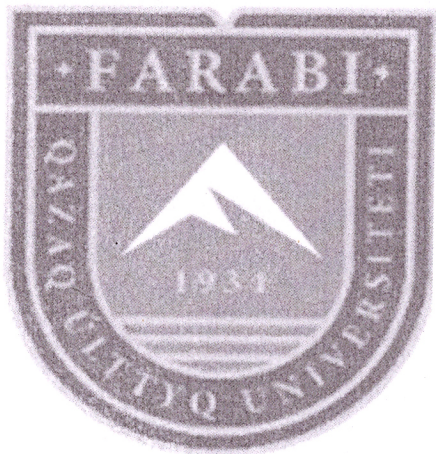
	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 1 of 56



APPROVED

At the meeting of the Scientific and
Methodological Council of the NJC
«al-Farabi Kazakh National University»


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Protocole № 5



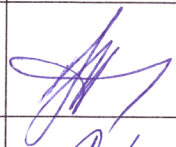

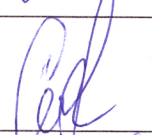
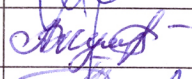


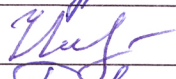
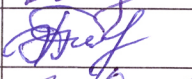
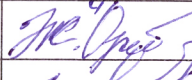
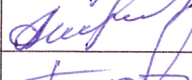


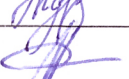
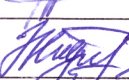
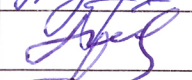
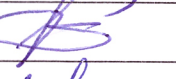
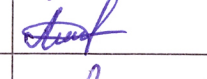


REGULATION


**on the development and updating of educational programs
in the NJC «al-Farabi Kazakh National University»**

Almaty, 2025

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 2 of 56


Approval sheet

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	NJC "Al-Farabi Kazakh National University" This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	Date _____ P KazNU	Издание: второе p. 3 of 56
---	---	-----------------------	----------------------------------

Content

№	Content	P.
1.	General Provisions	4
2.	Terms, definitions and abbreviations	7
3.	Organization of the process of developing educational programs.....	10
4.	Preparation for the development of an educational program	10
5.	Designing an educational program.....	12
6.	Detailing the structural elements of the educational program	17
7.	Evaluation of the quality of the educational program project	21
8.	Educational program development plan	22
9.	Features of the development of double-degree education programs and joint educational programs	24
10.	Features of the development of dual education programs	27
11.	Features of the development of educational programs using DLT and in the form of online learning.....	28
12.	Formalisation of the Educational Programme.....	29
13.	Inclusion of an educational program in the Register of educational programs of higher and postgraduate education of the Republic of Kazakhstan	31
14.	Reasons for updating educational programs.....	32
15.	Final Provisions	33
16.	Appendix 1 (Approximate list of verbs for formulating learning outcomes).....	34
17.	Appendix 2 (Form “Educational Program Development Plan”).....	35
18.	Appendix 3 (Form “Passport of EP”).....	38
19.	Appendix 4 (Form “Catalogue of disciplines of the EP for the bachelor's degree ”).....	46
20.	Appendix 5 (Algorithm for updating educational programs).....	56

	<p>NJC "Al-Farabi Kazakh National University"</p> <p>This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"</p>	<p>Date _____</p> <p>P KazNU</p>	<p>Издание: второе</p> <p>p. 4 of 56</p>
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1. General provisions

1.1 This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University" (hereinafter referred to as the Regulation) was developed in order to improve the quality of professional training of specialists at the NJC "Al-Farabi Kazakh National University" (hereinafter referred to as the University).

1.2 The Regulation establishes a uniform procedure for the development, execution, coordination, approval, as well as the procedure for conducting an examination of educational programs (hereinafter referred to as EP) at the University.

1.3 The Regulation has been developed in accordance with:

– The Law of the Republic of Kazakhstan "On Education" (No. 319-III dated July 27, 2007);

– The Concept of Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029;

– Guide to developing educational programs for higher and postgraduate education (Appendix 1 to the order of the Director of the National Center for Higher Education Development of the Ministry of Science and Higher Education of the Republic of Kazakhstan dated 04.05.2023 No. 601 n/q);

– State Compulsory Standards of Higher and Postgraduate Education (Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2);


– State Compulsory Standards for Levels of Education in the Field of Healthcare (Order of the Minister of Healthcare of the Republic of Kazakhstan dated July 4, 2022 No. MoH RK -63);

– Rules for the Organization of the Educational Process Using Credit Technology of Education in Organizations of Higher and (or) Postgraduate Education (Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152);

– Model rules for the activities of higher and (or) postgraduate education organizations (Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018, No. 595);

– Qualification requirements for the educational activities of organizations providing higher and (or) postgraduate education, and a list of documents confirming compliance with them (Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated January 5, 2024, No. 4);

– Rules for maintaining a register of educational programs implemented by higher and (or) postgraduate education organizations, as well as grounds for inclusion in the register of educational programs and exclusion from it (Order of the

	<p>NJC "Al-Farabi Kazakh National University"</p> <p>This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"</p>	<p>Date _____</p> <p>P KazNU</p>	<p>Издание: второе</p> <p>р. 5 of 56</p>
---	--	----------------------------------	--

Minister of Science and Higher Education of the Republic of Kazakhstan dated October 12, 2022, No. 106);

– Rules for the recognition of learning outcomes obtained through non-formal education, as well as the results of recognition of professional qualifications (joint order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated October 24, 2023 No. 544 and the Minister of Education of the Republic of Kazakhstan dated October 24, 2023 No. 322);

– 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 No. 137);

– The list of areas of training for personnel with higher and postgraduate education, training in which in the form of external studies and online learning is not allowed (Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 2, 2018 No. 530);

– Rules for organizing dual education in organizations of higher and (or) postgraduate education (order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 27, 2023 No. 361);

– Atlases of new professions;

– Guide to the use of the European Credit Transfer and Accumulation System (ECTS);

– Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG);

– Qualifications Framework for the European Higher Education Area – May 2005.


Also in accordance with the internal regulatory documents of the University (hereinafter referred to as IRD):

– Charter of the NJC "Al-Farabi Kazakh National University" (order of the Chairman of the State Property and Privatization Committee of the Ministry of Finance of the Republic of Kazakhstan dated August 25, 2020 No. 512);

– Academic Policy of the NJC "Al-Farabi Kazakh National University";

– Development Program of the NJC "Al-Farabi Kazakh National University" (approved by the Resolution of the Government of the Republic of Kazakhstan dated July 25, 2022 No. 516);

– Rules for organizing training using distance learning technologies at the NJC Al-Farabi Kazakh National University (approved by the decision of the Academic Council of the NJC Al-Farabi Kazakh National University dated September 6, 2024, protocol No. 1);

	<p>NJC "Al-Farabi Kazakh National University"</p> <p>This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"</p>	<p>Date _____</p> <p>P KazNU</p>	<p>Издание: второе</p> <p>р. 6 of 56</p>
---	--	----------------------------------	--

– Regulation on the procedure for recognizing the results of formal and informal education, professional qualifications in the NAO "Al-Farabi Kazakh National University" (approved by the decision of the Academic Council of the NJC "Al-Farabi Kazakh National University" dated September 6, 2024, protocol No. 1);

– Regulation on dual education in the NJC "Al-Farabi Kazakh National University" (approved by the decision of the Academic Council of the NJC "Al-Farabi Kazakh National University" dated September 6, 2024, protocol No. 1).

1.4 The University independently develops the EP of higher and postgraduate education in accordance with the Classifier of areas of training of personnel of higher and postgraduate education of the Republic of Kazakhstan (hereinafter referred to as the Classifier), the State Compulsory Standards of Higher and Postgraduate Education of the Republic of Kazakhstan, the National Qualifications Framework, sectoral qualifications frameworks, professional standards, Atlases of new professions and competencies.

1.5 EPs are developed based on the principles of:

– compliance of the quality of educational activities (training and teaching) of the University with international educational standards;

– comparability (transparency, international recognition of qualifications);

– integration of education, science and production;

– integration (interpenetration of the content of disciplines studied at different levels of education);

– multidisciplinary (ensuring training of personnel at the intersection of a number of fields of knowledge);

– continuity (a single continuous educational process, connection and coordination at each level of education of goals, objectives, content, methods, means, forms of training);

– student-centeredness (focus of training on the demonstration of independence, creativity and responsibility of students in the process of mastering knowledge; orientation to the needs and capabilities of students and their achievement of learning outcomes);

– modularity (ensuring the necessary degree of flexibility and freedom for training / independent study using modules);


– inclusiveness (ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual capabilities);

– support for pedagogical innovations;

– internationalization of education;

– lifelong learning.

1.6 The Regulation is intended primarily for the Academic Committees for the areas of training of University personnel, as well as for the faculty, managers and

	NJC "Al-Farabi Kazakh National University" This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	Date _____ P KazNU	Издание: второе p. 7 of 56
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employees of the University's structural divisions participating in updating the University's educational program, employers and other interested parties.

2. Terms, definitions and abbreviations

2.1 The following terms and definitions are used in the Regulation:

– **Academic Committee for the area of personnel training (AC)** is a collegial body of the University, created in the areas of personnel training based on the decision of the Academic Council of the University and the order of the Member of the Board - Vice-Rector for Academic Affairs. AC is engaged in the development and updating of educational programs in accordance with the needs of the labor market;

– **updating of educational programs** is a continuous and ongoing process of updating, modernizing, improving educational programs in accordance with modern requirements and international standards in the field of education;

– **university component (UC)** is a list of academic disciplines and the corresponding minimum volumes of academic credits determined by the OVPO independently for mastering the EP;

– **descriptors** – a description of the level and volume of knowledge, skills, abilities and competencies acquired by students upon completion of the educational program of the corresponding level (stage) of higher and postgraduate education, based on the learning outcomes, developed competencies and academic credits;


– **dual training** – a form of training that combines training in an educational organization with compulsory periods of training and practice at an enterprise with the provision of jobs and compensation for students, with equal responsibility of the enterprise, the educational organization and the student;

– **Dublin descriptors** – descriptors developed by the Joint Quality Initiative, proposed for adoption as cycle descriptors for the framework of qualifications of the European Higher Education Area. They describe the general provisions of the typical expected achievements and abilities associated with the award of a degree that is the completion of each Bologna cycle;

– **additional EP (minor)** – a set of disciplines and (or) modules and other types of educational work, determined by the student for study in order to develop additional competencies;

– **competencies** – the ability to practically use the knowledge, skills and abilities acquired during the learning process in professional activities;

– **elective component (EC)** - a list of academic disciplines and corresponding minimum volumes of academic credits offered by the higher professional education institution, independently chosen by students in any academic period, taking into account their prerequisites and postrequisites;

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	р. 8 of 56

– **discipline catalog (DC)** - a systematized annotated list of all disciplines of the compulsory component, university component and elective component specified in the educational program for the entire period of study, containing their brief description indicating the purpose of study, brief content (main sections) and expected learning outcomes;

– **microqualification** - a set of knowledge, skills and competencies obtained upon completion of a short period of study, allowing to perform individual work functions;

– **National Qualifications Framework (NQF)** - a systematic and structured description of the levels of qualifications recognized in the labor market (in the Republic of Kazakhstan it consists of 8 levels);

– **Industry Qualifications Framework (IQF)** - a component (subsystem) of the national qualifications system, a framework of differentiated qualification levels recognized in the industry;

– **educational program (EP)** – a single set of basic characteristics of education, including the goals, results and content of training, the organization of the educational process, methods and techniques for their implementation, and criteria for assessing learning outcomes;


– **compulsory component (CC)** – a list of academic disciplines and corresponding minimum volumes of academic credits established by the State Educational Standard of the Republic of Kazakhstan and studied by students on a mandatory basis as part of mastering the educational program;

– **main EP (major)** – a set of disciplines and (or) modules and other types of academic work, defined for students for the purpose of studying and developing key competencies;

– **double-degree education programs (DDE)** – programs based on the comparability and synchronization of educational programs of partner higher and (or) postgraduate education organizations and characterized by the acceptance by the parties of common obligations on such issues as determining the goals and content of the program, organizing the educational process, awarded degrees or assigned qualifications;

– **EP passport** – a brief description of the EP, including the goal of the EP, information on the workload in academic credits, learning outcomes of the EP, modules and disciplines, a description of their connections with the professional sphere, including the NQF, ORQ and professional standards, if any;

– **prerequisites** – disciplines and (or) modules and other types of academic work containing knowledge, abilities, skills and competencies necessary for mastering the discipline and (or) modules being studied;

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание:
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	второе p. 9 of 56

– **postrequisites** – disciplines and (or) modules and other types of academic work, the study of which requires knowledge, abilities, skills and competencies acquired upon completion of the study of this discipline and (or) modules;

– **professional standard (professional standard)** – a document defining the requirements for the level of qualification and competence, for the content, quality and conditions of work in a specific area of professional activity;

– **profession** – a type of work activity that requires possession of a set of special theoretical knowledge and practical skills acquired as a result of special training, work experience.

– **professional task (PT)** – a normative idea of actions related to the implementation of the labor function and the achievement of the required result in a certain area of professional activity;

– **register of educational programs (Register)** - the information system "Unified System for Higher Education Management" of the authorized body in the field of education, which includes a list of educational programs developed by organizations of higher and (or) postgraduate education;

– **learning outcomes (LO)** – the volume of knowledge, skills, abilities acquired, demonstrated by students in mastering the educational program, formed values and attitudes, confirmed by the assessment;

– **student-centered learning** – learning aimed at creating conditions that ensure the manifestation of independence, creativity and responsibility in students in the process of their preparation in higher professional education as future specialists and the implementation of professional education competencies;

– **labor function** – an integral part of a type of work activity, which is an integrated and relatively autonomous set of work actions determined by business processes and presupposing the presence of the necessary competencies for their implementation;

– **qualification level** – general requirements for knowledge, skills and broad competencies of employees, differentiated by the parameters of complexity, non-standard nature of work actions, responsibility and independence.


– **curriculum plan (CP)** – a document regulating the list, sequence, volume (labor intensity) of academic disciplines and (or) modules, professional practices, other types of educational activities of students of the corresponding level of education and form of control.

2.2 The following abbreviations are used in the Regulation:

AC – Academic Committee for Personnel Training;

HE – Higher Education;

SCS RK – State Compulsory Standards of the Republic of Kazakhstan for Higher and Postgraduate Education;

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 10 of 56

DLT – distance learning technologies;

UPHE MSHE RK – Unified Platform for Higher Education MSHE RK;

RLA – regulatory legal acts;

NQF – National Qualifications Framework;

OHPE – Organization of Higher and Postgraduate Education;

EP – educational program;

ODEP – Office for the Design of Educational Programs;

IQF – Industry Qualifications Framework;

PGE – postgraduate education;

PTS – professorial and teaching staff;

LO – learning outcomes.

3. Organization of the process of developing educational programs

3.1 At the University, the EPs are developed by ACs, who act in accordance with the "Regulations on the Academic Committee for Staff Training Areas".

3.2 ACs are formed from experienced teachers, representatives of academic staff, employers, students and are approved by the order of the Chairman of the Board - Rector.

3.3 Preliminary draft of the EP is discussed at the departmental meeting, then submitted to AC.

3.4 At the AC meetings the draft EP can be recommended for approval by the Academic Council of faculties or sent for revision.

3.5 AC activities on the development and updating of EPs are coordinated by OPOP.


3.6 BPEP (Basic professional educational program) staff attend the AC meetings, controlling quorum, mandatory participation of employers and trainees, the process of discussion of the draft EP, as well as make their comments and recommendations on the draft EP.

4. Preparing for the development of an educational program

4.1 The development of the EP of higher and postgraduate education consists of 4 (four) stages:

- preparation for the development of the EP;
- EP design;
- detailing the structural elements of the EP;
- EP quality assessment.

4.2 At the **stage of preparation for development of the EP** to determine the list of training areas, AKs study the needs of the labor market, employers' requirements to specialists, analyze the pLOpects of future employment of the

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 11 of 56

University graduates (deficit / surplus, emergence of new professions / skills / competencies, etc.)

4.3 Based on the needs of the labor market (regional, national, international) AKs determine the parameters of competitiveness of the developed EP, study the market of personnel training, including in accordance with the Atlas of new professions, analyze the competition in the market of personnel training, strengths and weaknesses of competitors, opportunities and threats in the future when implementing the planned EP.

4.4 The ACs define the relationship between the developed EP and existing EPs in terms of qualifications and levels of education, to ensure the integration of EPs, either horizontally (at the same level of education) or vertically (at different levels of education), as well as the international integration of EPs with partner Report of higher and postgraduate education organizations

The integration of EPs allows to develop new disciplines/modules of disciplines at the intersection of knowledge areas, to avoid duplication and to maintain the continuity of educational content.

4.5 To meet the requirement for internationalization of EP, due to the fact that the Republic of Kazakhstan is a member country of the Bologna Process, the International Standard Classification of Education (ISC ED) and the European Qualifications Framework (EQF) are taken into account

4.6 Special attention is paid to the prerequisites of the EP, the coherence of prerequisites and post-requisites of the developed EP to ensure its continuity and multidisciplinary.


When designing the EP, the continuity of educational content is a mandatory condition in relation to the mastering of professional competencies, when the degree of complexity, the range of professional skills, responsibility, "from simple to complex" increases with each level of education.

Multidisciplinary allows to study EP disciplines comprehensively, get a holistic view of them and systematic knowledge.

4.7 The capabilities of the University to implement the developed EP are analyzed, first of all, the availability of financial resources and compliance of the developed EP with international quality standards and accreditation standards.

4.8 For the successful implementation of the EP, the need for provision is determined:

- staffing (provision of the EP with teaching and scientific-pedagogical staff in accordance with the qualification requirements);
- material and technical base (equipment, computer models, simulators, laboratories, availability of production base and practice bases for the EP);
- information and library resources (a necessary set of licensed and software, information resources, teaching and learning resources for all disciplines (modules

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 12 of 56

of disciplines) of EP, access to the Internet, modern professional databases, information reference and search systems);

– social partnership (established partnerships of the University with employers, relations with public associations, professional communities, etc.).

4.9 Based on the analysis of the above, AKs determine the necessary list of training areas for the new EP, as well as make a decision on the design, development or improvement of the EP in the existing areas of training at the University.

5. Designing an educational program

5.1 The qualification resulting from the mastering of the EP should be clearly defined, explained and correspond to certain qualification frameworks of the European Higher Education Area, NQF levels, SQF.

5.2 AKs analyze the sphere of professional activity of graduates, domestic and foreign normative documentation, State Standard of the Republic of Kazakhstan, experience in the application of professional standards, Atlases of new professions and competencies, qualification requirements for positions, EP of leading foreign OHPE (Organizations of Higher and Postgraduate Education) institutions, etc.

5.3 Taking into account the global trends of competencies define the qualification objectives of the EP: knowledge, skills and abilities of students after successful mastering of the EP

5.4 Based on the analysis of the sphere of professional activity and requirements of the local labor market, the expectations from the EP are defined and professionally significant competences that will determine the uniqueness of the developed EP are identified.


5.5 Labor functions described in the NQF, SQF and professional standard are used to formulate professional competencies of the EP graduate and to develop professional competency modules of the EP.

And mandatory labor functions are applied for professional activities, and additional labor functions are applied for changes in professional activities in the future, taking into account the development of science and technology.

5.6 To form a list of necessary competences of a future specialist, the ACs hold consultations with employers, jointly discussing the competences to determine the degree of importance and the level of its possession by a specialist after the completion of the EP.

5.7 The preliminary list of competencies for each training direction in the professional sphere contains:

- general competencies (behavioral skills and personality traits);
- professional competencies (direction-specific theoretical knowledge and practical skills and abilities).

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	р. 13 of 56

5.8 In the course of the research, if necessary, employers are interviewed in order to clarify and prioritize the preliminary list of competencies based on the analysis of the labor market and professional standards. For this purpose:

- an employer's questionnaire describing the initial competencies is developed;
- survey methods are selected: quantitative (using standardized surveys); qualitative (interviews and focus groups);
- selection of survey participants - representatives of the surveyed professional sphere, in which the graduates of EP will work.

5.9 The results of the analysis of professional activity of the future graduate of EP and the conducted survey of employers allow to detail the labor market requirements to knowledge, skills/skills, resources (equipment, materials, etc.)

5.10 Based on the results of the analysis of the sphere of professional activity and taking into account the future changes for the EP to be developed, it is recommended to draw up an Occupational Map (Figure 1).

Occupation map "... (name of profession)

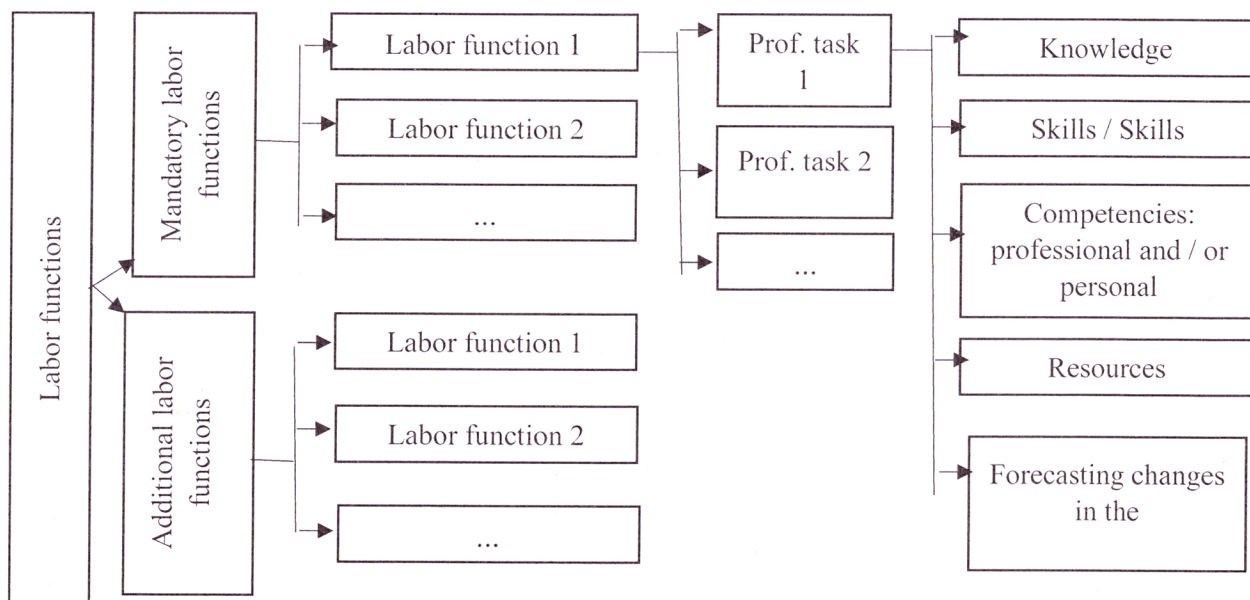



Figure 1 - Scheme of the Occupation Map

5.11 To formulate the personal competencies, which should be possessed by the student at the end of the educational program, it is necessary to use the requirements for personal competencies from the NQF, SQF professional standards. Personal competences can be compiled both in general basic modules and in professional modules.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 14 of 56

5.12 When formulating the LO in EP, as well as to organize the EPs and relevant qualifications by levels and fields of education, it is necessary to take into account the requirements for EP graduates in accordance with the State Educational Standards of the Republic of Kazakhstan.


5.13 Requirements to the level of training of students are determined on the basis of Dublin descriptors of the appropriate level and reflect the mastered competencies expressed in achieved LOs.

5.14 For clarity, it is possible to draw up a table of Competency Models, which will be further used for the development of EP of the corresponding level and direction.

Table. Competency model for EP "..." *(name of EP)*

Developed on the basis of professional standard / others. : ... <i>(specify the document on the basis of which the competency model was developed)</i>
For the profession: ... <i>(occupation name)</i>
ORC qualification level: ... <i>(specify the level/sub-level qualification of the JRC)</i>
Mandatory Labor Functions: ... <i>(to define professional competencies)</i>
Additional Labor Functions: ... <i>(to determine professional competencies for future professional activities, taking into account the development of science and technology)</i>
Professional Objectives: 1) ... 2) <i>(to determine the LO for the relevant RP modules)</i>
Knowledge: ... <i>(to determine the assessment criteria for LO for the relevant RP modules)</i>
Skills/Skills: ... <i>(to determine the assessment criteria for LO for the relevant RP modules)</i>
Professional Competencies: ... <i>(to define general/basic competencies)</i>
Personal Competencies: ... <i>(to identify additional competencies)</i>

5.15 On the basis of the Occupational Map and Competency Model, containing a list of professional competencies for each labor function and a list of personal competencies, as well as in accordance with the State Educational Standards of the

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание:
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	второе p. 15 of 56

Republic of Kazakhstan, a project of the modular structure of the Program is drafted with the indication of the necessary competencies formed in the relevant modules.

The possibility of developing an integrated EP is also being considered at this stage.

5.16 Further, the LO EP are formulated depending on the competencies corresponding to the level of training, requirements of professional standards and (or) requirements/expectations of employers, as well as the University development strategy.

5.17 For each competence from the Competency Model, LOs are formulated, and several LO may correspond to one competence. LO should be formulated in such a way that they are measurable and achievable in the teaching and learning process.

5.18 Competence is formed as a result of practical application of knowledge, skills and abilities in the course of professional activity. LO are expressed by Dublin descriptors of the appropriate level in the form of knowledge, skills, abilities, skills and competencies. That is, competence is one of the LO.

5.19 LO serve as a basis for determining the volume of labor intensity of relevant disciplines in academic credits, allocated to the EP. The total labor intensity of the EP should be not less than the labor intensity of the corresponding level specified in the State Compulsory Educational Standard of the Republic of Kazakhstan. In the EP must necessarily be defined the relationship between the disciplines and LO.

5.20 According to the European Credit Transfer and Accumulation System (ECTS), LOs in the EP should be formulated in such a way that they can reflect the context, level, scope and content of the EP; be interrelated, understandable, achievable within the learning load of the program, linked to relevant learning activities, methods and assessment criteria.


5.21 When formulating LO, it is necessary to use the active form of the verb to express what the University graduates are expected to do in the framework of professional activity and personal development, realizing professional functions through the application of competencies, using the acquired knowledge and skills. Bloom's taxonomy is usually used to define LO, a sample list of verbs that can be used is given in **Appendix 1**.

5.22 LO should be oriented to labor functions and forward-looking labor market needs.

5.23 LO should be measurable.

5.24 Next, it is necessary to design methods and means of assessing the achievement of LO, for this purpose it is necessary:

- Use measurable evaluation methods based on specific criteria;
- assessment methods should be consistent with the LO being assessed;

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 16 of 56

– the grades received should reflect the level of mastery of the students' competencies.

5.25 For each LO, evaluation criteria are formed, which are formulated in the form of specific achievements of students, and which can be evaluated, and it is recommended that for each selected criterion to determine a specific way to assess the LO (Figure 2).

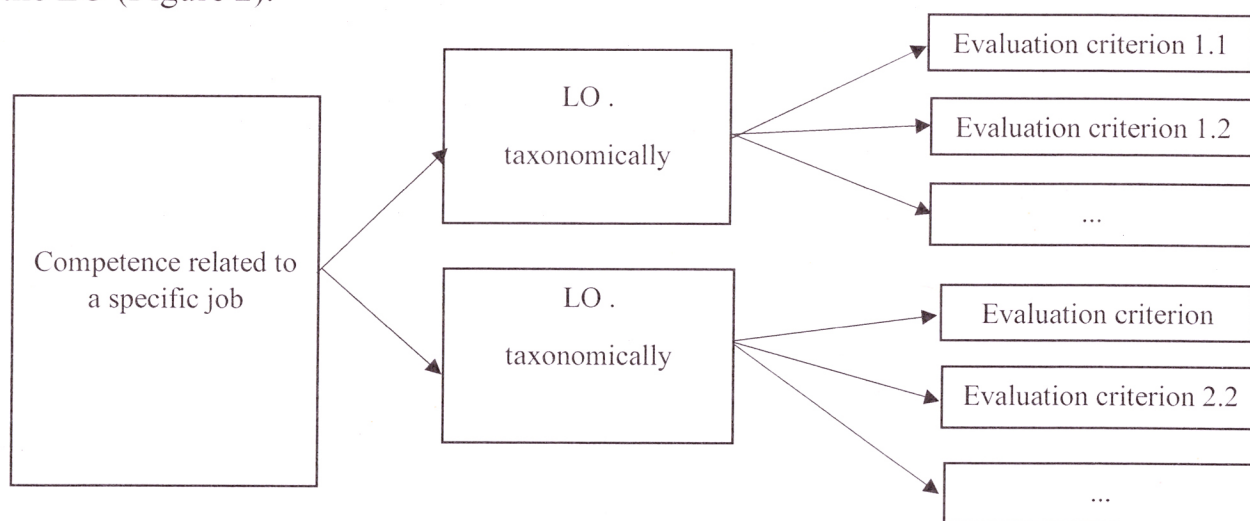


Figure 2 - Relationship between competencies, LO and evaluation criteria


5.26 When designing LO, it should be taken into account that the EP should provide graduates with the following competencies:

- professional skills (hard skills);
- personal qualities and interpersonal communication skills (soft skills);
- digital skills.

5.27 First of all, an EP graduate needs professional skills (hard skills), allowing him/her to have a certain set of "hard" skills, which will help him/her to quickly adapt in the professional environment. For most professions there is a certain and unchangeable set of "hard" skills, which the learner receives only during the training on the basis of acquired knowledge, skills and abilities, and which he/she will be able to apply immediately, starting his/her professional activity, as well as to improve them as necessary.

5.28 In the face of global change, much of the knowledge that learners acquire is rapidly becoming obsolete. Micro-qualifications - short programs and practices focused on necessary professional skills - can help learners to acquire the missing competencies in a professional environment.

5.29 The microqualification program can be included in the curriculum of the EP as an independent educational unit or additional program, or it can be an autonomous program.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 17 of 56

5.30 A microqualification program may consist of one or more modules, the volume of one microqualification course varies from 1 (one) to 5 (five) academic credits. At the same time microqualification program may include one, two or more courses, with a total volume from 3 (three) to 45 (forty-five) academic credits.

5.31 It is necessary to add so-called soft **skills**, such as systems thinking, interdisciplinary communication, ecological thinking, lean production, robotics, artificial intelligence, etc., to the developed EP.

The supra-professional competencies will allow the graduates of EP for a successful career in the future to better adapt to constant changes in the profession, to work successfully in a team, to show creativity and originality in solving professional problems, to have knowledge in various fields of activity and a high level of intercultural communication.

5.32 In today's era of technological change, when information technology and communication tools accompany the life activities of any person, digital skills are necessary to perform activities such as searching and managing digital information, sharing personal data digitally, using digital technologies, e-learning, etc.

Mastering digital skills for the learner is a prerequisite for blended and distance learning, which create additional advantages related to remote learning at a convenient time for the learners and, of course, for building a successful professional career.

5.33 According to the State Educational Standards of the Republic of Kazakhstan, a student also needs to master the general competences, which are formed on the basis of requirements for general education, socio-ethical, economic, organizational and managerial competences.

5.34 The design of the EP involves the definition of the structure of the EP and the order of studying disciplines aimed at the formation of RI, by specifying the pre- and post-requisites for academic disciplines.


5.35 The need for resources for the implementation of the EP is determined by the qualification requirements for educational activities.

6. Detailed structural elements educational program

6.1 At this stage, the title and purpose of the EP are formulated, the content of the EP is developed, and learning strategies are identified.

6.2 The title of the EP should be short, attractive and informative, reflect the content of the EP, and correspond to the direction of training of the Classifier.

6.3 The objective of the EP should be formulated short, concise, specific in the context of the field of professional activity, synergistically combine the learning outcomes to be acquired by students after the completion of the EP, reflect the values of the University. The objective of the EP should meet the criteria - relevance, specificity, achievability.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	р. 18 of 56

6.4 When formulating the purpose of the EP it should be remembered that the purpose of the EP is common to the entire EP and reflects the general content, direction and objectives of the EP, in contrast to the objectives of disciplines / modules of disciplines of the EP and LO, which are formulated for the student.

6.5 The content of the EP is developed in the context of the competence-based model of specialist training and consists of modules / academic disciplines, which, in turn, consist of objectives, competencies and LO for the modules within this EP.

6.6 Professional tasks from the NQF, SQF professional standards are used to describe RIs for the relevant modules of the EP, and knowledge and skills are used for the criteria for assessing RIs.

6.7 When developing the EP for the achievement of the necessary competences by students, firstly, the RIs are defined, and then the EP is formed in such a way as to best achieve the established RIs.

6.8 On the basis of the EP LO, the LO for individual EP modules are formulated, their sequence is thought out, thus forming the modular structure of the EP.

6.9 In the brief description of the discipline it is necessary to disclose the content of the discipline as an indicator of the achievement of RI on this EP. The description of the discipline should not contain any definitions, excerpts from lectures, textbooks, etc. It is not allowed to duplicate disciplines or the presence of different disciplines with the same content.

6.10 In the EP developed on the basis of the professional standard, the main labor functions are projected onto competences and RLs.

6.11 After defining the list of modules and disciplines in the context of competencies and RIs, the labor intensity of modules and disciplines in credits is determined. On this basis, taking into account the pre- and post-requisites, the project of the EP UP is formed. It is necessary to comply with the requirements of the State Educational Standards of the Republic of Kazakhstan in terms of the number of credits depending on the direction and level of training (including cycles and components).


6.12 The requirements for competencies and knowledge of the student, which he/she must have when entering the EP (EP prerequisites) are defined.

6.13 When developing the structural elements of the EP it is necessary to pay special attention to the formulation of the module/discipline LO.

RLs are formed both at the level of the whole EP and at the level of individual modules or academic discipline.

The module/discipline LO is the learner's skill, what the learner should be able to do upon successful completion of the module/discipline.

6.14 After formulating the EPs of the EP / disciplines / modules of disciplines and determining their labor intensity, the learning strategy is determined.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 19 of 56

6.15 The University's teaching strategy should be focused on the use of innovative teaching methods and information technology.

6.16 When developing the EP it is necessary to take into account such educational approaches in learning as practice-oriented, problem-based, humanistic, research, interactive, inclusive learning, learning for adults, etc.

6.17 In student-centered learning, the learner should be at the center of teaching/learning and be an active participant in the learning and decision-making process.

6.18 In order to develop creativity, it is necessary to use modern innovative technologies and types of learning such as the use of video, presentations, photo reports, essays, research, the use of generative artificial intelligence, etc.

6.19 To master the skills of leadership and teamwork, students should be given reflective assignments so that they can critically reflect on their own educational experience, analyze their practical activities and improve their practical skills, have an alternative and comparative view of their future professional activities.

6.20 EP modules should form interdisciplinary and transdisciplinary vision in students, and from the perspective of EP internationalization principle, develop foundations of cultural pluralism, multicultural competence, and tolerant attitude towards other countries and peoples.

6.21 Democratic learning environment is essential for social adaptation of students and formation of inclusive thinking (acceptance of all diverse differences between people: sexual, gender, national, social, religious, political, racial; absence of any type of discrimination).


6.22 According to the regulatory legal acts of the Ministry of Science and Higher Education of the Republic of Kazakhstan, it is important within a single EP to ensure the formation of individual trajectories for students through the choice of elective disciplines.

6.23 When developing EP modules, they must be aligned with discipline cycles according to the State Compulsory Education Standard of the Republic of Kazakhstan.

6.24 General competencies can be formed within general modules of General Education Disciplines (hereinafter – GED) cycles, Basic Disciplines (hereinafter – BD) and within professional modules, including elective components.

6.25 Professional competencies should mainly be formed within professional modules based on BD cycles and Major Disciplines (hereinafter – MD), including elective component. General education disciplines can be integrated into basic and professional modules to enhance the formation of professional competencies.

6.26 A discipline module may consist of two or more academic disciplines, or of one or more disciplines combined with other types of academic work.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 20 of 56

6.27 Professional internships, diploma works (projects), master's/doctoral dissertations (projects) are included in corresponding EP modules. Each type of professional internship belongs to different modules.

6.28 When forming general/basic and professional EP modules, it is recommended to create one module for one labor function; if functions are complex, then one module for one professional task.

6.29 Disciplines / discipline modules, professional practices belonging to the mandatory part of the curriculum are mandatory in accordance with the State Compulsory Education Standard of the Republic of Kazakhstan for student mastery regardless of the EP direction they are pursuing.

6.30 Disciplines / discipline modules, professional internships belonging to the variable part of the curriculum (university component and elective component) are developed taking into account the EP direction.

6.31 The variable part of the University's branches is developed considering the requirements of the branch within the university component and elective component, while the mandatory part remains unchanged in accordance with the State Compulsory Education Standard of the Republic of Kazakhstan.

6.32 Module descriptions should define the relationship between Learning Outcomes (LO) and LO assessment methods. Within one module, several personal and professional competencies can be formed.

6.33 To ensure objectivity and quality of the developed Educational Program (EP), it is vital to involve students in EP development, which will allow them to become active participants in the learning process, choose elective courses, methods of assessing LO achievement, etc.


6.34 When developing an academic discipline, it is necessary to determine which teaching methods and LO assessment methods are best suited for achieving the corresponding LOs and their adequate and fair evaluation.

6.35 Assessment methods should ensure the measurability of the LOs stated in the program.

6.36 The relative order of studying disciplines is determined through the system of pre- and post-requisites.

6.37 It is necessary to determine the duration of modules, their workload, as well as LOs for each module as a whole, and the resource provision of modules.

6.38 The workload of modules should be calculated according to the principles of the European Credit Transfer System (ECTS), taking into account the total academic load of the student, including both "contact" time and time spent on all types of independent work.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание:
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	второе р. 21 of 56

7. Evaluation of the quality of the educational program project

7.1 The quality assessment of EP development is carried out based on the analysis of the following parameters:

- EP demand in the labor market (regional, national, international);
- compliance with the National Qualifications Framework (NQF), Sectoral Qualifications Framework (SQF), and professional standards with the Learning Outcomes (LO) formulated in the EP;
- transparency of teaching, learning, and LO assessment processes;
- success potential of the University (personnel, intellectual, scientific, resource, etc.);
- ensuring mutually beneficial cooperation with stakeholders in EP implementation;
- continuous improvement of EP based on monitoring results.

7.2 For quality control purposes, EPs regularly undergo internal quality assessment procedures at the University.

7.3 The Main Educational Program Department conducts EP expertise for compliance with the requirements of the State Compulsory Education Standard of the Republic of Kazakhstan, other regulatory legal acts of the Republic of Kazakhstan, and internal regulatory documents of the University.

7.4 The responsibility for organizing quality assessment of EP implementation lies with the EP Quality Control Service of the University's Accreditation and Institutional Research Center and the Academic Committees for Teaching and Learning Quality at the faculties.


7.5 Assessment of EP by employers who are members of the Academic Committee is carried out at all stages of EP development to evaluate and improve EP quality.

7.6 Assessment of University graduates' preparation and demanded employers and University alumni conduct EPs through interviews, questionnaires, sociological surveys, etc.

7.7 Students, along with employers, participate not only in the development procedure but also in the EP assessment procedure as voting members of the Academic Committee in decision-making.

7.8 After inclusion in the EP Registry, Educational Programs undergo examination by the administrator and experts of the European Higher Education Area of the National Center for Higher Education Development of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

7.9 EPs must undergo external evaluation by national and international accreditation bodies, business representatives, the public, and the academic community.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 22 of 56

7.10 The main procedures for external assessment and recognition of EP quality and the level of University graduates' preparation are:

- Agency for Recognition and Quality Assurance in Education (ARQA) – procedure for recognizing EP compliance with established accreditation standards (regulations) to provide objective information about their quality and confirm the existence of effective improvement mechanisms;
- Independent Agency for Quality Assurance in Education (IQAA-Ranking) – assessment of the University's academic activity quality based on 7 indicators, including student Learning Outcomes and number of EPs;
- Central Asian Association for Accreditation in Education (CAAAE) – independent accreditation of EPs in the Republic of Kazakhstan;
- National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" – certification of higher education and postgraduate education EPs, EP ranking, independent assessment of EPs in the Republic of Kazakhstan;
- Independent Agency for Accreditation and Rating (IAAR EUR) – education quality assessment in higher education of the European Register ENQA, IAAR EUR international ranking of universities based on 4 indicators, including EP ranking;
- German Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN) – accreditation based on high educational standards and transparency of education, promoting academic and professional mobility at both national and international levels;
- German Accreditation Agency (Institute for Accreditation, Certification and Quality Assurance – ACQUIN) – procedure for international accreditation of EPs in accordance with European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG);
- International assessment of universities by specific fields (QS WUR by Subject) – international ranking by subject areas and fields of study.


7.11 As a result of the above-mentioned internal and external assessments, the developed EPs meet the requirements of stakeholders (students, employers, state) and external qualification requirements.

8. Educational Program Development Plan

8.1 To improve quality and enhance EP content, in accordance with current trends in the labor market, science, technology, culture, economy, technologies, and socio-cultural sphere development, Academic Committees develop an EP development plan.

8.2 The EP development plan is a document defining the strategy and tactics for EP improvement and development directions.

The plan includes the following sections (**Appendix 2**):

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 23 of 56

- EP development plan passport;
- analytical justification of EP;
- main goals and objectives of EP development plan;
- implementation activities of EP development plan;
- mechanisms for implementing EP development plan;
- measures to reduce risk impact on EP;
- graduate model for the educational program.

8.2.1 **EP Development Plan Passport** contains basic EP information:

- grounds for developing EP development plan;
- main developers of EP development plan;
- implementation timeline of EP development plan;
- funding volume and sources;
- expected results of EP development plan implementation.

8.2.2 **Analytical Justification of EP** includes:

- SWOT analysis;
- EP information;
- student information;
- information about teaching staff implementing EP;
- internal conditions for EP development;
- external conditions for EP development.

8.2.3 **Main Goals and Objectives of EP Development Plan** align with the University's vision, mission, strategy, and development plan.

8.2.4 **Implementation Activities of EP Development Plan** include activities planned for successful implementation of EP development plan.


8.2.5 **Mechanisms for Implementing Educational Program Development Plan** include innovative teaching methods, employer cooperation, and use of scientific and practical activity results and other resources for success.

8.2.6 **Measures to Reduce Risk Impact on EP** contain measures applied for EP implementation risk management.

8.2.7 **EP Graduate Model** describes application areas, professional competencies (general/basic) and personal competencies (additional) of the graduate.

8.3 For EP development plan creation, Academic Committees conduct external analysis, including study of labor market needs, employer requirements for specialists, analysis of future employment prospects for University graduates, educational services market demand, etc.

8.4 Academic Committees conduct internal analysis, including study of student body dynamics, material-technical, information-library, and staffing support for EP at the University, satisfaction of students, teaching staff, etc.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 24 of 56

8.5 EP development plan must be discussed with representatives of all stakeholders at department and Academic Committee meetings and approved by the Faculty Academic Council.

8.6 EP development plan is regularly reviewed for updates.

8.7 EP development plan specifies concrete implementation periods for planned activities with assigned responsible persons.

8.8 Academic Committees determine main risks list associated with EP implementation, identify main EP development directions and clearly formulate and logically justify problems that need to be solved for successful EP development plan implementation.

8.9 At the final stage, the EP development plan is signed by all responsible persons.

9. Features of Developing Double-Degree Education Programs and Joint Educational Programs

9.1 Double-Degree Education Programs (hereinafter – DDEP) and Joint Educational Programs (hereinafter – JEP) are developed and implemented in areas of personnel training for which the University has a license for educational activities and/or attachments to it.


9.2 The procedure for developing DDEP/JEP is similar to the procedure for developing main EPs, but there are some specific features.

9.3 When developing DDEP/JEP, the following conditions must be met:

- the agreement concluded between the University and Partner HEIs must not contradict the current legislation of the Republic of Kazakhstan and the legislation of the Partner HEIs' country;
- the developed EP must be comparable and coordinated, i.e., common program goals, joint curricula, educational process, etc., must be defined;
- distribution of students' theoretical, practical, and scientific components of the EP is coordinated between the University and Partner HEIs, while mandatory requirements for minimum volumes of the State Compulsory Education Standard of the Republic of Kazakhstan and education standards of Partner HEIs' countries must be considered.

9.4 At the preparation stage for DDEP/JEP development, strategic Partner HEIs are identified/invitation from potential Partner HEIs is accepted, negotiations are conducted, and if agreed, a decision to develop DDEP/JEP is made.

9.5 When selecting Partner HEIs for DDEP/JEP implementation, it is **mandatory** that Partner HEIs have an official license for educational activities, giving the right to issue an education document that corresponds to the education document issued by the University.

	NJC "Al-Farabi Kazakh National University".	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 25 of 56

9.6 When selecting Partner HEIs for DDEP/JEP implementation, it is **recommended** to consider:

- international/national ranking of Partner HEIs occupying the first 1000 positions in international rankings or first 200 positions in the relevant field (by Subject);
- international/national accreditation certificate for personnel training areas and forms of education;
- sphere of activity, specialization of Partner HEIs;
- previous positive cooperation experience with Partner HEIs;
- ability of Partner HEIs to provide human, informational, and material resources necessary for successful DDEP/JEP implementation, etc.

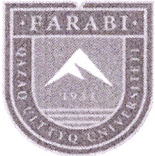
9.7 After selecting Partner HEIs, an agreement is concluded between the University and Partner HEIs (hereinafter – Agreement), which is the primary document regulating DDEP/JEP development and implementation issues.

9.8 The Agreement specifies necessary conditions for regulating relationships between parties in developing and implementing DDEP/JEP, extending or terminating DDEP/JEP implementation, including force majeure circumstances.

9.9 The Agreement is drawn up with CIS Partner HEIs in Kazakh and Russian languages, with non-CIS Partner HEIs – in Kazakh, Russian, and foreign languages (the language of Partner HEIs' country). The Agreement must contain a list of necessary contacts, including scientific ones.

9.10 The Agreement must specify:

- *purpose of academic exchange* (student acquisition of professional competencies at Partner HEIs, including intercultural communicative competence, career opportunities expansion, cultural familiarization, opportunity to make friends, share experience and knowledge, etc.);
- *responsible coordinators* – representatives from the University and Partner HEIs for task distribution, obligations, coordination of work on DDEP/JEP development and implementation, etc., on equal terms;
- *forms of cooperation* (joint activities, academic meetings, joint research activities, admission, and attestation committees, publications in Partner HEIs' periodicals, etc.);
- *student enrollment/expulsion conditions* (procedure for enrollment in the general student body indicating period, duration of study, number of disciplines, and volume of credits to be mastered; rules for expulsion in case of student academic failure at one of the Partner HEIs, etc.);
- *legal status of students* (student rights and obligations for the entire study period);

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 26 of 56

- *educational process organization* (compilation of academic calendar; determination of language of instruction, procedure for program mastering; calculation of credit units according to ECTS requirements to ensure DDEP/JEP comparability; approval of grade equivalence, internship bases, interim and final attestation procedures, etc.);

- *changes in content and timeline of DDEP/JEP mastering* (comparison of learning outcomes, Partner HEIs student competencies, creation of new profile; increase in workload of disciplines/modules by Partner HEIs agreement based on expediency and necessity, etc.);

- *methodological support* (each Partner HEI ensures the development and availability of teaching materials for their disciplines/modules, internships, etc., as well as their informational-methodological and didactic support, teacher preparation and certification, etc.);

- *automatic credit transfer* (periods and learning results are transferred at Partner HEIs based on agreements and provided documents indicating workload, final grades for disciplines/modules, internships, etc.);

- *DDEP/JEP implementation forms* (student credit mobility, faculty mobility, distance learning, blended learning, etc.);

- *parties' responsibility regarding internal quality control* (possibility of broadcasting interim/final attestation or joint conducting with Partner HEIs representatives, involving external experts, etc.);


- *mutual recognition of degree(s)* to be awarded to students who have fully completed DDEP/JEP (one, two, or joint degree) and procedure for awarding degree(s);

- *document issuance* certifying successful completion of DDEP/JEP (two diplomas, diploma, and certificate, etc.);

- *business travel and reception at Partner HEIs* (travel to study location, accommodation, medical services for students and faculty at Partner HEIs, etc.);

- *financing issues* (distribution of financial obligations between Partner HEIs, determination of funding sources, planned expenses for one year of student study, tuition cost according to concluded contract, etc.).

9.11 DDEP/JEP coordinators prepare the agreement between the University and Partner HEIs and initiate it through Salem Office – AIS Sirius for approval by the faculty dean, Department of Academic Affairs, Legal Department, Department of International Cooperation and Internationalization, and for signing by the Board Member – Vice-Rector for Academic Affairs. Subsequently, the Main Educational Program Department carries out the general coordination of DDEP/JEP.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 27 of 56

10. Features of the development of dual education programs

10.1 The University implements EPs based on a dual education model that allows students to combine the educational process at the University with work activities in industry.

10.2 Stages of implementing dual education at the University:

- search and selection of suitable enterprise/organization;
- conclusion of memorandum between University and enterprise/organization;
- conclusion of dual education agreement between University and enterprise/organization;
- competitive selection of students who expressed interest in dual education;
- conclusion of trilateral agreement;
- creation of training schedules for students;
- implementation of dual education.

10.3 Responsible staff member of the University's graduating department:


- helps student (or student independently) choose an enterprise/organization;
- coordinates possibility of conducting training at enterprise/organization with head of University's graduating department and management of selected enterprise/organization.

10.4 When approving enterprise/organization selection for dual education programs implementation, the University is guided by following criteria:

- enterprise/organization specialization must correspond to University EP training direction;
- enterprise/organization must be stable, economically developed, applying innovative technologies in work;
- enterprise/organization must have conditions for implementing dual education and specialists ready to become mentors for students in dual education process;
- enterprise/organization readiness to pay student salary/incentive for dual education.

10.5 University's conclusion of memorandum with enterprise/organization is a written agreement between University and enterprise/organization, preliminary act securing agreements reached in negotiations and recording mutual consent to cooperate.

10.6 University's conclusion of agreement with enterprise/organization on dual education is stage of forming agreement with interested enterprise/organization providing professional training and industrial practice for students.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 28 of 56

10.7 Competitive selection in form of interview with each student-candidate for participation in dual education is conducted by University and enterprise/organization representatives.

10.8 University, enterprise/organization and student conclude trilateral cooperation agreement regulating rights and obligations of all parties within dual education program implementation.

10.9 Department responsible staff member together with enterprise/organization representatives prepare individual student training schedule for dual form. Schedule must combine theoretical training at University with practical training at enterprise/organization.

10.10 Student must maintain diary with records of class schedule fulfillment and professional skills being acquired.

10.11 Current control is carried out by discipline teacher and mentor from enterprise/organization. However, only University teacher enters grades for theoretical and practical classes in attendance journal. For this purpose, enterprise/organization mentor provides University teacher with grades for practical classes.

10.12 The final control is conducted by the University lecturer on one of the forms of examinations and platforms approved by the University. In this case, the form and platform of the examination shall be discussed with the mentor of the enterprise/organisation.

10.13 Results of the implementation of the EP of the dual training model:

1) students, having mastered theoretical and practical professional skills, become in-demand specialists in the labour market, have the opportunity of official employment or internship at the enterprise / organisation;


2) employers get specialists who quickly adapt to production conditions and start their job duties without additional training;

3) the University gets an opportunity to train students on the technical equipment of the enterprise/organisation.

11. Features of the development of educational programs using DLT and in the form of online learning

11.1 The University implements training with the use of DLT and online learning in accordance with:

– with the order of the Minister of Education and Science of the Republic of Kazakhstan from 20 March 2015 №137 ‘On approval of requirements for educational organisations to provide distance learning and rules for the organisation of the educational process on distance learning and in the form of online learning on educational programmes of higher and (or) postgraduate education’;

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 29 of 56

– with the order of the Minister of Education and Science of the Republic of Kazakhstan from 2 October 2018 №530 ‘On approval of the List of directions of training of personnel with higher and postgraduate education, training on which in the form of external and online learning is not allowed’;

– ‘Rules of organisation of training with the use of distance education technologies at the Non-Profit JSC “Al-Farabi Kazakh National University”’.

11.2 Learning with the use of DLT is conducted at a distance in synchronous and asynchronous form.

11.3 Categories of students who are allowed to study with the use of DOT:

- individuals who have a conclusion of the medical advisory commission (MAC) on the state of health;
- students with special educational needs;
- students on PDE and (or) joint programmes, as well as those who have left the country for academic mobility / scientific internships;
- students who are participants of international, national training camps, sports competitions, intellectual and creative competitions and festivals.

11.4 Distance learning using DLT is not permitted for educational programs in medical, pharmaceutical, and pedagogical fields, except in cases provided for in Article 37-2, Clause 2 of the Law of the Republic of Kazakhstan "On Education."

11.5 The implementation of educational programs in the form of online learning requires a license for educational activities.

12. Formalisation of the Educational Programme

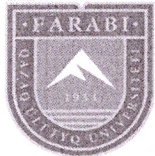
12.1 The developed educational program (EP) is documented as a package, including:

- passport (**Appendix 3**);
- course Catalog (hereinafter – CC) (**Appendix 4**);
- curriculum (CC).

12.2 All the aforementioned elements of the EP are compiled in three languages (Kazakh, Russian, and English).

12.3 The Passport provides a brief description of the EP. The title page of the Passport includes the code and name of the EP, the date of approval, and the protocol number of the Faculty Academic Council meeting. It is followed by the signatures of the Accreditation Commission (AC) Chair, the EP Coordinator and developers, the Head of the Department, as well as the dates and protocol numbers of the AC and Department meetings where the EP was discussed and recommended.

12.4 The Passport contains a general description of the EP, qualification requirements in the format of learning outcomes, expected overall learning outcomes of the EP, expected learning outcomes for each module of the EP, professional fields

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	р. 30 of 56

of graduates, and a matrix mapping EP learning outcomes to the competencies developed in each module.

12.5 The CC is developed annually to familiarize students with mandatory components, university components of the EP, and elective courses available for independent selection.

12.6 In accordance with the credit-based learning system, the CC enables students, with the assistance of advisors, to formulate an individual learning plan (ILP).

12.7 The CC includes a title page with the date of approval and protocol number of the Faculty Academic Council meeting, signatures of the AC Chair, Head of Department, Coordinator, and developers, as well as the dates and protocol numbers of the AC and Department meetings where the CC was discussed and recommended.

12.8 The CC contains a student guide on its usage, and a table with information on elective courses, including course objectives, annotations, semester of study, credit hours, prerequisites, and post-requisites.

12.9 The EP Curriculum is a list of courses/modules, professional internships, research activities, and final certification.


12.10 Courses/modules, professional internships, research activities, and final certification in the EP Curriculum are specified with codes, workload, types of academic activities, forms of assessment, and their sequence by courses and semesters.

12.11 EP Coordinators complete the EP Curriculum using a developed EP template. EP staff ensure compliance with state educational standards (SES) and other regulatory legal acts (RLA) of the Republic of Kazakhstan.

12.12 The draft EP Curriculum is discussed in Department and AC meetings before being approved by the Faculty Academic Council, with an excerpt recommending its inclusion in the Higher Education EP Registry. The AC Chair/Co-chair is responsible for and signs the EP Curriculum for their faculties. The draft EP Curriculum is then approved by the EP Head, the Director of the Department of Academic Affairs, the Board Member – Vice-Rector for Academic Affairs, and finalized by a resolution of the Board of the Non-Profit JSC "Al-Farabi Kazakh National University"

12.13 Original approved EP structural elements—Passport and CC—are stored in the departments that developed the EP, while the original EP Curriculum is kept in the EP administrative unit.

12.14 Work programmes (syllabuses) are developed for all disciplines, which define the content, sequence, forms and methods of mastering the academic discipline.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	р. 31 of 56

12.15 Internship and research programs are developed, outlining content, sequencing, forms, methods of practice, research activities, and competencies acquired.

12.16 The EP documentation package is updated annually, considering socio-economic, scientific, and technological advancements and labor market needs.

13. Inclusion of an educational program in the Register of educational programs of higher and postgraduate education of the Republic of Kazakhstan

13.1 The presence of an EP in the Registry is a key criterion for the university to receive state educational funding.

13.2 After employer consultations and EP approval by the University Board, the EP administrative unit submits an online application for Registry inclusion.

13.3 The University is responsible for the EP content, including plagiarism concerns with other higher education institutions' EPs.

13.4 Once included in the Registry, the EP undergoes expert evaluation by the Higher Education Development National Center under the Ministry of Science and Higher Education of the Republic of Kazakhstan. If feedback and recommendations are provided, the EP is subject to reconsideration at the inclusion/update stage.

13.5 The EP is included in the Registry if it meets the following criteria:

- 1) positive expert evaluations;
- 2) learning outcome achievement coefficient of at least 75%;
- 3) maximum of two revisions, including one based on administrator feedback and one based on expert recommendations.


13.6 Reconsideration of an EP inclusion/update application rejected by experts or the Registry Commission is subject to a fee.

13.7 Upon completion of the evaluation, the EP is assigned a learning outcome achievement coefficient.

13.8 University EPs may be removed from the Registry based on a Faculty/School Academic Council decision under the following conditions:

- loss of accreditation and/or license or absence of a license annex (by decision of an authorized body or accreditation agency);
- no EP updates within four years from its Registry inclusion (update cycle every three years);
- no student enrollment in the EP for three consecutive years;
- graduate employment rate of 50% or lower;
- poor EP quality assessment results.

13.9 The EP administrative unit monitors EP status in the Registry, ensuring timely inclusion of new/updated EPs.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 32 of 56

13.10 Information on EPs listed in the Registry is published on the University's official website, and scanned versions of EP Curricula are uploaded to KazNU's corporate portal under the "Main Curricula" section.

14. Reasons for updating educational programs


14.1 Grounds for updating University EPs include:

- 1) changes in the following RLAs:
 - SES of the Republic of Kazakhstan;
 - National Qualification Framework (NQF), Sectoral Qualification Framework (SQF);
 - professional standards;
 - Classification of higher and postgraduate education training areas;
 - Rules for managing the Registry of educational programs implemented by higher and/or postgraduate education institutions, including grounds for their inclusion and exclusion;
 - state educational funding allocation for higher and postgraduate education for 2024–2025, 2025–2026, 2026–2027 academic years;
- 2) new professions and competencies atlases;
- 3) regional workforce demand mapping;
- 4) employer and stakeholder proposals.

The algorithm for updating educational programs at the University is presented in **Appendix 5**.

14.2 The updating of the University's educational program is aimed at achieving the following strategic goals of the University in the area of educational program development:

- revise EP content in line with global trends for competitive graduate preparation;
- implement practice-oriented EPs involving industry experts;
- develop EPs per modern professional education standards, expanding research/practical components, and digitalizing learning processes with competency- and personality-based approaches;
- diversify educational services using AI-based technologies and inclusive education;
- retrain specialists in high-demand, new, and emerging professions to match global standards;
- further implement European quality assurance standards (ESG) and academic integrity principles;
- increase international collaborations with top-300 QS WUR universities;
- obtain national and international EP accreditations;

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 33 of 56

- promote EPs in national and international subject rankings.


15. Final Provisions

15.1 These Regulations are reviewed and approved by the University's Scientific and Methodological Council for a term not exceeding three years. After this period, the document is subject to revision.

15.2 If necessary, earlier updates may be made due to changes in the Republic of Kazakhstan's RLAs and University internal regulations.

15.3 The decision to approve, amend, supplement, or repeal these Regulations is made by the University's Scientific and Methodological Council.


15.4 The EP administrative unit is responsible for ensuring compliance with these Regulations.

	NJC "Al-Farabi Kazakh National University"		Date _____	Измение: вводное
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"		P KazNU	p. 34 of 56

Appendix 1

Approximate list of verbs for formulating learning outcomes

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
Memorize Visualize Restore Recall Highlight Identify Record Find Name Describe Define Conduct a search List Retell Repeat Match Number Listen Quote Google Tag Narrate Examine Bookmark Copy Create a copy Compile a list Indicate	Annotate Express Differentiate Memorize Add to favorites State Extract Interpret Explain Discuss Describe Tag Characterize Show Present Demonstrate Comment Contrast Paraphrase Assume Transform Unveil Expand Compare Compile Summarize Formulate Group Collect Tweet	Administer Reproduce Select Execute Calculate Upload Launch Modify Measure Depict schematically Use Utilize a program Explain Implement Choose Edit Display Apply Produce Conduct an experiment Prepare Share Construct Verify Solve Arrange Distribute Clarify Summarize Compute Mix	Analyze Structure Determine Derive Identify features Research Classify Generalize Integrate Survey Separate Construct Invent Prioritize Illustrate Contrast Divide Break down Examine Recognize Advertise Connect Link Compare Plan Evaluate Organize Draw conclusions Arrange Systematize Establish differences Rank	Formulate a hypothesis Make a judgment Group Defend Test Combine Comment Criticize Moderate Verify Reinterpret Revise Propose Confirm Predict Rank Recognize Examine Recommend Review Develop Plan Draw a conclusion Conduct a review Justify Discuss Dispute Display Track	Argue Adapt Animate Invent Imitate Initiate Modify Write Evaluate Publish Organize Assess Forecast Prepare a speech Set up Build Create Program Produce Develop Design Direct Solve a problem Lead Construct Collaborate Plan Structure

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 35 of 56

Appendix 2

Form: "Educational Program Development Plan"

AL-FARABI KAZAKH NATIONAL UNIVERSITY


Approved at the meeting of the
Academic Council of the Faculty of

Protocol № ____ dated ____
202__

Development Plan of the Educational Program

« _____ - _____ »
(Program Code) (Program Name)
for the years 202__ - 202__

Almaty, 202__

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 36 of 56

Approved at the meeting of the Academic Committee for Training Areas

No. _____

Protocol № _ dated _____ 202__

Chairperson of the Academic Committee _____ (Full Name)

(Signature)

Coordinated with employers:

_____ (Full Name)
(Position, Name of the Organization/Enterprise) *(Signature)*


_____ (Full Name)
(Position, Name of the Organization/Enterprise) *(Signature)*

Reviewed at the meeting of the Department _____

Protocol № _ dated _____ 202__

Head of the Department _____ (Full Name)

(Signature)

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	р. 37 of 56

1. Passport of the Educational Program

1.	Basis for the development of the EP development plan	
2.	Developers of the EP development plan	
3.	Implementation period of the EP development plan	
4.	Scope and sources of financing for the EP development plan	
5.	Expected outcomes of the implementation of the EP development plan	

2. Analytical Justification of the Educational Program

2.1 SWOT Analysis

...

2.2 Information about the educational program

...

2.3 Information about students

...

2.4 Information about the faculty involved in the educational program

...

2.5 Internal conditions for the development of the educational program

...

2.6 External conditions for the development of the educational program

...

3. Key Goals and Objectives of the Educational Program Development Plan

...

4. Activities and Implementation Mechanism of the Educational Program Development Plan


...

5. Measures to Mitigate Risks for the Educational Program

...

6. Graduate Model for the Educational Program

...

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 38 of 56

Appendix 3

Form "Passport of EP"

**ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ /
КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ /
AL-FARABI KAZAKH NATIONAL UNIVERSITY**

_____ факультетінің Ғылыми кеңес
мәжілісінде **бекітілді**
№ _____ хаттама « _____ » _____ 202_ ж.

Утвержден на заседании
Ученого совета факультета _____
Протокол № _____ от « _____ » _____ 202_ г.

Approved at the meeting
Scientific Council of the Faculty of _____
Protocol No. _____ dated " _____ " _____ 202_ y.

«.....» **БІЛІМ БЕРУ БАҒДАРЛАМАСЫНЫҢ ПАСПОРТЫ /**
(Білім беру бағдарламасының шифры мен атауы)


ПАСПОРТ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ «.....»

(Шифр и наименование образовательной
программы)

PASSPORT OF THE EDUCATIONAL PROGRAM «.....»

(Cipher and name of the educational
program)

Алматы / Алматы / Almaty-202__

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 39 of 56

Ұсынылған / Рекомендован / Recommended

№ ____ Кадрларды даярлау
бағыттары бойынша

Академиялық комитет /

Председатель

Академического комитета по
направлениям подготовки

кадров № ____ /

Chairman of the Academic

Committee for Personnel

Training Areas No. ____

Толық аты-жөні /

Ф.И.О. /

Full name

№ ____ Кадрларды даярлау бағыттары бойынша Академиялық комитет
мәжілісінің №__ хаттамасы « ____ » _____ 202__ ж. /

Протокол №__ заседания Академического комитета по направлениям
подготовки кадров № ____ от « ____ » _____ 202__ г. /

Protocol No. ____ of the Academic Committee for Personnel Training Areas No.
____ meeting dated « ____ » _____ 202__ y. ____

Үйлестіруші /

Координатор/

Coordinator

Толық аты-жөні /

Ф.И.О. /

Full name

Әзірлеушілер /

Разработчики /

Developers

Толық аты-жөні /

Ф.И.О. /

Full name

« ____ »

кафедрасының меңгерушісі /

Заведующий кафедрой

« ____ »

/

Head of Department

Толық аты-жөні /

Ф.И.О. /


Full name

« ____ »


Кафедра мәжілісінің №__ хаттамасы « ____ » _____ 202__ ж. /

Протокол №__ заседания кафедры от « ____ » _____ 202__ г. /


Protocol No. ____ of the department meeting dated « ____ » _____ 202__ y.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 40 of 56


1. Білім беру бағдарламаның жалпы сипаттамасы / Общая характеристика образовательной программы / General characteristics of the educational program		
№	Атауы / Название поля / Field name	Ескерту / Примечание / Note
1.	Тіркеу нөмірі / Регистрационный номер/ Registration number/	
2.	Білім беру саласының коды және сыныптамасы / Код и классификация области образования / Code and classification of the field of education	
3.	Оқу орындарының коды және сыныптамасы / Код и классификация направлений подготовки / Code and classification of training areas	
4.	Білім беру бағдарламаларының коды және тобы / Код и группа образовательных программ/ Code and group of educational programs	
5.	Білім берудің халықаралық стандарт классификациясындағы (ББХСК) коды / Код в Международной стандартной классификации образования (МСКО) / Code in the International Standard Classification of Education (ISCE)	
6.	ҰАК (ұлттық-аймақтық компонент) бойынша деңгейі / Уровень по НРК/ Level under NQF	
7.	СБШ (салалық біліктілік шеңбері) бойынша деңгейі / Уровень по ОРК / Level under SQF	
8.	БББ түрі / Вид ОП / Type of the EP	
9.	Білім беру бағдарламасының мақсаты / Цель образовательной программы / The purpose of the educational program	
10.	Университет серіктесі (егер қос дипломдық бағдарлама* немесе бірлескен білім беру бағдарламасы**) / ОВПО – партнер (если ПДО* или СОП**) / University partner (if a double degree program* or a joint educational program**)	
11.	Оқыту тілі / Язык обучения / Teaching Languages	

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 41 of 56


12.	Несие көлемі / Объем кредитов / Volume of loans	
13.	Берілетін академиялық дәреже / Присуждаемая академическая степень / Awarded academic degree	
14.	Білім беру қызметімен айналысуға лицензияға өтініш (Лицензияның нөмірі және берілген күні) / Приложение к лицензии на занятие образовательной деятельностью (номер лицензии и дата выдачи) / Appendix to the license for educational activities (License number and issue date)	
15.	БББ аккредиттеуінің болуы (Аккредиттеу органының атауы, аккредиттеудің қолданылу мерзімі) / Наличие аккредитации ОП (Наименование аккредитационного органа, срок действия аккредитации) / Accreditation of the EP (Name of accreditation body, Duration of accreditation)	
16.	Осы БББ ерекше белгілері / Отличительные особенности данной ОП / Distinctive features of this EP	
Note: * - double degree program ** - joint educational program		

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 42 of 56

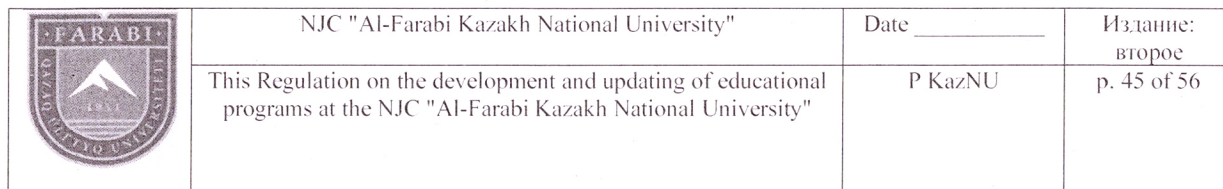
2. Оқыту нәтижелері форматында біліктілік талаптары / Квалификационные требования в формате результатов обучения / Qualification requirements in the format of learning outcomes	
2.1 Білім беру бағдарламасы бойынша күтілетін нәтижелер / Ожидаемые результаты обучения образовательной программы / Expected learning outcomes of the educational program	
Берілген білім беру бағдарламасын тәмамдаған білім алушылардан күтілетін нәтижелері / По завершении данной образовательной программы ожидается, что обучающиеся будут способны / Upon completion of this educational program, learners are expected to be able to:	
ON1	... туралы білімді көрсету / демонстрировать знания о .../ demonstrate knowledge of ...;
ON2	... түсіндіру үшін алынған білімді көрсету / интерпретировать полученные знания при обосновании .../ interpret the obtained knowledge in the justification ...;
ON3	... колданбалы салалардың принциптері мен әдістерін дәлелдеу / аргументировать принципы и методы прикладных направлений .../ to argue the principles and methods of applied areas of ...;
ON4	... шешу үшін мамандандырылған бағдарламалық-техникалық кешендердің білімін көрсету / демонстрировать знания специализированных программно-технических комплексы для решения .../ demonstrate knowledge of specialized software and hardware systems for solving ...;
ON5	... теориялық негіздерін негіздеу / обосновывать теоретические основы ... / substantiate the theoretical foundations;
ON6	... шешуде пәнаралық білімді талқылау және біріктіру / обсуждать и интегрировать междисциплинарные знания в решении .../ discuss and integrate interdisciplinary knowledge in solving ...;
ON7	... негізгі әдістерін, амалдары мен тәсілдерін қолдану / применять основные методы, подходы и приемы ... / apply the main methods, approaches and techniques ...;
ON8	... модельдеу әдістерін, құбылыстардың құбылыстары мен процестерін, олардың байланыстарын қолдану / Использовать способы моделирования ..., явлений и процессов явлений, их взаимосвязей / use methods of modeling ..., phenomena and processes of phenomena, their relationships;
ON9	... тәуекелдердің дамуымен байланысты проблемалар талдау және дәлелдеу / анализировать и аргументировать ... проблемы, связанные с развитием ... рисков/ analyze and argue ... problems associated with the development of ... risks;
ON10	... материалдарды пайдалану және ... болжамдар жасау үшін алынған ақпаратты талдау /

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 43 of 56

	использовать материалы ... и анализировать полученную информацию для составления прогнозов ... / use materials ... and analyze the information obtained to make forecasts ...;	
ON11	... көрінісі мен дамуының болжамдарын жасау, басқару шешімдерін қабылдаудың заманауи инновациялық әдістерін қолдану / составлять прогнозы проявления и развития ... с использованием современных инновационных методов для принятия управленческих решений / make forecasts of the manifestation and development of ... using modern innovative methods for making management decisions;	
ON12	... көріністерге қатысты ғылыми ұстанымдарды қамтитын өз пайымдауларыңызды тұжырымдау / формулировать собственные суждения, содержащие научные позиции к проявлениям ... / formulate their own judgments containing scientific positions on the manifestations of ...	
2.2 БББ әр модульдері бойынша күтілетін нәтижелер / Ожидаемые результаты обучения по каждому модулю ОП / Expected learning outcomes for each EP module		
1.	1-ші модульдің атауы / наименование модуля 1 / Name of module 1	Берілген модульді сәтті аяқтағаннан кейін білім алушылар қабілетті болуға тиіс / По успешному завершению данного модуля обучающиеся должны быть способны / On successful completion of this module, students should be able to: 1) 2) 3)
2.	2-ші модульдің атауы / наименование модуля 2 / Name of module 2	Берілген модульді сәтті аяқтағаннан кейін білім алушылар қабілетті болуға тиіс / По успешному завершению данного модуля обучающиеся должны быть способны / On successful completion of this module, students should be able to: 1) 2) 3)
3.	3-ші модульдің атауы / наименование модуля 3 / Name of module 3	Берілген модульді сәтті аяқтағаннан кейін білім алушылар қабілетті болуға тиіс / По успешному завершению данного модуля обучающиеся должны быть способны / On successful completion of this module, students should be able to: 1) 2) 3)
...		


	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 44 of 56

3. БББ түлектерінің кәсіби қызмет салалары / Сферы профессиональной деятельности выпускника / Areas of graduate professional activity	
3.1 Жоспарланған түлектердің кәсіби қызмет салалары / Планируемая область профессиональной деятельности выпускника / The planned field of professional activity of the graduate	БББ бойынша кадрларды даярлау мынадай кәсіби қызмет салаларына жоспарланған / Подготовка кадров планируется для следующих областей профессиональной деятельности / Training is planned in the following areas of professional activity: - - - ...
3.2 БББ түлектері ең алдымен дайындалатын қызмет түрлері (кәсіптер) / Виды деятельности (профессий), к которым преимущественно готовится выпускник ОП / Types of activities (professions) for which the graduate of the EP	БББ бойынша кадрларды даярлауда кәсіби қызмет салалары бойынша келесі қызмет түрлері, кәсіптер, біліктілік деңгейлері кіреді (кәсіби стандарттарға сәйкес қызметті сипаттау) / Подготовка кадров в области профессиональной деятельности включает следующие виды деятельности, профессии, квалификационные уровни (расписать виды деятельности в соответствии с профессиональным стандартом) / Training of personnel in the field of professional activity includes the following types of activities, professions, qualification levels Training in the field of professional activity includes the following activities, professions, qualification levels (to paint the types of activities in accordance with the professional standard): - - - ...
3.3 Берілген БББ түлектерінің еңбек нарығын талдау және оларға сұраныс / Анализ и потребности рынка труда в выпускниках данной ОП / Analysis and needs of the labor market for graduates of this EP	Бағдарлама түлектерін болашақта жұмысқа орналастыру үшін негізгі жұмы берушілер / Для будущего трудоустройства выпускников программы ключевыми работодателями являются / For the future employment of graduates of the program, key employers are: - - - ...



4. Білім беру бағдарламасы бойынша жалпы оқыту нәтижелерінің әрбір модуль бойынша қалыптасқан құзыреттіліктерге сәйкестік матрицасы /
Матрица соответствия результатов обучения по образовательной программе в целом с формируемыми компетенциями по каждому модулю /
Matrix of correlation of learning outcomes in the educational program as a whole with the formed competencies for each module

[illegible]

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 46 of 56

Appendix 4

Form "Catalogue of disciplines of the EP for the bachelor's degree"

**ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ /
КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ /
AL-FARABI KAZAKH NATIONAL UNIVERSITY**

_____факультетінің Ғылыми кеңес
мәжілісінде **бекітілді**

№_____ хаттама «_____» _____ 202__ ж. /

Утвержден на заседании

Ученого совета факультета _____

Протокол №_____ от «_____» _____ 202__ г. /

Approved at the meeting

Scientific Council of the Faculty of _____

Protocol No. _____ dated “_____” _____ 202__ y.

ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

_____факультеті
**202__-202__оқу жылына арналған
ПӘНДЕР КАТАЛОГЫ**

«_____» білім беру бағдарламасы /


КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМ. АЛЬ-ФАРАБИ

Факультет _____
КАТАЛОГ ДИСЦИПЛИН
на 202__-202__учебный год
Образовательная программа «_____» /

AL-FARABI KAZAKH NATIONAL UNIVERSITY

Faculty of _____
CATALOGUE OF DISCIPLINES
for the 202__-202__academic year
educational programs «_____»

Алматы / Алматы / Almaty-202__

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 47 of 56

Ұсынылған / Рекомендован / Recommended

№ ____ Кадрларды даярлау
бағыттары бойынша
Академиялық комитет /
Председатель Академического
комитета по направлениям
подготовки кадров № ____ /
Chairman of the Academic
Committee for Personnel
Training Areas No. ____

Толық аты-жөні /
Ф.И.О. /
Full name

№ ____ Кадрларды даярлау бағыттары бойынша Академиялық комитет мәжілісінің № ____
хаттамасы « ____ » _____ 202__ ж. /
Протокол № ____ заседания Академического комитета по направлениям подготовки
кадров № ____ от « ____ » _____ 202__ г. /
Protocol No. ____ of the Academic Committee for Personnel Training Areas No. ____ meeting
dated « ____ » _____ 202__ y. ____

Үйлестіруші /
Координатор /
Coordinator

Толық аты-жөні /
Ф.И.О. /
Full name

Әзірлеушілер /
Разработчики /
Developers


Толық аты-жөні /
Ф.И.О. /
Full name

...

« ____ »
кафедрасының меңгерушісі /
Заведующий кафедрой
« ____ » /
Head of Department
« ____ »

Толық аты-жөні /
Ф.И.О. /
Full name

Кафедра мәжілісінің № ____ хаттамасы « ____ » _____ 202__ ж. /
Протокол № ____ заседания кафедры от « ____ » _____ 202__ г. /
Protocol No. ____ of the department meeting dated « ____ » _____ 202__ y. ____

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 48 of 56

Құрметті студент!

Сіздің алдарыңызда, «_____» білім беру бағдарламасы бойынша жеке білім алу траекториясын таңдауға мүмкіндік беретін Пәндер каталогы.

Білім беру бағдарламасын жүзеге асыруды қамтамасыз ететін оқу құжаттары жүйесінде Пәндер каталогы қандай орын алады?

Кадрларды даярлау саласындағы (мамандық) бойынша білім беру бағдарламасы келесі пәндер циклі мен қамтылған – жалпы білім беру пәндерінің циклі (ЖББП), базалық пәндер циклі (БазП), бейіндік пәндер циклі (БейП).

ЖББП циклі міндетті компонент және таңдау компоненті пәндерін қамтиды.

ЖББП циклінің міндетті құрамдас бөлігінің пәндері ҚР жоғары білімнің мемлекеттік жалпыға міндетті стандартында айқындалады және білім беру бағдарламасы бойынша барлық студенттер үшін міндетті болып табылады.

БазП және БейП циклдері жоғары оқу орны компоненті және таңдау компоненті пәндерін қамтиды.

Жоғары оқу орны компонентінің пәндерін Университет білім беру бағдарламасын өз бетінше меңгеру үшін белгілейді.

Таңдау компоненті - элективті пәндерінің тізімі болып табылады. Олар студентке жеке білім беру траекториясын өзінше қалыптастыру үшін ұсынылады.

Университет ұсынатын элективті пәндерінің тізбесі төмендегілермен келісіледі:

– жұмыс берушімен, ол өз кезегінде, еңбек нарығындағы қажеттіліктерге сәйкес нақты бір сала үшін мамандардың даярлық бағытын қамтамасыз етеді;

– бітіруші-студенттер мен, ол өз кезегінде, білім беру қызметтерінің негізгі тұтынушылары кәсіби дайындығы негізі ретіндегі білім беру бағдарламасының сапасын бағалауды ескеруге мүмкіндік береді.

Каталогтың көмегімен, жеке оқу жоспарында элективті пәнін қалай таңдауға болады:

– білім беру бағдарламасының пәндер каталогы кестесінен элективті пәндерді табыңыз;


– таңдау үшін ұсынылған элективті пәндерінің (базалық және бейіндік циклдар) қайсысы Сіз оқып кеткен пәндердің пререквизиттері болатынын анықтаңыз;

– постреквизит бойынша жеке траекторияның мазмұнын әрі қарай қалыптастырудың бағытын анықтаңыз;

– элективті пәндерінің аннотациясын және күтілетін нәтижелерді талдау;

– таңдау жасаңыз, таңдалған элективті пәндерінің көлем (кредиттерсаны) қажеттілігін тексеріңіз;

– қажет болса, эдвайзерден ақыл-кеңес сұраңыз.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	p. 49 of 56

Уважаемый студент!

Перед Вами Каталог дисциплин, который должен помочь Вам построить индивидуальную образовательную траекторию по образовательной программе «_____».

Какое место Каталог дисциплин занимает в системе учебной документации, обеспечивающей реализацию образовательной программы?

Образовательная программа по направлению подготовки кадров (специальности) представлена циклами дисциплин: общеобразовательных дисциплин (ООД), базовых дисциплин (БД), профилирующих дисциплин (ПД).

Цикл ООД включает дисциплины обязательного компонента и компонента по выбору.

Дисциплины обязательного компонента цикла ООД определяются Государственным общеобязательным стандартом высшего образования РК и являются обязательными для всех обучающихся по образовательной программе.

Циклы БД и ПД включают дисциплины вузовского компонента и компонента по выбору.

Дисциплины вузовского компонента определяются Университетом самостоятельно для освоения образовательной программы.


Компонент по выбору представляет собой перечень элективных дисциплин, рекомендуемых студентам для самостоятельного формирования индивидуальной образовательной траектории.

Элективные дисциплины, предлагаемые Университетом, согласованы:

- с работодателями, что обеспечивает направленность подготовки специалистов для конкретной отрасли в соответствии с потребностями рынка труда;
- со студентами-выпускниками, что позволяет учесть оценку качества образовательной программы как основы профессиональной подготовки основными потребителями образовательных услуг.

Как при помощи Каталога дисциплин выбрать элективную дисциплину в индивидуальный учебный план:

- найдите элективные дисциплины в таблице каталога дисциплин Вашей образовательной программы;
- определите, какая из элективных дисциплин (БД и ПД циклов), предложенных для выбора, имеет пререквизиты дисциплин, уже изученных Вами;
- по постреквизиту определите направление дальнейшего формирования содержания индивидуальной траектории, сопоставьте с Вашими намерениями и ожиданиями;
- проанализируйте аннотацию элективной дисциплины и ожидаемые результаты;
- сделайте выбор, проверьте достаточность объема (количество кредитов) выбранных учебных курсов;
- в случае необходимости проконсультируйтесь у эдвайзера.

	NJC "Al-Farabi Kazakh National University"	Date _____	Издание: второе
	This Regulation on the development and updating of educational programs at the NJC "Al-Farabi Kazakh National University"	P KazNU	р. 50 of 56

Dear student!

Catalogue of disciplines objects to help You build an individual educational trajectory in the educational program «_____».

What place does the Catalog of disciplines occupy in the system of educational documentation, ensuring the implementation of the educational program?

The educational program in the direction of training personnel (specialty) is presented in cycles of disciplines - the cycle of general educational disciplines (GED), the cycle of basic disciplines (BD), the cycle of profiling disciplines (PD).

The GED cycle includes disciplines of the obligatory component and the elective component.

The disciplines of the obligatory component of the OOD cycle are determined by the State Compulsory Standard for Higher Education of the Republic of Kazakhstan and are mandatory for all students in the educational program.

The BD and PD cycles include disciplines of the university component and the elective component.

The disciplines of the university component are determined by the University independently for mastering the educational program.


The elective component is a list of elective disciplines recommended to students for the independent formation of an individual educational trajectory.

The elective disciplines offered by the University are agreed upon:


- employers, which ensures the orientation of training specialists for a particular industry in accordance with the needs of the labor market;
- graduate students, which allows to take into account the assessment of the quality of the educational program as the basis for professional training by the main consumers of educational services.

How to use the Catalog of disciplines to choose an elective discipline for an individual curriculum:

- find in the discipline catalog table of elective disciplines of your educational program;
- determine which of the elective disciplines (BD and PD cycles) offered for selection has the prerequisites of the discipline that you have already studied;
- by post-requisites, determine the direction of further formation of the content of the individual trajectory; compare it with your intentions and expectations
- analyze the annotation of the elective discipline and the expected results;
- make a choice, check the sufficiency of the volume (number of credits) of the selected elective disciplines;
- if necessary, contact your adviser.


	НАО «Қазақский национальный университет имени аль-Фараби»	Дата 10.11.2022	Издание: первое
	Положение о порядке разработки и утверждения образовательных программ высшего и послеВПОовского образования	П КазНУ	стр. 51 из 56

ЖАЛПЫ БІЛІМ БЕРЕТІН ПӘНДЕР ШҚЛД (ЖҚБ) / ШҚЛ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ДИСЦИПЛИН (ООД) / GENERAL EDUCATION DISCIPLINES (GED) МІНДЕТТІ КОМПОНЕНТ (МК) / ОБЯЗАТЕЛЬНЫЙ КОМПОНЕНТ (OK) / OBLIGATORY COMPONENT (OC)				
№	Коды \ Коды \ атауы/ Название дисциплины/ Name of discipline	Қазақ тілінде	На русском языке	In English
<p>Нәзіл қысқаша сипаттау (30-50 сөз)/ Краткое описание дисциплины (30-50 слов)/ A brief description of the discipline (30-50 words)</p>				
1.	<p>SLK 1101 Қазақстанның и қазіргі заман тарихы / Современная история Казахстана / Modern history of Kazakhstan</p>	<p>Нәзіл мақсаты: Қазақстанның қазіргі заманғы тарихының негізгі тарихи кезеңдері туралы шынайы, толық білім беру; мемлекеттіліктің және тарихи-мәдени үдерістердің қалыптасуы мен даму проблемаларына студенттердің назарын аудару. Студенттерге тарихтың іргелі мәселелерінің мәнін жеткізу. Студенттерді тарихи танымның ғылыми әдістерін пайдалануға үйрету. Білім алушылардың ғылыми дүниетанымы мен өзіндік дамуымен қамтамасыз етілуі. Курсты оқу барысында студент төмендегідей білімдерді меңсереді:</p> <ul style="list-style-type: none"> – әлемдік және Еуразиялық тарихи үдерістер бастауларында Тәуелсіз Қазақстан мемлекеттілігінің қалыптасуы анықталғанын, кезеңдері мен олардың тарихи негіздерін түсіндіру және дәлелдеу. – откен тарихи оқиғалар мен көріністерді салыстырмалы-емін және ретроспективті талдау, оларды адамзаттың әлемдік-тарихи дамуы мен қазіргі Қазақстанның жаңа бағдары негізінде байланыстыра көрсету. – Қазақстандық даму үгісінің өзіндік басымдықтарын, ерекшеліктері мен маньезділігін шынайы, жан-жақты жүзелеу және болжау. – күрделі тарихи үдерістерді, құбылыстарды және қазіргі Қазақстанның тарихи тұлғаларының қызметін оқытуда аналитикалық және аксиологиялық талдаулар жасау дағдысын меңгеру және сипаттау. <p>Қазақстандық қоғамның жанғыруына қатысты өзіндік пікірін қалыптастыру, Қазақстан мен әлемдік қауымдастықтағы оқиғалардың тарихи шынайылығын анықтау үшін тарихи білім алу.</p>	<p>Цель дисциплины: дать объективные исторические знания об основных этапах истории современного Казахстана; направить внимание студентов на проблемы становления и развития государственности и историко-культурных процессов. Объяснить студентам сущность фундаментальных проблем истории. Обучить их научным методам исторического познания. Сформировать у обучающихся научное мировоззрение и гражданскую позицию. В ходе изучения курса сформировать у студентов способности:</p> <ul style="list-style-type: none"> – обосновать и объяснить исторические предпосылки и периоды становления независимой казахстанской государственности в контексте всемирного и евразийского исторического процесса. – проводить критико-сравнительный и ретроспективный анализ отдельных явлений и событий исторического прошлого с общей парадигмой всемирно-исторического развития человеческого общества на основе новых позиций современного Казахстана. – выстроит и спрогнозировать имманентные преимущества, особенности и значение казахстанской модели развития. – определить и оценить знания аналитического и аксиологического анализа при изучении сложных исторических процессов, явлений и роли исторических личностей в истории современного Казахстана. <p>сформировать собственное мнение по модернизации казахстанского общества, приобрести исторические знания для определения объективности событий, происходящих в современном Казахстане и мировом сообществе.</p>	<p>The purpose of discipline: to give objective historical knowledge of the main stages of the history of modern Kazakhstan; to direct students' attention to the problems of the formation and development of statehood and historical and cultural processes; to explain students the essence of the fundamental problems of history; to teach them the scientific methods of historical knowledge; to form a scientific world outlook and citizenship among students.</p> <p>During the study of course, students should be competent in:</p> <ul style="list-style-type: none"> – To substantiate and explain the historical background and periods of the formation of an independent Kazakhstan statehood in the context of the world and Eurasian historical process. – To conduct a critical-comparative and retrospective analysis of individual phenomena and events of the historical past with a common paradigm of the world-historical development of human society based on the new positions of modern Kazakhstan. – To build and predict the immanent advantages, features and significance of the Kazakhstan development model. – To identify and evaluate the knowledge of analytical and axiological analysis in the study of complex historical processes, phenomena and the role of historical personalities in the history of modern Kazakhstan. <p>To form own opinion on the modernization of Kazakhstan society, acquire historical knowledge to determine the objectivity of events taking place in modern Kazakhstan and the world community</p>
Семестр/Семестр/ Semester		1	Пререквизиттер/ Пререквизиты/ Prerequisite	Постреквизиттер/ Постреквизиты/ Postrequisite
Кредит саны/ Кол-во кредитов/ Number of credits		5	жоқ/ нет/ no	жоқ/ нет/ no

	НАО «Қазақский национальный университет имени аль-Фараби»	Дата	Издание: второе
	Положение о разработке образовательных программ в НАО «КазНУ имени аль-Фараби»	П КазНУ	стр. 52 из 56

2.	...	...	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
3.	...	...	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
4.	...	...	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
ЖАҢЫ БІЛІМ БЕРЕТІН ПӘНДЕР ЦИКЛІ (ЖЫД) / ЦИКЛ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ДИСЦИПЛИН (ООД) / GENERAL EDUCATION DISCIPLINES (GED)								
ТАҢДАУ КОМПОНЕНТІ (ТК) / ELECTIVE COMPONENT (EC)								
1.	АФС1108 Аль-Фараби және заман / Al-Farabi and modernity	Пәнінің мақсаты - әл-Фараби ілімдерінің қазақстандық қоғамының рухани-адамгершілік негіздерін қалыптастырудағы ролін негіздеу; кабілетін қалыптастыру; әл-Фарабидің шығармашылық мұрасын әлемдік мәдениет тұрғысынан интерпретациялау. Пән әл-Фараби натурфилософиясы мен казіргі ғылым арасындағы байланысты зерттеу. «Al Farabi university smart city» ғылыми-инновациялық жобасы және оның Қазақстандағы ақылды қоғамды қалыптастырудағы ролін оқытуға бағытталған.	Қалыптастырылатын нәтижелер / Learning Outcomes / Цель дисциплины: сформировать способность обосновать роль учения аль-Фараби в становлении духовно-нравственных основ казахстанского общества; аргументированно интерпретировать творческое наследие аль-Фараби в контексте мировой культуры. Дисциплина направлена на: изучение связи натурфилософии аль-Фараби и современной науки, научно-инновационного проекта «Al Farabi university smart city» и его роли в формировании smart-общества в Казахстане.	...	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	Мамандық бойынша пәндер/ Дисциплины по специальности /Disciplines in the speciality
2.	...	...	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
3.	...	...	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
4.	...	...	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...



	НАО «Қазақхский национальый университет имени аль-Фараби» Положение о разработке образовательных программ в НАО «ҚазПУ имени аль-Фараби»	Дата П ҚазНУ	Издание: второе стр. 53 из 56

БАЗАЛЫҚ ПӘНДЕР (БП) / БАЗОВЫЕ ДИСЦИПЛИНЫ (БД) / CORE DISCIPLINES (CD) МІНДЕТТІ КОМПОНЕНТ (МК) / ОБЯЗАТЕЛЬНЫЙ КОМПОНЕНТ (ОК) / OBLIGATORY COMPONENT (OC)									
1.	...	...	...	...	...	...	...	...	...
	Семестр/ Semester	...	Кредит саны/ Көп-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
2.	...	...	...	...	...	...	...	...	...
	Семестр/ Semester	...	Кредит саны/ Көп-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
3.	...	...	...	...	...	...	...	...	...
	Семестр/ Semester	...	Кредит саны/ Көп-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
БАЗАЛЫҚ ПӘНДЕР (БП) / БАЗОВЫЕ ДИСЦИПЛИНЫ (БД) / CORE DISCIPLINES (CD) ЖОҒАРЫ ОҚУ ОРНЫ КОМПОНЕНТІ (ЖК) / ВУЗОВСКИЙ КОМПОНЕНТ (ВК) / UNIVERSITY COMPONENT (UC)									
1.	...	...	...	...	...	...	...	...	...
	Семестр/ Semester	...	Кредит саны/ Көп-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
2.	...	...	...	...	...	...	...	...	...
	Семестр/ Semester	...	Кредит саны/ Көп-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...
3.	...	...	...	...	...	...	...	...	...
	Семестр/ Semester	...	Кредит саны/ Көп-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...



НАО «Казахский национальный университет имени аль-Фараби»
Положение о разработке образовательных программ в НАО
«КазНУ имени аль-Фараби»


Издание: второе
стр. 54 из 56

БАЗАЛЫҚ ПӘНДЕР (БЗП) / БАЗОВЫЕ ДИСЦИПЛИНЫ (БД) / CORE DISCIPLINES (CD) ТАҢДАУ БОЙЫНША КОМПОНЕНТ (ТК) / КОМПОНЕНТ ПО ВЫБОРУ (КВ) / ELECTIVE COMPONENT (EC)									
1.	...	...	Кредит саны/ Ко.л-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...	...
2.	...	...	Кредит саны/ Ко.л-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...	...
3.	...	...	Кредит саны/ Ко.л-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...	...
БЕЙНДЕУШІ ПӘНДЕР (Бәп) ЦИКЛІ / ЦИКЛ ПРОФИЛИРУЮЩИХ ДИСЦИПЛИН (ЦД) / CYCLE OF MAJOR DISCIPLINES (MD) ЖОҒАРЫ ОҚУ ОРНЫ КОМПОНЕНТІ (ЖК) / ВУЗОВСКИЙ КОМПОНЕНТ (ВК) / UNIVERSITY COMPONENT (UC)									
1.	...	...	Кредит саны/ Ко.л-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...	...
2.	...	...	Кредит саны/ Ко.л-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...	...
3.	...	...	Кредит саны/ Ко.л-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite	...	...



НАО «Казакский национальный университет имени аль-Фараби» Положение о разработке образовательных программ в НАО «КазНУ имени аль-Фараби»	Дата П КазНУ	Издание: второе стр. 55 из 56

БЕЛІНДЕРШІ ПАՇԵՐ (Байр) ЦИКЛ / ЦИКЛ ПРОФІЛІПРЮЮЩИХ ДИСЦИПЛІН (ЦД) / CYCLE OF MAJOR DISCIPLINES (MD) ТАҢДАУ КОМПОНЕНТІ (ТК) / КОМПОНЕНТ ПО ВЫБОРУ (КВ) / ELECTIVE COMPONENT (EC)						
1.	...	...	...	...	...	...
Семестр/ Semester	...	Кредит саны/ Кол-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite
2.	...	...	...	...	...	...
Семестр/ Semester	...	Кредит саны/ Кол-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite
3.	...	...	...	...	...	...
Семестр/ Semester	...	Кредит саны/ Кол-во кредитов/ Number of credits	...	Пререквизиттер/ Пререквизиты/ Prerequisite	...	Постреквизиттер/ Постреквизиты/ Postrequisite

	НАО «Казахский национальный университет имени аль-Фараби» Положение о разработке образовательных программ в НАО «КазНУ имени аль-Фараби»	Дата П КазНУ	Издание: второе стр. 56 из 56
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Appendix 5

Algorithm for Updating Educational Programs

