**КЕНЖЕҒАЛИ САҒАДИЕВ
АТЫНДАҒЫ ХАЛЫҚАРАЛЫҚ
БИЗНЕС УНИВЕРСИТЕТІ**

**УНИВЕРСИТЕТ
МЕЖДУНАРОДНОГО БИЗНЕСА
ИМЕНИ КЕНЖЕГАЛИ САГАДИЕВА**

**LLP "KENZHEGALI SAGADIYEV UNIVERSITY OF INTERNATIONAL BUSINESS"**

# QUALITY CODE

## LLP "KENZHEGALI SAGADIYEV UNIVERSITY OF INTERNATIONAL BUSINESS" (UIB)

**EDITION 1**

**Effective from the date of signing**

**Almaty, 2025**

# CONTENT

## 1. Purpose and Scope

1.1. This Quality Code of the Limited Liability Partnership "University of International Business named after Kenzhegali Sagadiyev" (hereinafter referred to as the University or UIB) serves as a compilation of standards and guidelines for internal quality assurance.

## 2. Regulatory References

The UIB Quality Code has been developed based on the following regulatory documents:

2.1. The Law of the Republic of Kazakhstan dated July 27, 2007, No. 319-III "On Education" (with amendments and additions).

2.2. Standard Rules for the Activities of Higher and Postgraduate Education Institutions, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018, No. 595 (registered with the Ministry of Justice of the Republic of Kazakhstan on October 31, 2018, No. 17657) (with amendments and additions).

2.3. The State Mandatory Standard for Higher and Postgraduate Education, approved by the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022, No. 2 (registered with the Ministry of Justice of the Republic of Kazakhstan on July 27, 2022, No. 28916) (with amendments and additions).

2.4. Rules for Organizing the Educational Process Based on the Credit Learning System, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011, No. 152 (with amendments and additions).

2.5. The Academic Policy of the University of International Business.

2.6. Regulations on the Ethics Committee of the UIB Scientific Committee.

## 3. General Provisions

3.1. The internal quality assurance system of the LLP "University of International Business named after Kenzhegali Sagadiyev" is a set of interrelated policies, standards, tools, and management methods for ensuring the quality of education at the institutional level.

3.2. The internal quality assurance system at UIB is developed in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the regulatory legal acts of the Republic of Kazakhstan (hereinafter referred to as RLA) in the field of higher and postgraduate education. The University has independently developed policies and internal quality assurance standards that align with both national and international requirements.

3.3. This Quality Code establishes the framework for assessing the educational environment and educational processes at UIB.

The assessment of the university's educational environment is based on evaluating the adequacy of material resources (libraries, laboratory equipment, IT infrastructure), financial resources (funding levels), and human resources (faculty, tutors, advisors, academic managers) for learning and teaching activities.

The assessment of the educational process at UIB covers the procedures for developing and approving educational programs, student-centered learning, teaching, and assessment, as well as all stages of the student lifecycle, from admission to certification.

3.4. The key instruments for ensuring quality at the University include mechanisms for internal quality control and evaluation of student academic performance, teaching technologies, international comparability of quality assurance, methods for improving teaching and learning quality, and policies for assessing students' academic achievements and learning outcomes, including formal, non-formal, and informal education.

3.5. Internal quality assurance procedures serve as the basis for defining academic credit frameworks, credit transfer rules, degree award procedures, and qualification recognition, including micro-qualifications.

3.6. The internal quality assurance system at UIB must be built upon a strong quality culture.

Elements of a quality culture include:

1.    Formal quality assurance processes, which rely on tools and procedures for identifying, measuring, evaluating, and improving quality.

2.    A commitment to quality, which is established at both the individual level (personal commitment to quality) and the collective level (individual awareness and attitudes that collectively form a shared quality culture).

An essential component of a quality culture is the adherence to academic and research integrity.

3.7. The promotion of quality assurance at the University is driven by academic integrity and the responsibility of all participants in the educational process, including students, faculty, researchers, and managers. UIB has developed its own academic integrity policies and procedures.

3.8. The internal quality assurance system contributes to the implementation of the "third mission" of higher education—advancing societal development through knowledge transfer and technology application in the social and industrial sectors. It supports the promotion of the University's social and educational role, fosters sustainable and inclusive development, and encourages entrepreneurship and active citizenship among students.

## 4. Policy for Quality Assurance

> ***According to the ESG Standards:***
> *Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.*

### 4.1. Responsibility

**Institutional Level.** The primary responsibility for implementing the quality assurance policy lies with the Rector and Vice-Rectors in their respective areas.
The dedicated unit, the Quality Assurance Center, is responsible for coordinating the

activities of all structural units, stakeholders (both internal and external), and officials in the implementation of the quality assurance policy.

**Operational Level.** The Chair and members of the Quality Assurance Committee, as well as heads and staff of all structural divisions of UIB, are responsible for ensuring the quality of their activities and actively participate in quality assurance across all stages, levels, and domains of the University's operations.

**Faculty Level.** Faculty members are responsible for the quality of teaching and learning, and where applicable, research quality. They contribute to quality assurance at all levels, across all areas of UIB's operations.

**Student Level.** Students are responsible for the quality of their learning and the attainment of learning outcomes at the course/module, program, and institutional levels. They participate in quality assurance across all stages, levels, and domains of the University's activities.

**External Stakeholder Level.** External stakeholders actively participate in quality assurance at all stages, levels, and domains of UIB's activities.

### 4.2. Key Principles

UIB upholds the following principles:
— Effective organization and governance of the quality assurance system.
— Integration of research, teaching, and innovation.
— Adherence to principles of academic integrity and academic freedom.
— Zero tolerance for corruption.
— Prevention of all forms of discrimination against students and staff.
— Implementation of the third mission of higher education.
— Objectivity in the criteria, indicators, and tools used for measuring and evaluating the quality of educational services, the learning process, and the educational environment.

### 4.3. Governance

1. The University is responsible for ensuring quality through the establishment of a quality management, control, and evaluation system (internal quality assurance system) and the development of a strong quality culture.

2. The implementation of the quality assurance policy is carried out through internal quality assurance procedures, developed in line with UIB's strategic development priorities, principles, and directions, as well as the indicators outlined in the University Development Program (Strategy) for 2024–2028.

3. The quality assurance policy and standards are integrated into various areas:
— Academic Activities: Ensuring the quality of program development, teaching and learning, assessment policies, and academic achievement evaluation.
— Research Activities: Integrating research with teaching, engaging students in research, supporting startups, and enhancing library services.

— Social and Extracurricular Activities: Providing social support for students, promoting student self-governance, and ensuring protection against intolerance and discrimination.

— Infrastructure and Facilities Management: Developing high-quality infrastructure and maintaining a comfortable campus environment.

— Financial Management: Budget planning based on strategic development indicators and ensuring financial support for teaching and research activities.

4. Effective administration of quality assurance procedures at UIB is ensured through the definition of responsible structural units and personnel. The University establishes a list of business processes within the internal quality assurance system. Each structural unit is assigned ownership and accountability for specific business processes.

5. University leadership plays a key role in implementing the Quality Assurance Policy and fostering a culture of quality among all stakeholders.

6. UIB ensures the effective functioning of the internal quality assurance system by planning and assessing activities at all levels, monitoring strategic and operational indicators, and promptly addressing risks to continuously improve the quality of the educational process.

7. UIB has internal evaluation procedures and quality assurance tools for innovative learning technologies, including distance learning, micro-qualifications, and non-formal and informal learning, along with procedures for recognizing such learning outcomes.

8. Regular assessment of the educational environment is conducted to evaluate the sufficiency of material resources (libraries, laboratory equipment, IT infrastructure), financial resources (funding levels), and human resources (faculty, assistants, advisors, etc.) for effective teaching and learning.

9. Internal monitoring and quality culture assessment are carried out through surveys and questionnaires targeting faculty and staff in accordance with the University's Sociological Survey Plan.

10. External stakeholders and industry partners (employers, internship providers, industry practitioners) are actively involved in quality assurance processes by participating in collegial bodies, final attestation committees, peer review panels, expert boards, and other roles.

11. UIB promotes an academic and research integrity culture by ensuring accountability among all participants in the educational process, including students, faculty, researchers, and administrators.

12. The implementation of the internal quality assurance system and the development of quality assurance mechanisms are overseen by the Academic Quality Committee.

13. The Quality Assurance Center is the main structural unit responsible for coordinating, monitoring, and auditing the compliance of all university divisions with internal quality assurance standards.

14.     The Quality Assurance Policy is approved by the Academic Council, is publicly accessible, and is published on the UIB website.

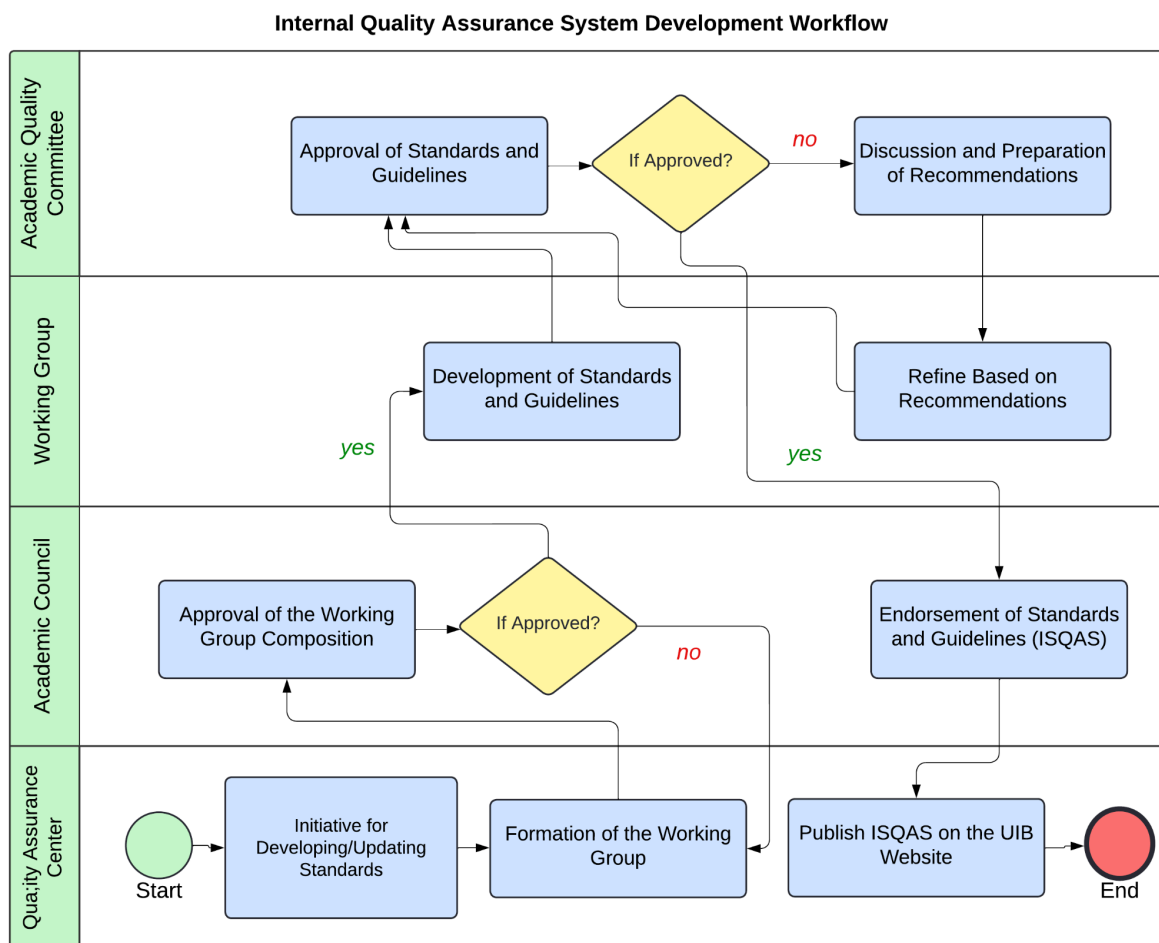### 4.4. Quality Assurance Criteria

1.     The quality assurance policy is developed in accordance with the Mission and Development Strategy of UIB and aims to fulfill key indicators and targets outlined in the University Development Program.

2.     The policy and standards aim to foster a culture of quality, encompassing shared traditions, values, behaviors, and interests.

3.     The policy and standards define responsibilities across different management levels.

### 4.5. Regulatory Framework

| | |
|---|---|
| **Bologna Process Documents** | **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** |
| **Regulatory Acts of the Republic of Kazakhstan on Higher Education** | **Law of the Republic of Kazakhstan "On Education".** <br> **Law of the Republic of Kazakhstan "On Science".** <br> **Standard Rules for the Activities of Higher and Postgraduate Education Institutions.** <br> **State Compulsory Standards for Higher and Postgraduate Education.** |
| **Internal Regulatory Documents of UIB** | **UIB Charter.** <br> **UIB Development Program (Strategy).** <br> **UIB Academic Policy.** <br> **UIB Human Resources Policy.** <br> **UIB Anti-Corruption Strategy.** <br> **Academic Integrity Code.** |
| **Regulations and Guidelines** | **Development and updating of the internal quality assurance system.** <br> **Training on the internal quality assurance system.** |

**Internal Quality Assurance System Development Workflow**



## 5. Design and Approval of Programmes

> ***According to the ESG Standards:***
> *Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.*

### 5.1. Responsibility
**Institutional Level**

1.    The Deans are responsible for: The quality of the development and updating of educational programs (hereinafter – EP); The overall quality of EP implementation.

**Operational Level**

2.  The Chair of the Academic Committee for Educational Program Development is responsible for: The relevance of the EP; The quality of EP content.

3. The Deans are also responsible for: The composition and quality of the Academic Committee for Educational Program Development; The organization and quality of the academic process related to EP implementation.

4. The Program Leader is responsible for:The quality of the academic process in EP implementation; The quality of the faculty involved in the program.

5. Faculty members are responsible for: The quality of teaching and course delivery (teaching quality); The quality of educational, scientific, and methodological materials for the courses they teach.

6. Students are responsible for the quality of their own learning and the achievement of learning outcomes within the EP.

### 5.2. Key Provisions

1.    UIB ensures:

—    The establishment of internal procedures for EP development and approval based on academic and managerial autonomy.

—    The development of EPs in accordance with the National Qualifications Framework for Higher Education in Kazakhstan, Sectoral Qualifications Frameworks, relevant professional standards, State Compulsory Standards for Higher Education (SCES RK), the ECTS Users' Guide (2015), the Strategic Development Plan of UIB, and best practices.

—    A collegial approach to EP development.

—    The competency-based modular approach to curriculum development, focusing on learning outcomes.

—    The establishment of requirements for obtaining micro-qualifications.

—    The awarding of degrees in compliance with state higher and postgraduate education standards.

### 5.3. Guidelines

1.    EPs are developed following the Instruction on the Development of Modular Educational Programs (MEP) at UIB.

2.    EPs are created by Academic Committees for Educational Program Development, which operate across disciplines or groups of EPs. These committees must include representatives from faculty, employers, students, and other relevant stakeholders as needed. The committees are coordinated by the Deans, while the Program Leaders oversee organizational matters (as per the Regulations on Program Leaders for Bachelor's, Master's, and PhD Programs).

3.    EPs align with the general objectives derived from UIB's Development Program (Strategy) and have clearly defined learning outcomes.

4.    Learning outcomes are formulated at three levels:

—    At the program level.

—    At the module level.

—    At the individual course level.

5.      Methodological support for EPs includes:
—      Course catalogs.
—      Syllabi.
—      Teaching and methodological materials for courses and professional internships.
—      Reference and informational resources.

6.      The workload in EPs is measured in academic credits, with one academic credit equivalent to 30 academic hours.

7.      The student workload includes:
—      Classroom instruction.
—      Independent work, including supervised independent work.
—      Preparation and completion of midterm and final assessments.
—      The ratio of classroom instruction to other learning activities must be at least 30:70.

8.      The awarded academic degree and/or qualification corresponds to the following levels of the National Qualifications Framework for Higher Education in Kazakhstan, aligned with the European Qualifications Framework (EQF):
—      Bachelor's degree – Level 6 (minimum 240 ECTS credits).
—      Master's degree – Level 7 (minimum 60, 90, or 120 ECTS credits).
—      PhD degree – Level 8 (minimum 180 ECTS credits).

9.      Students are provided opportunities to complete additional training programs to earn micro-qualifications through certification or the acquisition of micro-credits.

10.      UIB defines micro-qualification programs, which can be:
—      Integrated into an EP.
—      Standalone, as additional programs taken outside of the main curriculum.

11.      Each micro-qualification specifies:
—      The competencies students must acquire.
—      A competency map outlining the expected learning outcomes.

12.      Micro-qualifications can be awarded based on:
—      Recognition of prior learning, including MOOCs and certification from vendors and social partners.

13.      The document certifying the award of a micro-qualification is a certificate or diploma, indicating the volume of completed coursework obtained through non-formal education.

## 5.4. Criteria

1.      The EP complies with: The State Compulsory Standards for Higher and Postgraduate Education; The ECTS Users' Guide; The National Qualifications Framework for Higher Education in Kazakhstan (NQF-HE); Sectoral Qualifications Frameworks and Professional Standards.

2.      The EP aligns with labor market demands and employer expectations.

3.      The EP is practice-oriented, with learning activities and teaching methodologies designed to develop students' professional skills and competencies.

4.      The learning outcomes of the EP correspond to the descriptors of the NQF-HE in Kazakhstan.

5.      The EP ensures coherence between competencies, learning outcomes, and academic credits at the level of:
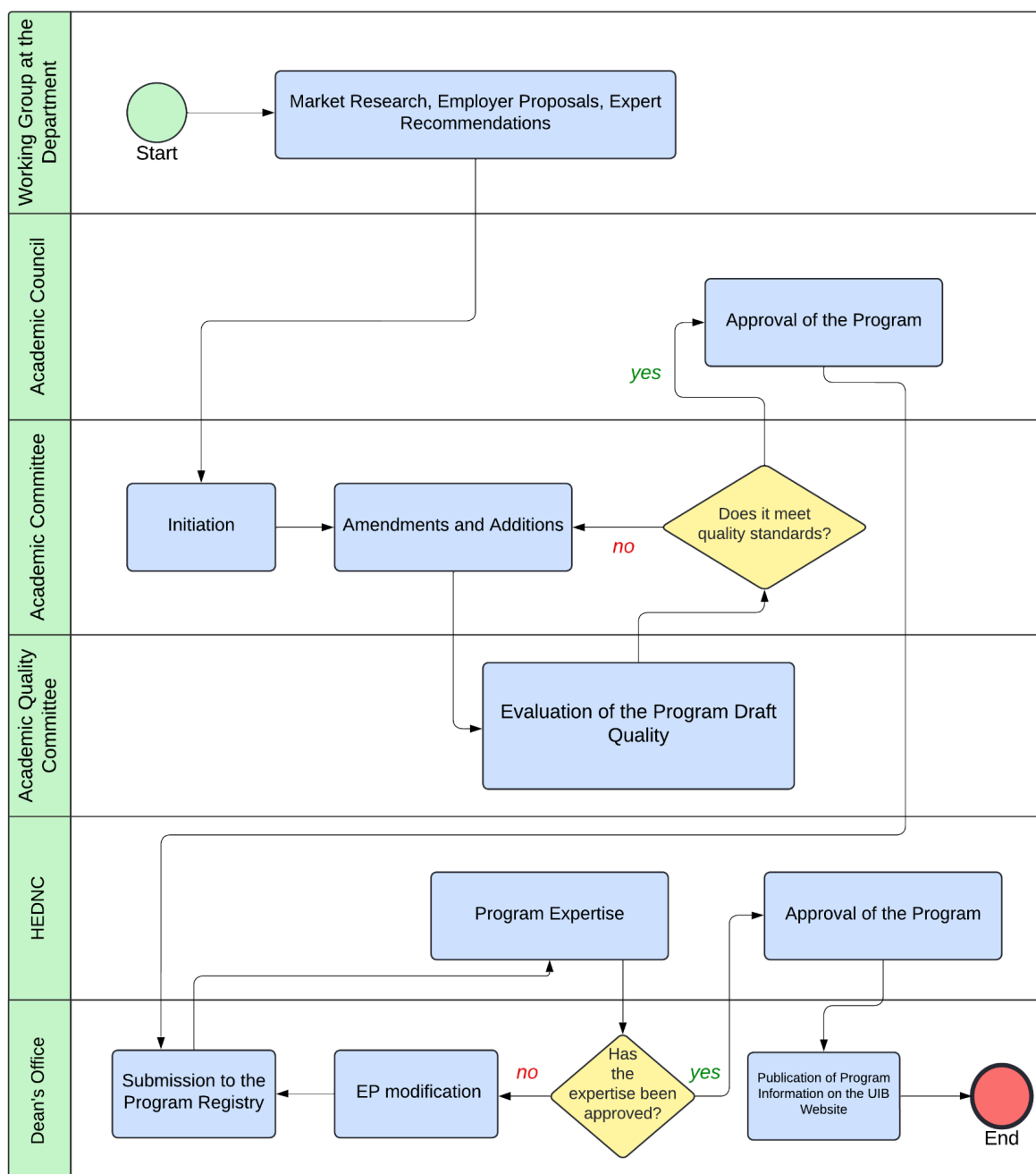
—      Courses.

—      Modules.

—      The entire program.

6.      Micro-qualifications must have independent value, with assessments based on clearly defined standards, including recognition of prior learning.

### 5.5. Regulatory Framework

| | |
|---|---|
| **Bologna Process Documents** | **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** |
| **Regulatory Acts of the Republic of Kazakhstan on Higher Education** | **State Compulsory Standards for Higher and Postgraduate Education.** **Rules for Organizing the Educational Process Based on the Credit Learning System in Higher and Postgraduate Education Institutions.** **National Qualifications Framework for Higher Education in Kazakhstan (NQF-HE).** **Sectoral Qualifications Frameworks.** **Structure and Guidelines for Developing the Strategic Plan of a Higher Education Institution.** |
| **Internal Regulatory Documents of UIB** | **Academic Policy.** **Regulations on the Program Leader (Bachelor's, Master's, and PhD Programs).** **Instructions on the Development of the Educational Programs** **Regulations for Organizing the Educational Process Based on the Credit Learning System.** |
| **Regulations and Guidelines** | **Development and Updating of Educational Programs.** **Modifications and Amendments to Educational Programs.** **Development and Approval of the Elective Course Catalog.** |

**Workflow for the Development of Educational Programs at UIB**



## 6. Student-centred Learning, Teaching and Assessment

*According to the ESG Standards:*
   *Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.*

### 6.1. Responsibility

**Institutional Level**

1.      Rector is responsible for coordinating student-centered learning, teaching, and assessment processes across the university.

**Operational Level**

2.      The Deans are responsible for implementing student-centered learning, teaching, and assessment.

3.      The Director of the Department of Academic Affairs is responsible for organizing student-centered learning and teaching.

4.      The Director of the Department of Academic Affairs, overseeing the Office of the Registrar (OR), is responsible for organizing the student-centered assessment process.

5.      Program Leaders/Department Heads are responsible for ensuring the student-centered approach in the learning process within their respective programs.

6.      Faculty Members are responsible for:

a) Ensuring a student-centered approach in the teaching and learning process of their courses.

b) Applying student-centered methods and technologies in learning, teaching, and assessment.

c) Ensuring the student-centered nature of teaching, research, and methodological materials for courses within educational programs.

7.      Students are responsible for the quality of their learning and the achievement of learning outcomes within their educational programs.

**6.2. Key Principles**

UIB ensures:

—      The implementation of student-centered learning, teaching, and assessment, based on academic freedom, flexible use of diverse pedagogical technologies, and a focus on learning outcomes.

—      The application of teaching and learning strategies, methods, and formats developed in partnership with faculty, students, and stakeholders, emphasizing the achievement of learning outcomes.

—      Equal opportunities through flexible and inclusive learning methods, enabling every student to maximize their potential and achieve success, regardless of educational format, language, social and cultural background, abilities, or health conditions.

—      High professional, pedagogical, and methodological competence of faculty through continuous professional development and reflective practices.

—      Special learning conditions for students with special educational needs, including specialized teaching methods, technical tools, an adaptive learning environment, psychological and pedagogical support, medical and social services, and other necessary accommodations.

—      Increased student responsibility for learning outcomes by granting them academic freedom in designing their learning path.

—      Systematic monitoring of assessment quality to improve the learning process.

— Transparent assessment criteria and methods, ensuring student access to grading rubrics.

— Objective, transparent, and consistent student assessment practices.

— Mutual respect between students and faculty.

— Official procedures for student appeals and complaints.

**6.3. Guidelines**

1. Students are central to the learning process and active participants in acquiring knowledge, skills, and competencies. Student-centered learning emphasizes their autonomy, responsibility, and active engagement in academic life.

2. Academic policies, internal regulations, and procedures at UIB are student-centered and aim to improve learning quality, individual learning paths, assessment procedures, credit transfers, academic mobility programs, and other key processes.

3. Implementation of student-centered learning and teaching respects diverse student groups and needs, ensuring flexible learning opportunities.

4. UIB promotes student-centered learning by:
   - Implementing a personalized approach to education.
   - Developing curricula based on student needs and demands.
   - Defining clear learning goals and expected outcomes for students.
   - Enhancing motivation and engagement by considering different learning styles, needs, interests, experiences, and prior knowledge.
   - Granting students academic freedom in choosing their learning trajectory.
   - Encouraging student autonomy and responsibility for learning outcomes.
   - Involving students in curriculum development.

5. UIB promotes student-centered teaching through:
   - A competency-based approach to educational program implementation.
   - Granting faculty academic freedom in selecting teaching methods, tools, and assessment techniques.
   - Active learning methodologies.
   - Encouraging research skills from the early stages of education (Research-Oriented Studies – ROS).
   - Developing social competencies based on Social Competence Indicators (SCI).
   - Recognizing student achievements in academics and creativity (scholarships, awards, etc.).

6. UIB promotes student-centered assessment through:
   - Regular monitoring of assessment quality to improve the learning process.
   - Transparent assessment criteria and methods, published in course syllabi.
   - Motivational assessment strategies, including cumulative grading, ranking, alternative exams, and performance-based assessments.
   - Faculty training in assessment methodologies.
   - Official appeal procedures.
   - Recognition of formal and non-formal learning.

– Student feedback surveys.

7.       The objectivity, transparency, and consistency of student assessment are based on the following principles:
   – Assessment methods and criteria align with learning outcomes and teaching activities.
   – Assessment is reliable, consistent, fair, justified, effective, and manageable.
   – Assessment procedures are clear and unambiguous.
   – Feedback is purposeful, constructive, and supports student learning.
   – Student achievements are assessed in a timely manner.
   – Assessment upholds academic integrity.

8.       Assessment criteria and methods for all types of evaluations and examinations are published before the academic term begins in course syllabi, which are accessible through the UIB education portal.

9.       Strengthening student independence and responsibility is ensured by:
   – Student participation in university governance (Academic Council, Educational and Methodological Council, Academic Committees, etc.).
   – Involvement in student self-governance organizations.
   – Integration of research-based learning.
   – Increased self-study workload.
   – Opportunities for student engagement in creative activities, academic competitions, and research projects.
   – Personalized assignments, regularly updated and adapted to student needs.
   – Publishing learning materials, assessment criteria, and deadlines for independent work.

10.      Student self-governance is implemented through the Student Government, which promotes active citizenship, self-organization, personal development, and preparation for social responsibility.

11.      Lifelong learning opportunities are ensured through formal, non-formal, and informal education, including micro-modules, nano-credits, and non-credit courses.

12.      Recognition of learning outcomes from formal, non-formal, and informal education is regulated by the Procedure for Recognizing Learning Outcomes.

13.      For students with special educational needs, UIB ensures distance learning opportunities (DLT) upon request, as outlined in UIB's Academic Policy and the Regulations on Distance Education Technologies.

### 6.4. Criteria

1.       UIB's internal regulations are student-centered, ensuring quality learning and teaching, effective individual learning paths, and transparent assessment procedures.

2.       Educational programs incorporate modern, effective teaching, learning, and assessment methods, enhancing student autonomy and responsibility for learning outcomes.

3.       Student assessment is transparent and consistent, considering their needs, interests, and prior experience.

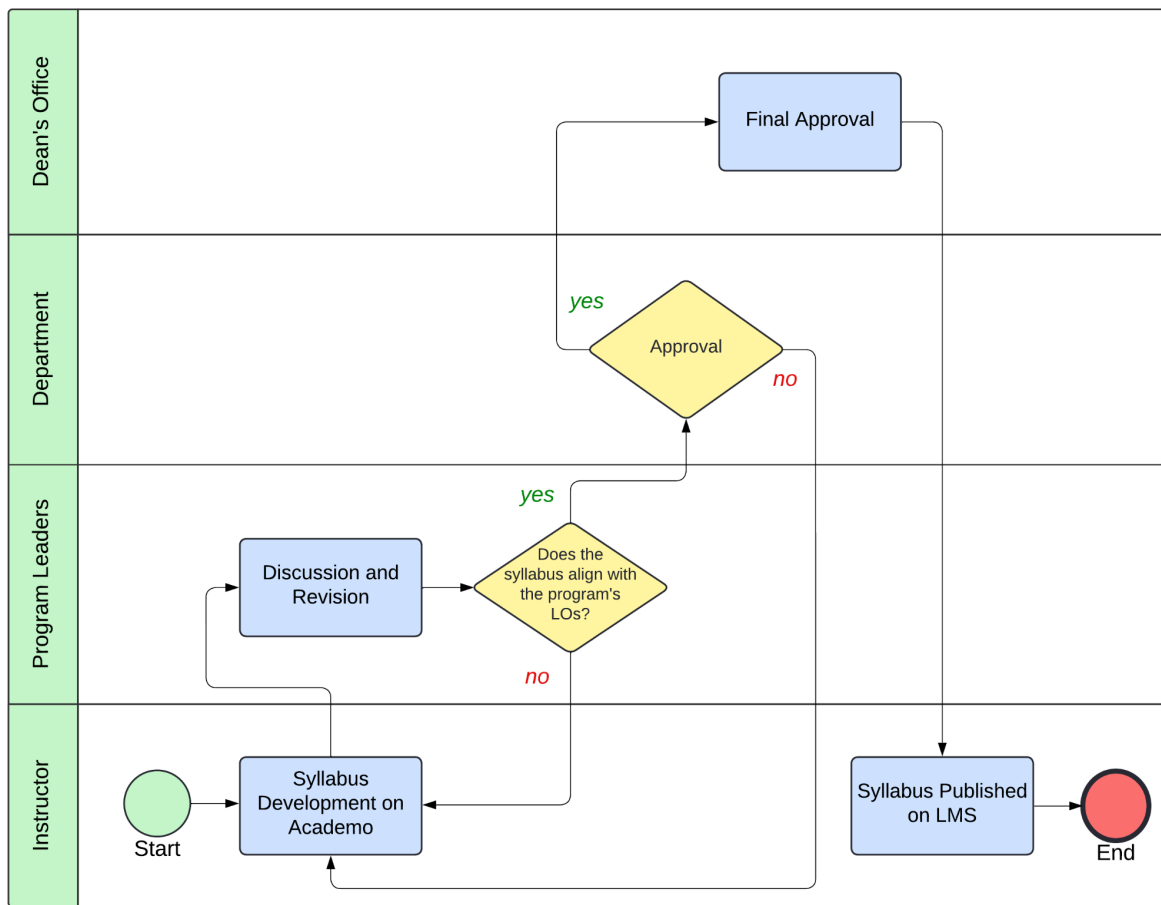4.      Students have access to lifelong learning opportunities.

**6.5. Regulatory Framework**

| Bologna Process Documents | **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** <br> **European Credit Transfer and Accumulation System (ECTS)** <br> **Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA** |
|---|---|
| Regulatory Acts of the Republic of Kazakhstan on Higher Education | **Rules for Organizing the Educational Process Based on the Credit Learning System in Higher and Postgraduate Education Institutions.** <br> **Standard Rules for Educational Institutions.** |
| Internal Regulatory Documents of UIB | **UIB Development Strategy (2024–2028).** <br> **Internationalization Strategy.** <br> **Academic Policy.** <br> **Rules for Credit-Based Learning.** <br> **Academic Integrity Code.** <br> **Student Honor Code.** <br> **Regulations on Academic Advising.** <br> **Regulations on Academic Mobility.** <br> **Regulations on Recognition of Prior Learning.** <br> **Regulations on Student Research (ROS).** <br> **Regulations on Distance Learning.** |
| Regulations and Guidelines | **Organization of the Educational Process (by Levels)** <br> **Development of Course Syllabi** <br> **Assessment of Student Achievements (GPA)** <br> **Organization of Academic Mobility** <br> **Organization of Student Activities** |

**Workflow for the Educational Process and Course Registration at UIB**

**Workflow for the Course Syllabi Development at UIB**

| Dean's Office |
|---|

Final Approval

| Department |
|---|

*yes*

Approval

*no*

| Program Leaders |
|---|

*yes*

Discussion and Revision

Does the syllabus align with the program's LOs?

*no*

| Instructor |
|---|

Start

Syllabus Development on Academo

Syllabus Published on LMS

End

**Workflow for Organizing Academic Mobility at UIB**

| | |
|---|---|
| **Rectum** | Issuance of the Enrollment Order |

Rector

Commission

Students

International Office

Student Selection

Selected?

да

no

Submission of Applications and Document Preparation

Start

Informing Students

Collection of Documents

Issuance of the Enrollment Order

Publication of the Enrollment Order

End

**Teaching Evaluation Survey Process Workflow at UIB**



## 7. Student Admission, Progression, Recognition and Certification

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*According to the ESG Standards:*

*Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.*

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### 7.1. Responsibility
**Institutional Level**

1.      The Rector is responsible for coordinating activities related to admission, assessment, recognition, and certification.

2.      The Executive Secretary of the Admissions Committee is responsible for the quality of the admission process.

**Operational Level**

3.      The Deans are responsible for ensuring the objectivity and timeliness of assessment procedures.

4.      The Director of the Department of Academic Affairs (DAA), overseeing the Office of the Registrar (OR), is responsible for:

− Organizing mid-term and final assessments.

− Tracking students' academic performance.

− Monitoring learning outcomes.

− Recognizing formal and non-formal learning achievements.

5.      The Head of Research is responsible for recording students' research achievements.

6.      The Vice-Rector for Social Development is responsible for recording students' social achievements.

7.      Program Leaders and Department Heads are responsible for the regularity and timeliness of student assessment throughout the academic period.

8.      Faculty members are responsible for the quality of course content and learning outcomes.

9.      Students are responsible for ensuring the continuity and effectiveness of their learning.

## 7.2. Key Provisions

1.      To ensure the quality of the student body, UIB establishes, publishes, and consistently applies procedures covering all stages of the student lifecycle, including admission, academic performance, recognition, and certification, while considering the needs of various student categories.

2.      UIB ensures:

− Transparency and accessibility of policies and procedures for application, selection, and admission to educational programs.

− The use of fair, reliable, and adequate assessment methods to select students with the potential for successful completion of learning outcomes.

− An inclusive admission process, ensuring fairness regardless of language, social or cultural background, or health conditions.

− The accuracy and reliability of information provided to applicants and students.

− Alignment between admission, recognition, and completion procedures and the objectives of educational programs.

− Continuous monitoring of learning outcomes and objective recognition of formal and non-formal learning achievements.

− A transparent feedback and appeals process for students.

3.      UIB records student achievements based on principles of objectivity, transparency, systematic tracking, and consistency:

− Grade Point Average (GPA) − A weighted average reflecting the academic performance of students over a specific period.

4.      UIB develops recognition mechanisms for:

− Prior learning achievements within the continuing education framework.

− Knowledge, skills, and competencies acquired through non-formal education, including massive open online courses (MOOCs).

### 7.3. Guidelines

1.      Admissions to UIB are conducted in accordance with the UIB Admission Rules, which comply with the Standard Rules for Admission to Higher Education Institutions in the Republic of Kazakhstan.

2.      The Admission Rules ensure a transparent admission policy and uniform selection criteria, which are published on the UIB website.

3.      Admission to Bachelor's programs requires:

− A secondary school, college, or university diploma.

− A Unified National Test (UNT) certificate or entrance exam results (for self-funded applicants and college graduates).

− A state scholarship certificate (if applicable).

− The minimum passing score for admission is set annually by UIB.

4.      Applicants must meet the requirements of the UIB Admission Rules to enroll.

5.      International applicants are admitted based on an interview conducted by the Admissions Committee.

6.      Admission to Master's programs requires:

− A higher education diploma.

− A foreign language test certificate (if applicable).

− Admission is based on a competitive selection process, including: A foreign language test; A subject-specific entrance exam (two subjects).

7.      Admission to Doctoral programs (PhD) requires:

− A postgraduate education diploma.

− A certificate of foreign language proficiency.

− A research proposal, approved by a domestic or international supervisor.

− At least one year of professional experience.

− Admission is based on competitive entrance exams.

8.      To support student transition into academic life, UIB organizes an orientation week and provides student support services.

9.      The Academic Policy of UIB regulates:

− Course selection procedures.

− Assessment and recognition of prior learning outcomes.

10.    Course syllabi outline:

− The grading policy, including assessment criteria and methods.

− Various grading mechanisms in the Moodle system, ensuring transparency.

11.    The assessment system includes:

− Current assessment (CA) – Conducted by faculty during lectures and practical sessions.

− Mid-term assessment (MA) – Held at least twice per trimester for each course.

− Final assessment (FA) – Conducted through examinations at the end of the course.

12.    Successful completion of a course qualifies students for credit recognition, recorded in their academic transcript.

13.     During the exam period, an Appeal Committee is established by the Rector upon recommendation from the Deans, composed of faculty members specialized in the relevant subjects.

14.     UIB has established regulations governing:
– Current academic performance assessment.
– Mid-term and final assessments.
– A unified grading system.
– Plagiarism detection in student coursework and theses.

15.     UIB utilizes the "Integral GPA" (IGPA) system, which combines:
– Academic performance.
– Research skills.
– Social competencies.

16.     The criteria and indicators for IGPA evaluation are clearly defined.

17.     Research competencies are assessed using specific evaluation criteria and rating scales, regulated by the Research-Oriented Study (ROS) Policy.

18.     Academic rankings are calculated using the university's information system, with supporting documentation.

19.     Recognition of prior formal and non-formal learning follows the UIB Policy on Recognition of Learning Outcomes, which includes:
– MOOC-based learning.
– Other alternative educational methods.

20.     Recognition of qualifications from Kazakhstani and international institutions follows UIB's credit transfer policy.

21.     Students completing their programs receive a degree diploma and transcript, in accordance with the UIB Diploma Issuance Policy.

### 7.4. Criteria

1.     Admission, academic performance, recognition, and certification procedures consider the needs of diverse student categories.

2.     Policies and procedures for applications, selection, and admission are transparent and accessible.

3.     Selection methods ensure that applicants have the potential to complete the program successfully.

4.     Student achievements are recorded based on:
○ Objective grading.
○ Transparent assessment criteria.
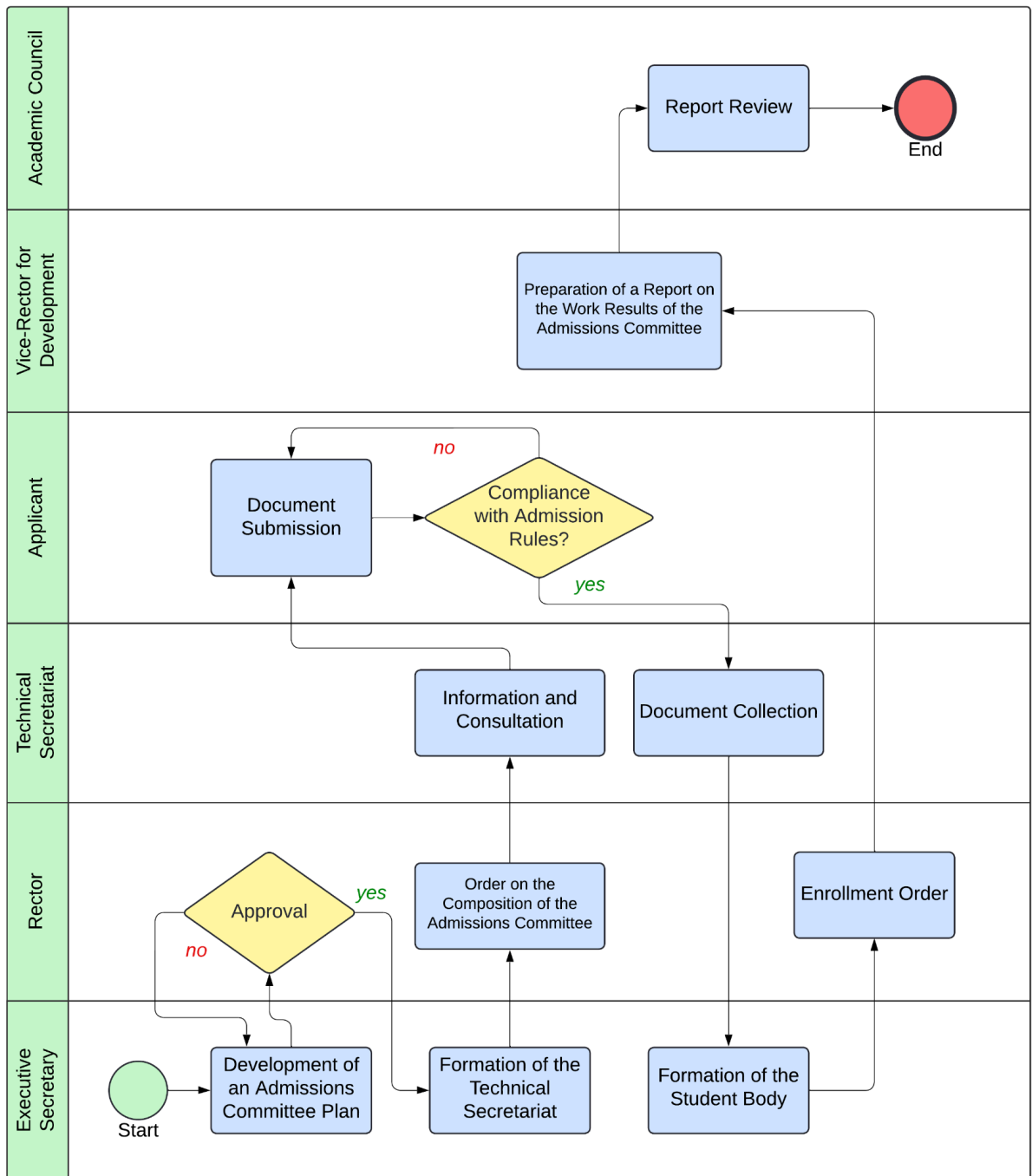○ Consistent evaluation methods.

5.     Recognition mechanisms for prior formal and non-formal education are documented.

6.     All admission, assessment, recognition, and certification procedures are regularly updated.
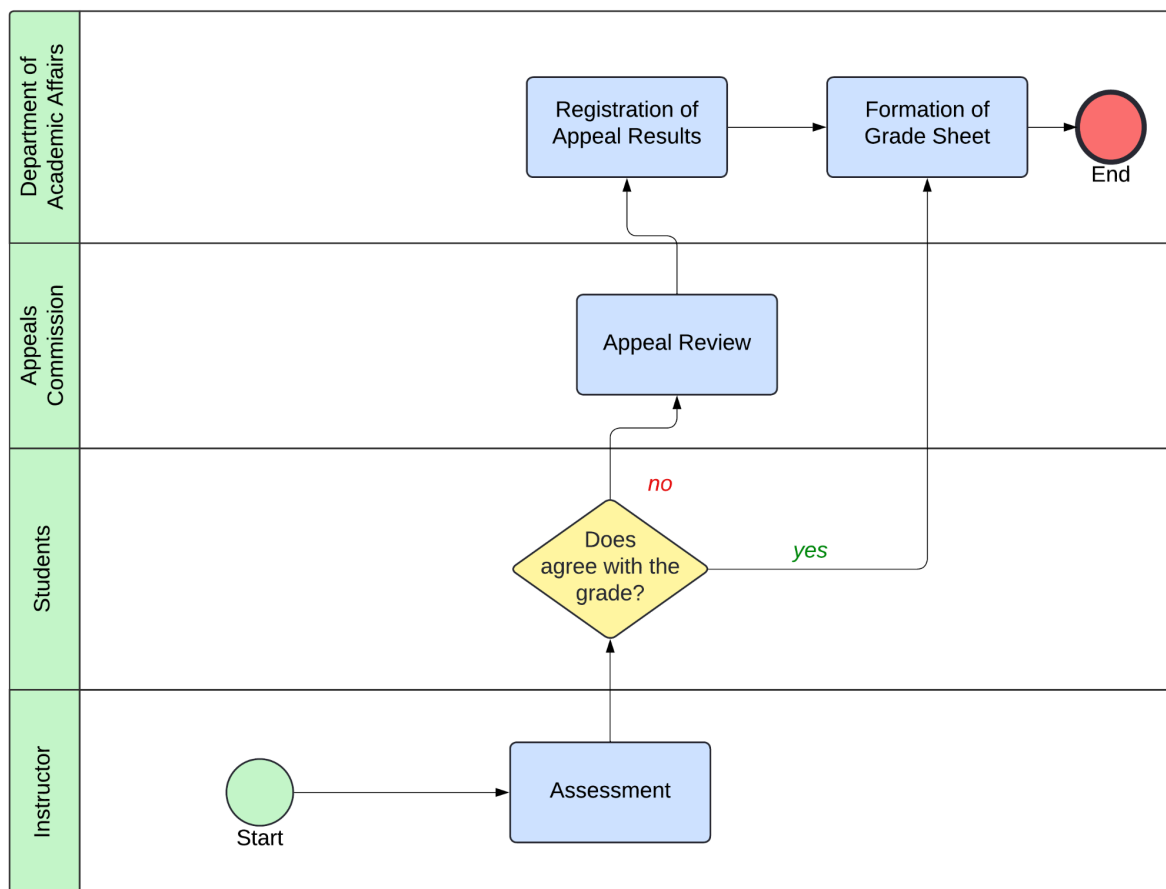
### 7.5. Regulatory Framework

| | |
|---|---|
| **Bologna Process Documents** | **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** <br> **European Credit Transfer and Accumulation System (ECTS)** <br> **Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA** |
| **Regulatory Acts of the Republic of Kazakhstan on Higher Education** | **Rules for Organizing the Educational Process Based on the Credit Learning System in Higher and Postgraduate Education Institutions.** <br> **Standard Rules for Educational Institutions.** <br> **Standard Rules for Admission to Higher Education Institutions.** |
| **Internal Regulatory Documents of UIB** | **UIB Development Strategy (2024–2028).** <br> **UIB Admission Rules.** <br> **Rules for Organizing the Educational Process under the Credit System at UIB.** <br> **Regulations on Current, Mid-Term, and Final Assessments at UIB.** <br> **Regulations on the Unified System for Evaluating Academic Workload and Student Knowledge at UIB.** <br> **Regulations on Plagiarism Detection in Graduation and Written Student Papers at UIB.** <br> **Regulations on the Recognition of Formal and Non-Formal Learning Outcomes.** |
| **Regulations and Guidelines** | **Organization of the Admission Process.** <br> **Implementation of Career Guidance Activities.** <br> **Assessment of Learning Achievements and Student Feedback.** <br> **Recognition of Learning Outcomes.** <br> **Recruitment of International Students.** |

**Admissions Process Workflow at UIB**

**Exam (Interim Attestation) Administration Workflow at UIB**



## 8. Teaching Staff

> *According to the ESG Standards:*
> *Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.*

### 8.1. Responsibility

**Institutional Level**

1.     The Rector is responsible for coordinating hiring processes and continuous professional development of human resources.

2.     The Director of the Department of Human Resources and Documentation is responsible for the quality of faculty recruitment and professional development.

3.     The Chair of the hiring committee is responsible for ensuring fair faculty recruitment based on qualification requirements.

**Operational Level**

4.     The Deans are responsible for the quality of human resources at the faculty level.

5.        Program Leaders and Department Heads are responsible for the quality of human resources at the program level.

6.        Heads of all departments are responsible for the quality of their personnel.

7.        Faculty members are responsible for the quality and continuity of their own professional development.

8.        Students are responsible for making objective choices and evaluations of faculty members.

### 8.2. Key Provisions

1.        To ensure staff quality, UIB establishes, publishes, and applies transparent procedures for hiring, professional growth, and development of all employees, in accordance with legislation and the principle of meritocracy.

2.        UIB is responsible for:

− Ensuring the quality of human resources, including professional, pedagogical, and methodological competence.

− Providing a favorable working environment for faculty.

− Implementing HR policies that align with national and international best practices.

− Preventing and addressing violations of academic integrity and resolving conflicts.

− Ensuring continuous professional development of faculty members.

3.        UIB grants academic freedom to faculty members in selecting teaching methods and strategies, including integrating their own research into student-centered learning.

4.        UIB supports faculty members' career growth and personal development.

5.        Faculty performance is evaluated using Key Performance Indicators (KPI), which are quantifiable metrics aligned with the UIB Development Strategy.

### 8.3. Guidelines

1.        Faculty development at UIB is aligned with the transition to student-centered learning. Faculty members are expected to uphold student-centered teaching, learning, and assessment principles.

2.        UIB's HR policy regulates principles, approaches, and methods of faculty management, including:

− Enhancing faculty evaluation systems.

− Developing a talent pool.

− Improving working conditions.

3.        Faculty recruitment at UIB is conducted through a competitive selection process.

4.        UIB's Faculty Selection Rules outline:

− Selection criteria and procedures.

− Qualification requirements based on Kazakhstani legislation and sectoral qualification frameworks in education.

5.        UIB ensures that lectures are delivered by faculty with:

− A Doctor of Science or Candidate of Science degree.

− A Doctor of Philosophy (PhD) or Doctor of Profile degree.

− An Associate Professor or Professor title (if applicable).

− A Master's degree in the relevant field.

− At least three years of teaching experience or five years of industry experience.

6. Faculty effectiveness is assessed through KPI, which consists of interrelated performance metrics derived from the UIB Development Strategy.

7. The Faculty KPI Evaluation Policy is designed to:

− Enhance strategic management.

− Improve planning and organization.

− Ensure goal achievement.

− Link faculty performance to financial incentives.

8. Faculty workload is determined by an individual work plan, including:

− Teaching responsibilities.

− Methodological work.

− Research activities.

− Administrative duties.

− Student mentoring and engagement.

9. Faculty members develop all required assessment materials to evaluate learning outcomes, including materials for all types of course assessments.

10. UIB supports the implementation of innovative teaching methods and advanced learning technologies through:

1. Faculty training in innovative teaching methods at national and international institutions.

2. Workshops and masterclasses on new teaching techniques.

3. Equipping classrooms with modern technology.

4. Including innovation adoption as a KPI metric.

5. Monitoring the effectiveness of new teaching methods.

12. Faculty members are encouraged to apply a wide range of pedagogical technologies to enhance teaching quality.

13. Teaching observations and peer evaluations are conducted by Deans, Department Heads, and Senior Faculty, following an approved schedule.

14. UIB requires faculty members to undergo professional development training at least once every three years, according to the annual professional development plan.

15. UIB's Research Policy aims to:

− Strengthen links between education and research.

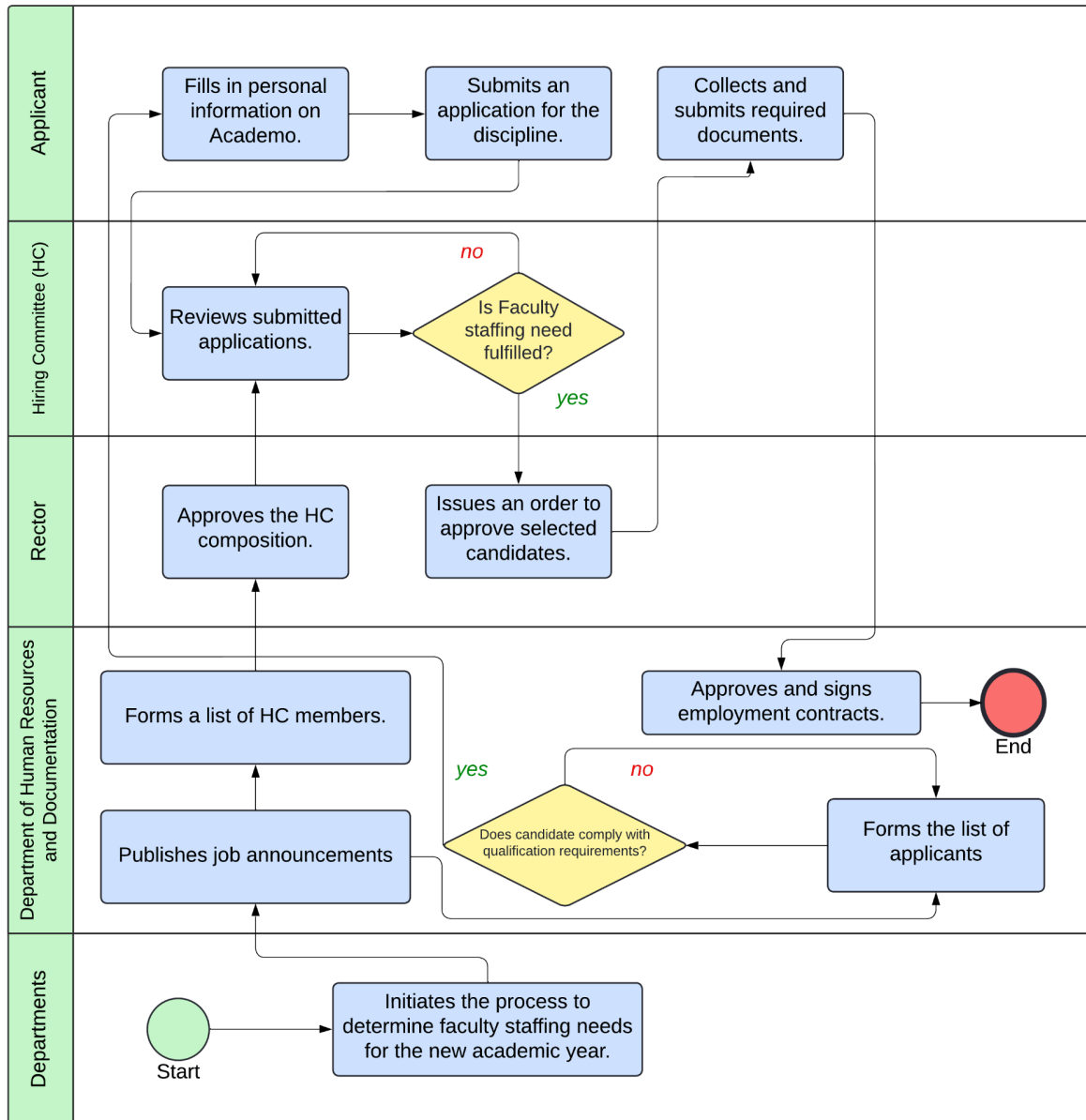− Encourage faculty research engagement.

### 8.4. Criteria

1. Hiring, professional growth, and staff development procedures are publicly available and transparent.

2. Faculty members have academic freedom in selecting teaching and learning strategies.
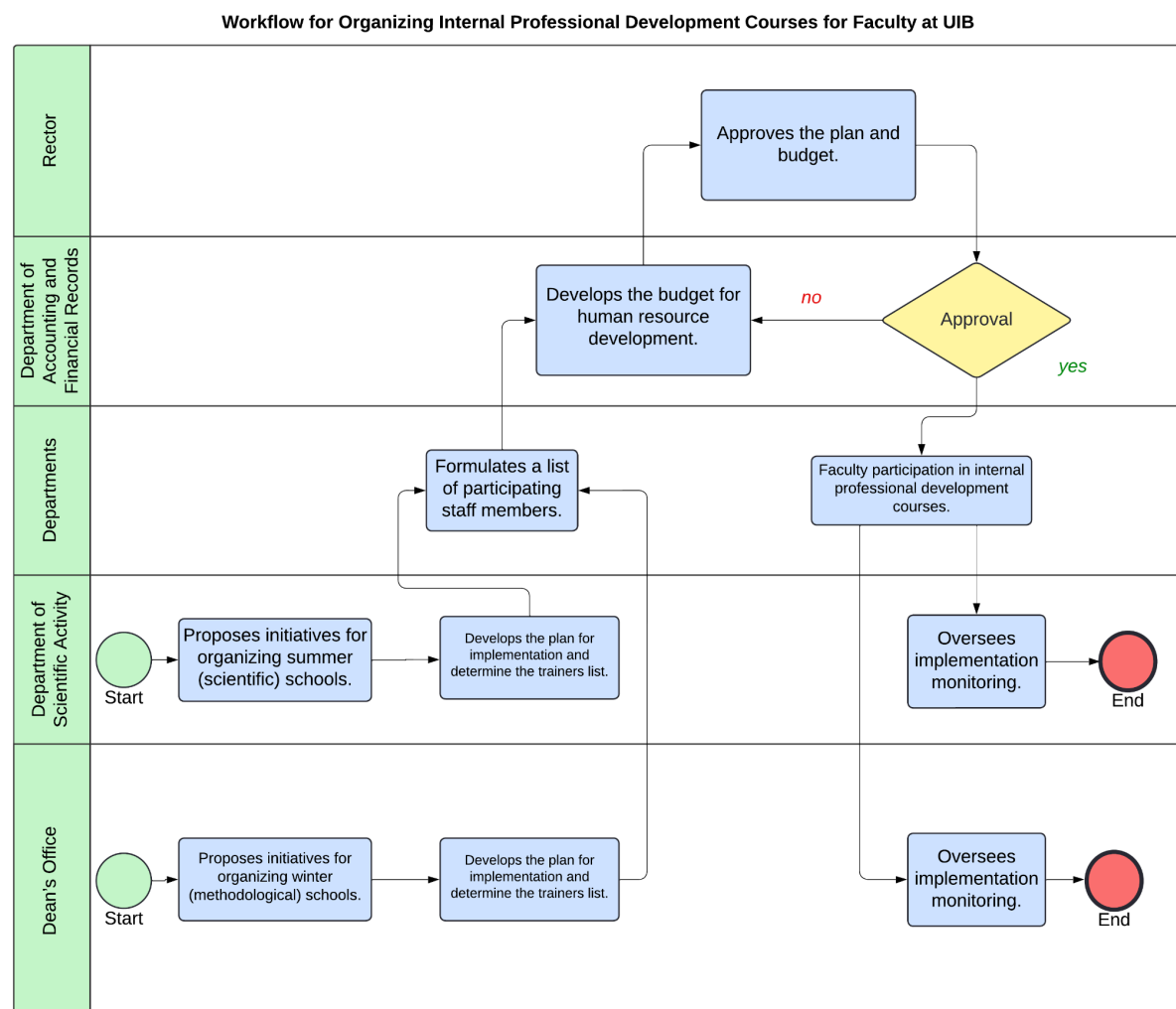
3.      UIB provides faculty members with professional development opportunities.

4.      Faculty performance evaluation procedures are clearly documented and incentive-based.

### 8.5. Regulatory Framework

| | |
|---|---|
| **Bologna Process Documents** | **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** <br> **European Credit Transfer and Accumulation System (ECTS)** <br> **Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA** |
| **Regulatory Acts of the Republic of Kazakhstan on Higher Education** | **Standard Rules for Educational Institutions.** <br> **Rules for Organizing the Educational Process Based on the Credit Learning System in Higher and Postgraduate Education Institutions.** |
| **Internal Regulatory Documents of UIB** | **UIB Development Strategy (2024–2028).** <br> **Academic Policy.** <br> **Human Resource Policy.** <br> **Regulations on Faculty Selection and Appointment.** <br> **Regulations on Faculty Performance Evaluation (KPI).** <br> **Regulations on Research Work.** <br> **Regulations on Internal Research Grants.** <br> **Regulations on the "Best University Teacher" Competition.** <br> **Regulations on Recruiting International Specialists for Teaching, Research, and Executive Roles.** <br> **Regulations on Academic Mobility at UIB.** <br> **Regulations on Advising.** |
| **Regulations and Guidelines** | **Faculty Hiring Process.** <br> **Human Resource Development.** <br> **Formation of a Talent Pool.** <br> **Recruitment of International Faculty.** |

**Faculty Recruitment Process Workflow at UIB**

| | |
|---|---|
| **Applicant** | Fills in personal information on Academo. → Submits an application for the discipline. → Collects and submits required documents. |
| **Hiring Committee (HC)** | Reviews submitted applications. → Is Faculty staffing need fulfilled? (no / yes) |
| **Rector** | Approves the HC composition. — Issues an order to approve selected candidates. |
| **Department of Human Resources and Documentation** | Forms a list of HC members. — Publishes job announcements — Does candidate comply with qualification requirements? (yes / no) — Approves and signs employment contracts. → End — Forms the list of applicants |
| **Departments** | Start → Initiates the process to determine faculty staffing needs for the new academic year. |

**Workflow for Organizing Internal Professional Development Courses for Faculty at UIB**



## 9. Learning Resources and Student Support

*According to the ESG Standards:*
*Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.*

### 9.1. Responsibility
**Institutional Level**

1.      The Rector is responsible for ensuring adequate funding and availability of learning resources.

2.      Vice-Rectors are responsible for the quality of resources within their respective areas.

**Operational Level**

3.      The Deans are responsible for ensuring the quality of learning resources at the faculty level.

4.      Program Leaders and Department Heads are responsible for ensuring the quality of learning resources at the program level.

5.      Heads of all departments are responsible for the quality of service and maintenance of learning resources in their areas.

6.      Faculty members are responsible for the quality and preservation of learning resources used in their courses.

7.      Students are responsible for the optimal use and preservation of learning resources.

### 9.2. Key Provisions

1.      When planning, allocating, and providing learning resources, UIB considers the needs of diverse student groups.

2.      UIB ensures:

−The availability of sufficient, accessible, and relevant learning resources and student support services.

−24/7 access to information resources (official UIB website, LMS, electronic portals) and the electronic library.

−Course syllabi, including lesson schedules, lecture summaries, practical assignments, independent study tasks (ISR), recommended literature, and assessment materials.

−Facilities for sports and recreation, including sports clubs and a gym.

−Medical services, including first aid, emergency care, and health education programs.

−Accommodation, learning spaces, and social infrastructure for students' daily life and holistic development.

−Cafeteria services in academic buildings.

−Public safety and security in academic buildings and dormitories.

### 9.3. Guidelines

1.      UIB provides academic, social, and technical support to students.

2.      Academic support services include:

−Admission Committee

−Department of Academic Affairs (Office of the Registrar)

−Student Services Office

−Career and Employment Center

−International Cooperation Department

−Dean's Office

−Scientific Library

3.      Distance learning at UIB is implemented through Teams LMS Moodle.

4.      The LMS Moodle system and UIB website provide access to:

−Course materials

−Academic calendar

−Individual study plans

−Class schedules and exam timetables

−Grades and assessment results

−Educational process updates and news

5.      Students have access to syllabi that include:

−Course schedules (lectures, seminars, lab work)

−Lecture summaries

−Independent study assignments (ISR)

−Recommended literature

−Assessment materials and monitoring tools

−Glossaries and key terms

6.      UIB supports independent student learning through an Electronic Library, which contains:

−Faculty-developed teaching materials (course modules, videos, e-textbooks, and e-publications).

−High-demand literature.

−24/7 remote access to the Electronic Library.

7.      Social support services include:

−Youth Policy Department

−Medical Services Unit

−Marketing and Public Relations Department

−Psychological Counseling Center

8.      UIB provides facilities for sports activities, including a sports and fitness center.

9.      UIB supports student-athlete participation in international, national, and regional sports competitions.

10.      UIB provides medical services, including first aid, emergency care, and health awareness programs.

11.      The Marketing and Public Relations Department conducts market research on the use of educational equipment and software in relevant industries.

12.      The Quality Assurance Center conducts surveys to assess student satisfaction with learning resources and support services.

13.      Technical support is provided by the IT Department, ensuring the functionality of digital learning assistants.

14.      The UIB campus operates as a Smart Campus, integrating:

−Academic buildings

−Classrooms and laboratories

−Computer labs

−Sports and fitness facilities

−Medical services

−Cafeteria facilities

15.      Regular procurement of educational equipment and software ensures the availability of modern learning resources.

16.      Student support at UIB includes:

−Campus and dormitory security.

‒ Maintenance of university facilities.

‒ Operation of cafeteria services.

17.     Safety in the use of equipment and furniture is ensured by the IT Department and Administrative and Economic Services.

18.     UIB considers the needs of diverse student groups when planning, allocating, and providing learning resources.

### 9.4. Criteria

1.     Unlimited access to learning resources and student support services throughout the entire study period.

2.     Optimal conditions for independent student learning.

3.     Partnership-based student self-governance and active student engagement in UIB's academic and social life.
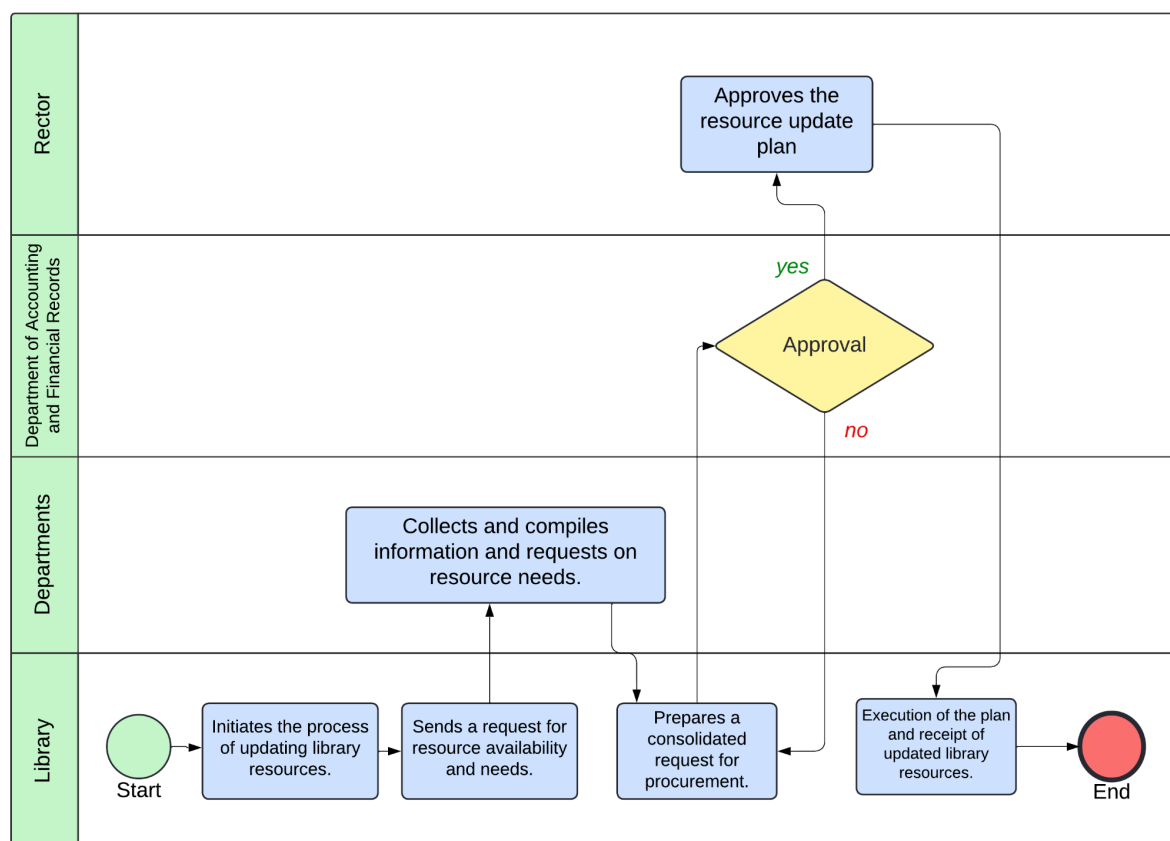
4.     Favorable conditions for promoting a healthy lifestyle.

5.     Comfortable learning and living conditions for students.

### 9.5. Regulatory Framework

| | |
|---|---|
| **Bologna Process Documents** | **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** <br> **European Credit Transfer and Accumulation System (ECTS)** <br> **Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA** |
| **Regulatory Acts of the Republic of Kazakhstan on Higher Education** | **Standard Rules for Educational Institutions.** |
| **Internal Regulatory Documents of UIB** | **UIB Development Strategy (2024–2028).** <br> **Academic Policy.** <br> **Rules for Organizing the Educational Process under the Credit System.** <br> **Rules for Using the Scientific Library.** <br> **Rules for Working in the Electronic Library.** <br> **Rules for Organizing and Conducting Educational and Research Activities at UIB.** |
| **Regulations and Guidelines** | **Ensuring Sanitary and Epidemiological Standards.** <br> **Upgrading Material and Technical Infrastructure.** <br> **Infrastructure Maintenance and Management.** <br> **Library Resource Updates.** |

**Workflow for Updating Library Resources at UIB**



## 10. Information Management

> ***According to the ESG Standards:***
> *Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.*

## 10. Information Management

### 10.1. Responsibility
**Institutional Level**

1.      The Rector is responsible for the accuracy, reliability, and integrity of collected, used, and transmitted information at UIB.

2.      Vice-Rectors are responsible for the accuracy, reliability, and integrity of information within their respective areas.

**Local Level**

3.      The Dean is responsible for the accuracy, reliability, and integrity of information at the faculty level.

4.      Heads of all departments are responsible for the accuracy, reliability, and integrity of information within their respective functional areas.

5.      Program Leaders and Department Heads are responsible for the accuracy and reliability of information at the program level.

6.      Faculty members are responsible for the accuracy and reliability of information within their courses and disciplines.

7.      Students are responsible for providing accurate and reliable information to the relevant university services.

**10.2. Key Provisions**

1.      UIB ensures the accuracy, reliability, timeliness, and completeness of information across all university activities.

2.      UIB defines the structure, scope, sources, frequency, and responsible personnel for the collection and verification of information.

3.      UIB guarantees:

−Preservation of information related to decision-making and event planning.

−Development, implementation, and utilization of information systems.

−Identification of stakeholder requirements regarding university performance.

−Assessment of stakeholder satisfaction with UIB's educational services.

−Analysis of internal and external environments and internal audit of processes.

−Management of information within digital systems.

−Collection, monitoring, analysis, and exchange of data, including:

- Student population statistics.

- Academic performance and student achievements.

- Staff performance and contributions.

−Tracking and analyzing employment outcomes, including a graduate employment database.

4.      Information collection and analysis are conducted through internal audits at regular intervals to ensure compliance with quality assurance standards, regulations, and planned activities.

**10.3. Guidelines**

1.      To assess the quality assurance system, UIB collects and analyzes data through the following methods:

−Development, implementation, and utilization of information systems.

−Identification of stakeholder requirements regarding university performance.

−Stakeholder satisfaction surveys on educational services.

−Analysis of internal and external environments.

−Internal process audits.

2.      UIB manages information through various digital systems, including:

−UIB's official website.

−Automated academic management systems: "Academo", "Moodle", "Microsoft Teams", etc.

−Internal document management system.

−WEB-test system for online assessments.

−Electronic Library.

−Automated accounting system "1C Accounting".

−Unified Higher Education Platform (EVPO).

−Corporate email (MS Outlook).

−Social media platforms: Facebook, Instagram, Telegram, YouTube, TikTok.

3.      The "Digital University" portal provides:

−Access to academic records, including GPA, course schedules, and registration tools.

4.      The student portal in "Academo" contains:

−Personal information.

−Academic performance records.

−Attendance records.

−Individual study plans.

5.      The Electronic Library provides access to:

−Library catalog and online resources.

−Scientific library website and dissertation abstracts.

−National Inter-University Electronic Library.

−International research databases: Scopus, ScienceDirect, Web of Science Core Collection.

−Online academic resources and digital educational platforms.

6.      The Admission Committee, monitors, and analyzes student data, including:

−Enrollment statistics.

−External academic performance evaluations.

−Student achievements.

7.      Graduate employment data and career monitoring are managed by the Career Center.

8.      Stakeholder satisfaction is assessed through annual surveys, including:

−Student feedback on teaching quality.

−Faculty feedback on academic process organization.

−Graduate feedback on educational quality.

−Employer feedback on graduate preparedness.

−Additional surveys (e.g., student self-governance, university adaptation, etc.).

9.      Survey results are reviewed in collegial bodies' meetings, leading to corrective actions and improvements.

10.     Data security measures include:

−Role-based access control in digital systems.

−Antivirus protection and server administration.

−Data backup and restricted server room access.

−Technical infrastructure for information security.

11.     System administration rights for Moodle, Microsoft Teams, and Digital University are assigned to the IT Department and Office of the Registrar.

12.    Restricted access to the system is granted to department directors for viewing student academic records.

13.    Separate user interfaces are available for students, faculty, and academic advisors.

14.    Internal audits ensure compliance with quality assurance standards through regular data collection and analysis.

15.    Data collection and analysis results are recorded in:

−Strategic documents.

−Meeting minutes of structural units and collegial bodies.

−Action plans across various departments.

16.    UIB implements an Information Security Policy to:

−Define strategic objectives, tasks, and key security measures.

−Ensure the stability and reliability of digital systems.

−Protect UIB's interests by safeguarding sensitive information.

17.    The Information Security Policy applies to the protection of:

−Founding documents and legal permits (licenses, patents, registration certificates).

−Employee records, payroll data, and labor safety compliance.

−Financial and operational reports necessary for tax compliance.

−Personal data of students and employees.

## 10.4. Criteria

1.    Defined procedures for collecting, analyzing, and using relevant information for effective management of programs and processes.

2.    Established processes for information exchange between different governance levels, structural units, faculty, and students, ensuring educational quality assurance.

3.    Effective mechanisms for identifying stakeholder needs and expectations.
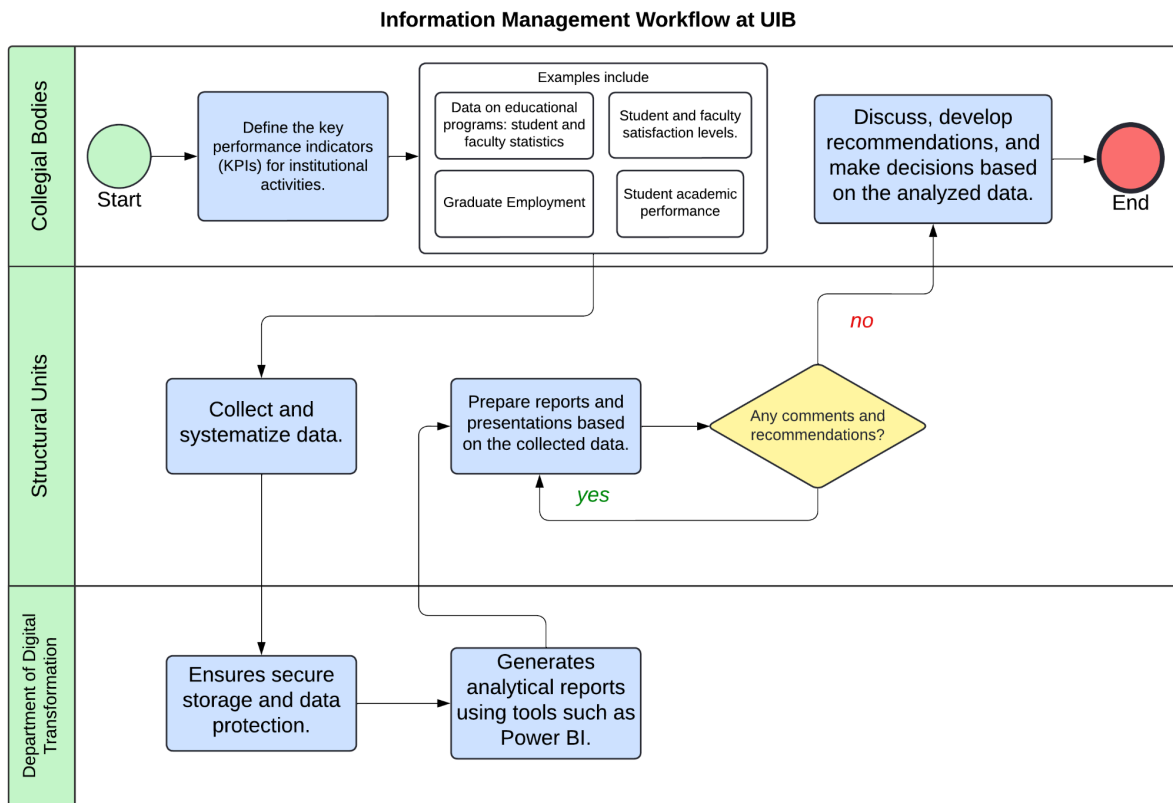
4.    Reliable and accurate data usage in decision-making.

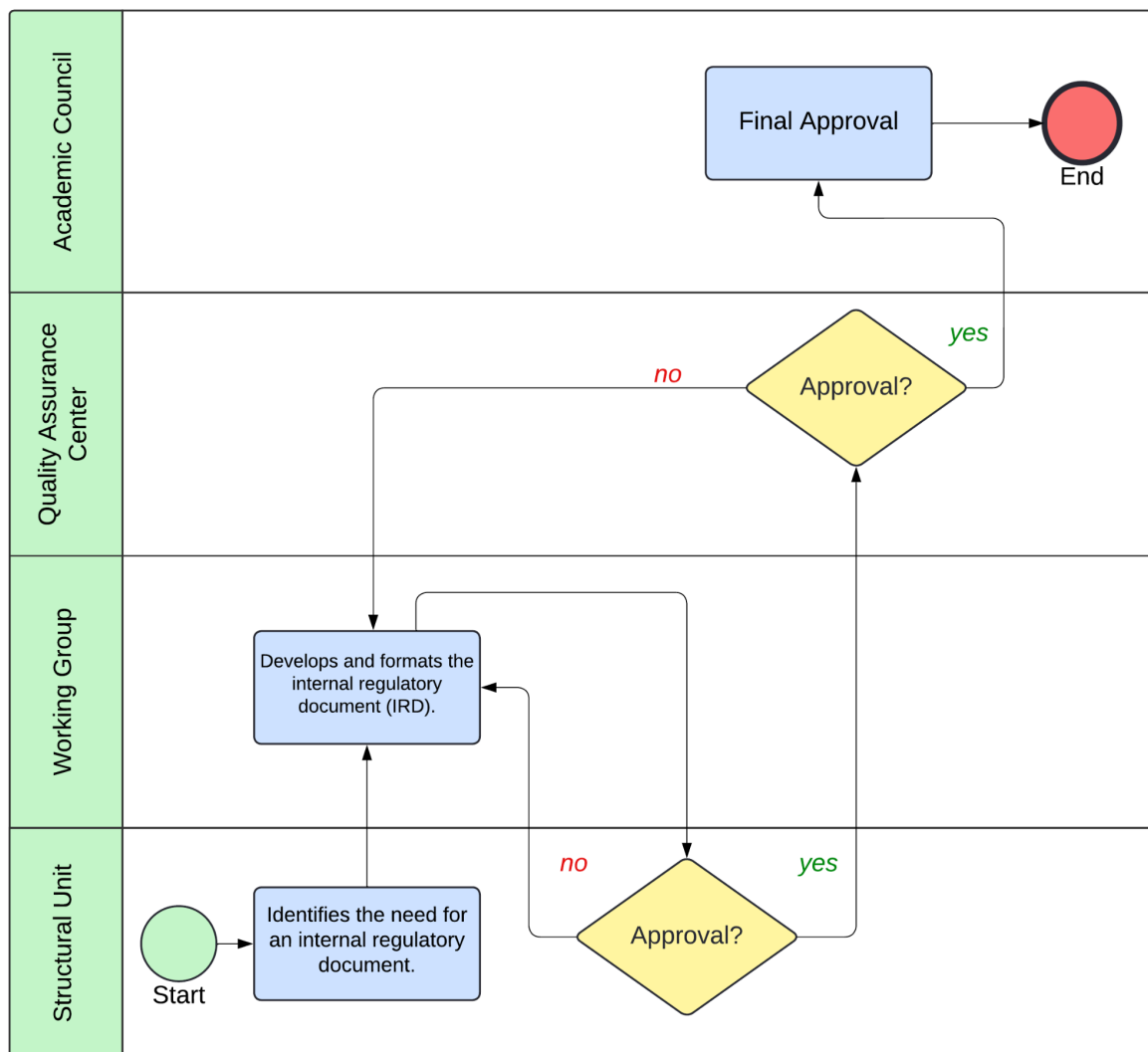5.    Ensured information security and data integrity.

## 10.5. Regulatory Framework

| Bologna Process Documents | Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)<br>European Credit Transfer and Accumulation System (ECTS)<br>Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA |
|---|---|
| Regulatory Acts of the Republic of Kazakhstan on Higher Education | Standard Rules for Educational Institutions.<br>Rules for Organizing the Educational Process Based on the Credit Learning System in Higher and Postgraduate Education Institutions. |

| Internal Regulatory Documents of UIB | UIB Development Strategy (2024–2028). Academic Policy. Rules for Organizing the Educational Process under the Credit System. Regulations on Document Management at UIB. |
|---|---|
| Regulations and Guidelines | Collection and Analysis of Information. Identification of Stakeholder Requirements for Institutional Performance. Assessment of Stakeholder Satisfaction with UIB Services. Integration with External Information Resources. Organization of Document Management. Development of Internal Regulatory Documents. |

**Information Management Workflow at UIB**

**Workflow of the Development of Internal Regulatory Documents at UIB**



## 11. Public Information

> ***According to the ESG Standards:***
> *Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible.*

### 11.1. Responsibility
**Institutional Level**

1.      The Rector holds overall responsibility for the availability of information at UIB.

2.      Vice-Rectors are responsible for ensuring accessibility of information within their respective areas.

3.      The Head of the Marketing Department is responsible for ensuring the accuracy, objectivity, relevance, and accessibility of information.

**Operational Level**

4.      The Dean is responsible for ensuring the availability of information at the faculty level.

5.      Heads of all departments are responsible for ensuring access to information within their respective areas of activity.

6.      Program Leaders and Department Heads are responsible for information accessibility at the program level.

7.      Faculty members are responsible for ensuring the accessibility of information related to their courses and disciplines.

8.      Students are responsible for objectively using information and ensuring its availability within student self-governance structures.

**11.2. Key Provisions**

1.      Information provided to the public is clear, accurate, objective, up-to-date, and accessible.

2.      UIB ensures:

−Public communication of its activities through:

−The official website

−Corporate email

−Local and national media

−Social media platforms

−A stable flow of news updates on significant events and achievements in mass media.

−Raising awareness among prospective students and stakeholders about new academic programs and innovative research conducted by UIB scholars.

−Support and clarification of national development programs in higher and postgraduate education.

−Information security to maintain the trust of consumers and other stakeholders.

**11.3. Guidelines**

1.      Information on the UIB website is integrated from various information systems, updated in real time, and tailored to user groups.

2.      UIB ensures public communication of its activities through:

−The official UIB website

−Corporate email (MS Outlook)

−Local and national media outlets

−UIB's social media channels

3.      Website management efficiency is measured through:

−Systematic monitoring of search engine rankings.

−Evaluation of UIB's web presence in international university website rankings.

4.      Key information about UIB's activities is available on the website under the following categories:

−History and general information

- University management
- Research and innovation
- International cooperation
- Student life

5.  Information on academic programs is published on the official website under the section "Educational Programs", including:

- Expected learning outcomes
- Awarded degrees

6.  A database of UIB-related publications in national and regional print media is available on the Scientific Library website.

7.  UIB has a published Information Policy aimed at:

- Ensuring a stable flow of news updates on significant events and achievements in mass media.
- Attracting interest from prospective students and stakeholders in new programs and innovations developed by UIB researchers.
- Supporting and explaining national development programs in higher and postgraduate education.

8.  The UIB Information Policy includes an annual public report by the UIB leadership on the university's activities, presented to:

- Students
- Employers
- Social partners
- Other stakeholders

9.  The implementation of UIB's Information Policy is managed by the Marketing Department and the Press Office.

10.  UIB ensures information security, safeguarding consumer and stakeholder trust through:

- Role-based access control
- Server administration protocols
- A backup system
- Physical access restrictions to server rooms .

## 11.4. Criteria

1.  Information provided to the public is clear, accurate, objective, up-to-date, and accessible.

2.  Information on digital platforms is tailored to specific stakeholder groups.

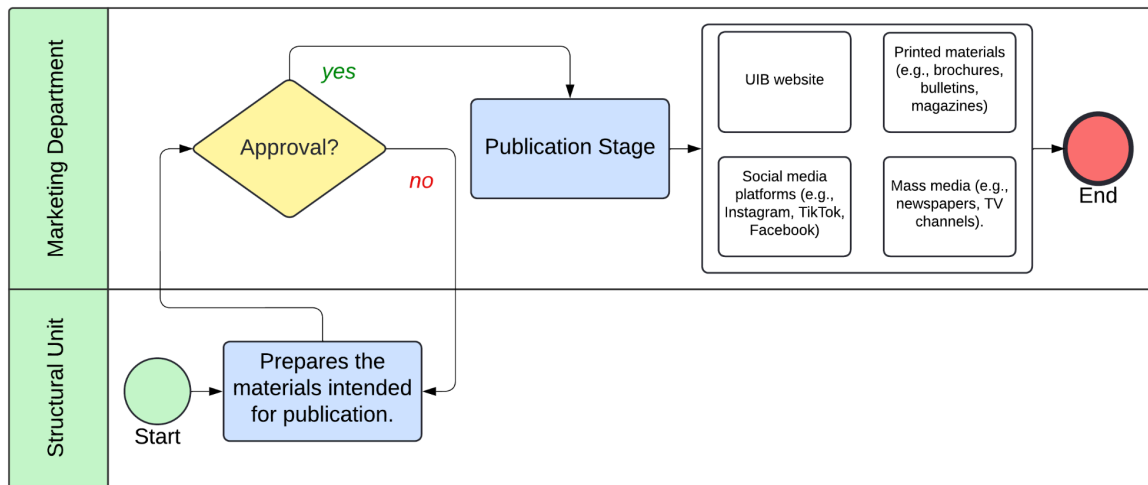3.  Information security is maintained to ensure trust and confidentiality.

4.  Web resources are regularly updated to reflect current university activities.

## 11.5. Regulatory Framework

| Bologna Process Documents | Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) |
|---|---|

| | European Credit Transfer and Accumulation System (ECTS) |
| | Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA |
| Regulatory Acts of the Republic of Kazakhstan on Higher Education | Standard Rules for Educational Institutions. |
| Internal Regulatory Documents of UIB | UIB Development Strategy (2024–2028). Academic Policy. Rules for Organizing the Educational Process under the Credit System. Regulations on Document Management at UIB. |
| Regulations and Guidelines | Management of Digital Information Resources (Website, Social Media). Public Relations and Communications. Ensuring Information Security. |

**Workflow of Materials Publishing at UIB**



## 12. On-going Monitoring and Periodic Review of Programmes

> ***According to the ESG Standards:***
> *Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.*

### 12.1. Responsibility

**Institutional Level**

1. The Rector holds overall responsibility for utilizing the results of monitoring and periodic review of educational programs (EPs) to ensure continuous improvement of UIB's activities.

2. Vice-Rectors are responsible for applying monitoring and review outcomes to enhance activities within their respective areas.

3. The Head of the Quality Assurance Center is responsible for organizing and ensuring the objectivity of monitoring and periodic reviews.

**Faculty and Departmental Level**

5. The Dean is responsible for implementing monitoring and review outcomes to continuously improve faculty-level activities.

6. Department Heads and all unit managers are responsible for applying monitoring and review outcomes to enhance processes within their respective domains.

7. Program Leaders and Department Heads are responsible for using monitoring and review results to enhance the quality of educational programs.

8. Faculty members are responsible for integrating monitoring and review outcomes to improve their teaching methods and courses.

9. Students are responsible for leveraging monitoring and review results to enhance their own learning performance.

**12.2. Key Provisions**

1. UIB establishes and consistently applies procedures for monitoring, periodic evaluation, and revision of educational programs to ensure that they meet institutional goals and fulfill student and societal needs.

2. UIB ensures:

− Representation of key stakeholders (students, faculty, and employers) in evaluating and revising educational programs.

− Annual evaluation of teaching and learning resources at both the departmental and institutional levels.

− Regular analysis and expansion of elective course catalogs, incorporating input from employers.

− Sustained stakeholder engagement through roundtable discussions, final internship conferences, and joint research-methodological seminars to refine educational programs.

− Ongoing monitoring of educational program implementation at the departmental level.

− A structured mechanism for exchanging, discussing, and interpreting evaluation results.

**12.3. Guidelines**

1. Continuous monitoring, periodic evaluation, and revision of educational programs aim to ensure their effective implementation and the creation of an optimal learning environment for students.

2.      Student learning outcomes are evaluated through:

− Data collection and analysis of academic performance following midterm assessments.

− Analysis of interim and final assessments.

− Review of student performance outcomes in collegial body meetings.

− Assessment of student preparedness during the final certification process.

3.      Educational program quality is assessed by key stakeholders through:

− Student evaluations of faculty teaching performance at the end of each academic period.

− Annual graduate surveys on the quality of educational programs, learning environments, and student support services.

− Employer feedback surveys on graduate readiness and competencies.

− Annual graduate employment and career progression analysis.

− Open classes and faculty peer reviews.

4.      Evaluation of learning outcomes during program monitoring and periodic review includes:

− Alignment of assessment criteria with expected learning outcomes.

− Consistency between assessment materials and course objectives.

− Effectiveness of assessment procedures.

5.      UIB conducts annual internal audits to ensure compliance with planning, organization, monitoring, and quality development standards for educational programs.

6.      UIB analyzes results from external quality assurance procedures related to program implementation.

7.      Documented evidence of program modifications includes:

− Decisions of collegial bodies.

− Action plans for program improvement.

− Updated methodological materials based on collegial body recommendations.

− Reports and minutes of academic discussions and events.

− Academic Committee reports on program monitoring and evaluation.

− Quality reports.

8.      Academic Committees and relevant departments analyze program monitoring results and propose improvements.

9.      The Vice-Rector for Academic Affairs holds ultimate responsibility for monitoring, evaluating, and improving educational programs.

10.     Program updates align with professional standards, including the implementation of dual education models in collaboration with companies under the National Atlas of Emerging Professions and Competencies.

11.     UIB has established procedures for program monitoring, analysis, and review, regulated by the Regulations on Educational Program Development.

12.     Triggers for monitoring and periodic evaluation include:

− Adoption of new state-mandated educational standards.

−Revisions to the National Qualifications Framework and Sectoral Qualifications Frameworks.

−Implementation of new professional standards.

−Employer recommendations based on surveys or joint events.

−Recommendations from examination boards during final student assessments.

−Findings from UIB faculty research activities.

13.     Educational program improvement includes:

−Annual evaluation of teaching and learning resources by the Department of Academic Affairs, the Quality Assurance Council, the Academic Committee, and the UIB Academic Council.

−Annual review and expansion of elective course catalogs, with employer involvement.

−Ongoing stakeholder engagement to refine educational programs (roundtable discussions, final internship conferences, and research-methodological seminars).

−Monitoring program implementation at the Department of Academic Affairs level.
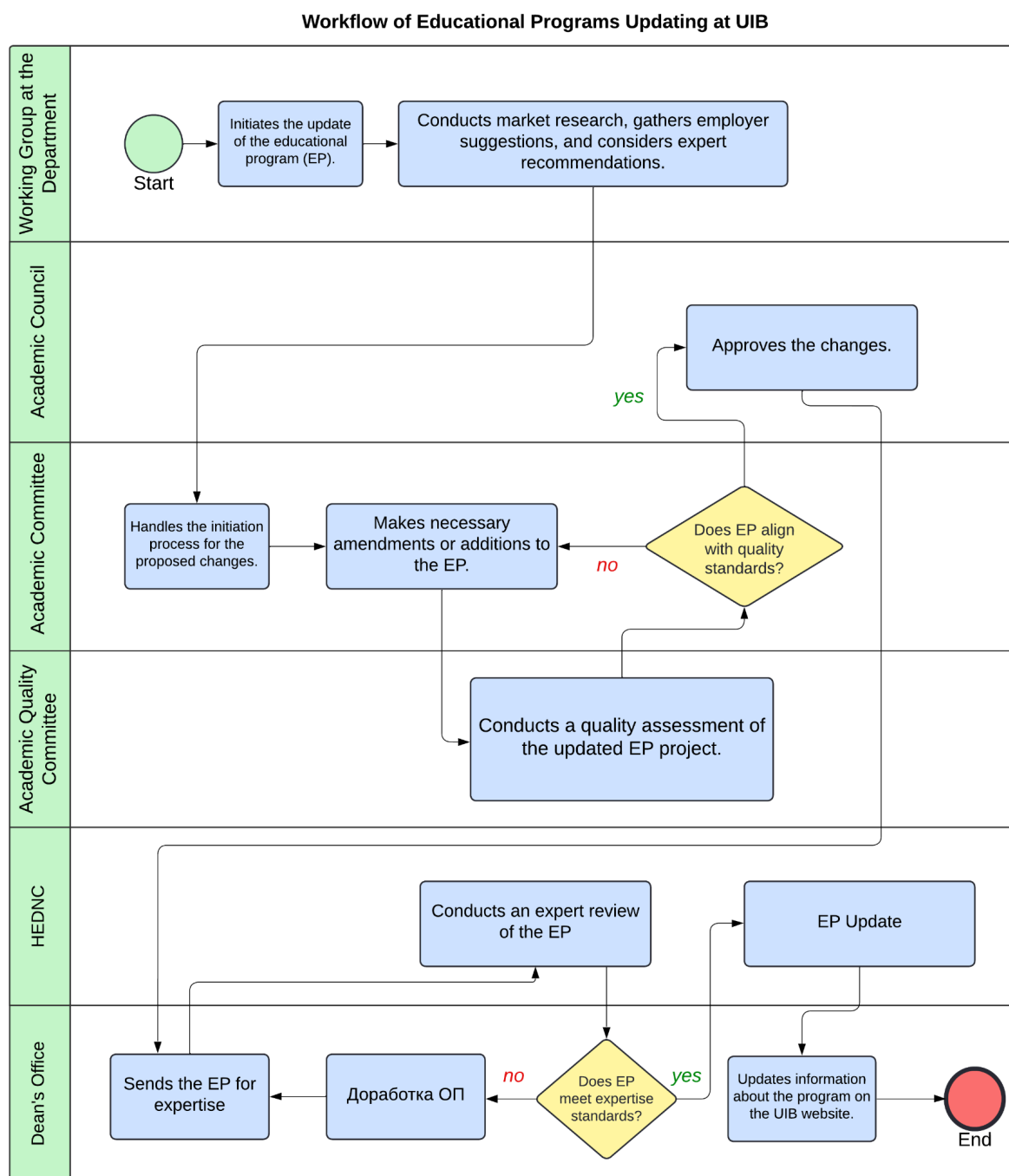
## 12.4. Criteria

1.     Monitoring and periodic program review are conducted regularly and documented at both the institutional and department levels.

2.     Annual evaluation of teaching and learning resources is conducted at both the departmental and institutional levels.

3.     Annual review and expansion of the course catalog is performed with employer input.

4.     A structured mechanism for exchanging, discussing, and interpreting results has been established.

5.     UIB applies monitoring and periodic review outcomes to continuously improve educational programs.

6.     UIB ensures public access to all program modifications.

## 12.5. Regulatory Framework

| Bologna                Process Documents | **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** <br> **European Credit Transfer and Accumulation System (ECTS)** <br> **Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA** |
|---|---|
| **Regulatory Acts of the Republic of Kazakhstan on Higher Education** | **Standard Rules for Educational Institutions.** |

| Internal Regulatory Documents of UIB | UIB Development Strategy (2024–2028). Academic Policy. Rules for Organizing the Educational Process under the Credit System. Instructions for Developing Modular Educational Programs at UIB. |
|---|---|
| Regulations and Guidelines | Quality Assurance of Educational Programs. Evaluation of Teaching and Learning Resources for Educational Programs. Risk Management. |

**Workflow of Educational Programs Updating at UIB**



## 13. Cyclical External Quality Assurance

***According to the ESG Standards:***
*Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.*

### 13.1. Responsibility
**Institutional Level**

1.      The Rector holds overall responsibility for UIB's participation in external quality assurance procedures.

2.      Vice-Rectors are responsible for the accuracy and timely submission of data for external quality assurance processes within their respective areas.

3.      The Head of the Quality Assurance Department is responsible for organizing and conducting external quality assurance procedures.

**Faculty and Departmental Level**

4.      The Dean is responsible for the accuracy and timely submission of data for external quality assurance processes at the faculty level.

5.      Department Heads and unit managers are responsible for ensuring the accuracy and timeliness of submitted data for external quality assurance within their respective areas.

6.      Program Leaders and Department Heads are responsible for:

○Ensuring accurate and timely submission of data for external quality assurance at the program level.

○Utilizing external quality assurance results to improve their educational programs.

7.      Faculty members are responsible for providing accurate and timely data for external quality assurance related to their teaching and academic activities.

8.      Students are responsible for ensuring the accuracy of the data they provide for external quality assurance processes related to their academic progress.

**13.2. Key Provisions**

1.      UIB actively participates in external quality assurance procedures, including:

–Licensing

–Institutional accreditation

–Specialized accreditation

–Institutional university rankings

–Educational program rankings

2.      UIB consistently undergoes accreditation of educational programs, including international accreditation.

**13.3. Guidelines**

1.      Periodic external quality assurance serves as a catalyst for development and the implementation of new opportunities at UIB.

2.      External quality assurance procedures follow a structured process:

1.      Decision-making by UIB leadership and collegial bodies regarding participation in external evaluation procedures.

2.      Issuance of an official order to prepare for external evaluation.

3.      Formation of a working group to conduct self-assessment and coordinate the external evaluation process.

4.      Self-analysis and self-evaluation to ensure compliance with external quality assurance requirements.

5.      Preparation of self-evaluation reports based on the assessment results.

6.      Implementation of the external evaluation process.

3.      Following each external quality assurance procedure, UIB develops and implements an improvement action plan, maintaining a continuous quality assurance process.

4.      UIB ensures that progress achieved since the last external quality assurance procedure is taken into account when preparing for future assessments.

5.      The results of external quality assurance procedures are published on the official UIB website.

6.      To enhance its national and international competitiveness, UIB participates in both national and international rankings to measure performance in internationalization and global recognition.

7.      UIB provides external evaluators with sufficient evidence to ensure an objective assessment of the institution's performance.

8.      UIB guarantees public disclosure of external evaluation results and uses them to enhance educational programs and institutional operations.
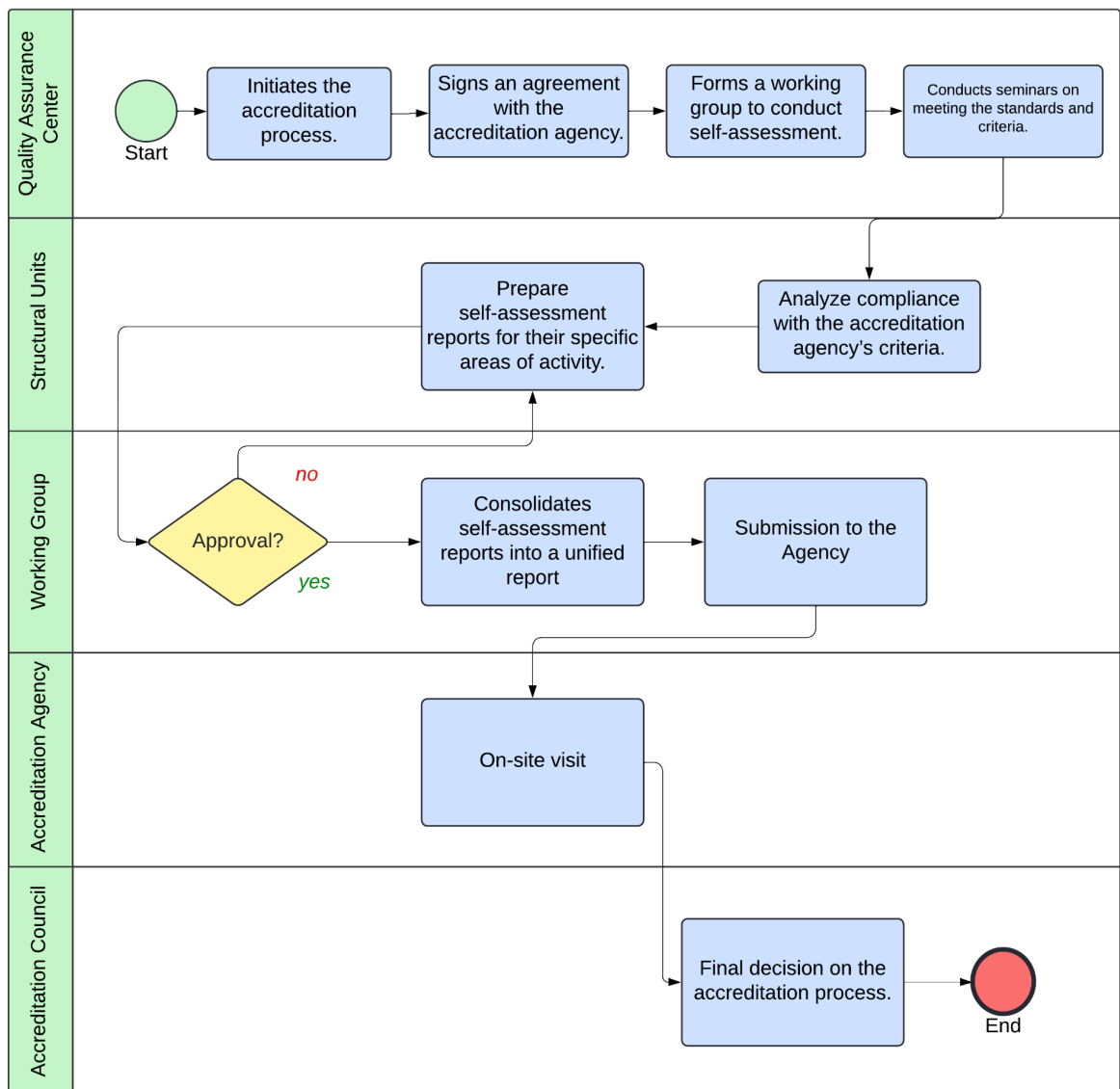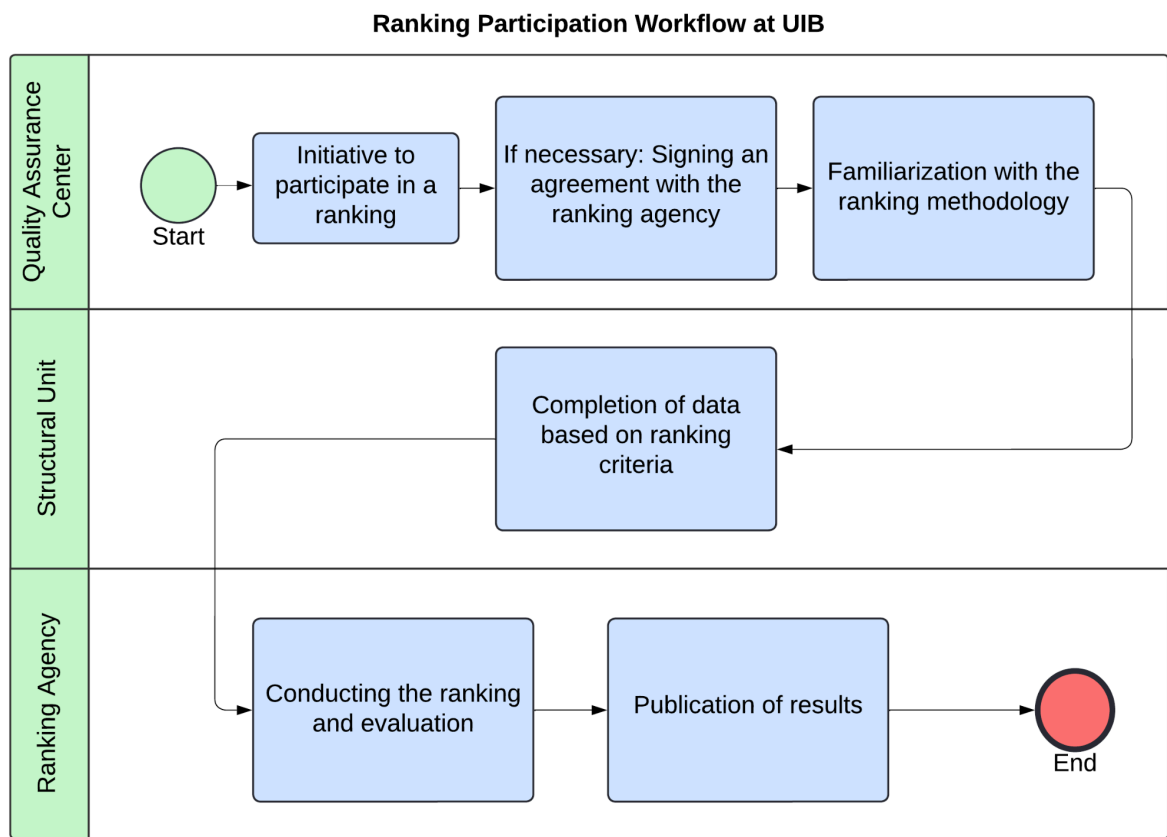
### 13.4. Criteria

1.      UIB systematically participates in external quality assurance procedures.

2.      Following each external quality assurance process, UIB develops and implements an action plan for continuous improvement.

3.      The results of external quality assurance procedures are used to improve institutional operations and educational programs.

### 13.5. Regulatory Framework

| | |
|---|---|
| **Bologna Process Documents** | **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** <br> **European Credit Transfer and Accumulation System (ECTS)** <br> **Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA** |
| **Regulatory Acts of the Republic of Kazakhstan on Higher Education** | **Standard Rules for Educational Institutions.** |
| **Internal Regulatory Documents of UIB** | **UIB Development Strategy (2024–2028).** <br> **Academic Policy.** |
| **Regulations and Guidelines** | **Implementation of External Quality Evaluation Procedures (Institutional Accreditation).** <br> **Implementation of External Quality Evaluation Procedures (Specialized Accreditation).** <br> **Participation in University and Educational Program Rankings.** |

**Workflow of the External Evaluation Procedure (Program/Institutional Accreditation) at UIB**



**Quality Assurance Center**
- Start
- Initiates the accreditation process.
- Signs an agreement with the accreditation agency.
- Forms a working group to conduct self-assessment.
- Conducts seminars on meeting the standards and criteria.

**Structural Units**
- Prepare self-assessment reports for their specific areas of activity.
- Analyze compliance with the accreditation agency's criteria.

**Working Group**
- Approval? — no / yes
- Consolidates self-assessment reports into a unified report
- Submission to the Agency

**Accreditation Agency**
- On-site visit

**Accreditation Council**
- Final decision on the accreditation process.
- End

**Ranking Participation Workflow at UIB**



**Conclusion**

This Quality Code is mandatory for all participants in the educational process at the University, including the administration, faculty, staff, students, and their legal representatives, from the moment of its approval by the Academic Council of UIB.