

APPROVED  
by Rector of  
"International Information  
Technology University" JSC  
Uskenbayeva R.K.  
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## REGULATION ON QUALITY CONTROL OF THE EDUCATION PROCESS

**P - 16**

**Edition 2**

	<b>Job Title</b>	<b>Surname and Initials</b>	<b>Signature</b>
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## 1. GENERAL PROVISIONS

1.1 This Regulation has been developed with the aim of monitoring the quality of the education process in "International Informational technology University" JSC (further referred to as – the University).

1.2 This Regulation applies to all academic processes and is mandatory guidelines for the teaching staff (hereinafter referred to as faculty), departments, deans' offices, employees of the department for Academic and Methodological Affairs and students.

1.3 Monitoring is carried out by all departments and members of the Internal Control Committee (further - ICC).

1.4 The Regulation is mandatory for all University employees involved in the academic process.

1.5 This Regulation is an internal regulatory document of the University and is not subject to submission to other parties, except for auditors of certified bodies during audits of management systems, as well as to consumer partners (at their request) with the permission of the Rector of the University.

## 2. REGULATORY REFERENCES

2.1 These Regulations have been developed in accordance with the following regulatory documents:

- Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, No. 319-III 3PK (as of July 7, 2020);

- Order of the Ministry of Education and Science of the Republic of Kazakhstan "On approval of state compulsory standards of higher and postgraduate education" dated October 31, 2018, No. 604 (as of May 5, 2020);

- Order of the Ministry of Education and Science of the Republic of Kazakhstan "On approval of Model rules for the activities of educational organizations of the corresponding types" dated October 30, 2018, No. 595 (as of May 18, 2020);

- Order of the Minister of Education and Science of the Republic of Kazakhstan "On approval of the Rules for organizing the education process using credit technology of education" dated April 20, 2011, No. 152 (as of October 12, 2018).

## 3. TERMS AND ABBREVIATIONS

1) **academic period** - a period of theoretical training established independently by the educational organization in one of three forms: semester, trimester, quarter.

2) **academic hour** - a unit of measurement of the volume of classes or other types of educational work, 1 academic hour is equal to 50 minutes, used in drawing up the academic calendar (schedule of the education process), the schedule of classes, in planning and recording the covered educational material, as well as in planning the teaching load and recording the work of the teacher;

3) **distance educational technologies** - training carried out using information and communication technologies and telecommunications tools with mediated (at a distance) or not fully mediated interaction between the student and the teacher.

4) **final certification of students** - a procedure carried out in order to determine the degree of their mastery of the volume of academic subjects, academic courses and (or) modules provided for by the state compulsory standard of the corresponding level of education.

5) **scientific and methodological work** - a type of activity based on the achievements of science and advanced pedagogical experience and aimed at improving the functioning and

development of the continuous education system;

**6) student** - a participant in the education process intending to complete the educational program and obtain an academic degree of the appropriate level. Students include undergraduates, master's degree students and doctoral students;

**7) education** - a continuous process of upbringing and training carried out for the purposes of moral, intellectual, cultural, physical development and the formation of professional competence;

**8) education program** - a single set of basic characteristics of education, including the goals, results and content of training, organization of the education process, methods and techniques for their implementation, criteria for assessing learning outcomes;

**9) education activity** - a process of purposeful, pedagogically sound, consistent interaction of educational entities, during which the tasks of teaching, development and education of an individual are solved;

**10) educational monitoring** - systematic observation, analysis, assessment and forecast of the state and dynamics of changes in the results and conditions for the implementation of education processes, the student body, the network, as well as rating indicators of the achievements of educational organizations;

**11) midterm assessment of students** - a procedure carried out to assess the quality of students' mastery of the content of part or all of one subject, one academic course and (or) module, as well as professional modules within one qualification after completing their study;

**12) working curriculum of a course (Syllabus)** - a program that determines for each subject, each academic course and (or) module the content and volume of knowledge, abilities, skills and competencies to be mastered;

**13) working curriculum** - a document regulating the list, sequence, volume (labor intensity) of academic subjects, academic courses and (or) modules, professional practice, other types of educational activities of students of the corresponding level of education and forms of control;

**14) the Academic and Methodological Council (AMC)** is a collegial management body that ensures the quality of the academic and educational-methodological activities of the University.

#### **4. PLANNING OPEN CLASSES**

4.1 To improve the quality and methodological support of the education process, departments develop a schedule of open classes in accordance with Appendix 1 for teachers who must conduct open classes in the current academic year.

4.2 When developing schedules, the following main goals of open classes must be taken into account:

- improving the qualifications of young specialists or newly hired teachers through mandatory attendance of classes conducted by an experienced teacher;

- checking the quality of classes conducted by young specialists or newly hired teachers by experienced teachers.

4.3 The department may make adjustments to the schedule of open classes by assigning an unscheduled open class to a specific teacher by a separate order if it is necessary to assess the pedagogical level, but not more than once per semester.

4.4 A teacher may independently contact the department for an unscheduled open class, including before receiving a recommendation from the department for promotion or when passing the Contract Committee (hereinafter referred to as the CC) in accordance with the internal regulatory document "Rules for competitive replacement of positions for the teaching staff", R-07.

4.5 When holding open classes, all participants in the process must adhere to the following academic requirements:

- goodwill and constructiveness of all visits;
- the topics of open classes should not be duplicated;
- the results of the teacher's previous visit to the class must be taken into account;
- non-interference in the course of the education process with later discussion and analysis at department meetings.

4.6 When holding an open class by young specialists or newly hired teachers, a monitoring assessment and recommendations are given by experienced teachers.

4.7 It is not allowed to hold more than one open class by one teacher in the current semester.

4.8 The results of open classes must be discussed at a department meeting to improve the quality of the education process. The assessment results must also be announced during the CC.

## **5. CRITERIA AND METHODS FOR ASSESSING THE QUALITY OF OPEN CLASSES**

5.1 The following criteria are used to assess the quality of preparation for the lesson:

- clear topic statement and implementation of the lesson plan;
- degree of delimitation of the material from the previous topic;
- rational use of lesson time;
- choice of teaching methods;
- summing up the lesson, correctness and justification of assessments;
- logical development of the material;
- clear formulation of conclusions.

5.2 The following criteria are used to assess the quality of the presentation of the material:

- teacher's speech;
- contact with the audience and effectiveness of feedback from all students;
- methodological focus of the presentation;
- use of methodological material;
- appropriateness and effectiveness of using modern technical means.

5.3 The following criteria are used for the overall assessment of the lesson:

- novelty: reflection in the lesson material of the latest provisions. The importance of the educational material, the level of pedagogical skill;
- originality of the material;
- interdisciplinary connections of the material.

5.4 Expert evaluation method is based on observation of the course of the lesson and review of the documentation and technical support for the lesson.

## **6. MUTUAL OBSERVATION OF CLASSES**

6.1 In order to ensure the level of qualification and improve the quality of the educational and methodological process, the departments develop a schedule of mutual observation of classes by teachers in accordance with Appendix 2.

6.2 Mutual observation of classes and analysis are rightfully considered one of the forms of advanced training for faculty members.

6.3 Among the main goals of mutual observation of classes by teachers, the following should be primarily identified:

- quality control of the education process in accordance with modern requirements and trends in the development of educational science;

- motivation of teachers to improve educational, methodological, research and other activities at the University;
- an exchange of experience between teachers with the aim of their professional growth, improving their pedagogical skills;
- demonstration and dissemination of progressive forms of organization of the education process;
- testing and implementation of innovative forms and methods of teaching;
- development of a constructive approach of teachers to self-assessment of the quality of teaching, necessary for transition to new forms of education and organization of the education process (for example, distance learning).

#### 6.4 Teachers conducting the observation must:

- additionally confirm readiness to attend the class and agree on the final dates and place of attendance with the teacher conducting the class;
- check the methodological readiness for the class (availability of the working curriculum of the course (Syllabi), UMKD, handouts, attendance log, log of midterm and final assessment of students);
- check the technical readiness to conduct the class, in the on-line mode using telecommunication means;
- check the teacher's plans and their implementation;
- carefully observe the course of the class and take notes;
- check the discussion and analysis of observations in order to develop a single assessment, at a department meeting or a methodological seminar.

## 7. INTERNAL CONTROL COMMITTEE

7.1 Internal control is the main source of information for diagnosing the state of the education process, the main results of the University's activities.

#### 7.2 Objectives of internal quality control of education:

- improving the education process;
- improving the quality of education;
- implementing regulatory legal acts of the legislation of the Republic of Kazakhstan and implementing the principles of state policy in the field of education;
- protecting the rights and freedoms of participants in the education process;
- analyzing and forecasting trends in the development of the education process;
- improving the pedagogical skills of university teachers.

7.3 The education process is also observed by members of the Internal Control Commission (hereinafter referred to as the ICC) as internal auditors in accordance with the ICC work plan for the academic year. In this case, internal auditors must be employees of the teaching staff of departments, employees of the Dean's Offices and the Department of Academic and Methodological Affairs.

#### 7.4 Composition of the ICC:

- the main composition of the ICC is formed on the basis of the academic section of the University Academic and Methodological Council (AMC). The chairman of the AMC section is simultaneously the chairman of the ICC;
- the selection and approval of the composition of the ICC takes place at the beginning of the year at a meeting of the University Academic and Methodological Council;
- the composition of the ICC must include representatives of the dean's offices and one representative from each department.

7.5 The work of the ICC is based on planned and systematic monitoring of the fact that the teaching staff's classes are held without violations, namely the exact time of the beginning and end of the class, the degree of attendance of the class by students, familiarization of students with the Syllabus of the course.

#### 7.6 When attending regular classes, inspectors (preferably at least two people) come to the class

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strictly according to the schedule without prior warning, having forms to fill out (APPENDIX 3,4,5) in hand. After the end of the class, they familiarize the teacher with wishes and comments, give him/her a completed form for review and signing;

7.7 The ICC has free access to the distance platforms of teachers, including entering and attending online classes of teachers without interfering with the course of the education process and the content of materials when teaching using distance educational technologies.

7.8 The ICC monitors the conduct of examination sessions by analyzing the presence of the examiner and proctor(s), the facts of conducting midterm assessments and submitting course projects, meetings of the State Examination Commission (SEC) and the State Attestation Commission (SAC).

7.9 When assessing the quality of the midterm assessment, the examiner may observe the process in the classroom from the corridor, if necessary, make a remark to the teacher about the violation, having first introduced himself/herself. In order not to distract the teacher, it is enough to record the time of the lesson and the classroom, and then obtain information about the group, course and the name of the teacher according to the schedule.

7.10 When assessing the quality of the examination session, the examiner is obliged to come to the beginning of the exam, make sure that the proctor and examination documentation are present, and ensure that late students are not admitted to the exam.

7.11 Tasks of the ICC:

- collecting and processing information on the state of the education process of the University;
- providing methodological assistance to the teaching staff of the University in the education process;
- systematic quality control of teaching academic courses, professional modules
- control of teachers' compliance with scientifically based requirements for the content, forms and methods of the education process;
- timely response to student signals about the teacher's unfair attitude to conducting classes or illegal actions of the teacher towards students.

7.12 Every year at the beginning of the academic year, the ICC checks the availability of schedules for open classes, schedules for mutual observation of classes, department work plans for the educational and methodological process, approved working curricula of departments, the methodological readiness of the approved working curricula of courses (Syllabus), UMKD and their availability on the educational module LMS MOODLE (dl.iitu.kz).

7.13 Regulations on the work of the ICC:

- regular attendance of teachers' classes according to the schedule (attached) with a repeat visit after 1-2 weeks in order to check the elimination of the comments made;
- attendance of teachers' classes based on student signals;
- control of the quality of the midterm assessment and examination session;
- quality control of classes in English.

7.14 The ICC exercises control over the work course of the teaching staff (lateness or disruption of classes) with the preparation of a violation report in accordance with Appendix 6, submitted to the Office of the Registrar of the Department of Academic and Methodological Affairs.

## **8. ANALYSIS AND IMPROVEMENTS**

8.1 The members of the ICC who attended the teacher's class write their reviews, which reflect:

- conclusions and comments;
- suggestions for improving the teaching methods.

8.2 The reviews should contain both positive aspects and constructive comments on the teaching methods.

8.3 The reviews are forwarded to the head of the department. The teacher for whose class this document was compiled must be familiar with the content of the review.

8.4 The reviews are analyzed at a department meeting, a meeting of the educational section of the AMC, based on the results of such analysis, recommendations for improving the teaching methods should be developed.

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8.5 The head of the department analyzes the organization of the education process based on the results of the ICC's monitoring of the classes and makes a decision on improving the organization of the education process and labor course.

8.6 The decisions taken are included in the educational and methodological plan of the department for the subsequent academic period



Faculty

Department

## OPEN CLASSES SCHEDULE

20 \_\_\_\_ - 20 \_\_\_\_  
 \_\_\_\_ academic  
 year ( \_\_\_\_ semester)

No.	Date	Time	Room	EP/Speciality, group	Course	Topic of the lesson	Full name, job title	
							Teacher	Observers
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
1								
2								
3								
4								
5								
6								
7								
8								
9								
0								

Head of the Department \_\_\_\_\_  
 (Name, Signature)

Considered at the department meeting.

Minutes № \_\_\_\_\_ « \_\_\_\_\_ » \_\_\_\_\_ 20 \_\_\_\_



## RATING SHEET FOR LECTURE OBSERVATION

Teacher \_\_\_\_\_

Course \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_ Room \_\_\_\_\_ Course \_\_\_\_\_

Group \_\_\_\_\_ Quantity of students by list \_\_\_\_\_

Quantity of students present \_\_\_\_\_

Evaluation points:

4 – skilled

3 – quite meets the requirements

2 – satisfies the requirements

1 – does not meet the requirements

Assessment is given by every observer of the lecture.

o.	Indicators	Points			
		1	2	3	4
<b>1. Content of the lecture</b>					
1.1	High theoretical level stated material				
1.2	Systematicity and logical sequence of the <del>cont</del>				
1.3	Clarity and argumentation in presentation educational material				
1.4	Practical orientation of the material, Professional real-life examples, advanced experience <del>et</del>				
1.5	Conformity of the lecture content to the educational <del>prgm</del>				
1.6	Completeness of the topics				
1.7	Content compliance with level of students				
<b>Average score</b>					
<b>2. Methodology</b>					
2.1	Free, accessible presentation of the material				
2.2	Teacher has a good contact with the audience and maintains interest				
2.3	Usage of technical means				
2.4	Optimal pace of lectures and opportunity of note taking				
2.5	Level of the English language				
<b>Average score</b>					
<b>3. Organization of classes</b>					
3.1	Structure of the lectures				
3.2	Rational use of time				
3.3	The ability of the lecturer to maintain the course				
<b>Average score</b>					

**4. Students have notes of the lecture**

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**5. Notes and recommendations**

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**6. General conclusion on quality of the lecture**

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**7. Observers**

o.	Full name	Job title	Signature

**8. Familiarized with the conclusion.**

(signature of the teacher)

General impression of the lecture (underline):

**Very good, good, satisfactory, bad.**

**RATING SHEET FOR PRACTICAL CLASS OBSERVATION**

Teacher \_\_\_\_\_  
 \_\_\_\_\_ Course \_\_\_\_\_  
 \_\_\_\_\_ Topic \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_ Course \_\_\_\_\_  
 \_\_\_\_\_ Group \_\_\_\_\_ Quantity of students by list \_\_\_\_\_  
 \_\_\_\_\_ Quantity of students present \_\_\_\_\_

Evaluation points:  
 4 – skilled  
 3 – quite meets the requirements  
 2 – satisfies the requirements  
 1 – does not meet the requirements  
 Assessment is given by every observer of the practical class.

No.	Indicators	Points			
		1	2	3	4
<b>1. Content and methodology conducting practical classes</b>					
1.1	Clear aims				
1.2	Compliance with the content of the education program				
1.3	Practical, provocative, active and purposeful discussion of the main problems				
1.4	The teacher is demanding to the content and form of students' speech and assessing the students' knowledge				
1.5	The teacher takes active part in students' disputes, mobilizes them for collective search for the right answer to the question				
1.6	The teacher motivates students to apply theoretical knowledge in practice, to analyze problems				
1.7	The teacher forms the ability to defend student's point of view and to persuade opponents				
1.8	Completeness of the topic's coverage in accordance with the plan				
1.9	Students apply previously received knowledge including from other courses in discussions				
1.10	Using technical teaching aids and <del>the</del> visual aids				
1.11	The ability of the teacher to maintain a high level of attention and active thinking of all students throughout the class				
1.12	The ability of the teacher to make comprehensive and deep conclusions				

1.13	Degree of interest of students				
1.14	Level of the English language				
<b>Average score</b>					
<b>2. Organization classes</b>					
2.1	Structure of the lectures				
2.2	Rational use of time				
2.3	The ability of the lecturer to maintain the course				
<b>Average score</b>					

**4. Students have notes of the class**

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**5. Notes and recommendations**

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**6. General conclusion on quality of the lecture**

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**7. Observers**

o.	Full name	Job title	Signature

**8. Familiarized with the conclusion.**

(signature of the teacher)

General impression of the lecture (underline):

**Very good, good, satisfactory, bad.**

**RATING SHEET FOR LABORATORY CLASS ASSESSMENT**

Teacher \_\_\_\_\_  
 \_\_\_\_\_ Course \_\_\_\_\_  
 \_\_\_\_\_ Topic \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_ Course \_\_\_\_\_  
 \_\_\_\_\_ Group \_\_\_\_\_ Quantity of students by list \_\_\_\_\_  
 \_\_\_\_\_ Quantity of students present \_\_\_\_\_

Evaluation points:  
 4 – skilled  
 3 – quite meets the requirements  
 2 – satisfies the requirements  
 1 – does not meet the requirements  
 Assessment is given by every observer of the class.

No.	Indicators	Points			
		1	2	3	4
<b>1. Content and methodology conducting laboratory classes</b>					
1.1	Clear aims				
1.2	Teacher is demanding to the content and form students' work				
1.3	Active students' discussion on laboratory class tasks				
1.4	Completeness of topics coverage				
1.5	Teacher uses technical and other means of visualization				
1.6	Compliance of laboratory classes with the education program (syllabus)				
1.7	The ability of a teacher to make a comprehensive and deep conclusions				
1.18	Level of the English language				
<b>Average score</b>					
<b>2. Organization classes</b>					
2.1	Availability of tasks for laboratory classes on DL				
2.2	Compliance with the parameters of laboratory classes				
2.3	The teacher is demanding and objective in assessing knowledge of <del>stts</del>				
2.4	The teacher maintains students' discipline				
2.5	Availability of the plan and methodological instructions				
<b>Average score</b>					

**4. Students have notes of the class**

**5. Notes and recommendations**

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**6. General conclusion on quality of the lecture**

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**9. Observers**

o.	Full name	Job title	Signature

**10. Familiarized with the conclusion.**

(signature of the teacher)

General impression of the lecture (underline):

**Very good, good, satisfactory, bad.**



**ACT**

On violations labor discipline by the teacher

No.	Teacher's Full name	Faculty	Department	Room	Date	Time *	Form of Violation

**Dean of the Faculty**

*(Name)*

*(signature)*

*(full name)*

**Head of Department**

*(Name)*

*(signature)*

*(full name)*

**Member ICC**

*(signature)*

*(full name)*

*(signature)*

*(full name)*

\_\_\_\_\_

\* Control of the classes by ICC according to the schedule on the educational portal