

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

**АБЫЛАЙ ХАН АТЫНДАҒЫ ҚАЗАҚ ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР
ЖӘНЕ ӘЛЕМ ТІЛДЕРІ УНИВЕРСИТЕТІ**



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ОБЕСПЕЧЕНИЯ КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ

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**EXPERIENCE OF ACCREDITATION OF PhD PROGRAMME BY
HIGH COUNCIL FOR EVALUATION OF RESEARCH AND HIGHER
EDUCATION. FRANCE**

Abstract: The article discusses issues of evaluation and accreditation of PhD programme by the French quality assurance agency, the stages of accreditation, especially the preparation of documents and the visit of experts.

Keywords: accreditation, self-evaluation, external evaluation, accreditation commission, European standards, higher education.

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ОПЫТ АККРЕДИТАЦИИ PhD ПРОГРАММЫ ВЫСШИМ СОВЕТОМ ПО ОЦЕНКЕ ИССЛЕДОВАНИЙ И ВЫСШЕГО ОБРАЗОВАНИЯ, ФРАНЦИЯ

Аннотация: В статье рассматриваются вопросы оценивания и аккредитации программы PhD французским агентством по обеспечению качества высшего образования, этапы аккредитации, особенности подготовка документов и визита экспертов для проведения аккредитационной экспертизы.

Ключевые слова: аккредитация, самооценка, внешняя оценка, комиссия по аккредитации, европейские стандарты, высшее образование.

Within the framework of the Erasmus+ Project "Promotion internationalization of research through establishment of Cycle 3 QA System in line with the European Agenda" (C3QA), two Ukrainian universities - Kyiv National University of Trade and Economics (KNUTE) Simon Kuznets Kharkiv National University of Economics (KhNUE), have mandated High Council for Evaluation of Research and Higher Education, France (Hcéres) to perform its Economics PhD Programs evaluation. The evaluation is based on the "External Evaluation Standards for doctorates out of France", adopted by the Hcéres Board on March 26, 2018. These standards are available on the Hcéres website [1].

The whole process (evaluation and accreditation of PhD programmes) was divided into 3 main steps:

- 1) self-evaluation report drafted by the applicant,
- 2) external evaluation,
- 3) accreditation decision taken by a standing commission of Hcéres [1].

The self-evaluation report was drafted by the team in charge of the programme, according to the Hcéres framework and relies on evidence, specified by Hcéres.

The external peer-review implemented by Hcéres relies on the experts panel, including international faculty members and a student: 4 to 6 experts which are led by a chair and coached by a Hcéres representative during the whole process. At the end of this phase, an evaluation report is delivered and published. The Higher Education Institution is invited to deliver its official comments, which will be published together with the report.

Eventually, the accreditation of a programme aims to check compliance with a number of criteria under the following themes (the same as for the evaluation framework):

- Area 1 – The positioning of the doctorate;
- Area 2 – Organization and management of the doctorate;
- Area 3 – Supervision and training for doctoral students;
- Area 4 – Integration of doctors into the job market.

The accreditation commission, whose members are appointed by Hcéres separately from the expert committee, studies the definitive evaluation report and makes an accreditation decision. All together, the process takes approximately 9 months beginning with an "exploratory on-site visit" carried out by 2 Hcéres

representatives ahead of the discussion of our mutual agreement, in the case of the two Ukrainian universities there is no exploratory visit.

The evaluated entity is requested to prepare its self-evaluation file in line with the recommendations below.

The file prepared by the institution should include the following 5 elements.

1). An official document from the institution (Rector or Dean) requesting the evaluation or accreditation specifying the reasons for requesting the evaluation. It may also specify particular points of interest which the institution wishes the experts to focus on.

2). A detailed characterisation sheet of the institution :

Institution submitting the file

- Institution:
- Component, faculty or department concerned:
- Year established and context:
- Legal status:
- Location of the institution:
 - Town(s)/city(ies):
 - Campus:
 - Organisational chart (to be appended)

Institution's President/Rector or director

- Surname, first name:
- Profession and grade:
- Main subject taught:

Internal organisation: Rectorate, schools, departments, administrative units

Structure of the training offer and results of previous evaluations/accreditations

Structure of the research organisation and potential

Quality system

Material and human resources made available to the institution over the last 4 years

- Human resources: breakdown by status and staff category (teaching and non-teaching staff) equivalent full-time
- Annual and multi-annual budget: amount and nature of income/expenditure
- Property: type and state of real estate

Student numbers and type over the last 4 years

Breakdown of students according to programme level and year of study, female/male students, rate of students with grants or bursaries, rate of foreign students and out-of-town students, initial/apprenticeship/continuing teaching, etc.

Any other information that the entity considers useful

3). A self-evaluation report (SER). The SER itself should not exceed 30 pages. It must be prepared following the External Evaluation Framework provided by Hcéres (4 areas broken down in fields and standards). It will open on a description of the self-evaluation approach of the programme. However, these guidelines are a minimum requirement which the evaluated entity can expand on to include further specifics: It is therefore recommended that the evaluated entity highlight important additional points that are not included in the criteria covered by the standards.

The file must include supporting documents in the appendices. The appendices serve to support the self-evaluation: as such, they should be cited in the SER to make them easier to look up.

Self-evaluation report must describe PhD programme in 4 areas.

AREA 1 – THE POSITIONING OF THE DOCTORATE

Area 1-1: The doctorate's distinct features and objectives are clearly defined

Area 1-2: The positioning of the doctorate is consistent with its environment

AREA 2 – ORGANIZATION AND MANAGEMENT OF THE DOCTORATE

Area 2-1: Effective organization and management is in place for the doctorate

Area 2-2: There is an explicit policy for recruiting and funding doctoral students, which is adapted to the PhD program

AREA 3 – SUPERVISION AND TRAINING FOR DOCTORAL STUDENTS

Area 3-1: The doctorate applies a strict doctoral student supervision and follow-up policy

Area 3-2: The doctorate offers diverse teaching and organizes supplementary events

Area 3-2: The doctorate offers diverse teaching and organizes supplementary events

AREA 4 – INTEGRATION OF DOCTORS INTO THE JOB MARKET

Area 4-1: The doctorate includes mechanisms to promote the integration of doctors into the job market

Area 4-2: The doctorate has effective monitoring of the integration of doctors into the job market

Area 4-3: The data collected is analyzed, communicated and used

4). A SWOT analysis identifying the strengths, weaknesses, opportunities, and threats related to the programme.

5). The self-evaluation report will include the following appendices to provide the evidence needed to support the file. When quantitative data are requested, they must be provided over the last 4 years to show the development of the programme.

Appendices

Overall presentation

A short narrative overview of the unit in charge of the programme (either faculty, school, research center): historical background, opening year, main characteristics, campuses, key figures of the programme (students, teachers and staff).

Organisational chart, specifying the functional links between central governance, administration, research and training entities.

Aims of the study programme

Attach evidences to demonstrate the compliance with the standards (for example, student handbook, programme website...)

Position of the study programme

Mapping of similar programmes in the local or national context (if relevant)

The entity's research plan.

List of the university research labs supporting the programme: implemented activities and achieved results

List of national or international research labs supporting the programme: implemented activities and achieved results

National business, cultural or industrial partners actively involved in partnerships with the programme: achieved results

International business, cultural or industrial partners actively involved in partnerships with the programme: achieved results.

Study programme teaching structure

Detailed program structure (levels; major/elective subjects; number of semesters/weeks/hours, hours of student personal work required ; prerequisite; exams...)

Samples of syllabus of courses included in the program

Attach evidences to demonstrate the compliance with the standards (for example, nature and duration of internships)

Academic guidance policy and specific tools implemented for student success (refresher courses, bridges or pathways, tutoring...)

KPIs: student success rates at the end of each year of the programme: please show evidences on the last 4 years.

Foreign languages courses included in the programme (number of hours).

Academic partnerships allowing students to continue further studies abroad

Inbound and outbound student mobility (please show the trends on the last 4 years and specify the main countries).

Management of the study programme

Organisational chart of the program.

Department Board/Council and Steering committee (members, missions, frequency of meetings): please provide the records of Decisions.

Examination methods and processes.

Targeted skills vs achieved skills.

Statistics on students over the last 4 years, breakdown according to:

- faculties or campuses;
- female/male students;
- students with grants or bursaries;

- in and out students (exchange, joint supervision);
- number of foreign students and out-of-town students;
- initial/apprenticeship/long-life learning (if relevant);
- student success;
- supervision ratio (student/teacher ratio).

Student integration into the job market (statistics after x months if data are available, occupied positions...)

Alumni network: main partnerships, implemented activities and achieved results.

Quality assurance policy: staff, processes and documents.

Ethics policy.

Other statistics and data

Statistics on teaching and non-teaching staff, breakdown according to:

- qualifications (bachelor/master/PhD);
- faculties or campuses;
- female/male;
- status (civil servant or external teachers);
- position (from full professors to teaching assistants...), full-time or part-time, and teaching/research/tutoring/administrative duties for each category;
- foreign professors and researchers (invited or permanent staff);
- professors and researchers on short/long stay abroad.

The expert panel will also consider any other document that the institution considers useful for the evaluation.

Ukrainian content: to what extent are the standards used for this pilot evaluation applicable?

The European standards [3] applied in the Hcéres reference system used in Ukraine are fully applicable in Ukraine. None of these standards were considered by the evaluated entities or by the evaluators as non-compliant or irrelevant. These standards are all the more applicable as they cover perfectly the entire scope of a PhD programme (it would be the same for bachelor's or master's programmes but with another reference system), from the enrolment of students to their graduation and entrance into the job market.

The standards are also fully compatible with the Ukrainian higher education system in which the PhD is highly regulated and the conditions for recruitment, supervision, monitoring of doctoral candidates and award of the diploma are established according to ministerial orders.

The participation of S. Kuznets KhNUE in the Erasmus+ C3QA project “Promotion of Research Internationalization through Establishment of Cycle 3 QA System in Line with the European Agenda” [2] enabled to study the experience of partner universities in building an internal quality assurance system for PhD programmes, understand the importance of the cyclicity in the educational programmes quality assessment process, in particular, the third cycle Programs.

During preparation for the evaluation and accreditation of "Economics" PhD programme, the following issues were reviewed and improved:

- internal regulatory provisions;
- the educational program aims and content, the correlation between the educational components and the expected learning outcomes;
- admission terms for the educational program, accessibility, transparency and publicity;
- forms and methods of teaching, learning and conducting research;
- assessment methods and criteria for learning outcomes evaluation;
- mechanisms and tools of students' academic support.

The key components of preparation and participation in the educational program evaluation and accreditation are as follows.

Ongoing improvement of the education quality in the University and building a quality culture, creation and promotion of pro-quality activities and the entire academic community involvement in this process, elaboration of clear and open standards for the teaching process monitoring and evaluation.

Review, analysis, coordination and sharing of responsibilities between university departments, provision for the educational and research activities of the PhD program, as well as organizational and administrative processes.

Expansion of the Program working group membership by including representatives of business and a PhD student in order to carry out the tasks of the Internal Quality Assurance System for PhD program,

Involvement of the administration, companies and other entities outside the University in the PhD program activities with the aim of better guidance of PhD students on social needs.

Tracking the professional trajectory of graduate doctors.

Facilitating the internationalization of PhD students and professors by: mobility, co-tutelle, research, participation in international research projects, activities and conferences.

Ensuring the cyclicity of the internal quality assessment process based on an annual self-assessment report, which contains the statement and assessment of the doctoral program results, achievement of the set quality goals, the efficacy of the actions undertaken, and recommendations for the necessary improvements.

Feedback from Hcéres regarding the implementation of the evaluation system in Ukraine is following.

As the methodology and standards of Hcéres are perfectly in accordance with ESG [3] and European methodology (Hcéres is a full member of ENQA and EQAR), the new Ukrainian agency is fully rely on the experience, methodology and standards developed by Hcéres to establish its own system. Having already had a long and strong experience in this field, Hcéres is ready to support the new Ukrainian agency by organising workshops, working days and exchanges with it on the construction of the new agency, its functioning, the elaboration of standards, methodology according to institutions and educational programmes to be evaluated.

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РОЛЬ АККРЕДИТАЦИОННЫХ И РЕЙТИНГОВЫХ АГЕНСТВ В ПОВЫШЕНИИ КАЧЕСТВА ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ

Аннотация: данная статья посвящена изучению аккредитационных и рейтинговых агентств в повышении качества образовательных программ. Аккредитация является одним из важнейших инструментов повышения качества образовательных услуг. В настоящее время в мире аккредитация является наиболее распространенной моделью обеспечения качества в высшем образовании.

Ключевые слова: аккредитация, ВУЗ, СМИ, образование, НАЦ, НААР, институциональная аккредитация, специализированная аккредитация, государственная аккредитация, общественная аккредитация, международная аккредитация, национальная аккредитация.

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