

**K. Zhubanov Aktobe Regional University**

**POSITION**  
**ABOUT BUILDING A MODULAR EDUCATIONAL PROGRAM**

**Publication for official use**

**Aktobe 2022**

## **1 SCOPE OF APPLICATION**

1.1 This Regulation on the development and approval of educational programs defines the structure, content, stages of development and approval of educational programs in NJSC "K. Zhubanov Aktobe Regional University" (hereinafter referred to as the University).

1.2 This regulation is included in the list of internal regulatory documents of the University, is mandatory for execution and is valid in all structural divisions of the University.

## **2 REGULATORY REFERENCES**

This Regulation has been developed in accordance with the following regulatory documents:

2.1 Law of the Republic of Kazakhstan "On Education" dated June 27, 2007 No. 319-III (as amended on May 3, 2022).

2.2 State mandatory standard of higher and postgraduate education. (Order No. 2 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022).

2.3 Standard rules of activity of educational organizations implementing educational programs of higher and (or) postgraduate education (Order of the Minister of Education and Science of the Republic of Kazakhstan No. 595 dated October 30, 2018, as amended on August 31, 2022, No.385).

2.4 Rules for organizing the educational process based on credit technology of training. Order Mof the Ministry of Education and Science of the Republic of Kazakhstan No. 152 dated 20.04.2011 (with amendments and additions No. 207 dated May 6, 2021).

2.5 Algorithm for inclusion and exclusion of educational programs in the Register of Educational programs of Higher and Postgraduate Education (Order No. 665 of the Ministry of Education and Science of the Republic of Kazakhstan dated December 4, 2018);

2.6 Classifier of training areas for personnel with higher and postgraduate education. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 569 dated October 13, 2018 (with amendments and additions as of June 05, 2020);

2.7 National Qualification Framework, approved by the protocol of March 16, 2016 of the Republican Tripartite Commission on Social Partnership and Regulation of Social and Labor Relations;

2.8 The industry framework of qualifications in the field of information and communication technologies was approved by the Protocol No. 1 of the meeting of the industry Commission on social partnership and regulation of social and labor relations in the field of information and communication technologies dated December 20, 2016.

2.9 Guidelines for the use of the European Credit Transfer and Accumulation System (ECTS) 2015.

2.10 Cand the coding system of academic disciplines of higher and postgraduate education. State Standard of the Republic of Kazakhstan 5.05.001-2005.

2.11 Professionale standards. Appendix to the Order of the Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" No. 133 dated June 8, 2017.

2.12 Regulation on the organization and conduct of professional practice and definition of the organization as a practice base of the K. Zhubanov ARU (Protocol No. 10 of 15.03.2022.03.2022 years).

### 3 BASIC TERMS AND ABBREVIATIONS

In this regulation, the following terms and definitions are used in accordance with regulatory documents:

**Educational program** (hereinafter – EP) - a single set of basic characteristics of education, including the goals, results and content of training, organization of the educational process, methods and methods of its implementation, criteria for evaluating learning outcomes;

**Development of the educational program** – planning of the educational program and its components, indicating the results of training and the corresponding labor costs, types of educational activities, teaching methods and assessment procedures/criteria;

**Educational program passport** – a brief description of the program, including: the purpose of the program, a description of the relationship of the OP with the professional sphere (including the national qualifications framework (hereinafter referred to as the NQF), the industry qualifications framework (hereinafter referred to as the IQS) and, if there are professional standards), learning outcomes and disciplines, the matrix of the impact of disciplines on the formation of learning outcomes, as well as containing information about the complexity and language of training;

**Register of educational programs** - of higher and postgraduate education (hereinafter referred to as the Register of Educational programs) is an information system that includes a list of educational programs developed by the OHPE (Organizations of higher and postgraduate education) of the Republic of Kazakhstan and successfully passed an external independent examination organized by the Center for the Bologna Process and Academic Mobility.

**Learning outcomes/ LO /** - the amount of knowledge, skills and abilities acquired and demonstrated to students during the development of the educational program, as well as the values and attitudes formed, confirmed by the assessment;

**Competencies** - the ability of students to apply the knowledge, skills and abilities acquired in the course of training in their professional activities;

**A module** - is an autonomous structural element of an educational program that is completed from the point of view of learning outcomes and has clearly formulated the knowledge, skills, abilities and competencies acquired by students, as well as adequate assessment criteria.

**Modular educational program** - a training program that includes a set of training modules aimed at mastering students' key competencies necessary to obtain a certain academic degree and/or qualification.

**Modular training** - a method of organizing the educational process based on the modular construction of the educational program, curriculum, and academic disciplines.

**Basic educational program (Major)** - an educational program defined by the student for studying in order to form key competencies;

**Additional educational program (minoror)** - a set of disciplines and (or) modules and other types of academic work determined by the student for studying in order to form additional competencies;

**Current educational program** - an educational program in which educational activities were carried out and at least 1 graduation was made;

**New educational program** - an educational program for which educational activities are conducted, but there was no graduation.

**Innovative educational program** - an educational program that has no analogues in the Republic of Kazakhstan, is entered in the register for the first time.

**Graduate attributes (graduate model)** - a complete set of characteristics that allows a graduate to successfully perform functions that correspond to their profession.

**National Qualifications Framework (NQF)** - a structured description of the qualification levels recognized in the labor market.

**Industry Qualifications Framework (IQF)** - a structured description of the qualification levels recognized in the industry.

**Professional standard (PS)** - a standard that defines in a particular field of professional activity the requirements for the level of qualification and competence, for the content, quality and working conditions;

**Profession** - a type of work activity that requires the possession of a set of special theoretical knowledge and practical skills acquired as a result of special training, work experience;

**Profile** - a set of basic typical features of the profession (training areas, specialties, specializations) that determine the specific orientation of the educational program.

**Labor function** - an integral part of a type of labor activity, which is an integrated and relatively autonomous set of labor actions defined by business processes and assumes the presence of the necessary competencies for their implementation;

**Catalog of elective subjects (CES)** - a systematized annotated list of all elective component disciplines for the entire period of study, containing their brief description with an indication of the purpose of study, brief content (main sections) and expected learning outcomes. The CES reflects the prerequisites and post-prerequisites of each academic discipline. CES should provide students with an alternative choice of elective academic subjects for the formation of an individual educational trajectory.

Based on the educational program and CES, students develop individual training plans with the help of advisors.

**Curriculum** - a document regulating the list, sequence, volume (labor intensity)

of academic subjects, academic disciplines and (or) modules, professional practice, other types of educational activities of students of the appropriate level of education and the form of control.

**Individual curriculum (IC)** - a curriculum formed for each academic year by students independently with the help of an adviser based on the educational program and a catalog of elective subjects and (or) modules.

The IC determines the individual educational trajectory of each student separately. The IC includes disciplines and types of educational activities (practical training, research/experimental research work, forms of final certification) of the mandatory component (MC), the university component (UC) and the elective component (EC).

When determining the individual learning path within the university component and (or) the elective component, the student chooses the disciplines according to the main educational program (Major) and (or) according to the additional educational program (Minor).

**Working curriculum (WC)** - an educational document developed by the university independently on the basis of the educational program and individual curricula of students.

The exam determines the list of subjects for the academic year and their labor intensity in credits, the order of study, types of training sessions and forms of control, as well as other types of educational activities (practice, state exam, writing and defending a thesis (project)).

**Advisor** - a teacher who performs the functions of an academic mentor studying under the relevant educational program, who assists in choosing the learning path (forming an individual curriculum) and mastering the educational program during the training period.

**Mandatory component** – a list of academic subjects and the corresponding minimum amounts of academic credits established by the State Educational Standard and studied by students without fail according to the training program.

**University component** - a list of mandatory academic subjects determined by the university independently for the development of the educational program.

**Elective component** - a list of academic subjects and corresponding minimum academic credits offered by the university, independently selected by students in any academic period, taking into account their prerequisites and post-prerequisites.

**Elective subjects** - subjects, which are necessarily chosen by the student for study during the development of the main professional educational program, reflecting the individual training of the student, taking into account the specifics of socio-economic development and the needs of a particular region. Elective subjects are chosen for 1 year of study.

**Postrekvizity** – disciplines that require knowledge, skills and abilities acquired upon completion of the study.

**Prerequisites** – disciplines that contain knowledge, skills and abilities necessary for the discipline being studied.

**Academic period (Term)** - the period of theoretical training set independently by the educational organization in one of three forms: semester, trimester, quarter.

**Academic credit** – a unified unit of measurement for the volume of scientific and (or) academic work (load) of a student and (or) teacher.

**Bachelor's degree** – the level of higher education aimed at training personnel with the award of the bachelor's degree in the corresponding educational program with the mandatory development of at least 240 academic credits.

**Master's degree** - the level of higher education aimed at training personnel with the award of the master's degree in the corresponding educational program with the mandatory development of at least 120 academic credits.

**Doctoral studies** – postgraduate education, the educational programs of which are aimed at training personnel for scientific, pedagogical and (or) professional activities, with the award of the degree of Doctor of Philosophy (PhD) (doctor in profile) with the mandatory development of at least 180 academic credits.

**Pre-graduate work (project)** is a final work that summarizes the results of a student's self-study of an actual problem corresponding to the profile of the educational program.

**Pre-graduate project** – a student's final work, which is an independent solution of applied tasks corresponding to the profile of the educational program, performed using project approaches and (or) in the form of preparing business projects, models, as well as creative projects and other projects.

**Master's thesis** is a generalization of the results of independent research work of a master's student on one of the relevant topics of a specific educational program, performed in accordance with the established form. It should demonstrate the maturity of the graduate as a researcher who is able to creatively formulate and solve scientific problems of the specialty.

**Doctoral dissertation** - a scientific work of a doctoral student, which is an independent study, in which theoretical provisions are developed, the totality of which can be qualified as a new scientific achievement, or a scientific problem is solved, or scientifically based technical, economic or technological solutions are presented.

**Registration for an academic discipline (Enrollment)** - the procedure for registering students for academic disciplines.

**Final control** – control of academic achievements of students in order to assess the quality of their development of the curriculum of the discipline, conducted during the intermediate certification period in the form of an exam. If the discipline is studied over several academic periods, then the final control can be carried out on the part of the discipline studied in this academic period.

**Final certification** of students (Qualification Examination) – a procedure carried out in order to determine the degree to which they have mastered all academic disciplines and (or) modules and other types of educational activities provided for in the educational program in accordance with the state mandatory standard of the relevant level of education.

**Competence** – the ability to make practical use of the knowledge, skills and abilities acquired in the course of training in professional activities.

**Description of the discipline** (Course Description) - a short description of the discipline (consisting of 50-60 words), including the goals, objectives and content of the discipline.

## 4 GENERAL PROVISIONS

4.1 Modular university programs of higher and postgraduate education are developed and approved by the University independently in accordance with the requirements of the State Educational Standard, the rules of credit technology of training, the classifier of training areas, and other regulatory legal acts of higher and postgraduate education.

4.2 The State mandatory standard of higher and postgraduate education defines the requirements for the content of education with a focus on learning outcomes, the maximum amount of academic load of students, the level of training of students and the duration of training in organizations of higher and (or) postgraduate education.

4.3 The content of educational programs of higher education provides for studying the cycle of general education disciplines, the cycle of basic disciplines, the cycle of profile disciplines, as well as passing professional practice in the relevant areas of personnel training with a focus on learning outcomes and compliance *with the National Qualifications Framework and Industry Qualifications Frameworks*.

4.4 Educational programs are developed in accordance with *the National Qualifications Framework, the Industry Qualifications Framework, Professional Standards and Dublin Descriptors*, aligned with the European Qualifications Framework.

4.5 Educational programs of higher education include subjects of a compulsory component and an elective component.

As part of the elective component, when determining an individual learning path, the student can choose:

- ✓ disciplines in the main educational program (Magor);
- ✓ disciplines in the supplementary educational program (Minor).

The procedure for choosing and mastering subjects in the main and additional educational programs is carried out taking into account the presence of prerequisites.

The procedure for selecting and mastering disciplines in an additional educational program is carried out to obtain additional competencies in related or specialized EP, as well as to meet the personal needs of the student.

4.6 Dublin descriptors are descriptions of the level and scope 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 learning outcomes, formed competencies

and academic credits.

4.7 Requirements for the level of training of students are determined on the basis of Dublin descriptors of the corresponding level of education (first level - bachelor's degree, second level-master's degree, third level-doctoral degree) and reflect the mastered competencies expressed in the achieved learning outcomes.

Learning outcomes are formed both at the level of the entire educational program of higher education, and at the level of individual modules or academic discipline.

4.8 The Dublin Descriptors are based on five main learning outcomes:

- knowledge and understanding;
- putting knowledge and understanding skills into practice;
- ability to make judgments, evaluate ideas, and draw conclusions.
- communication skills;
- skills in the field of training.

4.9 Learning outcomes are *expected* and *measurable* concrete achievements of students, expressed in the language of knowledge, skills, abilities, and competencies, and which describe what the student will be able to demonstrate at the end of the training period, module, or discipline.

4.10 An educational program structured by modules, where each module is allocated a certain number of credits and a form of control, creates opportunities for creating truly "flexible" programs that meet the requirements of the modern labor market.

The flexibility of the educational program is provided through the use of such a module construction mechanism, in which the module is correlated with the learning outcomes measured and diagnosed in dynamics, aimed at the formation of certain competencies of the educational program.

Understanding of the need to choose variable modules arises gradually among students, as they master the basic modules and immerse themselves in the professional environment.

4.11 Modules in modular educational programs can be divided into the following types:

- *mandatory modules* consisting of basic subjects that form general cultural competencies that are not related to the field of study.

- *mandatory modules in the field of training*, consisting of basic disciplines and professional disciplines that form the basis of the training area and are aimed at the formation of basic and professional competencies;

- *elective modules*, consisting of disciplines in the profile, aimed at the formation of professional competencies in accordance with the orientation of the educational program to areas of knowledge and (or) specific activities within the training area.

Optional modules allow you to quickly respond to employers' requests in order to ensure that graduates are in demand by the professional community, update professional orientation taking into account trends in the economic, scientific and technical development of the region and the country as a whole,

taking into account the needs of real customers and strategic partners of the University. The inclusion of modules of this type in the educational program is one of the means of individualizing training, developing students' initiative and independence.

4.12 A module can consist of two or more academic disciplines or combine one or more disciplines with other types of academic work.

4.13 Professional practices, theses (projects), master's / doctoral theses (projects) are included in the corresponding modules of the educational program. At the same time, each type of professional practice belongs to different modules.

4.14 Modular educational programs contribute to the creation of flexible educational structures both in terms of content and organization of training.

4.15 Modular training allows you to flexibly respond to the demands of the labor market not only by opening new educational programs, but also by introducing new content modules into existing programs.

## **5 PROCEDURE FOR DEVELOPING AN EDUCATIONAL PROGRAM**

5.1 The development of educational programs for higher and postgraduate education consists of the following stages:

- 1) Preparation for the development of an educational program.
- 2) Designing an educational program.
- 3) Detailing the structural elements of the educational program.

5.2 At the stage of preparation for the development of the educational program, the activity of the Department of Internal Affairs for the opening of the OP is planned and the list of training areas and OP is determined.

1) Determines the current and future needs of the market: specialists in demand are needed now and in the future; employment prospects for graduates (deficit or surplus).

2) Conducts analysis of the training market: competitors in the training market in the region, nearby regions; strengths/weaknesses of competitors.

3) Analyzes the university's capabilities for implementing the EP: availability of the necessary human resources; availability of the necessary material, technical, informational and financial resources.

Based on the results obtained, the PSA determines the list of training areas.

5.3 The Academic Committee (AC), formed by related or related higher and postgraduate education programs, participates in the development of educational programs of the University.

The purpose of the AC activity is to define the list of EP, design, develop and improve the OP.

The AK consists of:

- head of the Department
- представители из числа PPP representatives
- employer and

- graduate and university of previous years
- representatives of partner universities, if necessary.

5.4 ***The design stage of the educational program*** is divided into the following sub-stages, performed by the Academic Committee:

- ✓ research of the field of professional activity of the graduate;
- ✓ defining competencies specific to the field of activity the corresponding OP and the level of their development;
- ✓ formation of the program's learning outcomes;
- ✓ determining the structure of the OP and the list of disciplines;
- ✓ defining the relationship between competencies, learning outcomes

and

evaluation criteria.

- ✓ definition of teaching and learning methods, technologies, and tools assessment of students' achievement of learning outcomes;
- ✓ determine resource requirements.

5.4.1 At the sub-stage of professional activity research, the AC analyzes documents for forming the initial list of competencies of an educational program graduate: domestic and foreign National qualifications Frameworks, Industry Qualifications Frameworks, professional standards, state educational standards, Atlas of New Professions, job descriptions, etc.

5.4.2 The following sub-stage builds the competence model of an OP graduate:

- General/general educational competencies (personal, social and ethical, organizational and managerial, etc.) are defined.
- Basic and professional competencies are defined (theoretical and practical skills and abilities specific to this area of training).

At this stage, to clarify and rank the list of competencies, a survey is conducted (questionnaires, interviews and focus groups) of employers, representatives of the surveyed field, in which graduates of the OP will work.

The competencies of a graduate of an educational program must comply with the Dublin Descriptors, State Educational Standards, NRC, ORC, and professional standards.

In the OP developed on the basis of a professional standard, the main labor functions are projected into *the professional competencies* of the OP.

Personal competencies from the ORC are projected into *the general, basic competencies of the OP*, professional competencies/main labor functions from the ORC, PS-respectively, into *the professional competencies* of the OP.

5.4.3 At the sub-stage of the formulation of learning outcomes of the educational program, the working group determines the learning outcomes that ensure the formation of the competencies of the OP graduate, meet the requirements of professional standards and (or) the requirements of/expectations of employers.

The results of training serve as the basis for determining the scope of the OP and the amount of academic credit allocated to this program. The OP must define the relationship between disciplines and learning outcomes.

The ROS are formulated on the basis of the guidelines of the European Credit Transfer and Accumulation System (ECTS):

- ✓ ROS should adequately reflect the context, level, scope and content of the program.
- ✓ ROS should be focused on the upcoming needs of the labor market;
- ✓ PO formulations should clearly correspond to the level of the program, detail the professional and / or personal context of the manifestation of competencies, describing labor functions using active verbs;
- ✓ ROS must be mutually agreed;
- ✓ ROS should be clear and verifiable in terms of the student's achievements at the end of the program.
- ✓ ROS must be achievable within the specified amount of labor;
- ✓ ROS should be linked to relevant learning activities, assessment methods and criteria.

The university independently determines the number of ROS. Experience shows that it is advisable to specify 8-12 PO.

When designing a RO, it is necessary to take into account that the OP should equip graduates with two main types of competencies:

✓ behavioral skills and personal qualities (self-learning and systems thinking; transdisciplinarity and кроссфункциональность cross-functionality; ICT-competencies; language skills; technological literacy; creativity; entrepreneurship; social intelligence, cooperation with team members; customer orientation, ability to work with consumer requests; work in high uncertainty mode and rapid change of task conditions (ability to quickly make decisions). ability to make decisions, respond to changing working conditions, and allocate resources and manage your time).

✓ professional skills that allow each specialist to act competently in any professional environment.

ROS begin with an active verb to express what students are expected to do as part of professional activities and personal development, realizing professional functions through the application of competencies, using the acquired knowledge and skills.

formulations usually use active verbs from Bloom's taxonomy. An approximate list of verbs that can be used is given in Appendix 1.

ROS must be:

- ✓ they are focused on labor functions.
- ✓ they are focused on the long-term needs of the labor market.

Each learning outcome should have criteria for evaluating its achievability and be measurable.

The evaluation criterion should describe the "completed action" . Accordingly, the criteria are formed in the categories "knows", "can", "owns" (for example, "knows" - reproduces and explains educational material with the required degree of scientific accuracy and completeness; " can " - solves typical problems based on reproducing standard solution algorithms; "owns" - solves complicated tasks based on acquired knowledge, skills and abilities, with their application in atypical situations).

Program design involves determining the structure of the program and the order of study of disciplines aimed at the formation of RO, by specifying pre and post requisites for academic disciplines.

Further, methods and tools for assessing the achievement of competencies are designed.

When designing methods and tools for assessing the achievement of RO , it is necessary to:

- ✓ use measurable evaluation methods based on specific criteria.
- ✓ assessment methods should be consistent with the estimated learning outcomes.
- ✓ The obtained grades should reflect the level of RO proficiency of students.

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

1) Human and social resources. The implementation of the EP is provided by scientific and pedagogical personnel who have an appropriate education and confirmed by official documents.

2) Material and technical base. The material and technical base of the educational process must comply with sanitary and fire-fighting rules and regulations, be provided with the necessary equipment for carrying out all types of educational, laboratory, practical and research work of students provided for in the curriculum.

3) Information and library support. The educational program should be provided with educational and methodological resources for all academic courses, disciplines (modules). Students can use literature in different languages, regardless of the language of instruction, as additional literature and resources.

4) Social resources. Social resources are also necessary for the implementation of the EP: established partnerships of the university with enterprises and organizations in the real sector of the economy; connections in the professional, pedagogical and business communities; connections with public associations and non-profit organizations that express the interests of employers in this segment of the labor market, professional communities.

## ***5.5 Stage detailing the structural elements of the educational program***

5.5.1 At this stage, the name and purpose of the OP are formulated проектируется , the content of the OP is designed, and training strategies are defined.

5.5.2 The name of the program should reflect the content of the program, be brief, specific and informative, and should also correspond to the direction of training according to the Classifier.

5.5.3 The goal of the EP should be formulated concisely, concretely and synergistically to combine learning outcomes that should be acquired by students. The goal of the OP must meet the criteria of relevance, concreteness, and achievability.

5.5.4 Next, the content of the OP is designed through the definition of modules/academic disciplines of the program. The EP is developed in the context of professional functions and consists of a list of academic disciplines, the content of which allows you to achieve the goal of competence and learning outcomes within the framework of the presented EP.

5.5.6 The brief description of the discipline should reflect the purpose and content of the discipline as indicators of achieving the results of training in the OP. The description of the discipline should not contain any definitions, excerpts from lectures, textbooks, etc. It is not allowed to duplicate disciplines or have different disciplines with the same content. In the OP developed on the basis of a professional standard, the main labor functions are projected into competencies and learning outcomes.

5.5.8 After determining the list of modules and disciplines in the context of competencies and learning outcomes, the labor intensity of modules and disciplines in credits is determined. On this basis, taking into account pre- and post-requirements, the draft curriculum of the educational program is formed. At the same time, it is necessary to comply with the requirements of the State Educational Standard regarding the number of credits depending on the direction and level of training (including cycles and components).

5.5.9 When developing the structural elements of the EP, special attention should be paid to the formulation of the learning outcomes of the module/discipline.

5.5.10 Module/discipline RO - is what a student should be able to do after successfully completing a module / discipline in order to demonstrate their knowledge, understanding, skills, and / or competencies. Module/discipline ROS define the minimum requirements required for a student to successfully pass the module / discipline. Both modules / disciplines should focus on learning rather than teaching, and they do not specify what the teacher can provide, but show what the student can demonstrate.

5.5.11 All RO modules/disciplines should be evaluated. In addition, when writing a PO discipline, it is important to consider how the discipline is integrated into the module, and therefore, when formulating a PO module, how the module is integrated into the overall program.

5.5.12 After formulating the learning outcomes of the program/modules/disciplines and determining their labor intensity, training strategies are defined.

5.5.13 The training strategy in HPS should focus on the use of innovative teaching methods and information technologies.

## 6 BUILDING A MODULAR EDUCATIONAL PROGRAM

When drawing up a modular educational program, first of all, the following factors are taken into account:

- preliminary in-depth interdisciplinary study of the content of existing educational programs in order to eliminate duplicate fragments from academic disciplines;
- limiting the list of training modules included in the MES;
- formation of possible educational trajectories within the same MA (taking into account the directions, elective subjects and additional educational programs);
- development of a system for implementing training modules and high-quality updating of the material and technical, information, library and publishing and printing base of the university.

6.1.1 The University independently develops educational programs of higher and postgraduate education in accordance with the requirements of the State Educational Standard, reflecting the results of training, on the basis of which curricula are developed (working curricula, individual curricula of students) and working curricula in disciplines (syllabuses).

6.2.2 Learning outcomes are determined based on the Dublin Descriptors of the relevant level of education and expressed in terms of Bloom's taxonomy levels. At the same time, the main learning outcomes are highlighted:

- ✓ knowledge and understanding;
- ✓ applying knowledge and understanding;
- ✓ forming judgments;
- ✓ communication skills;
- ✓ learning skills or learning abilities.
- ✓ analysis of processes, situations, and data.
- ✓ evaluation.
- ✓ development of models and theories.

The training results should be:

- ✓ they are focused on labor functions.
- ✓ have synergy, that is, be not just the sum of ALL disciplines, but take into account participation and interdisciplinarity;
- ✓ focused on the future needs of the labor market;
- ✓ include "soft" skills.

6.3.3 The essence of modular training is that the content of training is structured into autonomous organizational and methodological modules, the content and scope of which may vary depending on the didactic goals, profile and level differentiation of students. The combination of modules provides the necessary degree of flexibility and freedom in selecting and completing the required specific educational material for teaching (and self-study) a certain category of students and implementing special didactic and professional goals.

6.4 The basic principles of modular training are:

- ✓ a systematic approach to building the structure of educational programs, a specific discipline and determining their content;

- ✓ structuring knowledge into separate elements and a clear approach of cooperation between teachers and students;
- ✓ ensuring methodically correct coordination of all types of training sessions within each module and between them;
- ✓ flexibility in the structure of building a modular course and the educational programs themselves;
- ✓ effective control of students' knowledge, distribution of control activities by semester;
- ✓ the possibility of implementing methodological principles of developing learning, which create prerequisites for creative activity of students.

6.5 At the university, the structure of the modular educational program includes the following components:

1. Title page with the name of the educational program, the level of the educational program, the term and form of study, the year of admission, the list of authors and reviewers of the educational program.
2. Mission, vision, and values of the university.
3. The graduate model.
4. Passport of the educational program:
  - scope of application.
  - code and name of the educational program;
  - regulatory support;

*Map of the training profile within the framework of the educational program:*

  - Goal of the OP

*Qualification characteristics of the graduate:*

  - the degree awarded;
  - list of specialist positions;
  - area of professional activity;
  - functions and types of educational activities.
5. Learning outcomes of the OP.
6. Modular curriculum.
  - 7.1 OP Map (Learning Outcomes map).
  - 7.2 Matrix of correlation between discipline and learning outcomes.
8. Summary table showing the amount of credits disbursed by educational program modules.
9. Resource support of the OP (personnel, educational and methodological, informational, material and technical).
10. Characteristics of the environment of the K. Zhubanov ARU, which ensures the development of general cultural and socio-personal competencies of students.

## **7 BUILDING A MODULAR CURRICULUM**

### **7.1 When developing a modular curriculum:**

The content of the curriculum consists of three cycles of subjects – general education subjects (hereinafter referred to as OED), basic subjects (hereinafter referred to as DB) and profile subjects (hereinafter referred to as PD).

The OOD cycle includes the disciplines of the compulsory component (hereinafter referred to as the OK), the university component (hereinafter referred to

as the VC), and (or) the elective component (hereinafter referred to as the CV). DB and PD cycles include the VC and CV disciplines.

OVPO does not reduce the scope of compulsory component disciplines in the list of the OED cycle, the content of which is determined by the TPP. The exception is reduced higher education programs with an accelerated period of study based on technical and vocational, post-secondary or higher education.

The scope of the OED cycle is 56 academic credits. Of these, 51 academic credits are allocated to the subjects of the mandatory component: History of Kazakhstan, Philosophy, Kazakh (Russian) language, Foreign language, Information and Communication technologies (in English), Physical Culture, Socio-political knowledge Module (political science, sociology, cultural studies, psychology).

At the same time, students of the university of all OP and (or) the direction of personnel training at the bachelor's level pass the state exam in the discipline "History of Kazakhstan" upon its completion, in the same academic period.

The VC and (or) CV disciplines of the OOD cycle amount to at least 5 academic credits, which are aimed at developing students' competencies in the field of economics and law, the basics of anti-corruption culture, ecology and life safety, as well as entrepreneurship skills, research methods.

The DB and PD cycle includes the study of academic disciplines, types of professional practices and amounts to at least 172 academic credits.

The full academic load of one academic year corresponds to 60 academic credits and up to 1,800 academic hours.

OVPO independently distributes the amount of academic credits by semester.

The main criterion for completing bachelor's degree programs is that the student has completed at least 240 academic credits for the entire period of study, including all types of academic activities of the student.

Module – an autonomous structural element of the educational program completed in terms of learning outcomes, which has clearly formulated the knowledge, skills, competencies acquired by students and adequate assessment criteria.

The scope of one module is determined by the educational organization independently and includes two or more academic disciplines or in combination of one or more disciplines with other types of academic work.

Professional practices, final attestation, master's / doctoral dissertations (projects) are included in the corresponding modules of the educational program. At the same time, each type of professional practice belongs to different modules.

In the master's program of scientific and pedagogical direction, the volume of the DB cycle is 35 academic credits in the total volume of the master's educational program. Of these, 20 academic credits are allocated to the VC.

The university component of the DB cycle of all master's degree programs in the scientific and pedagogical direction includes the disciplines "History and Philosophy of Science", "Foreign language (professional)", "Higher School Pedagogy", "Management Psychology", for the profile direction – the disciplines "Management", "Management Psychology", "Foreign Language (professional)".

In the master's program of the profile direction, the volume of the DB cycle in the total volume of the master's educational program is 10 academic credits (with a study period of 1 year) and 15 academic credits (with a study period of 1.5 years). Of these, the volume of VC disciplines is 6 academic credits with study periods of 1 year and 1.5 years.

In the master's program of scientific and pedagogical direction, the volume of the PD cycle is 49 academic credits in the total volume of the master's educational program.

In the master's degree program of the profile direction, the volume of the PD cycle is 25 academic credits (with a period of study of 1 year) and 45 academic credits (with a period of study of 1.5 years) in the total volume of the master's degree program, which are distributed between the VC and KV independently of the OVPO.

The structure of the master's degree program in the relevant areas is determined in accordance with Appendices 1, 2, 3 and 4 of the State Educational Standard (27.07.2022).

The Master's degree program in the profile direction implements postgraduate educational programs for the training of managerial personnel for the sectors of economy, medicine, law, education, art, services and business, defense and national security, law enforcement, who have advanced professional training.

In the doctoral program, Theoretical training amounts to 45 academic credits in the total volume of the doctoral program and consists of cycles of basic and profile disciplines, which include the disciplines of the university component and the elective component, practice. At the same time, the ratio of the volume of the database and PD is determined by the university independently.

In the educational program of the MBA, the Block of disciplines on the formation of professional competencies – 58 credits, including the university component, including strategic management- 3, Business research- 3, KV-44, including an off-site module. Practical training – at least 8 credits. Block of disciplines of personal development and formation of leadership qualities-20. Experimental research work – 30, final certification – at least 12. Total credits – 120 credits.

In the E-MBA educational program, a block of disciplines on the formation of professional competencies - 20 credits, including the university component, including strategic management - 3, Business research-3, KV-14, including an off-site module. Practical training – at least 8 credits. Block of disciplines of personal development and formation of leadership qualities-10. Experimental research work – 18, final certification – at least 12. Total credits -60 credits.

In the educational program DVA, the block of disciplines on the formation of professional competencies – 43 credits, including the university component, including Methodology and research methods - 5, KV-10, Research practice, including the field module-28. The block of disciplines of personal development and leadership skills formation – 10. Research work, including research practice-115, final certification – at least 12. Total credits -180180 credits.

## **7.2 Implementation of the educational trajectory for students:**

7.2.1 Due to the need of the labor market and employers, the university may develop a survey with a trajectory.

7.2.2 The name and disciplines of the trajectory and volume of academic credits are determined by the graduating department.

7.2.3 Training on the chosen trajectory starts from the second or third year.

7.2.4 Trajectory disciplines may be part of a module as separate disciplines or form a complete module.

## **7.3 When implementing a poly-language education program:**

7.3.1 HPS implementing trilingual education programs plan and organize educational activities in three languages: the language of instruction, the second language, and English.

7.3.2 The PSA independently determines the percentage of subjects taught in the language of instruction, the second and English languages.

## **7.4 Professional practice:**

Professional practice is a mandatory type of academic work of the student.

### **In the bachelor's program**

The main types of professional practice are curricular, pedagogical and industrial.

- Training (introductory) practice, planned at all OP and mastered in the 1st year;
- Psychological and pedagogical practice, planned for all OP in the field of education for 2 courses of se;
- Pedagogical practice, planned for all OP in the field of education in the 3rd year;
- Industrial pedagogical practice, planned for all educational programs in the 4th year
- Industrial practice is planned for all OP, except for OP in the field of education from the 2nd year to the 4th year.

### **In the master's program**

The educational program of the scientific and pedagogical master's degree includes two types of practices:

- IPedagogical practice in the cycle of basic disciplines;
- Andresearch in the cycle of profile disciplines.

The Master's degree program includes industrial practice in the PD cycle.

### **In the doctoral program**

The doctoral program includes:

- 1) teaching and research practice – for students enrolled in the Doctor of philosophy program;
- 2) industrial practice – for students studying under the program of specialized doctoral studies.

## **7.5 Final certification:**

### **Bachelor course**

The final certification is not less than 12 academic credits in the total volume of the higher education program.

The university independently determines the form and procedure for conducting the final certification.

### **Magistracy**

The final certification is not less than 12 academic credits in the total volume of the master's degree program in scientific and pedagogical and specialized areas and is conducted in the form of writing and defending a master's thesis (project).

### **Doctoral studies**

The final certification is not less than 12 academic credits in the total volume of the doctoral program and is conducted in the form of a dissertation or a series of articles.

## **8 APPROVAL ОБРАЗОВАТЕЛЬНОГО ЭДУКАЦИОНАЛЬНОГО ПРОГРАММЫ**

8.11 The modular educational program is approved by the employees or production representatives before approval.

8.22 The educational program is reviewed by the Academic Council of the University and submitted for approval by the Board of Directors of the University.

8.3 Each MA should be reviewed by representatives of the academic community, industry or employers.

8.44 Changes and additions to the MOE are made on the basis of the minutes of the meeting of the department.

## **9 CHANGES AND ADDITIONS**

9.1 These Regulations are approved by the decision of the Board of NAO "Aktobe Regional University named after K. Zhubanov"

9.2 Amendments and additions to the Regulation are made in accordance with the legislative acts, regulatory documents in the field of education and intra-university regulations.

9.3 In the event of a change, all copies of the now-invalid Regulations available at the University must be removed and replaced with new ones.

### **AGREED:**

Member of the Management Board-Vice-Rector  
on academic issues \_ \_ \_ \_ \_ Myasnikova L. N.

**Sample list of verbs that can be used  
when formulating learning outcomes**

**Verbs that can be used to reveal knowledge:**

Define, describe, list, find, link, assert, write, measure, compare, review, extract, identify, show, name.

**Verbs that can be used to expand understanding:**

Summarize, describe, compare, classify, contrast, transform, discuss, distinguish, identify, evaluate, explain, formulate, give examples, interpret, translate, express, illustrate, discuss, predict, present, choose.

**Verbs that can be used to reveal the ability to use:**

Apply, evaluate, modify, select, show, discover, calculate, explain, how, illustrate, predict, prepare, produce, link, show, solve, study, verify, calculate, build, modify, classify, experiment, solve.

**Verbs that can be used to reveal the ability to analyze:**

Analyze, divide, classify, organize, compare, conclude, contrast, criticize, diagnose, explain, combine, differentiate, distinguish, study, justify, draw conclusions.

**Verbs that can be used to reveal the ability to synthesize:**

Count, affirm, connect, compose, conclude, create, receive, develop, formulate, generalize, establish, transform, integrate, rearrange, organize, plan, propose, invent, reformulate, communicate, revise, select, generalize, synthesize, teach, tell.

**Verbs that can be used to reveal assessment skills:**

Evaluate, value, decide, define, rank, recommend, select, distinguish, select, compare, conclude, criticize, defend, judge, confirm, make ratings, summarize.

**Verbs that can be used to reveal problem-solving skills:**

Decide, select, define, propose, plan, confirm, evaluate, formulate, describe the course of action, develop, suggest options.

**Verbs that can be used to develop communication skills:**

Communicate, express, explain, answer, debate, defend, review, examine, tell, teach, present, draw conclusions.