



**INDEPENDENT AGENCY FOR QUALITY
ASSURANCE IN EDUCATION (IQAA)**

THEMATIC ANALYSIS

The process of implementing student-centred learning in higher education institutions: analysis of standards and evaluation of results

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THE PROCESS OF IMPLEMENTING STUDENT-CENTRED LEARNING IN HIGHER EDUCATION INSTITUTIONS: ANALYSIS OF STANDARDS AND EVALUATION OF RESULTS

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Introduction

In today's world, where dynamic technologies and globalisation are constantly changing the landscape of the professional environment, the importance of adapting educational systems becomes obvious. Student-centred learning, which puts the student, his/her needs and interests at the centre of the learning process, is one of the answers to these challenges. This approach to education, which emphasises the development of professional competencies, creativity and social responsibility, is becoming increasingly common in educational institutions around the world. External audits of the reports of educational organisations adopting this approach provide an opportunity to assess its effectiveness and identify potential areas for improvement. An analytical review of these reports provides an opportunity not only to assess the results achieved, but also to understand how student-centred learning affects students' learning outcomes and their professional and personal development.

Accreditation plays an important role in ensuring the quality of educational programmes and processes, as well as in confirming their compliance with established standards and criteria.

Of particular importance is the alignment of educational programmes and practices with the requirements of standards related to «Student-centred learning, such as Student Centred Learning, Teaching and Assessment», «Learning Resources and Student Support», and «Student Acceptance, Achievement, Recognition and Certification».

In Kazakhstan, student-centred learning takes a special place in the context of striving for modern educational practices. This approach is based on the historical development of Kazakhstan's educational system and principles that promote individualisation and diversity of the educational process. Within the Kazakhstani educational system, student-centred learning is based on principles that support active student participation in the learning process, individualisation of learning and creation of motivation for learning. The principles of taking into account the needs and interests of students, developing their professional skills and critical thinking are at the heart of this approach. In Kazakhstan, student-centred learning is implemented through a variety of methods and practices, such as problem-based learning, project activities, research projects and practices, and the use of interactive teaching methods. These mechanisms are aimed at intensifying the learning process, developing students' autonomy and responsibility, and creating conditions for the development of their creative potential.

The purpose of this case study is to understand the impact of student-centred learning on the development of professional competencies, creativity and social responsibility in students. We aimed to examine the data presented in the external

audit reports in order to identify trends, good practices and possible challenges in the implementation of student-centred learning.

For the comparative analysis 11 HEIs (Annex 1) that passed the procedure of institutional accreditation in 2021 were selected. An important aspect of the thematic analysis was standards 4, 5, 6, 7 and 9 of the external audit reports assessing the principles, criteria, mechanisms, forms and methods of student-centred learning. Most HEIs demonstrated a high level of compliance with the standards related to student-centred learning, educational outcomes and recognition of qualifications. For the fifth standard, most HEIs were fully compliant, with the exception of Baikonurov Zhezkazgan University, which met only part of the criteria, identifying potential areas for further development.

For the sixth standard, five HEIs (Annex 2) demonstrate full compliance, while four institutions (Annex 2) need to improve the processes of development, effectiveness, monitoring and evaluation of educational programmes. Tynyshpayev Kazakh Academy of Transport and Communications and Baikonurov Zhezkazgan University require additional work to achieve full compliance with the standards, as they showed only partial compliance.

The teaching staff of six HEIs are fully compliant with the seventh standard, and in four institutions - to a large extent. Kazakhstan-British Technical University needs to seriously improve its management processes and personnel policy, as it only partially meets the seventh standard. For the ninth standard, most HEIs (ten out of eleven) showed full or significant compliance. However, the Kazakh Academy of Transport and Communications named after Tynyshpayev received a score of «partial compliance».

It is worth noting that in three cases the IQAA Accreditation Council changed the assessments of experts from «full compliance» to «significant», in five cases - from «significant» to «partial», and in one case increased the assessment from «significant» to «full compliance».

Changes in expert judgements by the Accreditation Council are caused by various objective and subjective factors, including adjustments to the assessment criteria and insufficient documentation provided. It is important to realise that expert assessments are influenced by a variety of factors, and downgrades do not always indicate deficiencies, but may be due to a different combination of circumstances.

1. The process of implementing student-centred learning in higher education institutions: analysis of standards and evaluation of results

1.1 Standard «Student-Centred Learning, Teaching and Assessment»

The analysis of the standard of the reviewed HEIs «Student-centred learning, learning outcomes, recognition of qualifications» allowed us to consider common practices and challenges faced by universities in Kazakhstan. By analysing the positive aspects and shortcomings, we will be able to identify key areas for improving the quality of the educational process and student support.

According to the external expert group reports, all educational institutions demonstrate interest in innovations in the educational process, with a special focus on the active participation of students. For example, the Eurasian Humanities Institute, Baikonurov University of Zhezkazgan and Kazakh University of Railway Transport stand out for developing mechanisms to involve students in the learning process.

Alongside the positive aspects, the analysis of external audit reports on the institutional accreditation of 11 higher education institutions in Kazakhstan revealed a number of common problems they face.

Developing procedures for the recognition of non-formal learning outcomes and Minor programmes. The importance of this aspect cannot be underestimated as it contributes to the flexibility of students' educational pathway and the recognition of their efforts beyond formal education. Universities such as Eurasian Humanities Institute, Kazakh Academy of Transport and Communications named after Tynyshpaev, «Syrdarya» University, International Taraz Innovation Institute face the challenge of insufficient development of these procedures, which requires increased attention to better inform students and recognise their achievements.

A shortcoming in the implementation of academic mobility programmes is the lack of funding by the state and HEIs, although a significant proportion of students declare a desire to participate in these programmes. Accreditation reports show that universities including Eurasian Humanities Institute, International Taraz Innovation Institute, Ekibastuz Satpayev Engineering and Technical University need to strengthen their efforts to enhance these programmes.

The introduction of innovative technologies, such as Massive Open Online Courses and open education platforms, is critical to increasing access to microcredit that can be obtained outside of HEIs. Universities, including the Kazakh University of Railway Transport and the Kazakhstan University of Engineering and Technology, should pay more attention to using these technologies to enrich the learning process.

An effective monitoring and evaluation system is the basis for ensuring high standards of education. Especially students should understand the assessment criteria. Universities, including the Eurasian Humanities Institute, face the need to improve these systems to ensure the accuracy and fairness of assessments, which in turn will affect the future success of students.

The overall analysis shows that many universities (Kazakh Railway University, Kunayev Eurasian Law Academy, Eurasian Humanities Institute, Baikonurov Zhezkazgan University, Kazakh-British Technical University, International Taraz Innovation Institute) in Kazakhstan have positive practices but also face similar challenges. To improve the quality of education, it is important to focus on developing more effective methods of grade control, strengthening academic mobility programmes, and developing and using «minor» programmes.

1.2 Standard «Student Admission, Learning Outcomes, Recognition and Qualifications»

Admission of quality applicants and their further support for successful adaptation to the higher education system is one of the key indicators of the university's competence.

If we look at the external audit data, HEIs carry out purposeful work on selection and admission of ‘their’ applicants. To this end, universities organise career guidance work to a varying extent. Educational institutions provide digital support for the admission procedure, post necessary information about admission, special examinations and professional entrance tests on official websites, social networks, create Telegram bots and virtual admission committees.

The Eurasian Law Academy named after Kunayev, Eurasian Humanitarian Institute, International Taraz Innovation Institute have a ‘Virtual Admissions Office’ on the ZOOM platform, which is designed to provide online consultations and information support to applicants and their parents on admission, document submission, admission procedure, grants, scholarships and other aspects related to admission. In the latter, in addition to the ZOOM platform, the Telegram bot ‘ABITURIENT - MTII’ is also used, where prospective students can get information of interest for admission to the university. Along with this, it is worth noting the good practice in Ekibastuz Engineering and Technical Institute named after Academician Satpayev, where active assistance is provided to school leavers through free classes on the disciplines of the Unified National Testing in online format.

Kazakhstan-British Technical University implements a rather remarkable practice of admitting applicants by submitting documents through the web portal of

‘e-government’, which minimises the risk of corruption. On the ‘e-government’ portal, the applicant authorises, selects the university's admission and enrolment service, enters the required data and gives consent to the processing of information. The application and documents are sent to the Admission Committee of Kazakhstan-British Technical University for processing and verification. After that, the applicant receives notification of the commission's decision in his/her personal account.

Such measures are aimed at ensuring equal access to higher education for all segments of the population, including orphans, students from low-income families, persons with disabilities and other socially vulnerable groups. In addition, the positive attitude of students to the university administration's emphasis on supporting those in need demonstrates the importance and effectiveness of such practices.

In universities such as Satpaev Ekibastuz Engineering and Technical Institute, International Taraz Innovation Institute, . Baikonurov Zhezkazgan University, Tynyshpaev Kazakh Academy of Transport and Communications, Kazakhstan Engineering and Technology University, first-year students receive a special guidebook to help them navigate the learning process and plan their steps. This guidebook contains extensive information about the university's internal regulations, support services timetable, tuition fees, course content, university objectives, credit technology learning process, library usage rules and knowledge control organisation. Universities apply the system of academic mentoring (tutoring) to facilitate the adaptation of students and improve the quality of education. Knowledge of this information makes students more independent and confident in their actions, which significantly affects their academic success and future career. In addition, it is worth noting that the Kazakh University of Railway Transport and the Kazakh University of Engineering and Technology apply a system of academic mentoring (adaptation week) to facilitate student adaptation and improve the quality of education. During the first weeks of study, students spend time meeting with administration, support services and professors, as well as familiarising themselves with library resources.

In order to attract more applicants, regional universities provide discounts on tuition fees for various categories, such as orphans, students left without parental care; winners of international or national subject Olympiads, scientific projects, sports competitions and art contests; holders of the highest score on the test results, etc.

Various universities, such as the Eurasian Humanitarian Institute, the Kazakh University of Railway Transport and the Kazakh University of Technology and Business, have implemented social support practices for students targeting various categories of students in need. These practices include discounts on tuition fees, financial support for students who have suffered serious illnesses, orphaned during

the period of study or lost a breadwinner (Eurasian Humanities Institute), as well as assistance for the purchase of clothes and shoes, material assistance (Kazakh University of Railway Transport).

Having analysed the reports on higher education institutions in terms of admission of students, it should be noted that educational institutions to a different extent work on the formation of the student contingent with the use of various methods and forms of career guidance work. For example, Ekibastuz Engineering and Technical Institute named after Academician Satpayev conducts active career guidance work, which is aimed at providing information about the university to the target audience through the media, social networks, website of the university. In addition, from among the active student youth agitation brigades are created to carry out career guidance work in schools of the city and the region.

However, it is worth noting that there are objective factors that directly affect the quantitative qualitative indicators of enrolment of applicants. Large universities with a well-established long-term image increase their indicators every year. It is somewhat difficult for regional universities in regions with weak economies and little production, where it is necessary to fight for every student. Unfortunately, this situation greatly reduces the quality indicators.

Learning outcomes, recognition and qualifications reflect not only the level of students' knowledge, but also the degree of their readiness for future professional activity. The analysis of the reports of the external expert group in this area showed several effective practices that universities can use to improve the attractiveness of their activities. Professional internships and apprenticeships play a significant role: universities such as the Eurasian Humanities Institute, Ekibastuz Satpayev Engineering and Technical Institute and Baikonurov Zhezkazgan University actively cooperate with corporate partners, including through dual training. This cooperation helps not only to organise quality professional practice, but also to ensure successful employment of graduates. For example, the first graduation of students from Baikonurov University in Zhezkazgan, who studied under the dual training system, demonstrated a high level of performance, providing 100% employment of graduates. However, there are universities that experts recommended to intensify cooperation with employers in terms of implementation of dual training (Eurasian Law Academy named after Kunayev, Kazakh Academy of Transport and Communications named after Tynyshpayev) and effective involvement of employers in the development of educational programmes (Kazakh University of Technology and Business, Kazakh Academy of Transport and Communications named after Tynyshpayev).

Kunayev Eurasian Law Academy stands out for its active international cooperation, thanks to which the practice of international internships for teachers is

successfully implemented. In addition, the university is developing an academic mobility programme, enriching educational opportunities for students.

Experts noted that universities such as Kazakhstan Engineering and Technology University and Syrdarya University ensure the transparency of all procedures governing the life cycle of students from admission to graduation, which in turn guarantees the clarity of all procedures.

However, despite the successes of educational organisations, experts also highlight a number of shortcomings. Online services for students and the automation of processes require significant improvement. Universities such as the Eurasian Humanities Institute, Kazakh University of Railways, Kazakh Academy of Transport and Communications named after Tynyshpayev, and "Syrdarya" University face problems in providing access to online services, including the formation of individual study plans, registration for disciplines, and applications for dormitory accommodation.

Academic mobility needs to be intensified, especially at universities such as Baikonurov University of Zhezkazgan, Kazakh University of Technology and Business and International Taraz Innovation Institute.

Student involvement in university management remains a weak link in some universities, despite positive practices in other areas. Such an observation was noted by experts at Baikonurov University of Zhezkazgan.

It is known that recognising the outcomes of non-formal education allows students to integrate knowledge and skills acquired outside the formal education system. This can contribute to their academic and professional development. Data from external audit reports showed that in some HEIs, including the International Taraz Innovation Institute, the process of recognition of non-formal education results needs significant improvement.

Dual degree programmes open new horizons for students by providing them with a unique opportunity to gain qualifications from two different institutions. This not only broadens their academic prospects, but also significantly increases their competitiveness in the labour market. At the Kunaev Eurasian Law Academy and the Tynyshpaev Kazakh Academy of Transport and Communications, experts recommended intensifying the implementation of dual-degree programmes in accordance with the agreements concluded with foreign universities to make the most of their potential.

Employment of graduates is one of the key aspects of higher education institutions' activity. Successful employment of graduates serves as the main criterion for assessing the effectiveness of their work in the field of education. Therefore, employment indicators are one of the criterion assessments for accreditation. The analysis of such indicators has shown that the HEIs under

consideration carry out systematic work on the employment of graduates. However, expert assessments show different results of HEIs in this direction. For example, the experts noted as a positive practice the cooperation with employers in Ekibastuz Engineering and Technical Institute named after Academician Satpayev. And the Eurasian Law Academy named after Kunayev, Kazakh Academy of Transport and Communications named after Tynyshpaev recommended to improve communication with employers on the implementation of dual education. Syrdarya University and Kazakhstan University of Engineering and Technology were recommended to use specialised digital resources designed to demonstrate the professional achievements of graduates to improve employment rates.

1.3 Standard «Educational programmes: their design, effectiveness, continuous monitoring and periodic evaluation»

The development of educational programmes in Kazakhstani HEIs is a complex process that requires consideration of many factors, including labour market requirements, student needs and the strategic goals of the institution. Let us consider some key aspects of this process taking into account the information provided by the external audit reports for the 11 HEIs under review.

Analysis of the data from the reports on the development of educational programmes has shown that HEIs use various innovative approaches in this direction. An example of good practice is the active cooperation of the Eurasian Humanities Institute with colleges to develop educational programmes of ‘applied bachelor's degree’. This allows the institution to provide students with relevant competences and shorten training periods. Similarly, Kazakh Railways University successfully cooperates with enterprises and foreign universities to adapt programmes to the needs of the labour market.

Separately, it is worth noting such an innovative system of educational programme management of individual universities as Kazakhstan-British Technical University and Syrdarya University, which have advisory councils and industrial committees to develop and coordinate the content of educational programmes with industry representatives. This contributes to the updating of curricula and ensuring their compliance with modern requirements.

In addition to positive aspects, HEIs also face certain challenges in the process of developing educational programmes. Disadvantages may include lack of certain resources, difficulties in adapting to changing labour market requirements and the need for more effective innovation management. Among the comments noted were quite serious. At the Eurasian Humanities University, experts recommended that the number of educational programmes in pedagogy (3 instead of 7) and in 6B042 - Law

(1 instead of 3) should be brought in line with the qualification requirements. Some universities, including Eurasian Humanities University and International Taraz Innovation University, should improve the practice of interdisciplinary and multidisciplinary training by properly organising training in the Major and Minor programmes.

Among the above comments, some require special attention and detailed consideration, as they can have a significant impact on the quality of educational programmes and, as a consequence, on the quality of specialist training. For example, such as,

- non-compliance with the qualification requirements for the number of educational programmes implemented in the direction of pedagogical profile and in the direction of training 6B042 - Law (Eurasian Humanitarian Institute),

- insufficient involvement of employers and graduates in the formation of educational programmes (Eurasian Law Academy named after Kunaev, Ekibastuz Engineering and Technical Institute named after Satpaev, Zhezkazgan University named after Baikonurov, «Syrdarya» University)

- absence of a plan for the development of educational programmes (Syrdarya University)

- educational programmes do not fully take into account Dublin discriminators according to the requirements of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Ekibastuz Engineering and Technical Institute named after Satpayev)

- Lack of implementation of programmes in the state language (Satpayev Ekibastuz Engineering and Technical Institute)

- difficulties in developing a mechanism for the implementation of dual training (Eurasian Humanities Institute, International Taraz Innovation Institute, «Syrdarya» University).

In addition, the experts noted such areas for improvement as more active involvement of HEIs in the development of innovative and joint educational programmes, involvement of foreign professors in the educational process, elimination of the identity of educational trajectories at all levels of education and others.

In general, the analysis of the external expert group reports showed that Kazakhstani HEIs demonstrate a variety of approaches to the development of educational programmes, but to achieve student-centred learning, further improvement and development of the education system is required, including integration of modern technologies, strengthening of links with employers and international cooperation.

1.4 Standard «Faculty and Teaching Effectiveness»

The teaching staff occupies a central place in the educational system, performing not only the functions of knowledge and skills transfer, but also the roles of mentors and organisers of the learning process. Teaching effectiveness is one of the key accreditation standards, which emphasises the importance of quality teacher training.

Motivation of teachers plays a key role in improving the quality of the educational process, being one of the most effective tools for achieving high results in teaching. It not only stimulates the improvement of professional skills, but also promotes the development of innovative approaches in teaching. The analysis of external audit reports has shown that in order to motivate and stimulate the teaching staff, HEIs have a system of bonuses for personal contribution and achieved results in labour activity. Other mechanisms to motivate staff to more efficient and creative labour are the presentation of governmental and departmental awards. Analysis of the reports of the external expert group shows that among the teachers of the universities under consideration (Kazakh University of Railway Communication, Eurasian Law Academy named after Kunaev) there are holders of the Order «Kurmet» of the Republic of Kazakhstan, the Order «Badge of Honour», the medal «Eren enbegi ushin», legal scholars with significant authority in the national and foreign academic communities. Social packages and bonus systems, such as those at the Eurasian Humanities Institute, Kazakh University of Railways, and Kazakh-British Technical University, serve as incentives for teachers. At the same time, the experts recommended improving personnel policy at the Kazakh Academy of Transport and Communications named after Tynyshpayev, including incentivising staff on key performance indicators.

The analysis of the external expert group reports revealed a variety of approaches to teacher professional development in HEIs. Most universities, such as Kazakh University of Railways and Kazakh University of Engineering and Technology, are actively implementing professional development programmes, including targeted training and training in modern technologies. However, some universities, such as Syrdarya University, International Taraz Innovation Institute, Kazakh University of Technology and Business and Kunayev Eurasian Law Academy, do not pay enough attention to the professional development of teachers, which may ultimately affect the quality of education. This is especially noticeable in the Kazakh-British Technical University, where the share of funds allocated for faculty development decreased from 0.2% to 0.04%, and in quantitative terms, this indicator this year decreased from 50 teachers to 6. In addition, the experts noted the following areas for improvement in the development of professional qualifications

of university teachers. The lack of IELTS certificates for teachers teaching classes in English and trilingual educational programmes at Baikonurov University in Zhezkazgan is a problem that is probably relevant for many universities in Kazakhstan. The insufficient practice of academic mobility of teachers (Kunayev Eurasian Law Academy, Kazakh University of Technology and Business, International Taraz Innovation Institute, Syrdarya University) and professional development, including learning foreign languages, especially in the context of the global pandemic, should stimulate universities to search for new approaches and methods of implementation of these important aspects.

The active introduction of information and communication technologies by teachers in the teaching process is a significant step towards improving the quality of education. In this context, experts advised higher education institutions, such as the Eurasian Humanities Institute, the International Taraz Innovation Institute and Syrdarya University, to develop strategies to incentivise teaching staff to make greater use of modern information technologies. This includes strengthening the practice of creating massive open online courses, thereby increasing access to quality education.

In general, the development of the system of professional training and development of teachers is a key aspect for ensuring high quality education and training of qualified specialists. Although most universities provide a variety of programmes for professional development, some of them are still deficient in this area, which above all requires additional attention and funding. And the introduction of a remuneration system based on key performance indicators can help motivate teachers and improve the quality of education.

1.5 Standard «Student Support Resources and Services»

Modern education should be student-centred, and their academic success and personal development depend not only on academic knowledge, but also on access to a variety of resources and support from the university. Therefore, one of the standards in the accreditation of educational organisations is the «Student Support Resources and Services» standard.

Using 11 HEIs as an example, let us examine how Kazakhstani HEIs provide resources and student support services, identifying their strengths and weaknesses for further improvement.

The material and technical base of HEIs is key to quality education. Although HEIs meet licence requirements, there are differences in the level of facilities. Thus, in a number of HEIs experts put forward proposals to improve the material and technical base for more successful implementation of educational programmes. In

particular, Ekibastuz Engineering and Technical Institute named after Academician Satpayev was recommended to purchase additional electronic boards and video projectors for lecture halls, as well as to create its own printing facilities. Syrdarya University was asked to upgrade its laboratory facilities for natural science programmes, and the Kunayev Eurasian Law Academy was asked to upgrade its sports hall. In addition, Baikonurov Zhezkazgan University needs to improve the quality of wireless internet on campus.

The university library is a key part of the educational process, reflecting the face of educational organisations. It provides students and teachers with access to the knowledge and resources they need. The library collection should meet the qualification requirements, keeping curricula up-to-date and complete.

The analysis of institutional accreditation reports of 11 HEIs has shown the aspiration of HEIs to provide libraries with necessary equipment, teaching materials and access to electronic resources. Experts, while conducting accreditation, pay special attention to libraries as an important element of the educational environment. The external audit identified observations and shortcomings typical for many HEIs that can contribute to improving the functioning of libraries. For example, the experts recommended the Kunayev Eurasian Law Academy to create a repository of teachers' works. In Ekibastuz Engineering and Technical Institute named after Academician Satpayev, the need to subscribe to domestic and foreign scientific periodicals was noted. Kazakh University of Railway Transport was recommended to provide access to open Internet resources and subscription databases, such as Elsevier, Springer, Thomson Reuters, E-library, Russian Scientific Electronic Library, ZAH, Paragraph. At the Kazakh University of Technology and Business, as part of the modernisation of the library system, it was proposed to strengthen the work on digitalisation of service processes and expand the range of services of the Centre for Service to Students provided in electronic format, which was also recommended by experts for the Eurasian Humanities Institute and «Syrdarya» University.

Students are the main participants of the educational process, and HEIs make every effort to support them. This includes providing quality dormitories, access to inclusive education, organising leisure activities and creating conditions for additional development. Analysis of institutional accreditation reports of 11 HEIs shows that HEIs try to create favourable conditions for learning, research and development of students. Experts note both successful practices and aspects requiring improvement. For example, the International Taraz Innovation Institute and Baikonurov Zhezkazgan University provide modern living conditions in student dormitories. Similar efforts are aimed at creating a favourable moral environment and providing satisfactory technical facilities, which is also noted in the external

expert group reports for Kazakhstan University of Engineering and Technology. The Kazakh University of Railway Transport is also successfully implementing modern digital systems, providing students with access to online resources and databases.

The Kazakhstan-British Technical University has successfully established mechanisms to facilitate publications in highly rated publications. Similar mechanisms are also being actively developed at Baikonurov University in Zhezkazgan, where students are involved in research work and encouraged to incorporate the results of their research into the teaching process. This aspect is key to training and the development of scientific thinking in students.

Improving communication and transparency within universities is an important aspect. The Kazakh University of Technology and Business is actively working on providing access to information about changes in educational programmes. The same approach is applied to Baikonurov University in Zhezkazgan, which also seeks to improve transparency and accessibility of information for students.

Student clubs play an important role in the development of students' personality in accordance with their needs and interests and their creative potential. Experts note the presence and functioning of various youth centres in the universities under review. Among the analysed universities, the experts noted as a positive practice the existence of such clubs in the Eurasian Law Academy named after Kunayev. This is Club Enactus, a branch of a Kazakhstani network of an international organisation whose main focus is the development of entrepreneurial skills to improve the quality and standard of living of young people. And Club - Elite, whose members are organisers and active participants of national Olympiads and debate tournaments.

In addition, universities offer various forms of social support, including tuition discounts, student loans, session extension opportunities, and support for orphans and persons with disabilities. Experts commended the Kazakh University of Railway Engineering, Kazakhstan University of Engineering and Technology, and Ekibastuz Satpayev Engineering and Technical Institute and Eurasian Humanitarian Institute for creating conditions for social support for students, which contributes to the creation of a comfortable educational environment. An example of a practice that promotes student-centred learning is the existence of a provision for inclusive education at «Syrdarya» University and Kazakh University of Technology and Business. Creating comfortable conditions for students with special needs, such as tactile pathways and specially equipped rooms, allows them to fully participate in the learning process. However, at Baikonurov University in Zhezkazgan, experts noted insufficient conditions for students with special educational needs

Summarising the above, it can be concluded that HEIs are making efforts to support students by creating favourable conditions for learning, research and development. Despite some shortcomings, it is important to note that HEIs are actively working to improve the quality of education and student support. This is an important step towards creating a comfortable educational environment.

2. Inferences

2.1 Strengths of student-centred learning in Kazakhstani HEIs

1. Many HEIs implement effective personnel management, including moral and material incentives for teachers, which increases their motivation to work effectively.

2. Many teachers have a high level of professional training and actively implement modern teaching methods, use information technologies and interactive teaching methods, which makes the learning process more interesting and effective for students.

3. Higher education institutions strive to improve the material and technical base and modernise classrooms, have modern equipment to ensure the quality of classes and research.

4. Many HEIs have created favourable conditions for study and accommodation of students, including access to the Internet and sports halls and other facilities for additional development.

5. HEIs also provide various forms of social support for students during their studies, including financial aid, discounts on tuition and services, and academic mentoring to facilitate adaptation and improve the quality of education.

6. HEIs provide one-stop-shop services to students

7. Active career guidance using digital technologies and modern forms helps applicants to better understand university opportunities and facilitates admission and counselling.

8. The introduction of electronic admission systems promotes transparency and equality of access to education.

9. Higher education institutions provide social support to different categories of applicants, which makes education more affordable

2.2 Recommendations

When drafting the recommendation, the Independent Agency for Quality Assurance in Education took into account the specifics of HEIs and at the same time sought to focus on the general problems of implementing student-centred learning in Kazakhstan's HEIs as a whole.

1. To improve the effectiveness of teaching, it is recommended to conduct regular trainings and seminars for teachers to develop pedagogical skills, including techniques to stimulate active learning activities of students and use a variety of assessment methods.
2. Support teachers in learning and using modern educational technologies by providing access to training courses, conferences and resources, as well as providing the necessary technical infrastructure for conducting online lessons and using interactive teaching materials.
3. Create conditions for active research work of teachers and students, for example, by providing financial support for participation in scientific conferences, publication of articles in scientific journals and development of research projects.
4. Provide teachers with opportunities for professional development through professional development programmes.
5. Develop criteria for recognition of informal learning outcomes and intensify information campaigns about Minor programmes.
6. Improve clear assessment criteria and feedback systems to ensure that grades are objective and the assessment process is fair for all students.
7. Develop a performance monitoring system with regular data analysis and feedback from students.
8. Strengthen international cooperation with foreign partners, simplify procedures for participation in mobility programmes and provide language training.
9. Expand the practice of joint and dual degree programmes to expand educational opportunities.
10. Regularly update the library base, expand access to electronic resources and expand repositories of scientific papers of faculty members.
11. Develop mechanisms of inclusive education to improve conditions for students with special needs, ensuring accessibility of educational resources.

Conclusion

According to the results of the analysis, it can be concluded that universities in Kazakhstan have different levels of implementation of person-centred learning, but demonstrate the desire for improvement and development, which is a positive trend. It is important to continue to improve the material and technical base, develop library facilities and provide social support to students to achieve high quality education.

List of sources used

1. External audit reports of HEIs that passed the procedure of institutional accreditation in the Independent Agency for Quality Assurance in Education in 2021.

2. Official websites of the higher education institutions under review:

<https://eiti.edu.kz/>

<https://kaztbu.edu.kz/>

<https://kbtu.edu.kz/ru/>

<http://kups.edu.kz/>

<http://www.kazatk.kz/>

<https://zhezu.edu.kz/>

<https://vuzkunaeva.kz/>

<https://tashenev.edu.kz/>

<https://egi.edu.kz/ru/>

<https://www.htii.edu.kz/>

<https://kazetu.edu.kz/>

List of externally audited universities in 2021 considered for thematic analysis

1. Ekibastuz Engineering and Technical Institute named after Academician K. Satpayev
2. Kazakh University of Technology and Business
3. Kazakh-British Technical University
4. Kazakh University of Railway Transport
5. Kazakh Academy of Transport and Communications named after M. Tynyshpaev.
6. Zhezkazgan University named after O.A. Baikonurov.
7. Eurasian Law Academy named after D.A. Kunayev
8. «Syrdarya» University
9. Eurasian Humanitarian Institute
10. International Taraz Innovation Institute
11. Kazakhstan University of Engineering and Technology

Information on assessments of compliance with the standards of institutional accreditation of the analysed HEIs

№	Name of the university	Студентоцентрированное обучение, преподавание и оценка	Student-centred learning, teaching and assessment	Educational programmes: their design, effectiveness, continuous monitoring and periodic evaluation	Teachers and the effectiveness of teaching	Student support resources and services	Contingent at the time of institutional accreditation	Number of educational programmes
1	Ekibastuz Engineering and Technical Institute named after Academician K. Satpayev	significant ↓	complete	complete	complete	complete	1469	21
2	Kazakh University of Technology and Business	significant	significant ↓	complete ↑	significant ↓	complete	3520	45
3	Kazakh-British Technical University	complete	complete	complete	partial ↓	partial	3699	39
4	Kazakh University of Railway Transport	significant	complete	significant	complete	complete	2727	39
5	Kazakh Academy of Transport and Communications named after M. Tynyshpaev	complete	complete	partial ↓	significant	partial ↓	3997	32
6	Zhezkazgan University named after O.A. Baikonurov	significant	partial ↓	partial ↓	complete	significant	1275	35
7	Eurasian Law Academy named after D.A. Kunayev	significant	complete	complete	significant	significant	2776	24
8	«Syrdarya» University	significant	complete	significant	significant	significant	3412	32
9	Eurasian Humanitarian Institute	complete	complete	significant	complete	complete	2300	9
10	International Taraz Innovation Institute	significant	significant	significant	complete	complete	7498	60
11	Kazakhstan University of Engineering and Technology	complete	complete	complete	complete	complete	3202	23

