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«_____» _____2024 y.

QUALITY MANAGEMENT SYSTEM:

REGULATIONS

ON ENSURING THE ACADEMIC QUALITY OF EDUCATIONAL PROGRAMS

QMS ShU 01-56-2024

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Document validity period «29» 01 2024 y. until «29» 01 2027 y. Extension: «__» _____20__ r.	Entered: № 02 - ЖК Date of introduction «____» _____20__ y.	**QMS ShU 01-56 -2024** Edition 1 Registration number №56 Copy № 1

CONTENTS

1. Scope of Application

Modular educational programs are designed to ensure a unified approach to the formation of educational programs based on credit learning technology. They are developed on the basis of regulatory documents in the field of education of the Ministry of Education and Science of the Republic of Kazakhstan, comply with the requirements of the State Compulsory Standard of Higher and Postgraduate Education, and constitute one of the fundamental components of the structure of the university's academic activities.

The development of modular educational programs is driven by the need to comply with international standards in connection with accession to the Bologna Process as a participating country and the assumption of obligations to fulfill its key parameters related to the modular system.

These Rules for the development of educational programs are intended to ensure a unified approach to the creation of educational programs based on modular learning technology and to implement the requirements of the Bologna Process for ensuring the quality of higher education in accordance with the Dublin Descriptors.

The Rules establish the procedure for developing educational programs at Shymkent University, define their structure, the examination procedure, and the requirements for оформление, coordination, approval, and extension of the period of validity.

These Rules are mandatory for all departments of Shymkent University and are intended for developers and experts of educational programs.

2. Key Terms and Their Definitions

Academic period – a theoretical learning period during which an educational institution chooses one of three forms: semester, trimester, or quarter.

Academic freedom – a set of powers granted to participants in the educational process to independently determine the content of education in order to foster the creative development of learners and instructors, apply innovative teaching technologies and methods, and choose elective subjects, additional forms of instruction, and ways of organizing educational activities.

Academic hour – the time allocated for student-instructor contact according to the timetable for all types of classes (auditory work) or according to an individually established schedule.

Thesis – a final project prepared by a student in accordance with the profile of the educational program, summarizing the results of independent research on a relevant issue.

Diploma project – a final student project prepared by independently solving applied problems in accordance with the educational program profile, using project methods, which may include business projects, models, creative projects, or other types of projects.

Final assessment of students – a process of evaluating the quality of students' mastery of a course program through exams conducted during the intermediate certification period; if a subject is studied over multiple academic periods, the final assessment may cover only the part of the course studied during that period.

Descriptors – terms referring to a qualification framework. They provide a generalized description of learning outcomes for different qualification levels. Descriptor systems are invariant, i.e., they are not dependent on a specific educational context, which facilitates comparison of qualifications. In the Bologna Process, the Dublin descriptors, as an integral part of the European Higher Education Qualifications Framework, are implemented. Dublin descriptors provide agreed-upon criteria for evaluating learning outcomes at each cycle of higher education.

European Credit Transfer and Accumulation System (ECTS) – a method of assigning credits to components of educational programs (courses, modules) to allow comparison and recalculation of students' completed courses (with grades and credits) when transferring education trajectories, institutions, or countries.

Individual study plan – a study plan formed independently by students for each academic year, based on a typical curriculum and an elective courses catalog, with the guidance of an academic advisor.

Elective courses catalog – an annotated and systematized list of all elective courses under a selection component, with a brief description including the purpose, short content (main sections), and expected learning outcomes (knowledge, skills, abilities, and competencies acquired by students). The catalog also lists prerequisites and postrequisites for each course.

Credit – a standardized unit of measure of student/instructor workload.

Credit-based learning technology – a teaching method in which students plan and choose the sequence of courses independently using credits as a standardized measure of workload.

Competence – proven abilities, knowledge, personal, social, and methodological skills used in professional and personal development under work and educational conditions.

Module – a structural element of an educational program completed in terms of learning outcomes, in which students acquire specific knowledge, skills, and competencies, with corresponding assessment criteria.

Graduate competence model – a set of planned educational goals and expected learning outcomes that describe the list and structure of general cultural and professional competencies.

Modular educational program – a training program consisting of educational modules aimed at acquiring the necessary core competencies for a specific academic degree and/or qualification; it defines the content of student preparation through courses, research work (experimental research), professional practices, final state certification, and assessment methods.

Modular learning – a method of organizing the educational process based on modular construction of educational programs, curricula, and courses.

Modular structure of an educational program – a tool for achieving professional training goals, defining the content and structure of an educational program based on organizing the educational process around a set of student professional competencies as learning objectives.

Course description – a brief description of a course, including its purpose, objectives, and content (30–50 words).

Postrequisites – courses that require the knowledge, abilities, and skills acquired after completing another course.

Prerequisites – courses containing the knowledge, skills, and abilities required for the course being studied.

Intermediate assessment of students – a procedure for evaluating the quality of students' mastery of part or all of a course upon completion of a course module.

Learning outcomes (LOs) – competencies obtained through formal and informal learning processes, confirmed and recognized upon qualification; defined in terms of knowledge, skills, and competencies.

Intermediate control – monitoring of students' academic achievements after completing a course section (module).

Student independent work (SIW) – tasks assigned for self-study, supported by educational and methodological literature and recommendations, and assessed through tests, assignments, colloquia, essays, reports, or projects; the total workload of independent work is verified by daily tasks.

Student independent work under instructor supervision (SIW-S) – work carried out according to the schedule under the guidance of an instructor; depending on the student category, it may be either supervised student independent work or supervised graduate student work.

Typical curriculum – a document regulating the list and volume of courses, their study sequence, and assessment methods in a professional educational program.

Workload of an educational program – the cost of implementing an educational program (courses, exams, practices, preparation and participation in final state certification, academic semester, academic year, modules) expressed in credits or contact hours.

Students' academic achievements – knowledge, skills, abilities, and competencies acquired during the educational process that reflect the individual's achieved level of development.

Elective courses – courses included in the elective component within the established credit framework, reflecting the student's individual preparation, considering socio-economic development features, regional needs, and the established scientific schools of the higher education institution.

Municipal budgetary general education institution (MBGEI) – a core component of the education system of the Republic of Kazakhstan. This institution provides general education that ensures citizens' economic independence and social activity. MBGEIs form a primary link in the national education system where student training and education are conducted.

3. Abbreviations and Symbols

BS	Basic Subjects
SCES	State Compulsory Education Standard
FSCS	Final State Certification of Students
EKS	Elective Component Subjects
CBES	Credit-Based Education System
ECC	Elective Courses Catalog
GES	General Education Subjects
MCS	Mandatory Component Subjects
EP	Educational Program
OR	Office Registrar
PC	Professional Competencies
SS	Specialized Subjects
FM	Faculty Members
LO	Learning Outcome
SP	Curriculum / Study Plan
ISW	Independent Student Work
UK	University Component

4. General Rules

The rules for developing educational programs (EP) are based on the State Compulsory General Education Standard (SCGES), the rules of credit-based learning technology, and other regulatory requirements.

EPs are developed for all fields and levels of training that have a license to provide educational services, coordinated with potential employers, and approved by the university for the entire period of a student's study.

Educational programs implemented by the university must demonstrate commitment to the principles of the Bologna Process:

- student-centered learning, i.e., focusing on students' needs and abilities and ensuring they achieve learning outcomes;
- attention to labor market requirements;
- continuity of learning;
- emphasis on competence development;
- ensuring quality and improvement of educational services;
- providing the possibility to create an individual learning trajectory (ILT) for students' professional, career, and personal growth.

When developing educational programs, the following are taken into account:

- SCGES requirements;
- requirements of the roadmap for the development of trilingualism;
- requirements of social partners — potential employers of graduates;
- expectations of students and their parents;
- labor market requirements;
- requirements of Nazarbayev University, NIS, gymnasiums, and lyceums;
- needs of persons with disabilities;
- latest achievements in the field published in literature and periodicals, as well as results of own scientific research, opinions of other specialists and scholars;
- internal conditions (students' level of development, specifics of the studied subjects, availability of teaching materials, information, methodological and material base of the university).

The development of next-generation educational programs in Kazakhstani universities is based on the introduction of the European system of education, considers Dublin descriptors and market requirements, applies a competence-based approach as the foundation for program design, follows the modular principle of EP formation based on Dublin descriptors, and provides principles for understanding multi-level educational content.

Labor market requirements imply that graduates should combine interdisciplinary and innovative skills and competencies with subject knowledge that corresponds to the level of science and technology development, enabling them to contribute to society and meet the growing needs of the labor market.

The formation of modern specialists is based on cooperation among employers, students, and universities, aimed at developing programs that enhance graduates' innovation, entrepreneurial, and research potential.

The university's educational activity is implemented on a student-centered basis using credit-based learning technology, where learning outcomes and competencies play a key role and constitute the main result of the educational process for students.

Requirements for creating an educational program include:

- credits;
- learning outcomes;
- competencies;
- resources.

As a conditional unit of workload for the educational program, Kazakhstani KZT credits and ECTS credits are used, which should be linked to learning outcomes and competencies, and ensure assessment of learning outcomes during and at the end of the course.

Assignment of credits to educational components depends on the required level of complexity, volume of studied material, workload, and time necessary to achieve the established learning outcomes.

The formation of an EP is based on principles of coordination and adaptation of curricula and programs; completion of education at each stage, meeting students' learning needs according to their abilities and opportunities, and studying labor market requirements.

EPs must meet the following requirements:

- scientific validity and conformity to current achievements in science and technology;
- ensuring a high theoretical, professional, and practical orientation of learning, continuity of fundamental education, and systematization;
- integration of modules and their constituent components (courses) to ensure program cohesion.

Employers and representatives of practice bases are involved in developing EPs; they participate in surveys, reviewing and agreeing on EPs, and selecting elective courses for the elective course catalog.

Selection criteria for representatives of employers and practice bases include:

- basic education;
- type of activity performed;
- participation in the educational process;
- representativeness.

Students participating in surveys to determine educational trajectories and selection of elective courses for the EP are also involved in EP formation.

Student selection criteria:

- academic performance;

- activity in the learning process;
- focus on the chosen specialty.

EPs must ensure that students achieve the learning outcomes established in state educational and professional standards. Developers and experts are responsible for ensuring compliance of educational programs with regulatory and legal acts and the current state of science and education.

The head of the department is responsible for timely development of the educational program.

5. Modular Educational Program Structure

A modular educational program (MEP) is developed in two languages: state and Russian; it indicates the awarded degree, level of the educational program, and is used throughout the entire student training period. Title page (Appendix A).

The passport of the educational program is determined by the relevant state compulsory general education standards and is implemented through the description of the content and structure of the MEP.

Components of the educational program structure:

1. Educational program passport (Appendix B)
2. Foundational documents (Appendix C)
3. Glossary of terms and abbreviations (Appendix D)
4. Introduction (Appendix E)
5. Learning outcomes and content of the educational program (competencies and expected results) (Appendix F)
6. Content of the educational program (Appendix G)
7. Matrix aligning program subjects with learning outcomes (Appendix H)
8. Description of program subjects' learning outcomes and characteristics (Appendix I)
9. Organization of the learning process and implementation methods (Appendix J)
10. Teaching methods and tools (technological map) (Appendix K)
11. Criteria for assessment of learning outcomes (Appendix L)
12. Approval and review sheet (Appendix M)

The educational program passport includes:

1. Program objectives
2. Qualification level (Bachelor, Master)
3. Program features (joint programs/double degree/dual education/multilingual education/experimental, etc.)
4. Field of professional activity
5. Forms of professional activity (graduate employment positions)

6. Types of professional activity
7. Mode of study
8. Duration of study
9. Language of instruction
10. Credit volume
11. Awarded academic degree
12. Structural unit responsible for program development

Study plans by level and duration: 4, 3, 2 years — Bachelor; 2, 1.5, 1 year — Master.

SCGES — invariant content of the educational program within mandatory and elective modules; includes competencies/learning outcomes for each subject, volume in Kazakhstani credits and/or ECTS, study period; module components (code and name, subject cycles, belonging to mandatory or elective component, form of assessment).

The study plan, built on a modular principle, consists of modules structured according to ZBP, BP, CP cycles, including mandatory, university, and elective courses.

Elective Course Catalog (ECC) contains brief descriptions of learning objectives and expected results (knowledge, skills, competencies), prerequisites, and post-requisites.

ECC — an annotated, systematic list of all courses in the elective component (basic and specialized).

ECC is prepared for all educational programs at all stages of study, considering the field of training and types of professional activity.

ECC allows students to familiarize themselves with the brief content of electives and choose alternative courses when forming an individual learning trajectory.

ECC is developed as an appendix to the modular educational program and follows a set structure; it is created in Kazakh, Russian, and English (Appendix C).

The list of recommended elective courses is determined in accordance with professional standards, sectoral and national qualification frameworks, state standards of higher and postgraduate education, and considers the needs of employers and education service consumers.

ECC is intended to create flexible educational programs that meet labor market requirements.

Elective courses are studied according to the logical sequence of the curriculum. To implement the principle of choice, at least 2–3 alternative courses are offered.

To identify relevant electives, departments conduct surveys among employers, students, and graduates; based on the analysis, the list of courses, prerequisites, post-requisites, semester, and credit volume is determined.

Courses can also be proposed by departmental faculty for inclusion in the ECC. The list is reviewed through a competitive process organized by the faculty academic council.

Applications are completed under the signature of the faculty dean and departmental staff (Appendix D).

Applications are reviewed at department and faculty academic committee meetings. The content of proposed elective courses should be relevant, research- and practice-oriented, aligned with the training direction, employer requests, and incorporate modern teaching technologies.

Department heads are responsible for ECC content, methodological support, and implementation of elective courses, overseeing preparation and preventing course duplication.

6. Mechanism for Developing a Modular Educational Program

All educational programs must have clearly defined goals aligned with the university mission, meet the needs of potential stakeholders, and aim to prepare specialists with the required qualifications and to enhance their professional level.

The goals of an MEP should ensure:

- balance in the personal development of graduates,
- comprehensive formation of professional competencies,
- moral and ethical growth,
- high competitiveness in the labor market.

The main principles of the program are also described.

Graduate qualification model shows the set of knowledge, skills, and methods of their application acquired in the professional activity process.

Competencies and learning outcomes. The basis of MEP development is a competency-based approach, reflecting the ability to practically apply knowledge and skills acquired during the learning process.

Learning outcomes are developed according to the Dublin Descriptors and the European Qualifications Framework for Higher Education, linked to bachelor's/master's qualification characteristics, covering all types of professional activities, and describing requirements for graduate competencies and knowledge (Appendix E).

Descriptors define student abilities:

1. Demonstrate knowledge and understanding in the field;
2. Apply knowledge and understanding professionally to solve field problems;
3. Collect and interpret information considering social, ethical, and scientific aspects;

4. Apply theoretical and practical knowledge to solve academic and professional tasks;
5. Acquire skills for independent further learning;
6. Master research and academic writing methods;
7. Apply knowledge of facts, phenomena, and theories and their complex interrelations;
8. Understand principles of academic integrity.

Learning outcomes are formed at the program level using Bloom's Taxonomy (Appendix F).

MEPs are developed in the context of a competency model. Competencies are divided into:

- **Professional Competencies (PC)** — knowledge and skills defining competence in specific professional activities;
- **Universal Competencies (UC)** — general knowledge and cultural level of graduates, including communication, social, ecological, and economic adaptability.

Competencies include:

- knowledge and understanding (theoretical knowledge of the academic field),
- ability to act (practical application of knowledge and skills),
- ability to be (value aspect in the social context).

Employer recommendations are mandatory in professional competency formation.

After defining learning outcomes and key competencies, a **matrix of alignment between outcomes and competencies** is developed.

Module content is planned based on expected learning outcomes. They describe knowledge, skills, and abilities students will demonstrate upon completion. Module components contribute to achieving overall module outcomes.

Learning outcomes must be accessible and measurable after module completion.

The academic schedule considers sequence and rotation, professional practice, assessment, and student breaks.

Next, the MEP structure indicates credits earned per module, workload types (lecture, practice, KAE), subjects per semester, and modules.

Credits are a conditional unit of student and faculty workload, measured by material volume and achievement of learning outcomes. Total workload includes lectures, seminars, labs, independent work, projects, professional practice, and preparation for final assessment.

Program content includes three cycles:

- General Education Subjects (GES)
- Basic Subjects (BS)
- Specialized Subjects (SS)

GES includes mandatory component (MC), university component (UC), and elective component (EC). BS and SS include UC and EC.

GES volume — 56 academic credits, including 51 credits of mandatory subjects: History of Kazakhstan, Philosophy, Kazakh/Russian language, Foreign language, ICT (English), Physical Education, Socio-Political module.

GES UC/EC disciplines aim to develop competencies in economics, law, anti-corruption culture, ecology, entrepreneurship, leadership, and innovation (at least 5 credits).

BS cycle includes courses and professional practice — minimum 112 credits. SS cycle includes courses and practice — minimum 60 credits.

BS and SS modules are interdisciplinary and multidisciplinary.

Final assessment — 12 credits or ≤5% of program volume, in the form of a thesis/project defense or two comprehensive exams. Exams integrate knowledge and competencies per labor market requirements.

Programs are trilingual: teaching language, second language, and English. 50% subjects — teaching language, 20% — second language, 30% — English.

Modular structure: courses and other learning activities are combined into modules based on objectives and competencies.

Module — a complete educational component with defined time and expected outcomes, consisting of:

- small complementary subjects;
- linked and mixed subjects ensuring interdisciplinary connections and wide competency development.

If a module has multiple subjects, the credit share of each component is determined. Large modules may last one academic year maximum.

Sequential subjects (prerequisites) are taught in different semesters; non-prerequisite subjects can be taught concurrently.

Program structure should include various learning activities depending on the level:

- **Bachelor:** lectures, seminars, labs, independent work, projects, presentations, professional practice, final assessment;
- **Master:** courses, research/experimental work, practice, final assessment (comprehensive exam, thesis defense).

7. Requirements for Developing a Master's MEP

The content of a master's educational program includes:

1. Theoretical training covering basic and specialized subjects;
2. Practical training: various types of internships, scientific or professional;

3. Research work, including a master's thesis (for scientific-pedagogical masters) or experimental-research work including a master's project (for specialized masters);

4. Final assessment.

For scientific-pedagogical masters, the university component (UC) of the basic subjects cycle includes: "History and Philosophy of Science," "Foreign Language (Professional)," "Higher Education Pedagogy," "Management Psychology." For specialized tracks — "Management," "Management Psychology," "Foreign Language (Professional)."

Credit volume:

- Scientific-pedagogical master — 35 credits for basic subjects, 20 of which are UC;
- Specialized master — 10 credits (1 year) and 15 credits (1.5 years), including 6 UC credits.

Credits for the specialized subjects cycle:

- Scientific-pedagogical master — 49 credits;
- Specialized master — 25 credits (1 year) and 45 credits (1.5 years), distributed between UC and EC at the discretion of the university.

Practical training for scientific-pedagogical masters is conducted parallel to or in a separate period from theoretical training, and includes:

1. Pedagogical practice (basic subjects);
2. Research practice (specialized subjects) — consolidates theoretical knowledge, develops professional skills and competencies, and introduces advanced practices.

Research work (MWR) and experimental-research work (MERW) include an individual plan for familiarization with innovative technologies and new types of production through internships in scientific organizations.

Program modules and courses are typically interdisciplinary and multidisciplinary.

Scientific-pedagogical masters prepare scientific and scientific-pedagogical staff for universities and research organizations. Specialized masters prepare management personnel with advanced professional training for fields such as economy, medicine, law, education, arts, service and business, defense, national security, and law enforcement.

Final assessment: minimum 12 credits; conducted via writing and defending a master's thesis/project. Its purpose is to evaluate learning outcomes and acquired competencies at program completion.

8. Procedure for Approving a Master's MEP

1. Developed by departments, MEP is prepared in two languages (state and Russian) according to approved table structures and forms.
2. Academic committee verifies compliance with national standards; faculty and university analyze program consistency, process organization, and accessibility of competencies.
3. In case of discrepancies or competency gaps, MEP is returned to the department for revision.
4. University updates MEP annually considering developments in science, technology, culture, economy, technology, and social fields; changes can also be made following MoES recommendations.
5. MEP is reviewed by the University Scientific Council and Academic Committee with employer involvement before approval.
6. Implementation of the new MEP begins with the first-year students; other students continue under previously approved programs.
7. Approved MEP is the primary normative document for the entire study period and is reviewed annually as needed.

9. References

Based on the following regulatory documents:

1. Law of the Republic of Kazakhstan "On Education" №319-III, 27.07.2007 (amended 28.12.2017);
2. State mandatory educational standard for all levels, approved by MoES Order №604, 31.10.2018 (amended 05.05.2020 №182);
3. Model rules for educational organizations implementing educational programs, MoES Order №595, 30.10.2018 (amended 18.05.2020 №207);
4. Rules for organizing the educational process under the credit system, MoES Order №152, 20.04.2011 (amended 12.12.2018 №563);
5. Bologna Process: creation of national, regional, and global educational space — Bucharest, 27 April 2013; ECTS User Guide, Brussels, 06.02.2009.

Appendix A
(mandatory)

Acknowledgement Sheet

Job title	Full name	Date	Signature

Appendix B
(mandatory)

Change Log Sheet

№	Change Notification №	Date of Change Approval	Changes Made to the Document		
			Full Name of the Person Implementing the Change	Signature	Date