7	7	7
First cycle	6	6	6
Short cycle	5	5	
	4	4	
	3	3	
	2	2	
	1	1	

QF-EHEA vs. HE-NQF



1 Stage

- *Established interdepartmental working group between MLSPoP and MoES*
- *Designed and adopted NQF by order № 373 of MLSPoP 24.09.2012 and №444 MoES 28.09.2012*
- *Adopted list of participants of interdepartmental working group to prepare a self-certification report. WG adopted Road map of preparation to self-certification of NQF to 2013 – 2014*
- *MoES organized training seminars, conferences, summer schools, etc.*
- *Self-certification report did not accepted*

2 Stage

- *In 2016, a new Labor Code entered into force, according to which the NQF of the Republic of Kazakhstan was updated*
- *MoES instructed to BPAMCto coordinate the preparation of a self-certification report*
- *In 2017, a draft self-certification report of levels 6,7.8 of NQF with the QF-EHEA was prepared and sent for examination to foreign experts. Foreign experts drew attention to the mismatch of descriptors 6-8 levels of the NQF to Dublin descriptors*

3 Stage

- *By order of the Ministry of Education №152 of 17.04.2019 new interdepartmental working group established*
- *Has been developed new separate Higher Education National Qualification Framework (HE-NQF) of the Republic of Kazakhstan*
- *HE-NQF was presented on meetings of WG A in Prague (June 2019)*
- *Draft self-certification report was prepared*
- *The National Qualifications Council under the Government of the Republic of Kazakhstan was established*

THE COMPATIBILITY CRITERIA OF HE-NQF WITH QF-EHEA

Criterion 1. The National qualifications framework for higher education and the body / bodies responsible for its development are determined by the national Ministry responsible for higher education.

The National qualifications framework was developed by an interdepartmental group and approved at the meeting of the industry Commission of the MES of Kazakhstan on social partnership and regulation of social and labor relations in the field of education and science on November 27, 2019 No. 27.

The recommendations of the working group on the Bologna process and the advice of foreign experts were used in the development of the National qualifications framework.

***Criterion 2**. There is a clear and obvious link between qualifications in the National framework and qualification descriptors in the European qualifications framework.*

DESCRIPTORS HE-NQF VS. DESCRIPTORS QF-EHEA – FIRST CYCLE

	Descriptors HE-NQF Graduates	Descriptors QF-EHEA
Knowledge	*a person demonstrates:* - knowledge and understanding of facts, phenomena, theories and complex dependences between them in the field of study; - knowledge and understanding of research methods in the field of study; - knowledge of legal, social and cultural norms at the interpersonal interaction and professional activity.	Qualifications that signify completion of the first cycle are awarded to students who: • have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study; • can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; • have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; • can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; • have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
Skills	*a person is able to:* - apply theoretical and practical knowledge to address learning, practical and professional issues in the field of study; - carry out selection and interpretation of significant data to pass judgement on social, scientific and ethical issues; - create a product in the professional field on the basis of modern knowledge and best practices.	
Responsibility and autonomy	*a person is ready to:* - enter into the interaction in social, academic and professional field to discuss the current issues; - independently develop, agree, make decisions of professional and social issues and be responsible for them; - critically evaluate own knowledge and behavior for further personal and professional development; - form own social self-identification to value perception of society, country and international community; - be able to continue education with a significant level of autonomy.	

DESCRIPTORS HE-NQF VS. DESCRIPTORS QF-EHEA – SECOND CYCLE

	Descriptors HE-NQF Graduates	Descriptors QF-EHEA
Knowledge	*a person demonstrates:* - knowledge of new and latest scientific concepts and theories to solve issues occurred in the field of study and interdisciplinary context; - knowledge of research methodology in the field of study.	Qualifications that signify completion of the second cycle are awarded to students who: • have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; • can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; • have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments; • can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; • have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
Skills	*a person is able to:* - apply theoretical and practical knowledge to address complex non-standard scientific, social and ethical issues in the interdisciplinary context; - critically evaluate the latest developments in the scientific and professional field of study, consider an opportunity of their application in the context of the conducted researches; - make decisions in new and unfamiliar contexts on the basis of synthesis and integration of scientific knowledge and methodology; - carry out own scientific researches in the context of the latest theories, methodology and technology for creation innovative product.	
Responsibility and autonomy	*a person is ready to:* - generate concepts and independently make effective decisions and optimal solutions in non-standard situation; - assume civil liability for the received scientific results and their social/economic effect; - inform on results to experts and non-experts, argue it at the scientific debates; - be able to work in team and perform corporate management; - critically evaluate own knowledge and actions, be able to continue education with high level of autonomy.	

DESCRIPTORS HE-NQF VS. DESCRIPTORS QF-EHEA – THIRD CYCLE

	Descriptors HE-NQF Graduates	Descriptors QF-EHEA
Knowledge	*a person demonstrates:* - profound systemic knowledge, vision of current problems in the field of study and interdisciplinary context; - orientation in a variety of methodological and technological ways to address the essential tasks in the field of research and (or) innovations.	Qualifications that signify completion of the third cycle are awarded to students who: • have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field; • have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity; • have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication; • are capable of critical analysis, evaluation and synthesis of new and complex ideas; • can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise; • can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.
Skills	*a person is able to:* - carry out ingenious researches contributing to the scientific field and extending its boundaries; - substantiate the urgency of the problem, structure its research with a scientific integrity; - generate new knowledge in the form justified and reliable results of doctoral research; - develop innovative programs of sectorial and interdisciplinary researches on the basis of synthesis of new and the latest concepts, research approaches, challenges.	
Responsibility and autonomy	*a person is ready to:* - critically analyze, evaluate and synthesize new and complex scientific concepts and provide management of their realization; - represent own position with arguments in the scientific publications and discussions to the representatives of the scientific community; - facilitate within academic and professional contexts to the technological, social, cultural development of region and country; - find optimal solutions in complex, non-standard situations; - demonstrate autonomy, scientific and professional perfection and commitment to creation of new concepts.	

HE-NQF universal descriptors

a person demonstrates:

	First cycle	Second cycle	Third cycle
Knowledge	▪ knowledge and understanding of facts, phenomena, theories and complex dependences between them in the field of study; ▪ knowledge and understanding of research methods in the field of study; ▪ knowledge of legal, social and cultural norms at the interpersonal interaction and professional activity.	▪ knowledge of new and latest scientific concepts and theories to solve issues occurred in the field of study and interdisciplinary context; ▪ knowledge of research methodology in the field of study.	▪ profound systemic knowledge, vision of current problems in the field of study and interdisciplinary context; ▪ orientation in a variety of methodological and technological ways to address the essential tasks in the field of research and (or) innovations.

a person is able to:

	First cycle	Second cycle	Third cycle
Skills	▪ apply theoretical and practical knowledge to address learning, practical and professional issues in the field of study; ▪ carry out selection and interpretation of significant data to pass judgement on social, scientific and ethical issues; ▪ create a product in the professional field on the basis of modern knowledge and best practices.	▪ apply theoretical and practical knowledge to address complex non-standard scientific, social and ethical issues in the interdisciplinary context; ▪ critically evaluate the latest developments in the scientific and professional field of study, consider an opportunity of their application in the context of the conducted researches; ▪ make decisions in new and unfamiliar contexts on the basis of synthesis and integration of scientific knowledge and methodology; ▪ carry out own scientific researches in the context of the latest theories, methodology and technology for creation innovative product.	▪ carry out ingenious researches contributing to the scientific field and extending its boundaries; ▪ substantiate the urgency of the problem, structure its research with a scientific integrity; ▪ generate new knowledge in the form justified and reliable results of doctoral research; ▪ develop innovative programs of sectorial and interdisciplinary researches on the basis of synthesis of new and the latest concepts, research approaches, challenges.

	a person is able to: First cycle	Second cycle	Third cycle
Responsibility and autonomy	▪ enter into the interaction in social, academic and professional field to discuss the current issues; ▪ independently develop, agree, make decisions of professional and social issues and be responsible for them; ▪ critically evaluate own knowledge and behavior for further personal and professional development; ▪ form own social self-identification to value perception of society, country and international community; ▪ be able to continue education with a significant level of autonomy.	▪ generate concepts and independently make effective decisions and optimal solutions in non-standard situation; ▪ assume civil liability for the received scientific results and their social/economic effect; ▪ inform on results to experts and non-experts, argue it at the scientific debates; ▪ be able to work in team and perform corporate management; ▪ critically evaluate own knowledge and actions, be able to continue education with high level of autonomy.	▪ critically analyze, evaluate and synthesize new and complex scientific concepts and provide management of their realization; ▪ represent own position with arguments in the scientific publications and discussions to the representatives of the scientific community; ▪ facilitate within academic and professional contexts to the technological, social, cultural development of region and country; ▪ find optimal solutions in complex, non-standard situations; ▪ demonstrate autonomy, scientific and professional perfection and commitment to creation of new concepts.
Academic Credits	**240**	**120 (60/90)**	**180**

Criterion 3. The national framework and qualifications are based on learning outcomes, qualifications are linked to ECTS credits or an ECTS-compatible system.

- The Rules for the organization of the educational process on credit technology of education dated April 20, 2011 No. 152 (as amended on October 12, 2018) provide that universities develop educational programs based on learning outcomes in all cycles. It is determined that the workload of 1 Kazakhstan academic credit (30 academic hours) corresponds to 1 ECTS credit.

- As of 2019, all civil universities use the credit system of education for all 3 cycles - Bachelor's, Master's and PhD.

Criterion 4. The procedures for including qualifications in the National framework are transparent.

Qualifications of higher and postgraduate education are determined by Educational programs included in **the Register of Educational Programs.**

Procedure for EP inclusion in the Register is transparent and is carried out through the educational portal of **the Unified system of management of higher education** (USMHE).

Criterion 5. The National quality assurance system of higher education linked to the National qualifications framework and in line with the Berlin communiqué and any subsequent communiqué adopted by the Ministers within the Bologna process.

Kazakhstan has developed a comprehensive, multi-level national system for assessing the quality of education, which includes external and internal control of the quality of education. Since 2011, **the functions of assessing** the quality of education in Kazakhstan have been transferred to an independent environment. In this regard, the independent accreditation procedure is carried out in accordance with the standards of institutional and specialized accreditation agreed with **the European Standards and Guidelines for Quality Assurance (ESG).**

Criterion 6. The National Qualifications Framework and its reference with the European framework are noted in all Diploma Supplements.

Since 2019 all universities are required in obligatory order to issue the **European Diploma Supplement** for free.

Criterion 7. The responsibilities of the involved parties with respect to the national framework are clearly defined and made public.

- According to the 2016 Labor code "the development of NQF is carried out by the ministries of labor and education, and is approved by the Republican Commission on social partnership and regulation of social and labor relations". Participants of **the Republican Commission** are representatives of the Government of the Republic of Kazakhstan (7 people), the Republican associations of employees (7 people) and the Republican associations of employers (7 people)».
- Ministries responsible for the development and implementation of NQF are the **MES** and **MLSPP.**
- The National chamber of entrepreneurs of Kazakhstan "Atameken" approves the professional standards developed by industry associations of employers.

THE PROCEDURES FOR VERIFYING THE COMPATIBILITY OF NQF WITH QF-EHEA

Procedure 1. The competent national body/bodies shall self-certify the compatibility of the national framework with the European framework.

Accepting the recommendation of the Working group on the NQF self-certification the MES RK has **recognized the compatibility** of HE-NQF with QF-EHEA.

This decision **is confirmed** by the minutes of the meeting of the **Industry Commission on social partnership and regulation of social and labor relations** in the field of education and science of the Republic of Kazakhstan (dated November 27, 2019).

Procedure 2. The self-certification process shall include the stated agreement of the quality assurance bodies of the country in question recognized through the Bologna Process.

Kazakhstan agencies - **IAAR** and **IQAA** participated in the self-certification process (in the discussion and development of the report) and **officially confirmed compatibility** with all established requirements

Procedure 3. *The self-certification process shall involve international experts.*

During the preparation of the report and the self-certification procedure, the following ***international experts*** *assisted at several stages: Baiba Ramina, Director of the Academic Information center, Latvia; Volker Gemlich, Christian Tauch – Germany; Eva Khmeletska – the Institute for Educational Research, Poland.*

NQF *was* ***presented*** *at the meetings of* ***working group A*** *on self-certification and on ECTS of the Bologna process (co-chairs: Carita Blomqvist - Finland; Lucie Troyanova - Czech Republic).*

Procedure 4. The self-certification and the evidence supporting it shall address separately each of the criteria established and shall be published

Data for each of the established criteria and a self-certification report are presented and published on the BPAMC website https://enic-kazakhstan.kz

Procedure 5. The ENIC/NARIC network shall maintain a public listing of States that have completed the self-certification process (www.enic-naric.net)

The report is available on the **BPAMC website** (http://enic-kazakhstan.kz).

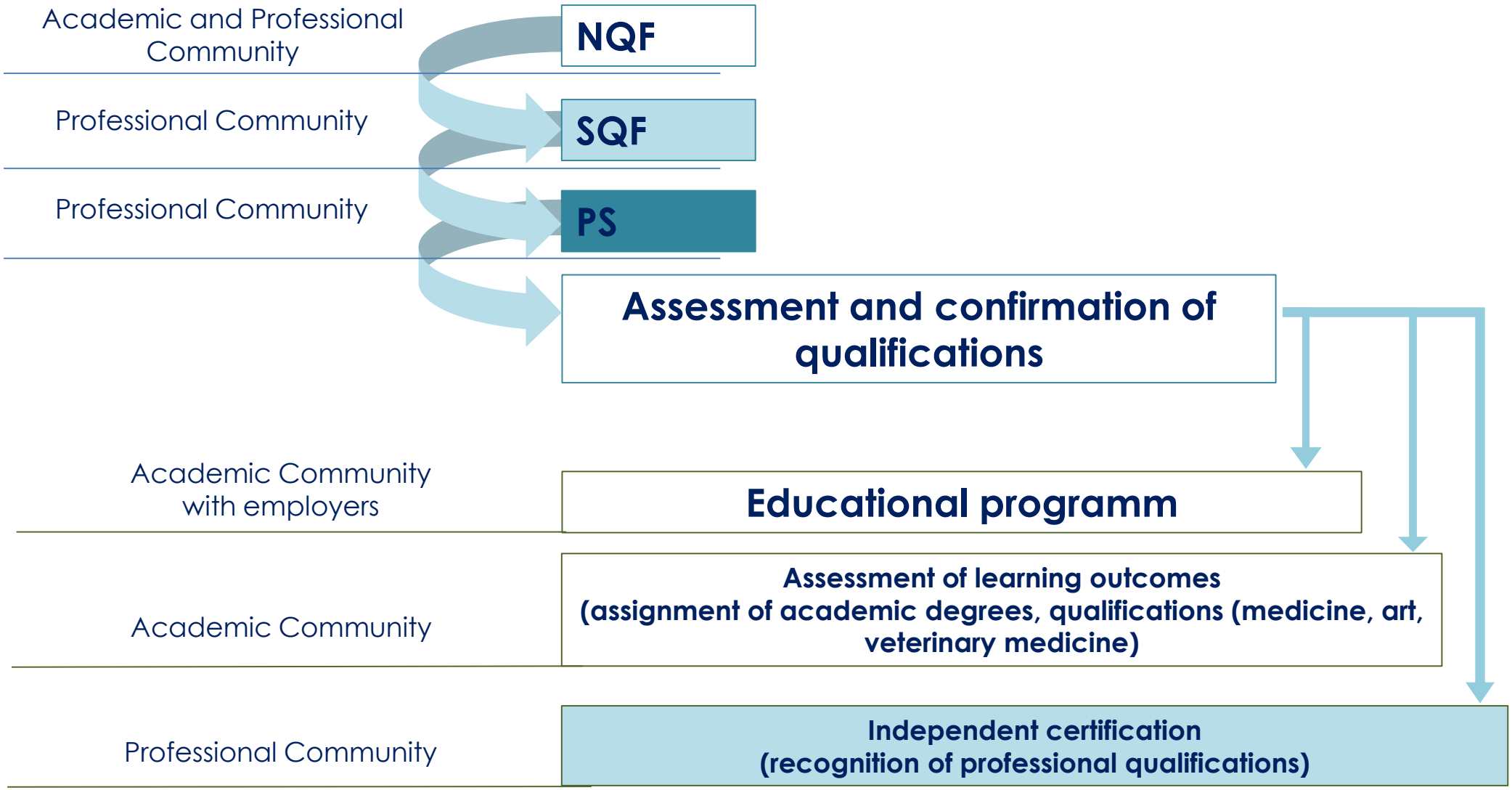
The **report** submitted by BFUG **will be published** in the public domain and will be made available to the ENIC/NARIC network.

The **report** adopted by the Working group of the Bologna process will be published in the public domain, and data will be **provided to the ENIC/NARIC network**.

Procedure 6. The completion of the self-certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the European framework.

As soon as the self-certification process is completed, this information will be officially included in the Diploma Supplement.

STRUCTURE OF NATIONAL QUALIFICATION SYSTEM OF KAZAKHSTAN



Thank you for your attention!