

**“APPROVED”**  
**School of Liberal Arts Director**  
**Maqsut Narikbayev Univesrity**

\_\_\_\_\_, 20\_\_

**REGULATIONS**  
**ON SCHOOL OF LIBERAL ARTS**  
**Academic Quality Committee**

---

**Reg.No.** \_\_\_\_\_

**Version No.** \_\_\_\_\_

**ASTANA-2024**

**1 REVISIONS DEVELOPED AND INTRODUCED by:** Maqsut Narikbayev  
University School of Liberal Arts

**2 DEVELOPER:** Dean of School of Liberal Arts

**3 VERIFICATION FREQUENCY:** 1 time per year.

These Regulations may not be reproduced, replicated, or distributed in whole or in part without the permission of the Maqsut Narikbayev University's Chairman of the Board

## **1. Field of Application**

1.1 These Regulations on the Academic Quality Committee establish the requirements for monitoring and compliance with academic issues of the SLA: monitoring the quality of general education programmes, and compliance with the norms and rules of the Maqsut Narikbayev University's academic policy. This regulation is mandatory for the guidance of all employees of the SLA.

### **1.2 Symbols and Abbreviations**

- 1.2.1 RoK - Republic of Kazakhstan
- 1.2.2 MES - Ministry of Education and Science
- 1.2.3 MNU - Maqsut Narikbayev Univesrity
- 1.2.4 DLS - Department of Legal Support
- 1.2.5 SLA - School of Liberal Arts
- 1.2.6 JD - Job Descriptions
- 1.2.7 TS - Teaching Staff
- 1.2.8 EP - Educational Programme
- 1.2.9 AQC - Academic Quality Committee
- 1.2.10 SC - Science Committee
- 1.2.11 EC - Ethics Committee
- 1.2.12 AB - Advisory Board

## **2 General Provisions**

2.1 The Academic Quality Committee is an independent, executive, and collegial body for MNU SLA academic activities.

2.2 These Regulations have been developed by the legislation of the Republic of Kazakhstan and the internal documents of MNU.

2.3 These Regulations are internal documents defining the status, the procedure for creation, terms, purpose, tasks, and functions, as well as the method for Committee meetings organisation. Alongside the abovementioned procedures, Regulations define the decision-making and formalisation process.

2.4 In its activities, the AQC is guided by Kazakhstan's legislative acts regulating educational activities, as well as by-laws and regulations of the RoK Government, the Ministry of Education and Science, MNU Charter, and orders of the university management concerning AQC activities, as well as these Regulations.

### **3. The AQC Activity Objectives**

3.1 The main purpose of the Committee is to consider SLA academic issues: monitoring the quality of general education programmes, and compliance with the University's Academic policy norms and rules.

### **4. Main Objectives and Functions of the Academic Quality Committee (AQC)**

4.1 The primary objective of the AQC is to ensure organizational, methodical, and informational oversight of the educational process under the requirements of state compulsory educational standards.

4.2 To achieve this objective, the AQC performs the following functions:

4.2.1 developing and approving the AQC work plan for the academic year;

4.2.2 establishing uniform criteria and requirements for educational and methodological support, considering the specifics of departmental courses;

4.2.3 adjusting, developing, and approving standardized syllabi, including assessment criteria, in alignment with the policy on academic integrity and the strategy for modernizing the educational and methodological support of MNU;

4.2.4 reviewing and monitoring the quality of general education programs;

4.2.5 approving final assessment formats for SLA disciplines;

4.2.6 addressing current issues related to educational and methodological work, based on recommendations from the SLA Directorate and department coordinators;

4.2.7 reviewing and providing recommendations on proposed elective courses from departments for the upcoming academic year;

4.2.8 monitoring and analyzing the educational process and offering recommendations for improving its quality at SLA. At the end of the academic year, the committee reviews final course reports, student performance data, session results, and teaching staff recommendations (course management forms);

4.2.9 approving the catalog of elective courses based on the outcomes of the “Needs Assessment”;

4.2.10 administering student surveys on the quality and relevance of elective courses upon their completion;

4.2.11 reviewing current issues related to the organization of the educational process, including credit transfers, compensatory classes and appeals from students and parents.

## **5. Academic Quality Committee members**

5.1 The AQC members are selected from the SLA Teaching Staff.

5.2 The composition of AQC members and any changes are approved by voting of the SLA TS at an open general school meeting. The decision will be made only if at least two-thirds of the faculty are present. In the absence of a quorum, a follow-up meeting of the SLA TS shall be convened.

5.3 The composition of AQC members is approved for one academic year.

5.4 The SLA Director, the SLA Deputy Director for Academic Affairs, the coordinators of the SLA departments, and the Director of the Department of Student Affairs are its permanent members without the right to vote.

5.5 A student representative from the University is a voting member of the AQC.

5.6 The Chairman of the Committee coordinates the whole work of the AQC. The Chairman of the Committee is elected by voting at an SLA general school meeting. The decision will be made only if at least two-thirds of the faculty is present. In the absence of a quorum, a follow-up meeting of the SLA TS is convened.

5.7 The AQC secretary is elected by voting at an SLA general school meeting. The decision will be made only if at least two-thirds of the faculty is present. In the absence of a quorum, a follow-up meeting of the SLA TS is convened.

## **6. REGULATIONS OF THE AQC OPERATIONS**

6.1 The AQC operates under a plan developed and approved for each academic year. Committee meetings are documented in official minutes.

6.2 AQC meetings are held at least once a month. The Chair of the Committee sends the agenda along with all necessary materials to all Committee members via email no later than one day before the meeting.

6.3 In cases where issues require joint review with the committees of other Schools, the Chair of the Committee sends a letter with relevant materials to the Chair of the respective School Committee to schedule a joint meeting.

6.4 AQC decisions are made through voting, which can be conducted both in person and online.

6.5 An AQC decision is adopted if a majority of the members present vote in favor, as long as a quorum is met (at least half of the Committee members).

6.6 All AQC decisions and recommendations are recorded in the minutes of the Committee meeting. The minutes are prepared by the Committee Secretary and submitted for the Chair's signature within two working days after the meeting.

6.7 AQC decisions are distributed by the Committee Secretary via email to all Committee members as well as to officials involved in implementing the decisions.

6.8 The minutes of AQC meetings and related materials are permanent records. The original minutes and materials are kept by the Committee Secretary, who is responsible for their safekeeping. After three years, the minutes and attached materials are transferred to the archive of the SLA Directorate for long-term storage.

## **7.1 Powers and Responsibilities of AQC Members**

### **7.1 The AQC Members are entitled to:**

7.1.1 to communicate and collaborate with the other departments of MNU.

7.1.2 to request and obtain materials from MNU departments for fulfilling the Committee's tasks, within the timelines set by the Committee.

7.1.3 to submit proposals relevant to their areas of expertise and responsibilities.

7.1.4 to invite representatives from other departments of the University to Committee meetings. The meetings are subject to prior agreement with the Committee.

### **7.2 The AQC Representatives have the following duties:**

7.2.1 to adhere to these Regulations and effectively implement the decisions of the Committee taking into consideration the norms established by these Regulations.

7.2.2 to fulfill the responsibilities under the Committee's decisions.

7.2.3 to actively participate in the Committee's work by reviewing materials submitted for meetings promptly and thoroughly, and by providing written recommendations and proposals within the specified deadlines.

7.2.4 to notify the Chairman or Secretary of the Committee promptly in case of an inability to attend a scheduled meeting or to fulfill assigned tasks within the established deadlines. In the event of absence, ensure responsibility for becoming acquainted with the Committee's decisions and facilitating their implementation.

7.2.5 to conduct qualitative assessments of the academic activities of SLA

faculty based on established criteria.

7.2.6 to participate in the approval of syllabi, examination formats, and assessment criteria.

### **7.3 Exclusion from the AQC membership may occur in the following cases:**

7.3.1 if a Committee member engages in actions that grossly violate the present Regulations.

7.3.2 if a Committee member fails to comply with the decisions of the Committee.

7.3.3 if a Committee member misses more than 50% of the in-person Committee meetings.

7.3.4 if a Committee member submits written notice of their decision to resign from the Committee.

7.3.5 in case of dismissal from MNU or the liquidation of the Committee.

### **8. Evaluation of the academic performance of the SLA TS**

8.1 Evaluation of academic performance of the SLA TS is carried out once per semester by the Committee members.

8.2 The Committee members may attend and observe any class during the semester, except open lessons and graded assignments.

8.3 The schedule of observations by the Committee members is approved by the Chairman of the Committee during the 3rd academic week.

8.4 The Committee member must provide a detailed report regarding the observed lesson and assess it under the criteria no later than 3 working days after the visit. The observation form (Appendix 1) is signed by the Committee member and the observee.

8.5. If the teacher receives a grade of less than 3 points, the Committee member must visit the teacher again and assess the lesson according to Appendix A, with the possibility of changing the format as determined by the AQC. In this case, the final report should reflect the weighted average grade from both visits

### **9. Procedure for Approval of Syllabi, Exam Formats, and Grading Criteria**

9.1 Syllabi are submitted to the Committee Chair by department coordinators and must be approved by the Committee no later than 10 days before the start of the academic period.

9.2 The syllabus must include:

9.2.1 course description;

9.2.2 course objectives and goals;

9.2.3 course policy (under the Academic Policy of Maqsut Narikbayev University and the Academic Integrity Guidelines);

9.2.4 evaluation system and criteria for all assignments within the course, including final assessments;

9.2.5 course program;

9.2.6 final assessment format;

9.2.7 list of required and recommended literature.

9.3 When designing the grading system, it should be noted that the Bell Curve grading scale is applied, under the Academic Council decision No. 9, dated August 15, 2019.

9.4 Grading criteria should be specified for each type of assignment (written, oral, etc.), with a detailed description of achievement levels for each criterion.

9.5 Final assessments for all SLA courses, except for Modern History of Kazakhstan, are conducted during the 14th-15th academic weeks. The final assessment format, as specified in the syllabus, should include a description of the assignment sections with the weight coefficient for each section.

9.6 If the syllabus content does not comply with regulatory documents or if any of the required items are missing, the Committee has the right to return the syllabus for revision. The revised syllabus, incorporating feedback, must be resubmitted by the department coordinators to the Committee for re-evaluation no later than 3 days after the initial review.

## **10. Requirements for Compiling Exam Questions**

10.1 When compiling exam questions, the following should be taken into account:

10.1.1 the content of tasks used for the final assessment must differ from the tasks completed during classes. However, the format of the tasks may remain the same;

10.1.2 information regarding the content of the final assessment must not be disclosed. Responsibility for maintaining the confidentiality of examination materials lies with the developer of the exam questions.



10.2 During the examination, the proctor must familiarize himself/herself in advance with the exam rules. The proctor must read the rules of conduct during the exam to the students and strictly follow the instructions.

## **11. Confidential Information**

11.1 Confidential information is recognized as information classified as such under the legislation of the Republic of Kazakhstan and internal documents of MNU.

11.2 Any confidential information accessible to members of the AQC must be safeguarded and treated with the utmost confidentiality.

11.3 The AQC members who have access to confidential information must not disclose it to colleagues who do not have such access, nor to any third parties. These restrictions also apply for the period specified in the university's internal documents after the employee's termination.

11.4 During the workday and at its conclusion, employees must ensure that no documents containing confidential information are left on their desks or in any other easily accessible location. All such documents must be securely stored in locked cabinets or drawers, and computers must be either turned off or locked.

11.5 Confidential information (in electronic, written, or any other form) must not be removed from the premises without appropriate authorization or approval from MNU management. Upon termination, the employee is required to leave all documents, files, reports, and records belonging to MNU that contain non-public information, along with all copies of such documents.

## **12. Changes and Additions**

12.1 This regulation remains in effect until it is either revoked or replaced by a new version.

12.2 The Committee members must approve amendments and additions to this regulation upon agreement with the Vice-Rector for Academic Affairs at MNU.

12.3 The Chairperson is responsible for updating the original document and the registered working copies with any approved changes or additions.

### **13. Approval, Storage, and Distribution**

13.1 This regulation is approved by the Vice-Rector for Academic Affairs at MNU, the SLA Director, the Head of the Strategic Planning Department and Personnel Management, and the Head of the DLS, as documented in the “Approval Sheet” (Appendix B).

13.2 The original copy of this regulation is stored in the Department of Strategic Planning and Personnel Management.

13.3 The AQC chairperson is responsible for submitting the approved regulation (or sub-regulation) to the Strategic Planning Department and Personnel Management for storage.

13.4 The AQC chairperson is also responsible for maintaining the registered working copy of the regulation.

13.5 The AQC chairperson must ensure that all employees are familiarized with this regulation. Their acknowledgement must be documented in the “Acknowledgment form” (Appendix C).

## APPENDIX A

### Appendix 1. Pre-observation form

This form is filled in as a result of the pre-observation meeting between the teacher and the observer.

1. Name of the teacher.

2. Name of the observer.

3. Date, time and venue of the lesson to be observed.

4. Number of students, their program, course and year.

5. Topic of the lesson.

6. Which of the five areas will be the focus of the observation? (IMPORTANT! Choose 1-2)

- a. Lesson Organisation
- b. Content Knowledge
- c. Teaching Methods
- d. Communication Skills
- e. Student Rapport

What are the reasons to choose this area?

8. Any special points of attention regarding the observation.

9. When and where will be the post observation meeting? (online, onsite)

**Appendix 2. Post observation form**

Also, this form is discussed by the teacher and the observer. The observer has the final responsibility for the text.

1. Short general impression of the lesson and its feedback session.

2. What was discussed about the focus area of the observation? Distinguish between observed facts and interpretations and/or conclusions.

3. What are the strong points of this lesson, regarding the focus area.

4. What were the points for possible improvement?

5. What could the teacher do to reinforce his or her strong points and improve on the potential growth points?

6. Any other remarks about the lesson? See the rubric for help.

7. What is the assessment mark of the observer for this lesson? Please motivate your mark.

### Appendix 3. Peer teaching observation rubric

Based on:

[https://www.sc.edu/study/colleges\\_schools/engineering\\_and\\_computing/internal/documents/teaching\\_curriculum/cec\\_peer\\_teaching\\_observation\\_rubric\\_fillable.pdf](https://www.sc.edu/study/colleges_schools/engineering_and_computing/internal/documents/teaching_curriculum/cec_peer_teaching_observation_rubric_fillable.pdf)

	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Fair 3 points</b>	<b>Below average 2 points</b>	<b>Unacceptable 1 point</b>
<b>Organization</b>	<input type="checkbox"/> Addresses all criteria for Good and exceeds expectations, for example the structure of the lesson is designed with consideration of various learning styles, taking into account the diverse approaches and preferences of students when planning and organizing the class. This allows for the creation of a more inclusive and effective learning environment.	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Is well-prepared for class</li> <li>• Begins and ends class on time</li> <li>• States clearly the objectives/activities of class</li> <li>• Presents material in a logical order or outline</li> <li>• Properly paces instruction (not too fast/slow)</li> </ul>	<input type="checkbox"/> Fairly prepared for class, and some other criteria for Good	<input type="checkbox"/> Preparation for the class is below average.	<input type="checkbox"/> Appears not prepared for class.
<b>Content Knowledge</b>	<input type="checkbox"/> Addresses all criteria for Good and exceeds expectations, for example relates content to other topics or research expertise demonstrating a deep understanding of the subject by linking the current topic to broader concepts or research, which helps students see the connections between various aspects of the curriculum and real-world studies.	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Does not primarily read notes or slides</li> <li>• Appears comfortable presenting material</li> <li>• Explains new/difficult concepts clearly</li> <li>• Uses examples or illustrations related to course content and student experience</li> <li>• Admits errors or knowledge gaps as needed</li> </ul>	<input type="checkbox"/> Almost always reads notes or slides, and some other criteria for Good	<input type="checkbox"/> Often reads notes or slides	<input type="checkbox"/> Primarily reads notes or slides
<b>Teaching Methods</b>	<input type="checkbox"/> Addresses all criteria for Good and exceeds expectations, for example creates and resolves cognitive dissonance by means of provocative questions, case studies, or tasks that encourage students to think more deeply, and then resolves this dissonance by guiding them toward a more comprehensive understanding of the material.	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Notes and/or visuals are readable</li> <li>• Establishes clear context for instruction</li> <li>• Uses multiple content delivery methods appropriate for content</li> <li>• Models or demonstrates problem solving techniques</li> <li>• Some details/examples worked out in advance</li> </ul>	<input type="checkbox"/> Notes and/or visuals are readable, and some other criteria for Good	<input type="checkbox"/> Notes and/or visuals are generally readable	<input type="checkbox"/> Notes and/or visuals are frequently not readable
<b>Communication Skills</b>	<input type="checkbox"/> Addresses all criteria for Good and exceeds expectations, for instance, by constructively employing a positive approach that makes the instructional material more accessible and engaging, helping to capture students' attention and motivating them to participate actively.	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Consistently speaks audibly and clearly</li> <li>• Faces students while speaking</li> <li>• Adequate speaking volume</li> <li>• Allows sufficient opportunity for student input, discussion, questioning</li> <li>• Demonstrates effective listening skills</li> <li>• Body language emphasizes speech (TPR)</li> </ul>	<input type="checkbox"/> Consistently speaks audibly and clearly, and some other criteria for Good	<input type="checkbox"/> Speaks rather audibly and clearly	<input type="checkbox"/> Does not consistently speak audibly and clearly

<p><b>Student Rapport</b></p>	<input type="checkbox"/> Addresses all criteria for Good and exceeds expectations, for example incorporates active learning activities, uses student names. There is a high level of student engagement: students actively participate in discussions, ask questions, and readily interact both with the instructor and with one another. The classroom fosters a trusting and supportive environment where students feel comfortable expressing their thoughts and are not afraid of making mistakes.	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Solicits &amp; answers questions</li> <li>• Provides positive and constructive feedback</li> <li>• Demonstrates enthusiasm for subject</li> <li>• Recognizes and responds effectively to changes in student attentiveness</li> <li>• Arrives early or stays late to talk with students</li> </ul>	<input type="checkbox"/> Solicits & answers questions, and some other criteria for Good	<input type="checkbox"/> Solicits & answers most questions	<input type="checkbox"/> Does not solicit & answer questions
-------------------------------	---	--	--	---	---









