



Ministry of education and science of the Republic of Kazakhstan

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



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STUDENT-ORIENTED LEARNING: EUROPEAN APPROACH



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.***



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

STUDENT-ORIENTED LEARNING: STANDARDS AND GUIDELINES FOR INTERNAL QUALITY ASSURANCE IN THE ESG



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

STUDENT-ORIENTED LEARNING: STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE ESG



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

INVOLVEMENT OF STUDENTS IN THE ASSESSMENT OF EDUCATIONAL SERVICES QUALITY



- ✓ 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».

THE YEREVAN COMMUNIQUE: PRIORITIES FOR 2015-2018



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.

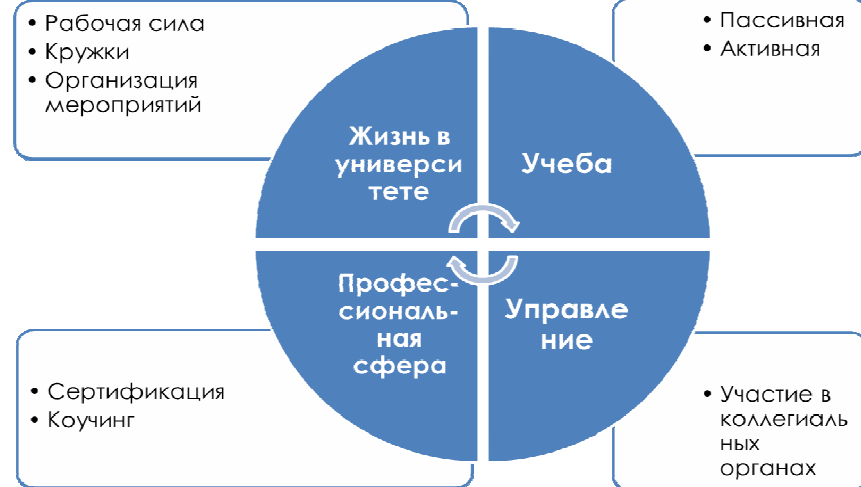
STUDENT-ORIENTED LEARNING



Obligations and rights of students

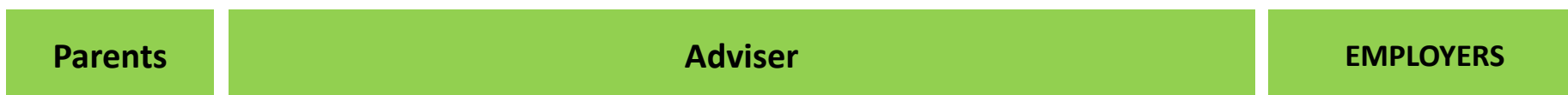
- Responsibility for their own learning
- The development of opportunities for self-control, self-learning
- Have clear learning goals, develop learning strategies that include classroom and out-of-class learning
- Exercise on university status: rights and duties in relation to the university and the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

The role of a student in student-centered learning



Student-oriented approach for

Formation of the graduate competence



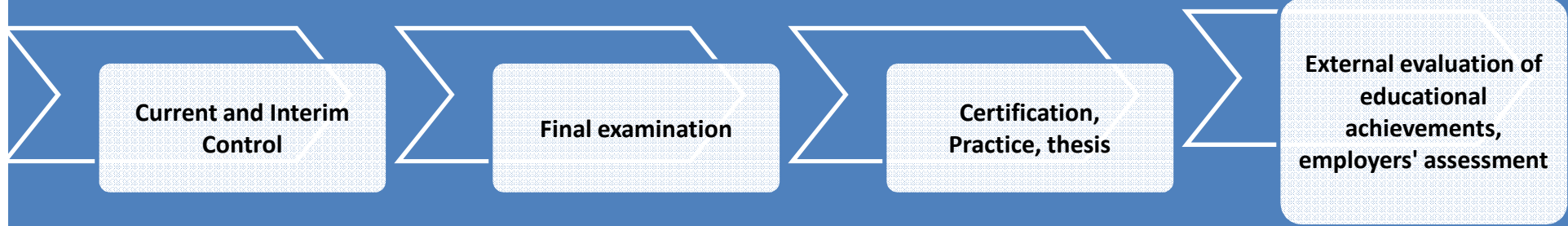
Professional activity of faculty staff



RESULT-ORIENTED MANAGEMENT

Student oriented learning approach

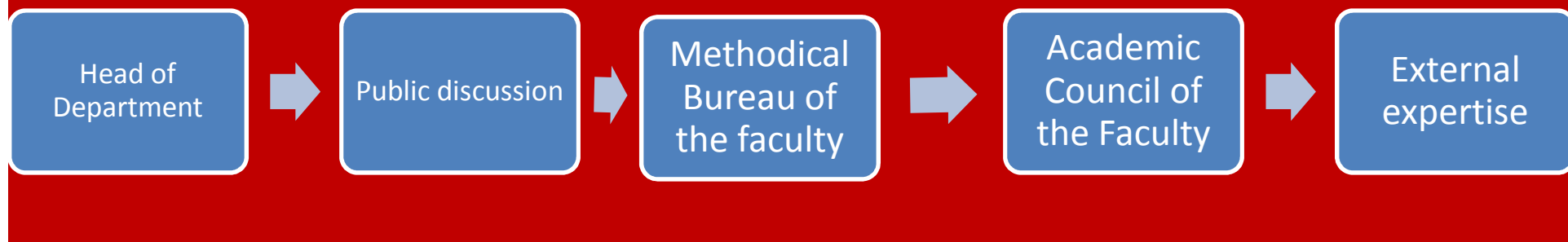
Evaluation of student learning outcomes



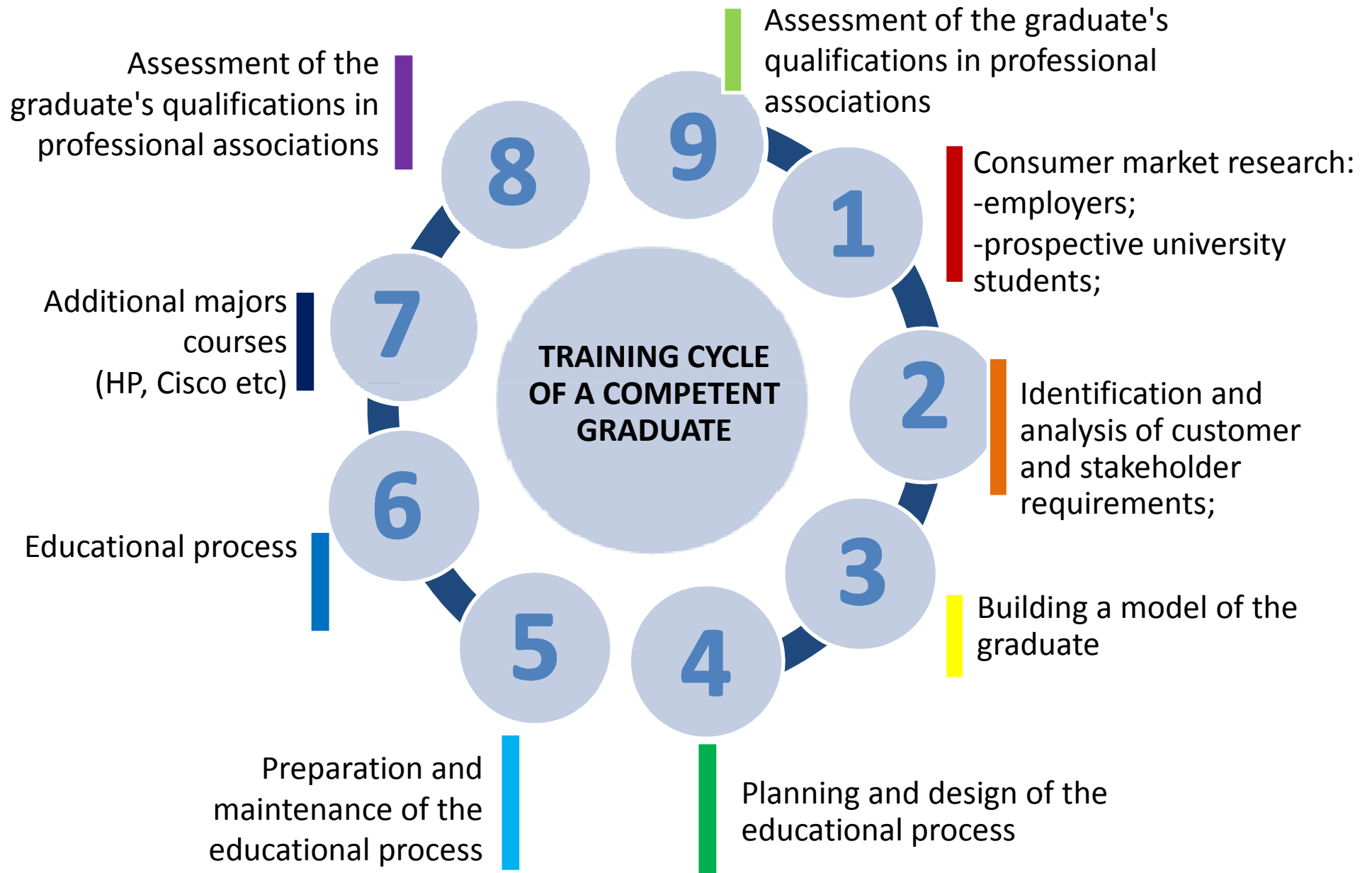
Professional activity of teaching staff



Control environment



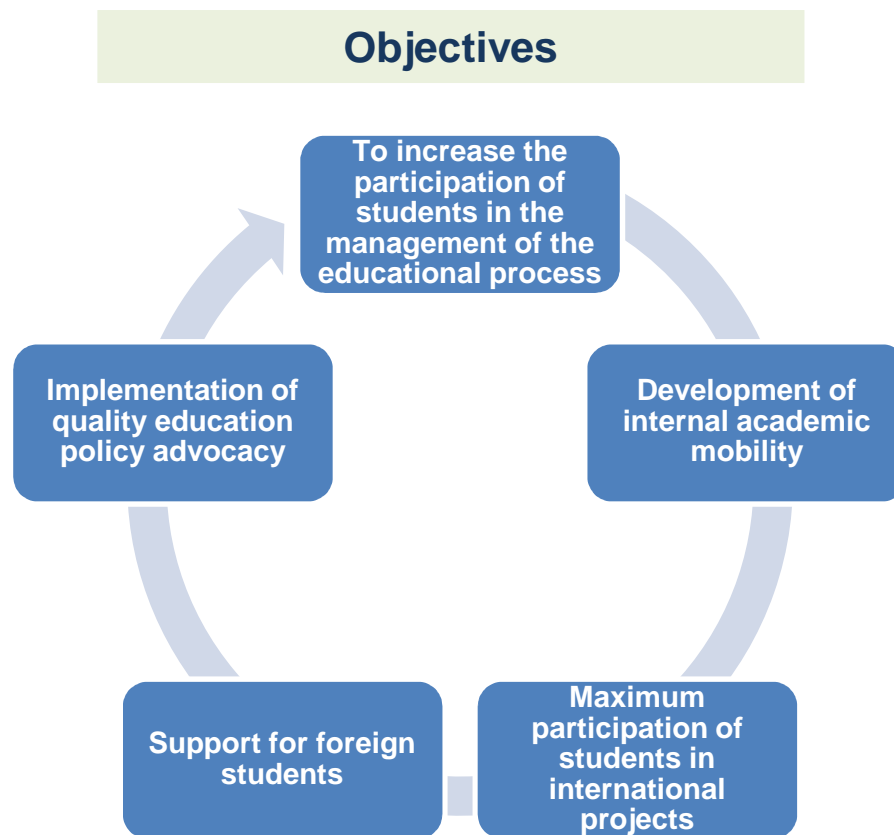
The training cycle of a competent graduate



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.



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

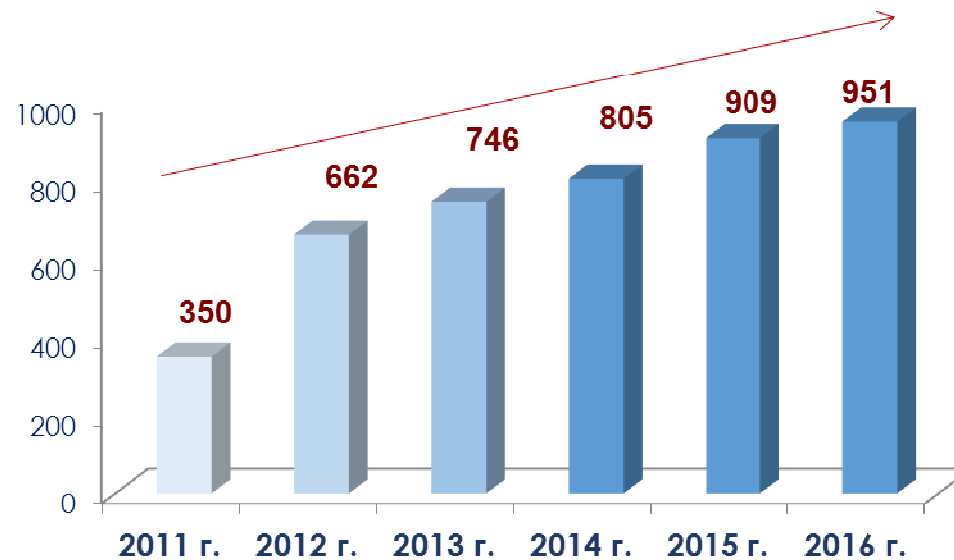
Aim: opportunity to get acquainted with the chosen specialty

ACADEMIC MOBILITY FOR THE ACCOUNT OF THE STATE BUDGET



*For **5 years** of academic mobility programs **4423** students were trained in the universities of Europe, USA and Southeast Asia.*

ACADEMIC MOBILITY OF STUDENTS FOR THE ACCOUNT OF THE STATE BUDGET (PERSONS), 2011-2016.

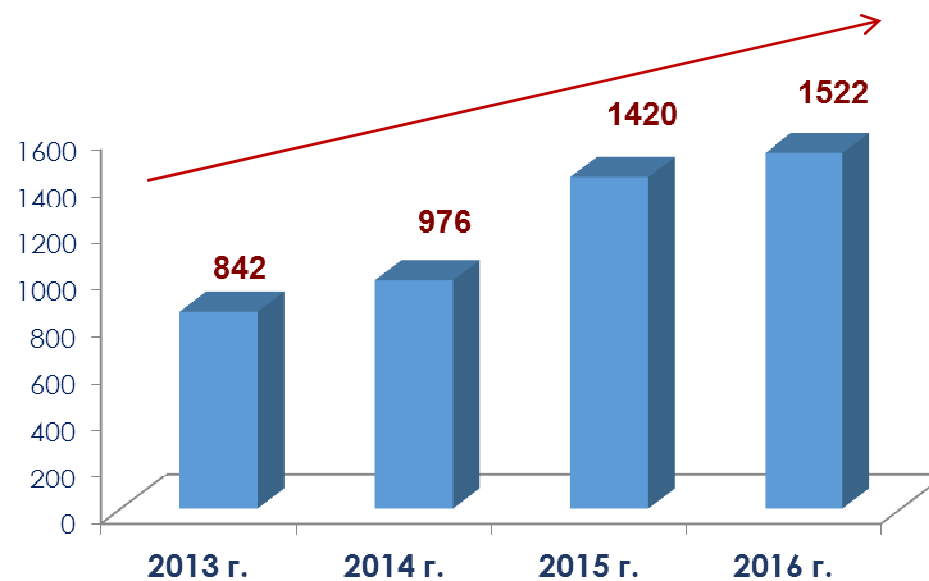


**TOTAL: 4423 STUDENTS
(2011-2016)**

ACADEMIC MOBILITY FOR THE ACCOUNT OF EXTRABUDGETARY FUNDS



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

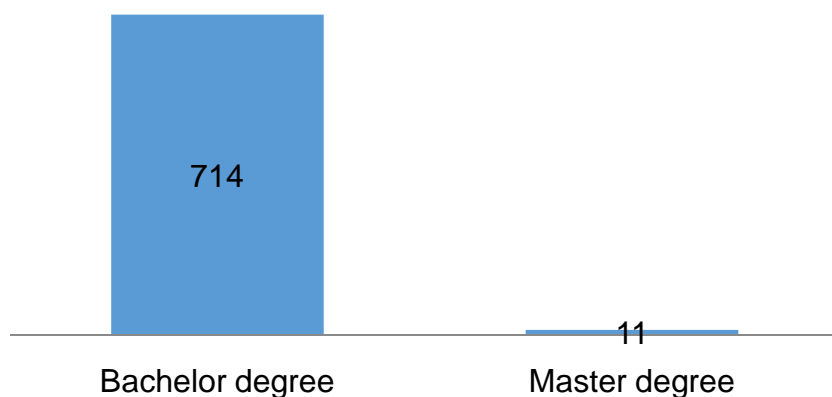


**ВСЕГО 4760 СТУДЕНТА
(2013-2016 гг.)**

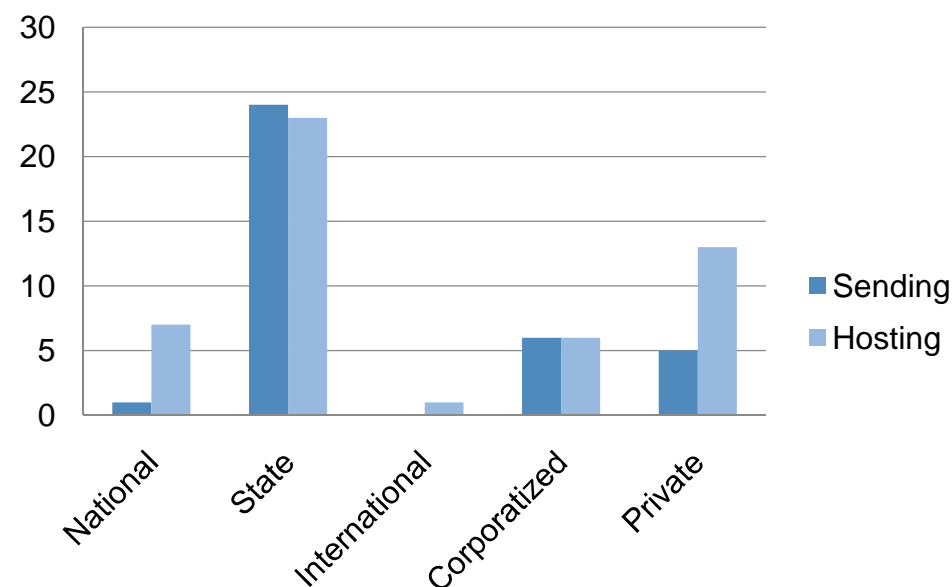
INTERNAL ACADEMIC MOBILITY



The number of students on the internal academic mobility (pers.), 2016



The number of universities participating in the internal academic mobility, 2016



- 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.

INVOLVEMENT OF STUDENTS IN THE QUALITY ASSESSMENT OF EDUCATIONAL SERVICES



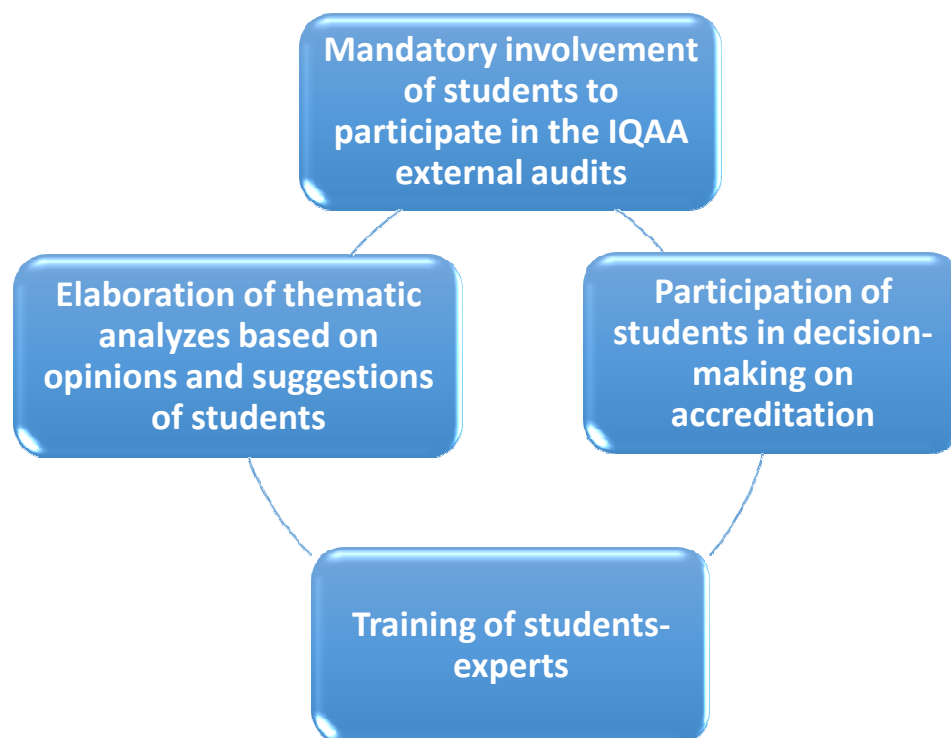
Standards and guidelines for quality assurance agencies

- 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.*

INVOLVEMENT OF STUDENTS IN THE QUALITY ASSESSMENT OF EDUCATIONAL SERVICES: IQAA



- ✓ ***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:

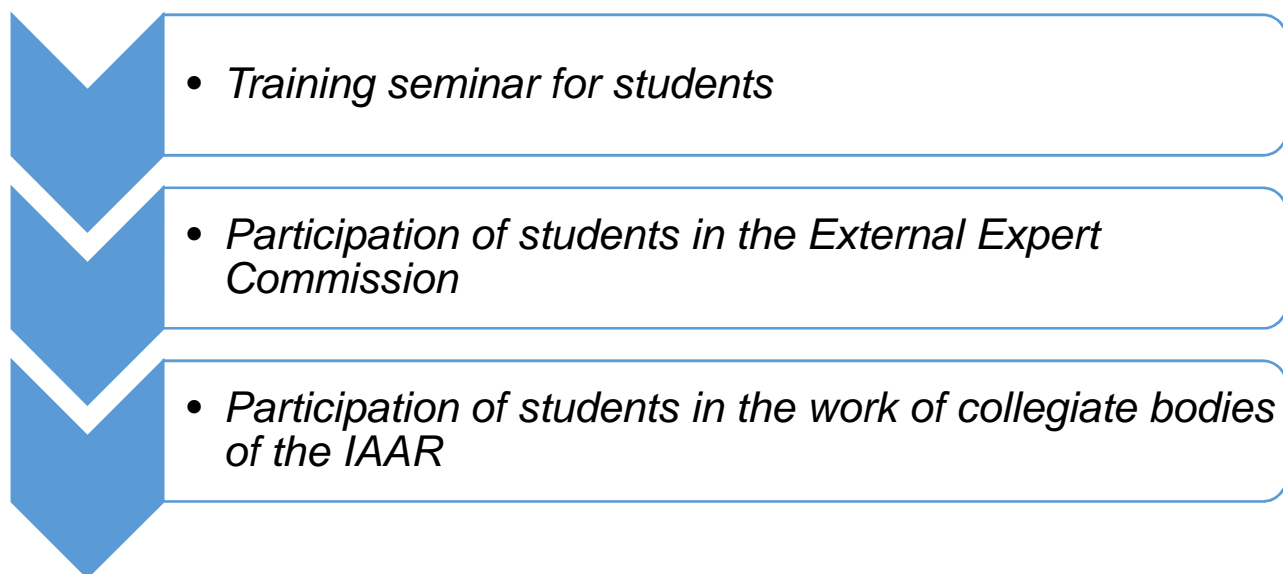


- ✓ The total number of students who participated in IQAA accreditation procedures is ***180 people***.

INVOLVEMENT OF STUDENTS IN THE QUALITY ASSESSMENT OF EDUCATIONAL SERVICES: IAAR



- ✓ The procedure for involving students to the accreditation processes of the ***Independent Agency for Accreditation Rating*** (IAAR) includes the following activities:



- ✓ Since 2011, about ***150 students*** have been involved in the specialized and institutional accreditation of the IAAR.

INVOLVEMENT OF STUDENTS IN THE ASSESSMENT OF EDUCATIONAL SERVICES QUALITY



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

- ✓ Questionnaire survey of students – determination of disciplines and directions

Анкета

С целью выявления интересов обучающихся и определения траектории обучения по разрабатываемому образовательному направлению «Химическая инженерия» предлагаем Вам ответить на следующие вопросы:

	Вопрос	Ответ			
		Да	Нет	Затрудняюсь ответить	Иное
1.	Считаете ли Вы, что ваша учебная программа содержит излишне много нетехнических дисциплин? (пожалуйста, выберите один ответ)				
2.	Какие дисциплины, Вы считаете, необходимо ввести в вашу учебную программу для повышения вашего образовательного уровня?				
3.	Какие дисциплины вашей учебной программы, Вы считаете, необходимо давать более углубленно?				
4.	Считаете ли Вы, что ваша учебная программа соответствует требованиям производства? (пожалуйста, выберите один ответ)				
5.	Какой уровень образования является достаточной для вашей карьеры?	Бакалавр	Магистр	-PhD докторант	

Спасибо за участие в анкетировании !

- ✓ Questionnaire survey of graduates - recommendations

АНКЕТИРОВАНИЕ ВЫПУСКНИКОВ

Уважаемый специалист!

ГОУ ВПО «Архангельский государственный технический университет» проводит опрос среди выпускников нашего университета с целью выявления их мнения об уровне полученной профессиональной подготовки. Будем Вам признательны, если Вы ответите на вопросы нашей анкеты.

Анкетирование проводится через специализированный Интернет-ресурс. Доступ к электронному ресурсу организован через сайт Росаккредитования www.nisca.ru/poll. Анкета может быть заполнена на прилагаемом бланке. В этом случае просим Вас выслать заполненную анкету по адресу: 163002, г. Архангельск, наб. Северной Двины, 17.

Анкета выпускника

Фамилия, Имя, Отчество (по желанию) _____

Ваша специальность по диплому _____

Серия диплома _____ номер диплома _____

Год окончания университета: _____ Ваш возраст: _____

Пол: ☐ мужской ☐ женский

Электронная почта (по желанию) _____

Форма обучения: ☐ очная ☐ очно-заочная ☐ заочная

В настоящее время Вы работаете? ☐ Да ☐ Нет

Организационно-правовая форма предприятия (организации, учреждения), в котором вы работаете: ☐ Государственное ☐ Негосударственное

Вы работаете по специальности, полученной в университете? ☐ Да ☐ Нет

Какую ☐ должность ☐ Вы занимаете?

☐ Руководитель предприятия (организации, учреждения)

☐ Руководитель структурного подразделения предприятия (организации, учреждения)

☐ Специалист

☐ Другую (укажите, какую именно) _____

Уровень Ваших доходов: ☐ Низкий ☐ Ниже среднего ☐ Средний

CAREER CENTERS IN THE UNIVERSITIES OF THE RK



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.
- ☐ MOST business incubator;
- ☐ employment of the best students under the contest of Verny Capital



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;

For the future



Institutional consolidation of the role of students as stakeholders. In Kazakhstan there are youth associations (Zhas Otan, Zhasyl EI, 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!

