



JSC «Almaty Technological University»

QUALITY MANAGEMENT SYSTEM

Regulations on the procedure

Regulations on the development of
massive open online courses

IS ISO 9000:2015, IS ISO 9001:2015,
IS ISO 37001:2016, IS ISO 27001:2022

ATU-CAIDD-RP-7.5.1-2025-02

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Regulations on the procedure
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*Regulations on the development of massive open online
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ATU-CAIDD-RP-7.5.1-2025-02

AGREED

First vice-rector

B.K. Nurakhmetov

« 22 » 10 2025

Almaty, 2025

PREFACE

This Regulation has been developed by the Center for Artificial Intelligence and Digital Development of «ATU» JSC.

This Regulations are approved by the Rector with a personal signature on the title page and come into effect from the date of signing.

This Regulation is mandatory for teachers and employees of JSC «ATU».

This Regulation has been developed in accordance with DP ATU-Q&AD-DP-7.5-2023-02.

The director of the CAIDD, not exceeding 3 years, in accordance with DP ATU-Q&AD-DP-7.5-2023-02, carries out periodic review of this provision.

Changes to this Regulation are developed based on the results of its application or when the requirements specified in paragraph 4 of this Regulation change.

Consider the «Regulations on the development of massive open online courses» ATU-CIET-RP-7.5.1-2024-02, approved on October 30, 2024, to be invalid.

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1 NAME OF THE DOCUMENT

1.1 «Regulations on the development of massive open online courses» ATU-CAIDD-RP-7.5.1-2025-02.

2 DEVELOPER

2.1 Center for Artificial Intelligence and Digital Development JSC «ATU».

3 PURPOSE OF DEVELOPING THE DOCUMENT

3.1 These Regulations have been developed based on the guidelines for the creation of educational course content on the Coursera platform in order to regulate the development of MOOCs by faculty, as well as to regulate the work of the staff accompanying the process of MOOC development;

3.2 Realizing benefits in the face of increasing competition from educational institutions;

3.3 Identify the basic principles, standards and functionalities to be considered in the development of MOOCs;

3.4 Increasing accessibility of education regardless of the location of learners;

3.5 Increasing the contingent of students by providing the opportunity to master programs in the most convenient form;

3.6 Improving the quality of training of students through the introduction of new, modern computer technologies and learning tools.

4 NORMATIVE REFERENCES

4.1 IS ISO 9001:2015 «Quality management system. Requirements»;

4.2 IS ISO 9000:2015 «Quality management system. Fundamentals and vocabulary»;

4.3 IS ISO 37001:2016 «Anti-corruption management system»;

4.4 ISO 27001:2022 «Information security, cybersecurity and personal data protection – Information security management systems – Requirements»;

4.5 Concepts for the development of artificial intelligence for 2024–2029 Resolution of the Government of the Republic of Kazakhstan №592 dated July 24, 2024;

4.6 Inter-university standard for the application of artificial intelligence in higher and postgraduate education;

4.7 UNESCO. AI and Education: Guidance for Policy-makers. Paris: UNESCO, 2021;

4.8 Law of the Republic of Kazakhstan «On Education» № 319-III dated July 27, 2007 (with changes and additions as of 16.09.2025);

4.9 Labor Code of the Republic of Kazakhstan dated November 23, 2015 № 414-V (with changes and additions as of 16.09.2025);

4.10 Law of the Republic of Kazakhstan dated November 18, 2015 № 410-V «On Combating Corruption» (with changes and additions as of 31.08.2025);

4.11 Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 20, 2015 № 137 «On approval of requirements for educational organizations to provide distance learning and rules for organizing the educational process for distance learning and in the form of online learning in educational programs of higher and (or) postgraduate education» (with changes and additions as of 21.05.2024);

4.12 Methodological recommendations on the use and inclusion in educational programs of organizations of higher and (or) postgraduate education of mass open online courses developed by the Ministry of Science and Higher Education of the Republic of Kazakhstan;

4.13 Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 № 2 «On approval of State mandatory standards of higher and postgraduate education» (registered in the Register of State Registration of Normative Legal Acts under № 28916);

4.14 Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 № 152 «On approval of the Rules for the organization of the educational process on credit technology of education» (registered in the Register of State Registration of Normative Legal Acts under № 6976) (with changes and additions as of 26.03.2025);

4.15 Joint Order № 544 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated October 24, 2023 and № 322 of the Minister of Education of the Republic of Kazakhstan dated October 24, 2023. Registered with the Ministry of Justice of the Republic of Kazakhstan on October 27, 2023 № 33580 «On Approval of the Rules for the Recognition of Learning Outcomes Obtained through non-formal Education, as well as the results of recognition of professional qualifications»;

4.16 The Law of the Republic of Kazakhstan dated April 6, 2016 № 480-V LRK «On legal acts» (with changes and additions as of 31.08.2025);

4.17 Quality Policy, approved by Resolution of the Board of Directors № 12 dated September 25, 2023;

4.18 Anti-corruption policy of JSC «ATU» dated 26.01.2022;

4.19 ATU-QaAD-DP-5.2-2022-06 Information Security Policy;

4.20 Documented procedure «Documented information» ATU-QAD-DP-7.5-2023-02;

4.21 Rules for documenting and document management» ATU-O-RP-7.5.1-2024-01;

4.22 Documented procedure «Risk Management» ATU-QAD-DP-6.1-2024-10;

4.23 Charter of «Almaty Technological University» JSC;

4.24 Internal labor regulations ATU-HRD-DP-7.1.2-2022-01-02;

4.25 Orders and instructions of the rector;

4.26 DP ACMS «Assessment of corruption risks» ATU-QAD-DP-4.5-2025-05;

4.27 The concept of adapting the system of higher and postgraduate education to the digital generation from 30.09.2019;

4.28 Guide to standards for internal quality assurance of higher and postgraduate education ATU-QaAD-G-5.3-2024-29.

5 TERMS AND DEFINITIONS

Term	Definition
Anti-corruption management	International standard ISO 37001:2016
Blended learning	A form of education in which teaching is conducted both in the traditional face-to-face format and using distance learning technologies.
Corruption risk	The possibility of causes and conditions arising that contribute to the commission of corruption offenses.
Certificate	A document confirming successful completion of a massive open online course.
Documented information	Information that an organization must manage and maintain, and the medium on which it is stored.
Distance education	A system in which the educational process is carried out using distance learning technologies to achieve and confirm certain results for students.
Ethics and safety in the use of artificial intelligence	A set of principles and standards aimed at ensuring transparency, accountability, non-discrimination, and the protection of the rights of students and staff when using AI in education.
Expertise	Comprehensive assessment of the content and methodological-technological components of the course.
Innovative technologies	Sets of methods and tools that ensure the implementation and introduction of innovations in educational and scientific processes.

Information resources	Formalized ideas, knowledge, data, methods, and means of accumulating, storing, and exchanging them between sources and consumers of information.
Learning analytics	The process of collecting, analyzing, and interpreting data about students and the educational environment in order to improve the quality of education and support decision-making.
Learning outcomes	The assessed level of knowledge, abilities, and skills acquired and demonstrated by students in completing the educational program, as well as the values and attitudes they have developed.
Listener	An individual who studies the material of a massive open online course.
Massive Open Online Course (MOOC)	An educational course with massive interactive participation and open access via the Internet, implemented using e-learning technologies.
Quality management system	The part of the management system focused on quality.
Students	Individuals enrolled in bachelor's, master's, and doctoral programs.
Structural subdivision	An organizationally distinct part of a legal entity and its employees who perform their established duties and are responsible for carrying out their assigned functions.
Specialization	A series of courses designed to help you master a specific skill.

6 ABBREVIATIONS AND SYMBOLS USED

REDUCTION	FULL NAME
«ATU» JSC	«Almaty Technological University» Joint Stock Company
ATU-QAD-DP-7.5-2023-02	Documented procedure «Documented information»
ATU-DLS&AC-DP-4.5-2025-05	Documented procedure «Assessment of corruption risks» of the Joint Stock Company «Almaty Technological University»
ATU-QAD-DP-6.1-2024-10	Documented procedure «Risk Management»
ATU-QAD-DP-5.2-2022-06	Documented procedure «Information security policy»
ATU-O-RP-7.5.1-2024-01	Documentation and Documentation Management Rules
ATU-HRD-DP-7.1.2-2022-01-02	Internal labor regulations
ATU-QaAD-G-5.3-2024-29	Guide to standards for internal quality assurance of higher and postgraduate education
AITDD	Artificial Intelligence Technology Development Department
ACMS	Anti-Corruption Management System
BMG UPSkill	Exclusive partner of Coursera in Kazakhstan
Coursera	International MOOC Educational Platform
CAIDD	Center for Artificial Intelligence and Digital Development
CC	Competence Center
DL	Distance learning
DP	Documented procedure
DEQM	Department of Education Quality Management
DPM	Department Personnel Management
DDD	Digital Development Department

DER	Digital educational resource
DLSaAC	Department of Legal Support and Anti-Corruption
EMM	Educational and methodological management
ISO	International Organization for Standardization
ISMS	Information Security Management System
ME&S RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
MOOC	Massive open online courses
MA	Methodological advice
PSU	Regulations on the structural unit
QMS	Quality Management System
QAD	Quality and Accreditation Department
RK	The Republic of Kazakhstan
SS	Structural subdivision
SSC	Student Support Center
This regulation	«Regulations on the development of massive open online courses» ATU-CAIDD-RP-7.5.1-2025-02
Teaching staff	Teaching staff

7 GENERAL PROVISIONS

7.1 Open Online Course in MOOC format - a course designed for online learning, including thematically related video lectures, additional learning materials, presentations, test assignments, providing constant communication of all participants of the learning process in forums on a specialized platform.

7.2 The development of MOOCs is carried out as part of the implementation of educational programs of JSC “ATU”, as well as in the framework of non-formal education.

7.3 The scope and parameters of open online courses in MOOC format are determined by the educational program developed by the faculty (higher or additional professional education) and correspond to the achievement of educational goals of the discipline.

7.4 The Massive Open Online Course contains descriptive elements in accordance with form **F.CAIDD-7.5.1-2025-01**.

7.5 Learning outcomes describe the competencies and skills that learners are expected to master by the end of a unit or all of the training.

7.6 Assessment of learning outcomes includes formative (practical) tasks and feedback from the teacher, which will help students prepare for the final assessment and improve the quality of learning, as well as tasks for summative assessment.

7.7 It is recommended that you plan summative assessment tasks for each week (module) that will measure and confirm mastery of learning objectives.

7.8 In the course description, it is recommended to add the target audience for whom the course is designed; prerequisites, i.e. what prior knowledge and experience the target audience should have in order to successfully complete the course; and learning outcomes.

7.9 The content of the MOOC is the responsibility of the course author.

7.10 JSC “ATU” provides personal non-property rights of the authors of MOOC. Exclusive property rights of authors are subject to transfer from the authors of MOOC to JSC “ATU” on the basis of a separate agreement.

8 REQUIREMENTS FOR THE STRUCTURE AND CONTENT OF THE MOOCS

8.1 Each course consists of 4 to 6 weeks, which are course modules.

8.2 Each module contains at least 4 learning outcomes aimed at achieving key competencies. At the end of each module there is a practical assignment that allows students to apply the learned knowledge in practice. Each module also includes at least one discussion of the topic in the platform's discussion forum,

which promotes critical thinking and knowledge sharing among participants.

8.3 Each week of the course requires 3 to 5 hours of time to fully learn the material. Each week includes 2-4 lessons, with 1-2 learning outcomes per lesson. There are also more than 10 practice questions to practice and reinforce the material learned.

8.4 One summative assignment is conducted weekly, which helps to monitor the progress and level of understanding of the training material. Video materials have a total duration of 30 to 60 minutes, broken down into small segments of at least 15 minutes each (duration depends on the content and learning outcomes). Presentations for recording of video materials are designed according to the template **F.CAIDD-7.5.1-2025-02-04**.

8.5 The duration of each lesson is 30 minutes. Video material provided within the lesson is at least 15 minutes, which contributes to a more effective assimilation of information. Participants are also provided with additional materials for independent reading, as well as questions to consolidate and practice the material covered.

8.6 The total duration of the course is not more than 30 academic hours, which allows students to fully master the presented material and achieve the set educational goals. In case of development of a more substantial course with a labor intensity higher than 30 academic hours, it is recommended to create a specialization - a series of courses (3-6) to master more extensive skills. It is allowed to develop MOOCs with the duration of more than 100 academic hours in accordance with the Model curricula of the cycle of general education disciplines for organizations of higher and (or) postgraduate education.

8.7 The content and number of modules, lessons, assessment types and the sequence of lesson components may vary depending on the specifics and characteristics of MOOCs. The structure of an MOOC course is presented as follows:

Module 1.	Theme 1	Unit 1. Video lecture
		Unit 2: Reading material
		Unit 3: Evaluation
	Theme 2	Unit 1. Video lecture
		Unit 2: Reading material
		Unit 3: Evaluation
Theme 3	...	
Discussion forum		
Assessment for module 1		
Module 2.	Theme 4	Unit 1. Video lecture
		Unit 2: Reading material
		Unit 3: Evaluation
	Theme 5	Unit 1. Video lecture
		Unit 2: Reading material
		Unit 3: Evaluation
...
Discussion forum		
Assessment for module 2		
etc.		
Final evaluation		

9 TECHNICAL REQUIREMENTS FOR MOOC

9.1 Source video footage:

9.1.1 Color depth of at least 8 bits;

9.1.2 Compression - intraframe not less remote control programming;

9.1.3 Data stream (raw video from the camera) not less than 50 Mbit/s;

9.1.4 Data flow (upload to the platform) not less than 8 Mbit/s;

9.1.5 An external display of at least 1920 x 1080 pixels;

9.1.6 Compliance with a standard of at least 1080p-compliant;

9.1.7 A frame rate of at least 24p;

9.2 Sound:

9.2.1 Sampling frequency not less than kHz 48;

9.2.2 Quantization, bits/count at least 20;

9.2.3 Number of channels at least 2

9.3 Finished Material / Content consists of an aggregate of:

9.3.1 Video sequence;

9.3.2 Photo;

9.3.3 Animated Materials;

9.3.4 Info-graphics;

9.4 A valid link for downloading and analyzing downloadable MOOC material must be provided for all types of instructional material.

9.5 Video content production requirements:

9.5.1 Implement multi-camera shooting in the case of a podcast or interview format (from two or more cameras) to provide a variety of angles and plans.

9.5.2 Providing adequate studio lighting on set with even distribution of light in shots.

9.5.3 Setting up the correct color scheme on the screen and working smoothly with Chroma key when needed.

9.5.4 Eliminating the presence of unnecessary items on the screen to create a neat and professional visual image.

9.6 Content Quality:

9.6.1 Providing high quality video, illustrations, graphic and photo images, typographic and drawn text, animations and other materials.

9.6.2 Implementation of high quality audio with clear diction, rational tempo, quality background and use of pleasant, non-distracting music.

9.7 Content formalization:

9.7.1 Appropriate placement of captions on the footage, taking into account the specific perception of the material from the screen, with the possibility of providing definitions, statements or questions to make the material easier to understand.

9.7.2 Avoid too many colors in the frame, preferring calmer and more melodic tones that do not create unnecessary motley, with bright colors used to highlight the most important elements.

10 THE PROCEDURE FOR ORGANIZING THE DEVELOPMENT OF MOOC

10.1 Faculty must develop and have approved by the department an MOOC work program in accordance with the form **F.CAIDD-7.5.1-2025-02-02**.

10.2 When filming video lectures, you must follow the guidelines outlined in form **F.CAIDD-7.5.1-2025-02-07**.

10.3 Planning, expertise and development of MOOCs is done by the faculty and is included in the teaching and methodological work.

10.4 Before launching the MOOC, all uploaded elements should be checked for compliance with the «ATU» JSC quality standards, compliance with copyright laws, accessibility and functionality standards, as well as for content accuracy, grammatical and spelling correctness.

10.5 MOOCs developed at JSC «ATU» are subject to mandatory internal expertise at the department and faculty. The purpose of MOOC expertise is to ensure the quality and competitiveness of MOOCs as educational products of JSC «ATU». In the course of the expertise, the MOOC evaluation criteria of **F.CAIDD-7.5.1-2025-02-10** may be applied.

10.6 Based on the results of MOOC evaluation by internal and/or external experts, an expert opinion **F.CAIDD-7.5.1-2025-02-11** is filled in. The procedure for reviewing the developed MOOCs by external experts and receiving expert opinions is determined by the «ATU» JSC.

10.7 The author submits to the digital development department an extract from the department's minutes, an expert opinion with a reasoned decision on the readiness of the MOOC for placement on the educational platform of JSC «ATU» /Coursera, etc.

11 MOOC COMPONENT DEVELOPMENT

11.1 The self-study materials are in the form of **F.CAIDD-7.5.1-2025-02-03** and are non-assessable assignments that learners must complete as part of the course. They appear with other course elements within the module. Materials for independent study include:

- 11.1.1 reading assignments;
- 11.1.2 lectures, independent work of students (IWOS);
- 11.1.3 references to external sources;
- 11.1.4 charts, graphs and other visual aids;

11.2 For each section, an announcement text of 400 to 600 characters should be prepared for distribution to all registered listeners at the beginning of each week.

11.3 Tests are provided in accordance with the specified template (form **F.CAIDD-7.5.1-2025-02-05**). When using other variants of test tasks, for example, calculating a mathematical expression, entering a mark on an image, wiring diagram designer, etc., the tasks are provided in any form.

11.4 The tasks most often use questions that involve three types of answers: multiple choice (one or more answers are correct), binary answer (true/false, yes/no), free text (entering a small text or number).

11.5 Tasks for controlling the assessment of students' knowledge must be implemented using existing (before the course is launched) types of course components in accordance with the form **F.CAIDD-7.5.1-2025-02-06**. The use of other forms of tasks is allowed provided that a new type of component is created by the course developer.

11.6 The set of tasks for assessing the knowledge of the course should be optimal according to the criterion of minimizing the labor input of the learner and labor input for course support. The combination of all tasks should ensure the verification of all planned learning outcomes. The choice of the form of the task should correspond to the type of learning outcome being assessed.

11.7 For tasks that form at least 50% of the final grade of the course, in order to protect against dishonest performance and formation of a database of answers, one of the following conditions must be met: the task must be parameterized, i.e., each student is offered unique conditions, and a unique answer must be entered, the task must assume an open and unique answer from each student (or a group of students working together), and when checking the answers, measures must be taken to identify fully matching answers.

11.8 The assignments should be tested on a representative sample of subjects before the course is launched.

11.9 For full mastery of the online course provide a glossary - a list of special terms, abbreviations, concepts.

12 LAUNCHING AND MAINTAINING MOOC

12.1 Registration for the course begins 2 weeks in advance and ends after 2 weeks from the start of the course itself.

12.2 It is recommended that each section be opened alternately for no more than 2 weeks.

12.3 To post MOOCs on the educational platform of JSC "ATU", teaching staff must prepare the information specified in form **F.CAIDD-7.5.1-2025-02-01** and send it to the email address of the digital development department: **mooc@atu.edu.kz**.

12.4 After the course is posted on the platform, the time for studying the course material and completing assignments is set. Specialists from the digital development department grant access to both students and course authors.

12.5 The course must be active at the current point in time - i.e. it will either start soon or has just started (1-3 weeks), after the 3rd week from the start of the course enrollment closes.

12.6 No later than two weeks before the course starts, the digital development department sends out an informational letter about the upcoming course launch, posts on social media, etc.

12.7 After the MOOC is launched, specialists from the digital development department or authors (if necessary) provide support for the course. Course support includes: answering questions on the forum, correcting errors in assignments, clarifying assignments, constantly monitoring the activity of course participants, etc. Methodological recommendations for the support and content of open online courses are presented in form **F.CAIDD-7.5.1-2025-02-08**.

12.8 Upon completion of the course, at the request of MOOC trainees, a certificate is issued on a paid basis in accordance with the estimate approved by the Rector on the basis of recommendations and coordination with the economic department through the Competence Center.

12.9 Once the MOOC is finalized, faculty are required to obtain a certificate of placement on the platform as per form **F.CAIDD-7.5.1-2025-02-09**.

12.10 Analysis and finalization

12.10.1 Before the beginning and end of the course, authors or a team of authors should develop questionnaires (questionnaires), not more than 15 questions each, reflecting recommendations and comments on the content of the course, its design.

12.10.2 Based on the results of the course assignments and questionnaires, the authors or group of authors conduct an analysis. The results of the analysis are submitted by the authors or group of authors to the digital development department within two weeks after the end of the course.

12.10.3 Based on the results of course analyses, specialists from the digital development department develop general recommendations for the development, launch, and support of MOOCs.

12.11 Application of MOOCs

12.11.1 For organization and control of independent work of students, current control of knowledge and provision of additional material.

12.11.2 To organize training in non-formal education.

12.11.3 To organize and conduct professional development courses.

13 RESPONSIBILITY AND AUTHORITY

Division	Authority
First vice-rector	<ul style="list-style-type: none"> • coordination of activities under this regulation.
Director of CAIDD	<ul style="list-style-type: none"> • updating of these Regulations; • registration of control copies, informing interested parties and structural subdivision, archiving of documented information of the CAIDD QMS; • organization and coordination of activities on implementation of specific stages of the MOOC; • verification of compliance of the documented information of the MOOC with the approved forms; • consulting stakeholders on the development of the MOOC; • issuance of Certificates of placement on the platform according to the form F.CAIDD-7.5.1-2025-02-09.
Deans of Faculties	<ul style="list-style-type: none"> • applying only the updated version of this regulation; • organization of informing the heads of departments and faculty members about the development and implementation of MOOCs; • assignment and control over fulfillment of the deadlines for the development of MOOCs; • timely transfer of the extract from the minutes of the meeting of the Faculty Expert Commission and documents for the recommendation of the MOOC placement on the educational platform of JSC «ATU»/Coursera, etc.
Heads of departments	<ul style="list-style-type: none"> • applying only the updated version of this regulation; • informing the faculty of the department about the development and implementation of MOOCs; • organization of timely submission of documents for the development

	<p>and implementation of MOOCs to the educational platform of JSC «ATU»;</p> <ul style="list-style-type: none"> • examination of the developed MOOCs; • timely transfer of an extract from the minutes of the department meeting and documents to recommend the placement of MOOCs on the educational platform of JSC «ATU»/Coursera, etc.
Teaching staff	<ul style="list-style-type: none"> • applying only the updated version of this regulation; • fulfillment of the requirements of this regulation; • adhering to the recommendations in the development of the MOOCs under F.CAIDD-7.5.1-2025-02-07, F.CAIDD-7.5.1-2025-02-08, F.CAIDD-7.5.1-2025-02-03, F.CAIDD-7.5.1-2025-02-04; • submission of documents to CAIDD according to the forms: F.CAIDD-7.5.1-2025-02-01, F.CAIDD-7.5.1-2025-02-02, F.CAIDD-7.5.1-2025-02-05 within the established deadlines; • eliminate deficiencies identified in the process of examination, testing and operation of the course; • to support MOOCs on the educational platform of ATU/Coursera, etc. according to F.CAIDD-7.5.1-2025-02-08 if necessary; • not to use materials in the development of MOOC, which violate the intellectual property rights of other persons, observance of copyrights.

14 RISKS ASSOCIATED WITH THE PROCESS AND ACTIONS TO PREVENT RISKS

14.1 risks associated with:	14.2 actions to prevent risks:
<ul style="list-style-type: none"> • inadequate communication, poorly functioning channels of internal and external exchange of documented information; • violation of the deadlines for providing documented information; • non-compliance of the information provided with the requirements; • corruption risks associated with the development and placement of MOOCs on the educational platform of ATU/Coursera, etc.; • risk of using incomplete or distorted information, loss or inaccessibility of MOOC materials. 	<ul style="list-style-type: none"> • timely distribution, ensuring access of interested parties, control over changes, confidentiality, placement on the website and information stands only in Pdf format of electronic versions of the approved documented information; • placement of information on the MOOC implementation on the JSC “ATU” website https://atu.edu.kz and CAIDD https://skills.atu.kz/course/view.php?id=27 in the News section no later than 10 working days before the course launch; • verification by the heads of the structural subdivision of the developed MOOC materials for compliance with the requirements reflected in the Regulations; • Strict compliance with JSC «ATU» anti-corruption policy; • Strict compliance with the Information Security Management System. Information security, cybersecurity and personal data protection.

15 CONFIDENTIALITY

15.1 This Regulation is an internal regulatory document of JSC «ATU» and is not subject to presentation to other parties, except for experts of certification bodies during certification audit, consumers-partners with the permission of the Rector of JSC «ATU».

16 FINAL PART

16.1 The decision to amend, supplement and cancel these Regulations shall be made by the Rector of

JSC «ATU».

APPENDICES

F.CAIDD-7.5.1-2025-02-01

DESCRIPTION AND STRUCTURE OF THE MOOC

Online courses (MOOCs) are developed in accordance with the requirements and criteria for MOOC development of the Ministry of Education and Science of RK, BMG UPSkill).

The MOOC contains the following descriptive elements:

1. Name of the MOOC (max. 150 characters);
2. Name of the developing university;
3. MOOC language;
4. Audience: name of the educational program;
5. Course author(s) (full name, Place of work, Position, Academic degree/title);
6. Level of difficulty of the course: beginner, intermediate and advanced;
7. Number of academic credits/ MOOC duration;
8. Prerequisites (Knowledge, skills, and abilities acquired in the following courses are required to master this MOOC);
9. Post-requisites (Knowledge, skills, and abilities acquired in the MOOC are required for the following courses.);
10. MOOC Characterization. A brief summary of the course (1 sentence up to 100 characters);
11. Purpose of study;
12. Objectives of the study;
13. Learning outcomes;
14. Promo video or course trailer (up to 3 minutes). Must be recorded in the video recording studio (204-2B, pre-arrange the date and time of shooting). During the video clip, the author reflects the most significant aspects and features of the course. In addition to the characteristics, the author indicates what possible challenges the trainee may face and how he/she will have to act in order to overcome difficulties in the learning process and successfully complete the course. The author describes what skills the learner will acquire after successful completion of the course and how the course will help him/her in life, study and professional career;
15. Information on certificates issued, rules of assessment formation, description of the assessment system (including deadlines for checking works), specification of the assessment system reflecting the connection of assignments with the course content, including description of indicators and assessment criteria, scales and assessment procedures;
16. Course Work Program **F.CAIDD-7.5.1-2025-02-02** - .pdf format (all documents must be signed, dated, stamped);
17. Glossary - .pdf format;
18. List of references - .pdf format;
19. Materials for independent study (lectures) should be submitted in .pdf format for each week. Lectures should be formatted according to **F.CAIDD-7.5.1-2025-02-03**, the .pdf file should be signed (indicate the number and topic of the lecture);
20. Video lectures - it is necessary to record a video material for each week, according to the approved work program. All videos and materials should be signed (the title and number of the lecture should be indicated). The video should be of good quality - sound, image. The duration of the video is not less than 15 minutes. The presentation **F.CAIDD-7.5.1-2025-02-04** must be expanded to the full screen (slide show mode) before recording. In the video do not use images with logos of other authors, not clear images, screenshots, etc. Send the first video for checking in advance to CAIDD **mooc@atu.edu.kz**;
21. Assignments/Student Independent Work/Seminar/Practical/Laboratory Work - .pdf format for each week;
22. Test assignments **F.CAIDD-7.5.1-2025-02-05** - minimum number of tests 100.

«Almaty Technological University» JSC
Faculty «_____»
Department «_____»

MOOC WORK PROGRAM

Author's full name - academic degree, academic title, position, corparative e-mail address
Course Name:

1. Characteristics of MOOC
 - 1.1 Objective of the study:
 - 1.2 Learning Objectives:
 - 1.3 Learning Outcomes:
2. Prerequisites. To master, this MOOC requires knowledge, skills and abilities acquired in the following courses.
3. Post-requisites. Knowledge, skills, and abilities acquired in this MOOC are required for the following courses.
4. Number of academic credits/ MOOC duration
5. Course difficulty level: beginner, intermediate and advanced

MOOC STRUCTURE (at least 4-6 modules)

Module name	
Module №1	Lecture 1. Name of lecture
	Type and number of test tasks (e.g. test - 10 questions, essay with mutual checking of the task by course participants, interactive task, etc.).
	Lecture 2. Name of lecture
	Type and number of test tasks
	Lecture 3. Name of lecture
	Type and number of test tasks
Final control on module №1	
Module name	
Module №2	Lecture 4. Name of lecture
	Type and number of test tasks
	Lecture 5. Name of lecture
	Type and number of test tasks
	Lecture 6. Name of lecture
	Type and number of test tasks
Final control on module №2	
Module name	
Module №3	Lecture 7. Name of lecture
	Type and number of test tasks
	Lecture 8. Name of lecture
	Type and number of test tasks
	Lecture 9. Name of lecture
	Type and number of test tasks
Final control on module №3	
Module name	
Module №4	Lecture 10. Name of lecture
	Type and number of test tasks
	Lecture 11. Name of lecture
	Type and number of test tasks
	Lecture 12. Name of lecture
	Type and number of test tasks
Final control on module №4	
Module name	
	Lecture 13. Name of lecture
	Type and number of test tasks
	Lecture 14. Name of lecture



Module №5	Type and number of test tasks
	Lecture 15. Name of lecture
	Type and number of test tasks
Final control on module №5	
Final control on MOOC	

«_____» _____20____ .

Head of Department (abbreviation) _____ Full Name

Course author _____ Full Name

TEMPLATE FOR SELF-STUDY MATERIALS

 <p><u>Наименование MOOK</u></p> <p><u>Лекция №</u> <u>Тема:</u></p>	
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Note: download the template at the link


https://drive.google.com/drive/folders/1zeUkA39jfo6AucII2l-nNg01ofvq6B55?usp=drive_link

PRESENTATION TEMPLATE FOR RECORDING A VIDEO LECTURE

АО «АЛМАТИНСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»
 https://atu.edu.kz/

Факультет «Наименование полностью»
 Кафедра «Наименование полностью»

Наименование курса: « _____ »




Фотография автора
 Ф.И.О. – должность, ученая степень, звание
 Корпоративная почта (e-mail)

1

Содержание

- Вопрос 1 Введите название первого вопроса лекции
- Вопрос 2 Введите название второго вопроса лекции
- Вопрос 3 Введите название третьего вопроса лекции



2

Выводы

Введите заголовок слайда

Замените этот текст информацией по теме курса.
 Разделите текст на абзацы для более удобного чтения. Вы можете вставить другое изображение.



3

Теоретическая часть

Введите заголовок слайда

Замените этот текст информацией по теме курса. Разделите текст на абзацы для более удобного чтения.
 Чтобы заменить фотографию, удалите изображение, а затем нажмите на значок рисунка в области заполнения и выберите новое фото или видео на компьютере.




4

Теоретическая часть

Процесс

Используйте этот слайд, чтобы показать процесс. Вставьте фото и кратко опишите действия.




Краткое описание Краткое описание Краткое описание Краткое описание Краткое описание

7

Введите заголовок слайда

Замените этот текст информацией по теме курса. Чтобы заменить фотографию, удалите изображение, а затем нажмите на значок рисунка в области заполнения и выберите новое фото на компьютере.




8

Выводы

Резюме темы

Используйте этот слайд, чтобы подвести итоги темы. Вы можете вставить другое изображение.

- ✓ Кратко перечислите, что учащиеся узнали в этой теме. На что нужно обратить особое внимание.
- ✓ Сформулируйте, какие навыки приобрели слушатели. Как это поможет оптимизировать работу.
- ✓ Рекомендуйте следующую тему для изучения.



9

Note: download the template at the link

https://drive.google.com/drive/folders/1zeUkA39jfo6AucII2l-nNg01ofvq6B55?usp=drive_link

TEST TASKS TEMPLATE

The text of the question?

A. Answer

B. Answer

C. Answer

D. Answer

E. Answer

ANSWER: D

The text of the question?

A. Answer

B. Answer

C. Answer

D. Answer

E. Answer

ANSWER: D

Note: test question with one answer option

TYPES OF CHALLENGES

Types of challenges	Description	Peculiarities of realization
A task consisting of a set of tasks with automatic checking of answers	One or more consecutive assignments, each assignment is assessed independently.	It is allowed to use random numbers for some types of tasks, it is possible to program the algorithm of task verification. Mixing and random selection of tasks is not supported
A task with mutual evaluation or assessment by an assessor	The learner enters a text fragment or uploads a file that is evaluated by another person according to a given set of criteria. The person performing the evaluation has no information about the learner's identity. The assessment is made according to a certain algorithm, which takes into account the evaluations according to the criteria.	May be combined with the use of virtual environments to perform work that prepares the output to be submitted for evaluation
Task with progress monitoring	In the virtual environment, the learner performs actions in order to achieve a certain result. The assessment is based on the criteria of correctness and optimality of the performed actions.	Implemented as a stand-alone application integrated into the course
Jointly executed task with automatic checking	The task is performed by a randomly assigned group of students (3-7 people from the number of students allowed to perform the task), group members see the answers entered by other group members, the final answer button is available at the moment when all group members have entered the same answers. For group interaction in the process of discussing the task solution, a chat room and contacts for group audio-video communication are provided.	A job type with real number or text input is used
Jointly performed task with mutual evaluation or assessor evaluation	The difference from “Task with text input or file preparation with peer or assessor evaluation” is that one version of the task is given to the group, and the answer posted by one member of the group must be validated by the rest of the group.	Verification is performed similarly to the Task with text fragment input or file preparation with mutual evaluation or assessment by an assessor according to the established criteria

RECOMMENDATIONS FOR VIDEOTAPING MOOC

1. Clothing recommendations

It is recommended that you come to the video lecture shoot wearing even-colored clothing.

Do not wear:

1. things in stripes (especially thin ones), plaid, variegated clothes (speckled, small peas);
2. clothes of white and black colors;
3. clothes, the color of which merges with the color of the skin;

2. Preparing for recording

1. Arrive 30 min. prior to the start of the video lecture recording.
2. Before the recording begins, the operators will offer to record a snippet of the lecture to see what the frame looks like.

3. What to use while recording?

When recording a video lecture, you can use, as a prompt:

- a printed text (large print out of the lecture material);
- a tablet into which you download the lecture material (preferably);
- a laptop computer (if you do not have one, ask the ED specialist to provide it for you during the recording of the video lecture);
- a teleprompter (optimal).

It is recommended that you:

- always carry a flash drive (with the material of the video lecture to be recorded);
- send lectures in advance by email to the digital development department specialist (mooc@atu.edu.kz).
- the day before/before sending the lectures to your e-mail.

4. Recommendations for lecture language and behavioral style:

1. Lectures should be delivered in simple, clear, conversational but literary language. Try to adapt complex texts written in a scientific style to a popular scientific style of presentation.

2. It is desirable to avoid complex phrases and terms. If special terms are used, and it is difficult to do without them in lectures, it is necessary to think about their accessible interpretation. If the lectures are intended for a wide audience, it is necessary to consider how to make the lectures accessible to everyone.

3. It is desirable to avoid complex long sentences: compound sentences, compound sentences. It is better to break them down into simple ones. It is desirable to avoid complex participial and de-partial turns in speech. It is difficult to pronounce both for the teacher when reading on camera and for the listeners to perceive. These are lectures that are perceived by ear, so the language should be as simple as possible.

4. It is preferable not to use a large number of enumerations.

5. If there will be examples in the lecture, try to choose those that are easier to visualize, show on video.

6. Have a dialog with the listeners, dialogicality is acceptable. You can say hello, goodbye, indicate what you will talk about in the next lectures or this particular lecture, summarize.

7. At the end of the recording of all lectures, it is suggested that you record a video annotation / video welcome to the course. It addresses the audience, tells them about the course, try to bring out all the most interesting things, tell them where the lectures will be given, what they will cover, what kind of work is involved, how many lectures there will be, what materials are offered, etc.

8. Before the lecture is fully edited, it is recommended to work through the lecture with the editor: look at the photos and video, determine what information should be removed and what information should be given on the slide (dates, names of objects or names).

MAINTENANCE OF THE MOOC

To support the open online course, the author(s) will be registered on a specialized Internet site of open online courses with granting him/her the rights of an instructor. Registration is necessary for feedback with the students - communication in the forum, where the course participants can ask questions. An instructor's assistant can also be registered, who will monitor messages on the forum and generate a list of questions from students for the instructor.

Recommendations for open online course content:

1. availability of **reference materials** that relate to the entire course as a whole;
2. availability of **annotations**, there are 2 types of annotations in open online courses:
 - a) to each module/topic;
 - b) for each video clip.

3. Educational literature (e-textbooks, manuals of the course author or references to them, additional presentations for the assimilation of the course, etc.). References to academic literature can be provided:

- 1) for a specific video lecture;
- 2) for a specific module;
- 3) for the whole course.

4. Checking assignments for the course module

The easiest way to check the material covered is through multiple choice **quizzes**. It is recommended that the quiz is based only on the learning materials presented in the video lectures and/or in the course literature for the module. **Deadlines** for the quizzes should be specified.

a) Example of assessment criteria

5 points	The task is completed correctly, the topic is fully disclosed, there are no grammatical errors.
4 points	The task is completed correctly, the topic is fully disclosed, there are grammatical errors, but they do not interfere with the understanding of the text.
3 points	The task is partially completed, the topic is not fully disclosed, there are many grammatical errors, but they do not interfere with the understanding of the text.
2 points	The task is partially completed, the topic is not disclosed, many grammatical errors, it is difficult to understand the text.
1 points	In the answer to the task the topic is not disclosed, many grammatical errors, the text is not clear.
0 points	No response to the assignment

b) Some instructors allow you to not complete, for example, 3 out of 6 assignments, avoid this, because someone will complete 6 out of 6 and the result will be 100% completion of the assignment, and someone will complete 3 out of 6 and the result will also be 100% completion of the assignment - it looks unfair.

The **final assignment** should indicate a **deadline for completion**.

Student Performance. The instructor needs to develop and present a “progress schedule” in the course, such as:

0% - 40% of the entire course - course not completed;

40% - 85% of the entire course - course is passed but no certificate is awarded **85% - 100% of the entire course** - course is passed and a certificate is awarded;

Summarizing the results of the course. It is recommended to present a video message of 1-2 minutes to the trainees, as well as to compile a questionnaire in which the trainees can leave their feedback on the course.

ҚАЗАҚСТАН
РЕСПУБЛИКАСЫ
ҒЫЛЫМ ЖӘНЕ
ЖОҒАРЫ БІЛІМ
МИНИСТРЛІГІ
Алматы
Технологиялық
Университеті



МИНИСТЕРСТВО
НАУКИ И ВЫСШЕГО
ОБРАЗОВАНИЯ
РЕСПУБЛИКИ
КАЗАХСТАН
Алматинский
Технологический
Университет

АНЫҚТАМА

№ _____

СПРАВКА

№ _____ от _____

About online course posting (MOOC)

№	Name	Course Description
1.	Course author(s), position, degree, title	
2.	Name of subdivision	
3.	Course name	
4.	Platform name	
5.	Course language	
6.	Target audience	
7.	Date of course posting	
8.	Link to the course	
9.	Supporting documents	1. Extract from the department's minutes on the recommendation to place MOOCs on the «ATU» JSC educational platform; 2. F.CAIDD-7.5.1-2025-02-02 MOOC working program; 3. Expert opinion F.CAIDD-7.5.1-2025-02-11.

Director of CAIDD _____ Full Name

CRITERIA FOR COMPLIANCE WITH MOOC CONTENT REQUIREMENTS

№	Criteria	0 - 1 point	2 point	3 point
1	Sound quality	Poor recording and/or sound quality, technical problems present	The recording and sound quality are satisfactory, but there are some technical flaws	High quality recording and sound of course and materials, without any technical problems, extraneous noise, white bars and defects
2	Video image quality	The illustrations on the screen are of poor quality, with fuzzy images, and the text is unreadable	The illustrations are of good quality, with clear images, and the text is easy to read	The presentation is professionally done, the illustrations are of excellent quality, and the text is easy to read
3	Structure and organization of the MOOC	Unsystematized course structure and lack of logical sequence	Course organization with partial systematization and some logical sequence	Clear course structure with sequential progression through the material
4	Content quality	The information and materials provided are not relevant, outdated and have a low degree of novelty	The information and materials provided are relevant, but publicly available, and do not have a high degree of novelty	The information and materials presented are relevant and have a high degree of novelty
5	Materials for independent study	Materials are provided, but are deficient in design, lacking necessary graphic elements	The materials are generally designed, but there are deficiencies in the graphic or textual part that require improvement	The materials fully comply with the requirements, contain the necessary graphs and charts, are structured and prepared for independent study
6	Assignments and test materials	Assignments are available, but contain errors (grammatical or logical) or do not fully correspond to the course material	Assignments are mostly consistent with lecture material, but may contain minor errors or inconsistencies	The assignments fully correspond to the lecture material, are competently written, contain no errors and reflect the key aspects of the course content
7	Quality of the speaker's presentation	The speaker presents the material vaguely, monotonously	The material is presented in a fairly structured manner, but there are some deficiencies in clarity, pace of presentation	The speaker is fluent in the content, clearly and competently presents the material. Clear diction, rational pace of speech
8	Evaluation and feedback	Lack of instructions for completing tasks	Instructions are suggested for completing assignments, but there is a lack of clarity in their presentation	Availability of detailed, clear instructions for completing tasks

Note:

22-24 points - MOOC is recommended for consideration and placement on the educational platform, provided that there are no technical problems.

19-21 points - the MOOC requires revision and, if these remarks are eliminated, it is recommended for consideration and placement on the educational platform.

18 points and less - refusal to consider and place on the educational platform.

FORM OF THE MOOC QUALITY ASSESSMENT EXAMINATION PROTOCOL

MOOC quality assessment expert review protocol

№ _____ « _____ » _____ 20 _____

1. Faculty _____
2. Department _____
3. Name of MOOC _____
4. Language of instruction _____
5. Level of education: _ bachelor's degree _ master's degree _ doctoral degree
6. Target audience: _____
6. Author's full name _____
7. Results of the MOOC quality assessment review and recommendations for use in the 20__ - 20__ academic year:

№	Examination criteria	Examination results		
		Full compliance	Partial non-compliance	Inconsistency
1	Sound quality			
2	Video image quality			
3	Structure and organization of the MOOC			
4	Content quality			
5	Materials for independent study			
6	Assignments and test materials			
7	Quality of the speaker's presentation			
8	Evaluation and feedback			

Conclusion:

Planned actions to correct the non-compliance:

Reason for non-compliance:

Is the implementation of a corrective action procedure appropriate? (yes/no)

Timeframe for correcting nonconformities

Head of the department (abbreviation) _____ Full Name

Course author _____ Full Name

Experts (minimum of 3 experts): _____ Full Name

