

Non-profit joint stock company
"Abai Kazakh National Pedagogical University"



POLICY AND STANDARDS
internal quality assurance
ABAI UNIVERSITY

Almaty, 2023

Quality Assurance Policy

Abai University is a major center of education, science and culture, one of the leading universities and a leader in teacher education in Kazakhstan. Abai University today combines tradition, modern achievements and approaches in the implementation of educational programs at all levels of education (bachelors, masters and doctoral studies). Being the first university in the country, the University has a rich history of training, first, teaching staff, high rates of scientific and educational activities, as well as a convenient location of educational campuses in the historical center of Almaty, within walking distance from socially and culturally significant objects of the metropolis.

The activities of the university are aimed at training highly qualified personnel in the field of education, as well as for other sectors of the economy in various fields of science such as natural, humanitarian, social, business, management and law.

The quality assurance policy of Abai University is aimed at meeting the high quality standards of the university's educational services, as well as ensuring the link between teaching, research and innovation in teaching; formation of a material and technical base for conducting scientific research of a fundamental and applied nature; focused on solving modern problems of pedagogical science and other sectors of the country's economy; ensuring a high level of civic responsibility of students and university staff in order to increase competitiveness in a rapidly changing labor market.

The quality assurance policy is aimed at solving the following tasks:

- *Development of educational competency-based programs and creating high-quality educational, methodological and evaluation content on them;*
- *Formation of a high-quality contingent of students* through the admission of talented applicants, including those who have been trained in special specialized pedagogical classes, who are highly motivated for pedagogical activity, for subsequent service to society;
- *Formation of high-quality teaching staff* through competitive recruiting integrated into the overall process of implementing the university's personnel policy;
- *Creation of a high-quality university infrastructure* through the implementation of the strategic direction of Abai University - friendly campus.

The management of the university is a leader in the implementation of the quality assurance policy, maintaining a culture of quality among all stakeholders.

The involvement of personnel of all categories, students of the university and stakeholders in solving the tasks set, improving their activities by improving academic quality is an indicator of commitment to the quality assurance policy.

Thus, Abai University will strictly follow the Quality Assurance Policy to recognize the University as a leader in the training of educators, specialists in the natural, humanities and social sciences, anticipating the needs of a modern University based on best practices, national heritage and global approaches, as

well as a leader pedagogical education in Central Asia, a workshop for teachers of a new formation.

Abai University quality concept

The results of the Human Capital Surveys in Kazakhstan (2020-2022) conducted by the World Bank show that the key factor determining differences in the Human Capital Index (HCI) across the regions of the country is the quality of education. Given the importance of education, both for the economy and for the improvement of social institutions and human capital, ensuring quality deeply influenced by the mission, policies, stakeholder involvement and academic staff of the University.

For Abai University, the quality of education means meeting the requirements for the quality of training, and the needs of students and employers. Thus, we consider the concept of quality as a process of creating and maintaining conditions that allow students to achieve certain educational goals and receive a quality education. It includes many aspects that interact with each other and influence the educational process.

Main aspects of quality assurance:

- *Educational programs and curricula*: High-quality programs and curricula should be developed taking into account current scientific knowledge, the global trend, the requirements for relevant educational standards, international benchmarking guidelines and the needs of students and employers. They should be structured, consistent, adaptable to different learning styles, student-centered, and achieve predetermined learning outcomes.

- *Qualified personnel*: Teaching staff with high qualifications and professional competencies is a key aspect of ensuring the quality of education. This includes the processes of recruitment, training, advanced training and evaluation of the professional activities of teaching staff.

- *Infrastructure*: Availability of modern textbooks, teaching materials, equipment, laboratories, libraries and other resources is also important to ensure the quality of education. Students should have access to modern technologies and resources that will help them effectively master the educational material and achieve the planned learning outcomes.

- *Assessment and monitoring*: Regular evaluation and monitoring of educational programs, including the evaluation of student performance, the effectiveness of teaching and assessment methods, is an important aspect of ensuring the quality of education. It allows you to identify problematic aspects for development and make the necessary changes to improve the quality of education.

- *Accreditation and rating*: Passing accreditation procedures and participation in national and international ratings of educational programs, compliance of educational programs and services with established quality standards, confirmation of compliance with the requirements of educational organizations and the education system as a whole.

- *Interaction with stakeholders*: Students make demands on the quality of the

educational program (content that reflects the interests and needs of the student), the educational environment (infrastructure) and the educational process (organization, technologies and methods of teaching, assessment). Employers set requirements for the quality of the educational program (content in terms of the availability of the necessary competencies that are in demand on the labor market) and the quality characteristics of graduates (the availability of the necessary skills and competencies). To implement these requirements, students and employers are members of academic committees for the development of educational programs and other collegiate bodies, and participate in the examination of educational programs and in assessing the quality of graduates through a sociological survey.

Thus, we consider "quality" as:

Quality is the satisfaction of stakeholders with the results of educational services;

Quality is the compliance of the educational programs of the State Educational Standard for Higher and Postgraduate Education, professional standards, the Bologna Process and the standards of accreditation agencies.

The essence of quality assurance

The essence of quality assurance is a systematic approach to planning, organizing, controlling and improving the educational process in order to achieve and maintain a high level of quality.

Quality assurance includes a number of aspects such as:

Quality planning: definition of goals and requirements for the quality of educational services, development of plans, procedures and resources to achieve them.

Quality assurance: monitoring and evaluating educational services, comparing results with predetermined standards or employer requirements, and identifying areas for improvement.

Quality improvement: analysis of quality data, identification of causes of deviations, determination of corrective and preventive measures, implementation of improvements and monitoring of their effectiveness.

Personnel training and development: training employees in the field of quality, developing their competencies, creating a culture of quality at the university and motivating employees actively participate in ensuring the quality of educational services.

The goal of quality assurance is to ensure that the skills and competencies of university graduates meet the requirements of employers, increase student satisfaction, reduce risks and costs, and improve the reputation of the university in the educational services market.

Quality culture

Educational quality culture is a system of values, attitudes, norms and practices that promote and maintain a high level of quality in an educational organization. It covers all aspects of the university's activities, including

educational programs, teaching methods, assessment methods, relations between participants in the educational process (students, teachers, administration and other employees), as well as interaction with external stakeholders (stakeholders).

The main elements of a culture of quality education:

- *Student Orientation*: the culture of quality education should be focused on the needs and expectations of students. It is important to create conditions for their active participation in the educational process, take into account their opinions and suggestions, and ensure the availability and quality of educational services.
- *Leadership and leadership*: University leadership plays a key role in creating and maintaining a culture of quality. They are leaders who set an example for other employees, uphold the values of quality, set and achieve high standards, and actively interact with participants in the educational process.
- *Professionalism and staff development*: the culture of the quality of education implies a high level of professionalism and development of employees of all categories of the university. This includes continuing professional education, developing professional skills, stimulating creativity and innovation, and supporting the career development of employees.
- *Evaluation and improvement*: the culture of the quality of education involves a systematic evaluation of educational programs, teaching methods, assessment, learning outcomes and other aspects of the university. Based on the data obtained, it is necessary to implement measures to improve the quality of educational services.

The University carries out systematic work on the formation of a culture of quality. Employees are aware that quality assurance and the achievement of high quality education is impossible without creating a culture of quality in the team, that is, all team members understand the issues of quality and quality assurance in exactly the same way.

Management Commitment to Quality Assurance

Leadership commitment to a culture of quality in an educational organization plays a critical role in creating and maintaining a high level of quality in educational services.

The university management (rector, vice-rectors, heads of structural units) acts as a leader who exemplifies a culture of quality, adheres to high professional standards, sets clear expectations for staff and students, as well as regular communication and support for quality values.

The university management creates conditions that promote quality education. This may include the development and implementation of quality educational programs, ensuring the availability and fairness of educational services, as well as the establishment of quality control mechanisms and improvement systems.

The university management shows interest and concern for the professional development of its employees. Provides resources and opportunities for

continuing professional learning and development, and recognizes and encourages employee achievement in education quality.

The management of the university carries out a systematic assessment and improvement of the quality of educational services. Monitors and evaluates learning outcomes, analyzes feedback data from students, employees and other stakeholders, and takes quality improvement actions based on the data received.

The leadership encourages the active participation of all participants in the educational process in the development and support of a culture of quality.

Employee Responsibility

The responsibility of employees in relation to the culture of quality at the university plays an important role in maintaining a high level of quality of educational services.

University employees adhere to the requirements of professional standards related to their job responsibilities and perform their work in accordance with quality standards.

Actively participate in the process of ensuring the quality of educational services. Provides feedback on the quality of educational services in order to identify problems and suggest solutions to improve them.

Employees should strive for professional development and improvement of their professional skills and knowledge. This may include participation in professional trainings, seminars and other educational events, as well as self-study of current trends and best practices in education.

Employees must comply with established procedures and policies related to ensuring the quality of educational services. This may include compliance at the level of educational programs, an objective assessment of the achievements of students in accordance with established criteria, as well as adherence to the University's Corporate Culture Code and ethical standards.

Continuous improvement across the university

Continuous improvement across the university in relation to a culture of quality is an important aspect of providing a high level of educational services. In this regard, we are aware that in order to maintain a high level of quality of educational services, the university must constantly strive for improvement. Abai University adheres to a consumer-oriented stance and promotes an atmosphere of collaboration and teamwork.

Internal Quality Assurance Methodology

The internal quality assurance methodology is a systematic approach to finding and identifying a high level of quality within a university.

The methodology of the quality assurance system based on academic values and fundamental principles. Quality assurance can thought of as consisting of the following steps:

- *Definition of the quality policy*: defining the main goals and activities, the

organization doing its work, and their communication with all those present.

- *Quality development planning*: documented procedures, definition of quality metrics and indicators, as well as the development of plans and programs for the implementation of tasks to achieve quality.

- *Implementation of procedures and control*: performing procedures, controls and processes, monitoring educational services, and performing audits and compliance.

- *Analysis and improvement*: analysis of quality data, identification of inconsistencies, and identification of root causes and taking measures to improve the educational process.

- *Personnel training and development*: training employees in the field of quality, developing and maintaining their competencies, as well as raising awareness of the culture of quality.

- *Communication and feedback*: analysis of data received within the university, providing feedback to all interested parties.

Thus, internal quality assurance is a continuous and constant process of internal institutional improvement of the quality of education, training and other services in accordance with certain agreed sets of criteria.

The Internal Quality Assurance System (IQAS) is a system that includes various elements of education quality management, such as policies, standards, tools and methods, and involves their interaction to ensure quality.

The University's quality assurance activities are based on the Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area.

One of the important elements of the SVOK is the development of internal regulatory documentation at the University. Internal regulatory documents on quality assurance can conditionally divided into four levels:

1. Quality assurance policy;
2. Internal quality assurance standards;
3. Internal regulatory documents;
4. Regulations on structural divisions and job descriptions.

Particular attention is paid in the summary of the main sets to the involvement of all stakeholders in the quality assurance processes.

Involvement in quality assurance is manifested through internal monitoring of the activities of the university with the involvement of teaching and administrative staff, students, employers as experts to evaluate the activities of the university and (or) educational programs and for their compliance with internal quality assurance standards.

Fundamental Principles of Quality Assurance

Quality assurance is based on the following fundamental principles:

1. *Orientation to students*: The focus of the university should be on students, and their needs and expectations should be at the center of all educational processes. The university should strive to create an environment conducive to the

successful learning and development of students, and take their opinions and feedback into account in the process of quality assurance.

2. *Leadership and Management Commitment*: University management must show clear leadership and commitment to a culture of quality by setting high standards and expectations for the quality of education. Management should also provide the necessary resources and support to implement the quality policy and quality assurance processes.

3. *Process Approach*: Quality assurance should be based on a systematic approach to managing the processes of educational activities. This includes defining, documenting, analyzing and improving processes related to curriculum development and delivery, teacher training, assessment of student knowledge and skills, and student guidance and support.

4. *Continuous improvement*: Quality assurance in a university should be a dynamic and continuous process aimed at continuous improvement. The university should monitor and evaluate educational outcomes and systematically analyze data and feedback to identify opportunities for improvement and take appropriate action.

Core Values of Quality Assurance

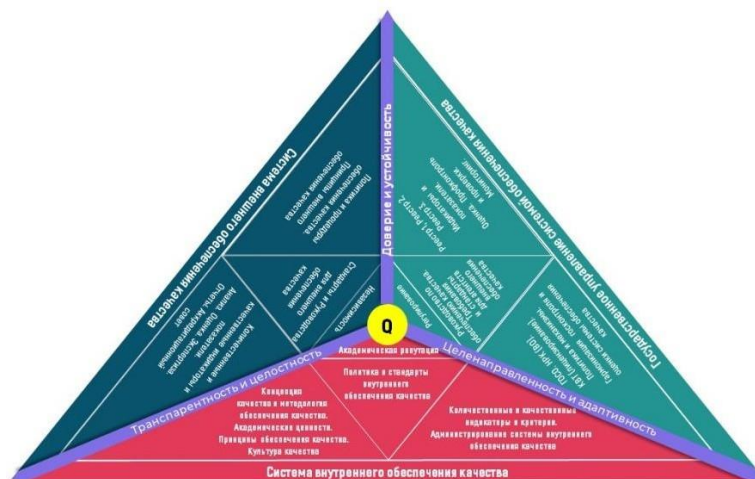
The strategic development of the University largely depends on the attractiveness of its mission, vision, values for potential consumers and customers of educational services.

Our academic the values defined by the University Development Strategy for 2022-2025 are professionalism, responsibility, honesty, involvement, student-centeredness, leadership.

These values are not inherent in individual structural units, employees, but are of a universal nature.

Internal quality assurance model

The internal quality assurance model of the University is being built based on the National Quality Assurance Model (Fig. 1), which is presented as a three-dimensional image, and consists, on the one hand, of an internal quality assurance system, on the other hand, of an external quality assurance system and, on the third hand, of management mechanisms and regulation of the quality assurance system. The main goal of this model for all its three components is to achieve a high academic quality, which is called Q point (quality):



Rice. 1. National quality assurance model

The model of internal quality assurance chosen by the university corresponds to the National Quality Assurance Model and is built taking into account three main components of the educational process:

- Learners and stakeholders;
- Teaching staff;
- Resource support (organizational, material and technical, educational and methodological, informational, financial).

Thus, the summary of the main sets is aimed at achieving the following goals:

- Ensuring the quality of training (achievability of learning outcomes);
- Ensuring the quality of teaching (compliance of teaching and assessment methods with the goals and objectives of the EP);
- Ensuring the quality of resources (compliance of the existing material and technical base with the needs of the EP);
- Ensuring compliance with the requirements of the labor market (compliance of the objectives and learning outcomes for the EP with the requirements of employers);
- Guarantee of external quality (EP compliance with the requirements of accreditation agencies, as well as international benchmarking guidelines).

An indicator of the achievement of a high academic quality of the internal quality assurance system is the academic reputation of a higher education institution.

Internal quality assurance standards are developed in accordance with ESG and taking into account national priorities, features, tasks solved by the higher education system.

STANDARDS FOR INTERNAL QUALITY ASSURANCE

1 QUALITY POLICY

Standard

Institutions should have a quality assurance policy that is publicly available and is part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, with the involvement of external stakeholders.

1.1 The University's quality assurance policy is based on the values of a culture of quality and has the following objectives:

- 1) Determine the overall structure of the internal quality assurance system for education;
- 2) to form a culture of quality among the administrative staff, academic staff and students of the university;
- 3) contribute to the improvement of the quality of education;
- 4) support mutual trust and promote recognition results training, as well as the development of academic mobility of students;
- 5) provide quality assurance information.

1.2 The University's quality assurance policy reflects the relationship between teaching, learning and research and takes into account the international, national and intra-university levels.

1.3 The quality assurance policy is aimed at developing high-quality educational programs, accepting high-quality contingent, high-quality faculty and staff, and creating high-quality infrastructure.

1.4 The policy is implemented through processes and standards for internal quality assurance, which involve the participation of all departments of the university.

1.5 The quality assurance policy involves external stakeholders and partners of the university, who are interested in the success of projects and development, in processes aimed at improving and developing the quality of education.

1.6 Processes qualities are generated by the academic, research and educational activities of the university:

- 1) educational programs should be developed and improved in terms of learning outcomes, which should be in line with market requirements;
- 2) teaching methods should be student-centered and innovative, discussed, the best teaching methods that can be applied in different courses, disciplines, programs should be discussed and transmitted;
- 3) there should be a strong, close, ongoing student feedback that should be directed towards improving teaching, learning and assessment.

1.7 Assessment practices should be fair and transparent, allowing for comparison.

1.8 Policies and standards have an official status and are available to the public on the website of the University.

1.9 The policy implemented, controlled and reviewed in accordance with changing legal acts and requirements.

2 DEVELOPMENT AND APPROVAL OF PROGRAMS

Standard

Schools should have procedures for developing and approving their programs. Programs should be designed in accordance with established objectives, including expected learning outcomes. The qualifications resulting from the completion of the program should be clearly defined and explained and should correspond to a certain level of the national framework for qualifications in higher education and, therefore, the framework of qualifications in the European Higher Education Area.

2.1 The University determines the procedures for the development and approval of educational programs. The educational programs correspond to the established goals, including the expected learning outcomes, formed on the basis of the descriptors of the European Qualification Framework, the National Qualification Framework, the Sectoral Qualification Framework, relevant professional standards, and taking into account the requirements of internal and external stakeholders.

2.2 The University ensures the development of educational programs based on the requirements of the State Educational Standard of the Republic of Kazakhstan, professional standards, the "Development Strategy of Abai University for 2022-2025"; and examples of best practice.

2.3 When developing educational programs, the University observes:

- 1) compliance with the goals of educational programs "Development Strategy of Abai University for 2022-2025";
- 2) the presence of clearly defined expected learning outcomes;
- 3) carrying out external examinations and availability of reference and information resources;
- 4) constant unhindered advancement of the student in the process of mastering the program;
- 5) determination of the expected load of students;
- 6) providing opportunities for internships and internships;
- 7) the process of official approval of the educational program.

2.4 Educational programs are developed by academic committees established at the EP level, which include experienced teachers, representatives of employers, students and alumni.

2.5 Educational programs are developed in the context of a competency-based model of training specialists and are focused on learning outcomes expressed in the form of competencies.

2.6 The development of new educational programs is carried out taking into account the most demanded competencies, an increase in the share of modules and disciplines of an interdisciplinary nature, the main educational program

(Major) and additional educational program (Minor).

2.7 Educational programs are formed according to the modular principle.

2.8 The procedure for developing an educational program includes:

- 1) determination of a graduate's competency map based on the content of the professional standard and/or research, employers' requirements;
- 2) formulation of learning outcomes for the program as a whole;
- 3) determination of learning strategies based on modern methods and technologies for organizing the educational process within the framework of student-centered learning;
- 4) determination of the list of additional educational programs (Minor);
- 5) the establishment of possible educational trajectories within the framework of one program, taking into account the demand of consumers.

2.9 When determining the expected learning outcomes and developing educational programs, the following recommendations are taken into account:

- 1) academic staff from related subject areas through participation in the work of academic committees;
- 2) employers through participation in the work of academic committees and examination of educational programs, questionnaires to assess the quality of graduate training;
- 3) students through participation in the work of academic committees, evaluation of educational programs during the survey.

2.10 External examination of educational programs is carried out by an expert group, which includes representatives of employers and students.

2.11 Based on the conclusion of the expert group, the educational program considered and recommended for approval at a meeting or the Academic Council of the University and approved by the Academic Council.

2.12 After passing through all the stages of coordination and approval, the educational program is introduced into the educational process.

2.13 The methodological content of the educational program includes a catalog of elective disciplines, educational and methodological developments on practices.

2.14 The workload of students is determined in academic credits - units of measurement of the labor costs of students and teachers necessary to achieve the expected learning outcomes.

2.15 The number of academic disciplines and academic credits is indicated in the working curricula and individual curricula.

2.16 The study load of students includes classroom classes and independent work of students, preparation and passing of intermediate certification.

2.17 The University ensures the constant and unhindered progress of the student in the process of mastering the program through clearly regulated procedures for the formation of educational trajectories, assessment of knowledge, and accounting for academic achievements.

2.18 The qualifications resulting from the study program are clearly defined in accordance with the National Framework for Qualifications in Higher Education, which corresponds to the framework of qualifications in the European Higher

Education Area.

2.19 After completing the studies, the University awards graduates the appropriate degree in accordance with the State Educational Standard for Higher and Postgraduate Education.

3 STUDENT-CENTERED LEARNING, TEACHING AND EVALUATION

Standard

Institutions should ensure that educational programs are developed that motivate students to take an active role in co-creating the learning process, and student assessment should reflect this approach.

3.1 The university implements student-centered learning, teaching and assessment processes; ensures the development of flexible learning paths; creates conditions for increasing the motivation and involvement of students in the educational process; ensures consistency and objectivity in the assessment of learning outcomes.

3.2 The University creates conditions for the development of students' autonomy:

- 1)formation of goals and expected learning outcomes that are understandable for students;
- 2)introduction of active teaching methods;
- 3)development of a personality-oriented approach;
- 4)formation of an individual learning trajectory;
- 5)involvement of students in the development of educational programs;
- 6)strengthening the role of independent work of students;
- 7)application of the research approach and its integration in teaching;
- 8)the formation of mutual respect between students and teachers;
- 9)establishing procedures for handling student complaints;
- 10) strengthening the role of student government;
- 11) creation of favorable conditions for learning.

3.3 Educational programs are implemented using modern and effective teaching methods aimed at actively involving students in the educational process and increasing their independence and responsibility for learning outcomes.

3.4 The university creates conditions for students to choose an individual learning path, namely: the ability to choose the disciplines of the component of choice, teachers and learning technology; electronic registration for elective disciplines; formation of IEP; organization of the summer semester for re-studying disciplines or mastering additional types of training.

3.5 Issues of mutual respect between the teacher and the student are regulated by the norms of the Code of Ethics.

3.6 Advisors and mentors ensure that students are familiarized with the Academic Policy, the Code of "Academic Integrity", and a guidebook for students.

3.7 Criteria and methods of assessment of all types controls are reflected in the syllabuses of disciplines, which are placed in the IS "Univer 2.0".

3.8 The objectivity of assessing the educational achievements of students is ensured through the following mechanisms:

- 1) appraisal materials undergo a preliminary examination of relevant specialists;
- 2) examinations in the form of computer testing are accepted using a proctoring system, written, oral and other forms of examinations are accepted by commissions, written works are checked for anti-plagiarism;
- 3) the results of knowledge assessment are recorded in electronic systems and become available to students on the day of the assessment;
- 4) constant feedback on academic performance is provided between teachers and students;
- 5) for all types of assessment, an appeal procedure is provided, as well as additional opportunities for passing midterm controls and extending the examination session if there are good reasons.

3.9 The principles of academic honesty, the rights and obligations of members of the University, the types of violations of academic integrity and the procedure for taking administrative measures if they are committed are defined in the internal regulations of the University.

3.10 The University provides a system for handling complaints from students at the level of advisors, directors of institutes, departments, vice-rectors, Chairman of the Board - Rector. On the university website www.blog.kaznpu.kz/kz/ Rector's blog is open. Meetings are periodically organized by the rector (once a quarter), the director of the institute (monthly) and the head of the department (weekly), advisors with students on topical issues of student youth.

4.1 ADMISSION, ACCESS, RECOGNITION AND CERTIFICATION

Standard

Institutions must uniformly apply predetermined and published rules covering all stages of the student "life cycle", i.e. admission, performance, recognition and certification.

4.1 The University determines, publishes and consistently applies procedures for the admission and graduation of students, monitoring learning outcomes, through questionnaires and other types of research, objective recognition of higher education degrees, periods of study, previous education, non-formal learning.

4.2 Admission to the University is carried out based on the Rules for Admission to Abai KazNPU, developed in accordance with the Model Rules for Admission to Education in the Educational Organization of the Republic of Kazakhstan.

4.3 For admission to the educational program of the bachelor's degree, you must have a document confirming the completion of a secondary school, college or university, a certificate of passing the Unified National Test or the results of the entrance exam, a certificate of the holder of an educational grant or a passing

score of at least 65 points, in the areas of education "Pedagogical Sciences" – not less than 80 points.

4.4 For admission to the educational program of the magistracy, you must have a document on higher education, a certificate of passing a test in a foreign language (if any). Admission to the magistracy is carried out based on the results of comprehensive testing.

4.5 For admission to the doctoral educational program, you must have a document on postgraduate education, a certificate of passing a foreign language, a rationale for the planned dissertation research agreed with a prospective domestic or foreign scientific consultant, as well as at least one year of work experience. Admission to doctoral studies is carried out on a competitive basis based on the results of the entrance examination in the specialty.

4.6 The University ensures that enrolled students are familiarized with the educational program, learning conditions and existing academic career opportunities within the framework of mandatory meetings with the Chairman of the Board - Rector, Vice-Rector, directors of institutes, advisers, at the beginning of the academic period.

4.7 The University develops and maintains internal regulations governing all stages of the educational process from career guidance, recruitment to the organization of the educational process, knowledge assessment, including intermediate and final certification, quality control, professional practice and employment of graduates.

4.8 Internal regulations define the main provisions on the organization of the educational process on distance learning technologies, the organization of external and internal academic mobility, and the organization of research work of students.

4.9 Collection, monitoring of the academic achievements of students, regulated by internal regulatory documents, is carried out through the Univer 2.0 system for managing the educational process and includes:

- 1) collection and monitoring of the results of current academic performance;
- 2) collection and monitoring of the results of intermediate and final certification;
- 3) ranking by GPA level;
- 4) monitoring student satisfaction with the quality of education.

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

- 1) ensures the compliance of the actions of the Lisbon Recognition Convention;
- 2) 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 notification procedure in the Republic of Kazakhstan.

4.11 Students who complete the educational program are awarded the appropriate degree and are issued a diploma of their own sample of Abai KazNPU

with an application (transcript).

4.12 The basic rules for transfer and restoration, elective disciplines, assessment and recognition of learning outcomes are defined in the Academic Policy of Abai KazNPU.

5 TEACHING STAFF

Standard

Educational institutions must be confident in the competence of their teachers. They must apply fair and transparent processes in the recruitment and development of their employees.

6.1 The teacher is a key figure in providing quality education and acquiring knowledge, skills and competencies by students. 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.

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

6.3 In order to develop teaching staff and employees, the University ensures the development of the Human Resources Policy of Abai KazNPU, which combines the approaches, methods and tools of personnel management, taking into account the best experience in the field of work with personnel, and forms a unified approach and value system of the University in the field of personnel management.

The activities of the University to develop the capacity of teachers are aimed at changing its role in accordance with the transition to student-centered education.

6.4 Recognizing the importance of teaching, the University develops clear, transparent and objective criteria for hiring employees, appointments, filling vacancies, promotions, dismissals and follows them in its activities in accordance with the principle of meritocracy.

6.5 The personnel policy of Abai KazNPU is based on the following basic principles: legality, meritocracy, continuity and publicity.

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

6.7 The admission of the teaching staff is carried out on a competitive basis.

6.8 A competitive commission from among the administrative and managerial personnel and teaching staff carries out consideration of applications for vacant positions. Based on the results of the work of the competition commission, a recommendation is formed on the possibility of concluding an employment contract.

6.9 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 provides for teaching staff a mandatory advanced training every three years.

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

- 1) providing advanced training for teachers in the field of innovative methods and technologies in Kazakhstani and foreign organizations;
- 2) dissemination of experience in introducing new methods and technologies within the framework of seminars and master classes;
- 3) equipment educational process modern equipment and software;
- 4) monitoring performance and effectiveness of innovation and use of active teaching methods.

6.11 In order to strengthen the link between education and research, the University encourages the scientific activities of teaching staff by:

- 1) presentation of grant funding for scientific projects of teaching staff and students at the Ministry of Education and Science of the Republic of Kazakhstan;
- 2) creation and functioning of scientific teams, including joint teams with republican scientific organizations and with foreign organizations of science and education for the implementation of scientific projects;
- 3) constant informing about scientific events;
- 4) promoting the commercialization of research results;
- 5) providing the possibility of using international scientific databases, electronic scientific publications;
- 6) planning and monitoring the effectiveness of research work.

6 LEARNING RESOURCES AND STUDENT SUPPORT SYSTEM

Standard

Institutions should have sufficient funding for learning and teaching activities, provide adequate and easily accessible learning resources and ways to support students.

7.1 The University shall ensure that sufficient, accessible and appropriate learning resources and student support services are available.

7.2 When planning, distributing and providing educational resources, the University takes into account the needs of various groups of students.

7.3 The infrastructure of the University is a single complex and includes an educational building with classrooms, laboratories, computer classes, a gym, a first-aid post and a hostel.

7.4 The Admissions Committee, the Department of Academic Affairs, the Department of Educational, Social Work and Youth Policy, the Registrar's Office, the Scientific Library, the Shapagat Digital Student Service Center provide academic support.

7.5 The Department for Educational, Social Work and Youth Policy, a medical center, provides social support for students.

7.6 Each student during the entire period of study is provided with individual

unlimited access to the following educational information sites:

- 1) official website of the University;
- 2) science Library;
- 3) digital library;
- 4) personal account in the "Univer 2.0".

7.7 All students are provided access to the book fund of the library, which contains educational, methodical and scientific literature in Kazakh, Russian and English, as well as periodicals.

7.8 To organize independent work of students, the University forms and maintains an electronic library. Remote access to the electronic library is provided around the clock.

7.9 Education using distance technologies is implemented based on a distance learning system. The University provides access to the system for students and teachers from any location and at any time of the day by registering in the AIS "Univer 2.0"

7.10 For students in the system, educational materials on disciplines are available, as well as an academic calendar, an individual curriculum, a schedule of training sessions and examination sessions, the results of assessing educational achievements, news of the educational process.

7.11 Students are supported by advisers, mentors from undergraduates and the Department for Educational, Social Work and Youth Policy, whose main task is to promote student self-government and involve students in the socially significant and creative life of the University, organize educational work, promote professional self-determination and professional adaptation of students at the entire stage of their education within the walls of the University.

7.12 The University actively supports and promotes the development of student self-government by assisting in the development of the scientific and creative potential of student youth, enhancing the image of the University, promoting a healthy lifestyle, organizing student leisure, and actively participating in the life of the University.

7.13 Nonresident students are provided with living conditions in a hostel. Accommodation in the hostel is carried out in compliance with established sanitary standards.

7.14 The University actively supports and promotes the development of student self-government.

7.15 Formation and strengthening of a healthy lifestyle culture is a priority. The university provides conditions for active sports activities for teaching staff and students. There are sports and recreation sections; the participation of student athletes in national and international competitions is supported.

7 INFORMATION MANAGEMENT

Standard

Institutions must ensure that they collect, analyze and use relevant information to effectively manage their educational programs and other activities..

8.1 Reliable information is a prerequisite for decision-making. The University defines procedures for the collection, analysis and use of relevant information for the effective management of its programs and processes in all areas of activity.

8.2 The University ensures the reliability, accuracy, timeliness and completeness of information.

8.3 To evaluate the quality assurance system, the University organizes the collection and analysis of information through the following methods:

- 1) development, implementation and use of information systems;
- 2) determination of stakeholder requirements for performance results;
- 3) assessing the satisfaction of stakeholders with the educational services of the University;
- 4) analysis of the external and internal environment of the University;
- 5) internal process audits.

8.4 The University provides information management within information systems:

- 1) University official website abaiuniversity.edu.kz;
- 2) automated information system for managing the educational process "Univer 2.0";
- 3) electronic library of the University;
- 4) automated informational system accounting accounting "1CAccounting.
- 5) Electronic document management system AIS "Salem Office".

8.5 The Society has and implements in practice a methodology for collecting and analyzing information about the activities of the University and using it for the effective management of the university.

8.6 Information resources of the University allow processing the materials of monitoring the assessment of students' knowledge, materials of the survey of students, teachers and employees.

8.7 The starting point for effective quality assurance is the self-examination of the University, the results of which are the subject of discussion at the Academic Council and for the adoption of effective measures to improve all the processes of the university. The University has sufficient means of collecting and analyzing information about its own activities and is able to determine the strengths and weaknesses of its activities and the results of innovation.

8.8 The global analysis of the external and internal environment of the University is carried out as part of the development and updating of the strategic plan for the development of the University and includes an analysis of global trends in the development of education and external challenges, a study of the main groups of consumers and competitors, determining the characteristics of the labor market and educational services, analyzing trends in demanded parameters, analyzing the current the state of the University, its strengths and weaknesses, internal and external risks.

8.9 The collection, monitoring, analysis, exchange of information, the formation of statistical and reference reporting on the contingent of students, the results of

the external assessment of the educational achievements of students, the formation of orders on the movement of the contingent of students is carried out by the office of the registrar together with the leaders of the EP.

8.10 Analysis and monitoring of the employment process, the formation of a database on the career growth of graduates is carried out by the Mansap Career Center.

8.11 The waiting needs of key stakeholders are determined by analyzing external regulatory documentation in the field of education, the results of feedback during joint activities (orders, seminars, meetings, joint projects, etc.), and survey results.

8.12 Stakeholder satisfaction assessment is carried out as part of the annual planning and conduct of sociological research and includes:

- 1) a survey among students and teaching staff in order to determine satisfaction with the educational process;
- 2) a survey among students on satisfaction with the educational services of the university;
- 3) a survey among the teaching staff and employees of the AUP on satisfaction with working conditions;
- 4) a survey among the teaching staff and employees of the AUP in order to identify satisfaction with the socio-climatic conditions at the university;
- 5) survey among employers in order to determine satisfaction with the quality of graduate training (skills, knowledge and abilities of graduates).

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

8.14 The results of the sociological survey are considered at a meeting of the members of the Management Board, where decisions are made on corrective measures.

8.15 The University ensures the application of appropriate processes for the exchange of information between different levels of management, structural units, teaching staff and students on aspects related to ensuring the quality of education. Such processes include the maintenance of the site and its information systems, the functioning of e-mail, the presentation of information in personal accounts in the AIS "Univer 2.0", the web-questionnaire system.

8.16 Decisions made during the analysis of information are recorded in strategic documents, minutes of meetings of structural divisions and collegiate bodies, as well as in action plans for areas of activity.

8.17 The safety of information is ensured by an unambiguous distribution of roles and functions in the information systems used, the presence of anti-virus programs, system administration of servers, a backup system on servers, restricting access of individuals to the room with servers, technical equipment of rooms with servers to ensure the safety of work.

8.18 The collection and analysis of information on the status of processes is carried out as part of an internal audit once a quarter to establish the compliance of the quality assurance system with the requirements of regulatory documents

and relevant standards, as well as planned activities, performance, is maintained and improved.

8.19 Students to the email address of the University can submit all official applications. info@kaznpu.kz.

8 PUBLIC INFORMATION

Standard

Institutions should publish information about their activities (including programs) that is clear, accurate, objective, up-to-date and easily accessible.

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

9.2 Quality related information systems cover:

- 1) student activities, student progress and performance levels;
- 2) the demand for graduates in the labor market;
- 3) satisfaction of students with educational programs;
- 4) teaching effectiveness;
- 5) composition of students;
- 6) availability and cost of learning resources;
- 7) the main indicators of the activity of the university, etc.

9.3 The information policy of the University is aimed at:

- 1) ensuring a stable information flow of news about significant events and achievements in the media;
- 2) attraction interest potential consumers to new programs and innovative developments;
- 3) support and explanation of national programs for the development of the country and the system of higher and postgraduate education.

9.4 The implementation of the information policy and the management of the site is carried out by the Department of Public Relations.

9.5 The university provides information to the public about its activities through the official website: www.abaiuniversity.edu.kz local and republican media, social networks "Facebook", "Instagram", etc.

9.6 The information on the university website integrated from the information systems of the university, updated in real time and focused on user groups: applicants, students, academic staff, administrative and managerial staff. The published information contains data on the success and employment of graduates, as well as the characteristics of students currently studying at the university.

9.7 The site is managed by the Department of Public Relations of the University.

9.8 Information security, which guarantees the trust of consumers and other interested parties, is ensured through role-based access control, server system administration, regular copying system, restricting access of individuals to the server room.

9.9 The effectiveness of site management is determined through systematic monitoring of search engine performance and international rankings of educational institutions sites.

9.10 The information policy includes the annual report of the Chairman of the Board - Rector of the University on the results of activities to the public: students, parents, employers, social partners and other interested parties.

9 ONGOING MONITORING AND PERIODIC PROGRAM EVALUATION

Standard

Institutions should monitor and periodically review programs to ensure that they achieve their goals and meet the needs of students and the University. The results of this review should lead to continual program improvement. Any planned activities or results obtained must communicated to all interested parties.

10.1 The Company successfully operates a quality control system for the educational process, and the relevant regulatory documents have been developed and are being implemented.

10.2 The frequency and types of monitoring studies of the quality of education are determined (Regulations on Internal Quality Assurance) by the order of the Chairman of the Board - the Rector of the University, which determines the list of indicators, terms, forms and procedures for submitting data, and also appoints responsible persons for providing information.

10.3 The University ensures the participation of students, employers and other stakeholders in the evaluation and review of programs and ensures that the results of these processes are used for continuous improvement of programs.

10.4 The University ensures the publication of all changes made because of the audit and monitoring of educational programs.

10.5 Constant monitoring, periodic evaluation and revision of the educational programs of the University are aimed at ensuring their effective implementation and creating a favorable learning environment for students.

10.6 The basis for monitoring, analysis and revision of educational programs can be:

- 1)approval of new state educational standards of higher and postgraduate education;
- 2)making changes/additions to the National Qualifications Framework, Sectoral Qualifications Frameworks;
- 3)introduction of new professional standards;
- 4)recommendations and proposals of employers based on the results of a survey or program audit;
- 5)recommendations of Chairmen;
- 6)results of TS research.

10.7 Improvement of educational programs (EP) includes the following procedures:

- 1) annual examination of methodological support at the level of the Department of Academic Affairs and the Academic Council of the University;
- 2) annual audit of educational programs at the level of program developers according to a clearly described algorithm;
- 3) annual analysis and revision of the catalog of elective disciplines;
- 4) maintaining feedback with all stakeholders in order to ensure the improvement of educational programs;
- 5) constant monitoring of the implementation of the EP at the level of the Department for Academic Affairs.

10.8 The assessment of the quality of the educational program by the main stakeholders is implemented through:

- 1) an annual alumni survey on the quality of the educational program, learning environment and support services;
- 2) questioning students about the quality of teaching and evaluation of teaching staff involved in the educational process;
- 3) surveying employers about the quality of graduate training (every two years);
- 4) annual data collection and analysis of employment, analysis of the career growth of graduates.

10.9 Assessment of educational achievements of students is carried out through:

- 1) collection and analysis of information on academic performance after midterm controls;
- 2) analysis of the results of the intermediate and final certification;
- 3) discussion of the results of academic performance at meetings of collegial bodies;
- 4) analysis of the quality of training of students in the framework of the work of attestation commissions;

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

10.11 Internal audits are carried out annually to determine the compliance of the processes of planning, organization, monitoring and development of the quality of educational programs with the established requirements.

10.12 The Department for Academic Affairs carries out analysis of the results of external quality assurance procedures, as well as consideration of the overall results of monitoring and evaluation of the educational program, development of improvement measures under the supervision of the supervising Vice-Rector.

10.13 The process of monitoring, evaluating and improving educational programs is the responsibility of the directors of the EP and is controlled by the Department of Academic Affairs.

10.14 Documentary evidence of changes in educational programs are:

- 1) decisions of collegiate bodies;
- 2) action plans to improve the educational program;
- 3) updated methodological support based on the decisions of collegial bodies;

- 4)event protocols;
- 5)annual report on the results of monitoring and evaluation of the educational program.

10.15 The main objectives of the report on the results of monitoring and evaluation of the educational program are:

- 1)assistance in the evaluation of the educational program and its improvement;
- 2)informing about changes in external requirements for the educational program;
- 3)maintaining an exchange of ideas with other organizations implementing the educational program;
- 4)harmonization of content with educational programs of Kazakh and foreign universities;
- 5)determination of areas for professional development TS, implementing educational program;
- 6)recommendation on the passage of external quality assurance procedures;
- 7)determination of the forms and content of feedback with stakeholders for the development of the educational program;
- 8)identification of best practice examples for wide dissemination.

10 PERIODIC EXTERNAL QUALITY ASSURANCE

Standard

Institutions are required to undergo external quality assurance procedures in accordance with the ESG on a periodic basis.

10.1 External quality assurance in its various forms allows verification of the effectiveness of internal quality assurance processes serves as a catalyst for improvement and opens up new opportunities for the institution. It also provides the university and the public with information about the quality of the educational institution.

10.2 The university participates in external quality assurance procedures in various formats: licensing, institutional and specialized accreditation, participation in the institutional ranking of universities, as well as in the ranking of educational programs.

10.3 Accreditation is needed to demonstrate a commitment to the quality of educational services and training of specialists, to receive an independent assessment of the quality of educational programs and recommendations for their improvement, to establish oneself in the Kazakhstani and international educational market, to increase competitiveness and ensure the employment of graduates.

10.4 External quality assurance procedures measure the effectiveness of quality assurance processes within the University and are catalysts for the development and implementation of new opportunities.

10.5 External quality assurance procedures have the following implementation

algorithm:

- 1) making a decision on passing the external evaluation procedure;
- 2) issuance of an order on preparation for an external assessment;
- 3) formation of a working group for self-assessment and organization of the external assessment procedure;
- 4) carrying out self-analysis and self-evaluation of the activities of the University for compliance with the requirements of external evaluation standards;
- 5) generation of reports based on the results of self-assessment;
- 6) organization of the external evaluation procedure.

10.6 Finishing External Quality Assurance Procedures The University develops and implements an action plan to improve operations, supporting a continuous quality assurance process.

10.7 The University strives to take into account the progress made since the last external quality assurance procedure in preparation for subsequent accreditations.

10.8 The University strives for the continuous implementation of accreditation procedures for educational programs.

10.9 The results of passing external quality assurance procedures are necessarily posted on the official website of the University.

*Approved and put into effect by the Order of the Acting Chairman of the Board
– Rector of KazNPU named after Abai dated 09/15/2023 No. 05-04/641*

БҰЙРЫҚ

15.09.2023

Алматы қаласы

ПРИКАЗ

№ 05-04/641

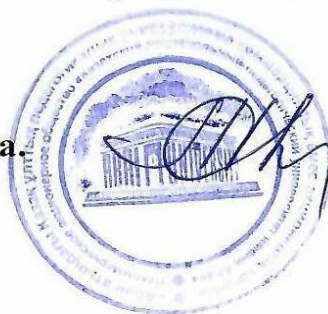
город Алматы

**«Абай атындағы Қазақ ұлттық
педагогикалық университеті
Коммерциялық емес акционерлік
қоғамының ішкі сапаны қамтамасыз ету
саясаты мен стандарттарын бекіту туралы**

«Абай атындағы Қазақ ұлттық педагогикалық университеті
Коммерциялық емес акционерлік Қоғамы» (бұдан әрі-Қоғам) жарғысы 113-
тармағының 17) тармақшасына сәйкес **БҰЙЫРАМЫН:**

1. Осы бұйрыққа қоса беріліп отырған «ABAI UNIVERSITY» ішкі сапаны қамтамасыз ету саясаты мен стандарттары (бұдан әрі - Саясат) бекітілсін.
2. Қоғаммен байланыс департаментінің директоры (Р.Әбдіқадырқызы) осы Саясаттың мәтінін Қоғамның сайтында орналастыруды қамтамасыз етсін.
3. Қоғамның құрылымдық бөлімшелерінің басшылары сапаны қамтамасыз ету жөніндегі есепті дайындау кезінде сапаны Ішкі қамтамасыз ету саясаты мен стандарттарының нормаларын қатаң басшылыққа алсын.
4. Осы бұйрықтың орындалуын бақылауды өзіме қалдырамын.
5. Осы бұйрық оған қол қойылған күнінен бастап күшіне енеді.

Басқарма Төрағасы – Ректор м.а.



К.Исакова

БҰЙРЫҚ
15.09.2023
Алматы қаласы

ПРИКАЗ
№05-04/641
город Алматы

**«Абай атындағы Қазақ ұлттық
педагогикалық университеті
Коммерциялық емес акционерлік
қоғамының ішкі сапаны қамтамасыз ету
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«Абай атындағы Қазақ ұлттық педагогикалық университеті
Коммерциялық емес акционерлік Қоғамы» (бұдан әрі - Қоғам) жарғысы 113-
тармағының 17) тармақшасына сәйкес **БҰЙЫРАМЫН:**

1. Осы бұйрыққа қоса беріліп отырған «ABAI UNIVERSITY» ішкі сапаны қамтамасыз ету саясаты мен стандарттары (бұдан әрі - Саясат) бекітілсін.
2. Қоғаммен байланыс департаментінің директоры (Р.Әбдіқадырқызы) осы Саясаттың мәтінін Қоғамның сайтында орналастыруды қамтамасыз етсін.
3. Қоғамның құрылымдық бөлімшелерінің басшылары сапаны қамтамасыз ету жөніндегі есепті дайындау кезінде сапаны Ішкі қамтамасыз ету саясаты мен стандарттарының нормаларын қатаң басшылыққа алсын.
4. Осы бұйрықтың орындалуын бақылауды өзіме қалдырамын.
5. Осы бұйрық оған қол қойылған күнінен бастап күшіне енеді.

Басқарма

Төрағасының міндетін атқарушы - Ректор

К. Исакова



Издатель ЭЦП - ҰЛТТЫҚ КУӘЛАНДЫРУШЫ ОРТАЛЫҚ (GOST), ИСАКОВА КІАРА,
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университет имени Абая", BIN031240004969

Лист согласования

ФИО, подразделение, должность	Тип действия	Время и дата согласования или подписания	Данные по ЭЦП
Хамраев Ш.И. - Руководитель - Офис Институциональной Эффективности	Согласовано	13.09.2023 15:09	ХАМРАЕВ Ш.И.
Кулсариева А.Т. - И.о. проректора по академическим	Согласовано	13.09.2023 18:13	КУЛСАРИЕВА А.Т.



Издатель ЭЦП - ҰЛТТЫҚ КУӘЛАНДЫРУШЫ ОРТАЛЫҚ (GOST), ИСАКОВА КЛАРА,
Некоммерческое акционерное общество "Казахский национальный педагогический
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вопросам - Председатель Правления - Ректор			
Абдигапбарова У.М.(и.о Бурибаев Е.А.) - Проректор по исследовательской деятельности - Председатель Правления - Ректор	Согласовано	13.09.2023 15:45	АБДИГАПБАРОВА У.М.
Нұрланов Ш.Н. - Проректор по социальному развитию - Председатель Правления - Ректор	Согласовано	14.09.2023 12:44	НҰРЛАНОВ Ш.Н.
Желдыбаева А.Ж. - Начальник управления - Управление юридической работы и организации закупок	Согласовано	14.09.2023 16:02	ЖЕЛДЫБАЕВА А.Ж.
Кулсариева А.Т.(и.о Исакова К.Т.) - И.О. Председателя Правления-Ректора - Председатель Правления - Ректор	Подписано	14.09.2023 16:29	ҰЛТТЫҚ КУӘЛАНДЫРУШЫ ОРТАЛЫҚ (GOST), ИСАКОВА КЛАРА, Некоммерческое акционерное общество "Казахский национальный педагогический университет имени Абая"



Издатель ЭЦП - ҰЛТТЫҚ КУӘЛАНДЫРУШЫ ОРТАЛЫҚ (GOST), ИСАКОВА КЛАРА,
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