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1. Purpose of the Document

1.1. The purpose of these Regulations is to establish the framework for organizing and implementing the tutoring service, define its tasks and responsibilities, and regulate the interaction between tutors, students, and the University.

2. Scope of Application

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

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

3. Regulatory References

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

- The Law of the Republic of Kazakhstan dated July 27, 2007, No. 319-III "On Education";
- Requirements for educational organizations on the provision of distance learning and the rules for organizing the educational process for distance learning and online learning for higher and (or) postgraduate education programs. Order of the Minister of Education and Science of the Republic of Kazakhstan No. 137 dated March 20, 2015. Registered with the Ministry of Justice of the Republic of Kazakhstan on April 22, 2015, No. 10768;
- Model Rules for the activities of educational organizations implementing higher and (or) postgraduate education programs, approved by Order of the Minister of Education and Science of the Republic of Kazakhstan No. 595 dated October 30, 2018;
- P-AKD-22 Rules for Conducting and Organizing Interim Assessment;
- P-AKD-23 Rules for Organizing the Educational Process according to the Credit Technology;
- P-UOO-05. Rules for Using the "OES" Proctoring System.

4. General Provisions

4.1. These Regulations on the Tutoring Service (hereinafter – the "Regulations") govern the activities of tutoring as a form of support and guidance for students in the process of mastering educational programs.

4.2. The Tutoring Service is established to provide methodological, informational, and organizational support to students.

5. Terms and Definitions

5.1. **AIS** - Automated Information System.

5.2. **Online Course Integration Map** is a document that structures the course content and shows how various elements interact with each other.

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

5.4. **Tutoring Service** - tutor support.

5.5. **Online Course** - an educational program that allows acquiring knowledge, skills, and competencies via the Internet in real-time, including through the use of pre-recorded video lectures and lectures.

5.6. **Online Learning** - a form of education for specific personnel training directions, where the 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. **Digital Footprint** - a set of verified data about a student's results of educational activities, recorded on the LMS and (or) other platforms or information systems.

5.8. **Digital Educational Resources** - didactic materials for the studied disciplines and (or) modules, providing interactive learning: photos, video clips, static and dynamic models, virtual reality objects and interactive modeling, audio recordings, and other digital educational materials.

5.9. **LMS (Learning Management System)** - a software tool that allows creating, delivering, and reporting on training courses and programs.

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

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

5.12. **Microsoft Teams** - a corporate platform that combines chat, meetings, notes, and attachments in a workspace.

5.13. **Zoom** - proprietary software for organizing video conferences.

6. Responsibility

6.1. The School/Center is responsible for:

- Familiarizing the teaching staff with these Regulations;

- Organizing and conducting tutoring support;
 - Monitoring compliance with the requirements of these Regulations.
- 6.2. The Online Education Department (UOO) is responsible for:
- Consultative and technical support for tutors on the educational platform;
 - Methodological support for tutors in conducting online classes;
 - Training and preparing tutors to work in an online environment.
- 6.3. The Tutor is responsible for performing their duties in accordance with these Regulations and the university's internal regulatory documents and may be subject to disciplinary liability for violation of professional ethics and job instructions.

7. Tutor's Duties

7.1. Course Introduction and Student Support (1 hour):

- Conduct an introductory session to familiarize students with the main aspects of the course;
- Provide advisory assistance in organizing the educational process;
- Engage students in the educational process, support their motivation.

7.2. Conducting Classes and Consultations:

- Organize online webinars (Teams/Zoom);
- Conduct consultations before assessment events (RK1, RK2) and the exam (1 hour);
- Conduct classes and provide support to students in resolving emerging issues (6 hours).

7.3. Monitoring and Assessment (1 hour):

- Monitor the timely submission of assignments according to the online course syllabus;
- Conduct ongoing, interim, and final performance monitoring;
- Analyze proctoring system reports in accordance with current rules.

7.4. Documentation:

- Timely fill out records in the AIS based on the results of current and final control;

- Update the syllabus within the framework of the already recorded course, add new topics, change the order of studying materials;
- Draw up an SPOC/MOOC Integration Map for the discipline, use online courses from various platforms. (Appendix 1).

8. Organization of Tutoring Support

- 8.1. Tutoring support is part of the educational process.
- 8.2. A tutor candidate 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 teaching load.
- 8.4. The workload for performing tutor duties is reviewed annually and included in the School's budget.
- 8.5. The contingent of students assigned to a specific tutor is determined from among the students registered for the online discipline.
- 8.6. The tutor supports students throughout the semester and/or module. Their 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. Tutoring support is carried out:
 - In the format of online webinars via Teams/Zoom platforms;
 - In the format of correspondence counseling on course resources (forum, chats) and email.

9. Final Provisions

- 9.1. These Regulations come into force from the date of approval and are valid until a new version is issued.

The paper-based document is stored in uncontrolled conditions. Before use, verify the relevance of the version in the Documentolog system.

Appendix 1

SPOC/MOOC Integration Map Template for a Discipline

SPOC/MOOC Integration Map for Discipline: _____

Purpose: integration of SPOC/MOOC or its elements for teaching the discipline.

Part 1. SPOC/MOOC Selection

Discipline Name
SPOC/MOOC Name
Course Platform Link
Workload (hours/credits)
Form of Study (full-time/shortened)
Level of Education (Bachelor's/Master's)
Language of Instruction
Semester
Form of Assessment (Exam)

Part 2. SPOC/MOOC Selection Based on Content and Formed Competencies Analysis

2.1. Degree of compliance of content and learning outcomes.
Note: Indicate the percentage of SPOC/MOOC compliance with the discipline. For example, 80%. If you selected two MOOCs for integration into one discipline, then, for example, MOOC 1 – 80%, MOOC 2 – 60%.

Part 3. Choice of MOOC Integration Model

3.1. Model Selection:

Note: Choose one model. Delete the rest.

- **Model 1. MOOC-Support:** MOOC is used as additional material for the discipline during its traditional implementation as a CPC, with or without the use of the "flipped classroom" technology.
- **Model 2. Blended Learning "+MOOC":** Partial replacement of classroom classes (primarily lectures), as well as partial credit for individual MOOC topics with or without the use of the "flipped classroom" technology.
- **Model 3. Blended Learning "MOOC+":** Use of MOOC with partial retention of lectures, practical and seminar classes, as well as the use of learning outcomes from the MOOC for current assessment and final control in the discipline.

Part 4. Plan for Integrating SPOC/MOOC into the Taught Discipline

4.1. Model Name (see 3.1)

Example: Model 3. Blended Learning "MOOC+": Use of MOOC with partial retention of lectures, practical and seminar classes, as well as the use of learning outcomes from the MOOC for current assessment and final control in the discipline.

4.2. Schedule for Implementing the Course Content

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

nchronously/asynchronously, in-class).

Week	Topic Name	Number of Hours	Assignments	Knowledge Assessment	Class Format	Platform and Link
1	L 1. Introduction to the Hotel Business	1	Watch video lectures, module 1	Online test	Asynchronous	https://www.coursera.org/specializations/hotel-management
	Practical Work 1		Review and survey of students in class		Offline	MS Teams
2	L 2.	1		Case study + test	online.amau.edu.kz , MS Teams	
3	L 3.					
4	L 4.					
5	L 5.					
6	L 6.					

7	L 7.					
	Consultation for RK 1	1				
	Interim Control 1					
8	L 8.					
9	L 9.					
10	L 10.					
11	L 11.					
12	L 12.					
13	L 13.					
14	L 14.					
	Consultation for RK 2	1				
15	L 15.					
	Consultation for the Exam	1				
	Interim Control 2					

	Final Control					
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