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ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ»
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УЧЕНЫЙ СОВЕТ

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«AL-FARABI KAZAKH NATIONAL UNIVERSITY»
ACADEMIC COUNCIL

050040, Almaty, Al-Farabi ave., 71, Tel: +7 (727) 377-33-30, farabi.university, e-mail: info@kaznu.kz

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1) Жаңа «Қашықтықтан оқыту және онлайн-оқыту нысанында оқу процесін ұйымдастыру ережелері» қолданысқа енгізілсін;

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Ғылыми кеңестің
ғалым хатшысы **М.Қ. Мәмбетова**

«APPROVED»
By decision of the Academic Council
Protocol No 14
16 June, 2026

RULES FOR ORGANIZING THE EDUCATIONAL PROCESS FOR DISTANCE LEARNING AND ONLINE LEARNING AT NJSC «AL-FARABI KAZAKH NATIONAL UNIVERSITY»

Almaty, 2026

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1.General Provisions

1.1 These Rules for Organizing the Educational Process for Distance Learning and Online Learning at NJSC «al-Farabi Kazakh National University» (hereinafter referred to as the Rules) define the mandatory requirements and procedure for implementing educational programs at al-Farabi Kazakh National University (hereinafter referred to as the University) within the framework of organizing the educational process under the credit technology of education using distance learning and online learning, funded on the basis of the state educational order and on the basis of contracts for the paid provision of educational services.

1.2 The educational process for distance learning and online learning is organized in accordance with educational programs, the academic calendar, individual curricula of learners, the schedule of classes and the internal regulations of the University.

1.3 Main objectives:

– ensuring accessibility and continuity of the educational process;
– individualization of learning;
– improving the efficiency and quality of educational services;
– providing educational services to people for whom traditional forms of learning (synchronous interaction with a teacher in a classroom) are inaccessible;
– forming and developing a unified digital educational environment;
– creating conditions for the implementation of educational programs in the form of online learning.

1.4 Distance learning and the online learning format are implemented through the University's digital systems, educational portal, learning management system, online courses, massive open online courses, digital content, video conferencing systems and other digital services used by the University.

1.5 Time standards by types of academic work when planning and organizing distance and online learning are established in accordance with the approved standards for calculating teaching workload and the internal regulatory documents (hereinafter referred to as IRD) of the University.

1.6 Distance learning is applied in all forms of education provided for by the legislation of the Republic of Kazakhstan, including non-formal, informal and additional education, retraining and professional development, including in foreign languages.

1.7 Learners in postgraduate distance learning programs complete credits only for educational components or academic disciplines.

1.8 If the formation of the expected learning outcomes allows or involves the use of distance learning, distance learning methods may be implemented in the educational process together with traditional methods: pedagogical technologies with more flexible and individualized standards, as well as procedures for diagnosing and monitoring academic achievements implemented through digital technologies.

1.9 Online learning is carried out under higher and/or postgraduate educational programs in accordance with the requirements of the legislation of the Republic of Kazakhstan, the Academic Policy of the University and these Rules. The organization

of the educational process in online learning is defined in Section 4 of these Rules.

1.10 Participants in the educational process for distance learning and online learning are learners, faculty members, tutors, curator-advisers and employees of the University's structural divisions who provide academic, methodological, technical, advisory and organizational support for the educational process.

1.11 Coordination of the educational process for distance learning and online learning, as well as organizational, methodological, technical and information support, is provided by the Office of Academic and Digital Innovations (hereinafter referred to as OADI) of the Department for Academic Affairs in cooperation with other structural divisions of the University within the limits of their competence.

2. Terms, Definitions and Abbreviations

2.1 The following terms and definitions are used in these Rules:

– **academic mobility** – the use by learners or teachers, during a certain academic period (semester or academic year), of resources and services for study or research, with the mandatory transfer of completed curricula and disciplines in the form of academic credits for continuing studies at other faculties of the University or at other higher and/or postgraduate education organizations (within the country or abroad);

– **academic calendar** – a calendar of academic and assessment activities and professional practices during the academic year, indicating days of rest (vacations and holidays);

– **academic credit** – a unified unit for measuring the volume of scientific and/or academic work (workload) of a learner and/or teacher;

– **asynchronous learning format (asynchronous learning)** – distance learning or online learning that involves interaction among participants in the educational process, including through digital systems and other means of communication, without being tied to a specific place and time;

– **distance learning (DL)** – learning carried out through interaction between a teacher and learners at a distance, including through the use of distance learning technologies (DLT): information and communication technologies and telecommunication tools; distance learning may be synchronous or asynchronous;

– **synchronous learning format (synchronous learning)** – distance learning or online learning that involves direct real-time communication among participants in the

educational process using the capabilities of digital systems and other means of communication;

– **individual curriculum (IC)** – a document reflecting the educational trajectory of a learner, prepared by the learner for each academic year with the assistance of a curator-adviser based on the educational program and the catalog of elective disciplines;

– **informal education** – learning carried out independently, without the issuance of a document reflecting the learning outcome;

– **final attestation of learners** – a procedure conducted to determine the degree to which learners have mastered the volume of academic disciplines, modules and other types of academic activity provided for by the educational program in accordance with

the state compulsory standard of the relevant level of education;

– **final control** – assessment of learners' academic achievements for the purpose of evaluating the quality of their mastery of the academic discipline program, conducted during the period of interim attestation in the form of an examination; if a discipline is studied over several academic periods, final control may be conducted for the part of the discipline studied in the given academic period;

– **case technology** – a technology based on compiling sets (cases) of educational and methodological materials on paper, electronic and other media and sending them to learners for independent study;

– **multimedia** – digital data presented as a combination of various forms of information (text, video sequence, animated computer graphics, sound, etc.);

– **non-formal education** – educational services provided without regard to the duration and form of study and accompanied by the issuance of a document confirming the learning outcomes;

– **educational portal** – a digital system intended to provide participants in the educational process with access to digital educational resources and services through an information and telecommunication network;

– **online learning** – a form of learning in specific areas of personnel training in which a learner receives higher and/or postgraduate education through digital technologies and the Internet for interaction between the teacher and the learner regardless of spatial and temporal distance; online learning may be synchronous or asynchronous;

– **online proctoring** – a procedure for verifying, analyzing and monitoring a learner's behavior during an online examination to confirm the reliability of the results demonstrated by learners;

– **online educational platform** – an open online education portal that enables a learner to study online courses of their choice regardless of place and time;

– **online course** – an educational resource based on the principles of distance learning and representing a logically and structurally complete learning unit that includes MOOC, SPOC and other online courses;

– **GED** – the cycle of general education disciplines, including compulsory component disciplines, university component disciplines and/or elective component disciplines;

– **"flipped classroom"** – a type of blended learning in which the learning materials required for study are provided to learners in advance, while classroom time is allocated for interaction between teachers and learners in the form of joint active activity;

– **personal learning environment** – a set of learning tools, social services, information resources and subjects of learning activity that create comfortable learning conditions;

– **double-degree education program** – an educational program based on the comparability and synchronization of programs between partner universities, with the possibility of parallel study under several curricula (educational programs) in order to

obtain two equivalent diplomas (Double Major) or one major and a second additional diploma (Major – Minor);

– **interim attestation of learners** – a procedure conducted during the examination session to assess the quality of learners' mastery of part or all of the content of an academic discipline after its completion;

– **learning outcomes** – the assessed and confirmed volume of acquired knowledge, abilities and skills, as well as formed values and attitudes demonstrated by learners as a result of mastering an academic discipline, module or educational program;

– **midterm control (MC)** – assessment of learners' academic achievements upon completion of a section (module) of one academic discipline in accordance with the academic calendar;

– **certificate** – a document confirming the assessment of learning outcomes on an online platform and the number of academic credits (hours) earned; a certificate may be a certificate of study, a verified certificate or another officially issued document confirming the fact and results of learning on an online educational platform;

– **networked (peer-to-peer) learning (networked learning, peer-to-peer learning) –** a technology for creating a compatible mutual learning environment in which learners teach one another and evaluate one another's completed assignments in an atmosphere of positive interdependence and responsibility; it promotes motivation and learner engagement in the educational process and develops communication skills;

– **network technology** – a technology that includes provision of educational and methodological materials, forms of interaction between learners and the teacher and among learners, as well as administration of the educational process based on the use of the Internet;

– **current control** – systematic checking of learners' knowledge in accordance with the curriculum, conducted by the teacher during classroom and extracurricular classes throughout the academic period;

– **tutor** – a teacher who acts as the learner's academic consultant for mastering a specific discipline and/or module and provides technical support for the course;

– **digital educational environment of the University** – a set of digital systems, digital educational platforms, services and resources of the University that ensure the organization, support and management of the educational process. The digital educational environment includes the Univer information system (hereinafter referred to as IS Univer), LMS Moodle, the Open KazNU massive open online course platform, as well as other digital services used by the University;

– **digital system** – an organizationally ordered set of digital technologies, software tools and services that ensure automation, support and management of the educational process;

– **digital volunteer** – a learner of the University who acts as an assistant to teachers and learners and provides organizational, information and methodological support for the process of distance learning and online learning at the faculty;

– **digital content** – a set of digital educational materials (text, graphic, audio, video, multimedia and other resources) used to achieve learning outcomes;

– **digital profile / portfolio** – an array of data containing information on the educational, professional or other activities of the subjects of the educational process presented in electronic form; a digital profile / portfolio may be formed on the basis of a digital footprint;

– **digital footprint** – a unique set of recorded data obtained when subjects of the educational process perform actions on the Internet using digital devices;

– **digital technologies** – a set of methods for working with electronic digital resources and methods of information interaction carried out using a hardware and software complex and a telecommunications network;

– **adviser** – a teacher who performs the functions of an academic mentor for a learner in the relevant educational program and assists in choosing a learning trajectory (forming an individual curriculum) and mastering the educational program during the period of study;

– **electronic educational and methodological complex of a discipline (e-EMCD)** – digital educational and methodological materials and assessment tools:

– e-syllabus;

– lecture notes / thematic material for practical classes;

– lecture presentations;

– methodological recommendations for practical / seminar / laboratory classes;

– guide for IWL: assignments, completion schedule, methodological instructions with rubrics for criterion-based summative assessment of IWL;

– **upon request of a learner with a disability / special educational needs, taking into account the learner's physical limitations,** an individual educational work plan (IEP) is developed: a schedule for completing assignments and individual learning materials for lectures / practical / seminar / laboratory classes / IWL; final control program for the discipline with a rubric for summative criterion-based assessment of final control;

– **MOOC (massive open online course)** – a course with mass interactive participation using e-learning technologies and open access via the Internet;

– **SPOC (small private online course) / campus course** – a closed online course used in the implementation of formal learning in an organization; it is intended for small academic groups and represents the «flipped classroom» model; therefore, it is intended for specific groups of learners who can complete the course and are ready to interact with one another throughout the learning process.

3. Procedure for Organizing the Educational Process for Distance Learning

3.1 Distance learning at the University is carried out in the cases provided for by the legislation of the Republic of Kazakhstan and these Rules for the following categories of learners:

No.	Area	Maximum volume for transfer to DL
1.	**For all areas of personnel training, without exception.** For learners who have a conclusion of the medical advisory commission (MAC) on their health condition. Organized through asynchronous **and/or synchronous learning format.**	For the period and duration of distance learning, determined on the basis of medical indications in the MAC conclusion
2.	**For all areas of personnel training, without exception.** For participants in international and republican training camps, sports competitions, intellectual and creative contests and festivals. Organized through asynchronous **and/or synchronous learning format.**	For the period of participation
3.	**For all areas of personnel training, without exception.** For the training of learners under academic mobility programs.	Not more than 20% of the total volume of academic **credits** for the entire period of study. At the same time, not more than 50% of the number of disciplines in a semester.
4.	**For all areas of personnel training, without exception.** When implementing double-degree programs and/or joint programs and exchange programs.	Not more than 50% of the total volume of academic **credits** for the entire period of study (for all areas without exception).

In emergencies of a social, natural and man-made nature, including prevention and treatment of diseases among the population, sanitary and anti-epidemic and sanitary preventive measures, a learner is permitted to study a larger volume of academic credits through DL under academic mobility programs and when implementing double-degree and/or joint programs.

The discipline **«Physical Education»** is conducted in **face-to-face** format and is transferred to **DL** only when learning takes place **under restrictive measures**, including quarantine and emergencies of a social, natural and man-made nature.

All types of professional practice, research and experimental work, scientific internships at practice bases, scientific organizations and/or organizations of relevant industries or fields of activity are conducted in face-to-face format.

At the same time, **DL** is permitted **depending on the specifics of the educational program** after submission of supporting documents from the practice base indicating the types, schedule and description of the intern's remote work, as well as when learning takes place **under restrictive measures,** including quarantine and emergencies of a social, natural and man-made nature.

Other cases of DL implementation		
1.	For personnel training in the field of law. Organized exclusively through the synchronous learning format.	Not more than 20% of the total number of disciplines for the entire period of study.
2.	For personnel training **in other areas of personnel training. Organized exclusively through the synchronous learning format.**	Not more than 50% of the total number of disciplines for the entire period of study.
3.	Under educational programs in medical, pharmaceutical and pedagogical education.	**NOT PERMITTED,** except in cases provided for in paragraphhttps://adilet.zan.kz/rus/docs/Z070000319_ 2 of Article 37-2 of the Law of the Republic of Kazakhstan «On Education».
4.	Learners in all areas of training may master individual disciplines through non-formal education, in agreement with the University, including through MOOC, the results of which are recognized in the procedure established by the «Regulation on the Procedure for Recognizing the Results of Formal and Non-formal Learning, Professional Qualifications» of the University.	Not more than 20% of the total volume of academic **credits** for the entire period of study
Under restrictive measures, including quarantine and emergencies of a social, natural and man-made nature, professional practice, research and experimental work, laboratory and studio classes that cannot be conducted online are transferred to subsequent academic periods upon transition to distance learning.		

3.2 Other cases of DL implementation not specified in the table of **paragraph 3.1** are carried out on the basis of the learner's application, official documents confirming the reason, and the decision of the Academic Council of the faculty when face-to-face learning is objectively impossible.

The decision is made by the Member of the Management Board– Vice-Rector for Academic Affairs or the person replacing him/her. At the same time, the educational process is organized exclusively in a synchronous learning format, except for disciplines whose completion is provided for through the use of MOOC.

3.3 In the event of a full transition to DL for the learners specified in **paragraph 3.1** of these Rules, the educational process is organized by OADI on the basis of educational program curricula, the academic calendar, class schedules and other regulatory documents submitted to OADI by the Office for Organization of the Educational Process (hereinafter referred to as OOEP). Under DL, the workload of academic disciplines and types of academic work is maintained in accordance with the current educational program.

3.4 When DL is implemented, monitoring is carried out of the learner'scompliance with the discipline and/or module during mastery of the educational program, the level of participation in the educational process and attendance through the collection of a digital footprint and the formation of a digital profile.

3.5 Sources of digital footprint data may include:

– information entered by the subject about her/his activities, assessment of learning effectiveness, etc.;

– automated recording and transmission of data from digital online learning or assessment/diagnostic educational platforms;

– automated recording and transmission of data, or links to them, during learners' work and accumulation of data in development/communication environments; technological solutions for collecting biometric data.

3.6 The organization of DL for people specified in **subparagraph 1 of paragraph 3.1** of these Rules is carried out upon application of the learner, parent or other legal representative of the learner, on the basis of an order of the Member of the Management Board – Vice-Rector for Academic Affairs and on the basis of a medical advisory commission conclusion on health condition, according to the form approved by Order No. ҚР ДСМ-175/2020 of the Acting Minister of Healthcare of the Republic of Kazakhstan dated October 30, 2020 «On Approval of Forms of Accounting Documentation in the Field» (registered in the Register of State Registration of Regulatory Legal Acts under No. 21579). The period and duration of DL are determined on the basis of the medical indications of the medical advisory commission conclusion.

3.7 Classes for people with temporary health-related limitations and who are unable to attend the University regularly are organized through asynchronous and/or synchronous learning formats and through independent study of learning materials by decision of the University. DL for people with special educational needs is implemented using the reception and transmission of information in forms accessible to these people.

3.8 The organization of DL for people specified in **subparagraph 2 of paragraph 3.1** of these Rules is carried out upon application of the learner, parent or other legal representative of the learner, on the basis of a submission signed by the Member of the Management Board – Vice-Rector for Academic Affairs, as well as an order (letter) of an authorized state body or organization confirming the learner's participation in international or republican training camps, sports competitions, intellectual and creative contests and festivals for the period of participation, indicating the dates.

3.9 For the category specified in **paragraph 3.8** of these Rules, learning is organized through asynchronous and/or synchronous learning formats. Final control under DL is carried out with the provision of a proctoring system.

3.10 Referral for participation in academic mobility programs funded from the state budget is carried out in accordance with Order No. 613 of the Minister of Education and Science of the Republic of Kazakhstan dated November 19, 2008 «On Approval of the Rules for Referral for Study Abroad, Including within the Framework of Academic Mobility dated 19.11.2008» and the Regulation on Academic Mobility of the University.

3.11 The organization of DL for people participating in academic mobility programs, double-degree programs and learner exchange programs (**subparagraphs 3 and 4 of paragraph 3.1** of these Rules) is carried out on the basis of an order on foreign business travel issued by the Student Office (for bachelor's or master's degree students) or by the Department for Training and Attestation of Scientific Personnel (for

doctoral students), and individual learning schedules indicating the disciplines to be studied remotely. After the order on foreign business travel is issued, learners may not refuse the disciplines that were planned for DL. The schedule for studying the disciplines and the application for DL are submitted to OADI one week before the start of the learning period.

3.12 The duration of theoretical training for learners who leave for foreign internships and study remotely depends on the internship period of each learner.

3.13 Learners who studied remotely due to being on foreign business travel take final examinations at the University after returning and being reinstated for study.

3.14 Examinations for learners who have returned from foreign business travel are administered after the issuance of a return order prepared on the basis of the learner's personal application. The learner takes examinations in the disciplines studied remotely in accordance with the order of the dean of the faculty.

3.15 The organization of DL under restrictive measures, including quarantine and emergencies of a social, natural and man-made nature, is carried out in accordance with the order of the Chairperson of the Management Board– Rector on transition to DL on the basis of the recommendation of the authorized body in the field of education.

3.16 When learning takes place under restrictive measures, including quarantine, adverse weather and meteorological conditions, and emergencies of a social, natural and man-made nature, upon the recommendation of the authorized body in the field of education, the following is provided for:

– absence of classes conducted through interaction between the teacher and the learner in a classroom;

– organization of practical training and/or professional practice fully or partially remotely through mediated (distance) interaction with practice supervisors, depending on the specifics of the specialties.

This provides for the use of virtual laboratories, simulators and training devices that allow learners to master professional competencies.

OOEP makes changes to the schedule of the educational process regarding the timing of practical training, educational and industrial practices without reducing the total number of hours established by the curriculum.

3.17 Learners in DL:

– independently study courses using e-EMCD and digital content uploaded to the University's educational portals;

– attend distance classes in synchronous and/or asynchronous mode according to the approved schedule;

– take all types of assessment (current, midterm and final control) according to the University's academic calendar.

3.18 If a learner in DL cannot upload the results of completed assignments to digital systems within the deadlines set by the teacher, he/she shall notify the group curator-adviser and the head of the department in writing, in the form of an application addressed to the Member of the Management Board– Vice-Rector for Academic Affairs. The department sends a submission to OADI and attaches the learner's application regarding

technical reasons. OADI checks the technical reasons. If they cannot be eliminated, it informs the department in writing that, upon return and reinstatement for study, the department together with OADI will organize make-up work for missed assignments. The deadline for the department to submit documents to OADI is no later than 7 calendar days from the date of the failure.

If the faculty and OADI were not notified in advance of the learner's inability to submit assignments, the opportunity to make them up is not provided.

3.19 When DL is implemented at the University, classes are conducted in synchronous and/or asynchronous modes.

3.20 Assessment of learners' academic achievements under DL is carried out through current, midterm and final control in accordance with the procedure established by the «Academic Policy», the «Rules for Conducting Final Control», the «Instruction for Conducting Final Control Using DLT» and other IRD of the University.

3.21 For final control, in the absence of an online proctoring system and when it is impossible to conduct final control using other forms of checking learning outcomes implemented with DLT, learners in DL take final examinations in disciplines in the traditional format in accordance with the «Rules for Conducting Final Control».

4. Procedure for Organizing the Educational Process in Online Learning

4.1 Online learning at the University is carried out in accordance with educational programs included in the Register of Educational Programs, the University's «Academic Policy» and these Rules.

4.2 Online learning is not allowed in areas of personnel training included in the List of Areas of Personnel Training with Higher and Postgraduate Education for which external studies and online learning are not allowed (Order No. 530 of the Minister of Education and Science of the Republic of Kazakhstan dated October 2, 2018).

4.3 The educational process in online learning is organized by the Department for Academic Affairs, the Department of Information Technologies, faculties and other structural divisions of the University within the limits of their competence.

4.4 Online learning is carried out through the University's digital educational environment, which includes the IS Univer information system, LMS Moodle, the Open KazNU educational platform, video conferencing systems and other digital services used by the University.

4.5 When implementing educational programs in the online learning format, the University concludes with the learner a contract (additional agreement to the contract for the provision of educational services) that provides for:

– requirements for the learner's technical equipment necessary for mastering the educational program;

– consent to the processing of personal data in accordance with the legislation of the Republic of Kazakhstan;

– acceptance of the terms of the user agreement for the University's digital educational platforms and services used in organizing online learning.

4.6 The curricula of educational programs and syllabi of disciplines implemented in online learning provide for the ratio of synchronous and asynchronous learning formats, while the share of synchronous classes shall be at least 20% of the total volume of each discipline, except for disciplines whose completion is provided for through the use of MOOC.

4.7 The University provides learners with access to the educational portal, learning management system, electronic schedule, electronic library resources, digital content and other services necessary for mastering the educational program.

4.8 During online learning, learners' academic activity is monitored through the formation of a digital footprint.

4.9 Current control of academic performance, interim and final attestation of learners are conducted in accordance with the «Academic Policy», the «Rules for Conducting Final Control», the «Instruction for Conducting Final Control Using DLT» and other IRD of the University.

4.10 When interim and final attestation are conducted online, online proctoring or other means of identity verification are used to ensure the reliability of learning outcomes.

4.11 The Department for Academic Affairs and the Department of Information Technologies provide advisory, methodological and technical support to learners and faculty members on issues related to organizing the educational process in online learning.

5. General Requirements for Organizing the Educational Process for Distance Learning and Online Learning

5.1 The educational process for distance learning and online learning is organized by OADI together with graduating departments, faculties and other structural divisions of the University, provided that there are educational and methodological materials, digital resources, assessment tools and digital services necessary for achieving learning outcomes.

5.2 The educational process for distance learning and online learning is implemented using the following University platforms and digital services:

– the Moodle distance learning system (hereinafter referred to as LMS Moodle–dl.kaznu.edu.kz);
– the Open KazNU online educational platform (open.kaznu.kz);
– IS Univer;
– video conferencing systems;
– other digital services used at the University.

If access to the University's platforms is unavailable, the use of personal learning environments is allowed in agreement with OADI.

5.3 The University implements MOOC, SPOC and other online courses on its own or other online platforms approved in accordance with the procedure established by the University. Before being placed on the University's online platform, MOOC must undergo mandatory educational and methodological review and testing organized by

OADI.

5.4 The organization of distance learning and online learning must be accompanied by methodological, technical, information and analytical support, including training of process participants, support for the digital educational environment, monitoring of the digital footprint, identification of learners and compliance with cybersecurity requirements.

5.5 Before the start of the distance learning or online learning period, the e-EMCD, digital educational content, assessment tools, assignments for independent work of learners, as well as links to synchronous classes and online consultations, if held, must be posted in the University's digital educational environment.

5.6 Digital content used in distance learning and online learning must meet the requirements of completeness, relevance, multimedia quality, accessibility and pedagogical design and must ensure achievement of learning outcomes.

5.7 Learners must be provided with access to the educational portal, learning management system, electronic schedule, electronic library resources, digital educational resources, feedback tools and other services necessary for mastering the educational program.

5.8 All types of written work completed by learners during distance learning and online learning are subject to mandatory checking for borrowed content.

5.9 Teachers who have completed professional development in the field of digital technologies and methods and technologies of online learning in accordance with the requirements of the legislation of the Republic of Kazakhstan and the University's IRD are admitted to teach disciplines in online learning.

5.10 When implementing educational programs in online learning, the University ensures that at least ten percent of the total volume of academic credits of the educational program is completed using MOOC on the University's official platform and/or on international educational platforms.

5.11 To carry out the educational process under DL on a commercial basis (learners in a certain list of areas of personnel training, external students, etc.), the faculty implementing this type of learning must submit the following to OADI one calendar month before the start of the educational process:

– an order of the Member of the Management Board– Vice-Rector for Academic Affairs on the launch dates of the commercial educational program and the composition of learners (through the University's electronic document management system);

– academic calendar;

– working curriculum;

– an estimate approved by the Member of the Management Board– Vice-Rector for Financial Activities for payment to OADI employees for technical support of the educational process of the educational program implemented on the basis of contracts for paid educational services;

– educational program passport,

– syllabi for each discipline indicating the distance learning block;

– learning schedule.

5.12 During the period of theoretical training, learners master disciplines through the University's digital educational environment, where they are provided with learning materials, video lectures, presentations, assignments, tests, feedback tools, forums, chats, video conferences and other digital tools that ensure synchronous and/or asynchronous interaction with the teacher.

5.13 In cases of emergencies of a social, natural or man-made nature, final attestation may be conducted remotely if an online proctoring system or other means of identity verification and control of the reliability of learning outcomes are available.

6. Functions and Duties of Participants in the Educational Process for Distance Learning and Online Learning

6.1 **OADI provides:**

– coordination of organizational, methodological, technical, information and analytical support for distance learning and online learning;

– organization and support of the development, review, testing, placement and launch of MOOC, SPOC and other online courses on the University's platforms;

– support of online courses on LMS Moodle and Open KazNU;

– organization of learner registration for online courses and support of their learning process;

– organization of final control using DLT during examination sessions on the LMS Moodle educational platform;

– organization of current, midterm and final control for online courses jointly with course authors;

– issuance of certificates to participants based on the results of completing online courses, indicating the name of the University, the participant's surname and initials, the course author's surname and initials, the date of certificate issuance, the course title and the volume of credits and/or hours;

– advisory and organizational support for participants in the educational process on issues of implementing distance learning and online learning;

– training and professional development of various categories of employees and scientific-pedagogical staff of the University regarding the use of innovative educational technologies, with issuance of certificates;

– participation in organizing learner identity verification during assessment activities;

– operability of software used for distance and online learning on the LMS Moodle and Open KazNU educational platforms;

– monitoring and analysis of the use of the digital educational environment, user activity and indicators for the implementation of distance learning and online learning;

– preparation of analytical reporting on the results of distance learning and online learning implementation;

– development and updating of the University's IRD on issues of organizing distance learning and online learning within its competence.

6.2 **Faculties, faculty academic committees for teaching and learning quality, graduating departments and DL educational program coordinators provide:**

– preparation of e-EMCD for disciplines implemented in DL and in online learning;

– timely submission to OADI of documents necessary for organizing DL and online learning;

– organizational conditions for teachers to work in the digital educational environment;

– quality control of e-EMCD and digital content within their competence;

– interaction with OADI on issues of scheduling, learning schedule, composition of learners, technical failures and make-up of missed assignments.

6.3 **A University teacher must:**

– receive instruction from OADI employees on working in the University's digital educational environment;

– place in the University's digital educational environment at least one week before the start of the distance or online learning period:

– e-EMCD;

– digital content;

– assessment tools: assignments for learners' independent work; current and midterm control tasks;

– links to synchronous classes and online consultations when they are held;

– when choosing any platform of the University's digital educational environment, upload the discipline's e-EMCD to IS Univer (or complete the electronic syllabus), indicating the selected platforms for each type of class;

– if access to IS Univer or LMS Moodle is unavailable, upload the complete discipline e-EMCD to the selected personal learning environment, including digital content and links to external electronic resources: electronic textbooks, multimedia training software simulators, information and reference systems, virtual laboratory practicums, computer testing systems, etc., or use an online course;

– conduct synchronous classes, online consultations, video conferences and other types of learning activity in accordance with the schedule and syllabus;

– check assignments, assign scores and provide learners with feedback within the established deadlines;

– ensure placement of lecture video recordings or links to them in the University's digital educational environment (IS Univer, LMS Moodle) or in personal learning environments (Microsoft Teams, Google Classroom, etc.);

– develop examination materials and tasks when conducting final control using DLT and upload them to LMS Moodle or IS Univer within the established deadlines;

– comply with requirements for academic integrity, learner identity verification and personal data protection.

6.4 **A learner must have:**

– a personal computer, laptop or mobile device enabling work in the digital educational environment;

– stable Internet access;

– multimedia equipment (web camera, microphone and/or headset) necessary for participation in synchronous classes, consultations and assessment activities;

– software necessary for using the University's digital educational environment.

6.5 **A learner must:**

– familiarize himself/herself with the discipline syllabus and comply with the requirements of the «Academic Policy», the University's IRD, these Rules and the discipline syllabus;

– master learning material using digital content placed in the University's digital educational environment;

– participate in synchronous classes, online consultations and other types of learning activity in accordance with the approved schedule;

– complete current, midterm and final control assignments within the established deadlines;

– submit the results of completed assignments through the University's digital educational environment. Submission of completed assignments through messengers, personal e-mail and other communication channels not provided for by the University is not allowed, except in cases provided for by the syllabus, the University's IRD or by a decision of an authorized structural division in the event of a technical failure;

– observe academic integrity;

– comply with identity verification requirements during assessment activities, including the use of online proctoring systems and other identity verification tools;

– ensure confidentiality of his/her credentials for access to the University's digital educational environment and not transfer them to third parties;

– comply with the requirements of the legislation of the Republic of Kazakhstan and the University's IRD when using the digital educational environment.

6.6 To support the learning process on the Open KazNU and LMS Moodle online platforms, an online course tutor is appointed; the tutor is a teacher who does not hold a managerial position.

6.7 **The online course tutor, under the guidance of OADI specialists, carries out:**

– support for learners on the online platform;

– setting deadlines for assignments and assessment activities;

– information support for learners during registration for and completion of an online course;

– distribution of learners into groups, if necessary;

– advising learners and teacher-authors of the course;

– interaction with learners through forums and discussions on online course platforms, e-mail and other communication channels;

– monitoring learner activity and academic performance;

– participation, jointly with the course author, in updating online course content.

6.8 To provide organizational, methodological and technical assistance in the implementation of distance learning and/or online learning at the University, a working group of digital volunteers from among University learners may be formed by decision of OADI.

6.9 **Digital volunteers provide:**

– technical and methodological support to teachers and learners in the use of digital content in the educational process;

– assistance to OADI in organizing and conducting trainings, seminars and professional development courses with teachers and learners on working on massive open online course platforms and in LMS Moodle;

– active assistance in the development of distance learning and online learning at the University;

– monitoring of quantitative and qualitative indicators of the implementation of distance learning and online learning;

– information and analytical support for OADI, including preparation of recommendations for improving the effectiveness of work using distance and online learning;

– organizational and information support for events to inform learners and University employees about goals, objectives and new digital tools.

7. Requirements for Educational and Methodological Support of the Educational Process for Distance Learning and Online Learning

7.1 Teachers and graduating departments are responsible for the quality of educational and methodological materials of the e-EMCD and digital content for disciplines implemented through distance learning and online learning.

7.2 OADI, together with the Office of Academic Analytics and Education Quality Control (hereinafter referred to as OAAEQC), develops requirements for course educational content that are mandatory for all. These requirements include criteria for:

– evaluating content quality;

– assessing learning outcomes;

– determining learners' workload;

– accessibility and clarity of content;

– course design taking into account learners' needs;

– organization of the educational process taking into account the specifics of distance and online learning, including attendance control, observance of visual etiquette, timeliness and methods of informing learners, the procedure for making up classes and the frequency of assessment activities.

7.3 The quality of e-EMCD and digital content is checked by the faculty Academic Committee for Teaching and Learning Quality and OAAEQC.

7.4 **Content quality assessment procedure (review).** OADI, together with OAAEQC and the Academic Committee for Teaching and Learning Quality, ensures an

approved procedure for assessing the quality of educational content, including independent review or a collegial form of quality assessment. This procedure provides for:

− identification of educational content non-compliance with established quality requirements and determination of measures to eliminate them;

− assessment of content quality by learners at the stages of course implementation using feedback tools provided by the University.

7.5 **Information about the course and the teacher.** Course developers provide the information necessary for placing the course, reviewing it and subsequently using it in the educational process, including:

− a complete description of the discipline indicating academic details: title, ID, cycle, component, volume, periodicity, implementation format, prerequisites and postrequisites;

− information about the teacher, including a resume (CV), information on professional experience, as well as data provided for by the University's IRD.

7.6 **Course catalog.** OADI ensures publication of the course catalog no later than one month before the beginning of the learner registration period, unless another deadline is established by the University's «Academic Policy» and IRD.

7.7 **Standard syllabus.** The Office for Educational Program Design approves the standard (minimum) structure of the syllabus indicating the necessary information. The standard syllabus must be sufficient to inform the learner about the requirements of the discipline and must not contain excessive information unrelated to mastering the course and assessing learning outcomes.

7.8 **Correlation between general requirements and the teacher's academic autonomy.** Requirements for the syllabus include the University's general (universal) requirements and authorial elements determined by the teacher within the limits of

academic autonomy. The University establishes universal requirements that ensure a unified approach to informing learners, the quality of the educational process and assessment of learning outcomes.

7.9 **Course syllabus.** The syllabus is a document that records the requirements for the learner within a specific discipline, including course content, learning outcomes, types of learning activities, forms of control, assessment criteria, assignment deadlines and the feedback procedure. Requirements not specified in the syllabus are not applied to learners as mandatory unless otherwise provided by the University's «Academic Policy» and IRD. Arbitrary changes to the syllabus are not allowed. The fact of syllabus publication, as well as its replacement or editing, must be recorded in accordance with the procedure established by the University.

7.10 **Additional requirements for the syllabus in online learning. For disciplines implemented in online learning, the syllabus additionally contains:**

− the format of discipline implementation;

− a list of digital educational platforms and services used;

− the procedure for organizing synchronous and asynchronous learning;

− the procedure for conducting online consultations;

− requirements for the learner's technical equipment necessary for mastering the discipline.

7.11 **Academic policy of the course.** The syllabus describes the course policy, including the teacher's main requirements for mastering the discipline, completing assignments, participating in classes, meeting deadlines and observing academic integrity. The academic policy of the course must not contradict the University's «Academic Policy» and IRD.

7.12 **Learning format.** The syllabus specifies the format of discipline implementation, including offline, hybrid, online or another format provided for by the University's «Academic Policy» and IRD.

7.13 **Timing and calendar planning.** In the syllabus, thematic modules are distributed by weeks of the academic period. Assessment activities and assignment deadlines are indicated in accordance with the academic calendar.

7.14 **Course structure.** The syllabus describes the course structure, including the sequence of thematic blocks, modules, types of learning activity, learners' independent work and assessment activities.

7.15 **Criterion-based assessment.** The criterion-based assessment rubrics of the methodological documents of the e-EMCD must describe the criteria and levels for assessing learning outcomes in relation to a specific course. Assessment criteria must be linked to learning outcomes, discipline content, thematic blocks and types of assignments. The use of template criteria without connection to learning outcomes and course content is not allowed. When a competency matrix or learning outcomes matrix is used, the methods for checking their achievement are indicated.

7.16 **Academic integrity.** The syllabus must reflect requirements for academic integrity, the procedure for preventing violations and the consequences of committing them in accordance with the University's «Academic Policy» and IRD. The principle of intolerance toward academic dishonesty is established in the educational process.

7.17 **Feedback.** The syllabus must specify feedback methods, communication channels, consultation periods, teacher response times and forms of providing feedback to learners.

7.18 **Resources and sources.** The syllabus provides a list of main and additional resources available to learners within the course. Resources must be provided by the University or the teacher, and when electronic access is available, they must be accompanied by a library catalog identifier, hyperlink or another access method.

7.19 **Publication of the syllabus.** A syllabus of proper quality is published before the start of mastering the discipline, in accordance with the order on the beginning of the new academic year of the Member of the Management Board – Vice-Rector for Academic Affairs.

7.20 **Dosing of learning content.** The course learning content must be dosed considering the learner's actual workload, the volume of academic credits, the overall semester workload and the objectives of the discipline. Reading materials must be structured and fragmented by topics. When large sources are posted, the relevant sections, pages or other boundaries of the material must be indicated. Video materials

must have a justified duration and correspond to the objectives of the specific topic.

7.21 **Logical course structure.** The thematic units of the course, including blocks and modules, must be logically sequential, correspond to the prerequisite nature of mastering the material and, if necessary, be synchronized with other disciplines of the educational program.

7.22 **Variety of content types and assessment activities.** Course developers ensure the use of types of learning content and assessment activities corresponding to the objectives of the discipline, learning outcomes and the specifics of particular topics. Unjustified templating in the choice of learning and assessment formats, as well as excessive variety not conditioned by the methodological objectives of the course, is not allowed.

7.23 **Assessment.** The format and frequency of assessment must be linked to learning outcomes, course objectives and discipline content. Assessment tasks must ensure the reliability of learning outcomes and reduce the risks of dishonest completion of work, including through time limits, individualization of assignments, comprehensive or project-based nature of work, peer review of learners' work, checking written work for borrowed content and other measures provided for by the University's IRD.

7.24 **Style and design.** Course developers and experts ensure a unified academic style of presenting information, including OADI requirements for the structure of learning materials, presentation design, fonts, font size, margins, graphic elements, color scheme, citation styles and formatting of standard documents.

7.25 **Video lecture format.** OADI ensures compliance with unified requirements for the video lecture recording format and, if necessary, organizes the use of studio or other technical facilities of the University for their preparation. Video lectures must be structured, correspond to learning outcomes and be accompanied by didactic materials, including presentations and assignments for practical, laboratory and independent work. Video lectures are placed on the University's online educational platform before the start of the educational process or within the deadlines established by the course development and launch schedule.

7.26 **Content of video lectures.** The content of a video lecture must be logically structured and, if necessary, divided into semantic blocks. The video lecture focuses on the key provisions of the topic, reveals the content of the class, contains a summary of the main conclusions and may include control questions or other self-check elements.

7.27 **Quality control of video materials.** OADI provides technical, methodological and content analysis of video materials within its competence. A video lecture is used in the educational process after it has been checked and recommended for use in the procedure established by the University.

7.28 **Learner collaboration.** OADI, together with course developers, ensures the possibility of group discussion of thematic blocks and complex and controversial issues using the course's digital tools. The teacher moderates discussions and maintains the academic nature of learner interaction.

7.29 **Peer assessment (peer review) and self-assessment.** The course may include peer assessment and self-assessment tools for learners if they correspond to

learning outcomes, discipline content and assessment criteria established in the syllabus.

7.30 **Systematic feedback.** The course teacher provides systematic feedback, including surveying learners at the beginning and end of the course, establishing periods for answering questions, conducting online consultations and informing learners about typical mistakes and ways to improve learning outcomes.

7.31 **Analysis of questions and typical mistakes.** Based on the results of the course or individual assessment activities, the teacher analyzes the most frequently asked questions and typical mistakes of learners and provides explanations within the course using available communication channels.

7.32 **Timeliness of assessment.** The teacher ensures timely assessment of learners' work and entry of results into the established digital systems within the deadlines defined by the syllabus and other IRD of the University. Violation of assessment deadlines entails consequences provided for by the University's IRD.

7.33 **Analysis of learner progress.** The learner is provided with the opportunity to track personal progress in mastering the course, results of completed assignments, achieved learning outcomes and course components requiring additional mastery or strengthening.

8. Technical Requirements for the Development of Online Courses

Technical specifications for placing materials of a massive open online course and methodological platform requirements:

No.	Name	Volume of material
1.	Welcome (introductory) module with video	no more than 3 minutes of video
2.	Measurable learning objectives listed on the course description page	at least 3
3.	The course must be delivered in learner-oriented language accessible to a diverse audience from different countries	Complies / does not comply
4.	The course includes a list of additional materials for those wishing to study the topic in greater depth	Open Internet sources and libraries Textbooks and teaching aids
5.	Each module (topic) includes discussion questions	at least 1
6.	Each module (topic) includes practice questions (self-check, automatic)	at least 10
7.	Availability of a presentation	One for each video (at least 8 slides)
8.	Availability of notes	One for each video/topic
9.	Course duration (correlation with academic hours)	Not less than 4 and not more than 15 weeks; content volume – not less than 20 and not more than 180 hours.
10.	Assessment assignments for each module/topic (except the welcome module)	at least 1
11.	Weekly workload / per participant (approximate calculation based on the number of video minutes, with 1 academic hour not *less than 5 and not more than 12 minutes of video)*	not less than 2 and not more than 5 hours
12.	Duration of one video	3–9 minutes
13.	Total video duration / per week	not less than 15 and not more than 30 minutes
14.	Test assignments	At least 3 practice and 10 assessed questions for each module

Technical requirements for course video

Video recording must be carried out using professional video equipment with video track parameters not lower than the following:

- file format (container) – MP4;
- codec – H264;
- resolution – 1920 x 1080 (1080p);
- aspect ratio – 16:9;
- frame rate: 25 or 30 frames per second;
- progressive scan (25p \ 30p);
- bit rate not lower than 10,000 kbps but not higher than 30,000 kbps;

Audio:

- Codec: AAC, AC3, OGG, mp3.
- Channels: 2 (stereo).
- Sampling rate: 48 kHz.
- Audio stream: CBR not lower than 192 kbps, VBR in the range of 160–320 kbps.

Quality characteristics of the audio track:

- The audio track must be in true stereo mode, where the teacher's voice is localized strictly between the left and right channels. Sound effects, noise and music may be in a similar mode or may be implemented in full stereophonic mode depending on artistic and technical tasks.
- The stereophonic track must be technically implemented taking into account the possibility of playback on monophonic equipment. The correlometer value must correspond to «0» +/-0.5.
- The signal-to-noise ratio must be at least 40 dB.
- The dynamic range of the useful signal (whisper/loud speech) must be no more than 16 dB.
- The average RMS loudness level must be from -14 dB to -12 dB.
- The peak loudness level must be limited to -2 dB.

Quality characteristics of video:

- It is recommended to use sans-serif fonts.
- It is not recommended to use more than 2 fonts per course.
- Bullets must be consistent throughout the course.
- To improve readability, it is recommended to use contrasting
- combinations of text and background colors.
- It is not recommended to use more than 3 font colors per course.
- It is not recommended to use contrasting font colors within one sentence of a paragraph or table.
- If table background color is required within the course, it is not recommended to use colors contrasting with the main background; a slight halftone toward a

lighter or darker shade is sufficient.

- The thickness of borders, table lines and arrows must correspond to the stroke thickness of the font.
- Within the course, it is advisable to use photographic, drawn and animated material in a unified color scheme, with identical borders and shadows.
- It is recommended to use pictograms and infographics.
- To ensure a natural viewing experience, it is not recommended to cut (edit together) scenes of the same shot size.
- During filming, it is not recommended to use contrasting or variegated elements of clothing and makeup.
- When filming a teacher, it is not recommended to use checked or striped clothing elements.
- Slides for video lectures must use a 20 pt font for headings and an 18 pt font for body text.
- The image (picture) size must be at least 1280x720p (HD)
- The image must be in PNG format.
- All third-party materials used in the course must have a CC Attribution license.
- A link to the source MUST be indicated next to each borrowed image (graphic, infographic, photograph, reproduction, etc.).
- After OADI review, links may be moved to the last slide of the presentation in the «List of Sources Used».

Appendix 1

List of documents based on which The Rules for Organizing Distance and Online Learning at NJSC «al-Farabi Kazakh National University» were developed

1. Law of the Republic of Kazakhstan «On Education».
2. Order No. 2 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 «On Approval of the State Compulsory Standards of Higher and Postgraduate Education».
3. Order No. 595 of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 «On Approval of the Model Rules for the Activities of Organisations of Higher and Postgraduate Education».
4. Order No. 152 of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 «On Approval of the Rules for Organizing the Educational Process under the Credit Technology of Education in Organizations of Higher and/or Postgraduate Education».
5. Order of the Minister of Education and Science of the Republic of Kazakhstan dated 20 March 2015 No. 137 (as amended by Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated 13 April 2026 No. 187), "On Approval of the Requirements Applicable to Educational Organizations Providing Distance Learning and the Rules for Organizing the Educational Process through Distance Learning and in the Form of Online Learning under Higher and/or Postgraduate Education Programmes."
6. Joint Order No. 544 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated October 24, 2023 and No. 322 of the Minister of Education of the Republic of Kazakhstan dated October 24, 2023 «On Approval of the Rules for Recognition of Learning Outcomes Obtained through Non-formal Education, as well as the Results of Recognition of Professional Qualifications».
7. Order No. 530 of the Minister of Education and Science of the Republic of Kazakhstan dated October 2, 2018 «On approval of the List of areas of training of personnel with higher and postgraduate education, the training in which in the form of externship and online training is prohibited».
8. Academic Policy of al-Farabi Kazakh National University.
9. Quality Assurance Policy of al-Farabi Kazakh National University.
10. Academic Integrity Policy of al-Farabi Kazakh National University.
11. Learning Outcomes Assessment Policy of al-Farabi Kazakh National University.

APPROVAL SHEET

Document	Position	Full name	Signature
Approved	Member of the Board – Vice-Rector for Academic Affairs	**Galeyeva A.K.**	
	Director of the Academic Affairs Department	**Bolegenova S.A.**	
	Head of the Legal Affairs Division Legal Department	**Zhenissova D.D.**	
	Head of Academic Planning and Administration Division	**Assylbekov Y.A.**	
	Director of the Competence Center	**Amirbekova G.Y.**	
Developed	Head of the Academic Quality Assurance Division	**Mussinova A.A.**	
	Head of the Office of Academic and Digital Innovations	**Krugovykh I.I.**	