



Co-funded by the
Erasmus+ Programme
of the European Union

ERASMUS+ project n° 586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP EDUQAS

Implementation of Education Quality Assurance System via Cooperation of University - Business - Government in HEIs

EDUQUAS

WP3 Capacity building : Implementation of internal QA systems

Part 2. Report on the SWOT analysis and recommendation of the 2
curricula :



KAZAKH UNIVERSITY OF ECONOMICS, FINANCE AND INTERNATIONAL TRADE

6M050900 «FINANCE»

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May 2020

Strengths

The educational program "finance" has foreign accreditation in FIBBA.

The educational program "finance" has higher competitive positions versus the other similar educational programs in Kazakhstan.

Educational program is developed to accommodate the labor market in Kazakhstan.

University has a strong partnership with foreign universities which have comparable programs.

The content of educational components provides for a lot of practical classes.

A direction such as Islamic banking and finance is very important in learning and creates additional competitive advantages for graduates in the region.

Master's students have a good knowledge of English.

Active involvement of master's students in research work.

University organized students' mobility to EU, South Korea and China.

There are 37 amateur clubs at university which allow developing soft skills.

University provides opportunities for students to choose the model of internship (if the student wants, they can choose the place of internship themselves, otherwise university directs student according to the partnership between the university and an enterprise).

Sound opportunities to choose an individual study path for students.

There are good conditions in dormitory. Every day at 7:30 a.m and 12:30 p.m bus delivers students from the dormitory to the university for free.

Small academic groups contribute to high quality of education.

The educational program is fully provided by the teaching staff that have the appropriate education and high qualification (58% of teachers have degrees and titles).

The possibility for teachers to have foreign experience (internships in GB, USA, EU).

Pedagogical excellence is regularly evaluated by students during the survey.

To enhance professionalism, motivation and stimulation of the teaching staff the university applies a system of rewarding of the teaching staff with a bonus for their contribution and achievements in professional and research activities. There is also a budget for improving the staff qualification and grants for the best teachers.

Using the form of surveys provides a strong feedback with stakeholders, which is also the strong side of this program. This fact facilitates good a teamwork between all stakeholders.

Well organized involvement of employees and alumni to teaching process.

There is a separate budget for the development of library and for a united information system which forms the base of the university quality management.

Weaknesses

A small number of joint educational programs with partner universities

The distance learning system is mainly intended for part-time students.

The level of independence of student's self-government not high enough.

Students do not fully participate in the procedures for improving the educational program.

Lack of disciplines in English.

Not all teachers have a sufficient level of English.

Difficulties to involve the employers in teaching activities due to the level of remuneration.

KPI implementation is not fully implemented.

Teaching methods are not diverse enough.

Opportunities

The presence of department's subsidiary at Cassa Nova bank for classes and internship allows providing a high level of practical training that meets the requirements of financial institutions. Also this allows to enhance cooperation between HEI – students – potential employer and involve employers in the study process.

The readiness of the Institute of Economy (Ministry of economy of Kazakhstan) to cooperate allows receiving information about the development trends of the economy of Kazakhstan, use this knowledge to teach students, and also take part in elaboration of recommendations for the development of the economy of the Republic of Kazakhstan.

Development of technical equipment to ensure the education process.

The labor market opens itself to the graduates

Strengthening the integration of education, science and industry.

Development of students' international mobility level.

Creating a system of continuous learning and advanced training of teaching staff in the country.

The possibility of improving the skills of young teachers in the Business - school and universities nearby and far abroad.

The economic development of the Republic of Kazakhstan provides opportunities for the development of an educational program.

New graduates can become good teachers in the future.

Threats

In the future, employers will not be very interested in teaching and giving lectures as the salary is not sufficient enough and legislation is not open for this.

It is a challenge to involve and attract graduates to work for the HEI's because of insufficient salaries and remunerations (professionals and, more generally, highly qualified teachers).

A large gap in salaries between the financial and educational sectors can lead to an outflow of the most experienced and creative teachers.

According to the legislation, employers find it difficult to be a full-time lecturer at the HEI and their participation in the educational process is more on a voluntary basis.

The procedures for recognizing the results of non-formal education have not been fully developed.

Increasing bureaucracy may lead to a decrease of interest of teaching career among young specialists.

The presence of strong competition between participants of the educational services market.

The lack of an effective system of employment assistance for graduates.

Disinterest of the business community in joint research and educational projects.

Frequent changes in regulations governing educational standards.

Recommendations

To strengthen international openness, whether through institutionalized partnerships, or through better access to internship opportunities abroad.

Development of a system of language competencies for teachers through the creation of conditions for learning foreign languages. This enhances the staff's international mobility.

To strengthen the activity of student self-governance in order to improve their participation in various educational and cultural activities.

Pay more attention to the non-academic life of the students, give them more opportunities to develop their additional skills, help them organize an active student life.

To strengthen the participation of students in the processes of improving the educational program.

To constantly adapt the program to the current market needs.

On the basis of existing experience, improve the system for recognizing the results of non-formal education and develop the necessary regulatory documents. Promote students' awareness of the opportunities offered by non-formal education.

Continue developing the distance learning system.

It should better to place the information about the competencies and also brief information about the educational components in open access.

It should better to include not only books but also scientific articles into syllabuses. It will

contribute to the formation of critical thinking.

To provide syllabuses in open access for students in a simplified edition - to make the information clearer for students.