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REGULATIONS OF THE ORGANIZATION OF THE ADVISER’S WORK

R-14 Revision 3

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1. General provisions

1.1. These Rules for the organization of the adviser's work (hereinafter referred to as the Rules) define the basic rules for the organization of work, the rights and duties of advisors as academic mentors studying at "International Information Technology University" JSC (hereinafter referred to as the "University").

1.2. These Rules have been developed in accordance with the following documents:

- Rules for the organization of the educational process on credit technology of education, approved by Order No. 152 of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011;
- Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604 On the approval of State Compulsory Educational Standards at all levels of education.

2. Fundamental terms, definitions and abbreviations

The following terms and definitions are used in the text of these Rules:

Academic calendar	calendar of educational and control events, practices during the academic year with indication of rest days
Virtual group	a group of students to study a certain discipline, formed as a result of the choice of a teacher and/or an elective discipline. The composition of the group may change in accordance with the IEP (individual education plan) of students and the results of the teacher's choice
Department of Academic Affairs (DAA)	a service that records the entire history of student academic achievements, ensures the organization of all types of knowledge control and calculation of the student's academic rating
Individual education plan (IEP)	a standard document, including a list of compulsory, elective and additional disciplines, practices, indicating the number of credits for them and determining the student's educational trajectory for the academic period
Catalog of elective disciplines (CED)	List of elective subjects offered for study in the academic year, compiled according to the developed form (Appendix No. 1). Note: The CED is developed by the University annually in addition to the Standard educational plan (SEP) and is a systematic annotated list of all disciplines of the component of choice. The following basic principles are followed when compiling the CED: - The total volume of hours (credits) in elective disciplines strictly corresponds to the volume of hours (credits) of the component of choice according to the SCES in specialties; - Elective disciplines complement and deepen the competencies formed in accordance with the direction of training in accordance with the Model of Technical Education of the University; On the basis of the SEP and CED in the specialty, students with the help of an adviser are compiled by the IEP. The IEP includes the disciplines of the mandatory component from the SEP and the disciplines of the component of choice from the CED. In order to prevent the chaotic choice of elective subjects by students and the implementation of educational programs developed by the University, within the framework of the CED, students are presented with several educational trajectories – lists of elective disciplines and

	the sequence of their study, allowing the student “at the end of this process” within the specialty to obtain an additional certain list of professional skills and competencies focused on a specific field of activity, taking into account the needs the labor market and employers.
Credit education technology	Training is based on the choice and independent planning by the student of the sequence of studying disciplines using credit as a unified unit of measurement of the volume of educational work of the student and the teacher.
Post requisite	List of disciplines that require competencies to study upon completion of the study of this discipline
Prerequisite	List of disciplines containing competencies necessary for the development of the studied discipline
Working education plan (WEP)	a document containing a complete list of academic disciplines grouped into cycles of general education, basic and core disciplines, both in the mandatory component and the elective component, indicating the credits required for students to master, is compiled in accordance with standard education plan
Registration	procedure for enrolling students in the disciplines of the working curriculum
Adviser	a teacher who performs the functions of an academic mentor of a student in the relevant educational program, who assists in choosing a learning path (forming an individual education plan) and mastering the educational program during the training period

3. Purpose and principles of the work of advisors

3.1. The need for an adviser service is determined by the need to establish communication between students and teachers in order to create conditions for obtaining high-quality education, an informed choice by a student of the direction of training within a specialty and/or groups of educational programs.

3.2 The relationship between the adviser and the student is based on the principles of continuous counseling in the preparation of the educational trajectory of the student.

3.3 The adviser introduces the student to the peculiarities of the academic and educational life of the University, the content of the WEP, the requirements for the formation of competencies according to the Model of technical education of the University in the areas of training within the specialties implemented at the University, and is a mentor in choosing the trajectory of education in accordance with the inclinations, capabilities, interests and goals of the student.

4. Regulations for the appointment of advisors

4.1. The advisory service is created at the departments that train specialists. The number of advisors is set depending on the number of specialties/areas of training at the faculty and the number of students in specialties /areas /groups of educational programs, training. A senior advisor is appointed for each department.

4.2. A highly qualified employee of the department from among the academic teaching staff who has extensive work experience in the specialty and is well-informed about educational programs in the supervised field of study can be appointed an adviser.

4.3. The advisory work of the adviser is taken into account when distributing the teaching load at the department.

4.4. The work of the group’s advisor is an integral part of teaching activities and can be taken into account when evaluating the teacher’s job qualities.

5. Job description of the adviser

5.1. The adviser maintains a passport of the specialties/areas of training supervised by them (SCES, SEP, WEP, CED, educational programs in areas of training within the specialty).

5.2. The senior adviser is a member of the Scientific and Methodological Council, and also participates in the formation of the CED of the supervised specialty/direction/groups of educational training programs.

5.3. The adviser has the right to request from DAA, FIT (Faculty of Information Technology) and departments all necessary information materials on the organization of the educational process in the supervised field of study, provides them to students and mixes them on the DL (Learning Management System) of the university.

5.4. Each adviser carries out their work, as a rule, within the framework of no more than one or two areas/specialties/educational programs and oversees students from the first to the final year.

5.5. The advisor conducts consulting work with students throughout the year according to the schedule of advisors in the form F-69 approved by the Dean of the Faculty. The advisor's work schedule is brought to the attention of FIT students.

If necessary, the adviser can schedule individual meetings beyond the established schedule.

5.6. The adviser provides advisory assistance to students in choosing the direction of training, determining the individual learning trajectory through the choice of elective disciplines in accordance with the inclinations, capabilities, interests and goals of the student.

5.7. The Advisor provides group and individual consultations to supervised students in order to make the most rational individual education plans for each year of study.

5.8. The adviser conducts cultural and educational work with students, supports student initiatives, and prepares reports on the work done.

5.9. The adviser carries out extracurricular work with students and provides assistance in studies, as well as in social and domestic issues.

6. Rights of advisors

The adviser has the right to:

6.1. carry out their activities, request regulatory documentation on the organization of the educational process and educational and methodological work in DAA, FIT;

6.2. participate in the work of all public organizations when considering issues related to the formation of the educational trajectory of students;

6.3. make proposals to optimize and improve the effectiveness of the organization of the educational process and educational and methodological work in the administrative and public structures of the University.

7. Responsibilities of advisors

The adviser shall be obliged to:

7.1. have information about the needs of consumers of educational services (students, employers, science, society);

7.2. explain the directions of students' career growth;

7.3. carry out organizational and methodological measures: to familiarize students with the CED and WEP in the areas of training, to advise students in the preparation of the IUP according to the chosen educational trajectory.

7.4. provide assistance to students:

- in planning the educational trajectory;

- in decision-making when choosing disciplines;

- orientation and adaptation to the educational process within the university;

- in the formation of the future professional orientation of the student;
- 7.5. participate in the registration procedure for disciplines: providing practical assistance in filling out registration forms;
- 7.6. have information about the assigned group – the number of students with contact details;
- 7.7. take part in events and seminars held in order to improve work with students and the organization of the educational process;
- 7.8. contribute to the formation of the student’s personality, the formation of their inclinations;
- 7.9. create conditions for maximum individualization of students’ education with a focus on the requirements of the SCES and education plans of specialties.
- 7.10. regularly fill out the “Journal of the advisor of the academic group” F-70.
- 7.11. analyze the results of the academic period in terms of academic performance and other supervised areas of the group.

8. Regulations for the organization of the work of advisors

Stages of the adviser’s work process are shown in Table 1.

Table 1

Stages of the adviser’s work process				
Stages of the process	Responsible	Participant	Recipient of information	Output documents
1. Appointment of advisors	Heads of departments	Teachers	DAA	Decision of the department to assign groups and specialties to advisors
2. Training of advisors	Director DAA	Director DAA, advisors	Adviser	Materials of the seminar, attendance lists
3. Methodological support	Director DAA	Director DAA, advisors	Adviser	Educational programs, CED
4. Consultations on registration	Adviser	Advisors, students	Students	IEP of the student
5. Drawing up an individual education plan	Adviser	Advisors, students	DAA, Dean’s office, students	IEP of the student

9. Responsibility and authority

9.1 The Dean is responsible for the timely formation of lists of advisors from among the experienced and communicative teachers of the graduating departments and the replacement of advisors in necessary cases.

9.2 The Director of the DAA is responsible for the methodological support of the advisors.

9.3 The Adviser is responsible for the correctness of the formation of the IEP by students in accordance with the chosen field of training and for meeting the requirements of this regulation.