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## REGULATIONS ON THE EDUCATIONAL PROGRAM

Almaty, 2025

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## PREFACE


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«Approved»  
 by the decision of the Academic Council  
 of the «Temirbek Zhurgenov Kazakh National  
 Academy of Arts» on 28 October 2025,  
 Protocol No. 3  
 Chairman of the Academic Council  
 A.A. Zhudebayev




### 1. FIELD OF APPLICATION

1. This Regulation on the Educational Program (hereinafter – the Regulation) defines the structure, content, procedure for development, coordination, approval, implementation, updating, management, and monitoring of educational programs implemented at the Temirbek Zhurgenov Kazakh National Academy of Arts (hereinafter – the Academy).
2. The Regulation is an internal normative document of the Academy and is mandatory for compliance by all structural units and officials of the Academy involved in the development, review, implementation, and monitoring of educational programs.

### 2. NORMATIVE REFERENCES


3. This Regulation has been developed in accordance with the legislation of the Republic of Kazakhstan in the field of education, as well as taking into account international standards and recommendations in the area of quality assurance in higher education.
4. The following regulatory legal acts and documents were used in the development of this Regulation:
  - 1) Law of the Republic of Kazakhstan «On Education» No. 319-III dated July 27, 2007;
  - 2) Order of the Minister of Science and Higher Education of the Republic of Kazakhstan No. 2 dated July 20, 2022 «On Approval of State Mandatory Standards of Higher and Postgraduate Education»;
  - 3) Order of the Minister of Education and Science of the Republic of Kazakhstan No. 595 dated October 30, 2018 «On Approval of Model Rules for the Activities of Educational Organizations of Relevant Types and Kinds»;
  - 4) Order of the Minister of Education and Science of the Republic of Kazakhstan No. 152 dated April 20, 2011 «On Approval of Rules for Organizing the Educational Process Using Credit-Based Learning Technology»;
  - 5) Order of the Minister of Science and Higher Education of the Republic of Kazakhstan No. 106 dated October 12, 2022 «On Approval of the Rules for

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- Maintaining the Register of Educational Programs Implemented by Higher and/or Postgraduate Educational Organizations, as well as the Basis for Inclusion in and Exclusion from the Register»;
- 6) Resolution of the Government of the Republic of Kazakhstan No. 248 dated March 28, 2023 «On Approval of the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029»;
  - 7) Development Strategy of the Temirbek Zhurgenov Kazakh National Academy of Arts for 2023-2029;
  - 8) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG);
  - 9) The Framework for Qualifications of the European Higher Education Area (FQ-EHEA);
  - 10) Classifier of Fields of Training of Personnel with Higher and Postgraduate Education, approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 569 dated October 13, 2018;
  - 11) Guidelines for the Development of Higher and Postgraduate Educational Programs, approved by the Order of the Director of the National Center for the Development of Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan No. 601-n/q dated May 4, 2023;
  - 12) Guidelines for Using the European Credit Transfer and Accumulation System (ECTS);
  - 13) Order of the Minister of Science and Higher Education of the Republic of Kazakhstan No. 4 dated January 5, 2024 «On Approval of Qualification Requirements for Educational Activities of Organizations Providing Higher and/or Postgraduate Education and the List of Documents Confirming Compliance»;
  - 14) Internal normative documents of the Temirbek Zhurgenov Kazakh National Academy of Arts regulating academic activities, development, and implementation of educational programs (including the Academy's Academic Policy).
5. In the event of amendments and/or additions to the regulatory legal acts of the Republic of Kazakhstan listed in this section, the Academy shall be guided by their current versions without making changes to this Regulation.

### 3. TERMS AND DEFINITIONS


6. The following terms and definitions are used in this Regulation:
- 1) Educational Program – a unified set of the main characteristics of education, including objectives, learning outcomes, and content of instruction, organization of the educational process, methods and approaches for its implementation, and criteria for assessing learning outcomes;

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- 2) Quality of the Educational Program – the compliance of the level of students’ and graduates’ competencies with the requirements of professional standards and additional requirements established by the organization implementing the educational program.
- 3) Development of the Educational Program – the planning of the educational program and its components, specifying objectives, learning outcomes and the corresponding workload to achieve them, types of learning activities, teaching methods, and assessment procedures/criteria;
- 4) Educational Program Passport – a brief description of the program, including its alignment with the National Qualifications Framework (NQF), the Organizational Requirements of the Curriculum (ORC) and Professional Standards (PS), learning outcomes, and courses, as well as information regarding workload, duration, and language of instruction;
- 5) Register of Higher and Postgraduate Educational Programs (hereinafter – the Register of EP HPE) – an information system containing a list of Educational Program Passports developed by higher and/or postgraduate educational organizations of the Republic of Kazakhstan.
- 6) Learning Outcomes – the volume of knowledge, skills, and competencies acquired and demonstrated by a student in mastering an educational program, confirmed through assessment, including formed values and attitudes.
- 7) Competencies – the ability of students to apply the knowledge, skills, and abilities acquired during the learning process in professional activities.
- 8) Module – an autonomous, complete structural element of an educational program in terms of learning outcomes, with clearly defined knowledge, skills, abilities, and competencies to be acquired by students, as well as adequate assessment criteria.
- 9) Major Educational Program – an educational program chosen by a student for study to develop key competencies.
- 10) Minor Educational Program – a set of courses and/or modules and other types of academic work chosen by a student for study to develop additional competencies.
- 11) Active Educational Program – an educational program currently used for training personnel.
- 12) New Educational Program – an educational program for which personnel training has not previously been conducted.
- 13) Innovative Educational Program – an educational program with no analogues in the Republic of Kazakhstan, implemented for the first time by a higher and/or postgraduate educational organization.
- 14) Graduate Attributes (Graduate Profile) – a complete set of characteristics enabling a graduate to successfully perform functions corresponding to their profession.

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- 15) National Qualifications Framework (NQF) – a structured description of qualification levels recognized in the labor market.
- 16) Sectoral Qualifications Framework (SQF) – a structured description of qualification levels recognized within a specific sector.
- 17) Professional Standard (PS) – a standard defining the requirements for qualification and competence levels, content, quality, and working conditions in a specific area of professional activity.
- 18) Profession – a type of labor activity requiring mastery of a set of specialized theoretical knowledge and practical skills acquired through specialized training and work experience.
- 19) Profile – a set of typical features of a profession (field of training, specialty, specialization) determining the specific focus of an educational program.
- 20) Labor Function – a component of a type of labor activity, representing an integrated and relatively autonomous set of work actions defined by business processes and requiring the necessary competencies for execution.
- 21) Catalog of Elective Courses (CEC) – a systematized annotated list of all elective courses for the entire period of study, containing a brief description including learning objectives, main content sections, and expected learning outcomes. The CEC indicates prerequisites and postrequisites for each course. It provides students with the opportunity to choose elective courses to form an individual educational trajectory. Based on the educational program and the CEC, students develop individual study plans with the assistance of advisors.
- 22) Curriculum – a document regulating the list, sequence, and workload of subjects, courses, and/or modules, professional practice, and other types of student academic activities, including forms of assessment for the relevant level of education.
- 23) Individual Study Plan (ISP) – a study plan developed by a student for each academic year independently with the assistance of an advisor, based on the educational program and the catalog of elective courses and/or modules. The ISP defines the individual educational trajectory of each student. It includes courses and types of academic activities (practices, research/experimental work, final assessment forms) of the mandatory component (MC), university component (UC), and elective component (EC). When determining the individual learning trajectory within the university component and/or elective component, the student selects courses from the major and/or minor educational programs.
- 24) Working Study Plan (WSP) – an academic document developed by the organization independently based on the educational program and students' individual study plans. The WSP defines the list of courses for the academic year, their workload in credits, the order of study, types of classes, forms of assessment,

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and other academic activities (practices, state exams, preparation and defense of thesis/project).

25) Standard Syllabus (hereinafter – SS) – an academic document for a mandatory course of the educational program, defining content, volume, and recommended literature in accordance with subparagraph 13) of paragraph 15 of the Regulation on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the Government Resolution of the Republic of Kazakhstan No. 580 dated August 19, 2022.

26) Advisor – a faculty member acting as an academic mentor for a student in the relevant educational program, assisting in the selection of the learning trajectory (formation of an individual study plan) and mastery of the educational program during the study period.

27) University Component – a list of mandatory courses independently determined by the university for mastering the educational program.

28) Elective Component – a list of courses and corresponding minimum credit requirements offered by the educational organization, independently chosen by students in any academic period, taking into account prerequisites and postrequisites.

29) Postrequisites – courses and/or modules and other academic work for which the knowledge, skills, abilities, and competencies acquired upon completion of a given course and/or module are required.

30) Prerequisites – courses and/or modules and other academic work containing knowledge, skills, abilities, and competencies necessary for mastering the studied course and/or module.

#### 4. ABBREVIATIONS

7. The following abbreviations are used in this Regulation:

AMC – Academic and Methodological Council

BD – Cycle of Basic Disciplines

UC – University Component

HE – Higher Education

SMSE – State Mandatory Standard of Higher and Postgraduate Education

AVE – Additional Types of Education

EQF – European Qualifications Framework


FA – Final Assessment

EC – Elective Component

CEC – Catalog of Elective Courses

ISCED – International Standard Classification of Education


RLA – Regulatory Legal Acts

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NQF – National Qualifications Framework  
 NSQ – National System of Qualifications  
 NCHE MSHES RK – National Center for the Development of Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan  
 HPEO – Higher and Postgraduate Educational Organization  
 MC – Mandatory Component  
 GEC – Cycle of General Education Courses  
 EP – Educational Program  
 SQF – Sectoral Qualifications Framework  
 GPC – General Professional Competence  
 PD – Cycle of Specialized Disciplines  
 PP – Professional Practice  
 AS – Academic Staff  
 PS – Professional Standard  
 PGE – Postgraduate Education  
 PC – Professional Competence  
 LO – Learning Outcome  
 QMS – Quality Management System  
 SS – Standard Syllabus  
 UCp – Universal Competence

## 5. GENERAL PROVISIONS

8. Higher and postgraduate educational programs are developed and approved by the Academy independently, in accordance with the legislation of the Republic of Kazakhstan, the requirements of the State Mandatory Standard of Higher and Postgraduate Education (SMSE), the Academy's Academic Policy, rules of credit-based learning, professional standards (if available), the National and Sectoral Qualifications Frameworks, as well as taking into account international recommendations (Dublin Descriptors, European Qualifications Framework) and labor market needs.
9. The State Mandatory Standard of Higher and Postgraduate Education (SMSE) defines the requirements for the content of education with a focus on learning outcomes, the maximum student workload, the level of student preparation, and the duration of study in higher and/or postgraduate educational organization.
10. The content of higher education programs includes the study of the cycle of general education courses, the cycle of basic courses, the cycle of specialized courses, as well as the completion of professional practice in the relevant fields of personnel training, with a focus on learning outcomes and compliance with the

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National Qualifications Framework and the Sectoral Qualifications Framework in the field of culture and arts.

11. Higher education programs include courses of the mandatory component and the elective component. Within the elective component, a student, when determining their individual learning trajectory, may choose:

- 1) subjects in the basic educational program (major);
- 2) additional educational program disciplines (minor).

The selection and completion of courses in the major and minor educational programs are carried out taking into account the availability of prerequisites. The selection and completion of courses in the minor educational program are carried out to acquire additional competencies in related or specialized educational programs, as well as to meet the individual needs of the student.

12. The Dublin Descriptors represent a description of the level and scope of knowledge, skills, abilities, and competencies acquired by students upon completion of an educational program of the corresponding level (cycle) of higher and postgraduate education, based on learning outcomes, formed competencies, and expressed in academic credits.

13. Requirements for the level of student preparation are determined based on the Dublin Descriptors of the corresponding level of education (first cycle – Bachelor’s, second cycle – Master’s, third cycle – Doctorate) and reflect the competencies acquired, expressed in achieved learning outcomes. Learning outcomes are formed both at the level of the entire educational program of the corresponding level of education and at the level of individual modules or courses.

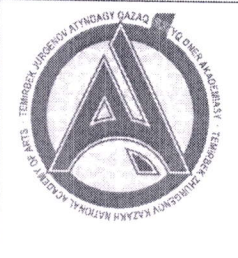
14. The Dublin descriptors are based on five main learning outcomes:

- Knowledge and understanding;
- Application of knowledge and understanding;
- Ability to make judgments, evaluate ideas, and draw conclusions;
- Communication skills;
- Learning skills.

Appendix 1 presents the Dublin Descriptors for each level of education, in accordance with the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).

Appendix 2 provides action verbs used for formulating specific learning outcomes according to Bloom’s Taxonomy of Cognitive Skills.

15. The educational program is organized on a modular basis. Each module is assigned a specific number of academic credits. A module may comprise two or more courses, or a single course combined with other types of academic work.

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16. Professional practices and final assessment are included in the relevant modules of the educational program. Each type of professional practice is assigned to different modules.

## 6. PROCEDURE FOR DEVELOPING AN EDUCATIONAL PROGRAM


17. The development of the educational program is carried out in accordance with the Development Strategy of the Temirbek Zhurgenov Kazakh National Academy of Arts, its mission and vision, as well as the strategic priorities for the development of higher and postgraduate education.

18. The implementation of the educational program is ensured by the following documents:

- 1) Graduate Profile;
- 2) Educational Program (EP);
- 3) Educational Program Development Plan;
- 4) Catalog of Elective Courses (CEC);
- 5) Working Study Plan (WSP);
- 6) Course Syllabi;
- 7) Professional Practice Programs;
- 8) Other documents regulating the organization of the educational process.

19. The development of an educational program includes the following stages:

1. Preparatory stage:
  - analysis of labor market and industry needs;
  - analysis of current professional standards;
  - assessment of the Academy's human, logistical, and methodological resources;
2. The design stage:
  - definition of the graduate's field of professional activity;
  - formation of the graduate model;
  - formulation of learning outcomes;
  - establishing the relationship between learning outcomes and evaluation criteria;
  - definition of methods and means for evaluating the achievement of learning outcomes;
3. Structuring the educational program:
  - formation of a modular structure;
  - distribution of academic credits;
  - curriculum development;
  - definition of the list of disciplines and practices;
4. Expert evaluation of the draft educational program:
  - internal expertise;
  - coordination with employers and stakeholders;

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– review and approval in accordance with the established procedure.

## 6.1. PREPARATION FOR THE DEVELOPMENT OF EDUCATIONAL PROGRAMS OF HIGHER AND POSTGRADUATE EDUCATION

20. When making a decision on the development and (or) implementation of an educational program, the HPEO performs the following actions:

- 1) determines the current and future needs of the market:
  - a) which specialists are required now and in the future (including in accordance with the Atlas of New Professions and Competencies);
  - б) what are the prospects for graduates' employment (deficit, surplus, emergence of new professions/skills/competencies, etc.).
- 2) conducts an analysis and assessment of the potential training market:
  - a) the presence of competition in the training market in the region/ nearby regions, the organization of HPEO;
  - б) competitive environment analysis.
- 3) conducts an analysis of the possibilities of the HPEO for the implementation of the EP:
  - a) availability of the necessary human resources;
  - б) availability of necessary logistical, information and financial resources.

21. Based on the analysis, the Academy decides on the development and (or) implementation of an educational program in the relevant field of study.


22. Academic committees established by the order of the Rector of the Academy in the context of educational programs are engaged in the development of educational programs at the Academy.

23. The Academic Committee shall consist of an odd number of members (excluding the Secretary) and shall include:

- 1) the Head of the educational program (from among the academic staff, including deans, heads of departments, and faculty members);
- 2) students;
- 3) external and internal stakeholders (including employers, faculty representatives, methodologists, Academy staff, and others);
- 4) the secretary.

24. The Academic Committee shall be responsible for the development of the draft educational program, its updating, and the preparation of materials for consideration in accordance with the established procedure.

25. The draft educational program shall be reviewed by the AMC and approved by a decision of the Academic Council of the Academy, after which the educational program shall be put into effect in accordance with the established procedure.

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26. The educational program shall be subject to a planned review of its content and structure at least once every three years or upon changes in regulatory requirements.

## 6.2. DESIGN OF THE EDUCATIONAL PROGRAM

27. At the design stage of the educational program, it is necessary to carry out:

- research into the professional field of activity of graduates;
- identification of competencies characteristic of the field of activity relevant to the educational program, and determination of their level of mastery;
- formulation of the program learning outcomes;
- determination of the structure of the educational program and the list of disciplines;
- identification of the interrelationship between competencies, learning outcomes, and assessment criteria;
- determination of teaching and learning methods, technologies, and assessment tools for evaluating the achievement of learning outcomes by students;
- determination of resource requirements.

28. Within the framework of the EP design, a study of the professional field of activity is conducted, during which relevant documents are analyzed to form an initial list of competencies (including experience in the application of professional standards; SMSE; qualification requirements for positions; EP of leading foreign HPEO, etc.).


29. The preliminary list of competencies for each field of study within the given professional area is formed as follows:

- 1) general competencies are identified (behavioral skills and personal qualities);
- 2) professional competencies are identified (theoretical knowledge and practical skills specific to the given field of study).

30. During the study, if necessary, employers are surveyed in order to refine and prioritize the preliminary list of competencies, which has been compiled based on the analysis of the labor market and professional standards. For this purpose:

- the employer's questionnaire is being developed using the initial competencies;
- methods for conducting the survey are selected:
  - quantitative (using standardized surveys);
  - qualitative (interviews and focus groups);
- Participants for the survey are selected – representatives of the professional field in which the graduates of the EP will work.

31. For the survey, participants are provided with the preliminary list of competencies. The participants assess the importance of each competency in the

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workplace and the level of proficiency a specialist is expected to achieve upon graduation from the HPEO.

32. The results of the analysis of the professional field of activity may be presented in accordance with Appendix 1 to this Regulation.

33. At the stage of designing the educational program, the program learning outcomes are formulated based on competencies, aligned with the level of education, requirements of professional standards and/or the expectations of employers, as well as the development strategy of the higher professional education organization HPEO.

34. Learning outcomes serve as the basis for determining the workload of the corresponding disciplines in academic credits allocated to the program. The total workload of the EP must be no less than the workload specified in the SMSE for the corresponding level. The EP must also define the interrelationship between the disciplines and the learning outcomes.

35. Educational programs shall reflect the learning outcomes, the description of which, in accordance with the European Credit Transfer and Accumulation System (ECTS), the higher professional education organization HPEO shall adhere to under the following conditions:

- 1) Learning outcomes reflect the context, level, scope, and content of the program;
- 2) Learning outcomes are interrelated;
- 3) Learning outcomes are clear and understandable;
- 4) Learning outcomes are achievable within the workload of the program;
- 5) Learning outcomes are linked to the corresponding learning activities, methods, and assessment criteria.

36. When designing learning outcomes, it is necessary to take into account that the OP should equip graduates with the following competencies:


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

37. Learning outcomes begin with an active verb to express what students are expected to do within the scope of professional activity and personal development, carrying out professional functions through the application of competencies using the knowledge and skills acquired. Active verbs from Bloom's taxonomy are typically used for formulation. An approximate list of verbs that may be used is provided in Appendix 2 to this Guide.

38. Learning outcomes should be:

- focused on work functions;
- focused on the long-term needs of the labor market.

39. Learning outcomes should be measurable.

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40. Program design involves defining the structure of the program and the order of study of disciplines aimed at shaping learning outcomes by specifying prerequisites and post-prerequisites for academic disciplines.

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

42. When designing methods and tools for evaluating the achievement of learning outcomes, it is necessary:

- Use measurable assessment methods based on specific criteria;
- Assessment methods must align with the learning outcomes being evaluated;
- The results obtained should reflect the level of students' competency mastery.

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

### **6.3. DETAILING OF THE STRUCTURAL ELEMENTS OF THE EDUCATIONAL PROGRAM**

44. At the stage of detailing the structural elements of the educational program, its name, purpose, content, modular structure and learning strategies are determined.

45. The name of the educational program should reflect its content, be concise and specific, and correspond to the field of study in accordance with the classifier of fields of study for personnel training.

46. The objective of the educational program shall be formulated concisely and specifically, reflect the expected learning outcomes, and meet the criteria of relevance, specificity, and achievability.


47. The content of the educational program is determined through the formation of modules and a list of academic disciplines that ensure the achievement of the stated learning outcomes and the development of competencies.

48. In the brief description of a discipline, its content is presented in the context of achieving the learning outcomes of the educational program. Duplication of disciplines or inclusion of disciplines with overlapping content is not allowed.

49. In an educational program developed based on a professional standard, labor functions are aligned with competencies and learning outcomes.

50. After defining the list of modules and disciplines, their workload in academic credits is established. Based on the distribution of credits and taking into account prerequisites and corequisites, a draft curriculum of the educational program is developed. The requirements of the SMSE regarding the total workload, structure of cycles, and components are observed.

51. Learning outcomes are formulated at the level of the educational program, as well as at the level of individual modules and disciplines.

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52. The learning outcomes of a module or discipline define the knowledge, skills, and competencies that a student is expected to acquire upon its completion.

53. After determining the learning outcomes and workload of disciplines, learning strategies are developed.

54. The learning strategy is based on the principles of a student-centered approach and provides for the use of modern educational technologies.

55. When developing a discipline, teaching methods and assessment methods are determined to ensure the achievement and objective evaluation of learning outcomes.

56. The interrelationship between disciplines and the learning outcomes being developed is presented in the prescribed format (Appendix 3 to this Regulation).

57. Assessment methods must ensure the measurability of the stated learning outcomes.


58. The sequence of study of disciplines is determined by the system of prerequisites and corequisites.

#### **6.4. QUALITY ASSESSMENT OF THE DRAFT EDUCATIONAL PROGRAM OF HIGHER AND POSTGRADUATE EDUCATION**

59. The quality of OP development is assessed using the following parameters:

- Demand for the EP in the labor market (at the national, regional, or local level);
- Demonstration of the university's capacity to implement the EP;
- Availability of clearly defined learning outcomes in the EP that correspond to professional standards (if applicable);
- Determination of the number of academic credits required for full achievement of the learning outcomes;
- Adequacy of assessment methods for evaluating students' attainment of the learning outcomes as provided in the EP;
- Alignment of student activities during the learning process with the defined learning outcomes;
- Ensuring constructive interaction with stakeholders;
- Transparency of the teaching, learning, and assessment processes;
- Ensuring that the program management continuously improves the EP based on the results of monitoring.

60. Based on the evaluation of the quality of the draft educational program, a decision is made either to revise it or to proceed with the internal review and approval procedure. The revision of an existing educational program is carried out in accordance with the procedure established by this Regulation.

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61. The discussion of educational programs is conducted at meetings of departments and faculties, as well as within professional, creative, and Academy-wide events. Teachers, students, employers, and representatives of creative organizations are involved in the discussions.

62. Forms of discussion include department meetings, faculty council sessions, master classes, meetings with employers, round tables within the framework of «Methodology Week» and «Science Week», as well as job fairs and open days. The results of discussions are documented in the minutes of department and faculty council meetings and are used for the updating and development of educational programs.

#### **6.4.1. FREQUENCY OF DEVELOPMENT AND REVIEW OF EDUCATIONAL PROGRAM DOCUMENTS**

63. A comprehensive analysis of the educational program, graduate profile, and program development plan is conducted at least once every four years.

64. Based on the results of the analysis, a decision is made either to retain the current version or to update it or develop a new version.


65. Based on the results of the comprehensive analysis, a decision is made either to retain the current version or to develop an updated version of the educational program, graduate profile, and/or program development plan.

66. These documents are subject to updating and correction, if necessary, including in the following cases:

- Introduction of amendments and additions to regulatory legal acts in the field of education;
- Changes in the requirements of professional standards and/or qualification requirements;
- Consideration of recommendations from accreditation bodies;
- Consideration of the results of internal monitoring of the quality of educational program implementation;
- The need to update information in the Register of Educational Programs in accordance with the procedure established by the Rules for Maintaining the Register of Educational Programs, approved by Order No. 106 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated October 12, 2022.

67. Annual updates are subject to:

- 1) catalog of elective courses (CEC);
- 2) working study plan (WSP);
- 3) working study programs in academic disciplines (syllabuses);
- 4) professional practice programs.

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#### 6.4.2. REVIEW OF EDUCATIONAL PROGRAM DOCUMENTS

68. The content of educational program documents is reviewed in accordance with the procedure and cases provided for in paragraphs 63-67 of these Regulations, taking into account changes in the labor market, employers' requirements and the social request of societ.

69. An extraordinary review is allowed in cases where it is necessary to make changes due to:

- amendments and additions to regulatory legal acts in the field of education, culture and art;
- changing the goals, learning outcomes, and/or structure of the educational program;
- requests from employers and changes in the labor market;
- updating professional standards;
- significant changes in the content of the educational program, including the development of new OP profiles, as well as the addition or exclusion of academic disciplines in the amount of more than 50%.

70. The development, updating, monitoring and evaluation of educational programs are carried out within the framework of the Academy's internal quality assurance system based on international standards and guidelines for quality assurance of higher education (ESG) and the current legislation of the Republic of Kazakhstan.

71. The quality assurance policy is approved by the Academic Council of the Academy and is the basis for the functioning of the internal quality assurance system at all levels of management.

72. The Academic and Methodological Council (AMC) performs a coordinating and advisory role in the development, updating, and monitoring of educational programs.


73. At the meetings of the AMC:

- The feasibility of developing and/or updating educational programs is considered;
- Their relevance, demand, and alignment with the strategic development priorities of the Academy are analyzed;
- Reports from educational program directors on the implementation of the program development plan are heard;
- Results of monitoring, periodic evaluation, and internal review of educational programs are considered;
- A recommendation is made to submit the educational program for approval by the Academic Council of the Academy.

#### **Internal review**

74. The internal review of an educational program is conducted by the Faculty Council for Academic Quality as part of the internal quality assurance system.

75. The review is carried out by members of the Council who are not developers or directors of the corresponding educational program.

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76. During the review, the following is determined:

- The alignment of the content of disciplines and learning outcomes with the level of education (bachelor's, master's, doctoral);
- Compliance with professional standards and labor market requirements;
- Adherence to the principles of student-centered learning;
- Conformity with the academic policy and internal regulatory documents of the Academy;
- Provision of the educational program with human, instructional, and material-technical resources

77. Based on the results of the review, a conclusion and recommendations for the improvement of the educational program are prepared.

78. The procedure for conducting the internal review is regulated by the Academy's internal normative documents.

#### **External review**

79. The developed educational program must undergo an external review. Reviewers may include prominent figures in culture and the arts, representatives of the creative industry (such as heads of major production companies, private galleries, theaters, etc.), and education professionals in the field of arts who meet the following requirements: possession of an academic degree and/or an honorary title («Honored Worker of the Republic of Kazakhstan», «People's Artist of the Republic of Kazakhstan») and/or at least 5 years of practical experience in the relevant sector corresponding to the profile of the educational program.


80. The developed postgraduate educational program of a scientific and pedagogical focus must undergo an external review. Reviewers may include leading scholars from domestic and/or foreign higher and postgraduate education institutions, research staff of scientific organizations, and other professionals in the field of arts who meet the following requirements: possession of an academic degree and/or a Doctor of Philosophy (PhD) or doctoral degree in the relevant field, and/or an academic title awarded or recognized by the authorized body in the field of science and higher education in the relevant profile, with at least 5 years of scientific and pedagogical experience in the relevant field.

81. The reviews are attached to the materials of the educational program.

#### **Approval and inclusion in the Register**

82. After undergoing internal review, external review, consultation with employers, and receiving a recommendation from the AMC, the educational program is approved by the Academic Council of the Academy.

83. Following consultation with employers and the approval of the educational program (including any amendments), the authorized structural unit of the Academy submits an electronic application to the «Register of Educational Programs»

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information system for the inclusion or updating of information in the Register in accordance with the established procedure.

## **7. REVIEW OF THE CONTENT AND STRUCTURE OF THE EDUCATIONAL PROGRAM**

84. The content of the educational program is updated annually without altering its conceptual structure. The heads/chairs of the educational programs are responsible for organizing and conducting the review.

85. The review of the educational program content is scheduled to take place from November to December.

86. The review is carried out based on identified needs, expectations of the educational program, and the interests of students, internal, and external stakeholders. Based on the results of the review of the content and structure of the educational program, updates are made if necessary. The updates are carried out based on the analysis of:

- new labor market needs;
- changes in regulatory legal acts in the field of higher and postgraduate education;
- professional standards, the NQF and SQF;
- the Atlas of New Professions and the regional industry development map.


87. In the event of changes in the above-mentioned documents and the arising necessity, the following shall be carried out:

- Updating the EP in accordance with the labor functions defined in professional standards;
- Updating the learning outcomes of the EP in line with professional standards;
- Updating the title and/or objective of the EP;
- Updating the learning outcomes of the EP modules;
- Updating the learning outcomes of the EP disciplines.

88. Upon completion of the review and incorporation of amendments, an application is prepared for the inclusion of the educational program in the Register of Educational Programs of the NCHE MSHES RK or for внесение изменений therein, in accordance with the established procedure.

89. The deadlines for the development, updating and updating of educational programs and related documentation may be changed in the following cases:

- amendments to the NCHE MSHES RK regulatory legal acts;
- recommendations of monitoring and accreditation commissions;
- significant changes in the labor market;
- recommendations from employers and students;

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- identified violations based on the results of monitoring and evaluation of the quality of EP;
- changes in the forms and requirements of the quality management system (QMS).

## **8. GRADUATE PROFILE OF THE EDUCATIONAL PROGRAM**

90. The primary approach to the formation of the graduate model is the competency-based approach; accordingly, the graduate model at the Academy is competency-based.

91. The graduate model represents a holistic description of the outcome of an educational program («output product»), containing a description of the competencies required for successful professional activity and creative self-realization, and aligned with the needs of society and labor market requirements.

92. The graduate model is directly linked to the mission of the Academy and is developed based on analytical data.

93. The graduate model is developed by the Academic Committee of the Educational Program, established in accordance with paragraph 21 of these Regulations, with the participation of students and internal and external stakeholders (including employers). These individuals participate in the development of the graduate model by submitting proposals on the list and content of the required competencies, as well as by taking part in discussions and decision-making during its approval.


94. The procedure for determining candidates and the requirements for members of the Academic Committee are established in accordance with paragraph 21 and Section 6.1 of these Regulations.

95. The main approach to the formation of the graduate model is a competence-based approach, respectively, in the Academy, the graduate model is a competence-based one.

96. The graduate model is a holistic image of the result of the educational program («output product»), containing a description of the competencies necessary for successful professional activity and creative self-realization, meeting the needs of society and market requirements labor.

97. The graduate model is directly related to the mission of the Academy, formed on the basis of analytical data.

98. The graduate model is developed by the Academic Committee of the Educational Program, formed in accordance with paragraph 21 of these Regulations, with the participation of students and internal and external stakeholders (including employers). These persons take part in the development of the graduate model by making proposals on the list and content of necessary competencies, as well as participate in the discussion and decision-making when approving it.

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99. The procedure for determining candidates and requirements for members of the Academic Committee are established in accordance with paragraph 21 and Section 6.1 of these Regulations.

100. The graduate model is developed in the following order:

1) The Academic Committee of the Educational Program analyzes the following documents: professional standards; the mission and development strategy of the Academy; the National and Sectoral Qualifications Frameworks; documents of the European Higher Education Area, including the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG); as well as the Dublin Descriptors (Appendix 1 to these Regulations);

2) The Academic Committee analyzes the needs of the labor market, the dynamics of graduate employment in the context of the OP (including using data provided by the Department of career guidance and professional practice and graduate employment);

3) The Academic Committee analyzes forecasts for the development of the industry and the competencies required of specialists in the short term, including the Atlas of New Professions and other relevant sources;

101. The formation of competencies and qualification characteristics of the graduate is carried out using the structure of the graduate model set out in Appendix 4 to these Regulations. When designing (developing) the graduate model, the developers carry out the following procedures:

1) formulate competencies by groups – universal, general professional and professional, as well as the qualification characteristics of graduates in educational programs in accordance with the levels of study.


102. The graduate model is formed according to the established QMS form. The recommended graduate model template for all levels of education (Bachelor's degree, Master's degree, doctoral degree) is given in Appendix 4.

103. The formed competence model of the graduate:

- is discussed at the department meeting with regard to the content of professional and general professional competencies, their alignment with the profile of the educational program, and compliance with professional standards;

- is reviewed at the meeting of the Academic Committee of the educational program, taking into account the proposals of the department, students, and stakeholders, as well as to ensure that the graduate model aligns with the goals and learning outcomes of the educational program;

- is reviewed and approved at the meeting of the Academic and Methodological Council regarding methodological correctness and compliance with the State Educational Standards and internal regulations of the Academy;

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– is approved at the meeting of the Academic Council of the Academy following the incorporation of the necessary amendments and adjustments.

## 9. CATALOG OF ELECTIVE COURSES

104. The Catalog of Elective Courses (CEC) is compiled separately for each educational program and represents a systematic annotated list of all elective component courses for the entire duration of the educational program. It contains a brief description of each course, specifying the learning objectives, a summary of the content (main sections), prerequisites and co-requisites, credit value, and the expected learning outcomes (knowledge, skills, abilities, and competencies to be acquired by students).

105. The CEC is developed annually for each educational program in accordance with the *Regulations on the Catalog of Elective Courses*, in three languages: Kazakh, English, and Russian. The CEC is reviewed at the meeting of the Academic and Methodological Council and approved by the decision of the Academic Council.


106. When compiling the CEC, the educational program must take into account trends in the development of science and the arts, labor market needs, and the requirements of students and external stakeholders. The CEC of the educational program must comply with the following requirements:

- Elective courses are determined in accordance with the need for students to acquire the professional competencies specified in the educational program, and in compliance with professional standards and the State Educational Standards (SES);
- The sequence of studying elective courses is organized in accordance with the logic of academic interconnection and the order of course study, that is, indicating prerequisites and co-requisites, as well as following the structure of the educational program (linear or spiral).

107. The CEC must provide students with the opportunity to make an alternative choice of elective courses in order to form an individual educational trajectory. Based on the educational program and the CEC, students, together with advisors, develop individual study plans.

## 10. STRUCTURE AND CONTENT OF THE EDUCATIONAL PROGRAM

108. The structure of undergraduate, master's, and doctoral EPs is provided in the appendices to the SMSE for higher and postgraduate education. The content of higher and postgraduate EPs consists of courses from three cycles: the GEC, BD, and PD. The GEC cycle includes courses from the UC, EC, and/or the mandatory component. The BD and PD cycles include courses from the UC and EC. UC and EC are determined independently by the Academy, taking into account labor market needs, employer expectations, and the individual interests of students.

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109. The educational program (EP) is developed by the Academic Committee of the EP in accordance with the requirements of the SMSE and professional standards (if applicable).

In the process of developing an educational program:


- is discussed at the departmental meeting with regard to the content of professional and general professional competencies;
- is reviewed and refined at the meeting of the Academic Committee of the EP;
- is reviewed and endorsed at the meeting of the Academic and Methodological Council;
- is approved by the decision of the Academic Council of the Academy.

110. The structure of the Academy's educational program (EP) is prepared in accordance with the approved QMS format. Templates for the structural elements of the EP are provided in Appendix 7, «Templates for the Structural Elements of the Educational Program». The EP includes the following components:

- 1) Cover Page
- 2) Approval Sheet
- 3) Table of Contents
- 4) General Description of the Educational Program
- 5) Explanatory Note
- 6) The purpose and mission of the educational program
- 7) Educational Program Passport
- 8) Learning Outcomes of the EP «\_\_\_\_\_» and modules that form competencies
- 9) The map of the training module on competence formation
- 10) Competency Map/Profile
- 11) Information about the disciplines and the matrix of achievement of learning outcomes (in the format of Appendix 3 to these Regulations)
- 12) The curriculum of the educational program (for the entire period of study)
- 13) Review of the educational program
- 14) Extract from the minutes of the department meeting
- 15) Extract from the minutes of the meeting of the Academic Committee
- 16) Re-approval sheet of the EP

111. The study plan of the EP is developed for the entire duration of the program in accordance with the SMSE for higher and postgraduate education. The study plan is prepared in three languages (Kazakh, Russian, and English), reviewed at the meeting of the Academic and Methodological Council, and approved at the meeting of the Academic Council.

112. The curriculum defines the list and sequence of subjects / modules, practices, research work, intermediate and final attestations, their labor intensity in credits and

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academic hours, the distribution of lecture, practical, laboratory classes and independent work of the student and the forms of control.

113. The curriculum provides a logical sequence of subjects based on their continuity and the rational distribution of subjects across semesters. The curriculum provides a summary table of indicators of the volume of credits of the educational program in the context of cycles of disciplines and semesters of study.

114. The originals of the study plans for undergraduate programs are kept in the Academic Affairs Service (AAS), while the study plans for master's and doctoral programs are kept in the Department for the Preparation of Research Personnel. Copies are sent to the departments for the organization of the educational process.

## **11. STRUCTURE AND COORDINATION OF EDUCATIONAL PROGRAMS**

115. The primary purpose of the educational program development plan is to improve the content of the EP in accordance with current labor market trends, taking into account trends in the development of art, culture, science, and technology. The educational program development plan is developed by the Academic Committee with the participation of students, external and internal stakeholders, in accordance with the approved QMS format, a template of which is provided in Appendix 5.


116. The EP development plan is prepared based on the Development Strategy of the Temirbek Zhurgenov Kazakh National Academy, and it reflects the activities and tactical measures for achieving the goals of strategic development. The EP development plan is reviewed at the department meeting, the Academic and Methodological Council, and is approved collectively at the meeting of the Academic Council.

117. Educational program development plans must reflect their original directions of growth, including the individual creative, research, and project initiatives of departments and faculty members. In preparing the development plans, the unique concept of the educational program, as well as specific forms of integration of art, science, and technology and competitive advantages, are taken into account.

118. The educational program development plan includes a risk analysis and measures for their prevention and mitigation, in accordance with the format established in Appendix 5 to these Regulations.

## **12. MECHANISM FOR REVIEWING THE EDUCATIONAL PROGRAM DEVELOPMENT PLAN**

119. The review of the EP development plan is carried out to update its content, objectives, and target indicators based on the results of monitoring, analysis of the effectiveness of EP implementation, recommendations of accreditation

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commissions, changes in the external regulatory environment, and risk analysis and assessment.

120. The EP development plan is subject to a scheduled review at least once every three years, as well as to an unscheduled review in the event of changes to the State Mandatory Standards of Education (SMSE), professional standards (if applicable), the Academy's development strategy, or upon identification of non-compliances based on internal monitoring results.

121. Annual operational refinement of the plan is allowed (if necessary) – in terms of updating activities, deadlines and performance indicators, without changing its strategic directions and structure.

122. The frequency of revision is determined by the level of the educational program:

- Bachelor's programs – reviewed at least once every three years, taking into account the analysis of program implementation effectiveness and employer feedback (at the departmental and Academic and Methodological Council levels);
- Master's programs – reviewed once every two years or upon changes to the SMSE or professional standards, with an emphasis on the research focus of the program;
- Doctoral programs – reviewed once every three years, concurrently with the evaluation of research effectiveness.

123. The review process includes the following steps:


- 1) Analysis of data from EP implementation monitoring, and surveys of students, faculty members, and employers;
- 2) Preparation of an analytical report and proposals for updating the development plan;
- 3) Consideration of proposals at the department meeting and the faculty council;
- 4) Formation of the updated development plan, specifying deadlines, responsible parties, and expected outcomes;
- 5) Approval of the revised plan at the meeting of the Academic Committee and publication of the information on the official website of the Academy.

124. The heads of the Academic Committees, in cooperation with the departments and the Academic Affairs Service (AAS), are responsible for organizing the review.

125. Methodological support for the review procedure is provided by the Academic and Methodological Department, while the control over its implementation is ensured by the Strategic Development Department.

### **13. MONITORING AND ASSESSMENT OF THE EFFECTIVENESS OF EDUCATIONAL PROGRAM IMPLEMENTATION**

126. Monitoring and evaluation of the effectiveness of EP implementation are aimed at ensuring high quality of the educational process, achieving the objectives and

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intended learning outcomes, as well as ensuring that the educational programs comply with the SMSE, professional standards (if applicable), the National Qualifications Framework (NQF), and the strategic goals of the Temirbek Zhurgenov Kazakh National Academy of Arts.

127. The performance monitoring and evaluation system is based on the following principles:

- Alignment with the mission and strategic priorities of the Academy;
- Comprehensiveness – covering academic, creative, organizational and managerial, as well as socio-professional aspects of activity;
- Objectivity and transparency of procedures;
- Regularity and systematic approach – monitoring is conducted at least twice a year;
- Use of a combination of quantitative and qualitative indicators, including expert and public evaluations;
- Focus on the development and continuous improvement of educational programs.


128. Monitoring and periodic evaluation of the EP are conducted within the Academy at the departmental and faculty levels, as well as at the Academy level.

129. Monitoring and periodic evaluation addresses the following issues:

- Employment of graduates;
- Relevance of the educational program;
- Alignment of program content with current scientific achievements and trends in art and education;
- Changes in societal and professional needs and the compliance of educational programs with them;
- Student workload, effectiveness, academic performance, and mastery of the EP;
- Expectations, needs, and satisfaction of students, faculty members, and stakeholders regarding the implementation of the EP;
- Quantitative and qualitative composition of faculty members and program leaders;
- Compliance of the educational environment and support services with the objectives of the EP.

130. The objects of monitoring and evaluation of educational programs are:

- Graduate model;
- EP objectives and learning outcomes;
- Catalogs of elective courses;
- Educational programs;
- Study programs (syllabuses);
- Professional practice programs;

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- Academic plans (for the full period of study);
- Individual study plans;
- Work study plans (for 1 year);
- EP development plans;
- Educational and methodological support;
- Control-measuring and evaluation tools;
- Digital learning platforms (Platonus, Moodle);
- Digital educational resources;
- Int Internal regulatory documents regulating the implementation of educational programs;
- Minutes of departments, faculty councils, AQC, Academic Committee, educational and Methodological Council.

131. Monitoring of the educational program at the department and faculty levels is carried out once a year in January and February. Monitoring is preceded by:

- meetings with employers and employer surveys;
- data on employment trends of graduates from previous cohorts;
- information on the number of applications submitted to the admissions committee for the educational program;
- employer surveys regarding satisfaction with the competencies of graduates;
- analysis of employer requests for specific specialists;
- analysis of student academic performance;
- review of external and internal regulatory acts, including professional standards, program documents, and changes therein;
- risk forecasting.

132. Based on the analysis of the collected data, the department conducts monitoring of educational programs by comparing the objectives, learning outcomes, and EP content with current labor market requirements and trends in art, science, and education. The effectiveness of assessment tools, methods for evaluating students' academic achievements, teaching methodologies, and the satisfaction of students, faculty members, and other stakeholders are also evaluated. Other objects of educational program monitoring listed above are studied as well. Methods used include document review and analysis, surveys, observations, statistical data analysis provided by the Academy's services, as well as interviews, discussions, and roundtable sessions.

133. The results of monitoring are discussed at department meetings, recorded in the department minutes, and measures are developed to address identified discrepancies. The results of educational program monitoring and the corrective action plan are

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submitted to the Faculty Council meeting, where the implementation of the educational program is evaluated.


134. Monitoring and periodic evaluation of educational programs at the Academy level are conducted by commissions composed of representatives from the EP External Quality Assurance Department, Strategic Development Department, Risk Analysis and Assessment Department, Educational Program Content Analysis and Development Department, Academic Staff Training Department, Career Development and Guidance Department, Registrar's Office, Human Resources Department, and other structural units of the Academy, as well as members of the Academy's top management. These commissions are established by the Rector's order specifically to carry out EP monitoring.

135. Evaluation of the effectiveness of educational programs is carried out in four directions:

1. Academic Effectiveness – alignment of EP content with SMSE and professional standards, quality of teaching and teaching-methodological support, and implementation of practice-oriented learning formats.
2. Creative Effectiveness – participation of students and faculty members in competitions, festivals, exhibitions, concerts, and receipt of awards and recognition at national and international levels.
3. Organizational and Managerial Efficiency – functioning of the internal quality assurance system, staffing capacity, condition of material and technical resources, and transparency of the educational process.
4. Socio-Professional Effectiveness – graduate employment, employer involvement in program implementation, professional achievements of graduates, and development of international cooperation. Specific indicators for each area are provided in the Methodology for Calculating Indicators – Appendix 6.

136. Monitoring and periodic evaluation of EPs at the Academy level are conducted twice a year – in November and April – using internal audits, surveys, classroom quality inspections, review of teaching and methodological documentation, analysis of academic performance results, review of documents on digital learning platforms (Moodle, Platonus), analysis of the qualitative and quantitative composition of faculty members implementing EPs, graduate employment, statistical methods, as well as interviews and face-to-face meetings with students and other stakeholders.

137. An important method for monitoring the quality of EP implementation is the assessment of students' achievement of learning outcomes in creative formats, conducted in accordance with the academic calendar – including student exhibitions, concerts, theatrical performances, film screenings, and final qualification works. These creative assessments are evaluated by commissions composed of internal and external stakeholders.

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138. Monitoring and evaluation at the Academy level are subject to:

- Achievement of the goals and learning outcomes within the EP;
- Quality of the educational process in the EP;
- Satisfaction of students and other internal stakeholders with the implementation of the EP;
- Satisfaction with the organization and completion of professional practice;
- Employer satisfaction with the quality of graduates;
- Compliance of faculty members with qualification requirements;
- Publication activity of faculty members;
- Academic performance of students;
- Graduate employment;
- Relevance of the EP;
- Prospects for the development of the EP;
- Potential risks in the implementation of the EP.


139. Monitoring results are recorded in minutes, based on which analytical reports, official memoranda, and service reports from department heads are prepared, including recommendations for addressing identified violations and discrepancies. Heads of structural units present twice a year at the Academic and Methodological Council meetings, reporting on the analysis of data in their areas of responsibility for each EP. Decisions regarding various aspects of EP implementation are made based on these reports.

140. Annually, in accordance with the yearly plan, heads of educational programs present at the Academic and Methodological Council meeting with a report on the implementation of the EP. Based on the report and monitoring results, an evaluation of the EP is provided, which serves as the basis for further decisions regarding staffing, admissions plans, allocation of state orders, material and technical support, modifications to the EP content, and corrective measures.

141. Results of monitoring and evaluation of effectiveness are subject to publication in the Academy's annual report and on the official website.

142. Unscheduled revisions of educational programs may occur due to changes in the legislation of the Republic of Kazakhstan, labor market shifts, or other factors. Decisions on EP revision are made based on effectiveness analysis data and recommendations documented in analytical reports from the relevant departments.

143. Results of EP effectiveness evaluation are used in the development of departmental and faculty development plans, adjustment of curricula, allocation of state orders, and decisions regarding staffing and resources. A consolidated evaluation of EP effectiveness is approved by the Academic and Methodological Council and included in the report on the internal quality assurance system.

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#### **14. RISK MANAGEMENT OF THE EDUCATIONAL PROGRAM**

144. Educational Program Risk Management is the process of identifying, assessing, and planning measures to prevent potential risks and issues that may arise during the implementation of the EP. Effective risk management ensures the successful implementation of the program and the achievement of its objectives.

145. Steps and principles of risk management of the educational program:

- 1) Risk identification: identify and evaluate the potential risks associated with the program. These may include technical, financial, organizational, socio-cultural, and other risks.
- 2) Risk analysis: after identifying the risks, it is necessary to analyze their impact and probability of occurrence. This allows you to determine which risks are most significant and require special attention.
- 3) Development of risk management measures: a management system should be developed for each identified risk. This may include measures to prevent the risk, mitigate its consequences, or transfer the risk to other parties.
- 4) Planning and implementation of risk management measures: it is necessary to develop an action plan for risk management and determine the time frame for the implementation of measures.
- 5) Risk monitoring and control: during the implementation of the educational program, it is necessary to constantly monitor risks and their impact. This allows you to respond to changes in the situation in a timely manner and adjust risk management plans.
- 6) Regular risk assessment: risks and scenarios may change over time. Therefore, it is necessary to periodically reassess risks and adapt management strategies.
- 7) Staff education and training: Training and awareness-raising of internal and external stakeholders about risks and their management measures are important components of risk management.
- 8) Reserve resources: it is necessary to have financial and human resources in reserve that can be used in case of risks.
- 9) Risk management of an educational program helps organizations minimize potential threats and ensure high-quality program implementation, which contributes to achieving educational goals and meeting the needs of students.
- 10) Risk analysis and mitigation measures are developed in the relevant section of the Educational Program Development Plan.

#### **15. REGULATIONS ON THE APPROVAL AND UPDATING OF THE EDUCATIONAL PROGRAM**

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146. Educational programs are subject to annual approval (either confirmation of the current version or approval of the updated version) at the Academic Council meeting in March, prior to uploading the EP into the Register of Educational Programs of the NCHE MSHES RK.

147. The frequency of development and approval of documents on educational programs is as follows:

- The graduate model is developed once every 4 years, approved at a meeting of the Academic Council of the Academy;
- The educational program is subject to scheduled review at least once every three years. A comprehensive analysis of the educational program is carried out at least once every four years and may be the basis for the development of a new edition.;
- The educational program development plan is developed once every 4 years and is approved at a meeting of the Academic Council of the Academy.;
- The passport of the educational program is developed once every 4 years, does not require approval;
- The catalog of elective subjects is developed annually and approved at a meeting of the Academic Council of the Academy.;
- The working curriculum is developed annually and approved at a meeting of the Academic Council of the Academy.;
- Syllabuses are developed annually and approved at a meeting of the Faculty Council;
- Professional practice programs are developed annually and approved at a meeting of the Faculty Council.


148. The deadlines for the development, updating/updated of educational programs and documents related to them may be changed for the following reasons:

- Changes in the regulatory legal acts of the RLA MSHES RK;
- Recommendations of monitoring and accreditation commissions;
- Changes in the labor market;
- Recommendations from employers and students;
- Identified violations resulting from EP monitoring and evaluation;
- Changes in QMS formats.

In these cases, all documents are updated with appropriate adjustments.

## **16. THE PROCEDURE FOR MAKING CHANGES**

149. Amendments to these Regulations are carried out by the developer in the same procedure as their initial development and approval;

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150. Amendments and additions are approved at the Academic Council meeting. The changes remain in effect until the next revision of the document. Updates to the working copy of the Regulations are carried out by the AAS;

### 17. APPROVAL, STORAGE, DISTRIBUTION

151. The distribution of these Regulations for discussion and approval is carried out by the developer;


152. The original document of the Regulations is available at the Academic Affairs Service and on the Academy's website;

153. Appendices 1–7 are an integral part of these Regulations.

**Head of the Academic Affairs Department**




**G.B. Abdirakhman**

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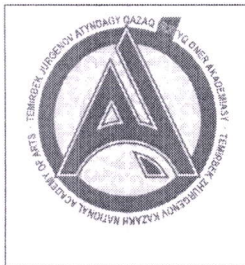
### *Appendix 1*

#### Dublin descriptors for each level of study, according to the qualifications framework of the European Higher Education Area (QF-EHEA)

Learning outcomes	First level of education (Bachelor's degree)	Second level of study (Master's degree)	Third level of education (Doctoral studies, PhD)
1. Knowledge and understanding	<ul style="list-style-type: none"> <li>- demonstrate knowledge and understanding ability in the field being studied, based on advanced knowledge in the field being studied;</li> <li>- know the methods of scientific research and academic writing and apply them in the field under study;</li> <li>- understand the importance of principles and culture of academic integrity</li> </ul>	demonstrate developing knowledge and understanding in the field under study, based on advanced knowledge of this field, while developing and/or applying ideas in the context of research	demonstrate a systematic understanding of the field of study, mastery of the skills and research methods used in this field
2. Putting knowledge and understanding into practice	<ul style="list-style-type: none"> <li>- apply knowledge and understanding skills at a professional level, formulate arguments and solve problems in the field of study;</li> <li>- apply theoretical and practical knowledge to solve educational, practical and professional tasks in the field under study;</li> <li>- apply knowledge and understanding of facts, phenomena, theories and complex relationships between them in the field under study;</li> </ul>	apply their knowledge, understanding and abilities at a professional level to solve problems in a new environment, in a broader interdisciplinary context;	<ul style="list-style-type: none"> <li>- demonstrate the ability to think, design, implement and adapt an essential research process with a scientific approach;</li> </ul>
3. The ability to make judgments, evaluate ideas and formulate conclusions	<ul style="list-style-type: none"> <li>- to collect and interpret information to form judgments, taking into account social, ethical and scientific considerations;</li> </ul>	<ul style="list-style-type: none"> <li>- to collect and interpret information to form judgments, taking into account social, ethical and scientific considerations</li> </ul>	<ul style="list-style-type: none"> <li>- to contribute with their own original research to the expansion of the boundaries of the scientific field, which deserve publication at the national or international level; – critically analyze,</li> </ul>

	<p style="text-align: center;">REPUBLICAN STATE INSTITUTION          TEMIRBEK ZHURGENOV KAZAKH NATIONAL          ACADEMY OF ARTS          OF THE MINISTRY OF CULTURE AND INFORMATION          OF THE REPUBLIC OF KAZAKHSTAN</p>	II 017-1.66-2025 28.10.2025 y.
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			evaluate and synthesize new and complex ideas;
4. Communication skills	- communicate information, ideas, problems, and solutions to both specialized and non-specialized audiences	- clearly and unambiguously communicate information, ideas, conclusions, problems and solutions to both specialists and non-specialists;	- communicate their knowledge and achievements to colleagues, the scientific community and the general public;
5. Self-study	- learning skills necessary for independent continuation of further education in the field of study;	- learning skills necessary for independent continuation of further education in the field of study.	- to promote knowledge-based technological, social or cultural development in the academic and professional context of society.



*Appendix 2*

A non-exhaustive list of action verbs used to formulate specific learning outcomes based on B. Bloom's taxonomy of thinking skills

BACHELOR'S DEGREE (BA)			MASTER'S DEGREE (MA)	DOCTORAL STUDIES	
KNOWLEDGE	UNDERSTANDING	APPLICATION	ANALYSIS	SYNTHESIS	ESTIMATION
Cite	Associate	Apply	Analyse	Arrange	Estimate
Consider	Classify	Calculate	Estimate	Form	To choose
Define	Compare	Classify	Calculate	To collect	Compare
Draw	Calculate	Demonstrate	Categorize	Compile	Criticize
Identify	Contrast	Define	Classify	Build	Define
List	Differentiate	Stage	Compare	Create	Conduct an assessment
Name	Discuss	Hire	Debate	Develop	Determine the quality
Highlight	Recognize	Check	Create a diagram	Formulate	Give an assessment
Refer to	Evaluate	Illustrate	Differentiate	Integrate	Giving judgment
Read	Explain	Interpret	Distinguish	To manage	Measure
Recite	Express	Arrange	Check	Organize	Rank
Record	Extrapolate	Manage	Experiment	To plan	Define a category
Repeat	Interpolate	Order	To determine	Prepare	Recommend
Select	Arrange	Practice	Inspect	Prescribe	Double-check
Assert	Predict	Report	Making a list	Produce	Determine the score
Tabulate	Report	Restructure	Ask a question	Suggest	To choose
Speak	Reformulate	Make a schedule	Divide	Define	Standardize
Track	Review	Making a sketch	Generalize	Synthesize	Testing
Underline	Speak	Decide	Testing	Write	Testing
	Translate	Translate	Prove		
		Use			
		Write			



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*Appendix 3*

**Information about disciplines and a matrix of achievable learning outcomes**

№	Name of the discipline	Brief description of the discipline	Number of credits	Generated learning outcomes (codes)									
				PO1	PO2	PO3	PO4	PO5	PO6	PO7	.....		
<b>The cycle of general education subjects</b>													
						v							
									v				
<b>Mandatory component/University component/Component of choice</b>													
<b>Cycle of basic disciplines/ Cycle of profile disciplines University component/Component of choice</b>													
								v					
						v							
											v		
												v	
						v							

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#### Appendix 4. Graduate model template (for all levels of education)

### THE GRADUATE'S COMPETENCE MODEL


Temirbek Zhurgenov Kazakh National Academy of Arts  
 on educational programs:

**6B021** \_\_\_\_\_

**7M021** \_\_\_\_\_

**8D021** \_\_\_\_\_

Almaty  
 2025 y.

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«Approved»  
 by the Academic Council of the  
 Temirbek Zhurgenov Kazakh National  
 Academy of Art  
 Protocol no. \_\_\_ from «\_\_» \_\_\_\_\_ 2025 y.

### THE GRADUATE'S COMPETENCE MODEL

The graduate model is a system of personal qualities and professional competencies of a graduate of an educational program, it is the goal, the ideal representation of the result of the educational system. The graduate model was developed in accordance with the mission, vision and strategic objectives of the academy, the requirements of the modern labor market, recommendations from employers, internal and external stakeholders, based on the Dublin descriptors, national and industry qualifications framework, professional standard.

A graduate model of the Kazakh National Academy of Arts named after Temirbek Zhurgenov (hereinafter referred to as the Academy) represents an image of a competency-based approach and learning outcomes by educational level.

The graduate's competence model is the basis for the development of educational programs (hereinafter referred to as the EP).

The graduate model contains professional, general professional and universal competencies, which are set out in Tables 1, 2, 3, as well as qualification characteristics.

*Table 1*

The competence model of a graduate in a bachelor's degree program  
 6B021 \_\_\_\_\_

<b>Naming of competence groups</b>	<b>Key competencies</b>	<b>Key learning outcomes</b>
Professional Competencies (PC)		
General Professional Competencies (GPC)		
Universal Competencies (UC)		

Qualification Characteristics of a Graduate of the EP 6B021:


- Field of professional activity of the graduate of the EP;
- Objects of professional activity of the graduates of the EP;
- Subject of professional activity;
- Types of professional activity of the graduate of the EP;
- Functions of professional activity of the graduate of the EP;

The level according to the International Standard Classification of Education \_\_\_\_\_

Level according to the National Qualifications Framework \_\_\_\_\_

Level according to the Sectoral Qualifications Framework \_\_\_\_\_

Number of Credits \_\_\_\_\_

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Academic degree awarded \_\_\_\_\_

*Table 2*

The competence model of a graduate in the Master's degree program  
 7M021 \_\_\_\_\_

<b>Naming of competence groups</b>	<b>Key competencies</b>	<b>Key learning outcomes</b>
Professional Competencies (PC)		
General Professional Competencies (GPC)		
Universal Competencies (UC)		

Qualification Characteristics of a Graduate of the EP 7M021:

- Field of professional activity of the graduate of the EP;
- Objects of professional activity of the graduates of the EP;
- Subject of professional activity;
- Types of professional activity of the graduate of the EP;
- Functions of professional activity of the graduate of the EP;

The level according to the International Standard Classification of Education \_\_\_\_\_

Level according to the National Qualifications Framework \_\_\_\_\_

Level according to the Sectoral Qualifications Framework \_\_\_\_\_

Number of Credits \_\_\_\_\_

Academic degree awarded \_\_\_\_\_

*Table 3*

The competence model of a graduate in a doctoral degree program  
 8D021 \_\_\_\_\_

<b>Naming of competence groups</b>	<b>Key competencies</b>	<b>Key learning outcomes</b>
Professional Competencies (PC)		
General Professional Competencies (GPC)		
Universal Competencies (UC)		

Квалификационные характеристики выпускника ОП 8D021 \_\_\_\_\_:

Qualification Characteristics of a Graduate of the EP 7M021:

- Field of professional activity of the graduate of the EP;
- Objects of professional activity of the graduates of the EP;
- Subject of professional activity;
- Types of professional activity of the graduate of the EP;
- Functions of professional activity of the graduate of the EP;


The level according to the International Standard Classification of Education \_\_\_\_\_

Level according to the National Qualifications Framework \_\_\_\_\_

Level according to the Sectoral Qualifications Framework \_\_\_\_\_

Number of Credits \_\_\_\_\_

Academic degree awarded \_\_\_\_\_

	РЕСПУБЛИКАНСКОЕ ГОСУДАРСТВЕННОЕ УЧРЕЖДЕНИЕ КАЗАХСКАЯ НАЦИОНАЛЬНАЯ АКАДЕМИЯ ИСКУССТВ ИМЕНИ ТЕМИРБЕКА ЖУРГЕНОВА МИНИСТЕРСТВА КУЛЬТУРЫ И ИНФОРМАЦИИ РЕСПУБЛИКИ КАЗАХСТАН	П 017-1.66-2025 28.10.2025 г.
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### Appendix 5. Template of the Educational Program Development Plan

#### Agreed

Faculty Council

Protocol № \_\_\_\_\_

« \_\_\_\_ » \_\_\_\_\_ 2025 y.

Dean

(*Full name, signature*)

#### Approved

Educational and Methodological Council

Temirbek Zhurgenov Kazakh National

Academy of Arts

Protocol № \_\_\_\_\_

« \_\_\_\_ » \_\_\_\_\_ 2025 y.

EP Development plan \_\_\_\_\_


for 2025-2029

Head of the Department «(*name*)»

(*Full name, signature*)

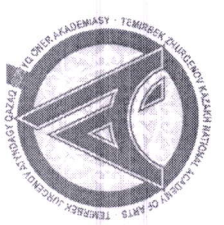
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Almaty, 2025 y.

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No	Implementation measures	Actions <sup>1</sup>	Due date	Responsible	Completion Form
1	2	3	4	5	6
<b>Foundation: Development Strategy of the Kazakh National Academy of Arts named after Temirbek Zhurgenov for 2023-2029</b>					
<b>Strategic goal: to improve the quality of the content of the educational process in accordance with modern global trends in the development of education</b>					
<b>Direction: Development and improvement of the quality of educational activities</b>					
<b>Goal 1. Expand the portfolio of educational program trajectories</b>					
<b>Task 1.1. To increase the number of educational program trajectories</b>					
1.1.1	Decision on the Type of Educational Program (EP) (current, new, innovative, interdisciplinary, additional (minor), joint EP, double-degree EP)	1) Performance analysis of the EP 2) Revision, updating (formulation) of the purpose of the EP in connection with the needs of the labor market 3) Meeting with employers 4) Formulation of the planned learning outcomes in the EP 5) Development of the EP content 6) Discussion and approval 7) Types of OP by collegial bodies 8) Registration in the Register of the NCHE MSHES RK 9) Formation of the Competency-Based Graduate Model of the EP	Month, year Month, year Month, year Month, year Month, year Next month Month, year Month, year	Full Name of the Head of the EP (Dean, Head of Department, or Person Responsible for the EP) - - Full name of the process manager according to the order or Regulation on the development and approval of the EP Full name of the responsible person Full name of the process manager according to the order or Regulation on the development and approval of the EP	Analytical report, proposals of the Academic Committee of the Educational Program EP project Suggestions for updating the EP EP project Draft EP by type and level of training Minutes of meetings of the department, EMS, etc. Link Competence models of an EP graduate
18.					
19.					
20.					
21.					

<sup>1</sup> In this template, the Actions are given as an example. Each group of developers has the right to independently plan actions for the educational program.

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22.	10)Preparation of a working curriculum of the EP	Month, year	Full name of the process manager according to the order or Regulation on the development and approval of the EP	WSP
23.	11)Formation of a list of elective subjects			CEC
<b>Goal 2. Increase the number of students enrolled in educational programs</b> <b>Task 2.1. To ensure an increase in the number of students</b>				
2.1.1	24. Formation of the EP contingent	Development of a career guidance program	Month, year	Full name of the process manager according to the order or Regulation on the development and approval of the EP
1	25.	3	4	5
<b>Strategic goal: to improve the quality of the content of the educational process in accordance with modern trends in the development of art and education</b> <b>Direction: Development and improvement of the quality of educational activities</b> <b>Goal 2. Increase the number of students enrolled in educational programs</b>				
26.				

### Risk management of the educational program <sup>2</sup>

Table 1. Matrix of the degree of threat of risks and actions to minimize them

Types of risks		Influence	Probability	Risk mitigation measures
REGULATORY RISK	Risk of sanctions by regulatory authorities and suspension/termination of activities (CQAE, IAAR, MSSES RK, etc.)	High	Низкая	Monitoring of regulatory compliance processes Regular internal audit of processes and implementation of corrective actions...
FINANCIAL RISK	Underfunding of projects (research, creative, etc.)	High	High	Mastering methods of raising funds from alternative sources (fundraising)...
GLOBAL RISKS	Afterburners of epidemiological, natural and/or man-made nature	High	High	Preliminary scenario planning
	Technological evolution, paradigm shift (evolutionary, educational)	High	High	Scenario forecasting Building a portfolio of innovative products at the initial stage of their life cycle
....				

<sup>2</sup> The name of the risks, as well as measures to reduce them, are also given as an example. Each group of educational program developers independently determines the risks for their educational program.

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### Appendix 6. Methodology for calculating indicators

#### Appendix 1: Academic performance

№	Indicator	Unit of measurement	Calculation method
1	Alignment of EP content with the requirements of the SMSE and professional standards	%	(Number of EPs fully compliant with the SMSE and professional standards / Total number of EP) × 100
2	The quality of teaching and educational and methodological support	% satisfaction	The average percentage of positive student responses to questionnaires + the availability of updated Educational and methodical complex of the discipline, syllabuses and assessment criteria (weighting factors: questionnaires 0.6, documents 0.4)
3	Participation of teaching staff in professional development	%	(Number of teachers who have completed advanced training / Total number of teaching staff) × 100
4	Implementation of practice-oriented forms of education	% of disciplines	(Number of disciplines implementing laboratory, production or project forms / Total number of disciplines in the curriculum) × 100
5	The use of digital technologies and individual trajectories	% EP	(The number of ops using LMS, e-courses, or digital resources / Total number of EP) × 100

#### Appendix 2: Creative performance

№	Indicator	Unit of measurement	Calculation method
1	Participation of students and teaching staff in competitions, festivals, exhibitions	units / person.	The total number of participants in creative events for the year (according to department reports)
2	Number of awards and diplomas	units.	Total number of awards and diplomas (taking into account the level of the event: international × 1.5; national × 1; intramural × 0.5)
3	Development of original projects	units.	The number of completed author's projects (plays, films, exhibitions, concerts, design projects), documented
4	Cooperation with cultural institutions	units of contracts / projects	Number of completed projects or contracts with theaters, film studios, philharmonic halls and museums
5	Development of the Academy as a center for artistic and creative initiatives	activity index	Comprehensive indicator = (number of internal events + external partnerships + media mentions) / 3

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### Appendix 3: Organizational and managerial effectiveness

N <sup>o</sup>	Indicator	Unit of measurement	Calculation method
1	Functioning of the internal quality assurance system	unit of events / % of completion	Number of meetings of the Quality Council and committees, percentage of recommendations implemented out of the total number of decisions
2	Human resources potential	%	(Number of teachers with academic degrees, titles, internships / Total number of teaching staff) × 100
3	The level of methodological and documentation support	%	(Number of approved and current documents / Total number of documents to be updated) × 100
4	The state and development of the material and technical base	equipment index	(Actual equipment availability / Regulatory requirement) × 100
5	Transparency and academic integrity	% of published data	(Number of publicly posted documents, reports, and evaluation criteria / Total number of documents) × 100

### Appendix 4. Social and professional performance

N <sup>o</sup>	Indicator	Unit of measurement	Calculation method
1	Employment of graduates by training profile	%	(Number of graduates employed by profile / Total number of graduates) × 100
2	Employers' participation in the educational process	%	(Number of disciplines or commissions with the participation of employers / Total number of disciplines or commissions) × 100
3	Professional achievements of graduates	unit / index	The number of awards, publications, and graduate projects for 3 years after graduation (based on the Career Center)
4	International cooperation and mobility	% / unit	(Number of mobility participants (faculty + students) / total number of contingents) × 100
5	Image and public reputation of the Academy	index of mentions	Number of positive publications, reviews, expert references in professional media / year

### Show on questionnaires (60%)


Questionnaires usually contain 5-10 statements like:

«The teacher clearly formulates the objectives of classes»

«The assessment criteria are transparent»

«The discipline promotes the development of professional competencies»

Students answer on a scale, for example 1-5 points or «yes / partially / no».

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### Calculation formula:

$A = \frac{\text{Sum of positive responses (4-5 points)}}{\text{Total number of responses}} \times 100$ 
 $A = \frac{\text{Sum of positive responses (4-5 points)}}{\text{Total number of responses}} \times 100$

### Example:

- 240 students answered the questionnaires,
- 192 responses were positive (4-5 points).

$$A = \frac{192}{240} \times 100 = 80\%$$

### Calculation of the indicator based on documentation (40%)

Checked:

- availability of updated UMKDS (educational and methodological complexes),
- availability and correctness of syllabuses,
- Clear evaluation criteria.

1 point is awarded for each discipline if there is a document.

### Formula:

$D = \frac{\text{Number of disciplines with a complete set of documents}}{\text{Total number of disciplines}} \times 100$ 
 $D = \frac{\text{Number of disciplines with a complete set of documents}}{\text{Total number of disciplines}} \times 100$

### Example:

- Total disciplines – 100
  - 92 disciplines have relevant Educational and methodological complex of the discipline, syllabuses and criteria
- $$D = \frac{92}{100} \times 100 = 92\%$$

### Final calculation with weights


We apply coefficients 0.6 (questionnaires) and 0.4 (documents):

$$\text{Total} = (A \times 0.6) + (D \times 0.4) = (80 \times 0.6) + (92 \times 0.4) = 48 + 36.8 = 84.8\%$$

### In our example:

$$\text{Total} = (80 \times 0.6) + (92 \times 0.4) = 48 + 36.8 = 84.8\%$$

– The final value: 84.8% - this is the indicator of the «quality of teaching and methodological support».

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## Appendix 7. Templates of the structural elements of the educational program

APPROVED  
 by the Decision of the  
 Academic Council of the Temirbek Zhurgenov  
 Kazakh National Academy of Arts  
 Protocol no. from « \_\_\_\_\_ » 202\_\_ year  
 Chairman \_\_\_\_\_ A. Zhudebayev

### EDUCATIONAL PROGRAM (EP)

---

*Code and title of the educational program*

---

**6B02 - Arts and Humanities**

---

*Code and classification of the field of education*

---

**6B021 - Art**

---

*The code and classification of the training area*

---

*The code and name of the educational program group*


---

**Bachelor's degree**

---

*Degree level: Bachelor's degree/ Master's degree/ Doctoral degree*

Almaty, 2025

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### DEVELOPED BY

Academic Committee of the Educational Program (order of the Head of the Temirbek Zhurgenov Kazakh National Academy of Arts No. \_\_\_ dated « \_\_\_ » \_\_\_\_\_ 20\_\_ y.)

<i>Post</i>	<i>Full name</i>	<i>Signature</i>	<i>Date</i>
Chairman of the Academic Committee			
Member of the Academic Committee			
Representative of employers			
Student Representative			

### ЭКСПЕРТЫ/РЕЦЕНЗЕНТЫ

<i>Full name of the reviewer</i>	<i>Position, place of work</i>	<i>Contact information</i>

The reviews are attached.

### DISCUSSED

At the meeting of the department (departments)  
 Protocol no. \_\_\_ from « \_\_\_ » \_\_\_\_\_ 20\_\_ y.

<i>Head of the Department</i>	<i>Full name</i>	<i>Signature</i>	<i>Date</i>

### REVIEWED


At the meeting of the Faculty Council  
 Protocol no. \_\_\_ from « \_\_\_ » \_\_\_\_\_ 20\_\_ y.

<i>Chairman of the Faculty Council</i>	<i>Full name</i>	<i>Signature</i>	<i>Date</i>

### AGREED

At the meeting of the Educational and Methodological Council of the Temirbek Zhurgenov Kazakh National Academy of Arts  
 Protocol no. \_\_\_ from « \_\_\_ » \_\_\_\_\_ 20\_\_ y.


<i>Chairperson of the AMC, Full Name</i>	<i>Signature</i>	<i>Date of the meeting and protocol number</i>	<i>Recommended/not recommended for approval by the Academy</i>

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## The content of the educational program

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1.2	The purpose and mission of the educational program	7
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4.	The map of the training module on competence formation	10
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## 1. General characteristics of the educational program

### 1.1 Explanatory note

### 1.2 The purpose and mission of the educational program

## 2. Passport of the educational program

№	Field name	Note
1	Code and classification of the field of education	6B02 Arts and Humanities
2	The code and classification of training areas	6B021 Art
3	Group of educational programs	<b>B</b>
4	The cipher and the name of the educational program	<b>6B021</b>
5	Purpose of the EP	
6	Type of EP	a) A new EP b) The current EP c) Innovative EP
7	ISCED level	6 Bachelor's degree or its equivalent
8	Level according to the NQF	6 Higher education, practical experience
9	Level according to the SQF	6.1-6.4
10	Distinctive features of the EP	a) No b) Joint Educational Program (JEP) c) Double Degree Educational Program (DDEP)
	Partner university (for JEP)	-
	Partner university (for DDEP)	-
11	Language of instruction	Kazakh, Russian
12	Professional standard for EP	
13	Name of the professional standard (PS)	
14	Other possible profession names	
15	Date of PS approval	
16	Credit volume	240, 300
17	Degree awarded	Bachelor's degree, Specialty
18	Duration of training	4, 5
19	Date of approval of the EP by the Academic Council	
20	Availability of an attachment to the license for the training area / License number for the training area	
21	Availability of EP accreditation	Yes, No
	Name of the accreditation authority	
	Validity period of accreditation	
22	Atlas of new professions	Не предусмотрено
23	Regional standard	Не предусмотрено
24	Learning outcomes	PO1 PO2

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		PO3
		...
25	Labor function	
Qualification characteristics of the graduate		
26	List of specialist positions	
	Area of professional activity	
	The object of professional activity	
27	Functions of professional activity	
28	Types of professional activity	- ;

**3. Educational program learning outcomes «\_\_\_\_\_»  
and modules that form competencies**


No	Name of job functions from the occupation card (OC) of the professional standard (PS)	Learning outcomes or key competencies (KC)	Name of the training module	Naming of competencies
1		ON1		
2		ON2		
3		ON3		
4		ON4		
5		ON5		
6		ON6		
7		ON7		
8		ON8		
9		ON9		
10		ON10		
11		....		

**4. Map/Competence profile**

Educational program «___»	The name of the work functions from the profession card (KP) of the professional standard (PS)	Name of the competence	Learning outcomes	The name of the disciplines that form the learning outcomes
The profile of the educational program «_____»		Professional Competencies (PC)		





	РЕСПУБЛИКАНСКОЕ ГОСУДАРСТВЕННОЕ УЧРЕЖДЕНИЕ КАЗАХСКАЯ НАЦИОНАЛЬНАЯ АКАДЕМИЯ ИСКУССТВ ИМЕНИ ТЕМИРБЕКА ЖУРГЕНОВА МИНИСТЕРСТВА КУЛЬТУРЫ И ИНФОРМАЦИИ РЕСПУБЛИКИ КАЗАХСТАН	П 017-1.66-2025 28.10.2025 г.
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THE LIST OF ADDITIONS AND CHANGES IN THE EDUCATIONAL  
 PROGRAM for the 202\_ - 202\_ academic year  
 В/М/Д021 «\_\_\_\_\_»

The following additions and changes have been made to the educational program «\_\_\_» for 202\_ - 202\_ academic years.:

- 1.
- 2.
- 3.

....


**REVIEWED**

at the meeting of the Board of the department/faculty «\_\_\_\_\_»


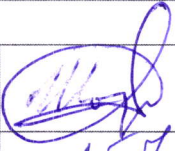
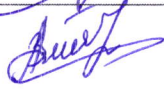
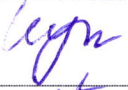
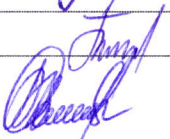
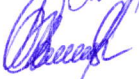
Chairman, full name	signature	Date of the meeting and protocol number	Recommended/not recommended for approval at Temirbek Zhurgenov Kazakh National Academy of Arts

**APPROVED**

By the decision of the Academic Council  
 Temirbek Zhurgenov Kazakh National Academy of Arts  
 Protocol no. from «\_\_\_» 202\_\_ of the year

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## APPROVAL SHEET

<b>Prepared by:</b>		
Head of the Academic Affairs Department		G. Abdirakhman
<b>Agreed:</b>		
Vice-Rector for Academic and Methodological Work		Sh. Yergobek
Head of the Department of analysis and development of the content of educational programs		A. Vyrakhmanova
Head of the Scientific Personnel Training Department		A. Kulshanova
Head of the Legal Department		O. Tlegenova
Head of the Strategic Development, Risk Analysis and Assessment Department		A. Moldabayeva

