

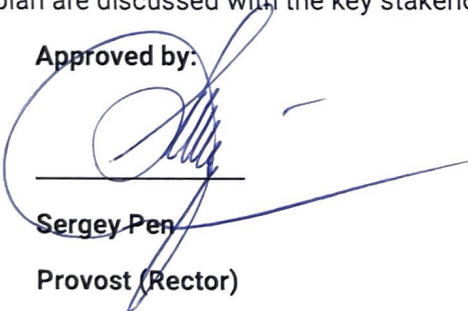
ACTION PLAN OF MAQSUT NARIKBAYEV UNIVERSITY BASED ON THE INTERNATIONAL QUALITY REVIEW QAA

An international quality review was conducted from December 11 to 13, 2023, during which experts from the Quality Assurance Agency identified eight good practices and issued nine recommendations. The Review Report is published on the official website of the Quality Assurance Agency. In response to the report, the University has developed the Action Plan that outlines specific actions to be taken, defines clear success indicators, sets precise deadlines, and specifies the departments or individuals responsible for each aspect of the implementation. The comprehensive approach aims at enhancing the identified good practices and addressing the recommendations provided by the Quality Assurance Agency's experts, with the plan scheduled for implementation over the period of 2024 to 2026.

The Action Plan is approved by the Provost of the University, as the person administering the academic process of the University. Prior to the approval of the plan, it was discussed with the key internal stakeholders, including student representatives, Lead Student Representative, heads of the school collegial bodies, Deans, and other members of the Executive Board.

The Action Plan is subject to annual review to adapt and refine strategies based on the evolving needs and feedback from the university stakeholders, maintaining a dynamic approach to continuous improvement. The Action Plan is reviewed in September and all the changes to the plan are discussed with the key stakeholders mentioned above.

Approved by:



Sergey Pen

Provost (Rector)

Maqsut Narikbayev University

Date: 28.03.2024

No.	Good Practice	Action To Be Taken	Date For Completion	Action By	Success Indicator
1	<p>The flexibility offered to students in choosing their own timetable and therefore being able to access a better range of internships</p>	<ul style="list-style-type: none"> • The University views its students as the primary stakeholders and, therefore, places a high emphasis on their satisfaction and comfort. To enhance students' flexibility in choosing classes, timetables, and instructors, the University aims to incorporate advanced analytics. This will allow for the assessment of classroom availability, daily workload, and the diversity of lecturers available for students to choose from during the registration period. [QA] • The University will continue to collect and analyze the opinions of students through annual satisfaction surveys and course evaluation surveys. Careful analysis of student feedback allows us to better understand their needs and identify areas of concern. This process is vital for recognizing what is working well and what requires improvement, ensuring that the University remains responsive and adaptive to student requirements. [QA], [S] • To make scheduling of classes and examinations more efficient, the University is set to modernize its administrative information system. This initiative will focus on automating the scheduling processes, ensuring they are more responsive and tailored to the 	August, 2026	Quality Assurance Office [QA], Schools [S], Registrar's Office [RO]	<ol style="list-style-type: none"> 1. An interactive analytical dashboard available within the KAZGUU Data Analytics system that enables the assessment of classroom availability, daily workload, and the diversity of lecturers available. 2. Interactive analytical dashboards available within the KAZGUU Data Analytics system that display the results of annual satisfaction and course evaluation surveys. 3. Regular analysis of annual satisfaction and course evaluation survey results within university schools, accompanied by actions taken based on these findings. 4. The development of an enhanced tool within the administrative information system that automates the scheduling of classes.

		specific needs of students and faculty. [RO]			
2	The variation and real-world nature of assessments to support students' preparation for employment	<ul style="list-style-type: none"> To align student preparation with market needs, the University commits to maintaining a significant proportion of instructors who possess not only academic expertise but also relevant industry experience. This ensures that undergraduate programmes are enriched by faculty members who bring practical, professional insights to their teaching. [S] Recognizing that certifications from professional bodies are recognized benchmarks for evaluating a professional's skills and knowledge, the University aims to ensure its programmes are accredited by such bodies. This accreditation guarantees that our education aligns closely with market demands, preparing students effectively for their future careers. Consequently, the University will continue to uphold current certifications and accreditations from esteemed organizations, including ACCA, ICAEW, CIMA, CFA, and GARP, and seek for new and relevant certifications and accreditations that might enhance our educational programmes. [S] To equip students for success in professional certification examinations and enhance their competitiveness after their-graduation, the University ensures that learning outcomes and the evaluation 	August, 2026	Schools [S]	<ol style="list-style-type: none"> At least 30% of the staff are professionally qualified, ensuring a substantial presence of faculty with relevant industry experience. Educational programmes successfully receive accreditations and reaccreditations from esteemed professional bodies, including ACCA, ICAEW, CIMA, CFA, and GARP, demonstrating the alignment of curriculum with industry standards. Examinations and assessments are designed in alignment with the requirements of professional associations, ensuring the evaluations reflect the competencies expected by the industry.

		of student knowledge align with the standards of professional associations and the expectations of employers. [S]			
3	The connections the University has to relevant industries and professional bodies to inform learning, teaching, and assessment	<ul style="list-style-type: none"> To ensure industry collaboration and networking with key partners, each university school maintains a Business Council. These councils are instrumental not only in enhancing the strategic vision for the school's development but also in offering tangible benefits through the approval and review of educational programmes during business council meetings. The practice of holding business council meetings will be sustained. [S] To refine the curriculum, learning outcomes, and assessment criteria, the university will continue collecting and analyzing feedback from employers regarding the skills of graduates. This feedback is systematically gathered through the Internship, Career, and Employment Centers of each School to guarantee efficiency, and then it is analyzed at both the school and institutional levels. [S], [P] The National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" conducts a national ranking of educational programmes, offering valuable insights into employment rates and average salaries of university graduates. The data for this ranking is 	August, 2026	Schools [S] Provost [P]	<ol style="list-style-type: none"> Minutes from Business Council meetings, which document specific recommendations for enhancing educational programmes and detail the actions that need to be taken to implement these recommendations for programme improvement. The gathering of employer feedback by the Internship, Career, and Employment Centers, followed by the analysis of this feedback at the school level to improve curriculum development and student support services. The analysis of results from the National Chamber of Entrepreneurs ranking, accompanied by the implementation of strategies aimed at improving graduate employment rates, accelerating job placement, and increasing graduate salaries.

		<p>derived from official governmental sources, ensuring the objectivity of the results as universities have no influence over them. The university will maintain its participation in this ranking and thoroughly analyze the outcomes. This continuous analysis helps the university understand its own performance dynamics and compare them with other institutions offering similar programmes, providing a comprehensive view of its standing and progress. [S], [P]</p>			
4	<p>The quality and security of certificates and transcripts and the use of multiple languages on certificates enabling alumni to use them internationally</p>	<ul style="list-style-type: none"> In compliance with national regulations, all diplomas issued by Kazakhstani universities must be secure and include a QR code. This code grants access to the national educational database, allowing for the verification of the diploma and providing details about the university graduate. The University will persist in issuing diplomas, transcripts, and Diploma Supplements that not only meet these security requirements but are also available in multiple languages, including English. This practice ensures that our graduates have easier access to the international labor market, enhancing their global employment prospects. [RO] 	ongoing	Registrar's Office [RO]	<p>1. Issuing diplomas, transcripts, and Diploma Supplements in multiple languages while strictly adhering to security measures.</p>
5	<p>The provision of facilities to support the physical and mental health and wellbeing of staff</p>	<ul style="list-style-type: none"> Students are provided with opportunities to voice any issues they encounter or suggest improvements to the university through course evaluations, annual satisfaction surveys, and direct 	August, 2026	<p>Department for Student Affairs [DSA] Department for Strategy and</p>	<p>1. Annual reports detailing the satisfaction levels of students and faculty members with special educational needs,</p>

		<p>communication with school management. Additionally, the university conducts focus groups and interview sessions, particularly with students and faculty members who have special educational needs, to understand their specific challenges and proposals for enhancing the educational process and facilities. The university is dedicated to maintaining this proactive approach to ensure that the needs of all stakeholder groups are comprehensively represented and addressed. [DSA], [DSHR]</p> <ul style="list-style-type: none"> • The university is committed to continually upgrading its facilities to ensure they are not only more comfortable but also increasingly inclusive. This commitment involves regular investments in facility improvements, informed by the feedback and suggestions of students and faculty members, especially those with special needs, to better cater to the diverse university community. [FDC] • In recognition of the importance of a supportive university culture that values the contributions and well-being of all its stakeholders, the university plans to further enrich this environment by developing and implementing a Mental Health Programme specifically tailored for faculty and staff members. This initiative will help the university to become a more healthy, inclusive, and responsive community. [DSHR] 		<p>Human Resources [DSHR] First Deputy CEO (FDC)</p>	<p>accompanied by a summary of measures implemented based on these reports.</p> <ol style="list-style-type: none"> 2. Consistent annual enhancements to university facilities, with a focus on increasing inclusivity and comfort for students, faculty, and staff members. 3. The development and implementation of a Mental Health Programme specifically designed for faculty and staff members.
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6	<p>When students self-declare an additional support need or have significant health barriers to engagement, the support is comprehensive and tailored</p>	<ul style="list-style-type: none"> • The University currently offers a broad spectrum of academic and non-academic support services for its students. To formalize these initiatives, the Student Retention Policy document has been created and awaits approval. The policy is designed to increase student retention by creating a nurturing educational environment that enhances engagement, fosters academic achievement, and increases student satisfaction. It will codify practices in academic advising, peer mentoring, tutoring and academic support, student engagement activities, and financial aid counseling. [P] • The University will introduce the new role of Chief Student Success Officer. This person will be responsible for supervising tutoring and academic support services, encompassing the monitoring and analysis of academic and administrative processes to identify and address potential causes of student dissatisfaction or underperformance. [P], [DSHR] • As the student population grows, the University is committed to expanding its support staff to better address the physical and mental health needs of students, ensuring a comprehensive support system that facilitates their well-being and success. [DSA], [DSHR] 	August, 2026	<p>Provost [P] Department for Student Affairs [DSA] Department for Strategy and Human Resources [DSHR]</p>	<ol style="list-style-type: none"> 1. The Student Retention Policy document has been officially approved and put into effect. 2. The position of Student Success Officer has been established, and a suitable candidate has been appointed. 3. The staffing for medical support and psychological consultancy has been expanded, ensuring adequate capacity to meet the demands of student requests.
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7	The robust data analytics system employed for informed decision making	<ul style="list-style-type: none"> • KAZGUU Data Analytics system has played an important role in fostering a culture of informed decision-making within academic management. Efforts to expand analytics on the academic process will be taken, with new analytical dashboards being introduced to refine the registration process and conduct a thorough analysis of the flexibility in student schedules, aiming for continuous improvement. [QA], [P] • As the University aims to transform from 'teaching' to 'teaching and research' institution, there will be a focus on gathering data on research activity (i.e., data on published articles and research KPIs performance). This is the initial step that will help determine the types of analytics required to enhance the research activity of the University. [VPR] • The University is a private organization that needs to operate efficiently in the market and remain attractive to new talent. To gain a deeper understanding of the University's recruitment needs and the demand for professional development courses and programmes of the current employees, it is essential to digitalize the profiles of the University's faculty and staff members. This will enable comprehensive analytics, allowing having enough data for informed recruitment and employee development strategies. [DSHR] 	August, 2026	Quality Assurance Office[QA], Provost [P], Vice-Provost for Research [VPR] Schools [S] Department of Strategy and Human Resources Department [DSHR]	<ol style="list-style-type: none"> 1. Development and implementation of analytical dashboards for registration processes and student scheduling. 2. Comprehensive collection of data on the University's research activities ready for the analysis. 3. Digitalization of faculty and staff member profiles, with key data essential for informed decision-making being systematically gathered.
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8	The University's commitment to achieve international institutional and programme accreditations that has led to maturity in meeting international accreditation standards	<ul style="list-style-type: none"> The University is committed to enhancing its quality and reputation by seeking institutional and programme accreditations from esteemed accreditation agencies. This strategy not only provides an external assessment of its processes but also drives continuous improvement. With existing institutional accreditations from British (QAA) and European (FIBAA) agencies already in place, the University plans to extend its accreditation efforts to include an agency from the United States. Since the USA is one of the leaders in providing higher and postgraduate education, as well as in university research, their insights and feedback might be valuable to further improve our processes. [P], [S] The University intends to maintain its current accreditations by successfully completing post-accreditation reviews and pursuing reaccreditation as needed. This applies to both institutional and programme accreditations. [P], [S] 	August, 2026	Provost [P] Schools [S]	<ol style="list-style-type: none"> Successful attainment of institutional accreditation from a United States-based accreditation agency. Maintenance of current institutional and programme accreditations through successful post-accreditation reviews and reaccreditations as required.
No.	Recommendation	Action to be taken	Date for Completion	Action By	Success indicator
1	Develop and implement a formal policy and procedure for policy development and review that includes	<ul style="list-style-type: none"> In response to the recommendation, the University commits to developing and implementing a formal policy and procedure for the creation and review of policies. This will include the standardized templates, defined timelines for review, and a system for version control. To 	August-September 2024	Quality Assurance Office[QA] Provost [P]	1. The revised Quality Assurance Policy with a new section "Procedure for Policy Development and Review".

	standardised templates, timelines for review and a record for the version control	operationalize this recommendation, a new section titled "Procedure for Policy Development and Review" will be integrated into the University's Quality Assurance Policy, ensuring a structured and transparent approach to policy management and enhancement. [QA], [P]			
2	Review and develop a policy to ensure a consistent approach to the format of programme and course specifications to make the level more explicit and to consider a standardised terminology and number of learning outcomes	<ul style="list-style-type: none"> In response to the recommendation, the university will revise the Educational Programme Development and Approval Policy, which serves as the universal guideline for all university schools. This revision will detail the criteria for the development of university educational programmes and include necessary document samples (programme structure, course curriculum, syllabus, etc.) as attachments to the policy, ensuring a consistent approach to the format of program and course specifications. This action will make the level of detail more explicit and standardize terminology and the number of learning outcomes. [QA], [S], [P] 	August-September 2024	Quality Assurance Office[QA] Schools[S] Provost [P]	1. The revised Educational Programme Development and Approval Policy.
3	Review and develop a consistent approach to the format of quality assurance documentation across the four faculties, for	<ul style="list-style-type: none"> In response to this recommendation, the University will facilitate discussions across its schools to establish a unified format for quality assurance documentation, such as Course Management Forms and Programme Structures. The agreed-upon documentation format and any requisite documents will then be incorporated into 	August-September 2024	Quality Assurance Office[QA] Schools[S] Provost [P]	1. The format of quality assurance documentation is prescribed by the Programme Development and Approval Policy.

	example Course Management Forms and Programme Structures	the Programme Development and Approval Policy, ensuring consistency across all four schools of the University. [QA], [S], [P]			
4	Investigate the impact of the use of the Bell Curve on year-on-year consistency of grades to ensure the grades are credible at the point of being awarded and when compared to those awarded to previous cohorts of students	<ul style="list-style-type: none"> Since 2018, the University has adopted the Bell Curve grading system, a standard set by the Academic Integrity League to counteract grade inflation, a significant issue within Kazakhstan. This approach involves collecting data on grade distributions across various levels, including university-wide, by major, by class, and by instructor. <p>To address the recommendation, the University will order extensive independent research conducted by experts in higher and postgraduate education. This research will thoroughly assess the impact of the Bell Curve grading policy over a period of five academic years and allow to understand whether the approach must be changed. [S], [P]</p>	August, 2026	Schools [S] Provost [P]	1. The report that will serve as the definitive assessment of the Bell Curve policy's effectiveness, enabling an objective decision to be made regarding any necessary changes..
5	Include clear and comprehensive information on the admissions process for disabled students and students with additional support	<ul style="list-style-type: none"> In response to the recommendation, the University will revise the Admissions Policy document to include a dedicated section on inclusive education. This section will outline detailed admission process information specifically for students with disabilities and those with special educational needs. The aim is to 	June 2024	Admissions Office [AO] Schools [S]	1. Revised Admissions Policy document that includes a comprehensive section on inclusive education, detailing the admissions process for students with disabilities and those requiring additional support.

	needs within the Admissions Policy and the University website	<p>ensure that prospective students are well-informed about their ability to study at the University and the support available to them, while also providing clear guidance to the admissions department on the procedures to follow when such students apply. [AO], [S]</p> <ul style="list-style-type: none"> The information incorporated into the Admissions Policy will be displayed on the University's website in a clear and accessible manner. This approach is designed to make it easy for all stakeholders to understand the admissions process for disabled students and those with additional support needs, without the necessity of consulting the Admissions Policy document directly [AO]. 			2. A dedicated section on the University website that presents admissions information for disabled students and students with special educational needs in a clear, accessible format, ensuring that all stakeholders can easily understand the process and support available.
6	Continue to develop and approve the Mitigating Circumstances Policy so students and staff are clear on the processes to follow when external factors impact students' studies	<ul style="list-style-type: none"> MNU is committed to supporting student success by individually addressing mitigating circumstances that may affect their studies. Traditionally, each school within the university has managed such cases through its own established procedures. <p>Recognizing the importance of a unified approach, we will address the recommendation to formalize these practices into a universal Mitigating Circumstances Policy. A draft of this policy has already been prepared and is going to be discussed with the University's schools. Following these discussions, it</p>	August-September 2024	Provost [P], Schools [S]	1. The developed, approved and implemented Mitigating Circumstances Policy document.

		will be presented for approval to the Academic and Research Council, with the aim of implementing the policy from the start of the next academic year. [P], [S]			
7	Ensure that staff who are recruited at times of the year other than the summer have timely access to the support and development provided during the 'Welcome Training Week' induction programme in August	<ul style="list-style-type: none"> Starting from the 2023-2024 academic year, the Welcome Training Week has been held biannually, accommodating staff recruited both before the Fall and Spring semesters. This adjustment ensures that all new staff members have timely access to the program's training sessions and workshops, regardless of their start date. [S], [DSHR] Additionally, all training materials and supporting resources will be centrally stored in SharePoint folders, available 24/7. This arrangement will allow newly recruited staff and faculty members to access these materials at their convenience, facilitating flexible onboarding experience. [S], [DSHR] Each newly recruited staff and faculty member will be proposed to pair with an experienced colleague serving as a mentor. This mentorship will provide new hires with a go-to resource for inquiries or guidance, ensuring they receive personalized support as they acclimate to their new roles and the university environment. [S], [DSHR] 	August, 2026	Schools [S], Department of Strategy and Humar Resources [DSHR]	<ol style="list-style-type: none"> SharePoint folders with all training and supporting materials for newly recruited staff and faculty members. Mentorship programme is introduced and implemented.
8	Carefully manage the transition to the new website to	<ul style="list-style-type: none"> To ensure a smooth and secure transition to the new website, a comprehensive website redesign plan has been 	May 2024	Marketing Department [MD]	<ol style="list-style-type: none"> The new version of the website satisfying the needs of the stakeholders and

	ensure that there are no gaps in information for all stakeholders	developed. This plan outlines all critical stages of the process, including the collection of business requirements from stakeholders, UI/UX development, frontend and backend development, and the official launch. Stakeholder business requirements have already been gathered. In line with this detailed plan, the launch of the new website is scheduled for May 2024. [MD], [FDC]		First Deputy CEO [FCD]	containing necessary information on educational process of the University.
9	Develop and implement a process for the internal periodic review of the full cycle of a programme	<ul style="list-style-type: none"> To address the recommendation, the University will undertake a comprehensive revision of the Educational Programme Development and Review Policy document. This revision will incorporate the necessary criteria and document templates for conducting a periodic review of the entire cycle of an educational programme. [S], [P] To ensure that the revised policy meets the needs of all stakeholders, a detailed analysis will first be conducted by the University's schools. This collaborative approach will enable us to establish universal criteria applicable to each stage of the educational programme cycle and integrate these criteria along with the corresponding document templates into the policy, ensuring a thorough and consistent review process. [S] 	August-September 2024	Schools[S] Provost [P]	1. The revised version of the Educational Programme Development and Review Policy document, including the criteria and processes for the full cycle review of a programme.