КЕНЖЕҒАЛИ САҒАДИЕВ АТЫНДАҒЫ ХАЛЫҚАРАЛЫҚ БИЗНЕС УНИВЕРСИТЕТІ

KENZHEGALI SAGADIYEV UNIVERSITY OF INTERNATIONAL BUSINESS

QUALITY ASSURANCE POLICIES AND STANDARDS

"KENZHEGALI SAGADIYEV UNIVERSITY OF INTERNATIONAL BUSINESS" LLP

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CONTENTS

General provisions

1.1 The Quality Assurance Policy reflects the general approaches, key principles and main mechanisms established in Kenzhegali Sagadiyev University of International Business (hereinafter referred to as the University or UIB) to ensure quality and develop a culture of continuous quality improvement.

1.2 The policy is part of strategic management and is considered together with other documents: the mission, strategic plan, academic policy and other internal documentation of the University.

1.3 The quality assurance policy and standards are the main logical and consistent quality management system of the University. The system is a cycle of continuous improvement and supports the development of a quality culture at all levels of University functioning.

1.4 The Internal Quality Assurance policy has the following objectives:

– defines the overall structure of the internal education quality assurance system.

– contributes to ensuring and improving the quality of education;

– supports mutual trust and promotes recognition of learning outcomes and student mobility outside the national education system.

1.5 The University's quality assurance policy reflects the relationship between research, teaching and learning.

1.6 The policy is implemented through internal quality assurance processes and standards that involve all departments of the University.

1.7 The policy is intended for practical implementation of the University's strategy to improve the quality of education and other activities in order to increase customer satisfaction: students and their parents, employers, the state and society as a whole.

1.8 The policy may be revised in case of changes in the regulations governing educational activities in the Republic of Kazakhstan, the Charter of the University and its development strategy, revision of the requirements of educational programs.

Abbreviations

ECTS – European Credit Transfer and Accumulation System.
GPA – Grade Point Average
GSB – Graduate School of Business
SAC (ГАК) – State Attestation Commission
SCSE (ГОСО) – State Compulsory Standard of Higher Education
UNT (ЕНТ) – Unified National Testing
CT (КТ) – Complex Testing
OR (ОР) – Office of the Registrar.
Policy – Quality Assurance Policy
TS (ППС) – Teaching Staff (Faculty)
WC (РУП) – Working Curriculum (Syllabus)
UIB (University) – University of International Business
FBHE (ФБВО) – Faculty of Basic Higher Education
IMS – International Medical School
QAC (ЦОК) – Quality Assurance Center

1. Quality Assurance Policy

Kazakhstan's integration into the global educational space necessitates the harmonization of Kazakhstan's education with foreign education systems. The Republic's entry into the common European educational space imposes certain requirements both on the national quality assurance system and on the mechanisms of intra-university systems. Ensuring the quality of education is one of the most important conditions for the recognition of a university in the academic environment and in the labor market.

The University's quality assurance policy is consistent with international approaches to quality assurance in higher education, including the quality assurance requirements set out in the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), as well as the national education policy of the Ministry of Education and Science of the Republic of Kazakhstan.

The University's quality assurance policy is linked to the management and quality objectives set out in the University's Strategic Development Plan for 2024-2028. The University's quality Assurance plan is a dynamic and continuous process that implies the consistency of the quality assurance process in the form of a continuous repetition of the PDCA (Plan – Do – Check – Act) cycle.
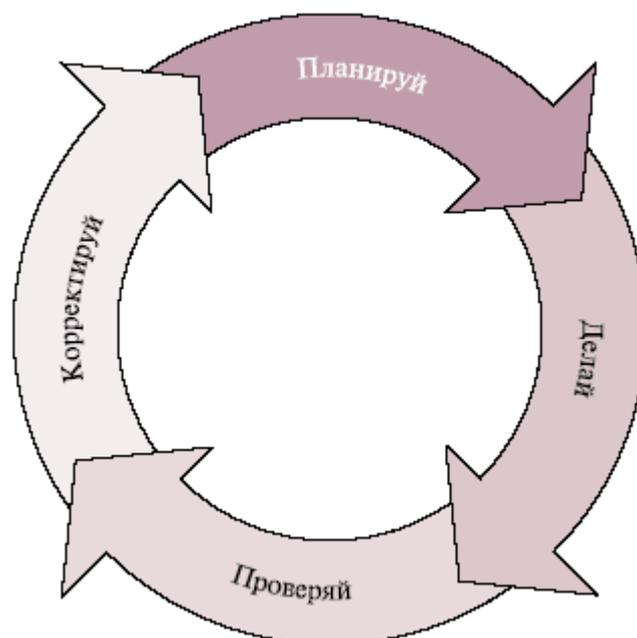
Figure 1-View of the continuous repetition of the PDCA cycle

2. PRINCIPLES AND OBJECTIVES OF QUALITY ASSURANCE

2.1 The University is responsible for ensuring the quality of education provided and its continuous improvement.

2.2 The internal system of ensuring the quality of education at the University is formed considering the following *principles*:

– *consistency* – quality assurance in education should reflect different types of activities and include not only the processes of planning and managing educational activities, but also the assessment, improvement and quality assurance of teaching. The elements of the overall system should be interconnected and complement each other, allowing the system to move to a higher

level of improvement; ensure transparency of the university's activities, involve the staff, teaching staff, and management of the university in the general processes of educational activities, systematize the University's work in improving its activities, and develop a common policy.

– *comprehensiveness* – the quality assurance system should cover all levels of the University's activities and meet the requirements of all stakeholders.

– *adaptability* – the system should be clear, understandable, user-friendly and easy to implement; it should be easy enough to adapt to new requirements put forward by stakeholders.

2.3 The University defines the following main *quality assurance measures*:

– Quality assurance corresponds to the diversity of the higher education system, educational institutions, educational programs, and students.

– The leading role of the University management is to ensure the unity of strategy, policies and procedures, involve all employees in quality assurance and improvement activities, and provide the necessary resources.

– Taking into account the needs and expectations of external and internal stakeholders, actively involving them in activities aimed at ensuring and improving the quality of education.

– Ensuring equal opportunities and fairness in relation to students.

– Maintain academic integrity and freedom, and zero tolerance for all forms of corruption and discrimination. (according to the Code of Academic Integrity, Academic Policy).

– Clearly define responsibility for the processes, quality and standards of training.

– Making managerial decisions based on a comprehensive analysis of data and information.

– Creating conditions for continuous improvement of the quality system and development of a quality culture.

– Application of external and internal quality control.

– Ensuring regular review of University policies and standards.

– Ensuring transparency and accessibility of information to stakeholders.

2.4 Quality assurance and improvement apply to all educational programs implemented by the University.

2.5 The University works in close cooperation with all interested parties. The University considers as interested parties:

– students and their parents;
– employers and partners (practices bases);
– founders;
– public education management bodies;
– contingent suppliers (schools, colleges, etc.);
– university staff (teaching staff, employees);
– partner universities (exchange of students, academic mobility and joint Educational Programs);
– society, public organizations, and other consumers.

2.6 The task of the University is to obtain from each of these parties clearly formulated requirements for the education system and transform them into specific goals and objectives of the university's educational activities.

2.7 *The objectives* of building a system for assessing the quality of education, in accordance with clause 3.5, were defined as:

– formation of a common understanding of the quality criteria of education and approaches to its measurement;
– formation of a system of analytical indicators that allows effectively implement the main goals of evaluating the quality of education;
– formation of a resource base and ensuring monitoring of the quality of education;

– study and self-assessment of the state of development and effectiveness of the University;

– determining the degree of compliance of the conditions for the implementation of the educational process with state requirements;

– determining the degree of compliance of educational programs with the requirements of the main consumers of educational services with regulatory requirements;

– ensuring access to quality education;

– carrying out activities to integrate the educational process and research activities, attract students throughout the entire period of their studies at the university to participate in research work, including jointly with departments' teaching staff;

– assessment of the level of individual educational achievements of students;

– improving the quality of educational work at the University; creating an environment that promotes moral and personal self-realization of students and teachers, based on partnership and mutual respect; preserving and developing the corporate culture of the university as a system of university values; strengthening the role of the student council, curators of study groups in ensuring the quality of education; effective use of the potential of study sessions, cultural and mass events, sports, labor spheres of student life;

– determination of the degree of compliance of the quality of education with state, professional and social standards at various levels of education in the framework of monitoring studies of the quality of education;

– identification of factors affecting the quality of education;

– improving the mechanism of high-quality selection of teachers, providing conditions for their productive and creative work, improving the qualifications and professional skills of the teaching staff and teaching and support staff of the university through the creation and implementation of a system of personal responsibility, annual certification, evaluation and promotion of each employee's work.

2.8   *The main directions of improving the quality of education at the University:*

– updating, in relation to the current conditions, the mission and vision of the University's development, the University's policy and strategic goals in the field of quality;

– strengthen the link between research, teaching and learning by introducing new approaches and techniques;

– development of necessary documents for the university's activities to ensure the quality of education;

– creation of effective mechanisms and procedures for high-quality development, approval and systematic updating of basic educational programs;

– development of a monitoring system, an effective assessment methodology, indicators and criteria for the students ' level of knowledge;

– ensuring the quality of teaching staff, developing mechanisms and criteria for assessing their competences;

– creation of training and support resources for students (financial, informational, material, methodological, etc.);

– development and implementation of information systems necessary to ensure the quality of education;

– creation of mechanisms and procedures for ensuring the openness of the university, providing objectivity of public information about its activities.

3. Internal quality assurance procedures

The University considers ensuring high quality of education as one of its priorities and develops a culture of quality. Ensuring the quality and continuous improvement of the educational

process at the University is not an end in itself, but necessary conditions for professional training of specialists.

3.1 Quality monitoring is the basis for achieving goals that are set. Management systematically reviews performance to ensure that the quality policy is being implemented.

3.2 Annual planning of the university's work is a prerequisite for achieving the set strategic goals. Planning of university activities is carried out in accordance with the structure and has three levels: university-wide level; faculty level; departmental level. Based on the strategy, a system of plans for the university and its structural divisions is being developed. Planning the university's activities includes three main steps:

–   on the basis of the strategic plan of the university, medium-term plans for the activities of structural divisions for the upcoming period are formed. At the end of each subsequent academic year, they must be adjusted for the amount of their implementation;

–   based on the medium-term activity plans of structural divisions, designed for 3 years, the goals, objectives and indicators of the tactical (annual) activity plan of the university for the upcoming academic year is determined;

–   the financial security of the plans and each activity to achieve it is calculated, as well as their assessment from the point of view of the university's policy, internal processes and personnel. The necessary funds for the next academic year are laid down in the budget of the unit at the end of the academic year and, after discussion in the budget committee, are approved by the UIB President.

3.3 Division plans are approved at the beginning of the academic year according to the University structure: plans for university-wide divisions and faculties are approved by the Academic Council of the University, plans for departments are approved by the Academic Council of the Faculty.

3.4 At the end of each academic year, University divisions draw up a report with an analysis of the achievement of the goals set out in their work plan, and report to the Academic Councils of the Faculty and the University according to the structure of the university. After hearing the reports, they are sent with comments for revision or are finally approved upon successful defense.

3.5 The approved reports of the departments are summarized in a single report for the University, which provides a self-assessment of the university's activities as a whole.

3.6 Evaluation and analysis of educational programs is carried out in accordance with section 12 Continuous monitoring and periodic evaluation of programs in this document.

3.7 Monitoring and evaluation of the quality of teaching is carried out in accordance with the procedures and methods described in paragraphs 6.23-6.34 and 7.15 of this document.

3.8 Analysis and assessment of the satisfaction of teaching staff and employees of the university, as well as employers, is carried out in accordance with the procedures described in paragraphs 10.5, 10.6 and sub-paragraph 12.3.5 of this document.

3.9 The results of quality assurance monitoring and analysis are published in accordance with section 10 Information Management.

4. Responsibility for quality assurance

4.1 The University management ensures the effective implementation of the quality policy of educational activities by all staff, which is implemented at all levels of management and can be analyzed and revised if necessary. At the same time, each University employee is personally responsible for the quality of work within their competence. The well-being of the University and its employees depends on the quality of work of each member of the team.

4.2 *The Rector* provides general management of the University, ensures the full implementation of educational programs, and is responsible for ensuring that the University's activities comply with legislative and regulatory requirements.

4.3 *The Vice-Rector for Digitalization* ensures the development and implementation of the latest IT technologies/programs (administrative and educational) to support the educational process and internal activities of the University. Responsible for the operation of information systems, new technologies, and the scientific library.

4.4 *The Academic Council* is a collective governing body of the University, which determines the concept of its development and makes decisions on all fundamental issues of organizing all types of activities, namely:

– Defining the University's development strategy;
– Approval of the organizational structure;
– Creation, modification/integration, or liquidation of divisions/departments;
– Making decisions on educational, scientific and operational activities of the University;
– Analysis of annual reports on the activities performed by the heads of structural divisions;
– Approval of publications of scientific research, books, etc. under the University logo;
– Approval of student candidates for awarding educational grants;
– Discussion of proposals received from University employees.

4.5 *The Dean of the Faculty of Basic Higher Education, under the leadership of the UIB Head*, provides planning, organization and control of the University's academic and methodological work. Responsible for developing the academic development plan, as well as:

–   Is responsible for the implementation of State compulsory education standards;
–   Is responsible for implementing all norms, obligations and laws of the Ministry of Education and Science of the Republic of Kazakhstan;
–   Supervises the recruitment of University faculty;
–   Approval of the schedule, teaching load, and teaching staff contracts;
–   Monitoring the quality of teaching staff (meeting all qualification requirements for each position, in accordance with the legislation of the Republic of Kazakhstan).

4.6 *The Vice-Rector for Science* performs general management of scientific and innovation activities, is responsible for developing the policy and strategic development plan for science and innovation. Ensures the development and implementation of the University's development strategy, is responsible for the effectiveness of the University's activities in the field of international cooperation and internationalization.

4.7 *The Vice-rector for Social Development* manages the educational work and social activities of the University, is responsible for ensuring the quality of social conditions for students, and also oversees the work of the marketing department.

4.8 *The Educational and Methodological Council* determines and develops university-wide measures aimed at improving the quality of educational program development and monitoring the quality of methodological and educational support for the educational process. In addition, it is responsible for:

– Development/improvement of teaching methods;
– Operational aspects of the educational process (analysis of students' academic performance, conducting Attestation commissions, State examination commissions, etc.);
– Professional development of teaching staff;
– Introduction of modern technologies in the field of education;
– Integration of scientific and educational activities;
– Approval of infrastructure development in relation to the educational process;
– Implementation of state decrees and requirements related to teaching staff.

4.9 *The Scientific Committee* determines the scientific and educational policy of the University, promotes the integration of science and education, ensures the improvement of educational programs and the introduction of new learning technologies, and helps strengthen the link between research, innovation, teaching and learning.

4.10. *The Academic Committee* is a collegial academic management body that is responsible for developing, monitoring and improving educational programs in the relevant field.

4.11. *The Quality Assurance Center* is responsible for developing quality assurance policies and standards that comply with international standards (ESG), as well as internal documentation regulating the University's activities, monitors the quality and implementation of strategic documents, and develops measures to improve the University's internal quality system based on internal and external assessment procedures.

4.12. *The Office of Registrar* determines the academic rating of students based on the credit transfer and recognition of credits.

4.13 *The Youth Policy Center* is responsible for educational work and social activities, ensuring equal opportunities and justice for students, creating a culture of academic integrity and freedom, and intolerance to any forms of corruption and discrimination.

4.14. *The Administrative and Economic Department* manages the economic activities of the University and is responsible for the state of the University's infrastructure, creating healthy and safe conditions for employees and students.

4.15 *The FBHE Dean / IMS Dean/GSB Director* is responsible for the overall management of the faculty / school and is responsible for implementing this Policy, meeting the standards and requirements governing the relevant educational programs.

4.16 *The Faculty Council* is a collegial governing body and determines the concept of development of the faculty/school, departments and educational programs, as well as:
− Develops / improves educational programs.
− Approves changes to the curriculum.
− Approves the topics of final theses and scientific supervisors;
− Regulates organizational issues related to staff and students;
− Plans and monitors teaching staff's class attendance;
− Plans and supervises research activities (including evaluation of planned publications);
− Plans and controls the professional development of personnel;
− Approves the annual report of the FBHE Dean;
− Analyzes received complaints within the FBHE.

4.17 *The Head of the Department* carries out planning and organization of teaching, research and educational work of the teaching staff. The Head of the Department is responsible for the development, monitoring and improvement of specific educational programs. In addition, the Head is responsible for:
− Ensuring the necessary level of academic degrees among the teaching staff of the department;
− Students' educational process, their assessment and quality assurance of the educational process.
−   Meeting the requirements of the Ministry of Education and Science of the Republic of Kazakhstan;throughout the entire period of study (referral to practice, conducting state examinations, defending a final thesis, etc.);
− Development, improvement, and preservation of teachers' educational materials;
− Scientific activities of the University employees and students.

4.18. *The teaching staff* is responsible for the quality of teaching activities, teaching materials, compliance of the educational process with the goals and learning outcomes of the relevant educational programs.

4.19. *The Admissions Committee* provides career guidance, accepts documents and organizes conditions for applicants to enter the University. The Admissions Committee is responsible for ensuring transparency and compliance with the admission rules.

4.20. *The Department of Information Technologies* provides conditions for the continuous operation of information systems for the organization and support of the educational process, as well as the introduction of new information technologies in the educational process.

4.21. *The library* is responsible for providing the educational process with educational, methodical and scientific literature.

4.23. One of the main components of the quality assurance system of education is the involvement *of students* in the management of the university (student self-governance). The decisive role here belongs *to the Student Parliament*. The main functions of the Student Parliament in the field of quality are:

−involvement of students in solving issues related to the training of highly qualified specialists;

−carrying out work aimed at raising students' awareness and demanding the level of their knowledge, fostering a careful attitude to property, as well as a patriotic attitude to the spirit and traditions of the university;

−realization of students' personal and professional qualities;

−preparation and submission of proposals to improve the quality of the educational process, taking into account the scientific and professional interests of student body;

−organization of public oversight of the quality of educational programs, food services, and other services and support units related to the educational process.

4.23.1.   The Student Parliament actively interacts with the administration and management of the University. The head of the University, representatives of the rector's office participate in meetings of the student Council, in various cultural and educational events (competitions, amateur performances, sports competitions, KVN, etc.).

4.23.2.   The university management takes into account the opinion *of the Student Council* on issues of joint competence and, thus, the council's activities affect the main educational, economic and other processes of the University.

4.23.3.   Engaging students in active participation in all types of activities and processes within the University not only makes it possible to identify signals about the institution's strengths and weaknesses, but also fully utilizes mechanisms that most effectively unlock the students' own internal potential.

4.23.4.   Students participate in the annual sociological studies (monitoring) conducted at the University in order to determine their level of satisfaction with the educational process. Students are provided with extensive opportunities to submit their suggestions and wishes for improving the educational process. The survey results are carefully analyzed, reviewed at meetings of the Academic Council, and, if necessary, specific corrective measures are taken to improve the quality of education.

4.23.5.   Students are involved in assessing the general and professional competencies formed during the educational process. The issue of developing competencies in students is directly related to the problem of their motivation and responsibility. For the University, the main goal here is to ensure:

-   real opportunities for students to participate in shaping their own study program, including designing individual curricula and learning paths;

- the use of a point-rating (credit-rating) system;
- the organization of students self-governance in educational and research processes;
- opportunities for students to evaluate the content, organization, and quality of the educational process, as well as the performance of individual instructors;
- participation of students in all forms of academic and research activities

4.24. The University develops and implements *a quality assurance system* based on the approved policy of the university, procedures and mechanisms through which it monitors the effectiveness of the system it has established.

4.25. The quality assurance of the educational process is provided by:

- creating the creation of an appropriate organizational structure for managing the quality of the educational process, defining the specific responsibilities of structural units and key officials in maintaining the guarantee of education quality, and actively involving students and employers in the process of ensuring the quality;

– conducting systematic monitoring and evaluation of programs and qualifications, assessing students' knowledge and teachers' competence, developing processes, objective criteria, and indicators, as well as appropriate procedures for evaluating the quality of education and mechanisms for implementing corrective measures necessary to improve it and eliminate inconsistencies;

– providing the necessary resources for each educational program;

–establishing a system for collecting, analyzing, and using information that ensures the University's activities are transparent to the public;

–developing information systems that support education quality, covering the main aspects of the University's activities: academic performance, labor market demand for graduates, satisfaction of students, teachers, and staff with the educational process, teaching effectiveness, and available learning resources;

–implementing the principle of transparency, making decisions based on collegial discussion and established rules, ensuring informational openness to society, and maintaining openness to critique.

INTERNAL QUALITY ASSURANCE STANDARDS
5.   Development and approval of educational programs

The University defines procedures for the development and approval of educational programs. Educational programs align with established objectives, including the intended learning outcomes, which are formulated based on the Dublin Descriptors and take into account the requirements of internal and external stakeholders. The qualification obtained upon completion of the educational program is clearly defined and corresponds to a specific level of the National Qualifications Framework (NQF) in higher education, as well as the Qualifications Framework in the European Higher Education Area (EHEA).

The University ensures the development of educational programs based on the requirements of the State Complusory Standards of Higher Education of the Republic of Kazakhstan (ГОСО РК), professional standards, the University's development strategy, and examples of best practices.

In developing programs, the University ensures:

- Alignment of the educational program's goals with the University's development strategy;
- Clearly defined expected learning outcomes;
- Participation of students and other stakeholders in the development of educational programs;

- Conducting external evaluations and providing reference and informational resources;
- Continuous and unobstructed progress of students throughout the program;
- Determination of the expected student workload;
- Opportunities for internships and practical training;
- A formal process for program approval.

    5.1   Educational programs are developed by the Academic Committee, which includes leading teaching staff, representatives of employers, students as permanent members of the committee.

    5.2   Educational programs are developed within the framework of the competence model of specialist training and are focused on the learning outcomes expressed in the form of competencies.

    5.3   Learning outcomes should be achievable and described in terms of knowledge, skills and abilities that a student should be able to demonstrate upon completing the module. In addition, it is necessary to define the teaching methods and the methods for assessing their achievement. The outcomes should be objectively measurable.

    5.4   Educational programs are formed on a modular principle. Each module of the educational program is aimed at achieving a specific learning outcome, which is a competency. Learning outcomes are formulated for the program as a whole, for each module, and for individual disciplines.

    5.5   Modular educational programs are developed in the context of a competency-based model of specialist training. In this context, competencies are divided into subject-specific (or domain-specific) and universal (or general) competencies. Competencies include: knowledge and understanding (theoretical knowledge of the academic area, the ability to know and understand), knowing how to act (practical and operational application of knowledge and skills to specific situations), knowing how to be (the value aspect as an integral part of life with others in a social context).

    5.6   When forming professional competencies, the recommendations of employers must be taken into account.

    5.7   The procedure for developing an educational discipline includes:

−Defining the goals and objectives of the educational program and the list of general and professional competencies.

−Defining the qualification characteristics of the graduate based on the content of the professional standard and/or research into employer requirements.

−Establishing possible educational trajectories within one program, considering consumer requirements.

−Determining the desired learning outcomes in accordance with the Dublin Descriptors, the graduate's qualification characteristics, and taking into account the requirements of internal and external stakeholders. When determining expected results and developing educational programs, the recommendations of the following are taken into account:

−Academic staff from related subject areas through participation in academic committee work;

−Employers through participation in the examination of educational programs and surveying to assess the quality of graduate training;

−Students through participation in academic committee work and the evaluation of educational programs via surveys;

−Other educational institutions, industrial enterprises, and public organizations through the feedback mechanism;

−Defining the list and scope (volume) of the educational modules, defining the expected learning outcomes for each module.;

−Defining the list of disciplines (courses), their scope, content, and expected learning outcomes;

−Defining all quantitative and qualitative parameters of the working curriculum (or work-study program);

−When carrying out the modularisation of the disciplines within the Working Curriculum (РУП), one must be guided by the principle that the formation of modules begins with the disciplines of the profile-oriented (major/core) disciplines cycle, including their prerequisites. The prerequisites may be studied sequentially or in parallel. The main condition for disciplines being grouped into a module is the formulation of competencies (learning outcomes) that must be obtained from a specific Educational Program (ОП).

−The definition of the content of modules and their volumes are specified when compiling syllabuses.

5.8   Development of working curriculum plans (WCPs)

5.8.1.   The WCP is developed based on the State Compulsory Standard of Higher Education and Postgraduate Education (SSHE) (key provisions), the Model Curriculum (MC) of the educational program, and the Individual Curriculum (IC) of the student.

5.8.2.   The WC must meet the following basic requirements:

−be scientifically grounded and correspond to modern achievements of science and technology;

−ensure a high theoretical, professional, and practical focus of the training, maximum consideration of the educational program's profile, and the continuity and sequence of fundamental training.

−ensure the unification of modules and their constituent components (disciplines) to facilitate the formation of student streams and prevent the overloading of department disciplines across semesters.

5.8.3.   The WCP (Working Curriculum Plan) is developed for every educational program and every form of study, in Kazakh, Russian, and English, in a single format, and remains valid for the entire duration of specialist training.

5.8.4.   The WCP defines the composition of the module's components (disciplines), the learning outcomes of which ensure the formation of the required competencies in the students.

5.8.5.   To prevent the chaotic selection of elective disciplines by students and to ensure the implementation of the developed educational programs within the framework of the CED (Component of Elective Disciplines), several educational trajectories are presented for student choice. These are lists of elective disciplines and the sequence of their study, allowing the student, "upon completion" within the framework of the EP (Educational Program), to master an educational program oriented towards a specific field of activity, taking into account the needs of the labor market and employers.

5.8.6.   The WCP consists of a Core Part, which includes all mandatory disciplines according to the SCP (Standard Curriculum Plan), and a Variable Part. The Variable Part consists of at least two trajectories and includes a list of elective specialization disciplines.

5.8.7.   In credit-based learning technology, the accounting of the academic workload's labor intensity is carried out based on the volume of material taught, i.e., in Kazakh ECTS credits.

5.8.8.   The graduating department, together with the marketing department, conducts a survey of potential consumers to identify the list of knowledge, skills, and abilities that reflect

consumer demands. This helps to improve or expand the specialization (trajectory) by introducing additional or replacing components (disciplines) in the variable parts, which are necessary to ensure professional competence.

5.8.9.   The distribution of modules and components by course and semester is carried out while maintaining the logical sequence of their study.

5.8.10.   In the Variable Part of the WCP, the elective components of the modules are developed to provide the student with the opportunity for flexible and independently comprehensive determination of their learning trajectory. The list of elective module components is determined based on the proposals of the graduating department in accordance with the projected learning outcomes of the educational program and the graduate's competencies.

5.8.11.   When developing the Working Curriculum (WC - Working Curriculum), the distribution of module credits and types of classes is coordinated with the departments responsible for teaching the relevant discipline. The labor intensity (workload) allocated to the study of modules is determined by the volume and nature of the competencies being formed, the significance of the modules in the training system, the ratio of theoretical material and practical work within them, educational objectives, and other factors.

5.8.12.   Coursework (projects) and ongoing (milestone) monitoring are considered a type of academic work for the module components and are carried out within the labor intensity allocated for the study of that component.

5.8.13.   The volume of components for each module must constitute a whole number of credits. Furthermore, a component is generally valued at a volume of not less than 3 credits. Evaluation of a component at 2 credits is allowed as an exception.

5.8.14.   Each module component must have a unique, non-repeating name, with the exception of Physical Education and Languages. A module component is studied within a single academic period.

5.8.15.   When developing the Working Curriculum (WC) it is permitted:

−to transfer the study of disciplines from one semester to another, without violating the logic of mastering the professional educational program;

− to increase the volume of compulsory component disciplines at the expense of additional types of training

5.8.16.   When developing the WC it is not permitted:

− arbitrarily renaming the titles of module components;

− reducing the volume of credits provided for by the Standard Curriculum (SC). The exception is short-cycle educational programs based on technical and professional, post-secondary, and higher education;

− violating the sequence in the study of module components.

5.8.17.   All forms of curricula use a unified coding system for module components and practical training, which provides for assigning them a corresponding code.

5.8.18.   Component codes are denoted using an alphanumeric alphabet. The letter part is represented by Latin alphabet letters, the digital part by Arabic numerals.

5.8.19.   . Educational activities include theoretical training, including lectures, practical sessions, laboratory and term papers, as well as research work, practical training (internship), and final attestation. The theoretical part of the curriculum is presented in the form of separate modules, the study of which is completed by exams. A module may include theoretical training, practical training, and the completion of a graduation thesis/project.

5.8.20.   One credit is equal to 1 academic hour per week throughout the academic period. The academic period is 15 weeks.

5.8.21.   One academic hour of classroom work is equal to 50 minutes. The exceptions are laboratory classes, as well as physical education classes, where the academic hour is equal to 100 minutes.

5.8.22.   As part of the implementation of educational programs at all levels, the University ensures that students undergo professional practical training (internship).

5.8.23.   The student workload during practical training is also expressed in credit units. One academic hour for all types of practical training is equal to 50 minutes. The ratio of contact hours and students' independent work when organizing practical training depends on the type of practical training: training (introductory) 1:0, pedagogical 1:1, industrial (field), pre-diploma 1:4.

5.8.24.   The student workload is no more than 57 hours per week (excluding the discipline "Physical Culture").

5.9   Procedure for Compiling the Academic Calendar

5.9.1.   The purpose of compiling the academic calendar is to ensure a uniform workload for students throughout the academic year and the fulfillment of the modularized working curriculum of the Educational Program (EP).

5.9.2.   The academic calendar regulates the set of educational activities for the implementation of the core educational program.

-     To organize and conduct the educational process in accordance with the modularized working curriculum of the EP, the University compiles academic calendars separately for all levels of study (bachelor's, master's, doctoral) for each academic year.

5.9.3   The academic calendar for Bachelor's, Master's, and Doctoral EPs indicates the actual calendar dates for the start and end of theoretical training, the completion of all types of practical training (internships), the dates for interim and final assessment (examination sessions), the completion of diploma projects, master's and doctoral dissertations, the dates for final attestation, and the time allocated for vacations (holidays).

5.9.4   The academic calendar is compiled for the academic year and includes 2 mandatory semesters (academic periods, each lasting 15 weeks) and 1 additional (summer) semester. The summer semester is provided for the elimination of academic debt and differences in curricula, as well as to meet the needs for accelerated and supplementary study (with the exception of the final year), lasting 6 weeks.

5.9.5.   An examination session for interim assessment is scheduled at the end of each semester. Its duration must be at least 2 weeks for bachelor's and master's programs and at least 1 week for doctoral programs.

5.9.6. Vacations (Holidays) are provided after each academic period. The total duration of the vacation time in the academic year must be at least 7 weeks for bachelor's and master's programs (including at least 2 weeks in winter) and at least 5 weeks for doctoral programs.

5.9.7. In the final year, one academic period (semester) is allocated for theoretical training, and all types of professional practice and final state attestation are planned in the last semester.

5.9.8. The duration of the session for full-time Bachelor's studies must be at least 2 weeks, and for part-time (distance) studies – at least 4 weeks.

5.9.9. Sessions must end before January and before June of the current academic year.

5.9.10. Final state attestation, defense of the diploma thesis (project), master's, and doctoral dissertations, is conducted after students have completed theoretical training, which includes studying all academic disciplines and completing all types of assessments and practical training.

5.9.11. Final state attestation must be completed before July.

5.9.12. Academic calendars are drawn up in the established form and are approved by the University's Academic Council in June.

5.10 The external expertise of educational programs is conducted by an expert group, which includes representatives of employers, faculty (professors and teaching staff), and students.

5.11 Based on the conclusion of the expert group, the educational program is reviewed and recommended for approval at a Department meeting, the University's Educational and Methodological Council, and is finally approved by the Academic Council. After passing all stages of coordination and approval, the educational program is introduced into the educational process.

5.12 The correspondence between the goals of the educational programs and the University's development strategy is achieved through the development of educational program development plans.

6. Student-centered learning, teaching, and assessment

The University implements student-centered learning processes into its educational programs: it ensures the development of flexible learning paths; creates conditions for increasing the motivation and engagement of students in the educational process; and ensures the consistency and objectivity of learning outcomes assessment.

6.1   The University creates conditions *for the development student autonomy*:
- Formation of clear goals and expected learning outcomes for students;
- Imlementation of active learning methods;
- Development of a student-centered approach (personally-oriented approach);
- Formation of an individual learning trajectory;
- Involvement of students in the development of educational programs;
- Strengthening the role of students' independent work;
- Application of a research approach in learning;
- Fostering a positive attitude towards students from the faculty;
- Strengthening the role of student self-governance;
- Creating favorable learning conditions.

6.2 The University creates conditions *for students to choose an individual educational trajectory*, which include:

- The possibility to choose the language of instruction, elective disciplines, and instructors;
- Registration for elective disciplines;
- Formation of an individual study plan;
- Organization of an additional semester for repeating or supplementary study of disciplines;
- The possibility of learning through distance technologies.

6.3 Before the process of registering for disciplines (courses) and selecting instructors and forming the Individual Study Plan (ISP), the student carefully studies the rules (instructions for) student registration for disciplines and instructors. The University provides students with all the necessary information for the independent selection of an educational trajectory: the State Compulsory Compulsory Standard of Education of the Republic of Kazakhstan for the relevant educational levels, the standard curriculum of the educational program, the catalog of elective disciplines, educational programs, and the rules for registering students for disciplines and instructors.

6.4 Registration for academic disciplines is carried out in the "Front" system (https://front.uib.kz/) of the University Management System (UMS) in online mode within the deadlines established by the academic calendar, in accordance with the registration schedule approved by the Faculty Dean. Registration for disciplines and the formation of the student's Individual Study Plan includes:

- Familiarization of the student with the rules for organizing the educational process using credit technology of education;

- Familiarization of the student with the educational trajectories;

- Familiarization of the student with the list and content of elective disciplines and the sequence of their study;

- Enrollment in disciplines in an amount not less than the established number of credits for the academic year to master the chosen educational trajectory;

- Compliance with the established deadlines for registration and re-registration for academic disciplines.

6.5 The student may study individual disciplines at other educational organizations, including those abroad.

6.6 The Individual Study Plan is approved by the Dean of FBHE / Dean of IMS / Director of GSB in three copies: one is kept in the Dean's Office and serves as the basis for monitoring the student's completion and mastering of the curriculum, the second is transferred to the Office of Registrar for the organization of interim assessment, and the third is given to the student.

6.7 The student workload is determined in credits—units of measurement for the student and instructor labor costs necessary to achieve specific learning outcomes. The number of academic disciplines and credits is indicated in the working curriculum and individual plans.

6.8 The student academic workload includes classroom sessions and students' independent work. The ratio of classroom sessions to independent work for theoretical training is 1:2.

6.9 The objective of students' independent work is to master fundamental knowledge, professional skills, and activity competencies relevant to their profile, as well as the experience of creative and research activities. Students' independent work contributes to the development of independence, responsibility, organization, and a creative approach to solving problems at the academic and professional levels.

6.10 The tasks of students' independent work are:Systematization, consolidation, deepening, and expansion of theoretical knowledge and practical skills acquired during classes;

- formation of skills in using regulatory, legal, reference documentation, and specialized literature;

- development of cognitive abilities and activity, creative initiative, responsibility, and organization;

- formation of independent thinking, abilities for self-development, self-improvement, and self-realization;

- development of research skills;

- utilization of material collected and obtained during independent study sessions in seminars, practical and laboratory classes, when writing course and diploma (thesis) papers, and for effective preparation for tests and examinations.

6.13. The academic-methodological and organizational support for students' self-study must meet the following requirements:

–   every student must have access to the academic-methodological complex of their training program and the University's electronic library system;

–   students must be provided with timely and complete information about all academic work they are expected to complete in the current semester;

–   classrooms, computer labs, academic laboratories, etc., must be accessible to students outside of scheduled contact hours;

–   every department must have an approved schedule of individual consultations (office hours) with instructors, confirmed by the Head of the Department.

6.14. The instructor develops the content, plans, organizes, manages, and supervises students' self-study.

6.15. Developing the content of self-study includes:

- defining and justifying the necessary minimum of sections, topics, questions, and assignments designated for in-class and out-of-class student self-study;

- determining the content and volume of theoretical academic information and practical assignments for each topic that are assigned for self-study;

- selecting and proposing methods and forms of student self-study in accordance with modern teaching technologies;

- defining the forms and methods of monitoring the completion of self-study assignments by students;

- developing criteria for evaluating the results of out-of-class self-study, taking into account the requirements for the students' level of preparation.

6.16. Organizing students' self-study includes:

- defining the organizational forms of self-study in accordance with the content of the academic discipline, the academic process schedule, the curriculum, and the individual characteristics of the students;

- providing students with information, lists of specialized literature, and other sources;

- providing a schedule for completing self-study and consultations;

- providing methodological guidelines for the independent study of sections and topics;

- providing informational and methodological materials (course syllabus, methodological instructions, assignments, and control and measurement materials for self-assessment, etc.);

- providing criteria for assessing the quality of a specific form of individual work.

6.17. The guidance of students' independent work involves providing consultations on the methodology of self-directed work, on the completion of specific learning assignments, on the scientific organization of labor, on the criteria for evaluating the quality of the independent work performed, and on the goals, means, labor intensity, deadlines, and forms of control of independent work.

6.18. A variety of forms, methods, and technologies can be used to monitor students' self-directed work:

- forms of control for students' independent work: testing, self-report, presentations, case studies, defense of creative works, control works (tests), and others.

- methods of control: seminars, credit tests (pass/fail assessments), colloquiums, laboratory work, practical work, interviews, exams.

- technologies of control: situational assessment, rating system evaluation, portfolio, self-assessment, and others.

6.19. The control (assessment) of the results of students' independent work is carried out within the time allocated in the curriculum for in-class academic sessions and students' extracurricular independent work, and it can take a written, oral, or mixed form, with the submission of a specific product of the student's activity.

6.20. The control (assessment) of the results of students' independent work can be conducted simultaneously with the ongoing (current) and interim control of students' knowledge in the relevant discipline. The results of the control of students' independent work must be taken into account when conducting the final (summative) control for the discipline.

6.21. The general pedagogical criteria for evaluating the results of a student's organized self-directed work are:

– the student's level of mastery of the academic material at the level of learning competencies.;

- the student's ability to use theoretical knowledge when performing practical tasks;
- the formation of general learning skills.
- the substantiation and clarity of the answer presentation;
- the formalization of reporting materials in accordance with the requirements;
- creative approach to performing independent work;
- the level of formation of analytical, predictive, and reflexive skills;
- level of proficiency in oral and written communication;
- level of proficiency in new technologies;
- the level of responsibility for the quality of training and self-organization of independent cognitive activity.

6.22. The strengthening the role and motivation of independent work of students is provided by:

- increasing the number of hours allocated for independent work;
- focusing on active methods of knowledge acquisition;
- creating conditions for students' participation in creative activities, academic Olympiads, and competitions for research or applied works.

−using motivating factors for knowledge control (cumulative grades, rating systems, tests, non-standard examination procedures).

−individualizing assignments performed both in and out of the classroom, and constantly updating them.

−publishing the content, evaluation criteria, and schedules for students' self-directed work.

6.23 Educational programs are implemented using modern and effective teaching methods aimed at actively engaging students in the learning process and increasing their self-reliance and responsibility for the outcomes of the educational process. These methods include the problem lecture, the case method, the problem-solving method, and the project method, all of which allow the student's personality to be actively involved in realizing their potential, create a creative educational environment, and contribute to the prompt development of the future specialist's professional qualities.

6.24 The evaluation and adjustment of pedagogical methods are carried out through the organization of open classes, mutual class attendance, meetings of methodological sections and seminars, the work of the Academic and Methodological Council, and the conduction of master classes.

6.25. Issues of mutual respect between the instructor and the student are regulated by the principles and value-ethical norms defined by the Code of Academic Integrity for Students and Teaching Staff (TS), as well as the Academic Policy of the University.

6.26. To assess students' knowledge, the Point-Rating Letter Grading System is applied, and the rules for conversion to ECTS grades (Table 1) are in effect:

Table 1-Point-rating letter system of knowledge assessment

Letter system score	Digital equivalent points	% content	Traditional system score
A	4.0	95-100	Excellent
A-	3.67	90-94	
B+	3.33	85-89	Good
B	3.0	80-84	
B-	2.67	75-79	

C+	2.33	70-74	
C	2.0	65-69	Satisfactory
C-	1.67	60-64	
D+	1.33	55-59	
D	1.0	50-54	
FX	0.5	25-49	Unsatisfactory
F	0	0-24	

6.27 The assessment of knowledge is carried out in accordance with established procedures and includes current and milestone controls, as well as midterm and final assessments.

6.28 Current control includes checking students' academic achievements throughout the academic period in accordance with the schedule specified in the discipline syllabus. Current control is conducted for each topic of the academic discipline in classroom and independent study sessions. Students' academic achievements are assessed on a 100-point scale for each completed assignment. The final result of current control is calculated by determining the arithmetic mean of all grades received during the academic period.

6.29 Midterm (or borderline control) is conducted upon completion of a section (module) of an academic discipline twice during one academic period: on the 8th and 15th weeks of theoretical study. The format of the midterm/final control is set by the instructor. The admission rating grade is cumulative and is made up of current performance control grades and the midterm/final control grade. A student who scores less than 50% of the total semester rating score is not admitted to the examination session.

6.30 Interim attestation is held during the examination session to assess the quality of students' mastery of the content of a part or the entire volume of an academic discipline after its completion. The main forms of interim attestation at the University are: computer testing, written examination, essay, control work (test/assignment), paper-based testing, oral examination, creative examination, creative work, term paper/abstract (report). The assessment of students' achievements on the exam is determined in points from 0 to 100. The final grade for the discipline is comprised of 60% from the midterm/final controls and 40% from the exam results.

6.31 Final attestation is conducted in the form of taking a comprehensive examination for the educational program or the defense of a diploma thesis (project). Retaking a positive grade in the final control for the purpose of increasing it during the same interim attestation period is not permitted.

6.32 For transferring from one course to the next, the Academic Council, broken down by course, sets a transfer score – the minimum average performance score that allows a student to be transferred to the next course.

6.33 The University provides the opportunity to eliminate academic debt, academic difference, re-study or additionally study academic disciplines, and earn credits during an additional semester on a paid basis. The additional semester is held during the summer vacation period.

6.34 The objectivity of assessing students' achievement of expected learning outcomes is regulated by the Academic Policy and ensured through the following mechanisms:
- Assessment materials undergo preliminary expert review in the graduating department.
- Knowledge assessment results are recorded in electronic systems and are accessible to students.
- Constant feedback on academic performance issues is ensured between instructors and students.

- An appeal procedure is provided for all types of knowledge assessment, as well as additional opportunities to pass midterm/final controls and extend the examination session for valid reasons.

- The University ensures the presence of a system for considering student complaints at the level of the student government, curators/advisers, the graduating department, FBHE/GSB, and the Vice-Rector for Social Work.

- The consideration of complaints and suggestions is implemented through the Blog of the First Head of the UIB on the electronic learning portal, student government meetings, and scheduled meetings with the Dean and the First Head of the UIB.

7.   Student admission, academic performance, recognition and attestation

7.1   The University annually develops a "Strategic Plan for the University Admissions Committee". attestation

7.2   The goal of the strategic plan is to ensure the recruitment of students at all levels of education and educational programs.

7.3   Main tasks:

– maintaining existing ways to attract applicants;

– strengthening and expanding positions in traditional areas of admission work, adapting to current market conditions;

– ensuring high quality of applicants, considering the requirements for the results of university monitoring;

– creating an information environment related to recruitment and admission;

– automation of routine admission processes.

7.4   *The purpose of the entrance assessment* is to assess the level of general education training and personal and professional development of applicants and select the most prepared school graduates. Entrance assessment is implemented in two main areas:

– Work with applicants (conducting Olympiads of applicants, advising schoolchildren and teachers of district schools, conducting classes at the faculty of pre-university training).

– Working with first-year students: conducting diagnostics to study the level of readiness of first-year students for educational and professional activities, the degree of their adaptation to the conditions of study in a higher educational institution, identifying the level of satisfaction with the educational process, etc. For this purpose, a survey of first-year students is conducted.

7.5   The University determines, publishes and consistently applies procedures for admission and graduation of students, monitoring of learning outcomes, objective recognition of higher education qualifications, periods of study and previous education. The University provides students who have completed their studies with a diploma and a state-issued diploma supplement confirming their qualifications.

7.6   Admission to the University is carried out in accordance with the Standard Rules for Admission to study in an educational organization of the Republic of Kazakhstan.

7.7   To enroll in a bachelor's degree program, you must have a certificate of completion of a secondary school or college or university, a certificate of passing the Unified National Testing or Comprehensive Testing of applicants, a certificate of a state educational grant or a passing UNT score.

7.8   For admission to the master's degree program, you must have a document of higher education, a certificate (if any) of passing the test in a foreign language.

Admission to the master's program is carried out on a competitive basis based on the results of two entrance exams: in EP and in one of the foreign languages of your choice (English, French, German).

7.9   For admission to the doctoral program, you must have a document of postgraduate education, a certificate (if any) of passing the test in a foreign language, a justification for the planned dissertation research, agreed with the intended domestic or foreign scientific consultant, as well as at least three years of work experience in this area.

Admission to the doctoral program is carried out on a competitive basis based on the results of two entrance exams: in the chosen EP and in one of the foreign languages of your choice (English, French, German).

7.10   Relations between the University and the student are regulated by a contract concluded between them in accordance with the legislation of the Republic of Kazakhstan. The contract defines the rights and obligations of the student, the rights and obligations of the University as a performer of educational services, the level of education, the training program, the duration and mode of training, the amount and form of payment for training, and other conditions.

7.11   When concluding a contract for the provision of educational services, the University introduces students to the Charter of the university, the license for the right to conduct educational activities, the certificate of state accreditation, the main educational programs implemented by the University, and the internal regulations.

7.12   The University ensures that accepted students are introduced to the educational program, study conditions and existing academic career opportunities through educational meetings with the Head of the University, the Dean of the FBHE/GSB Director, curators and advisors at the beginning of the academic period.

7.13   The University develops and maintains internal regulatory documents that regulate all the main stages of the educational process.

7.14   Internal regulatory documents define the main provisions on the organization of the educational process in remote educational technologies, the organization of external academic mobility, the organization of research work of students, and the rules for re-crediting academic disciplines.

7.15   The collection and monitoring of information on academic achievements of students is regulated by internal regulatory documents, is carried out through the information and analytical complex for managing the educational process and includes:

– Collecting and monitoring the results of current academic performance;
– Collecting and monitoring the results of interim and final assessment;
– Ranking by GPA level;
– Collection and monitoring of employment outcomes and information on career development of graduates;
– Monitoring student and employer satisfaction with the quality of training.

Follow-up actions based on monitoring results are defined by internal regulatory documents.

7.16 Students ' corporate culture is maintained by the established internal regulations, the Student's Code of Honor, and the University's Academic Policy.

7.17   To ensure objective recognition of higher education qualifications, periods of study and prior education, including recognition of non-formal education, the University:

–   Ensures that actions comply with the Lisbon Recognition Convention;
–   Cooperates with the Center for the Bologna Process and Academic Mobility of the Ministry of Education and Science of the Republic of Kazakhstan, which is the executive body for the recognition and nostrification procedure in the Republic of Kazakhstan.

7.18 Recognition of qualifications acquired in other domestic and foreign educational institutions is carried out in accordance with the approved rules for filling out transfer study credits.

7.19 To obtain a bachelor's degree, a student must complete at least 129 credits of theoretical training and at least 6 credits of professional practice.

7.20 To obtain a master's degree in the research master's program, a student must complete at least 42 credits of theoretical training, at least 6 credits of practical training, and at least 7 credits of research work of a master's student.

7.21 To obtain a master's degree in a specialized master's program with a study period of 1.5 years, a student must master at least 36 credits of theoretical training, at least 4 credits of industrial practice and at least 4 credits of experimental research work of a master's student.

7.22 To obtain the degree of Doctor of Philosophy (PhD) or doctor in the chosen field, the student must master at least 15 credits of theoretical training, at least 5 credits of practice and at least 50 credits of research (experimental research) work of a doctoral student.

7.23 To ensure *academic mobility* of students and recognition of educational programs in the European educational space, the University provides conversion of Kazakhstani credits into ECTS credits.

7.25.1. When planning and organizing academic mobility in the international department of the University, those involved in exchange programs use the following documents:

−application of a student leaving for a mobility program;

−agreement on training in mobility programs;

−transcript of training;

−information package (course catalog).

7.25.2. To expand academic mobility, the University is developing an Information Package.

7.25.3. The information package is formed in the state, English or Russian languages.

7.25.4. The information package describes the most important areas of activity of the university - academic, organizational and methodological, scientific and includes additional information (sports and mass events, cultural and leisure services, material and technical base).

7.25.5. The information package contains a description of the university in the following main sections:

−general information about the university;

−information about educational programs;

−additional information for students.

7.25.6. The student's application contains the name and full address of the sending university, the last name, first name, patronymic of the coordinator of academic mobility programs of the faculty/department and the university, as well as personal information of the student (last name, first name, patronymic, date of birth, residential address, contact details).

7.25.7. The application provides information on students ' motivation to participate in mobility programs, information on the level of qualification in the language of study abroad, work experience and previous study abroad, and a note on the possibility of obtaining a grant for studying abroad.

7.25.8. The agreement for academic mobility programs is the main document regulating a student's study process under the academic mobility program, and is filled out in English.

7.25.9. In case of a positive decision of the host university on the student's participation in the academic mobility program, the agreement is signed in a three-party manner: by the host university, the student and the sending university.

7.25.10. The final document confirming the student's training under the mobility program is a transcript of training, in English - for students who studied under the external academic mobility program, and in Russian and / or Kazakh - for students who studied under the internal academic mobility program.

7.25.11. The transcript of study includes information about the program of study (discipline code), the name of the discipline, the duration of study of the discipline (year, semester, trimester), the grade for training (in the national scale and in the ECTS scale), the number of ECTS credits awarded. Subject to successful completion of the full course of study, a note is made on the degree awarded.

7.25.12. The training transcript also contains background information about the specifics of the training program: description of the university assessment system; ECTS assessment system; number of ECTS credits per academic year, semester.

7.25.13. *Procedure for developing and implementing double-degree and joint educational programs*

7.25.14. A form of cooperation in the system of higher and postgraduate education is the implementation of joint educational programs with the issuance of two (or double) diplomas.

7.25.15. *Double degree programs* are programs based on the comparability and synchronization of the educational programs of partner universities and characterized by the parties' acceptance of common commitments on issues such as defining the program's goals, preparing the curriculum, organizing the educational process, awarding degrees or assigning qualifications.

7.25.16. Double-degree programs are developed on the basis of an agreement between two partner universities, the international department of the University and departments.

7.25.17. At the same time, mandatory conditions for the implementation of double-degree education programs are:

−development and approval of the agreed educational program and curriculum by two partner universities;

−Students enrolled in a double-degree program can master a part of the educational program at a partner university.

−mandatory recognition and automatic transfer of periods and results of studies at a partner university based on agreements, general principles and quality assurance standards;

−involvement of teachers in double-degree education, joint development of the educational program and curriculum, teaching at a partner university, participation in general admission and attestation commissions

−students who have fully completed double-degree programs are awarded the degree of each partner university, or one joint degree on the basis of agreements.

7.25.18. If necessary, the duration of students' development of a double-degree education program, depending on the chosen model of its implementation, increases by 1-1.5 years for the bachelor's degree, 0.5 - 1 year for the master's degree, and 1 year for the doctoral program.

7.25.19. The procedures for including students in the double-degree education program are developed between the University and partner universities on the basis of mutual agreements (contracts, agreements). These procedures reflect the process of including students in the University's double-degree program and the process of enrolling foreign students in the double-degree program.

7.25.20. Inclusion of a student in the program of double-degree education is carried out on the basis of his application and in accordance with the concluded agreement (contract) with the partner university. The student goes through enrollment procedures at a partner university.

7.25.21. International students enrolled in the double-degree program undergo similar enrollment procedures into the general student body with a special mark "included education" and an indication of the period, duration of study, number of disciplines and volume of credits earned.

7.25.22. The individual curriculum of the student includes a list of academic disciplines, their workload (in credits and hours), distribution by semester, partner universities where they will be mastered, and the procedure for credit transfer.

7.25.23. The educational program of double-degree education is based on a modular principle. At the same time, each partner university ensures the development of modules, their informational, methodological and didactic support, training and certification of teachers.

7.25.24. The educational program of double-degree education takes into account the requirements of the state compulsory standards of higher and postgraduate education of the Republic of Kazakhstan and the requirements of the partner university.

7.25.25. Payment for tuition at a partner university is made on the basis of an agreement concluded between the universities.

7.25.26. A student in a double-degree education program studies all the disciplines included in the mandatory component of the standard curriculum for EP, and also masters as elective subjects the disciplines included in the curriculum of the educational program of the partner university. The coverage of the disciplines of the educational programs of both parties is taken into account when drawing up an individual curriculum of the student. The student completes all types of practical training and the final assessment in full."

7.25.27. When studying under doubl-degree programs, it is possible to use various learning technologies, including distance learning.

7.25.28. The student's individual curriculum includes additional educational modules and summer semesters.

7.25.29. When developing curricula for double-degree education, partner universities independently determine the learning path, including the procedure for mastering disciplines, passing educational and professional practices, and interim attestation procedures.

7.25.30. When developing programs of double-degree education, the complexity of mastering the disciplines of the mandatory component increases by agreement of partner universities based on the principles of expediency and professional orientation.

7.25.31. The procedure for recognizing courses and granting mutual credit is carried out in accordance with their content and the workload required for their study."

7.25.32. During the entire period of study, academic achievements (academic indicators) of students in each module are sent to partner universities after the end of the semester.

7.25.33. At the end of each academic year, the partner university that implements the corresponding module of the program issues a transcript to the student.

7.25.34. The transfer of credits mastered at the partner university, the procedure and terms for eliminating the difference in the disciplines of the curriculum are issued by the order.

7.25.35. The Office of registrar includes the credited subjects and the number of credits in the academic transcript marked by the partner university.

7.25.36. Upon completion of the training and fulfillment of all the requirements for each of the programs, the student is issued two diplomas of the established standards that award an academic degree and two transcripts.

7.25.37. At the same time, the diploma has the form of a separate document (issued in addition to one or two national university diplomas), the form of a single document (issued by partner universities that carry out training in this educational program without issuing national diplomas), or the form of several national diplomas issued simultaneously.

7.25.38. Double-degree programs are implemented in various forms:

–joint diploma in two educational programs;

–two diplomas with different status;

–two diplomas with the same status.

7.25.39. The form of a joint diploma in two educational programs is implemented on the basis of training in two EPs simultaneously. In this case, one diploma is issued (either UIB, which specifies two EP simultaneously and two transcripts separately for each EP, or one UIB diploma with a transcript and a second joint diploma with a transcript, the form of which is determined in agreement with the partner university).

7.25.40. The form of two diplomas with different status is implemented on the basis of training in two different educational programs. In this case, one main diploma of UIB with a transcript is issued. Additionally, the student receives a diploma of awarding a second academic degree and a transcript, the form of which is accepted by agreement.

7.25.41. The form of two diplomas with the same status is implemented on the basis of training in one EP. In this case, two diplomas are issued with transcripts of both the University and the partner university, which have the same status.

7.24 The University ensures continuous and unhindered progress of students in the course of mastering the program through clearly regulated procedures for forming educational trajectories, evaluating knowledge, taking into account academic achievements and transferring to the next courses.

7.25 The qualifications obtained as a result of the development of an educational program are clearly defined in accordance with a certain level of the National Framework of Qualifications in Higher Education and, consequently, the framework of qualifications in the European Higher Education Area:

- Qualification level 6 - Bachelor's degree;
- Qualification level 7 - Master's degree;
- Qualification level 8 - doctoral program PhD.

7.26 The organization of the educational process is designed to ensure:

- organic unity of learning and upbringing processes;
- the scientific level of professional training that is in demand in the modern labor market, the optimal ratio of theoretical and practical training, which ensures that students receive deep theoretical knowledge and competencies, as well as practical skills in their chosen field, within the established timeframe;
- improvement of educational programs focused on: innovative development, professional and cultural self-realization of a person and pedagogical support for his personal growth
- introduction of the latest scientific achievements and best practices into the educational process based on the classification of educational material according to the levels of its assimilation (ideas, knowledge, skills, competencies and creative mastery);
- logically correct, scientifically and methodically sound correlation and sequence of teaching disciplines;
- the relationship between teaching (learning) and independent work of students, which provides for increasing the role of teachers in the course of training sessions;
- introducing students to scientific and educational research activities according to the research plans of both structural divisions and the University as a whole, creating the necessary conditions for creative and individual work of students;
- improvement of teaching methods based on a rational combination of traditional methods of transmitting and consolidating scientific information with new ones that provide for a wider use of active and interactive forms of learning, the use of computer and modern innovative technologies;
- ensuring close connection of training with the practical activities of various services and departments, state and non-state institutions and organizations;
- high organization, regularity and rhythm of the educational process;

−creating the necessary conditions for the pedagogical activity of the teaching staff.

7.27 Students who have completed their studies in the educational program are awarded the corresponding degree and issued a state-issued diploma with an appendix (transcript), as well as a European Diploma Supplement. The documents include information about the achieved learning outcomes, context, content, status of the education received, and evidence of its completion.

7.28 All admission, assessment, recognition and graduation procedures are kept up to date by the University.

8. Academic staff

The teacher is a key figure in providing high-quality training, in the process of students' acquiring knowledge, skills, and competencies. The University defines, publishes and applies transparent procedures for the recruitment, professional growth and development of all employees in accordance with the principle of meritocracy.

8.1 The University is primarily responsible for the quality of its employees and providing favorable conditions for their effective work.

8.2 In order to develop teaching staff and employees, the University provides unified approaches, methods and tools for personnel management, taking into account the best experience in the field of working with personnel, and forming a unified approach to the University's value system in the field of personnel management. The University's faculty development activities are aimed at changing its role in accordance with student-centered learning.

8.3 The University defines the following basic principles in the field of personnel management:

− *Completeness* – coverage of all areas of human resources management;

− *Meritocracy* – the principle of governance, according to which leadership positions should be occupied by the most capable people, regardless of their social origin and financial wealth.

− *Validity* – the use of modern scientific developments in the field of personnel management, which could provide maximum social impact;

− *Openness* – transparency at all stages.

− *Systemic approach* – consideration of all components of the policy elements in their interconnection;

− *Efficiency* – the cost of personnel management activities should be pay off in results.

8.4 Recognizing the importance of teaching, the University develops clear, transparent and objective criteria for hiring employees, appointing them, filling vacant positions, promoting them, and dismissing them, and follows them in its activities in accordance with the principle of meritocracy.

8.5 The qualitative and quantitative need for academic staff is determined by the qualification requirements for educational activities imposed by the state.

8.6 Admission of teaching staff is carried out on a competitive basis. Information about the competition and the availability of vacant positions for teaching staff and researchers is posted on front.uib.kz. Regulations on the organization and conduct CCC for teaching staff.

8.7 Consideration of applications for vacant positions is carried out by a competitive commission consisting of administrative and managerial personnel and teaching staff. Based on the results of the commission's work, a recommendation is formed for the Head of the University about the possibility of concluding an employment contract.

8.8 The University provides opportunities for career growth and professional development of the teaching staff, ensuring the annual development and implementation of a

professional development plan. The University also provides regular mandatory professional development for teaching staff.

8.9   In order to develop, preserve and promote talented and qualified employees, the University creates and maintains a system of personnel reserves.

8.10   To ensure objective consideration of individual labor disputes, a conciliation committee has been established at the University.

8.11   To strengthen the link between education and research, the University encourages academic activity by:

− Establishing and maintaining research teams;

− Introducing of new categories of teaching staff;

− Promoting the commercialization of research results;

− Providing an opportunity to use international scientific databases and electronic scientific journals;

− Promote the presentation of scientific positions on scientific platforms, including participation in scientific conferences and competitions, publications in journals;

− Planning and monitoring the effectiveness of research activities.

8.12   The University creates conditions for the introduction of innovative teaching methods and the use of advanced teaching technologies:

− Providing advanced training of teachers in the field of innovative methods and technologies in domestic and foreign organizations;

− Dissemination of experience in the implementation of new methods and technologies through seminars and workshops;

− Equipping the educational process with modern equipment and software;

− Inclusion of indicators of implementation of innovative methods and technologies in the teaching staff rating system;

− Monitoring the effectiveness and efficiency of innovation and the use of active learning methods.

9. Training resources and student support system

The University ensures that there are sufficient, accessible and appropriate learning resources and student support services. When allocating, planning and providing educational resources, the University takes into account the needs of different groups of students.

9.1   The main building of the university, located at 8a Abay Avenue, meets the basic academic requirements of the state standards of the Republic of Kazakhstan for institutions and enterprises, national standards in terms of fire safety and standards established for the operation of higher educational institutions. Originally built in the 1960s, the building is now a single structural unit with 4 floors of offices and classrooms, with a total area of 9,061 sq m, of which:

− The academic space covers 6,178 square meters.

− computer classes occupy 676 sq. m.;

− sports facilities cover 576 square meters.

9.2   In the building, employees and students have access to:

– large auditoriums (lecture halls for 60, 80, 120, 140 students);

– Dedicated "laboratories" (classrooms dedicated to specific disciplines or programs, for example, doctoral students have their own special class, and the ministry also requires laboratories for the EP "Journalism", "Restaurant and Hotel Business", etc.);

– standard classrooms (for 15-40 students).

– a classroom for the English language discipline of education (with computer terminals dedicated to the operation of the language software package);

– specialized classes (required by the Ministry of Kazakhstan to maintain a license for major bachelor's degrees), all of which are also used for other classes, 12 computer classes with standard PCs with flat-screen monitors and Microsoft software.

9.3   *IT systems*

The IT infrastructure consists of:

– 18 servers that provide UIB with administrative and scientific capabilities (using a modified version of LMS Moodle), access to the Internet, databases and storage facilities;

– 6 local networks with different functionality and access rights;

– 500 computers, 400 of which are used for scientific purposes.

– 35 accessible internet terminals (library, corridors).

– 400MB/second Internet access.

– Wi-Fi system with 25 access routers;

– 74 cameras installed in classrooms (with connected database servers and an autonomous local network for transmitting video data), the recording is saved (on average) for 2 months of classes.

The IT team consists of three specialized groups:

– System administrators who meet the needs of teachers and students, as well as take operational decisions in individual situations and computers.

– Administrators working to improve the network and Internet connectivity within the University, while ensuring an optimal system;

– Software developers who are tasked with developing unique solutions for UIB needs, organized around a 3-year development strategy aimed at coding and implementing a unique software platform initially based on Moodle VLE.

9.4   *Learning resources-library*

The library is a member of the Association of University Libraries and a member of the Republican Interuniversity Electronic Library. The main book collection of the library consists of educational, educational and methodical, scientific, reference and bibliographic, fiction, literature on electronic and magnetic media in the state, Russian and foreign languages. Students can study in reading rooms; they can access full information about the composition of the library's collections through the electronic catalog and other forms of library information, be advised in finding and choosing sources of information; obtain temporary use of books and other sources of information by issuing a reader's ticket.

The library is open daily from 8.00 to 19.00, on Saturdays from 9.00 to 14.30

During the exam session from 8.00 to 20.00, including Saturdays. The last Friday of the month is a cleaning day.

Library resources use 272 square meters, taking into account:

– Three large reading rooms with a total of 106 reading spaces and 31 computers with access to digital storage;

– Three repositories (not available for students).

UIB has 150,000 main volumes of educational literature. According to the regulatory requirements of the Ministry of Education, more than 50% of them have been published in the last 5 years. Along with textbooks, the library provides journals and magazines purchased with an

annual subscription in English, Russian and Kazakh (both local and foreign), an average of 70 titles with a subscription for each year (depending on the needs of teachers).

Following its digitization strategy, UIB is actively involved in providing online resources, as well as those hosted on its servers. The University provides access to various databases (either through separate agreements with publishers or under agreements between the Ministry of Education of Kazakhstan and foreign suppliers):

- Inter-Republican Academic Library (RIMEP);
- Elsevier Science Direct;
- Thomson Reuters;
- Springer Direct;
- Wiley Online;
- EBSCO.

The university also uses the MARK-SQL system (acquired in early 2014, which is integrated to this day) for its digital resources and holds 6,000 books in digital format, which allows students and staff to access them via a local network. At the same time, MARK-SQL allows full management of the electronic catalog, tracking statistics, servicing students and employees, as well as generating the necessary reports by government agencies.

The library regularly organizes seminars on the use of online scientific resources for students and staff, inviting representatives of scientific institutions, national and international publishers, in its campaign to promote the widespread use of modern academic resources of international standard, the role of academic institutions that deliver quality education.

9.5   Academic support for students is provided by: the Admissions Office, the Foundation Faculty, the Office of Registrar, the Youth Policy Center, the Career Center, the International Department, and the library.

9.6   Social support for students is provided by the Marketing Department, the Youth Policy Center, various student organizations established within the University, and a medical center.

9.7   *Medical support*

It is carried out with the help of a specialized medical center, where a qualified doctor works, whose tasks include confirming the fulfillment of medical requirements by staff and students, submitting annual X-ray materials, redirecting staff and students to appropriate professional medical institutions, as well as everyday medical problems that may arise for both staff and students.

9.8   *Psychological support*

This is a part-time psychologist who is available for employees and students to deal with their emotional and psychological problems. The main source of support is a cohort of educators (young teachers), whose job is to stay in constant contact with students and receive feedback, be aware of problems and develop ways to solve them).

9.9   *Religious issues*

they remain outside the university, following Kazakhstan's rules on universities as secular institutions, where the display of individual religious practices is not allowed.

9.10   *Career Support*

provided by the UIB Career Center, which has the following tasks:

- Placement of students of the 2nd, 3rd, 4th bachelor's courses, as well as students of the master's program for practical training;
- Job fairs (at least 2 per year);

- Organization of seminars/trainings where experienced managers/entrepreneurs talk about their experience and give advice to students about their future career;
- Maintaining contacts with graduates and creating a network of UIB students;
- Trainings on preparing a resume, passing interviews, self-presentations;
- Leadership seminars/trainings, etc.

9.11 *Financial and social support* is managed by the University administration. Students can receive financial support in the following cases:

- Social/economic situation or health condition;
- Family status (for example, children of single parents, orphans, or the only breadwinners in large families);
- Economic difficulties or termination of the parent's employment;
- Change in the payment model (from three payments per year to monthly payments).
- Marriage or pregnancy before graduation;
- Provision of documentation required by state or municipal property.

9.12 The university provides benefits and discounts on tuition fees for admission to the first year of study:

- For prize-winners of Republican subject Olympiads held by the RSPC "Daryn", who, according to the results of the national competition, did not receive a state educational grant;
- For holders of the "Altyn Belgi" badge, provided that they scored in mathematical literacy, reading literacy, history of Kazakhstan from 14 points or higher in each and in specialized subjects from 25 points or higher in each.
- For applicants who scored high scores on the UNT/KTA.
- For University employees;
- Targeted grants for orphans and children left without parental care, applicants from large families with 4 or more children under the age of 18, disabled people of the first and second groups, persons with disabilities from childhood.
- For prize-winners of competitions and Olympiads held within the University;
- For athletes;
- For University activists.

At the same time, each grant holder must meet the minimum established requirements for academic performance and social activity during their studies:

- GPA for the entire training cycle at the end of each semester is not less than 3.5.
- Active participation in social activities of the University (100 hours per semester).

9.13 The procedure for granting and canceling discounts is regulated by the Regulation *"On the system of payment and granting discounts for studying at the University of International Business"*.

9.14 Each student is provided with individual unlimited access to the following educational information resources during the entire training period:

- Official website of the University;
- Electronic training portal Moodle;
- Electronic library;
- Informational and educational complex of the educational process.

9.15 *.Moodle Learning Platform*

The Moodle learning platform is gradually becoming the central axis of University learning.

The University has developed a modified Moodle portal that allows teachers to:

    – Upload Syllabuses (teachers are required to upload syllabuses before the start of the academic semester).

    – Upload specific material for class work (Moodle allows you to upload information in text, graphic, and interactive format).

    – Links to library resources.

    – Links to external training resources (websites, multimedia, pdf).

    – Check students' attendance and current grades.

    – Upload student assessment results, which are automatically sent to the office of registrar.

Since the Moodle online platform is available via the Internet (http://moodle.uib.kz Students and teachers can have access from different locations, which improves the educational process both inside and outside the University.

    Each student has access to online educational resources

9.16 . The University actively supports and promotes the development *of student self-government*, defining its main goals as:

– Assistance in solving issues related to current training issues;

– Promoting the development of the scientific potential of students;

– Improving the University's image;

– Promotion of a healthy lifestyle among students;

– Organization of leisure activities for students;

– Development of creative potential;

– Ensuring active participation of students in the University life.

9.17. *Student Government* - the highest executive body of student self-government, consisting of members of Parliament, headed by the President. It is created in order to ensure the realization of the rights of students to participate in the management of the educational process, solve important issues of student life, develop its social activity, support and implement social initiatives.

Parliament is the highest representative and legislative body in the student government, regulating the work of the government.

The President is the head of Government, exercises executive power, directs the Parliament, and is responsible for the Government's budget. The President is the first head and person responsible for the activities carried out by the Government and also organizes the work of all committees.

Presidential elections are held once a year in October. In case of impeachment, the current President may be re-elected.

A member of Parliament is a nominee from a student organization who received one of the mandates as a result of the student government elections.

Student Parliament elections are a procedure for electing members of parliament from student organizations by secret ballot.

Elections to the Student Parliament are held once a year in March, but the new parliament takes effect in October. In April and May, the newly elected student parliament will be required to undergo an internship with the current parliament.

Functions of the Parliament:

– representing the interests of UIB students;

– representation of the interest of students before the UIB administration;

– development, adoption and implementation of measures to coordinate the activities of public student groups operating in UIB;

– development of a work plan, ensuring its implementation;

−attracting students to participate in various activities and organize leisure activities for students.

Functions of the President:
−is a member of the UIB Academic Council.
−is a member of the UIB Educational and Methodological Council.
−is a UIB fellowship holder.
−presents the Vice-President of the Government to the Parliament for voting;
−submits the heads of committees to the Parliament for voting;
−responsible for expenditures of the UIB Parliament budget;
−defends the honor of every student.

Functions of the Vice President:
−coordinates the work of the entire Government;
−responsible for expenditures of the UIB Parliament budget;
−performs the functions of the President in the absence of the current President;
−performs the functions of the President in the event of impeachment of the current President until the re-election of the President takes place;
−   responsible for the participation and presence of all deputies in the forums.

9.18 *Student organizations*

Student organizations are an integral part of student life.   Recognized organizations gain access to the University's resources and in turn agree to comply with the rules and procedures established for managing student organizations. The University supports education and provides recognition to student organizations, aims and activities to enhance the social, cultural, recreational and educational functions of the university. The University believes that such organizations contribute to valuable experiences for students and help create a sense of belonging to the university. These activities and experiences complement the formal curriculum and provide ample opportunities to enhance personal skills.

The Youth Policy Center provides leadership development, organizational management, and skills development opportunities to empower students.

The University has more than 15 student organizations that carry out their activities in various areas and perform certain functions in the student life of young people and the activities of the University as a whole.

10.Information management

Reliable information is a prerequisite for making decisions. The University defines procedures for collecting, analyzing and using relevant information for the effective management of its programs and other activities. The University ensures the measurability, reliability, accuracy, timeliness and completeness of information.

10.1 . To assess the quality assurance system, the University organizes the collection and analysis of information through the following methods:
−   Development, implementation and use of information systems;
− Determination of stakeholders' requirements for the outcomes of activities;
− Assessment of stakeholders' satisfaction with the University's educational services;
− Analysis of the external and internal environment of the University.

10.2. Global analysis of the external and internal environment of the University is carried out as part of the development and updating of the University's strategic development plan and includes an analysis of global trends in the development of education and external challenges, research of the main groups of consumers and competitors, determination of the characteristics of

the labor market and educational services, analysis of trends in demand parameters, analysis of the current state of the University, its strengths and weaknesses, internal and external risks.

10.3. The collection, monitoring, analysis, and exchange of information, as well as the preparation of statistical and reference reports on the student body, the results of external assessment of students' academic achievements, and the preparation of orders regarding the movement of the student body are carried out by the Registrar's Office."

10.4. The Career Center analyzes and monitors the employment process. Formation of a database on employment and career growth of graduates is carried out by the department.

10.5 . The needs and expectations of key stakeholders are determined by analyzing external regulatory documentation in the field of education, feedback from joint events (practices, seminars, meetings, joint projects, etc.), and survey results. The main sources for determining the needs and expectations of key stakeholders are defined in the University's Strategic Development Plan.

10.6 . In the process of consumer monitoring, sociological methods are used that provide reliable measurement of the expected quality and existing satisfaction: analysis of documents, interviews with participants in the educational process, mass and expert surveys, questionnaires.

10.7. The University ensures the application of appropriate exchange of information processes between various levels of management, structural divisions, teaching staff and students on aspects related to ensuring the quality of education. These processes include maintaining the site and its information systems, functioning corporate e-mail, presenting information at meetings/sessions, and a web-based questionnaire system.

10.8 . The structure and volume of information, sources, frequency, time interval, responsible persons for reliability and timeliness are determined by internal regulatory documentation.

10.9 . Information security is ensured by an unambiguous distribution of roles and functions in the information systems used, the availability of antivirus programs, system administration of servers, a backup system on servers, restriction of access of individuals to the premises with servers, technical equipment of premises with servers to ensure work security.

11.   Informing the public

The University publishes information about its activities, including the implementation of educational programs. Information provided to the public is clear, accurate, objective, up-to-date and accessible.

11.1   The University's information policy is aimed at:

– ensuring a stable information flow of news about significant events and achievements in the mass media and social networks;

– attracting the interest of potential consumers to new programs and innovative developments of University scientists;

– support and explain the national development programs of the country and the system of higher and postgraduate education.

11.2   The implementation of the information policy is ensured by the Information Technology Center in cooperation with the Marketing Department, whose functions include determining the priority directions of the information policy, developing plans for its implementation using all available information sources, ensuring the completeness and timeliness of information, developing existing and seeking new information channels, as well as monitoring the media to adjust informational activities.

11.3   The University provides information to the public about its activities through its official website www.uib.kz as well as local and national media.

11.4   Basic information about the University's activities is posted on the website in the following areas: history and general information about the University, news portal, academic and scientific activities, information about departments and faculties, student life, information about the teaching staff.

11.5   Regulatory documents regulating the learning process are posted on the electronic educational portal Moodle.

11.6   Information about employment opportunities is also posted on the Moodle educational portal in the "Vacancies" section.

11.7   Information on the site is integrated from the University's information systems, updated in real time and is aimed at different groups of users: applicants, students, academic staff, administrative and managerial staff.

11.8   Information security, which guarantees the trust of consumers and other interested parties, is provided through role-based access control, server system administration, a backup system, and restricting access of individuals to the premises with servers. The effectiveness of site management is determined through systematic monitoring of search engine indicators and international rankings of educational institutions ' websites.

11.9   Publication of scientific research results is ensured through the publication of the printed journal "Vestnik UIB".

11.10   The University guarantees that the public is informed about the results of external evaluation and ensures that they are used to improve educational programs and all types of activities.

12.   Continuous monitoring and periodic evaluation of programs

12.1   The University defines and consistently applies procedures for monitoring, periodically evaluating and reviewing educational programs aimed at achieving its goals and meeting the needs of students and society. Continuous monitoring, periodic evaluation and revision of the University's educational programs are aimed at ensuring their effective implementation and creating a favorable learning environment.

12.2   Students, employers and other stakeholders are required to participate in the evaluation and revision of programs in order to receive feedback from interested parties.

12.3   The University ensures that the results of these processes are used for continuous improvement of programs, as well as timely publication of all changes.

12.4   The University has defined the procedure for monitoring, analyzing and revising educational programs. These procedures are based on:

– Approval of new standard curricula for Educational Programs (EP);

– Introduction of new professional standards;

– Proposals of employers formed based on the results of a survey or joint events conducted with graduating departments;

– Recommendations of the AC Chairs;

– Results of research activities of the University's teaching staff in the field of special sciences and modern pedagogical research;

– Changes in regulatory requirements for the development of educational programs.

12.5   Improvement of educational programs includes the following procedures:

12.5.1 Annual examination of methodological support at the level of meetings of departments, the Academic Council of the Faculty, the Academic Committee and the Academic Council of the University.

12.5.2 Annual analysis and expansion of the catalog of elective subjects with the involvement of employers.

12.5.3 Maintaining feedback with stakeholders aimed at improving educational programs.

12.5.4 Monitoring the implementation of the educational program at the level of the Academic Committee.

12.5.5 Evaluation of the quality of the educational program by the main stakeholders:

− Students' assessment of the pedagogical activity of the teaching staff involved in the implementation of the educational program after each academic period;

− Annual survey of graduates on the quality of the educational program, learning environment, and support services;

− Interviewing employers about the quality of graduate training;

− Annual collection and analysis of employment results, analysis of career growth of graduates;

− Organization of open classes, visits to classes by the University administration and mutual visits of teaching staff.

12.5.6 Assessment of students ' academic performance:

− Collection and analysis of information on academic performance after milestone controls;

− Analysis of the results of interim and final attestation;

− Review of academic performance results at meetings of collegial bodies;

− Analysis of the quality of training of students in the framework of the AC.

12.5.7 When analyzing learning outcomes: compliance of assessment criteria with expected learning outcomes, compliance of the content of the assessment material with the goals and objectives of the discipline, effectiveness of the assessment procedure.

12.5.8 The process of monitoring, evaluating and improving educational programs is the responsibility of the Academic Committee and the Dean of the FBHE/GSB Director and supervised by the Vice-Rector for Academic and Methodological work for Documentary evidence of educational programs are:

− Decisions of collegial bodies;

− Action plans for improvement of the educational program;

− Updated methodological support based on decisions of collegial bodies;

− Minutes of meetings and sessions;

− Annual report of the Academic Committee on the results of monitoring and evaluation of the educational program.

12.5.9 The main objectives of the annual report of the Academic Committee on the results of monitoring and evaluation of educational programs are:

− Facilitating the evaluation of the educational program and its improvement;

− Informing about changes in external requirements for the educational program;

− Support the exchange of ideas with other organizations that implement the educational program;

− Harmonizing the content with the educational programs of Kazakhstani and foreign universities;

− Determination of the areas of professional development of teaching staff implementing the educational program;

− Recommendation on passing external quality assurance procedures;

− Determining the forms and content of feedback with stakeholders for the development of the educational program;

− Identify best practices for wider dissemination.

13. Periodic external quality assurance

External quality assurance procedures allow evaluating the effectiveness of quality assurance processes within the University. They are catalysts for the development and implementation of new opportunities.

13.1   The University is constantly involved in external quality assurance procedures in various formats:
– Licensing;
– Risk assessment.
– External assessment of academic achievements;
– Institutional and specialized accreditation;
– Institutional rating of higher education institutions and educational programs.

13.2   The University is constantly undergoing accreditation procedures at the level of educational programs, as well as at the institutional level through national and international agencies for accreditation and quality assurance in education.