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# QUALITY MANAGEMENT SYSTEM

## UNIVERSITY REGULATION

UE-AYU-030-2025

## **REGULATION ON THE DEVELOPMENT AND UPDATING OF THE EDUCATIONAL PROGRAM**

1. Developed and implemented by the Academic Department.

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#### 4. Implemented - 2025

## 5. Verification period - 2028

For official us  
Turkestan, 2025

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## 1. SCOPE

1.1 This Regulation defines the requirements for the development and approval of higher and postgraduate educational programs at Khoja Ahmed Yasawi International Kazakh-Turkish University (hereinafter – the University).

1.2 The requirements of this Regulation are mandatory for implementation and execution by all units involved in the development of educational programs.

1.3 Regulation UE-AYU-030-2025 is part of the University's Internal Quality Assurance System documentation.

## 2. NORMATIVE REFERENCES

2.1 Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 (as amended);

2.2 Order No. 2 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 “On Approval of State Compulsory Standards of Higher and Postgraduate Education”;

2.3 Order No. ҚР ДСМ-63 of the Minister of Healthcare of the Republic of Kazakhstan dated July 4, 2022 “On Approval of State Compulsory Standards by Levels of Education in the Field of Healthcare”;

2.4 European Qualifications Framework for Lifelong Learning (EQF). European Commission, 2008;

2.5 Order No. 569 of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 “On Approval of the Classifier of Training Directions of Higher and Postgraduate Education” (as amended);

2.6 Order No. 152 of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 “On Approval of the Rules for Organizing the Educational Process under the Credit Technology of Education in Organizations of Higher and/or Postgraduate Education” (as amended);

2.7 “Model Rules of Activity of Higher and Postgraduate Education Organizations,” approved by Order No. 595 of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 (as amended);

2.8 Order No. 4 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated January 5, 2024 “On Approval of Qualification Requirements for Educational Activities of Organizations of Higher and/or Postgraduate Education and the List of Documents Confirming their Compliance”. Registered in the Ministry of Justice of the RK on January 8, 2024 under No. 33892;

2.9 Order No. 106 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated October 12, 2022 “On Approval of the Rules for Maintaining the Register of Educational Programs of Higher and Postgraduate

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Education Organizations and the Grounds for their Inclusion and Removal" (as amended);

2.10 Order No. 319 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated June 23, 2025 "On Approval of Methodological Recommendations for the Development, Implementation and Recognition of Micro-Credential Programs".

- Regulations;
- QP-A YU-7.5.3-2025 Documented Information Management.

### **3. TERMS, DEFINITIONS AND ABBREVIATIONS**

1. Educational Program (EP) — a unified set of main educational characteristics, including the objectives, learning outcomes and content, organization of the educational process, implementation methods, and criteria for the assessment of learning outcomes;
2. Joint/Double Degree Educational Program — a program based on the comparison and synchronization of educational programs of partner institutions, characterized by shared commitments of the parties regarding the definition of goals and content, organization of the educational process, and awarding of a degree or qualification;
3. Micro-Credential Program — a program characterized by knowledge, skills, and competencies sufficient to perform a specific labor function within a professional standard or occupation, obtained during a short training period;
4. Development of an Educational Program — the process of planning an EP and its components, indicating learning outcomes, workload, types of educational activities, methods, and evaluation procedures/criteria;
5. Passport of an Educational Program — a concise description of the program containing learning outcomes, list of courses, their relation to the professional field (including NQF, SQF, and PS), workload, and language of instruction;
6. Register of Higher and Postgraduate Educational Programs — an information system containing the list of program passports developed by universities of the Republic of Kazakhstan;
7. Competencies — the ability of learners to apply acquired knowledge, skills, and abilities in professional practice;
8. Learning Outcomes (LOs) — the confirmed by assessment amount of knowledge, skills, abilities, values, and attitudes acquired by students in mastering an EP;

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9. Micro-Credential — the volume of knowledge, skills, and competencies sufficient to perform a specific labor function within a professional standard or occupation, obtained during a short training period;
10. Module — an independent structural element of an EP, complete in terms of LOs, with clearly defined and measurable outcomes.

## ABBREVIATIONS:

- SCSES HPE&PGE — State Compulsory Standard of Higher and Postgraduate Education;
- Department — Academic Department;
- DMWO — Department for Methodological Work Organization;
- CSDQ — Center for Strategic Development, Ranking and Quality;
- HPE — Higher Professional Education;
- EP — Educational Program;
- NQF — National Qualifications Framework;
- SQF — Sectoral Qualifications Framework;
- PS — Professional Standard;
- EP HPE&PGE — Educational Programs of Higher and Postgraduate Education;
- GC — General Cultural Competencies;
- PC — Professional Competencies;
- AC — Academic Committee;
- MCP — Main Curriculum Plan.

## 4. GENERAL PROVISIONS

4.1 This Regulation is the principal document defining the content and general organizational and methodological requirements for the development of Educational Programs (EP) of higher and postgraduate education in a specific field and training direction.

4.2 The requirements for drafting, describing, and formatting an EP shall comply with the normative documents listed in Section 2.

4.3 The University independently develops EPs of higher and postgraduate education in accordance with the State Compulsory Standards of Higher and Postgraduate Education (SCSES HPE&PGE), the National Qualifications Framework of the Republic of Kazakhstan for higher education, and relevant professional standards.

4.4 The development of EPs, including joint/double-degree and micro-credential programs, is carried out by Academic Committees (AC) by training

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areas, established by the Rector's order. The AC includes representatives of academic staff, employers, and students.

4.5 EP development comprises four (4) stages:

1. preparation for EP development;
2. EP design;
3. development of structural elements of the EP;
4. quality assessment of the EP design.

## **5. PREPARATION FOR THE DEVELOPMENT OF THE EDUCATIONAL PROGRAM (HPE & PGE)**

5.1 At the preparation stage, the list of EPs to be developed at the University is determined.

5.2 To determine the list of EPs under development, under the leadership of the AC:

1. current and future market needs are identified:
  - a) which specialists are needed now and in the future;
  - b) graduates' employment prospects (shortage or surplus);
2. the market for training specialists is analyzed:
  - a) whether competitors exist in the training market in the region/neighboring regions;
  - b) competitors' strengths/weaknesses;
3. the University's capacity to implement the EP is analyzed:
  - a) availability of required human resources;
  - b) availability of required material-technical, information, and financial resources;
4. the Dean's office and the department, together with the International Cooperation Center, coordinate actions to select partner higher and/or postgraduate education organizations for the development of joint/double-degree EPs by training areas;
5. joint/double-degree EPs are developed on the basis of an agreement concluded between partner institutions (at least two institutions).

5.3 The University-wide list of EPs to be developed is approved at a meeting of the Methodological Committee (MC).

## **6. DESIGN OF THE EDUCATIONAL PROGRAM**

6.1 EP design stages:

1. study of the professional field;
2. formulation of program Learning Outcomes (LOs);
3. identification of the interrelation between competencies, LOs, and assessment criteria;

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4. design of methods and tools for assessing competency attainment;
5. determination of resource needs.

6.2 The AC for the respective training area conducts a study of the professional field to design the EP.

6.2.1 During the study, the working group analyzes documents to form an initial list of competencies (national and foreign NQF/SQF and professional standards; SCSES; qualification requirements for positions, etc.).

6.2.2 For each training direction in the field, a preliminary list of competencies is formed as follows:

1. general competencies are identified (personal, social-ethical, organizational and managerial, etc.);
2. professional competencies are identified (theoretical and practical knowledge and skills specific to the direction).

6.2.3 To clarify and adjust the preliminary list of competencies, an employer survey is conducted. For this purpose:

3. an employer questionnaire is developed using the initial competencies;
4. survey methods are selected:
  - quantitative (with standardized questionnaires);
  - qualitative (interviews and focus groups);
5. a sample of survey participants is formed from representatives of the professional field where EP graduates are employed.

6.2.4 The AC provides survey participants with the preliminary list of competencies; participants determine the importance of each competence in the workplace and the level at which a graduate should possess it.

6.2.5 The initial list of competencies is finalized by integrating and/or removing marginal items:

6. narrowing the list of general competencies (including personal, social-ethical, organizational-managerial, etc.) to 15;
7. narrowing the list of professional competencies (theoretical and practical skills specific to the direction) to 30.

6.2.6 The results of the professional field analysis are documented in accordance with Annex 1.

6.3 Next, the EP Learning Outcomes (LOs) are formulated.

6.3.1 LOs are divided into:

1. program LOs;
2. LOs of educational elements (module, course, class, etc.). At the design stage, the program LOs are formulated.

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6.3.4 LOs are derived from competencies aligned with the level of study, professional standards and/or employers' requirements/expectations, and University graduate attributes.

6.3.5 LOs serve as the basis for determining the EP volume in academic credits. The EP must ensure alignment between competencies, LOs, and credits.

6.3.6 LOs are formulated in line with the guiding principles of the European Credit Transfer and Accumulation System (ECTS) (Annex 2).

6.3.7 When designing LOs, the formation of the following key competencies in graduates shall be considered:

3. behavioral skills and personal qualities (self-learning and systems thinking; transdisciplinarity and cross-functionality; communication and language competencies; technological literacy; creativity; ingenuity; social intelligence; teamwork and collaboration; client orientation and ability to work with consumer requests; ability to work under high uncertainty and rapidly changing requirements—rapid decision-making, adaptability, resource allocation, and time management) — soft skills;
4. professional skills (hard skills) enabling a specialist to act and make decisions in specific situations.

6.3.8 LOs are formulated as follows:

5. start with “Upon successful completion of the program, the learner ...”;
6. use an active verb indicating what the graduate will do in professional practice and personal development using competencies and acquired knowledge/skills (e.g., “describes,” “applies,” “generalizes,” “evaluates,” “plans” — verbs from Bloom’s taxonomy);
7. specify the object/scope of the outcome (e.g., “explains the function of a hard drive”; “presents a hand-crafted living-room design project”);
8. indicate the autonomy and responsibility appropriate to the level of study, and whether actions take place in a familiar environment (bachelor’s) or under uncertainty (master’s/doctoral);
9. specify how attainment of the LO will be demonstrated (e.g., “provides a concise review of materials commonly used in electrical engineering”; “develops a research algorithm using current scientific methods”);
10. verify measurability and assessability of the LOs.

6.3.9 LOs shall:

11. be oriented toward labor (job) functions;
12. ensure synergy—consider not only the set of courses but also complexity and interdisciplinarity;
13. be forward-looking to labor-market needs;
14. include soft skills;

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15. for joint/double-degree EPs, necessarily include characteristics of competencies acquired at the partner institution;
16. micro-credential programs are recommended to be developed as stand-alone educational products outside the core EP;
17. where LOs correspond, a micro-credential program may be integrated into the core EP curriculum (into basic or specialized cycles).

6.4 Next, the interrelation between competencies, LOs, and assessment criteria is determined in accordance with Annex 3. Each LO must have assessment criteria and be measurable. Criteria shall describe a “completed action”; accordingly, formulations are given in the categories “knows,” “is able to,” “masters” (e.g., “knows — reproduces and explains learning material with the required scientific accuracy and completeness”; “is able to — solves typical tasks based on the reproduction of standard algorithms”; “masters — solves more complex tasks by applying knowledge and skills in non-typical situations”).

6.5 Next, methods and tools for assessing competency attainment are designed. When designing:

1. measurable assessment methods based on explicit criteria shall be used;
2. assessment methods shall align with the LOs being assessed;
3. grades obtained shall reflect the level of LO attainment by students;
4. (for existing EPs).

6.6 The next step is to determine the resources required for EP implementation. EP requirements are defined by qualification requirements for educational activities. To fully implement the EP, it is necessary to determine the type and quantity of the following resources:

1. human resources. EP delivery is ensured by academic staff with appropriate education confirmed by official documents. Qualification requirements are determined by the specifics of the EP, sectoral frameworks, and professional standards;
2. material and technical resources. The facilities must fully provide equipment for all types of learning, laboratory, practical, and research activities stipulated by the curriculum and comply with sanitary and fire safety regulations;
3. information and library support. The EP must be provided with teaching and learning resources for all courses and modules;
4. social resources: established partnerships of the higher and/or postgraduate education institution with enterprises and organizations of the real sector; links within the professional-pedagogical and business community; cooperation with public associations and NGOs, professional associations representing the relevant labor-market segment;

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5. when integrating micro-credential programs into existing EPs or delivering them separately, it is recommended to ensure the additional resources listed above;
6. agreements with partner institutions for joint/double-degree EPs shall specify all implementation conditions. Mandatory conditions include:
  - language of instruction;
  - joint development and approval of the EP for the period of study at the partner institution;
  - completion by students of a part of the EP at the partner higher and/or postgraduate education institution;
  - mandatory recognition and automatic transfer of study periods and results based on mutually agreed quality assurance principles and standards;
  - participation of faculty in EP delivery, joint EP development, participation in teaching and interim assessment;
  - provision of students with learning resources, classrooms, information, housing, transport, etc.;
  - financial support of EP delivery during the study period (tuition fee, scholarship, student transfer costs).

## **7. DEVELOPMENT OF STRUCTURAL ELEMENTS OF THE EDUCATIONAL PROGRAM**

7.1 At this stage, the EP title and purpose are formulated, content is designed, and the learning strategy is determined.

7.2 The program title must reflect its content, be short, precise, appealing, and informative.

7.3 The EP title shall correspond to the training direction under the Classifier.

7.4 The EP purpose should be as brief as possible (1–3 sentences) and clearly summarize the competencies to be acquired by learners.

7.5 Next, the EP content is designed by identifying modules/courses. The EP is developed in the context of professional functions and consists of a list of courses by modules linked to learning goals, competencies, and learning outcomes (LOs).

7.6 A course description shall contain 50–60 words and reveal the brief content and active teaching methods used.

7.7 In EPs developed on the basis of a professional standard, key labor functions underpin the competencies and LOs.

7.8 After defining the list of modules and courses in the context of competencies and LOs, their workload in credits is determined. Based on this, with due regard to pre- and post-requisites, a draft curriculum is formed. The SCSES

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requirements on the number of credits (by direction, level, cycles and components) must be observed. When developing joint/double-degree EPs, the SCSES of the Republic of Kazakhstan and the requirements of partner institutions are considered. A micro-credential program is recommended to consist of one or more courses or modules; the recommended minimum is 1 academic credit.

7.9 When developing structural elements, particular attention shall be paid to formulating Module/Course Learning Outcomes (MLO/CLO) based on the program LOs.

7.10 MLO/CLO are what a learner is expected to demonstrate (knowledge, understanding, skills and/or competences) upon successful completion of the module/course. MLO set the minimum requirements for passing the module.

7.11 MLO/CLO are drafted by the respective instructors and fixed in the module/course syllabus.

7.12 MLO/CLO describe not what the instructor teaches but what the learner can do after mastering the module.

7.13 All MLO/CLO shall be assessed. When drafting CLOs, consider how the course contributes to the module; when drafting MLOs—how the module contributes to the overall program.

7.14 MLO/CLO start with “Upon successful completion of this module/course, the learner will ...”, followed by action verbs. A sample verb list is provided in Annex 4.

7.15 As students progress through the program, LOs shall reflect the progressive nature of learning.

7.16 When formulating MLO/CLO, take into account prerequisites, available time and learning opportunities; avoid overly broad or overly narrow LOs.

7.17 Avoid using verbs “know,” “understand,” or “learn” as sole descriptors since they are non-operational and not readily interpretable.

7.18 Open-ended LOs may be used for flexible interpretation, e.g., “critically applies theory to analyze a given situation.”

7.19 After formulating LOs for the program/modules/courses and determining their workload, define learning strategies.

7.20 The EP learning strategy should emphasize innovative teaching methods and the use of information technologies.

7.21 In student-centered learning, the learner is an active participant in the process and in decision-making.

7.22 When developing a course, determine methods that ensure mastery of the relevant LOs and their adequate and fair assessment.

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7.23 Assessment methods must ensure the measurability of the program's declared LOs.

## 8. STRUCTURE OF THE EDUCATIONAL PROGRAM

8.1 The EP structure includes:

- EP title page;
- composition of the AC and a concurrence sheet with employers and experts;
- EP passport;
- competence/profile map;
- mapping of attainment of program and course learning outcomes;
- organization of the educational process;
- EP technological map;
- assessment criteria for LOs;
- main curriculum (for higher education programs).

8.2 The structure of a micro-credential program includes: the title of the micro-credential awarded, purpose, learning outcomes, content (curriculum), study load in academic credits and/or hours, and strategies and methods of teaching and learning.

## 9. REQUIREMENTS FOR THE CONTENT OF THE EDUCATIONAL PROGRAM

9.1 The EP title page shall indicate:

9.1.1 Program level: selected from those implemented at the University—bachelor's, master's, residency, doctoral.

9.1.2 EP code and title: as recorded in the national Register of HPE&PGE programs.

9.1.3 Codes and titles of the field of education, training direction, and EP group: according to the national Classifier of specialities of higher and postgraduate education.

9.1.4 Type of EP: existing, new (first at the University), innovative (first on the market), joint, double-degree.

9.1.5 Qualification level: indicated according to the NQF/SQF.

9.1.6 Typical duration of study: in years, per SCSES and the University license for the given direction.

9.2 AC composition and the concurrence sheet with employers and experts: list the names of AC members (developer, expert), employers and students; signatures are affixed and, where necessary, stamped; concurrence by the head of department and dean.

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9.3 The EP passport shall include:

- scope of application;
- EP volume in academic credits;
- regulatory and legal basis;
- EP profile map: purpose and concept of the EP;
- graduate's qualification profile: awarded degree; list of positions; sphere, object, functions and types of professional activity.

9.4 Competence/profile map:

- indicate general (GC), professional (PC) and special (SC) competences and the LOs forming them; competences and LOs are defined per SCSES, NQF, professional standards endorsed by NCE "Atameken," and employers' input, and aligned with Dublin Descriptors and EQF;
- for higher education, specify both universal (general cultural) and subject-specific competences;
- the GC set is (or may be) common for all majors within the direction and includes instrumental, personal and systemic components;
- professional competences are defined in relation to the specialty's activities.

9.5 Matrix of correlation between overall program LOs and the competences formed: provided as a correspondence matrix.

9.6 Distribution of competences across modules and courses:

- develop matrices mapping required competences to EP modules and courses;
- recognize that most competences are formed not by single courses but within modules and multiple courses;
- competences are formed across different courses as well as during practical and independent work;
- the content of planned competences is determined by the set of courses and their syllabi; therefore the "qualification-competence profile" of the graduate may be refined for each EP considering University priorities and the labor market.

9.7 Course description (50–60 words): concisely state the key theoretical knowledge and practical skills to be acquired and the active teaching methods used; avoid lists of terms, lecture/textbook fragments, etc.

9.8 In "Organization of the educational process," specify:

9.8.1 Admission requirements.

9.8.2 Graduation requirements and the expected level of preparation, as well as the professional profile of the graduate based on LOs and competences aligned with NQF levels, Dublin Descriptors, and professional standards.

9.8.3 Degree-award requirements per SCSES.

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9.8.4 Professional profile of the graduate—clarified for the awarded degree.

9.8.5 Graduate model: based on University graduate attributes and acquired competences; an integrated set of professional, personal and foundational competences and the experience of applying them.

9.8.6 Delivery strategies and methods: learning modes, instructor actions (methods), learner actions (methods), control forms, and attainment results—captured in the technological map; the educational technology describes planned LOs, learning forms, interaction order, teaching methods and tools, monitoring, and diagnostics of attainment; indicate demanded teaching technologies for the direction; define teaching methods as modes of joint activity aimed at achieving learning goals. Learning outcomes: in each course, LOs are formed across the three domains, aligned with the competences attained.

9.8.7 LO assessment criteria: student achievement (knowledge, skills, abilities and competences) is graded on a 100-point scale with letter grades per international practice (from A downward to D; unsatisfactory—FX, F) with conversion to a 4-point scale. LO assessment criteria are written in accordance with Bloom's taxonomy.

9.9 The main curriculum (for higher education EPs) shall indicate:

- module title;
- course code;
- course title;
- component type;
- credit volume;
- distribution by class types;
- assessment form;
- semester;
- delivering department.

## **10. PROCEDURE FOR APPROVAL OF THE EDUCATIONAL PROGRAM (EP)**

10.1 The draft EP developed by the AC for the respective training area, as well as drafts of joint/double-degree EPs and/or micro-credential programs, are discussed by the Faculty Methodological Committee (MC) and then submitted to the University MC for approval. The EP passport is submitted to the national Register of Higher and Postgraduate Education Programs maintained by the National Center for Higher Education Development.

10.2 Upon obtaining a positive expert opinion and registration in the Register, the EP is fully formalized and approved by the University Rector.

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10.3 The original of the approved EP is kept by the Department for Methodological Work Organization (DMWO); a scanned electronic copy is distributed to all structural units.

## **11. PROCEDURE FOR UPDATING THE EDUCATIONAL PROGRAM AND REMOVAL FROM THE MoSHE HPE&PGE REGISTER**

11.1 Each EP undergoes an annual self-assessment at the AC level for the respective training area.

11.2 Mandatory data for the EP self-assessment include:

- EP characteristics;
- benchmarking results of the best EPs in Kazakhstan and abroad;
- results of rankings in which the EP participated over the past 3–5 years;
- outcomes of partnerships with leading domestic and foreign universities, opportunities for developing joint/double-degree EPs;
- results of cooperation with employers, public authorities and business representatives;
- results of surveys (students, employers, graduates and other stakeholders);
- results of student enrollment;
- graduates' employment outcomes;
- staffing of the EP with qualified faculty;
- teaching-and-learning support of the EP;
- infrastructural support of the EP.

11.3 Self-assessment results are presented as a report (brief statistics, analytical materials preferably SWOT analysis and improvement proposals) and a 3-5 slide presentation.

11.4 The EP self-assessment report is discussed by the Faculty Internal Quality Assurance Committee/MC, where decisions are made to update existing EPs or to withdraw them from delivery due to low relevance or insufficient feasibility; materials are submitted to the University MC and the Senate for review and approval.

11.5 The results of changes in the self-assessment process, with explanations, are published on the University website and, where necessary, on official social-media pages; the information is communicated to students and applicants.

11.6 To actualize existing EPs, the AC plans and implements specific measures:

- clarifies and updates the graduate profile (LOs) and the content of modules/courses that form them;
- defines the list of competencies required of instructors of each course and ensures staffing with qualified faculty; if not feasible, announces an open

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competition to attract instructors and scholars in the national and international markets;

– prepares orders for missing textbooks and teaching aids for EP courses.

11.7 Updating the EP passport or removing an EP from delivery is carried out via the national Register of HPE&PGE Programs. The updated EP is re-formalized and approved.

11.8 The Director of the Academic Department is responsible for implementing the requirements of this Regulation.

11.9 Compliance with the requirements of this Regulation is monitored by the Vice-Rector for Academic Affairs and the Vice-Rector for Science and Strategic Development.

### 13. PROCEDURE FOR AMENDMENTS

13.1 Management of this Regulation and amendments thereto are carried out in accordance with QP-AYU-7.5.3-2025 “Documented Information Management.”

13.2 Amendments to the QMS document must be recorded in the “Change Registration Sheet” (Annex 2).

### 14. AGREEMENT, STORAGE AND DISTRIBUTION

14.1 This Regulation was discussed and agreed at a meeting of the Methodological Committee and shall be approved by the Senate.

14.2 Responsibility for storing, duplicating and distributing working copies of this University Regulation rests with the Head of the Department for Methodological Work Organization. Working versions are sent to the following addressees: faculty deans and heads of departments.

14.3 The control copy of the Regulation is transferred to the Center for Strategic Development, Ranking and Quality.

#### AGREED BY:

Vice-Rector for Academic Affairs

E. Idrissova

Vice-Rector for Finance and International Relations

M. Giritlioglu

Vice-Rector for Science and Strategic Development

A. Oshibayeva

Head of the Center for Strategic Development,

S. Kyrykbaeva

Ranking and Quality

G. Musakhanov

Head of the Legal Department

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