

**КЕНЖЕҒАЛИ САҒАДИЕВ  
АТЫНДАҒЫ  
ХАЛЫҚАРАЛЫҚ БИЗНЕС  
УНИВЕРСИТЕТИ**



**KENZHEGALI SAGADIYEV  
UNIVERSITY  
OF INTERNATIONAL BUSINESS**

**APPROVED**  
by the Academic Council of UIB  
named after **Kenzhegali Sagadiyev**  
**Protocol No. 1** dated *06.09.24*  
**Chairperson: A. M. Makhmetova**

## **RULES**

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**FOR ORGANIZATION OF THE EDUCATIONAL PROCESS  
UNDER THE CREDIT TECHNOLOGY OF EDUCATION**

**“KENZHEGHALI SAGADIYEV UNIVERSITY OF INTERNATIONAL  
BUSINESS” LLP**

**EDITION 10**

**Effective from the date of signing**

**Almaty, 2024**

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### Document passport

<b>Document type</b>	Rules
<b>Document name</b>	Rules for organizing the educational process under the credit technology of education.
<b>Purpose of the document</b>	These rules define the procedure for organizing the educational process under the credit technology of education (hereinafter- CTE) in the "University of International Business"LLP.
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<b>Document Executors</b>	Heads of Departments, teaching staff
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<b>Exceptions</b>	No
<b>Regulatory references</b>	<p>1) Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319 (<i>with amendments and additions</i>);</p> <p>2) Rules of organization of the educational process under the credit technology of education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated 20.04.2011 No. 152 (<i>with amendments and additions</i>).</p> <p>3) State compulsory standard of higher education. - On approval of state compulsory standards of higher and postgraduate education. Decree #2 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022</p>
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## **1. Scope of application**

1.1 These Rules of organization of the educational process under the credit technology of education (hereinafter referred to as the Rules) are developed in accordance with subparagraph 25) Article 5 of the Law of the Republic of Kazakhstan "On Education" (hereinafter referred to as the Law) and determine the procedure for organizing the educational process under credit technology of education (hereinafter referred to as CTE) in Kenzhegali Sagadiyev University of International Business LLP (hereinafter – UIB or the University).

## **2. Regulatory references**

These Rules of organization of the educational process under credit technology of education use references to:

2.1 Law No. 319-III of the Republic of Kazakhstan dated July 27, 2007 "On Education" (*with amendments and additions*)

2.2 State compulsory standard of higher education. - On approval of state compulsory standards of higher and postgraduate education. Decree No. 2 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 (*with amendments and additions*).

2.3 Rules of organization of the educational process under credit technology of education, approved by the Decree No. 152 of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 (*with amendments and additions*).

2.4 Decree No. 39 of the Minister of Education and Science of the Republic of Kazakhstan dated January 28, 2015 "On approval of types and forms of State-issued educational documents and Rules for their Issuance" (*with amendments and additions*).

2.5 Decree No. 127 of the Minister of Education and Science of the Republic of Kazakhstan dated March 31, 2011 "On approval of the Rules for awarding degrees" (*with amendments and additions*).

2.6 Decree No. 289 of the Minister of Education and Science of the Republic of Kazakhstan dated June 12, 2009 "On approval of the certificate form issued to persons who have not completed their education".

### 3. Basic terms and definitions

№	Term	Definition
1	<i>Academic freedom</i>	is a set of powers of subjects of the educational process granted to them to independently determine the content of education in the disciplines of the component of choice, additional types of training and the organization of educational activities in order to create conditions for the creative development of students, teachers and the use of innovative technologies and teaching methods.
2	<i>Academic period (Term)</i>	the period of theoretical training that is set independently by the educational organization in one of three forms: semester, trimester, quarter.
3	<i>Academic credit</i>	is a unified unit of measurement for the volume of scientific and (or) academic work (load) of a student and (or) teacher.
4	<i>Academic Calendar</i>	calendar of educational and control activities, professional practices throughout the academic year, indicating days off (vacations/ breaks and holidays).
5	<i>Academic hour</i>	a unit of measurement for the volume of training sessions or other types of academic work, 1 academic hour is equal to 50 minutes (in military specialized educational institutions (hereinafter referred to as MSEI), 1 academic hour is equal to at least 40 minutes), is used for drawing up the academic calendar (schedule of the educational process), the schedule of training sessions, in the planning and recording of covered educational material, as well as in planning teaching load and recording the instructor's work."
6	<i>Academic mobility</i>	transfer of students or teachers to study or conduct research for a specific academic period (semester or academic year) in another Organisation of higher and postgraduate education (within the country or abroad) with mandatory transfer of completed academic programs, disciplines in the form of academic credits in their Organisation of higher and postgraduate education or to continue their studies in another Organisation of higher and postgraduate education.
7	<i>Active handouts (AH)</i>	visual illustrative materials distributed during training sessions to motivate the student to creatively and successfully master the topic (lecture theses, links, slides, examples, glossary, tasks for independent work);
8	<i>Educational achievements of students</i>	knowledge, skills, abilities students' acquire in the learning process and which reflect the achieved level of personal development.
9	<i>Students' final attestation (Qualification Examination)</i>	a procedure conducted for the purpose of determining the degree to which they have mastered the volume of academic disciplines and/or modules and other types of educational activity stipulated by the educational program in accordance with the state compulsory standard of the corresponding level of education.
10	<i>Academic rating of a student</i>	a quantitative indicator of the level of student's mastery of the curriculum of disciplines and (or) modules and other types of educational activities, compiled based on the results of intermediate

		attestation.
11	<i>Student’s Independent work (hereinafter referred to as SIW)</i>	work on a certain list of topics allocated for independent study, provided with educational and methodological literature and recommendations; depending on the category of students, it is divided into the student’s independent work of (hereinafter referred to as SIW), master's student’ independent work (hereinafter referred to as MIW) and doctoral student’s independent work (hereinafter referred to as DIW); the entire volume of SIW is confirmed by tasks that require the student to perform daily independent work.
12	<i>Dual-degree education</i>	the possibility of studying in two educational programs and curricula in order to obtain two equivalent diplomas or one basic and one additional.
13	<i>European Credit Transfer and Accumulation System (ECTS)</i>	a method of transferring credits earned by a student abroad into credits that are credited to their degree upon their return to their educational institution, as well as accumulating credits in educational programs.
14	<i>Individual study plan</i>	a curriculum formed for each academic year by students independently with the help of an adviser on the basis of the educational program (Technical and vocational, post-secondary education organizations based on the standard and working curriculum) and the catalog of elective subjects and (or) modules.
15	<i>Credit mobility</i>	transfer of students for a limited period of study or internship abroad - as part of their ongoing studies in their home Higher Education Institution – in order to accumulate academic credits (after the mobility phase, students return to their educational organization to complete their studies)
16	<i>Additional Educational Program (minor)</i>	a set of disciplines and /or modules and other types of academic work defined by the student for studying in order to form additional competencies.
17	<i>The module</i>	is an autonomous, complete structural element of the educational program in terms of learning outcomes, which has clearly formulated the knowledge, skills, competencies acquired by students and adequate assessment criteria.
18	<i>Modular training</i>	a method of organizing the educational process based on the modular structure of the educational program, curriculum, and academic disciplines.
19	<i>Main educational program</i>	an educational program defined by the student for studying in order to form key competencies.
20	<i>Point-rating letter system for evaluating academic achievements</i>	a system for evaluating the level of academic achievements in points corresponding to the letter system with a digital equivalent adopted in international practice, and allowing to set the rating of students.
21	<i>Registration for an academic discipline (Enrollment)</i>	Student registration procedure for academic courses.
22	<i>Credit technology of training</i>	training is based on the choice and independent planning of the sequence of studying disciplines and (or) modules with the

		accumulation of academic credits.
23	<i>Student’s Independent work under the guidance of a instructor (hereinafter referred to as SIWT)</i>	work of a student under the guidance of a teacher, conducted according to a separate schedule, which is determined by the Organisation of higher and postgraduate education or the teacher himself; depending on the category of students, it is divided into: independent work of a student under the guidance of a teacher (hereinafter referred to as SIWT), independent work of a master's student under the guidance of a teacher (hereinafter referred to as MIWT) and independent work of a doctoral student under the guidance of a teacher (hereinafter-DIWT).
24	<i>Postrequisite</i>	<i>Postrequisite</i> - disciplines and / or modules and other types of academic work that require knowledge, skills, abilities and competencies acquired upon completion of the study of this discipline and / or modules.
25	<i>Prerequisites</i>	<i>Prerequisites</i> - disciplines and / or modules and other types of academic work that contain the knowledge, skills, abilities and competencies necessary for mastering the discipline being studied and / or modules.
26	<i>Double degree</i>	programs that are based on the comparability and synchronization of the educational programs of a partner higher or postgraduate education organization and are characterized by the acceptance of common commitments by the University and partner universities on issues such as defining the goals and content of the program, organizing the educational process, awarding degrees or qualifications.
27	<i>Transcript</i>	a document containing a list of mastered disciplines and / or modules, and other types of academic work for the corresponding period of study, indicating credits and grades.
28	<i>Tutor</i>	a teacher who acts as an academic advisor to the student on mastering a specific discipline and / or module.
29	<i>Grade Point Average (GPA)</i>	the weighted average assessment of the student's level of academic achievement for a specific period under a selected program (the ratio of the sum of the products of credits and the digital equivalent of the final assessment score for all types of academic work, to the total number of credits for these types of work during that period of study).
30	<i>Advisor</i>	a teacher who performs the functions of an academic mentor of a student in the relevant educational program, who provides assistance in choosing the learning path (forming an individual curriculum) and mastering the educational program during the training period.
31	<i>Elective subjects</i>	academic subjects included in the university component and the elective component within the established academic credits and introduced by educational organizations, reflecting the individual training of the student, taking into account the specifics of socio-economic development and the needs of a particular region, established scientific schools.

## **4. General provisions**

4.1 These Rules of organization of the educational process under credit technology of education (hereinafter referred to as the Rules) are developed in accordance with subparagraph 25) of Article 5 of the Law of the Republic of Kazakhstan dated July 27, 2007 "On Education" (hereinafter referred to as the Law) and determine the procedure for organizing the educational process under credit technology of education (hereinafter referred to as the CTE) in UIB.

## **5. The main tasks of organizing the educational process under CTE**

5.1 The main objectives of the organization of the educational process under CTE are:

- 1) unification of the scope of knowledge;
- 2) creating conditions for maximum individualization of training;
- 3) strengthening the role and effectiveness of independent work of students;
- 4) identification of students ' academic achievements based on an effective and transparent procedure for their control.

## **6. Features of credit training technology**

6.1 Composite learning technology includes:

- 1) introduction of a system of academic credits to assess the labor costs of students and teachers in each discipline and other types of academic work;
- 2) students ' freedom to choose the disciplines and / or modules included in the QED, which ensures their direct participation in the formation of the IEP;
- 3) the freedom of students to choose an instructor when registering for disciplines;
- 4) involvement of advisors in the educational process, helping students to choose the educational path;
- 5) use of interactive teaching methods;
- 6) activation of independent work of students in the development of the educational program;
- 7) academic freedom of the faculty (institute) and departments in the organization of the educational process, formation of educational programs;
- 8) academic freedom of the teacher in the organization of the educational process;
- 9) providing the educational process with the necessary educational and methodological materials;
- 10) effective methods of monitoring students ' academic achievements;
- 11) use of a point-rating system for evaluating students ' academic achievements in each academic discipline and other types of academic work.

6.2 CTE is carried out on the basis of students ' choice and independent planning of an individual educational trajectory aimed at achieving learning outcomes.

## 7. Procedure for organizing the CTE educational process in UIB

7.1. Curricula are developed in two forms:

- 1) individual study plans (hereinafter referred to as IEP);
- 2) working curricula (hereinafter referred to as WC).

7.2. Curricula are divided into standard curricula (STPs) and working curricula (WC). STPs are approved by the head of the relevant state body in coordination with the authorized body in the field of education. The STP determines the workload of each discipline of the mandatory component and each type of educational activity (practice, state exams, writing and defending a thesis) in credits, and the university component for each cycle of academic disciplines is indicated by the total number of credits.

7.3. The UIB develops a catalog of elective subjects (hereinafter referred to as QED) for each EP. QED provides students with an alternative choice of elective academic subjects for the formation of an individual educational trajectory.

7.4. Based on the educational program and QED, students under advisors guidance develop IEP. The IEP determines the individual educational trajectory of each student separately. The IEP includes disciplines and types of educational activities (practical training, research / experimental research work, forms of final certification) of the mandatory component (MC), the university component (UC) and the elective component (EC).

7.5. Students of educational programs with a reduced period of study in a technical and professional, or post-secondary, or higher education:

- 1) form their own individual curriculum depending on the achieved learning outcomes, mastered prerequisites during the previous level of education, which are necessarily re-credited by the University and included in its transcript.

- 2) It has individual terms of study and the scope of the educational program, which are determined by the University independently on the basis of the current educational program.

7.6. The form, procedure for forming and approving the QED, IEP and WC are determined by the UIB independently.

7.7. When organizing the educational process using the credit technology of education, the volume of each academic discipline constitutes an integer number of academic credits. Furthermore, a discipline is valued/assessed at a volume of no less than 5 academic credits. It is permissible for a discipline to be valued/assessed at 3-4 academic credits.

7.8 Each academic discipline should have one non-repeating name, with the exception of physical culture and languages.

7.9 The content of academic subjects is determined by standard curricula and/or working curricula (syllabi).

7.10 Standard training programs (hereinafter referred to as STP) are developed in the subjects of the mandatory component of the Compulsory Cycle Component Disciplines in the bachelor's degree in accordance with subparagraph 5-2 of Article 5 of

the Law "On Education" (*with amendments and additions*).

7.11 Working curricula (syllabi) are developed in all disciplines of the educational program. The form, structure, and procedure for developing and approving working curricula (syllabuses) are determined independently by the University (UIB) in accordance with internal regulatory documents: "Instructions for developing modular educational programs", "Regulations on the Unified System for Evaluating Students' Knowledge", and "Methodological Recommendations for Completing Syllabuses".

7.12 The volume of one module in the University includes two or more academic disciplines or in combination of one or more disciplines with other types of academic work.

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

7.14 Completion of various internships for master students is regulated by the "Regulations on internship at the Master's program of UIB".

## **8. CTE training process**

8.1 The organization of the educational process within one academic year is carried out on the basis of the academic calendar, which is approved by the decision of the Academic Council of UIB. The academic calendar reflects the periods of training sessions, intermediate and final attestation, professional practices and other types of academic work during the academic year, days off (vacations/breaks and holidays). The final year of training includes the final certification period.

8.2 Each academic period ends with a period of intermediate certification of students.

8.3 Holidays are granted to students at least 2 times during the academic year, the total duration of which should be at least 7 weeks, with the exception of the final year.

8.4 Professional practice is a mandatory type of academic work of the student. The main types of professional practice are educational, pedagogical, industrial and pre-graduate. When organizing the educational process, it is allowed to introduce professional practice both separately from the academic period, and in parallel with the academic period. The results of professional practice are taken into account when summing up the results of intermediate certification. The duration of internships is determined in weeks based on the standard working time of the student in practice during the week, equal to 30 hours (6 hours per day with a 5-day working week).

8.5 The introduction of a summer semester (excluding the final year) lasting at least 6 weeks is permitted to meet the needs for additional education, to eliminate academic debts or differences in curricula, to study academic subjects and earn credits at other educational institutions with mandatory transfer of these credits to UIB, to improve the grade point average (GPA), or to complete a related or additional educational program, including within the framework of dual-degree education.

8.6 When planning the volume of academic work, it is assumed that one academic credit is equal to 30 academic hours for all its types. One academic hour for all types of academic work is equal to 50 minutes.

8.7 Workload of one Kazakhstan academic credit (30 academic hours) corresponds to 1 ECTS credit (25-30 academic hour).

8.8 With the credit technology of education, students' independent work is divided into two parts: independent work that is performed under the guidance of a teacher (IWST), and a part that is performed completely independently (ISW). The entire amount of ISW is confirmed by tasks that require the student to work independently on a daily basis.

8.9 The ratio of time between the student's contact work with the teacher and the SIW for all types of educational activities is determined by the UIB independently and approved by the decision of the Academic Council of the UIB. At the same time, the volume of classroom work is not less than 30% of the volume of each discipline.

8.9.1 When studying disciplines with the use of distance learning, no more than 20% of the total volume of each discipline is transferred to distance learning, with the exception of disciplines that are planned to be mastered using mass open online courses.

8.10 Planning of theoretical training and intermediate attestation is carried out in a single volume of credits, i.e. the total number of credits for each discipline includes both its study and preparation and passing of forms of intermediate attestation in this discipline.

8.11 Each academic discipline is studied in one academic period and ends with the final control.

8.12 Planning the teaching workload of the teaching staff is carried out in academic hours and/or credits. At the same time, the teaching load in classroom classes is calculated based on the norm that 1 academic hour is equal to 50 minutes. The teaching load for other types of academic work is calculated on the basis of time standards approved by the order of the Academic Council of the University.

8.13 Academic streams and groups are formed according to the principle of a sufficient number of students enrolled in a given discipline and teacher, and achieving a sufficient level of profitability. The academic stream and group occupancy rate is determined by the UIB independently. According to this the number of students in the academic stream does not exceed 150 people, and groups consist of 10 to 30 people. An exception is IMS, where in accordance with the current direction of "Healthcare" training and the specifics of the EP, groups are formed in the following order: for the 1st and 2nd years of study – 15-20 students; for the 3rd and 4th years of study-10-12 students; for the 5th year of study - 6-7 students.

8.14 Registration of students for academic disciplines (Enrollment) is organized by the DAA of the UIB. At the same time, student support services and advisors are involved in conducting organizational, methodological and consulting work with students.

8.15 When determining the individual learning path within the university component and the elective component, the student chooses:

- 1) disciplines in the main educational program;
- 2) additional educational program subjects.

8.16 The procedure for selecting and completing courses within the main educational program is carried out taking into account the presence of prerequisites. The procedure for selecting and completing courses within the additional educational program is carried out to acquire additional competencies in related or specialized educational programs, as well as to satisfy the personal needs of the student.

8.17 The scope of subjects selected under the supplementary educational program is determined by the University on the basis of the schedule of distribution of academic subjects approved by the decision of the Academic Council of the University. At the same time, the subjects of additional EP are studied by students within the framework of the UC and CU disciplines and their volume is included in the total amount of academic credits required for awarding the corresponding degree or qualification in the main EP.

8.19 In the process of registering for academic subjects, students form their own ISP. However, they are:

1. familiarized with the rules of organization of the educational process under credit technology of education;
2. comply with the established deadlines for registering for academic subjects and making changes to the ISP;
3. they are registered for disciplines based on the prerequisites they have mastered.

8.20 Students' academic achievements (knowledge, skills, abilities and competencies) are evaluated in points on a 100-point scale (*Appendix 2*), corresponding to the letter system with a digital equivalent adopted in international practice (positive grades, in descending order, from "A" to "D", and "unsatisfactory" – "FX", "F",) and grades according to the traditional system. If the student receives an "unsatisfactory" grade corresponding to the "FX" sign, the student has the opportunity to retake the final control without re-passing the program of the academic discipline/module. If the student receives an "unsatisfactory" grade corresponding to the "F" sign, he/she is re-enrolled in this academic discipline/module, attends all types of training sessions, performs all types of academic work according to the program, and retakes the final control.

8.21 In order to improve the quality of the implementation of the educational program and ensure the objectivity of the assessment of students' academic achievements, the training and final control processes are separated. Intermediate and final attestation of students is organized by the DAA of the UIB in cooperation with the Department of Digital Transformation, deans' offices and departments.

8.22 The Office of Registrar constantly monitors the results of students' intermediate assessment and analyzes them in accordance with the assessment table,

which reflects the actual percentage distribution of absolute grades above the passing level in groups of students, in accordance *with Appendix 1* of these regulations.

8.23 Academic credits are awarded to a student in academic disciplines (modules) and other types of academic work, as well as upon completion of the study of the EP as a whole, with a positive assessment of the learning outcomes student achieved.

8.24 The achieved learning outcomes and positive grades obtained by students at previous levels of study and in other formal education institutions are recognized by the UIB by transferring academic credits.

8.25 When transferring, restoring the achieved learning outcomes, the student's positive grades are recognized with the transfer of academic credits from one EP to another, from one educational organization to another educational organization.

8.26 All academic credits and learning outcomes achieved by learners in formal and non-formal education are accumulated throughout their lives.

## **9. Organization of academic mobility, including international credit mobility of students**

9.1 To ensure academic mobility, students study individual subjects/courses in other educational organizations, including those abroad. A bilateral agreement is concluded between the UMB and the partner universities/institutions for this purpose.

9.2 In order to benefit from the diverse educational experience of other educational institutions, the "mobility windows" determine the time frame, academic disciplines and the amount of credits that a student learns in another Organisation of higher and postgraduate education.

9.3 The procedure for organizing academic mobility of students, selection of students for academic mobility is based upon the "Regulations on Academic Mobility" of the UIB. At the same time, the referral for participation in academic mobility within the framework of programs funded at the state level is carried out in accordance with the Rules of Referral for Studying abroad, including within the framework of academic mobility, approved by Order No. 613 of the Minister of Education and Science of the Republic of Kazakhstan dated November 19, 2008 (registered in the Register of State Registration of Regulatory Legal Acts of the Republic of Kazakhstan as an act of the Republic of Kazakhstan No. 5499).

9.4 Participation in international credit mobility requires knowledge of a foreign language at the level required by the host educational organization.

9.5 Transcript or its equivalent in the host country is considered as the final document confirming the student's education under the mobility program. The transcript contains information about the training program: the names of disciplines (modules), grades, and the number of academic credits completed.

9.6 Learning outcomes mastered in full by students within the framework of academic mobility and confirmed by a transcript are mandatorily re-credited by the HEI.

## **10. Procedure for developing and implementing dual-degree and joint educational programs**

10.1 Double degree programs – programs based on the comparability and synchronization of educational programs of the organization of higher and/or postgraduate education-partners and characterized by the parties' acceptance of common obligations on issues such as determining the goals and content of the program, organization of the educational process, degrees awarded or qualifications awarded.

10.2 The dual-degree programs are developed on the basis of an agreement between the UIB and its partner universities. At the same time, mandatory conditions for the implementation of dual-degree education programs are:

- 1) development and approval of coordinated educational programs;
- 2) mastering a part of the educational program in a partner organization of higher or postgraduate education (partner HEI) by students included in a dual-degree education;
- 3) mandatory recognition and automatic transfer of training periods and results based on agreements, general principles and quality assurance standards;
- 4) involvement of teachers in dual-degree education, joint development of the educational program, teaching, participation in general admission and attestation commissions;
- 5) students who have fully completed dual-degree programs are awarded the degree of each partner organization of higher or postgraduate education, or one joint degree on the basis of agreements.

10.3 The inclusion of a student in the double degree program is carried out based on their application and in accordance with the agreement (contract) concluded with the Partner Higher Education Institution (HEI). The student undergoes the enrollment procedures at the Partner HEI."

10.4 International students enrolled in a dual-degree program undergo similar enrollment procedures in the general student body with a special mark "included education" and an indication of the period, duration of study, number of disciplines and amount of credits to be mastered.

10.5 The individual curriculum of a student includes a list of academic disciplines, their workload (in credits and hours), distribution by semester, organizations of higher and (or) postgraduate education –partners, where they will be mastered, and the order of transfer.

10.6 The dual-degree educational program takes into account the requirements of the state compulsory standards of higher and postgraduate education of the Republic of Kazakhstan and the requirements of the partner HEI. The list of disciplines in the educational programs of both parties is taken into account when drawing up the individual curriculum of the student. Also, the student fully passes all types of internships and final certification.

10.7 When studying under dual-degree programs, it is possible to use various learning technologies, through distance learning.

10.8 At the end of each academic year the partner HEI, which implements the corresponding module of the program, issues a transcript to the student.

10.9 Upon completion of the training and fulfillment of all the requirements for each of the programs, the student is issued two diplomas of the established standards for awarding an academic degree and two transcripts or one joint diploma on the basis of agreements.

*Appendix 1*

**Rating Distribution table for management**

<b>Ratings used in the HEI (from the maximum to the minimum positive rating)</b>	<b>Number of positive ratings given in the reference group</b>	<b>Percentage of each rating relative to the total number of positive ratings</b>	<b>Cumulative percentage of positive ratings</b>
10	50	5%	5%
9	100	10%	15%
8	350	35%	50%
7	300	30%	80%
6	200	20%	100%
Total	1000	100%	-

*Appendix 2*

**Letter system for evaluating students ' academic achievements, corresponding to the digital equivalent of a four-point system**

<b>Rating by letter system</b>	<b>Numerical equivalent of points</b>	<b>Percentage content</b>	<b>Traditional assessment system</b>
But	4,0	95-100	Excellent
A-	3,67	90-94	
In+	3,33	85-89	Good
In	3,0	80-84	
In-	2,67	75-79	
With+	2,33	70-74	
With	2,0	65-69	Satisfactory
With-	1,67	60-64	
D+	1,33	55-59	
D	1,0	50-54	Unsatisfactory
FX	0,5	25-49	
F	0	0-24	