HERE SEMINAR
STUDENTS IN FOCUS: STUDENT AS PARTNERS IN
HIGHER EDUCATION GOVERNANCE AND QUALITY
ASSURANCE

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In 2015, the revised *European Standards and Guidelines for Quality Assurance in Europe (ESG)* introduced a new standard: «student-centered learning, teaching and evaluation».

The participation of students as partners in the quality management of education was mentioned in *the Prague communiqué of 2001, the Berlin communiqué of 2003, the London communiqué of 2007, the Leuven/Louvain-la-Neuve Communiqué of 2009, the Yerevan communiqué of 2015*. 
Quality assurance policy
Students, as internal stakeholders, bear joint responsibility for the implementation of internal quality assurance (QA)

Development and approval of programs
ESG specifically mentions the participation of students (and other interested stakeholders) in the development of programs.
Involvement of students in quality assurance activities.

Teaching Staff
Educational institutions must provide themselves with competent teachers. They must adhere to fair and transparent processes for recruiting personnel. ESG emphasizes student-centered teaching and changing the role of teachers.

Learning Resources and Student Support
ESG emphasizes that when allocating, planning, and providing educational resources and supporting students, OEDs and flexible ways of teaching should be taken into account.

Continuous monitoring and periodic review of programs
ESG indicates that programs are analyzed and adjusted on a regular basis with the involvement of students and other stakeholders.
Chapter 2: Standards and guidelines for external quality assurance

- Students and other stakeholders involved in the development and continuous improvement of the quality assurance methodology
- Expert groups include students in the commission for expert review

Chapter 3: Standards and guidelines for quality assurance agencies

- The agencies should ensure the involvement of stakeholders in management and work
In the second half of 2015, Kazakhstan accreditation bodies made changes to their existing accreditation standards in accordance with the *new version of ESG.*

One of the updates was introduced with standard: «**Student-centered learning, teaching and assessment of academic performance**».

The standard includes the following criteria:
- Criteria for assessing the contingent of students;
- Criteria for assessing student-centered learning;
- Criteria for evaluating student-centered teaching;
- Criteria for assessing student performance
STUDENT-ORIENTED LEARNING: KAZAKHSTAN

In Kazakhstan, the approach of involving students in educational policy is enshrined in the *State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019* (Presidential Decree No. 205 of March 1, 2016).

«(...)
The implementation of the compulsory, recommendatory and optional parameters of the Bologna Process, the priority directions for the development of higher education, including the further implementation of the credit system of education by the type of ECTS, academic and credit mobility, and the implementation of the Kazakh higher education system as a full participant in the European Higher Education Area will be ensured as well as the involvement of students in the elaboration of educational programs». 
encourage and support higher education institutions in the promotion of educational innovation in student-oriented teaching contexts

ensure a strong link between teaching, learning and research at all levels of learning and creating incentives for universities, teachers and students to revitalize

a clear description of the learning outcomes and teaching load, flexible learning paths and appropriate teaching methods to meet the needs of students in the selection of educational programs

active involvement of students as full members of the academic community, as well as other stakeholders, in curriculum development and quality assurance.
STUDENT-ORIENTED LEARNING

**Obligations and rights of students**

- Responsibility for their own learning
- The development of opportunities for self-control, self-learning
- Have clear learning goals, develop learning strategies that include classroom and out-of-class learning
- Exercise on university status: rights and duties in relation to the university and the academic community

**The role of a student in student-centered learning**

- Рабочая сила
- Кружки
- Организация мероприятий
- Пассивная
- Активная
- Сертификация
- Коучинг
- Участие в коллегиальных органах
Student-oriented approach for
Formation of the graduate competence

Elaboration of the educational and methodological complex of discipline, courseware
Teaching methods
Capability development, certification
Assessment of teacher competence
Planning and implementation, Rating

Parents
Adviser
EMPLOYERS

Professional activity of faculty staff

Committee
Methodological office
Student
Administration

RESULT-ORIENTED MANAGEMENT
The training cycle of a competent graduate

1. Identification and analysis of customer and stakeholder requirements;
2. Building a model of the graduate;
3. Planning and design of the educational process;
4. Preparation and maintenance of the educational process;
5. Additional majors courses (HP, Cisco etc);
6. Educational process;
7. Assessment of the graduate's qualifications in professional associations;
8. Consumer market research: employers; prospective university students;
9. Planning and design of the educational process.
STUDENT BUREAU OF THE BOLOGNA PROCESS in the KAZNU AL-FARABI

Student Bureau of the Bologna Process is a student organization working to build a dialogue between the administration of the university and its students in a new format.

Objectives

- To increase the participation of students in the management of the educational process
- Implementation of quality education policy advocacy
- Development of internal academic mobility
- Support for foreign students
- Maximum participation of students in international projects

The goal is to support and protect the interests of students and resolve academic issues.
STUDENT BUREAU OF THE BOLOGNA PROCESS: PROJECTS

**Center for student support «Advice»**
**Aim:** to facilitate the resolution of contentious issues, accept suggestions and comments to improve the learning process.

**«Transparent session» project**
- Monitoring at the session
- «Anti-Cheat» action
- Survey on satisfaction with the conducting of the session and the learning process in general.

**English Club.**
**Aim:** to assist students studying at the university on academic mobility

Survey of **4-year students** and **alumni** of KazNU al-Farabi

**«1 day in KazNU al-Farabi» project**
**Aim:** opportunity to get acquainted with the chosen specialty
For 5 years of academic mobility programs 4423 students were trained in the universities of Europe, USA and Southeast Asia.
ACADEMIC MOBILITY FOR THE ACCOUNT OF EXTRABUDGETARY FUNDS

ACADEMIC MOBILITY OF STUDENTS FOR THE ACCOUNT OF EXTRABUDGETARY FUNDS (PERSONS), 2013-2016.

ВСЕГО 4760 СТУДЕНТА (2013-2016 гг.)
At the end of 2016, the number of students in the internal academic mobility in universities was **725** people, 714 of them study at the bachelor's program and 11 people study at the master's program.

An analysis of internal academic mobility showed that **36** higher education institutions took part in internal mobility as sending universities and 50 universities as host universities.
Standards and guidelines for quality assurance agencies

- Agencies should ensure the involvement of stakeholders in management and work (including students)

- The external expert commission (EEC) for specialized or institutional accreditation includes at least **1 student**
- Students are recommended by **the university or the Student Alliance**
- Students who are members of the EEC **should know** the relevant regulatory and legal acts of the Republic of Kazakhstan, as well as the requirements of the ESG; **be able** to analyze, systematize and summarize information, review self-reports and reports of educational institutions on institutional and specialized accreditation, conduct questionnaires and carry out processing of its results, etc.
- A student as a member of the EEC **has the right to vote** for the accreditation award

- On April 27, 2016 in Almaty IAAR organized and held the first training seminar for student experts on the topic «The role of the student in the procedure of external quality assessment».
- On May 5, 2016 in Astana, the IAAR held a second seminar for student experts.
The Independent Kazakh Agency for Quality Assurance in Education (IQAA) pays special attention to the active role and advancement of students' interests in its accreditation activities through the following approaches:

- Mandatory involvement of students to participate in the IQAA external audits
- Participation of students in decision-making on accreditation
- Training of students-experts
- Elaboration of thematic analyzes based on opinions and suggestions of students

The total number of students who participated in IQAA accreditation procedures is 180 people.
The procedure for involving students to the accreditation processes of the Independent Agency for Accreditation Rating (IAAR) includes the following activities:

- Training seminar for students
- Participation of students in the External Expert Commission
- Participation of students in the work of collegiate bodies of the IAAR

Since 2011, about 150 students have been involved in the specialized and institutional accreditation of the IAAR.
Questionnaire survey of students – 
determination of disciplines and directions

Forms of participation of the student in the elaboration of the educational program

Questionnaire survey of graduates - recommendations
**Aim:** adaptation of graduates to the labor market and successful employment, assistance in career development

**Directions of activity:** interaction with organizations; organization of pre-diploma and scientific internship for students; holding job fairs.

In 2015, out of 138 000 graduates of the bachelor's degree, **79.4%** were employed, which is 9.6% higher than in 2014 (69.4% in 2014).

Index of employment of graduates, who studied under the state order, is **88%**, which is 7.9% higher than in 2014 (2014 - 80.1%).
CAREER CENTERS IN THE UNIVERSITIES

**Center for Career "University of NARXOZ"**

**Main directions:**
- assistance to students and graduates of the university in job placement and career development;
- assistance in the organization of educational, industrial, pre-diploma and research internship;
- establishment of partnership between students and business community of Kazakhstan

**Activity:**
- holding a job fair;
- graduates reunion;
- organization of seminars, master classes and trainings on employment.

**Center "Career" IITU**

**Main directions:**
- provision of professional internship,
- consulting on career and employment,
- conducting courses and trainings to familiarize students with the labor market.

**Activity:**
- holding a job fair;
- a number of agreements on cooperation and memorandums were signed
- organization of seminars, master classes and trainings on employment.
FEEDBACK WITH STUDENTS

Alumni Association of KazNU al-Farabi

Aim: assistance to the KazNU al-Farabi in training specialists of the new format and in establishing mutually beneficial relations between the university and its graduates.

Objectives:
- formation of the corporate culture of graduates.
- image support of graduates.
- organization of patronage and support of socially vulnerable students.
- implementation of educational projects.
- interaction with employers in the context of adapting the learning process to the demands of the labor market.

Association of graduates of the Karaganda Economic University Kazpotrebsoyuz

Mission: support the mission of the University through integration with all graduates, the perception of a common atmosphere, ideology, norms and rules.

The main goals and objectives are:
- the association of the graduates;
- strengthening and developing the traditions of the University;
- ensuring compliance of the content, forms and level of training of specialist with the current needs of the dynamically developing economy of Kazakhstan;
- support to graduates in strengthening their social status and professional growth, promoting their success in various fields of activity;
Institutional consolidation of the role of students as stakeholders. In Kazakhstan there are youth associations (Zhas Otan, Zhasyl El, etc.). The role of the SBBP at the republican level.

Interdisciplinary training. Formation of educational programs at the intersection of areas and consolidation among students Competences for Democratic Culture and Intercultural Dialogue (COE, 2015)

The self-certification procedure of the NCF

Development of competences of early entrepreneurship in students. Stimulating the discoveries of a startup company
THANK YOU FOR ATTENTION!