QUALITY ASSURANCE POLICY
«ASTANA IT UNIVERSITY»

"Astana IT University" is a specialized university contributing to the implementation of the national projects "Quality Education "Educated Nation" and "Technological Breakthrough through digitalization, science and innovation" for the development of human capital in the field of higher and postgraduate education.

The university's activities are aimed at training highly qualified personnel in the IT field on an interdisciplinary basis for the public sector, business, national and foreign companies in various sectors of the economy.

The quality assurance policy of "Astana IT University" is aimed at maintaining high quality standards of educational services of the university, as well as ensuring the link between training, research and innovation through the involvement of the world's leading experts in the field of information and digital technologies; the formation of a resource base for conducting fundamental and applied research; the creation of laboratories of vendor companies focused on to the enterprises of the digital economy of the country; ensuring a sufficient level of civic maturity of students and the necessary measures for social support of students and university staff in order to increase competitiveness.

The Quality assurance policy is aimed at the formation of:

- *high-quality educational content* through the creation of specialized continuing education network resources embedded in university programs and teaching in English;

- *high-quality contingent* through the admission of talented applicants who have passed the AITU Excellence Test, distinguished by high motivation and research potential, for further service to society;

- *high-quality personnel* through competitive recruiting integrated into the overall process of implementing the university's personnel policy, and attracting specialists from the real sector, business structures, certified project managers;

- *high-quality infrastructure* through the development of an innovative ecosystem and a SMART university, as a guarantee of a modern comfortable digital educational environment.

Quality assurance management includes measures to manage quality content, quality contingent, quality personnel, quality infrastructure, which are reflected in the relevant Standards of internal quality assurance.

The University's quality assurance policy is based on the values of a quality culture among the entire university community: academic staff, students, administrative and

managerial staff, according to which each employee is aware of their obligations and responsibility to ensure and improve quality.

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

The involvement of all University staff in solving the tasks set, improving their activities by improving academic quality is an indicator of commitment to the quality assurance policy.

Thus, Astana IT University will strictly follow the Quality Assurance Policy to recognize the University as a leader in training highly qualified specialists in the field of the digital economy of Kazakhstan at the national and international levels, as a catalyst for the digital transformation of the entire Kazakh society.

Astana IT University Quality Concept

Higher education plays an important role in society by creating new knowledge, passing it on to students and promoting innovation. The new paradigm of higher education, based on the Bologna views, necessitates the restructuring of the quality of higher education with the participation of all stakeholders (internal and external). On the one hand, higher education is practice-oriented, interacts with existing practices and takes into account the needs of the labor market. On the other hand, there have been institutional changes in mission, strategy, pedagogical concepts and processes from the point of view of student-centered learning.

Quality assurance is deeply influenced by the mission, policies, practices, stakeholder engagement and academic culture of the university.

For Astana IT University, the quality of higher education means meeting the requirements for the quality of training, and the needs of students and employers. Thus, we consider the concept of quality both from the point of view of the consumer (student, employer), reflecting compliance with the goal, and from the point of view of compliance with the use or consumption of an educational service (product).

Students make demands on the high quality of the educational program (content reflecting the interests and needs of the student), the educational environment (infrastructure) and the educational process (organization, technology). The implementation of these requirements is ensured by the membership of students in academic committees for the development of educational programs and other collegial bodies. The transformation of qualitative changes lies in the fact that the student acts as a mandatory participant in the educational process.

Employers set requirements for the high quality of the educational program (content in terms of the availability of the necessary competencies in demand in the labor market) and the qualitative characteristics of graduates (availability of the necessary skills and competencies). These requirements are ensured through the participation of employers in the development and examination of educational programs, as well as in assessing the quality of graduates as a result of a sociological survey.

The strategic approach to the quality of education is that there is an added value between the contribution and the result. In this regard, the entire educational process is aimed at ensuring the learning outcomes demanded by society, in other words, the

organization of the educational process is based on determining the expected learning outcomes and evaluating the achieved learning outcomes.

Thus, we consider "quality" as an exceptionally high phenomenon that permeates all aspects of the university's activities and corresponds to the strategic goal. When making management decisions, we adhere to the principle of the optimal ratio of "price and quality". Therefore, the quality of higher education is constantly evolving and transforming in the context of meeting the tasks, meeting the requirements of consumers.

The essence of quality assurance

Based on the worldview of cause-and-effect relationships and factor influence, the quality of higher education is provided by high-quality educational content, high-quality personnel, high-quality contingent, high-quality infrastructure and high-quality management and organization, and, therefore, depends on all participants in the educational process.

The new paradigm of quality assurance is based on the assertion that quality is a relative and multilevel concept, quality assessment has many aspects, the starting point is the interests of students and the needs of the labor market, quality is the result of processes, quality requirements change and increase, quality is a question relevant to everyone.

In this regard, Astana IT University (hereinafter – AITU) is constantly working on all these factors to ensure the quality of higher education. Thus, we consider quality assurance more broadly, including management methods, monitoring, evaluation and control to ensure the quality of education or educational services. Therefore, quality assurance itself is a tool for ensuring and improving quality.

The quality of higher education is a multidimensional quantity that determines its multifactoriality, and its architecture contains various criteria, indicators and indicators that allow evaluating and measuring the effectiveness of the quality assurance system.

In turn, quality assurance means the creation of a system of management, control and evaluation of the quality of the educational process and the educational environment, ensuring the high quality of the educational services provided.

Quality Assurance Management

Quality assurance is a management tool that promotes quality improvement, which the University strives to achieve in accordance with the requirements and needs of stakeholders, and which is implemented in the most effective way, and is periodically improved.

The university is creating a system that manages all the needs, and it also manages the quality itself.

We understand the quality management system as the organizational structure, policies, processes, procedures and resources necessary for the implementation of quality management.

Quality assurance in management focuses on the quality of the organization and is based on the participation of all stakeholders to meet their expectations and goals as much as possible.

Quality assurance management includes measures to manage quality content, quality personnel, quality contingent, quality infrastructure, which are reflected in the relevant standards of internal quality assurance.

Quality culture

The University carries out systematic and painstaking work on the formation of a culture of quality. Today, the university is at the initial stage of its formation and development, traditions are just beginning to be created, values are being determined, a way of behavior and a community of interests are being formed, a corporate culture, including a culture of quality, is being formed.

The quality culture is formed on the basis of and together with the organizational culture.

We are all aware that ensuring quality and achieving high quality education is impossible without creating a culture of quality in the team. Only a sustainably formed quality culture is able to ensure high quality work at every level, place, site. This means that all members of the team have absolutely the same understanding of quality issues and quality assurance.

The culture of quality manifests itself in collective behavior and is a set of common beliefs, views, values, goals and practices that characterize the university. A quality culture is defined as an environment, an aura in which employees not only follow quality guidelines, but also constantly see others taking quality-oriented actions, hear others talk about quality, and feel the quality around them.

Employees at all levels and in all functions must "live" quality in order to achieve this ideal state. University staff should be trained to work with quality assurance tools, reflect on mistakes and work on solving problems in an inter-functional mode. A university that has achieved a true culture of quality demonstrates three common features: leadership commitment, employee responsibility and continuous improvement throughout the organization.

1. Leadership commitment

The university management, which includes the rector, vice-rectors, heads of structural divisions, should believe that improving quality increases the competitive advantage in the market. A management that is passionate about quality creates and maintains an understanding of quality goals and performance. One of the common ways in which management demonstrates its commitment to quality is to establish the expectation that quality is everyone's responsibility. Management must demonstrate quality leadership. Even when managers have the best intentions, there is often a gap between what they say and what they do. As a result, employees receive mixed messages about whether quality is really important. Leaders should "talk" and act every day, consistently giving priority to quality when making decisions.

2. Employee responsibility

The defining feature of a university with a true quality culture is that employees must do quality actions. Management should provide employees with the opportunity to participate in quality assurance, as well as provide quality training. Responsibility for quality and the use of quality tools should go beyond the scope of the Quality Assurance Department. Employees must ensure quality at their workplace by performing their duties efficiently, using quality tools and performing all measures aimed at eliminating actions that undermine quality. To encourage the development of commitment to quality, employees throughout the organization must understand this and see the tangible benefits it brings. Employees should clearly understand how their work affects the quality of educational services and, ultimately, how their work affects stakeholders. Most importantly, employees should feel comfortable reporting quality violations and challenging regulations that reduce quality.

3. Continuous improvement throughout the organization

We understand that Universities with the highest level of quality strive for continuous improvement. Astana IT University supports customer orientation and contributes to the creation of an atmosphere of cooperation and teamwork, rewards the staff of the entire organization for cross-functional collaboration on solving complex problems. Our university adheres to a culture of quality, applies a systematic approach to improving services and processes. We consider each failure as an opportunity to become better, we involve cross-functional groups of employees to find the true root cause of the identified inconsistencies and take measures to implement effective corrective and preventive actions to prevent the recurrence of the inconsistencies that have arisen.

When properly aligned with values and business goals, a quality culture can release a huge amount of energy to achieve a common goal and contribute to the prosperity of the university.

Internal quality assurance methodology

The methodology of quality assurance is the teaching about the organization of the university's activities to support and improve quality.

The methodology of the quality assurance system is based on academic values and fundamental principles.

Quality is a set of properties, attributes of goods, materials, services, works that characterize their compliance with their purpose and the requirements imposed on them, as well as the ability to meet the needs and requests of users. Most qualitative characteristics are determined objectively on the basis of standards, contracts.

Accordingly, quality assurance is the maintenance of compliance of the product/service with the requirements.

Thus, internal quality assurance is a continuous and ongoing process of internal institutional improvement of the quality of education, training and other services in accordance with certain agreed sets of criteria; it is a process established by the university itself, in which the responsibility for explaining and providing evidence of this quality also lies with the University. The process of quality improvement, in turn, is implemented using appropriate planning methods. Therefore, this internal quality assurance process requires two things: 1) creating a mechanism that can reform and improve university education in a real, substantial way; 2) the ability/responsibility to explain/justify these improvements to stakeholders using a clearly defined set of criteria.

Quality assurance methods are quality assurance tools at the University.

The Internal Quality assurance System (IQAS) is a set of interrelated and interacting Policies, standards, tools and methods for managing the quality of education.

The organization of quality assurance activities at the University is carried out on the basis of Standards and Guidelines for Quality Assurance of Higher Education in the European Higher Education Area (ESG EHEA).

One of the important elements of IQAS is the development of internal regulatory documentation at the University. The hierarchy of internal regulatory documents on quality assurance includes four levels of documentation:

1. Quality Assurance Policy

2. Internal quality assurance standards;

3. Internal regulatory documents;

4. Regulations on structural divisions and job descriptions.

The quality assurance policy is aimed at maintaining high quality standards of the university's educational services, as well as ensuring the link between teaching, research and innovation.

The quality culture acts as an instrument for the implementation of the Quality Assurance Policy.

Internal quality assurance standards establish a set of requirements for the University to ensure high quality activities based on uniform procedures. The internal quality assurance system is a continuous improvement and maintenance of the development of a quality culture at all levels of the university's functioning.

Internal regulatory documents provide a purposeful solution of management tasks within the University. Internal regulatory documents include organizational and legal, organizational and administrative documents. They act as regulators of the internal life of any University on a par with legislative and legal acts.

Regulations on structural divisions and job descriptions define the functions, duties, rights and responsibilities of University employees and the department as a whole.

The University uses quality assurance tools for the effective functioning of IQAS.

Quality assurance tools should be consistent with the mission and development strategy.

Criteria are used to measure quality requirements and expectations (quality criteria are characteristics of a product or service that can be used to measure or evaluate its quality in accordance with the requirements of stakeholders).

Indicators directly related to quality assurance affect all things, areas or criteria for ensuring the quality of education: quantitative (numerical indicators of all inputs, ratios, amounts, averages, percentages); qualitative (content and implementation of the mission, policies and processes of student assessment, portfolio, quality culture, etc.).

The involvement of all stakeholders in the quality assurance processes is an important component of the Internal Quality management System.

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

Such a group of people gets acquainted with the Standards and criteria for the internal quality assurance system, the self-assessment report of the university (or

educational program), interview technologies with various categories of participants (representatives of the educational institution, graduates and employers).

The advantages of the proposed methodology are reflected in the increase in the productivity of each employee and the university as a whole; risks are minimized; most decisions and conclusions are carried out correctly from the first time; an objective assessment and analysis of the work of various departments and the university as a whole is carried out, the effectiveness of decisions taken increases; continuous improvement of the current quality system is carried out. The result is satisfaction of the needs of all stakeholders.

Fundamental principles of quality assurance

Quality assurance is based on the following fundamental principles:

1. Ensuring equality of opportunity and fairness towards students by creating conditions for accessibility and equality for students with different learning needs for their full participation in the academic process and evaluation, and that evaluation, in turn, will provide reliable, and fair indicators of their achievements and growth.

2. Creating conditions for continuous improvement of the internal quality assurance system and the development of a quality culture through regular review of quality assurance policies and standards, taking into account national priorities for the development of higher education.

3. The leading role of the University management is to ensure the unity of Strategy, policy and procedures, to involve all employees in quality assurance and improvement activities, to provide the necessary resources.

4. The use of external and internal independent evaluation related to the assessment of educational achievements of students at all levels of education, as well as the activities of participants in the educational process, improving the teaching and learning process, ensuring the continuity of evaluation results between the stages of the continuous education system, comparative monitoring of compliance of national state mandatory education standards with international educational standards.

Fundamental values of quality assurance

The most important task in ensuring quality at the University is "the identification of members of the university community with the university as an integral organization." The innovative development of the University largely depends on the attractiveness of its mission, vision, values for potential consumers and customers of educational services.

Our academic values, defined by the University's Development Strategy, are:

1) multi-, inter-, and transdisciplinary approaches;

2) critical and problem-oriented thinking;

3) lifelong learning;

4) entrepreneurship, creativity, innovation;

5) corporate ethics, quality culture and academic integrity.

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

The values that form the corporate and academic culture are the basis for the development of norms and forms of behavior of university employees. It is the values declared and shared by the most authoritative representatives of the university that are the link on which the cohesion of employees depends, unity of views and actions is formed, and, consequently, the set goals are achieved.

Thus, the fundamental values of quality assurance are:

- Academic freedom and institutional integrity;

- Collective intelligence;

- Social responsibility.

The primacy of academic freedom and institutional integrity, as well as the commitment to the idea that quality and quality assurance are primarily the responsibility of the university itself.

Recognizing the value of collective intelligence is a fundamental understanding of the importance of working in partnership.

The value of social responsibility is embedded in the vision of Astana IT University along with sustainable academic traditions.

At the same time, academic freedom and autonomy are part of the foundation on which social responsibility is based. In many ways, "social responsibility" is linked to the role of both quality assurance and higher education in achieving social justice, whether in a country, region or internationally.

Internal quality assurance model

The internal quality assurance model of the University is based on the National Quality Assurance Model (Fig.1), which is presented in the form of 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 and regulation mechanisms of the quality assurance system. The main goal of this model for all its three components is to achieve high academic quality, which is called Q point (quality):
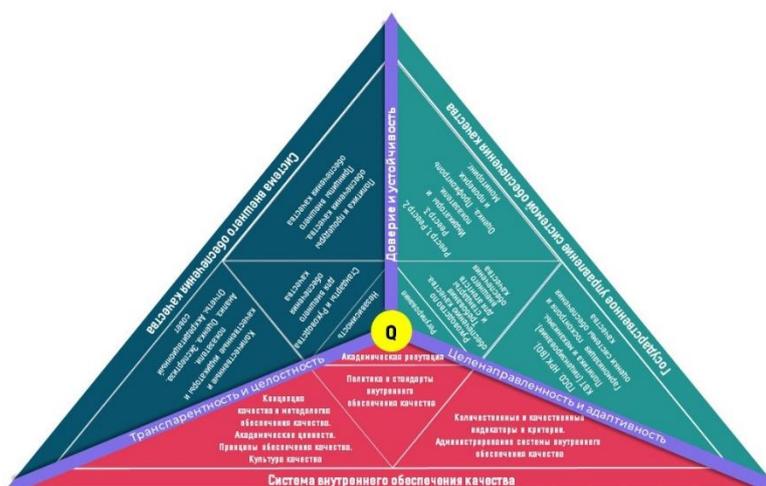
Fig. 1. National quality assurance model

The model of internal quality assurance chosen by us corresponds to the canons of the National Quality Assurance Model (Fig. 2).

The indicator of achieving high academic quality of the internal quality assurance system is the academic reputation of a higher educational institution.

Academic reputation is the opinion of various categories of subjects of the community and (or) society formed about a higher educational institution based on its academic qualities: achievements, advantages and disadvantages.

The academic reputation of the university is one of the important indicators of the status and prestige of the university in the education market. There are different methods of assessing academic reputation, for example, different university rankings. However, academic reputation is a concept that has a wider range of reflection of the university's performance than ratings. Academic reputation has its own values. Academic reputation reflects the "perceived quality" of the university's educational services by the consumer.
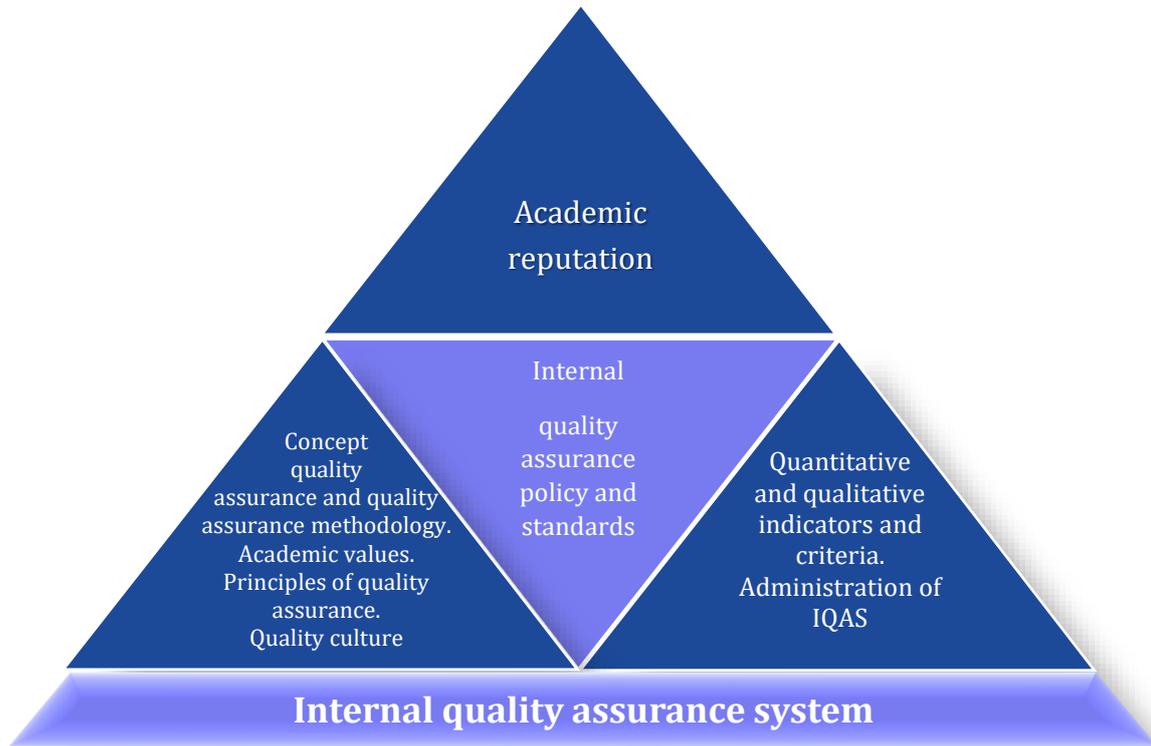
Fig. 2. Model of the IQA system

Academic reputation is measured according to the requests of interested parties: students, teachers, employees, graduates (so-called reputation ambassadors), government officials, business, etc.

In this regard, academic reputation is not a retouch, but a real result of the university's activities. In order to achieve a high academic reputation, the university must really work better and better, and not only take care of the image. An impeccable academic reputation is achieved due to the effectiveness of the internal quality assurance system.

The creation of an internal quality assurance system is based on the real Quality Concept, which defines the methodology of quality assurance. In accordance with the Concept of quality, academic values and a culture of quality are formed at the University.

The internal quality assurance system is based on the principles of quality assurance, as well as on the Policy and Standards of Internal quality assurance.

University standards of internal quality assurance are developed in accordance with ESG and take into account national priorities, peculiarities, tasks solved by the higher education system.

The internal quality assurance system is reflected in quantitative and qualitative indicators and criteria that characterize its "current state".

In the internal quality assurance system, the administration of all its processes and procedures is important. In this regard, we create conditions for its continuous development, improvement, updating, adjustment depending on the mission and vision of the university's development for the long term. That is, we make it adaptive and purposeful. At the same time, it is very important that the culture of quality is in the spotlight. This is a phenomenon without which other quality assurance mechanisms and tools will not work.

And we are fully aware that only a well-formed quality culture within the university will testify to an effectively functioning internal quality assurance system. The university, only having a well-established internal quality assurance system, can move on to the next stage (level) of quality assurance - external quality assurance, since at this stage an independent, and therefore objective external assessment of the quality assurance system formed within the university is carried out.

The competitive advantage of our University is the ability to quickly adapt to external structural changes in the field of legislation, international trends and priority trends.

INTERNAL CONTROL SYSTEM STANDARDS
QUALITY ASSURANCE

STANDARD 1.1
QUALITY ASSURANCE POLICY

Document	Standard
ESG	Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
Standard rules of activity of educational organizations of the corresponding types	34. In order to improve the quality of educational activities, HEI creates and ensures compliance with an internal quality assurance system based on international standards and guidelines for quality assurance of higher and postgraduate education in the European Higher Education Area (ESG), which includes: 1) quality assurance policy; 2) design and approval of programs; 3) student-centered learning, teaching and assessment; 4) student admission, progression, recognition and certification; 5) teaching staff; 6) learning resources and student support; 7) information management; 8) public information; 9) on-going monitoring and periodic review of programs; 10) cyclical external quality assurance. On the basis of the faculty (school) of HEI ... an academic quality council is formed, which makes decisions on the content and conditions of the implementation of educational programs, on the evaluation policy and other academic issues of the faculty (school), organizing a questionnaire of students for compliance with the quality of educational programs and (or) disciplines/ modules, for the presence of facts of violation of academic integrity. 35. The basis of the learning process is academic integrity, the implementation of which is ensured by HEI. The basic principles of academic integrity are: 2) the establishment of fair and objective rules of academic integrity aimed at the formation of high ethical values; 3) ensuring a consistent and continuous learning trajectory of the student by defining a clear mechanism and procedure for transferring student loans based on verified transcripts of other educational organizations; 9) creating an academic environment that provides educational, social and psychological support to students and allows preventing the manifestation of academic dishonesty
Internal regulatory documents of the University that ensure the implementation of the standard	Development strategy of Astana IT University for 2020-2025; Internal quality assurance system; Academic policy.

General provisions

1. The quality assurance policy is aimed at maintaining high quality standards of the university's educational services, as well as ensuring the link between teaching, research and innovation.

2. The University is responsible for the quality of educational activities through an internal Quality Assurance System and the formation of a quality culture.

3. The quality assurance policy is aimed at the formation of high-quality educational content, high-quality students, high-quality personnel, high-quality infrastructure.

4. The internal quality assurance standards are the instrument for the implementation of the Quality Assurance Policy.

5. The architecture of the Internal Quality Assurance System contains criteria, indicators to evaluate and measure the effectiveness of this System.

Standard Criteria

6. The quality assurance policy should support the development of a quality culture in which all structural units assume responsibility for quality and participate in quality assurance at all stages, levels and directions of the University's activities.

7. The quality assurance policy is implemented through the creation of a system of management, control and evaluation of the quality of the educational process and the educational environment.

8. The Policy and standards in the field of internal quality assurance of education are developed in accordance with the priorities, principles and directions of the strategic development of the University and taking into account the criteria, indicators of the Strategy.

9. The Policy and standards of internal quality assurance are based on effective tools of strategic and operational management, assessment of the educational process and the educational environment and reflect measures to ensure the quality of education in accordance with the needs of stakeholders.

10. Criteria, tools and indicators for measuring or evaluating the quality assurance of an educational service (product), educational process and educational environment are objective.

Guide to the Standard

11. The Quality Assurance Policy has been developed in accordance with the Mission and Development Strategy of the University and is aimed at implementing the indicators of the AITU Development Strategy.

12. The University forms a culture of quality based on and together with the organizational culture of AITU through systematic work on the formation of a corporate culture and a culture of quality, including traditions, values, behavior and common interests.

13. The quality assurance policy is translated into academic activities:

- through the quality of the development of educational programs, the quality of teaching and learning, the system and policy of evaluating students' academic achievements, etc.) in academic activities;

in research activities:

- through the integration of scientific research with education and teaching, the involvement of students in research, startup projects, library services, etc.;

in social and educational activities:

- through social support of students, development of student self-government, protection from any kind of intolerance and discrimination against students and staff, etc.;

in economic and service activities:

- through the formation of high-quality infrastructure, the creation of a comfort area, etc.;

in financial activities:

- through budget planning in the context of indicators of the University's Development Strategy, financial provision of resources for the educational and research process, etc.

14. Effective administration of the quality of all business processes of the University is ensured by identifying responsible structural units and persons.

The University determines the list of business processes within the framework of the standards of the internal quality assurance system; draws up a map of the affiliation of structural units to the standards of the internal quality assurance system and appoints the owners (responsible) of business processes.

15. The University management is a leader in the implementation of the Quality Assurance Policy, maintaining a quality culture among all stakeholders.

16. The University ensures the effective functioning of the internal quality assurance system through planning and evaluation of activities at all its levels, monitoring the achievement of indicative indicators of a strategic and operational nature and timely response to risks in order to meet the needs of all stakeholders with the quality of the educational process and its improvement on a regular basis.

17. The University has internal evaluation procedures and tools to ensure the quality of innovative learning technologies, including distance learning, informal, including microqualification and informal learning, as well as procedures for recognizing the results of such learning.

18. The University conducts a regular assessment of the educational environment to determine the sufficiency of material (library, laboratory equipment, information technology infrastructure), financial (funding) and human (teachers, tutors, advisors, etc.) resources for learning and teaching activities.

19. The implementation of internal monitoring and evaluation of the quality culture at the University is carried out through surveys and questionnaires of the teaching staff and staff of the university according to the Plan of the sociological survey.

20. External stakeholders and partners of the university represented by employers, representatives of the practice bases, teachers-practitioners are involved

in the processes of ensuring the quality of the implementation of AITU educational programs through their participation in the work of collegial bodies of the University, periodic assessment of the quality of education as part of the final certification commissions, as reviewers, jury members, experts, etc.

21. The University forms an effective environment to ensure academic and research integrity through the responsibility of all participants in the educational process: students, teaching staff, researchers, managers, etc.

22. The implementation of an internal quality assurance system, planning and implementation of a set of measures to create an intra-university education quality assurance system is provided by the Academic Quality Council.

23. The Quality Assurance Department is the main department of the University, which ensures coordination and monitoring/auditing of compliance of all structural divisions of the University with the standards of the Internal Quality Assurance System.

24. The quality assurance policy is approved by the decision of the Academic Council, and is accessible to the general public and published on the university's website https://astanait.edu.kz/wp-content/uploads/2020/05/sistema-vnutrennego-obespecheniya-kachestva.pdf .

Indicators	Parameter					Activity
Transfer of the IQA standards to the service model	**2021**	**2022**	**2023**			Conducting internal audit
	-	-	+			Conducting an internal assessment of the quality of education
Integration of scientific research and educational process	**2021**	**2022**	**2023**	**2024**	**2025**	Attracting external research grants
	11	13	13	14	15	
	2021	**2022**	**2023**	**2024**	**2025**	Commercialization of the results of scientific and technical activity/ startups
	-	1/2	1/3	2/4	2/5	
	2021	**2022**	**2023**	**2024**	**2025**	Publication of international journals
	1	2	2	2	2	
	2021	**2022**	**2023**	**2024**	**2025**	Implementation of diploma projects, in the form of startups
	-	-	3	4	5	
	2021	2022				Implementation of an integrated assessment system (IGPA)
	-	+				

STANDARD 1.2
"DESEIGN AND APPROVAL OF PROGRAMS"

Document	Standard
ESG	Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
State mandatory standards of higher education of the Republic of Kazakhstan	21. Universities independently develop educational programs of higher education in accordance with the requirements of the State mandatory standards, reflecting the learning outcomes, on the basis of which curricula (working curricula, individual student curricula) and working curricula in disciplines (syllabuses) are developed. Educational programs of higher education are developed on the principle of modular training. 13. The programs of disciplines and modules of the basic disciplines and specialized dosciplines cycles are interdisciplinary and multidisciplinary in nature, providing training at the junction of a number of fields of knowledge. When determining the individual learning trajectory within the university component and (or) the elective component, the student chooses disciplines according to the main educational program (Major) and (or) according to the additional educational program (Minor). 5. University course and Elective course are determined by the university independently and take into account the needs of the labor market, the expectations of employers and the individual interests of the student.
RK HE NQF	4. Learning outcomes are described in three categories: knowledge, skills, responsibility and autonomy. They point out that qualifications in various combinations represent the full range of educational outcomes, including theoretical knowledge, practical and technical skills, the ability to produce new knowledge and technologies, leadership, as well as cooperation with other people.

knowledge	skills	responsibility and autonomy	Credits
Graduates who have completed the bachelor's degree cycle			
demonstrated - knowledge and understanding of facts, phenomena, theories and complex dependencies between them in the field under study; - knowledge and understanding of research methods in the field under study; - knowledge of legal, social and cultural	*are able to* - apply theoretical and practical knowledge to solve educational, practical and professional tasks in the field under study; - to collect and interpret relevant data for making judgments on	*are ready* - engage in communication in a social, academic and professional environment to discuss certain problems; - independently develop, coordinate, make decisions on professional and social problems and be responsible for them;	**240**

	norms in the implementation of interpersonal interaction and professional activity.	social, scientific and ethical issues; - to create products in the professional field based on the analysis of modern knowledge and best practices.	- critically evaluate their knowledge and behavior for further personal and professional development; - to develop individual and social self-determination to the value representations of society, the country and the international community; - be able to continue learning with a significant degree of autonomy.	
SQF	IT is an industry focused on the development, implementation and support of advanced innovative solutions, digital services that ensure increased efficiency and transparency of processes in all areas of human activity, through the use of best practices in the field of IT. The tasks of the industry correspond to the vectors of development in the State Program "Digital Kazakhstan" (primeminister.kz): - "Digitalization of the existing economy" – ensuring a pragmatic start consisting of specific projects in the real sector, launching projects on digitalization and technological re-equipment of existing sectors of the economy, government agencies and the development of digital infrastructure. - "Creating the digital industry of the future" – ensuring long-term sustainability, launching the digital transformation of the country by increasing the level of human capital development, building innovative development institutions and, in general, the progressive development of the digital ecosystem The professions of the future for Kazakhstan include: - Specialist managing accounts in social networks (inactive for 3 years/company promotion specialist in social networks) - Data disposal specialist - Personal digital curator (digital broker) - Virtual Reality Architect (Virtual Reality Designer) - Manager (operator) for drone control (delivery service) - Designer of templates for 3D printing - Specialist-printer (on) 3D printers –operator - Analysts (architects) of the Internet of Things		
Internal regulatory documents of the University that ensure the implementation of the standard	Academic policy. Rules for the development of educational programs of higher and postgraduate education.		

General provisions

1. Educational programs correspond to the State mandatory standrds of higher and postgraduate education.

2. Educational programs consider the requirements of the labor market and the expectations of employers.

3. Educational programs are practice-oriented, types of training sessions and learning technologies are aimed at instilling skills and competencies in students.

4. Learning outcomes correlate with the descriptors of the National Higher Education Qualification Framework of the Republic of Kazakhstan.

5. The educational programs ensure the consistency of competencies, learning outcomes and academic credits in the context of academic disciplines, modules and the program as a whole.

6. Micro qualification has an independent value and includes an assessment based on clearly defined standards, including by recognizing previous training.

Standard Criteria

7. The University determines internal procedures for the design and approval of educational programs on the basis of academic and managerial independence.

8. The University develops educational programs based on the requirements of the National Higher Education Qualification Framework of the Republic of Kazakhstan, the Sectoral Qualification Framework, relevant professional standards, the State Educational Standard of the Republic of Kazakhstan, ECTS Guidelines (2015), the Strategic Development Plan of the University and best practice examples.

9. Educational programs are developed in the context of the competence model of training specialists on the modular principle and reflect the learning outcomes.

10. Learning outcomes are formulated according to the program as a whole, for each module and individual disciplines.

11. The University develops requirements for mastering/obtaining micro qualifications.

12. The University awards a degree in accordance with the state mandatory standards of higher and postgraduate education.

Guide to the Standard

13. Academic policy, Rules for the development of educational programs of higher and postgraduate education regulate the internal procedures for the design and approval of educational programs of AITU.

14. Educational programs are developed by Academic Committees, which include experienced teachers, representatives of employers and AITU students.

15. The work of Academic Committees is coordinated by the Dean and the relevant Departments of educational programs.

16. The development of the educational programs consists of 4 (four stages): preparation for the educational programs design; design of educational programs;

development of structural elements of educational programs; evaluation of the quality of the design of the educational programs.

17. At the stage of preparation for the design of the educational programs, the University determines the list of training areas by:

1) determining the current and future state of the market demand for specialists and requirements for them; employment prospects of graduates;

2) analysis of the training market, including in accordance with the Atlas of New Professions, competitors in the training market at the national and regional levels;

3) analysis of the University's capabilities for the implementation of the educational programs for the availability of the necessary human, logistical, information and financial resources.

18. The design stage of the educational programs consists of: identification of professionally significant competencies; formulation of the learning outcomes of the program based on the detailing of competencies; determination of the relationship between learning outcomes and evaluation criteria; design of methods and means of evaluating the achievement of learning outcomes; determination of resource requirements.

19. When designing the content of the educational programs, the following are determined: modules / academic disciplines of the program in the context of competencies and Learning outcomes; the complexity of modules and disciplines in academic credits.

20. Learning outcomes are formulated depending on the competencies focused on the level of training, the requirements of professional standards and (or) requirements/ employers' expectations.

21. At the stage of developing the structural elements of the educational program, the name and purpose of the educational program are formulated, the content of the educational program is designed and training strategies are determined.

22. When designing educational programs, the University follows:

1) compliance of the objectives of educational programs with the Strategic plan of the university development;

2) presence of clearly indicated expected learning outcomes;

3) determination of the expected workload of students;

4) constant unhindered advancement of the student in the process of mastering the program;

5) providing opportunities for internships;

6) participation of students and other stakeholders in the designing of educational programs;

7) conducting an external examination of the educational program;

8) provision of reference and information resources;

9) procedure for the official approval of the educational program.

23. When determining the expected results of training under the educational program, recommendations are considered: academic staff from related fields of

science; employers, students and expert evaluation of the educational program; obtained from the results of a questionnaire on the quality of graduate training; large IT companies and organizations in the IT industry through feedback mechanisms.

24. The expert evaluation of the educational program includes internal and external expertise.

Internal examination is carried out by internal structural units of the university or experienced teachers studying at the "upper" levels of education (undergraduates, doctoral students).

External examination of educational programs is carried out by representatives of the labor market (employers) and other interested parties.

25. On the basis of expert opinions, the educational program is considered at a meeting of the educational and methodological council and approved by the Academic Council of the university.

26. Methodological support of the educational program includes a catalog of elective disciplines, syllabuses on academic disciplines, educational and methodological developments on academic disciplines and professional practices, as well as reference and information resources.

27. The academic load is determined in academic credits. One academic credit is equivalent to 30 academic hours.

28. The educational load of students includes classroom classes and independent work of students, including under the guidance of a teacher, preparation and passing of midterm controls and endterm certification. The ratio of classroom classes and other types of academic load is at least 30:70.

29. The academic degree and/or qualification obtained as a result of mastering the Bachelor's degree program corresponds to the 6th (sixth) level with a volume of at least 240 academic credits, Master's degree – to the 7th (seventh) level with a volume of at least 60, or 90, or 120 academic credits and Doctoral studies – to the 8th (eighth) level with the volume of at least 180 academic credits of the National Qualifications Framework in Higher Education of the Republic of Kazakhstan, consistent with the Overarching Qualifications Framework in the European Higher Education Area.

30. AITU students are given the opportunity to complete additional training programs in order to obtain microqualifications through certification or the development of micro-credits.

31. The University defines microqualification programs (Python Developer, Frontend Developer, Android Developer, Artificial Intelligence (Arduino), Cisco Certified Network Associate, Golang Developer, etc.)

32. Microqualifications can be embedded in the content of the educational program, as well as additional ones that are mastered outside the curriculum.

33. For each micro qualification, the competencies that students should have based on the results of the completed courses are determined and a competence map is compiled.

34. The assignment of microqualification can be carried out through the transfer of the results of MOOC courses and on the basis of certificates of IT vendors.

35. The document confirming the result of the assignment of microqualification is the issuance of a certificate or certificate of completion of training obtained as a result of non-formal education, indicating the volume of the course completed.

Indicators	Parameters					Activity
1. Practical orientation of educational programs 2. Demand for educational programs in the labor market						Updating the educational programs in accordance with market requests
	2022	2023	2024	2025		Employment of graduates
	80%	85%	85%	90%		
	2022	2023	2024	2025		Number of students
	3178	4120	4240	4380		
	2022	2023	2024	2025		Promotion in the country and international rankings
	-	2	4	5		
	2022	2023	2024	2025		Among Top 10 educational programs in the country ranking – at least (number)
	-	5	5	6		
	2021	2022	2023	2024	2025	International program accreditation/re-accreditation
	70	80	90	90	95	
	2021	2022	2023	2024	2025	Joint educational programs
	0	1	2	2	3	

STANDARD 1.3
STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Document	Standard
ESG	Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
Rules for the organization of the educational process by on credit technology of learning (CTL)	3. The main objectives of the organization of the educational process according to CTL are: 　　2) creating conditions for maximum individualization of learning; 　　3) strengthening the role and effectiveness of independent work of students; 　　4) identification of educational achievements of students on the basis of an effective and transparent procedure for their control. 4. CTL includes: 2) freedom of choice by students of disciplines and (or) modules included in the Catalog of elective disciplines, ensuring their direct participation in the formation of the Individual learning plan, with the exception of higher education institutions; 3) freedom of choice of a teacher by students when registering for disciplines for universities; 4) involvement in the educational process of advisors who assist students in choosing an educational trajectory; 5) using interactive teaching methods; 6) activation of independent work of students in the development of the educational program; 10) effective methods of monitoring the educational achievements of students; 5. CTL is carried out on the basis of the choice and independent planning of the individual educational trajectory of training aimed at achieving learning outcomes. 8. On the basis of the educational program and Catalog of elective disciplines, students with the help of advisors develop the Individual learning plan. The Individual learning plan determines the individual educational trajectory of each student separately… 32. The student, when determining the individual learning trajectory within the framework of the university component and the component of choice, chooses: 　　1) disciplines in the main educational program; 　　2) disciplines on an additional educational program. 　35. In the process of enrolling in academic disciplines, students form their own Individual learning plan.
Standard rules of activity of educational organizations of the corresponding types	21. The educational activities of HEI are carried out on the basis of its academic policy, which is a system of measures, rules and procedures for planning and managing educational activities and effective organization of the educational process aimed at implementing student-oriented learning and improving the quality of education. 36. HEI creates and ensures compliance with special conditions for the training of persons with special educational needs. 55. … Social work in HEI is carried out on the basis of the values of Kazakh identity and unity, spiritual and moral values of the program of modernization of public consciousness "Rukhani Zhangyru", the formation of a culture of a healthy lifestyle and "zero tolerance" to corruption manifestations.

Internal regulatory documents of the University that ensure the implementation of the standard	Astana IT University Development Strategy for 2020-2025; Academic Policy; Rules for the organization of the educational process on credit technology of learning; Regulations on Student Self-Government; Rules of academic integrity; Code of Honor of Astana IT University Students; Regulations on advising.

General provisions

1. The student is the central figure and an active participant in the process of mastering knowledge, skills and competencies. Student-centred learning provides orientation to the importance of the role of students in the academic community through their independence, responsibility and activity in learning.

2. The implementation of student-centered learning and teaching takes into account the manifestation of respect and attention to different groups of students and their needs, which allows for more flexible learning opportunities.

3. Student-centered teaching is an approach that involves the choice of methods with an emphasis on such skills and competencies that form students' responsibility for their own learning, independence, cooperation, the ability to solve problems, creativity, etc.

4. Student-centered learning is a process of qualitative transformation for students in the academic environment, aimed at increasing their independence and critical ability through a result-oriented approach.

5. Student-centred assessment is an assessment system based on objective and transparent criteria for measuring knowledge, skills and competencies/learning outcomes, taking into account individual characteristics and different learning styles.

Standard Criteria

6. The implementation of student-centred learning, teaching should be based on the autonomy of students, flexible use of various pedagogical technologies and result-oriented learning.

7. Students are provided with conditions for their active role as a mandatory participant in the transformation of qualitative changes in the educational process.

8. Educational programs are implemented using modern and effective methods of teaching, learning and evaluation aimed at increasing students' independence and responsibility for learning outcomes.

9. The objectivity of the assessment of students' academic achievements should be transparent and consistent, taking into account their needs, interests and existing experience.

10. Students are provided with lifelong learning conditions.

Guide to the standard

11. The concept of student-centred learning at AITU has the main tendency to shift the emphasis from the teacher to the student, changing the role of the teacher as an assistant and facilitator, in which the learning process is carried out taking into account the experience, perception ability, interests and needs of the student.

12. The academic policy and internal regulatory rules and procedures of the University are student-centred and contribute to improving the quality of education and the effectiveness of the processes of forming an individual trajectory, assessment procedures and all types of control, transfer and recovery procedures, academic mobility programs, etc.

13. The AITU Academic Policy, the AITU Institutional Code of Ethics, the AITU Student Honor Code, the AITU Academic Integrity Rules, and the Rules for Organizing the Educational Process using Credit Technology regulate the issues of the relationship between the teacher and the student based on the principles of mutual respect and value-ethical norms.

14. Regulation on the AITU Student Assessment System, Regulation on the AITU Student Social Competence Indicators Assessment System, Regulation on the ROS – Research Oriented Study Student Research Competence Assessment System "Astana IT University" LLP regulates the objectivity of the assessment of educational achievements of students.

15. The University implements *student-centred learning* through:

1) implementation of a personality-oriented approach;

2) development of training programs taking into account the requests of students;

3) formation of understandable goals and expected learning outcomes for students;

4) increasing the motivation and involvement of students in the learning process through active learning, taking into account different learning styles, needs and interests, different experiences and basic knowledge of students;

5) granting academic freedom to students in choosing a learning path;

6) increasing the responsibility of students for learning outcomes by providing autonomy and ensuring the independence of the student;

7) involvement of students in the design of educational programs.

16. Students' choice of an individual educational trajectory is realized through: the possibility of choosing an educational program from a group of educational programs; the possibility of choosing disciplines of the component of choice, teachers and learning technologies; electronic registration for disciplines of choice; organization of a summer semester for mastering additional types of training; the possibility of obtaining additional competencies through the Competence and Excellence Center and/or in other educational organizations, including abroad;

informing students about the academic opportunities of the educational program and academic achievements; creating procedures for reviewing student complaints.

17. The University's 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 (problem lecture, case method, problem solving method, project method, etc.)

18. The University implements *student-centred teaching* through:

1) implementation of the competence approach in the implementation of the educational program;

2) granting academic freedom to the teacher in the choice of methods, teaching tools and knowledge assessment;

3) introduction of active learning methods;

4) stimulating research competencies at an early stage of learning based on ROS (Research Oriented Studies);

5) stimulation of social competencies based on SCI (Social Competence Indicators);

6) encouraging students for academic success and creative activity (scholarships, bonuses, etc.);

19. The University implements *student-centred assessment* through:

1) systematic monitoring of the quality of assessment in order to improve the educational process;

2) accessibility of evaluation criteria and methods for students in syllabuses of disciplines;

3) the use of motivating factors of knowledge assessment (cumulative scores, rating, tests, non-standard examination procedures);

4) knowledge of teaching staff methods of testing and knowledge verification;

5) the existence of a formal appeal procedure;

6) procedures for the recognition of formal and non-formal education;

7) participation in the questionnaire "Teacher through the eyes of students", etc.

20. The objectivity of the assessment of educational achievements of students is realized through:

1) passing the evaluation materials of the preliminary examination of the relevant specialists;

2) acceptance of exams in various forms, as well as term papers and projects by independent examiners;

3) availability of knowledge assessment results in electronic systems;

4) providing constant feedback on academic performance between teachers and students;

5) existence of an appeal procedure for all types of assessment, as well as additional opportunities for passing boundary controls and extending the examination session if there are valid reasons;

6) presence of a system for reviewing student complaints at the level of the student administration, advisors, dean's office, rector's office through direct mail to the rector, virtual reception, established reception hours of the rector and vice-rectors.

21. Criteria and methods of evaluation of all types of control and attestations are published before the start of training in working curricula (syllabuses), which are posted on the educational portal of the University and are available to students.

22. Strengthening the role of independence and responsibility of AITU students is ensured by:

1) participation in the work of collegial bodies of the University, such as the Academic Council, the Educational and Methodological Council and Academic Committees, etc.;

2) participation in student self-government bodies;

3) application of a research approach in teaching;

4) increasing the amount of hours for independent work;

5) creating conditions for students to participate in creative activities, olympiads in academic disciplines, competitions of research or applied works;

6) individualization of tasks performed both in the classroom and outside it, their constant updating;

7) publication of the content, evaluation criteria and schedules of independent work of students.

23. The student self-government of the University is implemented through the functioning of the Student Government "AITUSA", the main purpose of which is to form an active civic position of students, promote the development of their independence, ability to self-organization and self-development, preparation for competent and responsible participation in society.

24. The implementation of the concept of "Lifelong learning" at AITU occurs through formal, informal, non-formal learning, the development of micromodules, nano-credits and non-credit learning.

25. Recognition of learning outcomes of formal, non-formal and informal education are regulated by the Rules of Recognition of Learning Outcomes of Formal and Non-formal Education of AITU.

26. The learning outcomes of non-formal education are considered to be knowledge, skills and competencies acquired through:

1) recognized organizations included in the Register of organizations representing non-formal education in the Republic of Kazakhstan, including higher educational institutions of the Republic of Kazakhstan;

2) MOOCs recognized in the global educational space, such as Coursera, Udacity, EdX, FutureLearn, OpenClassroom, EduCaurse, MICROBOL;

3) MOOCs and other courses of higher educational institutions of the world included in the top 200 according to the current QS World University Ranking, Times Higher Education World University Ranking, Academic ranking of World Universities;

4) language courses with up-to-date certificates of accredited organizations;

5) results of volunteer activity.

27. The document confirming the result of non-formal education is a certificate or diploma of completion of training received as a result of non-formal education indicating the volume of the course completed.

28. For persons with special educational needs, the University creates conditions through the use of distance education technologies on the basis of the student's application, which is reflected in the Academic Policy of AITU.

Indicators	Parameters			Activity
Development of a result-oriented recruiting and student support system	2021 +	2022 +		improvement of AITU Excellence Test
	2021 -	2022 +		implementation of an integrated assessment system (IGPA)
	2023 +	2024 +	2025 +	implementation of AITU service function quality standards for students and staff
Additional/non-formal education programs				Certification of graduates in short-term training and retraining courses

Standard 1.4
STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Document	Standard
ESG	Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.
Standard rules for admission to training in educational organizations that implement educational programs of higher and postgraduate education	2. Admission of persons entering educational organizations of the Republic of Kazakhstan implementing educational programs of higher and (or) postgraduate education (hereinafter referred to as HEI) is carried out by placing a state educational order and an educational grant of higher education at the expense of the republican budget or the local budget, as well as tuition fees at the expense of the student's own funds and other sources. 3. Persons with general secondary, technical and vocational, post-secondary, higher education are admitted to HEI. 4. To participate in the competition for the award of an educational grant of higher education at the expense of the republican budget or the local budget and (or) enrollment in paid education, persons with secondary, technical and vocational or post-secondary education are allowed, with the exception of those entering related areas of higher education training, providing for shortened training periods, who have passed the UNT and those who scored according to its results:..... at least 50 points ... At the same time, for each subject of the UNT and (or) creative exam, it is necessary to score at least 5 points. To participate in the competition for the award of an educational grant of higher education at the expense of the republican budget or the local budget and (or) enrollment in paid training in related areas of higher education training, providing for shortened training periods, persons with technical and vocational, post-secondary education, who have passed the UNT and scored at least 25 points according to its results are allowed and in the field of education "Pedagogical Sciences" – at least 35 points, including at least 5 points in each discipline of the UNT and (or) creative exam. When passing the UNT in electronic format, the applicant participates in the competition for the award of an educational grant of higher education at the expense of the republican budget or the local budget with one of two UNT results having the required number of points specified in this paragraph. 5. HEI, in accordance with subparagraph 6) of paragraph 2 of Article 43-1 of the Law, determine the admission procedure, the form, the program of the additional exam and (or) the passing score for applicants, taking into account the specifics of the direction of training, with the exception of applicants specified in paragraphs 8 and 9 of Article 26 of the Law. …. The applicant is enrolled in HEI, provided that the passing of an additional exam and (or) a passing threshold score set by HEI.

	7. Admission of foreign citizens according to the allocated quota on the basis of an educational grant to international HEI created on the basis of interstate agreements is carried out by HEI independently. Admission of foreign citizens to study at HEI on a paid basis is carried out based on the results of an interview conducted by the admissions committees of HEI during the calendar year. At the same time, enrollment of foreign citizens is carried out in accordance with the academic calendar 5 (five) days before the beginning of the next academic period. At the same time, the admission of foreign citizens on the basis of an educational grant and on a paid basis is carried out by HEIs that accredited in accordance with Article 9-1 of the Law. 9. Admission of persons entering HEI is carried out according to their applications on a competitive basis in accordance with the points of the certificate of the established sample, in the form approved by the order of the Acting Minister of Education and Science of the Republic of Kazakhstan dated October 23, 2007 No. 502 "On approval of the form of strict reporting documents used by educational organizations in educational activities" (registered in the Register state registration of regulatory legal acts under No. 4991) and (or) an electronic certificate with the applicant's unique data, officially confirming the results of the Unified National Testing (UNT) published on the website of the National Testing Center (hereinafter referred to as the UNT certificate). 34. Persons with secondary, technical and vocational or post-secondary education, with the exception of those entering related areas of higher education training, providing for shortened terms of study, who do not score the threshold score established in paragraph 4 of these Standard Rules (according to the results of UNT), with the results of the UNT with inappropriate combinations of specialized subjects, with canceled results UNT are enrolled in HEI full-time education on a paid basis. Upon completion of the academic period of study at HEI, these persons repeatedly pass the UNT within a year, in accordance with the Rules of the Unified National testing approved by Order No. 204 of the Minister of Education and Science of the Republic of Kazakhstan dated May 2, 2017 (registered in the Register of State Registration of Regulatory Legal Acts under No. 15173) (hereinafter – the order No. 204).
Rules for the organization of the educational process on credit technology of training	36. Educational achievements (knowledge, skills, abilities and competencies) of students are evaluated in points on a 100-point scale corresponding to the Letter system with a digital equivalent adopted in international practice (positive grades, in descending order, from "A" to "D", and "unsatisfactory" – "FX", "F",) and estimates according to the traditional system. 39. The awarding of academic credits to a student in academic disciplines (modules) and other types of academic work, as well as upon completion of the study of educational program as a

	whole, is carried out with a positive assessment of the learning outcomes achieved by student. 40. The achieved learning outcomes and positive assessments received by students at previous levels of study and in other formal education organizations are recognized with the transfer of academic credits by the university independently. 41. When transferring, restoring the achieved learning outcomes, positive student evaluations are recognized with the transfer of academic credits from one educational program to another, from one educational organization to another educational organization. 42. All academic credits and achieved learning outcomes obtained by students in formal and non-formal education accumulate throughout their lives.
Standard rules of activity of educational organizations of the corresponding types	38. Recognition of learning outcomes obtained by adults through non-formal education is carried out in accordance with the Rules for Recognition of Learning Outcomes obtained by Adults through non-formal education provided by organizations included in the list of Recognized organizations providing non-formal education, approved in accordance with subparagraph 38-3) of Article 5 of the Law "On Education".
Internal regulatory documents of the University that ensure the implementation of the standard	Development strategy of Astana IT University for 2020-2025; Admission rules to Astana IT University; Rules of organization of the educational process on credit technology of education at "Astana IT University"; Rules for the organization and conduct of intermediate certification of students of Astana IT University; Rules for the final certification of students of Astana IT University; Regulations on the student assessment system; Regulations on checking written works for plagiarism Astana IT University; Rules for the recognition of learning outcomes of formal and non-formal education

General provisions

1. University defines, publishes and consistently applies procedures covering all stages of the student's "life cycle", including admission, academic performance, recognition and certification with maximum consideration for the interests of various groups of students.

2. University provides students with the opportunity to adapt to the educational process.

3. Admission of students, recognition and completion procedures correspond to the objectives of the educational program.

4. University monitors learning outcomes and provides objective recognition of the results of formal and non-formal learning.

5. Grade Point Average (GPA) is a weighted average assessment of the level of educational achievements of a student for a certain period according to the selected program (the ratio of the sum of the products of credits to the digital

equivalent of the points of the final assessment for all types of academic work to the total number of credits for these types of work for a given period of study).

6. Research achievements of students (Indicators of Research-Oriented Study – iROS) are a set of skills and competencies of a student acquired in the process of research and project activities, measured by indicators and demonstrated by their average score of research skills.

7. Social achievements of students (Social Competition Indicators – SCI) is a set of skills and competencies of a student in the process of social and social activities, measured by indicators and demonstrated by average score of social competencies.

Standard criteria

8. University determines the admission procedure, the form, the program of the additional exam and (or) the passing score for applicants, taking into account the specifics of the training direction.

9. University ensures that enrolled students are familiarized with the educational program, learning conditions and existing academic career opportunities.

10. University develops a register of internal regulatory documents regulating all the main stages of the educational process: career guidance, contingent formation, educational process, organization of the educational process using distance learning technologies, organization of external academic mobility, organization of research work of students, assessment of students' knowledge, including final certification, quality control of the educational process, professional practice, employment of graduates.

11. Evaluation criteria should be clear to students for independent analysis of their academic achievements.

12. University develops mechanisms for recognizing periods of study and previous education within the framework of the system of continuing education, knowledge, skills and competencies acquired through various forms of non-formal education, including mass online courses.

Guide to the standard

13. Admission to the university is carried out on the basis of the Rules of admission to Astana IT University, developed in accordance with the Standard Rules of admission to study in the educational organization of the Republic of Kazakhstan.

14. The rules of admission to Astana IT University provide a transparent policy and uniform admission criteria for students, and are posted on the University's website.

15. For admission to the bachelor's degree program, it is necessary to have a document on graduation from high school, or college, or university, a certificate of passing the Unified National Testing or the results of the entrance exam (for a fee, after college), a certificate of an educational grant or a passing score of at least 70 points.

16. Persons who have passed the "AITU Excellence Test" (AET), which is a comprehensive exam consisting of two modules: English, fundamentals of computer science and logic, are accepted to study at Astana IT University.

17. Persons who have valid international certificates confirming English language proficiency in accordance with pan-European competencies (standards) are exempt from passing the English Language module.

18. Participants of the AITU Open Olympiad are exempt from passing the module "Fundamentals of Computer Science and Logic". Participants of the final stage of "AITU iCode", winners of the Zhautykovskaya, Republican Olympiads in mathematics and computer science.

19. Admission of foreign citizens is carried out based on the results of an interview conducted by the AITU Admissions Committee.

20. In order to organize and conduct creative exams, an examination commission is created by the order of the Rector of AITU for the period of conducting creative exams, which consists of an odd number, including the Chairman of the commission.

21. For admission to the Master's degree program, it is necessary to have a document of higher education, a certificate (if available) of passing a test in a foreign language. Admission to the Master's program is carried out on a competitive basis based on the results of comprehensive testing: a foreign language and an exam in the specialty (2 disciplines).

22. For admission to the educational program of Doctoral studies, it is necessary to have a document on postgraduate education, a certificate confirming proficiency in a foreign language, research proposal, agreed with the prospective domestic or foreign scientific consultant, as well as a work experience of at least one year. Admission to doctoral studies is carried out on a competitive basis based on the results of entrance exams.

23. In order to adapt to the educational process of students, the University ensures the organization of an orientation week and the functioning of appropriate student support services.

24. The academic policy of "Astana IT University" regulates the basic rules of electability of disciplines, evaluation and recognition of learning outcomes, etc.

25. Recording of educational achievements of AITU students is carried out according to the principle of: objectivity of assessment of students' knowledge; transparency of assessment of students' knowledge; systematic recording of students' educational achievements; consistency in the use of various forms of recording of students' educational achievements.

26. In syllabuses of academic disciplines, the discipline evaluation policy is determined, which determines the criteria and methods of evaluation, as well as in the Moodle support information system, various conditions for calculating the rating and forming indicators of accounting for academic achievements are determined.

27. The assessment of the student's knowledge is carried out according to a grade-rating system with a corresponding transfer to the traditional assessment system.

28. The Registrar's office is generally responsible for conducting and organizing intermediate and final certification within the framework of recording for students' academic achievements.

29. The Dean organizes and supervises the work of the coordinators on the definition and implementation of the evaluation algorithm in the context of disciplines.

30. The Directors of the Departments of Educational Programs are responsible for the regularity and timeliness of the assessment of achievements during the academic period.

31. Within the framework of the assessment system, the following types of assessment are used:

- current control of the student's progress, conducted by the teacher in classroom and extracurricular classes according to the schedule during the academic period;

- term control is carried out at least twice during one trimester for each academic discipline;

- final control is carried out in the form of an exam conducted upon completion of the study of the discipline.

32. A positive assessment of the term certification serves as the basis for crediting the credits mastered in the prescribed amount in the relevant academic discipline and is recorded in the student's transcript.

33. For the period of the examination session (term attestation), by order of the Rector, on the basis of the dean's submission, an appeal commission is created from among teachers whose qualifications correspond to the profile of the appealed academic disciplines.

34. The rules for the organization and conduct of term certification of AITU students, the Rules for the final certification of AITU students, the Regulation on the evaluation system of students, the Regulation on checking written works for plagiarism AITU regulates the collection and monitoring of information about academic achievements of students, which are carried out through the information and analytical complex for the management of the educational process.

35. University uses the "Integral GPA" system, which is a set of academic achievements, research skills and social competencies of a student.

36. University has the developed forms and types of activities, the order of organization and evaluation, criteria and indicators of IGPA assessment.

37. The evaluation of students' research skills and competencies is carried out on the basis of the developed criteria and evaluation scale and is regulated by the Regulation on the System of Evaluation of Students' research competencies (ROS – Research Oriented Study) Astana IT University LLP.

38. The calculation of the rating of academic achievements of students is carried out in an information system with attachments of a set of supporting documents.

39. The calculation of the integral GPA is based on the results of the academic period and (or) the academic year.

40. Rules for the recognition of learning outcomes of formal and non-formal education regulates the mechanisms for the recognition of knowledge, skills and competencies acquired through various forms of non-formal education, including mass online courses.

41. Recognition of the results of formal, non-formal and informal education is carried out on the basis of a personal application of the student addressed to the Chairman of the Commission.

42. Recognition of qualifications acquired in other Kazakh or foreign educational institutions is carried out in accordance with the approved Rules of the organization of the educational process on the credit technology of Astana IT University.

43. The training of students for professional certification based on the demonstration of knowledge and professional skills is implemented by the Center of Competence and Excellence of Astana IT University in partnership with companies of the real sector in the field of IT.

44. Students who have completed their studies according to the educational program are awarded the appropriate degree and a diploma of their own sample with an appendix is issued.

45. All admission, assessment, recognition and graduation procedures are kept up to date and are available to students on the university's website in the section "Register of Internal regulatory documents".

Indicators	Parameters				Activity
development of a result-oriented recruiting and student support system	2022	2023	2024		improvement of AITU Excellence Test
	+	+	+		
	2021		2022		implementation of an integrated assessment system (IGPA)
	-		+		
	2023	2024	2025		implementation of quality standards of AITU service functions for students
	+	+	+		
creation of a system of continuous IT education	2022	2023	2024	2025	Organization of non-formal education courses for children and adults on digital competencies
	700	1100	1300	1300	

STANDARD 1. 5 TEACHING STAFF

Document	Standard
ESG	Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.
Qualification requirements for educational activities and a list of documents confirming compliance with them	64. Availability of teachers in accordance with the disciplines of the educational program, compliance of teachers' education with the profile of the disciplines taught and/or their academic degree "candidate of sciences" or "doctor of sciences", or "Doctor of Philosophy (PhD)", or "doctor of profile", or academic degree "Doctor of philosophy (PhD)", or "doctor by profile", or the degree of "Doctor of Philosophy (PhD)", or "doctor by profile", and/or the academic title "associate professor (associate professor)", or "professor" (if available) by the profile of the disciplines taught. For training areas: "Business and Management" (for educational programs in accounting and auditing, finance), "Service sector", "Standardization, certification and metrology (by industry)", "Information and communication Technologies", "Journalism and information" availability of teachers in accordance with the disciplines of the educational program and the correspondence of their academic degree "candidate of sciences" or "doctor of Sciences", or "doctor of Philosophy (PhD)", or "doctor of profile", or academic degree "Doctor of Philosophy (PhD)", or "doctor of profile", or degree "Doctor of philosophy (PhD)", or "doctor by profile", and/or academic title "associate professor (associate professor)", or "professor" (if available) by the profile of the disciplines taught. The share of teachers, including specialists corresponding to the 8th level of the National Qualifications Framework, for whom the licensee is the main place of work, from the total number of teachers in the field of personnel training is at least 40%.
Standard rules of activity of educational organizations of the corresponding types	14. The management of the personnel (employees) of HEI is carried out in accordance with its personnel policy, which is based on the principles of human resources development, meritocracy, including recruiting, training and advanced training of senior personnel, pedagogical and scientific workers of HEI in accordance with the procedure established by the current legislation. At the same time, ... advanced training courses and (or) internships in the field of management with obtaining the appropriate certificate (certificate) at least once every five years in accordance with the legislation of the Republic of Kazakhstan is ensured. 15. HEI establishes and ensures compliance with the requirements for the candidates of employees when hiring by determining the qualification characteristics of the positions of employees in accordance with subparagraph 2 of paragraph 2 of Article 43-1 of the Law "On Education". At the same time, HEI provides lectures by teachers who have the degree of "candidate of sciences" or "Doctor of Sciences", or

	the degree of "Doctor of Philosophy (PhD)", or "Doctor of profile", or the academic degree of "Doctor of Philosophy (PhD)", or "doctor of profile", or the degree of "doctor philosophy (PhD)", or "doctor in profile", and/or academic title "associate professor (associate professor)", or "professor" (if available), as well as with master's degrees of relevant sciences and (or) senior teachers, having at least three years of experience as a teacher or at least five years of practical experience in the profile. Scientists, honored workers of culture, art, sports, members of creative unions or experienced specialists corresponding to the 8th level of the National Qualifications Framework may be involved in lecturing and (or) conducting other types of training sessions. 16. HEI develops, approves and ensures compliance with the rules of competitive replacement of positions of teaching staff and researchers. 56. Research work in HEI in accordance with their types of activities includes: 1) conducting fundamental, applied, exploratory (initiative) research and development work, including in innovative areas; 2) implementation of scientific research by order, contract with third-party organizations; 3) organization of research work of students, undergraduates and doctoral students; 4) development and implementation of innovative teaching technologies and research results in the educational process and production; 5) formation of innovative infrastructure for research activities, creation and implementation of a mechanism for commercialization of scientific developments, with the exception of higher specialized education institutions; 6) protection of intellectual property and copyrights of researchers and developers.
Internal regulatory documents of the University that ensure the implementation of the standard	Development strategy of Astana IT University for 2020-2025; Academic policy; Personnel policy; Rules of competitive replacement of positions of teaching staff; Regulations on key performance indicators (KPIs) of Teaching staff and employees of Astana IT University LLP; Regulations on research work; Regulations on the provision of internal scientific grants; Regulations on the intra-university stage of the "Best Teacher" competition; Regulations on the involvement of foreign specialists in teaching, research activities in and top management; Regulations on academic mobility; Regulations on advising.

General provisions

1. The teacher is a key figure in ensuring quality education and the acquisition of knowledge, skills and competencies by students.

2. The University defines, publishes and applies transparent procedures for hiring, professional growth and development of all employees in accordance with the principle of meritocracy.

3. The University is primarily responsible for the quality of its teaching staff and providing favorable conditions for their effective work.

Standard Criteria

4. In order to develop teaching staff and employees, University ensures the implementation of a Personnel policy that forms a unified approach and a system of values of the university in the field of personnel management, taking into account the best domestic and foreign experience.

5. University ensures openness, transparency, and objectivity of the admission of teaching staff to work with the placement of information about hiring on the University's website.

6. University gives teachers freedom to choose new teaching methods through the use of their own research and the inclusion of new modern methods in the educational process for the implementation of a student-oriented approach.

7. University provides opportunities for career growth, personal improvement and professional development of the teaching staff.

Guide to the standard

8. University's activities for the development of the staff potential of teaching staff are based on the change of its role in accordance with the transition to student-oriented education. The AITU teacher is an adherent of student-oriented learning, teaching and evaluation.

9. The personnel policy of Astana IT University regulates the principles, approaches, methods and tools of personnel management, including the improvement of the teaching staff assessment system, the formation of a personnel reserve, improving the quality of working conditions.

10. Admission of University teaching staff is carried out on a competitive basis.

11. The rules of competitive replacement of positions of the teaching staff of Astana IT University contain the criteria and procedure for conducting the competition and qualification requirements for the positions of teaching staff in accordance with the legislation of the Republic of Kazakhstan, the Sectoral qualification framework of the field of education.

12. Lecturers are teaching staff with a Doctor of sciences degree and (or) a candidate of sciences degree, a Doctor of philosophy degree (PHD) and (or) a doctor in the profile, academic titles (associate professor (associate professor), professor, as well as with a Master's degree of relevant sciences and (or) senior- lecturer.

13. In order to effectively manage and develop human resources, stimulate research activities, AITU applies the gradation of teaching staff positions: High-research teacher, Research teacher, teacher.

14. The regulations on competitive selection for the position of High-research teacher Astana IT University determines the procedure for selection for the position of High-research teacher.

15. In order to conduct a competition for the selection of teaching staff, a Competition Commission is created by the order of the Rector of AITU under the chairmanship of the First Vice-Rector.

16. The effectiveness of the teaching staff is determined by establishing key performance indicators (KPIs) as a set of interrelated individual numerical indicators formed on the basis of the Development Strategy of Astana IT University.

17. The Regulations on Key Performance Indicators (KPIs) of Astana IT University have been developed in order to improve the AITU strategic management system, increase the efficiency of planning and organizing activities, monitor the achievement of strategic goals and establish the dependence of the material remuneration of the university staff.

18. The amount of teaching load of a full-time teaching staff is calculated based on a 40-hour working week, regardless of the position, academic degree and academic title.

19. The volume of the teaching load of the teaching staff is determined by the individual work plan of the teacher, which consists of the following components: academic work; educational and methodological work; research work; organizational work.

20. Independent work under the guidance of the teacher is carried out during extracurricular time according to the schedule of the teacher's office hours. The number of office hours per week is determined from the total academic workload of the teacher in a given academic period.

21. Within the framework of the discipline taught, the teacher develops all the necessary educational and measuring materials that allow evaluating the achieved learning results within all types of control in the academic discipline; other materials of educational and methodological support of the discipline.

22. University creates conditions for the introduction of innovative teaching methods and the use of advanced learning technologies:

1) provision of advanced training of teachers in the field of innovative methods and technologies in Kazakhstani and foreign organizations;

2) dissemination of experience in the introduction of new methods and technologies in the framework of seminars and master classes;

3) equipping the educational process with modern equipment and software;

4) inclusion of indicators of the introduction of innovative methods and technologies in the rating system of teaching staff assessment;

5) monitoring the effectiveness and efficiency of the application of innovations and the use of active teaching methods.

23. A wide range of educational pedagogical technologies are used in the teaching process of teaching staff, which make it possible to improve the quality of education, such as:

1) problem-oriented learning – by creating problematic situations and organizing active independent activity of students to resolve them, increases the creative mastery of knowledge, skills, abilities, develops thinking abilities;

2) differentiated-level training – through the individualization of the educational process, taking into account the different level of preparedness of students, allows to stimulate motivation in learning;

3) personality-oriented technologies – through the individualization of the educational process, taking into account the different levels of preparedness of students;

4) technologies of criterion assessment of educational achievements of students;

5) game learning technologies: role-playing, business, and other types of educational games that form views, cognitive activity, practical skills;

6) team, group work as an idea of joint development activities, taking into account psychological and pedagogical characteristics and capabilities of the individual;

7) digital technologies, digital educational resources, digital online applications LearningApps.org, Microsoft forms, Monkey Examination, Muddle Quizzes, Kali Linux, Oracle DBMS virtual boxes, etc.;

8) Case-study technologies, blended learning, lesson learning, - Subject-language integrated learning or CLIL (Integrated Content Learning and language).

24. The Dean's Office, directors of educational programs departments and leading teachers conduct control and mutual visits according to the approved schedule.

25. University provides mandatory professional development for University teaching staff every five years on the basis of an approved professional development plan for the academic year.

26. The Regulations on the Research work of Astana IT University, the Regulations on the provision of internal scientific grants of Astana IT University, the Regulations on Minimal Valuable Products of Astana IT University are aimed at strengthening the link between education and scientific research and encouraging the scientific activities of the faculty of the University.

Indicators	Parameters					Activity
Development of a result-oriented recruitment and support system for teaching staff.	2021		2022			Improvement of Teaching staff KPI system.
	+		+			
Increasing the scientific and innovative potential of teaching staff and specialists.	2021	2022	2023	2024	2025	Attraction of teaching staff with a Hirsch index of at least 2.
	5	15	25	27	30	
	the share of doctoral students (including targeted ones) who defended thesis in the first year after graduation is at least 50%;					Formation of an application for a targeted doctoral program.
Conducting and commercializing advanced research in IT and related fields.	2021	2022	2023	2024	2025	Attracting external research grants.
	11	13	13	14	15	
	2021	2022	2023	2024	2025	Implementation of commercialized results of research/startups.
	-	1/2	1/3	2/4	2/5	
	2021	2022	2023	2024	2025	Obtaining patents
	1 ед	1 ед	1 ед	1 ед	1 ед	
	2021	2022	2023	2024	2025	Holding of the annual IEEE International Scientific Conference with indexing in Scopus.
	-	-	1	1	2	
	2021	2022	2023	2024	2025	Commissioning of the educational, scientific and laboratory building.
	-	-	-	-	+	
Creation of a system of continuous IT education.	1					Opening of the Digital Institute of Continuing Education.
	2021	2022	2023	2024	2025	Functioning of the Scientific centres of the University
	2	3	5	5	5	

STANDARD
1.6 LEARNING RESOURCES AND STUDENT SUPPORT SYSTEM

Document	Standard
ESG	Institutions should have sufficient funding for learning and teaching activities, provide adequate and easily accessible learning resources and ways to support students..
CTL	4. CTL includes: … 9) providing the educational process with the necessary educational and methodological materials;
Model rules for the activities of educational organizations of the relevant types	59. The provision of OHPE with information resources is a prerequisite for the implementation of educational activities. 60. The library fund is an integral part of information resources and includes educational and scientific literature. OHPE provide students with educational and educational literature and (or) electronic resources in accordance with educational programs. 61. OHPE ensures the functioning of the education management information system (high-tech information and educational environment, including a website, an information and educational portal, an automated system for providing credit technology for education, a set of information and educational resources), integrated with the National Educational Database, an extensive computer network with broadband and high-speed access in Internet. At the same time, the head of the OHPE ensures the completeness, reliability and timeliness of filling in the forms of administrative data approved by the authorized body in the field of education. 62. To create proper conditions in the OHPE, it is necessary to have material assets (classroom and laboratory facilities, classrooms, production workshops, training grounds, sports halls), buildings (educational buildings) …. OHPE creates conditions for non-resident students to live in hostels, hostels and hotels. 63. The sources of financial resources are budgetary and extra-budgetary funds received from the implementation of activities in accordance with the current legislation of the Republic of Kazakhstan.
Internal regulatory documents of the university that ensure the implementation of the standard	Astana IT University Development Strategy for 2020–2025, Academic policy, Rules for organizing the educational process on credit technology of education, Rules for using the scientific library, Rules for working in the electronic library, Rules on the organization of educational and methodological activities of Astana IT University, Regulations on the organization of preparatory educational courses.

General provisions

1. The quality of the educational process is ensured by a full and adequate supply of educational and material resources, including high-quality staff and highly qualified teaching staff.

2. The University ensures that sufficient, accessible and appropriate learning resources and student support services are available.

3. While planning, distributing and providing educational resources, the university takes into account the needs of various groups of students.

Standard Criteria

4. The university provides unlimited access to educational resources and support services for each student during the entire period of study.

5. All students are provided with access to the book fund of the Scientific Library, which includes educational, methodological and scientific literature in Kazakh, Russian and English, as well as foreign and domestic periodicals.

6. The University creates conditions for student independent work.

7. The University provides the use of distance learning technologies.

8. The university creates conditions for student self-government and student active participation in the university life.

9. The University creates conditions for the healthy lifestyle culture formation and strengthening.

10. The university creates comfortable conditions for students to study and live.

Guide to the standard

11. The university provides students with academic, social and technical support.

12. *Academic support* for students is provided: Admission Committee, Office of the Registrar, Department of Academic Affairs, Student Department, Career and Employment Center, Department of International Cooperation, Dean's Office, Scientific Library.

13. All students are provided with round-the-clock access to information resources (the official website of the university, LMS Moodle) and an electronic library.

14. Learning with the use of distance technologies in AITU is implemented on the basis of the distance learning system "e Learning", LMS Moodle.

15. For students in the LMS Moodle system and the university website, educational material on disciplines is available, as well as an academic calendar, an individual curriculum, a schedule of classes and an examination session, the results of assessing educational achievements, news of the educational process.

16. Students are provided with discipline syllabi, which include a calendar-thematic plan of lectures, seminars, laboratory works, lecture abstracts, assignments for SIW and SIWT, a list of recommended literature, materials for monitoring and controlling knowledge, a glossary.

17. To organize students' independent work, the university forms and maintains an Electronic Library containing university teaching staff methodological materials (educational and methodological complex of disciplines, videos, electronic textbooks, electronic publications), literature of increased demand.

Remote access to the resources of the Digital Library is provided around the clock.

18. *Social support* for students is provided by the Department of Social and Educational Work, a medical service, the Department of Marketing and Public Relations, and the Center of Psychological Counseling.

19. The Department of Social and Educational Work provides support and assistance in:

1) solving issues related to topical problems of education;

2) development of the students' scientific potential;

3) promotion of a healthy lifestyle among students;

4) ensuring the involvement of students in the socially significant and creative life of the university;

5) leisure organization;

6) development of creative potential;

7) providing housing for students;

8) students' professional adaptation at the final stage of their studies at the university.

20. The university provides students with conditions for active sports (sports and health clubs, sports and gyms) free of charge.

21. The University supports the participation of student-athletes in international, republican, regional sports competitions.

22. The university provides medical care to university students. The health center is working to provide first aid, emergency care and health education.

23. The Department of Marketing and Public Relations conducts marketing research to determine the use of educational equipment and software in the relevant industries.

24. The Quality Assurance Department conducts sociological research to determine the satisfaction level with the resources provided and support systems.

25. *Technical support* for students is carried out by the Department of Information Technology vie the functioning of electronic assistants (Helpdesk@astanait.edu.kz, support_du@astanait.edu.kz).

26. The infrastructure of the university is a Smart Campus - a single complex that includes an educational building with classrooms, laboratories, computer classes, assembly, sports and gyms, student houses, a health center and catering points.

27. The University provides nonresident students with comfortable living conditions in Student Houses, which are equipped with all the necessary social infrastructure for organizing the life of students and the diversified development of students.

Accommodation is carried out in accordance with the Rules for Living in Student Houses in compliance with established sanitary standards.

28. To ensure sufficient material and technical resources, training equipment and software are regularly purchased.

29. Support for students at the university is carried out by ensuring public order and the protection of educational buildings and dormitories of the university, ensuring the safety of the material base, the functioning of catering points in educational buildings.

30. Safety in the operation of equipment and furniture at the University is provided by the Department of Information Technology and the Department of Economic Activities.

Indicators	Parameters					Activities
Formation of Smart Campus based on service digitalization and infrastructure development	2021	2022	2023	2024	2025	development and improvement of the "Digital university" system on a platform model
	+	+	+	+	+	
	2021	2022	2023	2024	2025	development and implementation of a data analysis subsystem based on a unified information system
			+	+	+	
creation of the AITU digital ecosystem	2021	2022	2023	2024	2025	commissioning of the SMART student campus
			+	+	+	
	2021	2022	2023	2024	2025	technological update
		+	+	+		
development of SMART infrastructure of the university	2021	2022	2023	2024	2025	share of SMART classrooms and laboratories in the total volume of the classroom fund (%)
	15	20	30	40	50	
support for the development of society within the framework of social responsibility	2021	2022	2023	2024	2025	share of rector/university grants for education from income (%)
	1	1	1	1	1	
	2021	2022	2023	2024	2025	average volume of cumulative discounts for paid education on social grounds (%)
	20	22	23	24	25	

STANDARD
1.7 INFORMATION MANAGEMENT

Document	Standard
ESG	Institutions must ensure that they collect, analyze and use relevant information to effectively manage their educational programs and other activities..
CTL	38. Registrar's office constantly monitors the results of the intermediate certification of students and analyzes them in accordance with the evaluation table, reflecting the actual percentage distribution of absolute marks above the passing level in groups of students
Standard rules of activity of educational organizations of the corresponding types	34. In order to improve the quality of educational activities, the HEI establishes and enforces an internal quality assurance system ... which includes: … 7) information management; 24 … HEI ensures the functioning of the electronic system for issued education documents and creates an electronic database (archive) of education documents, including those previously issued. 61. HEI ensures the functioning of the education management information system (high-tech information and educational environment, including a website, an information and educational portal, an automated system for providing credit technology for education, a set of information and educational resources), integrated with the National Educational Database, an extensive computer network with broadband and high-speed internet access. At the same time, the head of the HEI ensures the completeness, reliability and timeliness of filling in the forms of administrative data approved by the authorized body in the field of education..
Internal regulatory documents of the University that ensure the implementation of the standard	Astana IT University Development Strategy for 2020-2025; Information Policy; Rules for organizing the educational process on credit technology of education; Regulation on document flow of Astana IT University.

General provisions

1. The University ensures the reliability, accuracy, timeliness and completeness of information about all types of activities.

2. The University ensures the safety of information about decisions and activities taken during the analysis of information.

Standard Criteria

3. 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.

4. 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.

5. The university provides an environment for identifying the needs and expectations of key stakeholders.

6. The university uses reliable information for decision making.

Guide to the standard

7. The university determines the structure and volume, sources, frequency, time interval, responsible persons for the reliability and timeliness of the information collected.

8. 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 the interested parties' requirements to the results of activities;
3) assessing the stakeholders' satisfaction with the university educational services;
4) analysis of the external and internal university environment;
5) internal audit of processes.

9. The University provides information management within information systems:

1) official website of the university www.astanait.edu.kz;

2) automated information systems for managing the educational process «Digital University» (https://du.astanait.edu.kz/), «Moodle» (http://moodle.astanait.edu.kz), Microsoft Teams;

3) internal document flow «Тезис»;

4) network testing system WEB-test;

5) university electronic library;

6) automated accounting system «1С Бухгалтерия»;

7) NED - National Education Database;

8) USHEM - Unified system of higher education management

9) Corporate mail MS Outlook и др.

10) AITU Social networks: Facebook https://www.facebook.com/astanaituniversity, Instagram university https://www.instagram.com/astana_it_university/, Instagram college https://www.instagram.com/astana_it_college/, Telegram https://t.me/aitu2020info,Youtube https://www.youtube.com/c/AstanaITUniversity?app=desktop, TikTok https://www.tiktok.com/@astana_it_university.

10. Portal "Digital University" provides access to the account of progress in all disciplines, indicating the GPA, schedule; registration for disciplines according to the academic calendar, etc.

11. In the personal account of the student in the "Digital University" system, his personal information, academic achievements, information about student attendance and individual curriculum are available.

12. The electronic library provides access to the following information resources: the electronic catalog of the library; electronic resources of the library (website of the scientific library, resource of abstracts of master's theses, access to the republican interuniversity electronic library, Scopus, ScienceDirect, Web of Science Core Collection); электронные ресурсы информационно-поисковых систем; электронные ресурсы образовательных программ сети Интернет.

13. The student department collects, monitors, analyzes, exchanges information, generates statistical and reference reports on the contingent of students, the results of an external assessment of the educational achievements of students, the level of academic achievement, students' achievements, etc.

14. Analysis and monitoring of the employment process, including the formation of a database on employment and career growth of graduates, is carried out by the AITU Career and Employment Center.

15. Information about the satisfaction of stakeholders is carried out as part of the annual planning and conduct of a sociological survey of students on the quality of teaching disciplines; teaching staff on the organization of the educational process; graduates about the quality of educational services; employers on the quality of graduate training; students in additional areas (for example, on issues of student self-government, adaptation to study at a university, etc.).

16. The results of the sociological survey are considered at meetings of the Administration, the Academic Council, following which decisions are made on corrective measures.

17. The safety of information is ensured by: unambiguous distribution of roles and functions in the information systems used; the presence of anti-virus programs; server system administration; server backup system; restricting access of individuals to the premises with servers; technical equipment of rooms with servers to ensure the safety of work.

18. *A full set of rights* for the administration of the "Moodle" system http://moodle.astanait.edu.kz, Microsoft Teams, "Digital University" https://du.astanait.edu.kz/ is provided by employees of the Information Technology Department; specialists of the Registration Office *(OR)*.

19. *Limited access* to the system is provided to the directors of the departments of the EP, who have access to view educational achievements and personal data of students.

20. For students, teachers and group advisors, separate interfaces for accessing the system (personal accounts) have been developed.

21. The collection and analysis of information on the status of processes is carried out as part of the internal audit at scheduled intervals to establish the compliance of the quality assurance system with the requirements of regulatory documents and relevant standards, as well as planned activities.

22. The effectiveness of the collection and analysis of information is recorded in strategic documents, minutes of meetings of structural divisions and collegiate bodies, as well as in action plans for areas of activity.

23. In order to determine the strategic goals, objectives and basic requirements for a set of measures in the field of information security, ensure the stability of the functioning of information systems and the safety of information, ensure the comprehensive protection of the interests of the University, AITU implements the Information Security Policy.

24. The Security Policy is applied to protect the following information:

1) constituent documents and documents that give the right to engage in entrepreneurial activity (constituent agreements, charters, licenses, certificates, patents, registration certificates, registration certificates);

2) information on the number of employees, their composition, salary, information on compliance with labor protection rules and environmental protection standards;

3) reporting on financial and economic activities, which is necessary for the correct calculation and payment of taxes, and solvency documentation;

4) personal data of students and employees.

25. According to the AITU Risk Management Policy, work is underway to identify risks within the approved schedule, including the collection of information on the implementation by structural units of the decisions adopted by collegial bodies, etc.

Indicators	Parameters					Activities
	2021	**2022**	**2023**	**2024**	**2025**	Development of the Digital University Program for 2020–2025 with sections:
Digital University program for 2020-2025	+	+	+	+	+	- digitalization of the document flow process - digitalization of personnel management - digitalization of academic activities - digitalization of research and innovation activities - digitalization of administrative and economic activities - automation of the service sector (Student and Staff Service Center)

STANDARD
1.8. PUBLIC INFORMATION

Document	Standard
ESG	Institutions should publish information about their activities (including programs) that is clear, accurate, objective, up-to-date and easily accessible.
Standard rules of activity of educational organizations of the corresponding types	34. In order to improve the quality of educational activities, the HEI establishes and enforces an internal quality assurance system ... which includes: ... 7) public awareness; 61. HEI ensures the functioning of the education management information system (high-tech information and educational environment, including a website, an educational information portal, an automated system for providing credit technology for education, a set of information and educational resources), integrated with the National Education Database, an extensive computer network with broadband and high-speed Internet access. At the same time, the head of HEI ensures the completeness, reliability and timeliness of filling in the forms of administrative data approved by the authorized body in the field of education.
Internal regulatory documents of the University that ensure the implementation of the standard	Development Strategy of Astana IT University for 2020–2025; Information policy; Rules for organizing the educational process on credit technology of education, Regulations on the workflow of Astana IT University LLP.

General provisions

1. The University publishes information about its activities, including the implementation of educational programs.

2. Information provided to the public is clear, accurate, objective, current and accessible.

3. The University has a published Information Policy.

Standard Criteria

4. The information provided on information resources is focused on user groups in the person of applicants, students, academic staff, administrative and managerial personnel.

5. The University uses effective tools for managing the site and other web resources.

6. The University provides Information security that guarantees the trust of consumers and other stakeholders.

7. The University updates information on web resources on a regular basis.

Guide to the standard

8. The information on the University's website is integrated from information systems, updated in real time and focused on user groups.

9. The university provides information to the public about its activities through the official website www. astanait.edu.kz, MS Outlook corporate mail, local and republican media, AITU social networks.

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

11. Basic information about the activities of the university is posted on the website in the following areas: history and general information about the university, management, science and innovation, cooperation, student life.

12. Information about ongoing educational programs is posted on the official website in the "Educational Programs" section and includes the expected learning outcomes and degrees awarded.

13. The database of publications about the university's activities in republican and regional printed publications is available on the website of the Scientific Library of Astana IT University.

14. The University has a published Information Policy which aims to
1) ensuring a stable information flow of news about significant events and achievements in the media;
2) attracting the interest of potential consumers to new programs and innovative developments of university scientists;
3) support and explanation of national programs for the development of the country and the system of higher and postgraduate education.

15. The information policy of the University includes an annual report of the rector of the university on the results of activities to the public: students, employers, social partners and other interested parties.

16. The implementation of the AITU Information Policy is provided by the Department of Marketing and Public Relations.

17. The university provides information security that guarantees the trust of consumers and other stakeholders through role-based access control, server system administration, backup system, restricting access of individuals to the server room (see Standard 1.7 Information management).

Indicator	Parameter					Activity
Digital University program for 2020-2025	2021	2022	2023	2024	2025	Development of the Digital University Program for 2020-2025 with sections: - digitalization of the workflow process - digitalization of personnel management - digitalization of academic activities - digitalization of research and innovation activities - digitalization of administrative and economic activities automation of service provision (Student and Staff Service Center)
	+	+	+	+	+	

STANDARD
1.9 ONGOING MONITORING AND PERIODIC PROGRAM EVALUATION

Document	Standard
ESG	Institutions should monitor and periodically review programs to ensure that they achieve their goals and meet the needs of students and society. The results of this review should lead to continual program improvement. Any planned activities or results obtained must be communicated to all interested parties.
Standard rules of activity of educational organizations of the corresponding types	34. In order to improve the quality of educational activities, the HEI establishes and enforces an internal quality assurance system,) ... which includes: 9) continuous monitoring and periodic evaluation of programs;
Internal regulatory documents of the University that ensure the implementation of the standard	Development Strategy of Astana IT University for 2020-2025; academic policy; Regulations on academic committees; Regulations on the creation and evaluation of the quality of online courses; Rules on the organization of educational and methodological activities of Astana IT University; AITU EP Development Rules.

General provisions

1. The University defines and consistently applies procedures for monitoring, periodically evaluating and reviewing educational programs in order to ensure that it achieves its goal and meets the needs of students and society.

2. The actualization of educational programs for training personnel is carried out taking into account professional standards, the introduction of a dual training system together with IT companies as part of the Atlas of new professions and competencies.

3. The university ensures the representativeness of the main stakeholders through the participation of students, teaching staff and employers in the process of evaluating and revising educational programs.

Standard Criteria

4. The University uses the results of monitoring and periodic program evaluation processes to continuously improve programs.

5. The University ensures the publication of all changes.

Guide to the standard

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

7. The University has determined the procedure for monitoring, analyzing and reviewing educational programs, which is regulated by the Regulations for the development of educational programs of Astana IT University.

8. The basis for these procedures for monitoring and periodically evaluating programs are:

1) approval of new state compulsory standards of higher and postgraduate education;

2) making changes and (or) additions to the National Qualification Framework, Sectoral Qualification Framework;

3) introduction of new professional standards;

4) employers' proposals formed based on the results of a survey or joint events;

5)   recommendations of the chairmen of the attestation commissions on the final attestation of students;

6) the results of the research activities of the teaching staff of the university.

9. Improvement of educational programs includes the following procedures:

1) annual examination of methodological support at the level of the Department of Academic Affairs, Council for Academic Quality, Academic Committee, Academic Council of the University;

2) annual analysis and expansion of the catalog of elective disciplines with the involvement of employers;

3) поддержание обратной связи со стейкхолдерами, направленной на совершенствование образовательных программ (круглые столы, итоговые конференции по производственным практикам, совместные научно-методические семинары);

4) monitoring the implementation of the educational program at the level of the Department of Academic Affairs.

10. The assessment of the quality of the educational program by the main stakeholders in order to monitor and periodically evaluate the EP is carried out through:

1) assessment by students of the pedagogical activity of the teaching staff involved in the implementation of the educational program after each academic period;

2) annual alumni survey on the quality of the educational program, learning environment and support services;

3) survey of employers on the quality of graduate training;

4) annual collection and analysis of employment results, analysis of career growth of graduates;

5) organization of open classes and mutual visits of teaching staff.

11. Evaluation of students' educational achievements for the purpose of monitoring and periodic evaluation of the EP is carried out through: collection and analysis of information on progress after midterm controls; analysis of the results of the intermediate and final certification; consideration of the results of academic performance at meetings of collegiate bodies; analysis of the quality of training of students in the framework of the work of the attestation commission.

12. When analyzing learning outcomes for the purpose of monitoring and periodically assessing the EP, the following is determined: 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.

13. The University conducts annual internal audits to determine whether the processes of planning, organizing, monitoring and developing the quality of educational programs meet the established requirements.

14. The University analyzes the results of external procedures for ensuring the quality of the EP implementation.

15. Academic committees, EP departments analyze the results of monitoring the evaluation of educational programs and develop measures to improve their content.

16. The main objectives of the activities of the Academic Committee in order to monitor and evaluate educational programs 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 Kazakhstani and foreign universities;

5) determination of areas for advanced training of teaching staff implementing the educational program;

6) recommendation for external quality assurance procedures;

7) determination of the forms and content of feedback with stakeholders for the development of the educational program;

8) identifying best practice examples for wider dissemination.

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

17. 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 decisions of collegial bodies;

4) event protocols;

5) report of the Academic Committee on the results of monitoring and evaluation of the educational program.

Indicators	Parameters					Activities
EP update in accordance with market demands	2021	2022	2023	2024	2025	Updating educational programs taking into account the interests and needs of employers, students.
	+	+	+	+	+	Development of relevant methodological documents for educational programs of the university

STANDARD 1.10
PERIODIC EXTERNAL QUALITY ASSURANCE

Document	Standard
ESG	Institutions are required to undergo external quality assurance procedures in accordance with the ESG on a periodic basis.
Standard rules of activity of educational organizations of the corresponding types	34. In order to improve the quality of educational activities, the HES establishes and enforces an internal quality assurance system, ... which includes: .... 10) periodic external quality assurance.
Internal regulatory documents of the University that ensure the implementation of the standard	Development Strategy of Astana IT University for 2020–2025; academic policy; International cooperation (documented procedures).

General provisions
1. Periodic external quality assurance is a catalyst for the development and implementation of new opportunities for the University.

2. The University ensures that the public is informed about the results of the external evaluation and ensures that they are used to improve educational programs and all types of activities.

Standard Criteria
3. The effectiveness of the quality assurance processes of the university is carried out through external quality assurance procedures.

4. The University undergoes external quality assurance procedures on a systematic basis.

5. The university takes into account the results achieved since the last external quality assurance procedure in preparation for the next procedure.

Guide to the standard
6. The University participates in external quality assurance procedures within the framework of:
1) licensing;
2) institutional accreditation;
3) specialized accreditation;
4) institutional ranking of universities;
5) rating of educational programs.
7. External quality assurance procedures are implemented through the following algorithm of actions:
1) making a decision by the university management 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) conducting self-analysis and self-assessment of activities for compliance with the requirements of the external assessment procedure;

5) generation of reports based on the results of self-assessment;

6) organization of the external evaluation procedure.

8. The University constantly carries out procedures for accreditation of educational programs, including at the international level.

9. Upon completion of each external quality assurance procedure, the university develops and implements an action plan to improve activities, supporting a continuous quality assurance process.

10. The University is committed to ensuring that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure.

11. The results of external quality assurance procedures are posted on the official website of the university.

12. In order to increase the competitiveness of AITU at the national and international level, the university takes part in national and world rankings to measure the effectiveness of activities in the field of internationalization and its representation at the national and international levels.

Indicators	Parameters					Activities
participation and promotion in national and international ratings	2021	2022	2023	2024	2025	entry of the EP into the top 3 in the country ranking (number of entries into the Association of European Universities, the Association of Asian Universities
	-	-	2	4	5	Joining the network universities of the SCO and the CIS
AITU Ranking						entry of the EP into the top 10 in the country ranking
	2021	2022	2023	2024	2025	ranking of specialized universities in Central Asia
	-	-	top-7	top-5	top-3	

	QS subject rankings/EECA
2021 **2022** **2023** **2024** **2025** \- \- \- \- top-300	

international accreditation	international institutional accreditation/accreditation
2021 **2022** **2023** **2024** **2025** + +	
2021 **2022** **2023** **2024** **2025** 70 80 90 90 95	international program accreditation/accreditation

ASTANA IT UNIVERSITY LLP

INTERNAL QUALITY ASSURANCE SYSTEM
OF ASTANA IT UNIVERSITY

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Astana IT University LLP
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