NAZARBAYEV UNIVERSITY	**Autonomous organization of education Nazarbayev University**		
	Approving body:	Academic Council	
Regulatory Framework for Undergraduate Programs and Courses			
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Initiator:	Duncan Priestley, General Director of Institutional Effectiveness, Office of the Provost		
Related documents	1. Academic Policies and Procedures for Undergraduate Programs; 2. Nazarbayev University Learning and Teaching Strategy; 3. Nazarbayev University Assessment Strategy		

1. Overview

1. This Framework has been designed to define a common approach to the principles and structures of all undergraduate programs and courses at autonomous organization of education Nazarbayev University (hereinafter - NU).

2. The Framework provides an appropriate underpinning of learning and progression, and encourages the development of a curriculum which:

1) includes core elements to deliver a common educational experience to students of all NU schools;

2) is consistent with external reference points (qualification frameworks, subject benchmark statements[1]) and meets relevant accreditation requirements;

3) ensures the achievement of Graduate Attributes through the aligned program and course learning outcomes;

4) provides flexible learning paths to increase relevance and accessibility to students.

[1] Subject benchmark statements describe the skills, knowledge and attributes that graduating students in a specific subject are expected to be able to demonstrate. As an external reference point, they help to ensure that the standards for the award of qualifications meet internationally accepted expectations at a given level (e.g. QAA Subject Benchmark Statements: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements).

2. Structure of Programs

3. The overarching Framework for Qualifications of the European Higher Education Area[2] is used as a reference point in specifying the volume and level of study required for the achievement of NU's degree awards. This reference system enables NU to award internationally compatible degrees by promoting transparency and recognition of its qualifications.

4. The table below provides the requirement of NU undergraduate programs.

Table 1

Degree	Cycle	Level	Award Title	Credit Volume (ECTS)		Duration (AY)	
				Standard	Variation	Standard	Variation[3]
Bachelor's	1	6	Bachelor of Arts	240	+10	4	+1
			Bachelor of Science	240	+10	4	+1
			Bachelor of Engineering	240	+10	4	+1
			Bachelor of Applied Science/Arts/Nursing	240	+10	4	>2
			Bachelor of Mining and Geosciences	240	+10	4	+1

5. The standard credit volume of Level 6 programs is 240 ECTS. Undergraduate programs may include additional weight of up to 10 ECTS to extend learning opportunities to high-achieving students, incorporate the common core curriculum requirements or meet specific program accreditation requirements.

6. The duration of studies for Level 6 is 4 academic years, unless otherwise stated in the program validation and approval process.

3. Course Structure

7. All courses at NU shall specify the amount of learning and teaching hours, including class hours (contact hours) and/or directed learning and self-study. The typical student's workload should be 25-30 hours per credit, so that a standard course at Level 6 equates to 150-180 learning hours.

8. The table below shows an indicative distribution of learning time per course (a proposed model which may be adapted). Some courses (e.g. project-based) may have fewer class hours.

[2] Link: http://ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area

[3] Refer to the Policy and Procedures on the Fifth Year of Undergraduate Study (approved by Academic Council on 05.08.2015).

Table 2

Course Size	Learning Time			
	Class Hours	**Directed Learning[4]**	**Self-Study**	**Preparation for Assessment**
6 ECTS (150-180 hours)				

9. A standard undergraduate (Level 6) course at NU shall have a weighting of 6 ECTS. This requirement is aimed at promoting transferability of credits among programs and encouraging flexible multidisciplinary learning. Depending on the course design and discipline-specific requirements, +/-2 ECTS variations (i.e. between 4 and 8 ECTS) from the standard course weighting shall be permissible.

10. Each undergraduate program shall implement the common core curriculum requirement of minimum 72 ECTS. The detailed list of core courses is provided in the Appendix.

11. Being committed to the implementation of Goal III (Research Excellence) of the NU Strategy 2013-2020, the courses aimed at developing research and inquiry skills shall be explicitly embedded into the curriculum and offered throughout the program.

12. Programs may include courses that award ECTS credits for student research undertaken beyond curricular requirements (e.g. research projects undertaken with faculty). In this case, the credit weighting shall be identified in the Course Specification Form.

13. Undergraduate programs may include research-oriented elements of minimum 12 ECTS credits in total, comprised of capstone projects, thesis, or a designated combination of upper-level (300 or 400) courses.

14. The credit weight of assessed professional practice (internships) shall adhere to the requirements set out by a relevant accrediting body and be stated in the associated Course Specification Form and definitive program documentation.

Table 3

Degree	Cycle	Level	Course	Credit Value (ECTS) per course		Credit Value Total
				Standard	Variation	
Bachelor's	1	6	Common Core Curriculum	6	+/-2	>72
			Program/Major requirements	6	+/-2	>156
			Dissertation/Project	12	≥12	>12

15. Credits are awarded through the successful achievement of designated learning outcomes. Courses shall be normally designed for a specific level of study.

[4] The type of instructional strategy when students take ownership of their learning with guidance from his/her instructor.

However, if a course with a similar content is offered at Level 6 and Level 7, Course Specification Forms with clearly differentiated learning outcomes and assessment shall be presented to Bachelor and Master's students.

4. Learning Experience

16. Schools are encouraged to provide to their students a pool of electives (and common core curriculum courses, where applicable) offered by other Schools as well. This will ensure that NU's educational resources are used efficiently, and students have the opportunity to add depth and breadth to their studies by additional choice within their degree programs.

17. By providing flexible learning paths for students, NU degrees shall have distinct features: clearly defined program structures, aims and learning outcomes. The Program Specification Forms shall include a curriculum map listing core courses and the range of elective courses which will be counted toward the completion of the degree program.

18. The range of elective courses shall be defined based on the contribution of their learning outcomes toward the achievement of the program level learning outcomes and NU Graduate Attributes.

19. The table below illustrates a sample curriculum map.

Table 4

	Core 1	**Core 2**	**Core 3**	**Elective 1**	**Elective 2**	**Final Project**
Program LO1	Introduced			Reinforced		Mastery/ Assessed
Program LO2		Introduced	Reinforced		Reinforced	Mastery/ Assessed
Program LO3	Introduced	Reinforced				Mastery/ Assessed
Program LO4			Introduced	Reinforced	Reinforced	Mastery/ Assessed

20. NU Schools may offer single subject and combined degree awards (Major/Minor degree). The minimum number of credits students shall achieve in their Major subject is 60 ECTS (25%).

5. Associated Policies

21. This Framework should be used in conjunction with the NU Academic Policies and Procedures for Undergraduate Programs, the NU Learning and Teaching Strategy and the NU Assessment Strategy.

Appendix to the Regulatory Framework for Undergraduate Programs and Courses

Undergraduate Common Core Curriculum Framework

Learning Outcome	Graduate Attribute(s)	Course(s)*	Number
1. Communicate fluently in the English Language	5. Be fluent and nuanced communicators across languages and cultures.	Composition & Rhetoric Discipline Specific Composition Communications[i] SHSS 150 - Rhetoric and Composition, Second Year COMM 102 - Communication Writing Course from a list designed for broad disciplines (e.g. Technical Writing; Science Writing; Creative Writing; Multi-Modal Composition; Advanced Academic Writing) [The Writing Across the Curriculum Program will provide support for each program to incorporate writing intensive courses of their own design at upper levels]	*2* *and extend writing across curriculum*
2. Demonstrate competence in the Kazakh Language	5. Be fluent and nuanced communicators across languages and cultures.	KAZ Courses as appropriate by level Every student must pass two courses (12 ECTS minimum) of KAZ, and attainment of proficiency	2
3. Describe and interpret major events in Kazakh and Kazakhstani history	6. Be cultured and tolerant citizens of the world.	HST 100 - History of Kazakhstan	1
4. Demonstrate knowledge of the natural and social sciences	2. Be intellectually agile, curious, creative and open-minded.	Any Course in SOC, PLS, ANT, or ECON	1
		Any course from PHYS, BIO, CHEM, GEOL	1
5. Apply numerical and digital literacy skills	2. Be intellectually agile, curious, creative and open-minded. 8. Be prepared to take a leading role in the development of their country.	Any MATH course (6 ECTS in order to be consistent with SENG and SMG requirements)	1
		Any CSCI course OR SENG programming course	1
6. Apply skills in business, design and entrepreneurial thinking	3. Be thoughtful decision makers who know how to involve others. 4. Be entrepreneurial, self-propelling and able to create new opportunities.	Business Fundamentals and Entrepreneurship	1
7. Use research skills and methods	1. Possess an in-depth and sophisticated	SHSS (PLS 210, SOC 210, WLL 273) SENG (BENG 343, BENG 384, ECHE 384, ECHE 385, etc.)	1

to complete projects	understanding of their domain of study. 2. Be intellectually agile, curious, creative and open-minded.	SST (BIOL 355, BIOL 356, CHEM 380, PHYS 395, CSCI 307, etc.)	
8. Identify ethical and leadership issues and take appropriate leadership actions	7. Demonstrate high personal integrity. 8. Be prepared to take a leading role in the development of their country.	Applied Ethics and Leadership courses in PHL - to include guest lectures from all Schools. Alternatives: selected Political Science Courses OR Applied Ethics courses from Schools (e.g. Medical Ethics, Bioethics, Business Ethics, Professional Ethics)	1
Total number of courses and credits: 12 x 6 ECTS **N.B. Each core course will be minimum 6 ECTS to ensure consistency across all programs. It is accepted that some courses will be 8 ECTS.**			**= minimum 72 ECTS**