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1. Purpose of the document

1.1 The purpose of these Regulations is to establish regulations for the organization and implementation of the tutoring service, define its tasks and responsibilities, as well as the rules for interaction between tutors, students and the University.

2. Scope of application

2.1 These Regulations are part of the documents regulating the educational process at the University.

2.2 The Regulations are mandatory for organizing the work of the tutoring service.

3. Normative references

The implementation of the tutoring service is carried out in accordance with:

- Law of the Republic of Kazakhstan dated July 27, 2007 № 319-III "On Education";
- Requirements for educational organizations to provide distance learning and rules for organizing the educational process for distance learning and in the form of online learning in educational programs of higher and (or) postgraduate education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 20, 2015 № 137. Registered in the Ministry of Justice of the Republic of Kazakhstan on April 22, 2015 № 10768;
- The standard rules for the activities of educational organizations implementing educational programs of higher and (or) postgraduate education were approved by order of the Minister of Education and Science of the Republic of Kazakhstan № 595 dated October 30, 2018;
- P-AKD-22 Rules for conducting and organizing interim certification;
- P-AKD-23 Rules for organizing the educational process using credit technology;
- P-UOO-05. Rules for using the proctoring system "OES".

4. General Provisions

4.1 These Regulations on the tutoring service (hereinafter referred to as the "Regulations") regulate the activities of tutoring as a form of support and accompaniment for students in the process of mastering educational programs.

4.2 The tutoring service is created with the aim of providing methodological, informational and organizational support to students.

5. Terms and definitions

5.1 AIS - automated information system.

5.2 An online course integration map is a document that structures the course content and shows how the various elements interact with each other.

5.3 Tutor is a teacher who helps students in mastering the material, develop skills and improve their understanding of the content of an online course/discipline.

5.4 Tutoring service – tutoring support.

5.5 Online course is a training program that allows to gain knowledge, skills and competencies via the Internet in real time, including use of previously recorded video lectures.

5.6 Online learning is a form of learning in specific areas of personnel training, in which a student receives higher and/or postgraduate education through information and communication technologies and the Internet for interaction between the teacher and the student, regardless of spatial and temporal distance.

5.7 A digital footprint is a set of verified data about a student's educational activity results, recorded on the LMS and/or other platforms or information system.

5.8 Digital educational resources - didactic materials on the studied disciplines and (or) modules, providing training in an interactive form: photographs, video fragments, static and dynamic models, virtual reality objects and interactive modeling, sound recordings and other digital educational materials.

5.9 LMS (Learning Management System) is a software tool that allows you to create, deliver and report on training courses and programs.

5.10 SPOC - (Small Private Online Course) is a version of MOOC used by university students, allowing them to acquire knowledge, skills and competencies via the Internet in real time (synchronous learning), including using previously recorded video lectures.

5.11 MOOC - (Massive Open Online Course) is a training course with massive interactive participation, using e-learning technologies and open access via the Internet.

5.12 Microsoft Teams is an enterprise platform that brings together chat, meetings, notes, and attachments in a workspace.

5.13 Zoom is a proprietary video conferencing software.

6. Responsibility

6.1 The School/Center is responsible for:

- familiarization of the teaching staff with this Regulation;
- organization and implementation of tutor support;
- control over the implementation of the requirements of this Regulation.

6.2 The Online Education Department (OED) is responsible for:

- consulting and technical support for tutors on the educational platform;
- methodological support for tutors during online classes;
- training and preparation of tutors to work in the online environment.

6.3 The tutor is responsible for fulfilling his/her duties in accordance with this Regulation and the internal regulations of the University and may be subject to disciplinary action for violation of professional ethics and job descriptions.

7. The tutor's Responsibility

7.1 Introduction to the course and student support (1 hour):

- conduct an introductory lesson to familiarize students with the main aspects of the course;
- provide advisory assistance in organizing the educational process;
- involve students in the learning process, maintain their motivation.

7.2 Conducting classes and consultations:

- organize online webinars (Teams/Zoom);
- conduct consultations before control events (RK1, RK2) and the exam (1 hour);
- conducting classes and providing support to students in resolving emerging issues (6 hours).

7.3 Control and assessment (1 hour):

- monitor the timely submission of assignments in accordance with the online course syllabus;
- conduct current, intermediate and final monitoring of academic performance;
- analyze the reports of the proctoring system in accordance with the current rules.

7.4 Documentation:

- promptly fill out statements in the AIS based on the results of current and final control;

- update the syllabus within the already recorded course, add new topics, change the order of studying the materials;
- create a SPOC/MOOC Integration Map for the discipline, use online courses from various platforms. (*Appendix 1*).

8. Organization of the tutoring support work

8.1 Tutoring support is part of the educational process.

8.2 The tutor's candidacy is selected from among the teaching staff and agreed upon with the Dean of the School.

8.3 The assignment/removal of a tutor is considered at a meeting of the School Council and is included in the academic workload.

8.4 The workload for performing the duties of a tutor is reviewed annually and included in the School budget.

8.5 The contingent of students assigned to a specific tutor is determined from the number of students registered for the online course.

8.6 The tutor accompanies students during the semester and/or module. His/her activities are planned in accordance with the syllabus and the SPOC/MOOC integration map for the discipline.

8.7 The tutor uses the available digital educational resources of the course, including distance learning platforms, forums, chats and other means of interaction.

8.8 Tutor support is provided:

- in online webinar format via Teams/Zoom platforms;
- in the format of consultations by correspondence on the course resources (forum, chats) and e-mail.

9. Final Provisions

9.1 These Rules shall enter into force on the date of approval and shall remain in effect until they are amended.

Appendix 1

SPOC/MOOC integration map for the discipline: _____

Aim: integration of **SPOC/MOOC** or its elements for teaching in the discipline

Part 1. Selection of SPOC/MOOC

Name of the discipline
Name of SPOC / MOOC
Link to the course platform
Workload (hours/credits)
Form of study (full-time/shortened)
Level of education (bachelor's/master's degree)
Language of instruction
Semester
Attestation form (exam)

Part 2. Selection of SPOs/MOOCs based on content analysis and developing competencies

2.1. The degree of correspondence between the content and learning outcomes.

**Note. Specify what % corresponds to the SPOC/ MOOC discipline. For example, 80%. If you have chosen two MOOCs for integration into one discipline, then, for example, MOOC 1 – 80%, MOOC 2 – 60%.*

Part 3. Selecting a Model for Integrating MOOCs

3.1. Model selection:

**Note: Select one model. Delete the rest.*

Model 1. MOOC support: MOOC is used as additional material for a discipline in its traditional implementation as a self-paced learning environment, with or without the use of the “flipped classroom” technology.

Model 2. Blended learning “+MOOC”: partial replacement of classroom lessons (mainly lectures), as well as partial re-crediting of individual MOOC topics with or without the use of “flipped classroom” technology.

Model 3. Blended learning “MOOC+”: using MOOCs with partial retention of lectures, practical and seminar classes, as well as using the learning outcomes of MOOCs for ongoing assessment and final assessment in the discipline.

Part 4. SPOC/MOOC integration plan for the taught discipline
4.1 Model name (see 3.1)

Model 3. Blended learning "MOOC+": using MOOCs with partial retention of lectures, practical and seminar classes, as well as using the learning outcomes of MOOCs for ongoing assessment and final assessment in the discipline.

4.2. Schedule for the implementation of the course content

**Note: Filled in from the discipline syllabus. The last column indicates and describes how the SPOC/MOOC elements (topics, video lectures, assignments, reading materials, etc.) will be integrated within specific topics and classes (synchronous/asynchronous, classroom).*

Schedule for the implementation of the course content

Week	Topic Title	Quantity Of hours	Tasks	Knowledge assessment	Format of the lesson	Platform and link
1	L 1. Introduction to the Hotel Business	1	Watching the video lectures, module 1	Online test	Asynchronously	https://www.coursera.org/specializations/hotel-management
	Practical work 1		Analysis and survey of students in class		Offline	MS Teams
2	L 2.	1		Case study + test		about online.almau.edu.kz , MS Teams
3	L 3.					
4	L 4.					
5	L 5.					
6	L 6.					
7	L 7.					
	Consultation on Midterm 1	1				

Midterm control 1						
8	L 8.					
9	L 9.					
10	L 10.					
11	L 11.					
12	L 12.					
13	L 13.					
14	L 14.					
	Consultation on Midterm 2	1				
15	L 15.					
	Consultation on the exam	1				
Midterm control 2						
Final control						

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