

§7

RULES OF ORGANIZATING THE ACADEMIC PROCESS ACCORDING TO CREDIT TECHNOLOGY OF EDUCATION

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1. General provisions

1. The present Rules of organizing the academic process according to credit technology of education (hereinafter referred to as the Rules) were developed to implement the Law of the Republic of Kazakhstan “On Education”.

2. Unified credit technology of education is implemented for the purposes of international recognition of the national educational program, mobility of students and teachers of educational institutions, as well as for improving the quality of education and ensuring the continuity of all levels of education in educational institutions.

3. Credit technology of education is performed on the basis of students’ choice and independent planning of the sequence of learning a discipline with the usage of credit as a unified unit of measurement of the volume of academic work of a student and teacher.

4. Credit technology of education keeps counts of workload of training activities in accordance with the volume of the teaching material measured in credits.

5. Credit technology of education is a cumulative which means an increasing consideration of previously obtained credits at all levels of education.

6. The following basic concepts and definitions are used in the Rules:

1) academic degree (Degree) – a degree awarded by educational institution to a student who completed a corresponding educational program due to results of final attestation;

2) academic freedom - a set of responsibilities of subjects of the academic process provided for independent determination of the content of education according to disciplines of elective components, additional types of education and organization of academic activities to establish terms for creative development of students, teachers and application of innovative technologies and training methods;

3) academic term (Term) – a period of theoretic training established independently by an educational institution in one of three forms: semester, trimester, quarter;

4) academic calendar (Academic Calendar) – a calendar of educational and monitoring activities, professional practices throughout the academic year indicating the days off (vacation and holidays);

5) academic mobility is students or research teachers moving to study or conduct research for a specific academic period: semester or academic year to another institution of higher education (within the country or abroad) with obligatory transfer of studied educational programs in the form of credits in their own institution of higher education or for continuation of studies in other institution of higher education;

6) academic hour - time of contact work of a student with teacher according to a schedule in all kinds of training sessions (classroom work) or due to a individually approved schedule;

7) active hand-out material (Hand-outs) –visual pictorial material handed out in the classroom to motivate students for creative and successful learning of topic (lecture abstracts, references, slides, examples, glossary, tasks for independent work);

8) an intermediate attestation of students - procedure performed during examinations to assess the quality of student's mastering of a part or total volume of the academic discipline after its completion;

9) final assessment of students (Qualification Examination) - procedure performed to determine students' level of acquiring academic disciplines stipulated by the State Compulsory Standard of Higher Education;

10) academic achievements of students - knowledge, skills and competencies of students acquired by them in learning process and reflecting the current level of personal development;

11) control of academic achievements of students –inspection of the level of knowledge of students by various forms of control (current, mid-term and final) and attestation determined independently by an institution of higher education;

12) student' independent work (further - IWS) - work on a particular list of topics designated for independent studying provided with academic literature and recommendations which is controlled by means of tests, examinations, colloquiums, abstracts, essays and reports; depending on the category of students it is divided into student's independent work (further - IWS), independent work of masters (further - IWM) and independent work of doctoral students (IWD); the entire volume of IWS is confirmed by assignments required from students in the form of daily independent work;

13) current control of academic progress of students – systematic assessment of knowledge of students in accordance with the academic program which is performed by the instructor during in-class and out-of-class activities within the academic term;

14) academic rating of student (Rating) –quantitative indicator of the level of student's learning of academic program, disciplines which is defined according to results of intermediate attestation;

15) modular construction of academic program –a tool to achieve a goal of professional training by defining the content and structure of the academic program on the basis of the concept of academic process organization where the goal of teaching is a set of professional skills of student;

16) double-diploma education - parallel training according to two academic plans (academic programs in order to obtain two equal diplomas (Double Major) or primary major diploma and supplementary minor diploma (Major - Minor);

17) European Credit Transfer and Accumulation System (ECTS) – a way of awarding units of measure (credits) to components of academic programs (disciplines, courses, modules) by means of which the acquired academic disciplines are compared and transferred (with credits and grades) when a student changes educational path, educational institution and country of study;

18) individual academic plan – an academic plan formed independently for each academic year by a student with the assistance of advisor on the basis of standard academic plan and catalog of elective disciplines;

19) credit (Credit, Credit-hour)-unified unit of measuring the volume of student/ teacher's training activities;

20) credit technology of education – study on the basis of the choice and independent planning of the sequence of studying disciplines by a student using a credit as a unified unit of measuring the volume of training activities of the student and teacher;

21) final control - control of academic achievements of students in order to assess the quality of their learning of the academic discipline carried out during the intermediate attestation in the form of examination, if the discipline is taught throughout several academic periods, then final control may be conducted applying to the part of the discipline studied in the academic period;

22) midterm examination – control of the academic progress of students after completion of a part (module) of one academic discipline;

23) module – independent, completed structural element of academic program in terms of educational results which indicates clearly defined and obtained level of knowledge, competence, skills of students and proper assessment criteria;

24) modular academic program – study program which includes a set of academic modules aimed at gaining by students of key competences required for obtaining a certain academic degree and/or qualification;

25) modular training – a method of organization of the academic process on the basis of modular construction of academic program, academic plan and academic disciplines;

26) letter grade rating system of assessment of the academic progress – a system of assessment of the level of academic progress in points corresponding to the recognized international alphabetic system with numeric equivalent which allows to establish student's rating;

27) working academic curriculum – a document developed independently by educational institutions on the basis of model academic curriculum for specialty and students' individual academic plans;

28) academic module – a structural element of the study program aimed at gaining the exact learning outcomes which wholly or partially develops competences acquired by students;

29) enrollment to an academic discipline (Enrollment) – procedure for preliminary registration of students to academic disciplines;

30) grade point average (Grade Point Average –GPA) –the average value of the level of academic achievements of the learner for an academic year according to the selected program (ratio of the accumulated credits in relation to the numeric equivalent of grades of intermediary attestation in disciplines to a total number of credits for the current period of training);

31) independent work of students with guidance from the teacher (further - IWST) – out-of-class work of students under the teacher's supervision carried out according to the approved schedule; depending on the category of students such work is divided into independent work of student guided by teacher (further - IWST), independent work of master guided by teacher (further - IWMT) and independent work of doctoral student under supervision of teacher (further - IWDT);

32) Office (Department, sector) of the Registrar- an academic service performing registration of the entire academic progress of a student and organizing all types of control of academic performance and calculation of an academic rating;

33) discipline program (Syllabus) – an academic program including description of the studied discipline, goals and objectives of the discipline, its brief content, topics and duration of their study, assignments for independent work, time for tutorials, schedule for testing students' knowledge, teacher's requirements, criteria for students' knowledge testing and list of references;

34) discipline description (Course Description) – a brief description of the discipline (consisting of 5-8 sentences) which includes goals, tasks and content of the discipline;

35) postrequisites (Postrequisite) –disciplines for learning of which knowledge, competence and skills obtained on completion of studying the current discipline are required;

36) prerequisites (Prerequisite) – discipline containing the knowledge, competence and skills required for learning the target discipline;

37) transcript (Transcript) – a document containing a record of completed disciplines for a corresponding period of studies indicating credits and grades in letter and numeric expression;

38) tutor – a teacher acting as an academic advisor of student in learning a certain discipline;

39) model curriculum – a document regulating a list and volume of academic disciplines of the professional academic program of education, order of their studying and forms of control.

40) Advisor – a teacher performing functions of an academic instructor of student in corresponding specialty who assists in selecting the educational path (formation of the individual academic plan) and completing the academic program in the study period;

41) elective disciplines –academic disciplines of the elective component within the limits of established credits and conducted by educational institutions which reflect the student's individual training and consider the specification of the social-economic development and needs of a certain region, the established scientific schools of a higher education institution.

2. Educational study programs and curricula for credit technology

7. The content of educational programs is established by corresponding state compulsory standards of education and is implemented through academic programs and curricula.

8. Academic plans are developed in three forms:

- 1) model curricula (further - MC);
- 2) working curricula (further - WC);
- 3) individual curriculum plan (further - ICP).

9. In all forms of academic curricula there is used a unified discipline coding system stipulating an assignment to each academic discipline of the corresponding code in alphabetic and numeric expression.

10. MC is approved by an authorized education body. It defines a workload of each academic discipline of the mandatory component in credits and an elective component is indicated by a total number of credits.

11. WC determines a list and workload of each academic discipline of a mandatory component and an elective component in credits, order of studying them, types of academic lessons and control forms.

12. WC is developed for an academic year and is approved by the Head of education institution on the basis of the decision of the Academic (Pedagogical) Council. WC serves as a ground for calculating the workload of teachers' academic work.

13. Form, structure and order of development of WC and ICP are determined by an educational institution independently.

14. ICP defines an individual educational path of each student separately.

15. ICP is approved by the Dean of Faculty (Head of Department) in three copies: one is kept in Dean's Office (Department) and serves as a ground for monitoring student's completing and learning of the curriculum, the second is transferred to the Office of Registrar for organizing intermediate control, the third is given to a student.

16. A catalog of elective disciplines (further - CED) is developed in addition to MC; it is a systematic annotated list of all disciplines of the elective component containing their brief description with indication of goals of studying, brief content (basic divisions) and expected learning outcomes (obtained knowledge, abilities, skills and competences). CED reflects prerequisites and postrequisites of each academic discipline. CED provides students with an alternative choice of elective academic disciplines.

17. Education organization provides the academic process with information resources in full: with textbooks, teaching aids, access to network educational resources.

Each student is supplied with reference book for the entire study period.

3. Academic process according to credit technology of education

18. Basic tasks of organizing the academic process according to credit technology are:

- 1) unification of knowledge volume;
- 2) creation of conditions for maximum individualization of education;
- 3) strengthening the role and effectiveness of independent work of students;
- 4) identification of the actual learning outcomes of students through effective procedures for their control.

19. Credit technology of education includes:

1) introduction of the credit system to assess the workload of students and teachers for each discipline;

2) freedom of students in selecting disciplines included in CED which provides their direct participation in the formation of ICP;

3) freedom of students in choosing an instructor;

4) involvement of advisors in the academic process to assist students in choosing educational path;

5) use of interactive teaching methods;

6) enhancing students' independent work in learning the study program;

7) academic freedom of the faculty (department) and chairs in the organization of the academic process, formation of educational programs;

8) providing the academic process with all necessary learning and teaching materials in print and electronic storage media;

9) effective methods of control of academic achievements of students;

10) the use of grade rating system of evaluation of academic achievements of students for each academic discipline.

20. The organization of the academic process within one academic year is carried out on the basis of the academic calendar which is approved by the Head of educational institution based on the decision of the Academic (Pedagogical) Council.

21. The academic year consists of academic periods, periods of intermediate attestation, holidays and practices. In the graduating year, the academic year includes the period of final attestation.

Depending on its forms, the academic period lasts 15 weeks for a semester, 10 weeks for a trimester and 8 weeks for a quarter.

The period of intermediate certification is no less than 1 week.

Vacations are given to students after each academic period herewith duration of vacation time in the academic year is not less than 7 weeks.

22. Introduction of summer semester (with the exception of students of the graduating year) lasting for no less than 6 weeks is allowed to meet needs in additional trainings, elimination of academic debt or difference in the academic curriculum, study of disciplines and earning of credits by students in other higher education institutions with mandatory transfer in their own institution, improvement of Grade Average Point (GPA).

23. Planning of the teaching staff workload is performed in academic hours or credits. Herewith the work load for classroom studies is calculated according to contact time of a teacher with class, group, and subgroup. Time expenditure for individual types of work with each student (monitoring IWS assignments, course papers (projects), taking examinations, including participation in State Attestation Commission (further - SAC), supervision over graduation works) is calculated on the basis of time standard established by higher education institution independently.

One academic hour of classroom work is equal to 50 minutes. Exclusion is studio and laboratory works, as well as physical training lessons where an academic hour is equal to 75 minutes for studio lessons or 100 minutes for laboratory lessons and physical training lessons.

One academic hour of all types of practice, research work of students, final state attestation of students is equal to 50 minutes.

24. When planning the volume of academic work one credit is equal to 15 academic hours for the following types of academic work:

classroom work of a student during the academic period in the form of semester is equally divided into one hour a week;

student's work with a teacher during field and research practices;

student's work with teacher during research work;

student's work when preparing and defending graduation thesis (project), master or doctoral thesis;

student's work to prepare and pass the state examination in specialty (complex examination).

25. Students' workload is defined by duration of an academic hour and volume of training hours (for 50 minutes) accompanying academic hours for different types of academic work.

As one academic hour of classroom work may be equal to 50, 75 or 100 minutes, then academic hours of classroom work of a student is added by a corresponding number of hours of IWS in a such manner that one credit of total academic workload of a student per week during the academic period in the form of semester is equal to 3 hours.

Physical training lessons are not accompanied by additional hours of IWS.

Each academic hour of practice (except educational practice) is accompanied by a corresponding number of academic hours of student additional work: 1 hour for pedagogical practice, 4 hours for field practice and 7 hours for research practice.

Each academic hour of research (experimental-research) work of student (master, doctoral student) including writing of master or doctoral thesis is accompanied by 7 hours of IWS.

Each academic hour of student final attestation is an academic hour of contact work of a student with teacher to implement and defend graduation thesis (project), master or doctoral thesis or work of a student with teacher on preparation and passing state examination (complex examination). Each academic hour of final attestation of student is accompanied by 6 hours of IWS.

26. Professional practice is a mandatory component of the academic program of higher education. It is divided into academic, pedagogical, professional and pre-diploma practices. Total volume of all types of practices is not less than 6 credits.

27. Master's and Doctoral programs have research practice.

28. The duration of practice is determined in weeks resulting from standard work time of a student in the field during a week which is equal to 30 hours (6 hours a day of a 5-day working week). For determining the number of weeks the volume of practice in credits is multiplied to workload of the corresponding type of practice in academic hours and divided into duration of practical work of student within a week, i.e. by 30 hours.

Since workload of 1 credit of practice is 15 hours (by 50 min.) for educational practice, 30 hours (by 50 min.) for pedagogical practice, 75 hours (by 50 min.) for field practice, and 120 hours (by 50 min) for research practice, then correspondingly the duration of practice for 1 credit in weeks is 0.5 week for academic practice, 1 week for pedagogical practice, 2.5 weeks for field practice and 4 weeks for research practice.

29. Final attestation planning of students and research (experimental-research) work of graduates and doctoral students in weeks is determined resulting from standard work time of a student during a week which is equal to 54 hours (9 hours a day including IWS in a 6-day working week).

30. One credit of masters' research work (further - RWM), masters' experimental and research work (further - ERWM), doctoral students' research work (further - RWD) corresponds to 120 (15x8) hours of work of a learner, i.e. 2.2 weeks.

One credit of final attestation corresponds to 105 (15x7) hours, i.e. 2 weeks. From which 15 hours are allocated to contact work of a student with teacher and 90 hours for IWS.

2 weeks (1 credit) are given for preparing for and passing the state examination in specialty (complex examination). 2, 3 and 4 credits, i.e. 4, 6 and 8 weeks, are correspondingly given for writing and defending graduation thesis (project), master or doctoral thesis.

31. Class instruction sessions are conducted mainly in active creative forms (case studies, business games, trainings, debates, round tables, seminars).

32. In order to ensure the individual educational path and electivity of teachers in accordance with credit technology of education a schedule for classes is drawn up in the context of academic disciplines and teachers.

Class instruction sessions are organized:

1) for full-time students - in one or two shifts from 8.00 AM to 6.30 PM;

2) for students of evening classes - in one shift from 7.00 PM to 10.00 PM;

3) for students of the correspondence department during the day from 8.00 AM to 10.00 PM depending on the availability of free classroom fund.

34. Academic classes and groups are formed on the basis of a sufficient number of students, enrolled in the discipline to a particular teacher, and on achieving a sufficient level of profitability.

Occupancy of the academic class and group is determined by educational institution independently.

35. According to credit technology of education, learners' independent work is divided into two parts: independent work which is performed under supervision of teacher (IWLT) and its second part which is performed entirely independently (IWLI - correspondingly IWL proper).

The total volume of IWL is confirmed by tasks requiring from learners a daily independent work.

36. The percentage of IWLT (IWST, IWMT, IWDT) in a total volume of IWL is determined by educational institution independently.

IWLT is out-of-class work of a learner which is performed by him (her) in contact with teacher. IWLT is implemented according to the individual schedule which is not included into general class instruction sessions schedule.

IWLT includes tutorials on the most complicated issues of the academic program, performance of home tasks, course projects (papers), control of semester works, reports and other types of assignments of IWL.

37. Registration of students for disciplines (Enrollment) is organized by the Office of the Registrar. Herewith structural subdivisions and advisors are engaged for conducting organizational-methodical and consultation work

38. Credit technology of education is based on student's independent planning of the study program, selection of educational path, motivation for upgrading the level of self-education.

When drawing up their ICP students:

1) get acquainted with rules of organizing the academic process according to credit technology of education;

2) comply with the deadlines for registering for academic disciplines and making amendments to ICP;

3) register for no less than the established number of credits per academic year in order to study the academic program of the corresponding level.

39. Students studying on a fee-paying basis depending on their solvency, form of education, individual skills draw up own ICP with lower number of credits than established for completion of the academic program of the corresponding level, but this increases a training period.

40. For providing academic mobility students study some disciplines in other educational institutions, including institutions abroad.

Herewith Head of the educational institution defines the upper limit of the amount of credits for earning in other educational institutions.

In case of studying separate disciplines in educational institutions of the Republic of Kazakhstan a bilateral agreement is concluded between these educational institutions.

41. In case of studying separate disciplines in other educational institutions after passing the intermediate certification in discipline a student submits to the Dean's Office (Department) of his/her own institution an examination record (or transcript) indicating examination grades, final grade for a discipline and the amount of earned credits.

42. Higher educational institutions implementing joint educational programs in cooperation with foreign institutions of higher education transfer credits earned in a partner institution equally to Kazakhstani credits and ECTS.

43. To upgrade the quality of implementing the study program and provide the objectivity of assessing students' academic progress teaching and final control are separated.

44. Academic achievements (knowledge, abilities, skills and competences) of students are assessed in grades according to a 100-point scale corresponding to the internationally recognized practice of letter system (positive assessment in descending order from "A" to "D", "fail" - "F") with the corresponding numeric equivalent on a 4-point scale according to Annex 1 to present Rules.

45. The organization of the monitoring system of educational achievements of students is carried out by the office of the Registrar, who submits to the deputy head of the organization of education on academic studies.

The office of the Registrar conducts history of the educational achievements of students during the entire period of training which is reflected in a transcript in a form shown in the appendix 2 according to the current regulations.

The transcript is given at the request of a student for any period of studies.

46. The training teacher carries out all types of current and intermediate control and displays the appropriate assessment of the current progress of students (the average arithmetic assessments of current and intermediate controls). Thus educational achievements of students are estimated on a 100-point scale for each completed task.

47. The final assessment for the discipline includes assessment of current progress and final control (examination assessment). The share of an assessment of the current progress makes not less than 60% in the final assessment of the degree of the development of the program of educational discipline by a student. The assessment of a final control makes not less than 30% of final assessment of knowledge on a given academic discipline.

48. The positive final assessment forms the basis for addition of the mastered credits with assigned amount of the credits on the corresponding discipline and it is reflected in a student's transcript.

If a student receives "unsatisfactorily" mark on final control (examination), the final assessment on discipline isn't counted.

49. Retaking an examination with a positive assessment on total control for the purpose of its increase during the same period of intermediate certification isn't allowed.

50. A student attends types of studies provided by the working curriculum on the discipline again for receiving a positive assessment only in the next academic period or in a summer semester on a paid basis and then a student is admitted and passes a final control.

51. The cost of one credit is calculated as the ratio between the cost of approved training and the number of credits established by the organization for the development of the entire educational curriculum.

The basis for charging fees for each particular student for academic period or academic year is ICP. The sum of student's tuition fees is set equal to the amount of credits approved for the cost of each credit that is planned in ICP of a student.

52. The organizations of education are recommended to establish the identical cost of one credit regardless of specialty, which is calculated as the average cost of training for all specialties on which preparation is conducted.

54. Scholarship is paid for those students who are studying on the state educational grant according to results of intermediate certification and on condition of passing all examinations with grades "A", "A -", "B +", "B", "B -".

55. The office of the Registrar counts GPA of progress (GPA) as the average assessment of level of educational achievements of students according to the results of academic year taking into account results of a summer semester as well.

56. The transfer of a student from a course to a course independently in a section of courses is set by the transfer rate - the minimum value of the GPA that allows the transfer of a student to the next course.

57. The opportunity to study separate disciplines on a paid basis (except the discipline of "History of Kazakhstan" on which the state examination is passed) and to pass examinations on them repeatedly in a summer semester for the purpose of increase of the GPA of progress (GPA) is given to those students, who passed the program of a total course, but didn't not gain the transfer point.

58. The student who didn't gain the transfer point according to the results of academic year taking into account results of a summer semester, remains on a re-taking course.

Student, left on a re-taking course, is taught on earlier accepted individual curriculum plan or a new individual curriculum plan is formed.

59. Student of the state educational order, who is left on a re-taking course, loses the state educational grant for the further period of training.

60. The course is determined by taking into account the prerequisites in the course of the transfer, restoration of students and their exit from the academic holiday.

61. The main criterion of completion of the educational process for the preparation of the bachelor is the acquisition of a student for at least 129 credits of theoretical training and at least 6 credits of practice, at least 2 credits for the preparation, writing and defense of a thesis (project) and at least one credit for preparation and passing the state examination on the specialty.

Taking into account specifics of separate specialties (including programs of specialized higher education), the main criterion of completion of the educational process is acquisition of credits by students on group of specialties:

"Art" - up to 160-180 credits of theoretical training;

"Military and Security" - up to 170-190 credits;

"Veterinary Medicine" - at least 161 credits;

"Health and social security (medicine) - up to 190-224 credits.

Thus the higher education institution increases the amount of credits necessary for acquisition on ongoing educational programs depending on their features.

62. The main criterion of completeness of educational process on training of masters is acquisition by undergraduates:

1) for scientific and pedagogical training - at least 59 credits, including at least 42 credits of theoretical training, at least 6 credits of practice, at least 7 credits of scientific research ;

2) for profile preparation - at least 28 credits (with a term of 1 year of study) and at least 48 credits (with a term of 1.5 years of study) and respectively, not less than 18 and 36 credits of theoretical training, at least 2 and 4 credits of practice, not less than 4 and 4 credits of experimental and research work.

63. The main criterion of completeness of educational process on training of doctors of philosophy (PhD) or doctor on a profile is acquisition by the doctoral candidate of no less than 75 credits, from them not less than 36 credits of theoretical training, and also not less than 6 credits of practice and not less than 28 credits of research (experimental research) work of the doctoral candidate (SRWD/ERWD).

64. The students, who have mastered professional educational program of higher and postgraduate education and passed the final certification, are awarded the corresponding academic degree of "Bachelor" and (or) qualification of "Master" and Doctor of Philosophy (PhD) or Doctor on a profile and a diploma of the state sample with appendix (transcript) is given.

65. A diploma with honor in condition of not having re-taking examinations during the study period (excluding evaluation of military training) is given to students of the program of a bachelor degree or a specialized higher education, who passed exams and differentiated tests with grades "A", "A", "B +", "B", "B" and who had not less than 3.5 point of GPA (GPA) for the entire training period and who successfully completed all the state exams and defense of a thesis (project).

66. The opportunity of re-taking of credits of the components of research and defense of dissertation in the next academic year on a paid basis is given to students who have acquired a full theoretical course of educational program of postgraduate education, but haven't performed the research component.

4. Kazakhstan system of re-setting credits on ECTS type

67. The labor input of one Kazakhstan credit of theoretical training including classroom and independent work of students constitutes 45 hours.

68. Recalculation of the Kazakhstan credits into ECTS credits is necessary for ensuring the academic mobility of students and recognitions of educational programs (of all levels and forms of the higher and postgraduate education) in the European educational space.

69. The academic credit within ECTS is a unit of measure of labor input of discipline, both on classroom lessons, and during independent work. One credit of ECTS is equal to 25-30 academic hours.

70. The general academic load besides the classroom includes the following types of independent works of students: essay, papers, term papers (projects), laboratory works, and preparation on different types of the current, intermediate and final controls, collecting materials and writing a thesis (project).

71. ECTS estimates the total labor input of study of an academic year in 60 credits (student gets 30 credits in a semester, and 20 credits in a trimester). Duration of academic year is 30 weeks, 6 weeks of it is given to passing examinations (a final control).

72. In the European countries duration of studies for receiving bachelor degree is from three to four years and respectively it requires 180-240 units of credits.

73. Recalculation of credits of the Republic of Kazakhstan into ECTS credits and vice versa is carried out on the basis of transferred coefficients.

74. Recalculation of the credits of ECTS into the credits of the Republic of Kazakhstan is carried out by division of the credits of ECTS into transferred coefficient depending on fullness of 1 credit of ECTS on each discipline ranging from 1,5 to 1,8.

Thus, credits are formed in the whole units.

Labor input of academic year projects (works) is included into the general labor input of discipline.

75. Recalculation of credits of the Republic of Kazakhstan into the credits of ECTS is carried out by multiplication of credits of the Republic of Kazakhstan by the transferred coefficient specified in point 74 depending on fullness of 1 credit of the Republic of Kazakhstan on each discipline.

These transferred coefficients are used for recalculation of the credits of theoretical training (taking into account classroom lessons and independent work).

76. Recalculation of credits of other types of studies is carried out by analogy specified in point 74 by means of the following transferred coefficients:

practice: educational – ranging from 0,5 to 0,6, pedagogical – ranging from 1 to 1,2, field – ranging from 2,5 to 3, research – ranging from 4 to 4,8;

scientific (experimental) – research work of the undergraduates (doctoral candidates) – ranging from 4 to 4,8;

a final certification of students – ranging from 3,2 to 4,5.

77. Higher educational institutions appoint the coordinator of ECTS at university level and at the faculties as well.

The high school coordinator of ECTS provides observance of the principles and mechanisms of ECTS, and also coordinates and controls work of all coordinators of structural divisions of higher education institution.

Coordinators of ECTS consult trainers and teaching staff on practical and educational aspects of ECTS.

78. The rating scale of ECTS includes five positive grades (from "A" to "E"), grade "FX" can be corrected to the grade "F" without granting credits.

The system of estimation of knowledge of the Republic of Kazakhstan based on mark and rating alphabetic (letter) system of an assessment of the educational achievements of students includes ten positive grades (from "A" to "D") which provide assignment of credits and one unsatisfactory assessment "F" without granting credits.

79. The transfer of grades into ECTS in mark and rating letter system of an assessment of the educational achievements of students and verse versa is carried out in accordance with appendixes 3-4 according to current regulations.

5. Academic mobility within the Kazakhstan model of transferring credits according to ECTS type

80. The following normative documents are used during planning and organization of the academic mobility in the Kazakhstani higher education institutions:

a statement of a student, leaving according to programs of mobility;

an agreement on training on programs of mobility;

a transcript about training;

an information package (catalog of courses).

81. The higher education institution develops and approves an order of re-setting credits on ECTS type which is the main document on application of ECTS in higher education institution.

82. The higher education institution formulates Information package (IP) for expansion of the academic mobility. Form, structure, contents and a format of representation of IP are defined by higher education institution independently.

83. IP is formed in the state, English or Russian languages.

84. IP characterizes the most important fields of activity of higher education institution – academic, organizational and methodical, scientific and includes additional information (sports and mass actions, cultural and leisure services, material and technical base).

85. IP contains the description of higher education institution according to the following main sections:

1) general information about higher education institution;

2) information on programs of training;

3) additional information for students.

90. Name and full address of the sending higher education institution; surname, name and middle name of the coordinator of programs of the academic mobility of faculty/department and higher education institution, and also personal information of a student (surname, name, middle name, date of birth, residential address, contact information) are specified in student's statement, which is completed in accordance with a form specified in the appendix 6 due to current regulations.

The statement should provide an information on student's motivation for participation in programs of mobility, data on level of foreign language skills for study abroad, work experience

and previous training abroad and it should mark about possibility of receiving a grant for training abroad.

91. The agreement of training on programs of the academic mobility is the main document that regulates the process of training of students according to the program of the academic mobility and it is filled in English in a form shown in the appendix 7 according to current regulations.

92. If a positive decision of the host higher education institution on participation of student in the program of the academic mobility is made, the agreement will be signed in a tripartite manner: the host institution, student and the sending higher education institution.

93. The final document confirming student's training according to the program of mobility is a transcript about training which is filled in accordance with the appendix 8 due to current regulations in English - for the students studying on the program of external academic mobility, and in Russian and/or in Kazakh languages - for the students studying on the program of internal academic mobility.

94. The transcript contains data on the program of training (a discipline code), name of discipline, duration of discipline training (year, semester, trimester), assessment of training (in a national form and in ECTS form), quantity of the awarded ECTS credits.

The award of degree is made under the condition of successful training on a full program of training.

95. The transcript also contains reference (additional) information on specifics of the program of training: description of high school system of assessment; system of assessment of ECTS; quantity of ECTS credits for academic year, semester, trimester.

6. Procedure of development of module educational programs

96. The methodological basis of module training is principles, methods and procedure for the development of module educational programs.

The effectiveness of results of training is achieved by fulfillment of comprehensive approach where both educational programs and educational curriculum along with teaching disciplines are formulated on module principle.

97. Results of training are defined on the basis of the Dublin descriptors of an appropriate level of education and expressed through competences. Thus five main results of training are allocated:

- knowledge and understanding;
- application of knowledge and understanding;
- formation of judgments; communicative abilities;
- skills of training or ability to study.

Results of training are formulated both according to all programs, and each module and separate discipline.

98. The essence of module training concerns the content of training that is structured in independent organizational and methodical modules, contents and volume of which can vary depending on the didactic purposes, profile and level differentiation of students.

The combination of modules provides necessary degree of flexibility and freedom in selection and integration of the demanded concrete training material for training (and independent study) of a certain category of students and realization of the special didactic and professional purposes.

99. The main principles of the module training are:

- 1) a systematic approach to the construction of the structure of educational programs, specific discipline and the determination of their content;
- 2) structuring of knowledge into separate elements and clearly marked approach of cooperation and training of students;
- 3) ensuring the proper coordination of all methodical types of lessons within each unit and between them;

- 4) flexibility of structure module of the course and educational programs;
- 5) effective control of knowledge of students based on semester control measures;
- 6) the possibility of the implementation of methodological principles of developing education, which creates prerequisites for the creative activity of students.

100. Each module of educational program is aimed at achieving a particular learning outcome, i.e. competence. Modules on bases of substantial unity of disciplines can be built on the "horizontal" or "vertical" schemes.

101. All components of the discipline of the "horizontal" module make relatively equal and independent contribution to educational outcomes, which can be studied in parallel.

The "vertical" modules include series of studied disciplines aimed at achieving a specific learning outcome, ranging from basic and general professional to narrow specific applied ones.

102. The module training programs are developed in the context of the competency model on training specialists. These competences generated by higher and postgraduate education are divided into competences which are related to the subject area and universal (general, subject) areas.

Competencies include knowledge and understanding (theoretical knowledge of an academic field, ability to know and understand), knowledge how to act (practical and operational application of knowledge and skills in specific situations) and knowledge of how to be (aspect of value as an integral part of life with others in a social context).

103. Construction of a module educational program includes:

- 1) preliminary deep interdisciplinary research of the content of existing educational programs in order to avoid overlapping fragments of academic disciplines;
- 2) determination of the list of training modules included in the IEP;
- 3) a possible establishment of educational trajectory in a single IEP (including directions of master's programs, elective subjects and additional educational programs);
- 4) development of training modules and the implementation of qualitative renewal of the material and technical, information and library, publishing and printing facilities of the university;
- 5) implementation of administrative and management activities directed to upgrade the educational process on the principle of module training.

104. The modules of the educational program show logically interrelated components of training programs on specific areas or disciplines.

105. The volume of one module is 5 or more Kazakhstani credits or 8 or more ECTS credits and includes two or more disciplines.

106. Forms of professional practice, dissertations and master's / doctoral dissertations are included in the corresponding modules of the educational program, depending on the relationship and unity of purpose with the academic disciplines. In addition, each form of professional practice can refer to different modules.

107. The proportion of each constituent component in credits is defined as a part of the module in the direct proportion to its volume in the total labor input of module.

108. In accordance with the principle of module, it is advisable to form educational programs and academic disciplines from invariant parts (modules of compulsory study) and variant one that is replaceable module which takes into account needs of the labor market, employers and students.

Disciplines of the educational program are divided into three groups:

Group A - core courses that are taught in a strictly predetermined sequence;

Group B - core courses which are studied in a random order;

Group C - elective courses taught at any academic period.

109. The models are divided into the following types:

1) general modules - including disciplines of cycles of general educational disciplines (GED) and basic disciplines (BD), forming a comprehensive competence which is not directly related to the specialty, as well as social and ethical, cultural competence (interpersonal, intercultural, civic), economic (entrepreneurial) and organizational and managing competence;

2) modules of specialties - including disciplines of cycles of BD and profiled disciplines (PD) which form the basis of specialty and which are directed to the formation of general and special competencies within a specific educational program, as well as general competences (critical thinking, creativity (art), active life position, innovation);

3) additional modules that are out of qualification - including cycles of disciplines that are not related to specialty and aimed at creating additional competencies (information technology, foreign languages, etc.).

110. The structure of the module educational program includes the following components:

1) name of the educational program;

2) level of the educational program (Bachelor / Master / PhD doctorate);

3) passport of the educational program, as well as core competencies that must be mastered by graduates of educational programs:

in their native language;

in foreign languages;

fundamental mathematical, science and technology training;

computer; training; social (interpersonal, intercultural, civil);

entrepreneurship, economic;

cultural, as well as additional skills - critical thinking, creativity (creativity), an innovative dimension, active life);

4) the content of the educational program within the types of modules with an indication of each module, forming competences, volume of Kazakhstan credits and credits in ECTS, the study period, the components of the module (code and name of the module components (disciplines, practices, etc.), cycles of disciplines of GED, BD, PD, affiliation to core or elective component, amount of credits and a form of control on each component of the unit);

5) summary table showing the volume of studied credits in a section of modules of the educational program in accordance with Appendix 9 to current Regulation.

111. The program within the module construction of the discipline is structured into modules (sub-modules, sections) aimed at studying the acquisition of the necessary knowledge, skills and competencies. Thus module program of the discipline reflects both classroom and independent work of students and it is designed to release the teacher from pure information functions.

112. The module training program includes:

1) a list of goals and objectives of the discipline;

2) requirements for preparedness (competence) of students "at the beginning" and after acquisition of the discipline (prerequisites post-requisites);

3) characteristics of each module of the discipline (a list of module units, that is themes with their brief content, plans of seminars and laboratory-practical lessons, topics and questions of independent work of students including teachers' consultants, schedule of doing and delivering tasks);

4) a brief description of the organizational and methodical work (basic forms and methods of teaching and control of educational achievement, requirements of a teacher, policy and procedures of the course);

5) a system of evaluation of educational achievements of students.

113. The educational programs include interdisciplinary modules consisting of independent training modules (sub-modules, sections, topics), aimed at forming general-educational or additional competences. In this case, unity of purpose of several disciplines can be combined into a single module.

114. The curriculum built on a module principle is a model of educational content, consisting of modules: general, special, additional and interdisciplinary, which are structured on cycles of discipline of GED, BD, PD, additional training, and include discipline of core and elective components.

115. Upon completion of the study of the module, a final control is carried out in the form of a complex examination on the module, or on each component - an independent examination on academic discipline.

If a complex examination is carried out, the program of a final control includes questions on a core component, and a form of a final control on other components is a report, or an essay or a course paper (project).

Complex examination is assessed both on module in general, and on each its component – an academic discipline separately.

116. A condition for receiving credits on the module is performance of all types of works on each component and a positive assessment on a final control.

In case of an unsatisfactory assessment of a final control on the module in general, the student has a positive marks on its separate components - an academic discipline, they are recalculated. Subsequently, these disciplines are not studied by a student.

Appendix 1

Letter system of evaluation of educational achievements of students corresponding to the digital equivalent on four-point system

Evaluation on letter system	Numeric equivalent of points	Percentage	Evaluation on traditional system
A	4,0	95-100	Excellent
A-	3,67	90-94	
B+	3,33	85-89	Good
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	Satisfactory
C	2,0	65-69	
C-	1,67	60-64	
D+	1,33	55-59	
D	1,0	50-54	
F	0	0-49	Unsatisfactory

Appendix 2

The name of High Educational Establishment _____

The transcript _____

Series № _____

Name _____

Faculty _____

Speciality _____

Year _____

Language _____

№	Courses	Credit hours	Grade			
			In percent	Alphabetic	In points	Traditional
1	2	3	4	5	6	7

Has passed professional practice

The form of professional practice	The period of practice	Credit hours	Grade			
			In percent	Alphabetic	In points	Traditional

Final state attestation

Has passed the state examinations	Date and number of the report of SAC	Grade			
		In percent	Alphabetic	In points	Traditional
On a speciality					
On disciplines					

Has executed and has defended diploma thesis

Theme of degree work	Date and number of the report of SAC	Credit hours	Grade			
			In percent	Alphabetic	In Points	Traditional

Total Hours Passed _____

GPA _____

Rector (signature)

The Dean (signature)

Secretary (signature)

registration №

«__» _____ 20__

The table of transferring ECTS grades into point-rating alphabetic grade system of educational achievements of students

ECTS grade	Grade on alphabetic system	Numerical equivalent of scores	Percentagecontent	Grade on traditional system
A	A	4,0	100	Excellent
B	B+	3,33	85	Good
C	B	3,0	80	
D	C	2,0	65	Satisfactory
E	D	1,0	50	
F, FX	F	0	0	Unsatisfactory

The table of transferring of grades from point-rating alphabetic system into ECTS grade

Grade On Alphabetic system	Numerical equivalent of scores	Percentage	Grade on traditional system	ECTS grade
A	4,0	95-100	Excellent	A
A-	3,67	90-94		
B+	3,33	85-89	Good	B
B	3,0	80-84	Good	C
B-	2,67	75-79		
C+	2,33	70-74	Satisfactory	
C	2,0	65-69	Satisfactory	
C-	1,67	60-64		
D+	1,33	55-59		
D	1,0	50-54	Satisfactory	E
F	0	0-49	Unsatisfactory	FX, F

Blank Form

A Typical Structure of the Information Package /Course Catalogue

(fill in a form in English)

Information about the Institute	<p>General information about the university</p> <ol style="list-style-type: none"> 1. Name and address of the institution 2. Academic Calendar 3. Management of the university 4. General characteristics of the university 5. The list of proposed study programs (including tuition fees) 6. Procedure (Rules) of admission and enrollment for the program
Information about study programs (Course Catalogue)	<ol style="list-style-type: none"> 1. General characteristics of the study programs <ul style="list-style-type: none"> • Degrees/qualifications • Levels (stages) of the study program • Admission requirements • Educational and professional aims of the program /the possibility to continue education • The structure of the program indicating the credits (60 credits / ECTS per year) • Final exam (if it is available) • Last name, first name and patronymic of lecturers in each discipline
	<ol style="list-style-type: none"> 2. Description of the individual disciplines (courses, units) <ul style="list-style-type: none"> • The name of the course /discipline/unit • Code of the Discipline • type of the discipline • The level of the course /discipline • Year of study • Semester • The number of credits • Full name of the lecturer/professor • Objectives of the course (expected learning objectives and competence acquired) • Prerequisites • The content of the course /discipline • Recommended literature • Teaching methods • Methods /evaluation criteria • Language • Conditions (requirements) for specialty training (stages)
Additional information for students	<p>Accommodation</p> <ul style="list-style-type: none"> • Food • Medical Services

	<ul style="list-style-type: none"> •Services/ infrastructurefor special needs,student insurance •Financial assistanceto students •Student affairs office •Study facilities International programmes •Language courses •Internship •Sports facilities •Extra-mural and leisure activities • Student associations
--	--

Checklist for the information package/course catalogue

1.Information on the institution	<ol style="list-style-type: none"> 1) Name and address 2) Academic calendar 3) Academic authorities 4) General description of the institution (including type and status) 5) List of degree programmes offered 6) Admission/registration procedures 7) Main university regulations (notably recognition procedures) 8) ECTS institutionalcoordinator
2. Information on degree programmes General description:	<ol style="list-style-type: none"> 1) Qualification awarded 2) Admission requirements 3) Educational and professional goals 4) Access to further studies 5) Course structure diagram with credits (60 per year) 6) Final examination 7) Examination and assessment regulations 8) ECTS departmental coordinator
3.Description of individual course units:	<p>Course title</p> <p>Course code</p> <p>Type of course</p> <p>Level of course</p> <p>Year of study</p> <p>Semester/trimester</p> <p>Number of credits allocated (based on the student workload required to achieve the objectives or learning outcomes)</p> <p>Name of lecturer</p> <p>Objective of the course (preferably expressed in terms of learning outcomes and competences)</p> <p>Prerequisites</p> <p>Course contents</p> <p>Recommended reading</p> <p>Teaching methods</p> <p>Assessment methods</p> <p>Language of instruction</p>

4.General information for students	Cost of living Accommodation Meals Medical facilities Facilities for special needs students Insurance Financial support for students Student affairs office Study facilities International programmes Practical information for mobile students Language courses Internships Sports facilities Extra-mural and leisure activities Student associations
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ECTS – EUROPEAN CREDIT TRANSFER SYSTEM

STUDENT APPLICATION FORM

Photo

ACADEMIC YEAR 20../20..

FIELD OF STUDY:

This application should be completed in BLACK in order to be easily copied and/or telefaxed.

SENDING INSTITUTION

Name and full address:

.....

.....

Department coordinator – name, telephone and telefax numbers, e-mail

.....

.....

Institutional coordinator – name, telephone and telefax numbers, e-mail

.....

.....

STUDENT'S PERSONAL DATA

(to be completed by the student)

Last name:	First name:
.....
Date of birth:	
.....	
Gender:	
Nationality:.....	Permanent address (if different):

Place of Birth:	

Current address:	

Current address is valid until:	Tel:
.....	
Tel:	

LIST OF INSTITUTIONS WHICH WILL RECEIVE THIS APPLICATION FORM (in order of preference):

Institution	Country	Period of study from	to	Duration(months)	N° of expected ECTS credits
1.....
2.....
3.....

Name of the student:

 Sending institution:.....Country:

Briefly state the reasons why you wish to study abroad

LANGUAGE COMPETENCE

Mother tongue: Language of instruction at home institution (if it is different):

Other languages	I am currently studying this language		I have sufficient knowledge to study		I would have sufficient knowledge to study if I had some extra preparation	
	yes	no	yes	no	yes	No
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK EXPERIENCE RELATED TO CURRENT STUDY (if relevant)

work experience	Firm/organisation	Dates	Country
.....
.....

PREVIOUS AND CURRENT STUDY

Diploma/degree for which you are currently studying:

 Number of higher education study years prior to departure abroad:

.....
Have you ever studied abroad? Yes No If Yes, when? at
which institution ?
.....

The attached Transcript of records includes full details of previous and current higher education study. Details not known at the time of application might be provided later.

Do you wish to apply for a mobility grant to cover the additional costs of your study period abroad?
Yes No

HOST INSTITUTION

We hereby acknowledge receipt of the application, the proposed learning agreement and the candidate's Transcript of records.

The above-mentioned student is accepted at our institution

- Not accepted at our institution
- Institutional coordinator's signature

Department coordinator's signature

.....

.....

Date:

Date

Form

LEARNING AGREEMENT

Academic year 20...../20.....
 Study period: from.....

Field of study:.....
 to.....

Name of student:
Sending institution:
Country:

Details of the proposed study programme abroad

Receiving institution: International Business School at Vilnius University Country: Lithuania
--

Course Code if any	Course title	Semester	Receiving institution credits	ECTS credits
-----		-----	-----	-----
-----		-----	-----	-----
-----		-----	-----	-----
-----		-----	-----	-----
-----		-----	-----	-----
-----		-----	-----	-----
-----		-----	-----	-----
-		-----	-----	-----

Student's signature:	Date:
----------------------------	-------------

Sending institution:	
We confirm that the proposed programme of study/learning agreement is approved	
Departmental coordinator's signature	Institutional coordinator's signature
-----	-----
Date:-----	Date:-----

Receiving institution:	
We confirm that the above-listed changes to the initially agreed programme of study/learning agreement are approved	
Departmental coordinator's signature	Institutional coordinator's signature
-----	-----
Date:-----	Date:-----

Date:-----

Date:-----

Form

**ECTS – EUROPEAN CREDIT TRANSFER SYSTEM
TRANSCRIPT OF RECORDS**

NAME OF SENDING INSTITUTION: Faculty/Department of ECTS departmental coordinator: Tel.: Fax: e-mail box:
NAME OF STUDENT: First name: Date and place of birth: (sex) Matriculation date: Matriculation number:
NAME OF RECEIVING INSTITUTION: Faculty/Department of ECTS departmental coordinator: Tel.: Fax: e-mail box:

ECTS Level	% of students	Explanation
A	10	Excellent
B	25	Very good
C	30	Good
D	25	Satisfactorily
F	10	Enough
FX	-	Unsatisfactorily
X	-	Unsatisfactorily

Course Unit code (1)	Title of the course unit	Duration of course unit (2)	Local grade (3)	ECTS grade (4)	ECTS credits (5)
.....
.....
.....
.....

C	30	VERY GOOD – above the average standard but with some errors GOOD – generally sound work with a number of notable errors SATISFACTORY – fair but with significant shortcomings SUFFICIENT – performance meets the minimum criteria FAIL – some more work required before the credit can be awarded FAIL – considerable further work is required
D	25	
E	10	
FX	-	
F	-	

(5) **ECTS credits:**

1 full academic year = 60 credits

1 semester = 30 credits

1 term/trimester = 20 credits

Summary table reflecting the volume of credits allocated in the context of modules of academic programs

Course	Semester	Q-ty of modules mastered	Q-ty of disciplines studied		Quantity of creditsKZ					Hours	ECTS	Q-ty	
			GC	AT	Theoretical education	Academic practice	Field practice	Final state attestation	Total			Exam	Grading test
1	1										30		
	2										30		
2	3										30		
	4										30		
3	5										30		
	6										30		
4	7										30		
	8										30		
Total											240		