



M. NARIKBAYEV

**KAZGUU**  
UNIVERSITY

**M.NARIKBAYEV  
KAZGUU UNIVERSITY  
EDUCATIONAL PROGRAM  
DEVELOPMENT AND APPROVAL POLICY**

**2019**

M. Narikbayev KAZGUU University Educational Program Development and Approval Policy.

M. Narikbayev KAZGUU University Educational Program Development and Approval Policy was approved by the decision of the Academic and Research Council (minutes No. 3 of March 20, 2019).

M. Narikbayev KAZGUU University Educational Program Development and Approval Policy was developed on the basis of the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, the state general educational standard of higher education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 604 dated October 31, 2018, Organization Rules educational process on credit technology of education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152, and contains general requirements for educational programs at M. Narikbayev KAZGUU University

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## **1. GENERAL PROVISIONS**

**1.1** This policy is designed for the introduction of generic requirements for the development and approval of educational programs in JSC "M. Narikbayev KAZGUU University" (hereinafter - the University).

**1.2** This Policy determines the procedure for the development and approval of educational programs.

**1.3** Educational programs are developed in accordance with the State Compulsory Educational Standards (SCES), regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan and taking into account the interests of employers.

**1.4** The level of educational and methodological provision of educational programs provided for by this Policy is one of the conditions that allow achieving the required quality of professional training of students.

## **2. DEVELOPMENT AND APPROVAL OF EDUCATIONAL PROGRAMS**

### **2.1 Structural elements of educational programs**

**2.1.1** The content of educational programs is established by the relevant state compulsory education standards and is implemented through curricula and programs.

**2.1.2** The structural elements of educational programs are developed in three forms:

- 1) working curricula;
- 2) individual curricula;
- 3) working curricula in disciplines (syllabuses).

**2.1.3** Working curricula include:

- 1) a complete list of academic disciplines grouped into cycles of general education disciplines (GED), basic disciplines (BD) and major disciplines (MD);
- 2) distribution of disciplines by semester, indicating the forms of final control, the number of credits, the number of academic hours of classroom studies and independent work of students. (Attachment 1)

Working curricula are developed by the Office of the Program Manager for each specialty, considered at meetings of the Academic Quality Committees and recommended for approval and approved by the Heads of Higher Schools in agreement with the representatives of the Employers.

The work plan approval process for each year of admission for the entire study period ends in May of each preceding academic year.

Working curricula serve as the basis for calculating the complexity of the educational work of teachers.

**2.1.4** Individual curricula determine the individual educational trajectory of each student separately.

Individual curricula are drawn up by students independently, coordinated by advisers and approved by the directors of Higher Schools in electronic format.

**2.1.5** In addition to the educational program, a catalog of the educational program is developed, which is a systematized annotated list of all disciplines, containing a brief description of them indicating the purpose of the study and the expected results of the study.

The catalog also provides students with an alternative choice of elective academic disciplines.

The catalog should contain the following information:

- Name of the course / course module

- Code of the academic discipline / course module
- Type of academic discipline / course module (compulsory component, optional component)
- The semester in which the current academic discipline of the course is taught
- Number of academic credits / ECTS
- Learning outcomes of the academic discipline / course module
- Prerequisites, postrequisites

2.1.6 The formation of catalogs is completed in May of each preceding academic year and discussed by the academic quality committee and submitted for approval to the Director of the Higher School.

2.1.7 All educational programs have a modular structure and are developed in the context of the competence model for training specialists.

The educational programs include interdisciplinary modules consisting of independent training modules (submodules, sections, topics) aimed at the formation of general educational or additional competencies. Moreover, in the case of similar goals, several disciplines can be combined into one module.

Modules are autonomous, logically interrelated components of a curriculum with clearly formulated learning outcomes and adequate assessment criteria for specific areas or disciplines.

Modules can combine both subject areas and levels of mastering of the educational program.

## **2.2 The procedure for the development and approval of educational programs**

2.2.1 Departments are directly involved in the process of developing educational programs, providing courses on the program, and employers, as the main consumers of educational services.

2.2.2 Development of educational programs is carried out in the following stages:

- 1) development of a draft program by the Office of the Program Manager.
- 2) examination of the draft program by the Academic Quality Committee of Higher Schools.
- 3) coordination of the educational program with representatives of the Employers.
- 4) approval by the Academic and Research Council of the University.

2.2.3 The Office of the Program Manager is an advisory body. The office is established by the Head each educational program implemented at the Higher School.

Program managers are appointed by the directors of the Higher Schools and are accountable to the Higher Schools Academic Quality Committee on issues of structure, additions and changes to educational programs.

When drawing up a draft of an educational program, regulatory requirements developed by the authorized body in the field of education, as well as elective components based on catalogs of educational programs and proposals from representatives of employers, are taken into account.

2.2.4 The draft of the educational program is submitted to the Academic Quality Committee for further examination and development of a conclusion. The committee's conclusion is advisory.

2.2.5 The conclusion and the project are transferred to the Directors of the Higher Schools, who can send the project for revision, or give it to the representatives of the employers for approval.

2.2.6 After approval of the project by the representatives of the employers, the draft Program is approved by the Academic and Research Council of the University.

## 2.3 Implementation and change of educational programs

2.3.1 Direct participation in the implementation of educational programs is taken by the teaching staff through conducting classes in academic disciplines, which are the structural elements of educational programs.

2.3.2 In the process of implementing the educational program, the teacher can identify any shortcomings of the educational program and come up with an initiative to change and refine the program.

2.3.3 With a proposal to make changes and / or additions to educational programs, a teacher can send a reasoned request to the Director of the Higher School, or contact the Head of the corresponding educational program.

2.3.4 The Director of the Higher School, who has received a written request from a teacher, transfers it to the head of the corresponding educational program.

2.3.5 The head of the educational program analyzes the submitted proposals, prepares a draft change and submits it to the committee for academic quality.

2.3.6 The Academic Quality Committee analyzes the submitted draft changes and prepares an appropriate conclusion.

2.3.7 The head of the educational program submits the draft changes with the conclusion of the committee to the representatives of the employers for approval.

2.3.8 After approval by the Academic and Research Council, changes and additions to the educational program are approved. A copy of the decision and approved changes is submitted to all structural units involved in the implementation of the curriculum and the teaching staff.

2.3.9 In case of a refusal decision at any of the stages, a copy of the reasoned opinion must be submitted to the teacher initiated the process of considering the educational program.

## 2.4 Monitoring of the educational program realization quality

2.4.1 Upon the end of each academic period faculty members fill out the course management form which demonstrates the information about the course grades, if knowledge, abilities and skills are gained during the course or not, what is the reason for it and some suggestions are made aimed at improving the quality of knowledge, skills of students and correcting actions.

2.4.2 In the process of realization of education program the survey is conducted among students, which helps to improve the quality of educational process at the University. As a result, some changes can be made to the program according to the route described earlier.

2.4.3 Student surveys are conducted at the end of each academic period according to the approved plan of University.

2.4.4 Students also take part in the development and revision process of the educational program as full members of the academic quality assurance committee and Academic and Research Council of the University with the right to vote.

2.4.5 Educational program coordinators maintain organizational support to all kinds of activities mentioned in this part, and upon the end of the academic year form analytical report on the educational program realization.

## 2.5. Majors и minors

| Programme | Programme type      | Certificate                                              | Minimum number of ECTS |
|-----------|---------------------|----------------------------------------------------------|------------------------|
| Major     | Main specialisation | 3. Degree certificate (diploma)<br>4. Diploma supplement | 35                     |

|              |                           |                                                                     |    |
|--------------|---------------------------|---------------------------------------------------------------------|----|
| <b>Minor</b> | Additional specialisation | 1. Diploma supplement<br>2. Additional certificate<br>3. Transcript | 15 |
|--------------|---------------------------|---------------------------------------------------------------------|----|

The design of the programmes is bottom-up. The new programmes (both majors and minors) are developed by the faculty in collaboration with the partners, employers, partner universities and other stakeholders. The programme should be discussed and approved by the faculty Academic Quality Committees (AQC). The programme description, curriculum and AQC meeting's minutes are then sent to the university Academic and Research Council for formal approval.

For major degree programmes, the next step is the submission of the programme to the Unified system of management of higher education - the National registry of academic programmes (ESUVO) by the Ministry of Education and Science (MES) for external approval. Academic experts appointed by the MES check the programme in accordance with the formal requirements, provide their feedback and recommend corrections for resubmission where relevant.

## **2.6. Interdisciplinary Educational Programmes**

Interdisciplinary programme is an educational programme aimed to achieve skills and learning outcomes in several major specializations, professional spheres or areas of knowledge in order to meet needs of the labour market.

KAZGUU designs interdisciplinary programmes independently or in partnership with another university. Each involved university should be licensed to deliver educational programmes at least in one professional sphere covered by interdisciplinary programme. Interdisciplinary programme is developed as a major or minor depending on the projected learning outcomes, final result (degree/certification) and number of credits to be learnt to complete the programme.

To design Interdisciplinary programme joint working group of representatives of each professional sphere should be assembled. It may include KAZGUU faculty from several Programme Offices and/or Higher Schools and outside experts (employers, faculty of another HEIs etc.).

At a first step joint working group defines learning outcomes in each professional sphere, covered by a programme, as well as educational courses necessary to gain them. Then programme curriculum is presented to the Academic Quality Committee (or Committees – if the programme is developed by several Higher schools) to get an approval. The last step is the approval of the programme by KAZGUU Academic and Research Council and submission of the programme (only for major degree programmes) to the National registry of academic programmes (ESUVO) by the Ministry of Education and Science (MES) for external approval.

If the Interdisciplinary programme is developed in partnership with the other HEI, as soon as it gets the AQC approval, formal agreement between this HEI and KAZGUU should be signed.

## **2.7. Collaboration with Employers**

Collaboration with Employers is a key point of educational programme design. They are involved at every stage of programme initiation, development, discussion and approval.

Initiation of a new educational programme is preceded by consultations with key partners and employers of the Higher School. Consultations are to be get through the Business Council meetings, public discussions and private interviews as well as by the

annual or unscheduled surveys. Employers may not just initiate, but order a development of a major or a minor programme, which will meet their need for professionals in a particular field.

Once programme development is started employers and their representatives should be involved into discussion on the curriculum and learning outcomes before the approval by the university bodies.

Employers and Higher School partners initiate revision of current educational programmes in order to bring them in line with modern standards and market needs. Employers, Professional Associations and Higher School partners approve and/or accredit (in particular cases) educational programmes, which meet their requirements and professional standards.

## **2.8. Professional accreditation**

Various professional associations worldwide have their professional certification programmes. Many of them are widely recognised and highly valued by the international labour market. Professional bodies often have special programmes for those universities that embed a significant part (normally, minimum 70%) of the certification contents in their academic curricula. Universities might seek to restructure their academic programmes to fit the certifications.

Professional recognition of an academic programme is the bottom-up process. The programme is first mapped by the programme coordinator in cooperation with the school faculty in line with the professional certification requirements, particularly, learning outcomes and academic content, and redesigned when necessary. This process could take up to one-two semesters. The updated programme is then presented at the faculty Academic Quality Committees (AQC) and formally approved. The approved programme is then sent to the professional body granting the accreditation/affiliation status for approval. Correspondence with the professional body is the coordinator's responsibility. After approval received, the accredited/affiliated programme should be maintained by the coordinator. This includes such procedures as annual review/verification of the programme content and teaching and learning materials, examination materials and students' answers' samples, etc. by the accrediting agency; promoting the research and study scholarship programmes, selecting students for the scholarship places; training student teams for relevant competitions, etc. At least 50% of faculty teaching courses incorporated in the accredited/affiliated programmes must be the holders or the candidates approaching recognition (e.g. CFA Level 3, minimum).

## **2.9. Double diploma**

A double diploma programme is a degree program which curriculum is designed and delivered by two partner universities or a programme run by one university but allowing to attain two degree certificates.

The double degree programme run by two partner institutions could be delivered in 2+2; 3+1; 1+3 format.

The design of the double diploma programme starts with the selection of the relevant partner institutions and the development of inter-institutional cooperation. The minimum requirements include consistency of a proposed academic programme with the KAZGUU programme's learning outcomes and content; international recognition (accredited by the recognised international accreditation agency); English as a main language of instruction; plausibility with the KAZGUU students' expectations. Additional achievements, such as professional accreditations/affiliations, high international rankings, etc., are welcomed.

The process of double diploma programme design includes the following steps: mapping of two universities' programmes, and redesign of the programme when



appropriate; approval by the faculty Academic Quality Committee; signing the agreement and approval of the programme by the university Academic and Research Council. The double diploma programme is maintained by the faculty administration (vice-deans, student advisers, etc.) and the programme coordinator.

### **3. COURSE CURRICULUM (SYLLABI)**

#### **3.1 Structure and design of the course curriculum (syllabus)**

3.1.1 Syllabus (course curriculum) – is a document developed in the frames of the learning system, which defines the content and volume of the knowledge required to acquire, allocating it by topics, chapters and periods of study.

3.1.2 Course curriculum (syllabus) is designed in the language of the certain educational program. It is allowed to design a syllabus for a number of educational programs, if the number of credits is the same.

3.1.3 Syllabus for compulsory component courses is designed according to the State Educational Standard of the RoK and sample learning programs. Syllabus for university component courses and elective component courses is developed on the basis of the curriculum and program catalogue.

3.1.4 Requirements for syllabus design are defined by the Higher schools.

#### **3.2 Design and approval stages of the course curriculum (syllabus)**

3.2.1 Syllabus is designed by the faculty members of the department responsible for the course teaching. Language of syllabus depends on the language of teaching.

3.2.2 Draft of the syllabus has to be ready before the start of the academic process, which then is submitted to the quality assurance committee for approval.

3.2.3 Committee approves the syllabus or sends back for revision in a certain amount of time.

3.2.4 Syllabus content update is conducted whenever required. All amendments and additions have to be revised by the committee assurance committee.

3.2.5 Syllabi are approved for each semester.

