ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY

FACULTY OF HISTORY AND LAW

Approved by
Dean of the Faculty of History and Law
G. K. Kenzhebayeva
_____.
_____ 2024

development plan
EDUCATIONAL PROGRAM
8D02203 – Religious Studies
for 2023*2029

ALMATY, 2024

The EP Development Plan was prepared on the basis of the following documents:

1. Development Program of the Non-Profit Joint-Stock Company "Abai Kazakh National Pedagogical University" for 2023–2029 (approved by the Board of Directors, Minutes No. 9 dated 20 December 2023);
2. Action Plan for the implementation of the Development Program of the Non-Profit Joint-Stock Company "Abai Kazakh National Pedagogical University" for 2023–2029 (approved by the Management Board, Minutes No. 22 dated 16 January 2024);
3. Key performance indicators of the Development Program of Abai KazNPU for 2023–2029;
4. Abai University Internal Quality Assurance Policy and Standards (approved and enacted by Order No. 05-04/641 of 15 September 2023 of the Acting Chair of the Management Board – Rector of Abai KazNPU).

Approved
at a meeting of the Academic Council of the Faculty of History and Law
Minutes No. _ dated _____ 2024
Chair _____ G.K. Kenzhebayev

Reviewed
at the department meeting for the 8D02203 – Religious Studies EP
Minutes No. _ dated "__" _____ 2024
Head of Department _____ T.K. Auelgazina

Abai University is learner-centred and creates a harmonious educational environment for acquiring knowledge, professional socialisation, and adaptation; it fosters respect for the future profession and develops critical-thinking and tolerance skills.

FOREWORD

Development Plan for the 8D02203 – Religious Studies Educational Program for 2023-2029.
code and name of the field of education: 8D02 Arts and Humanities
code and name of the training area: 8D022 Humanities
Educational program group: D051 Religion and Theology

The program strategy is aimed at developing and implementing the established competence model and expanding the potential range of employers.

Mission of the educational program: to train doctoral graduates with fundamental knowledge in Religious Studies that meets postgraduate-education requirements and to improve the effectiveness of early-career researchers' work.

Goal of the educational program: to train qualified Doctors of Philosophy (PhD) with fundamental knowledge in Religious Studies who are committed to continuous professional growth and meet the highest academic standards in a competitive research and educational environment.

CURRENT SITUATION ANALYSIS

General information about the educational program

Developers of the EP Development Plan	**Department representatives: Tungysh Talgatovich Abylov, Ali Bolatbekovich Agibayev, and Tolkyn Kudaibergenovna Auelgazina** **Employer representative: Almasbek Duissenbekuly Shagyrbai, PhD, Associate Professor, Head of the Centre for Religious Studies at the Institute of Philosophy, Political Science and Religious Studies, Committee of Science, Ministry of Education and Science of the Republic of Kazakhstan.** **Student representative: Al-Farabi Bolatzhan, first-year doctoral student.**
Academic degree:	Doctor of Philosophy (PhD) under the 8D02203 – Religious Studies Educational Program
Year launched:	2018
Language of instruction:	Kazakh, Russian
Mode of study:	full-time
Duration of study:	3
Credit volume:	180
Distinctive features of the EP	The distinctive feature of the 8D02203 – Religious Studies EP is that it enables doctoral students to analyse the current state and development prospects of Religious Studies, examine esoteric and mystical teachings, study religious anthropology through critical-thinking approaches, and assess religious risks.
Graduate model	✓ professional and political responsibility; ✓ public-speaking skills and the ability to defend one's position; ✓ effective communication and the ability to engage in dialogue with representatives of different political parties; ✓ evidence-based political views and tolerance of differing opinions; ✓ high moral standards and professional ethics;

	✓ analytical thinking and legal literacy; ✓ multilingual and communication skills; ✓ knowledge of the foundations of free thought and democracy that support the constitutional order.

Types of professional activity	✓ 1. Teaching activity: ✓ Reflect on one's professional practice (LO1, LO4); ✓ Provide consultation and mentoring (LO3, LO5); ✓ Contribute to students' general cultural development and socialisation (LO6, LO8). ✓ 2. Professional activity in the field of religion: ✓ Use contemporary scholarly methods and techniques to study the distinctive features of world, traditional, and new religions (LO2, LO4); ✓ Explain the nature and distinctive features of the religious and theological systems of major world religions (LO1, LO6); ✓ Study and appreciate intercultural and interfaith diversity in society and adapt to global and local conditions (LO7, LO8).
Academic mobility partners (internal and external)	*External academic mobility with:* Istanbul University (Türkiye); Bursa Uludağ University (Türkiye); Ariel University; Gazi University (Türkiye); Akdeniz University (Türkiye); St Kliment Ohridski University of Sofia; Cyprus International University. Neighbouring countries: Mirzo Ulugbek National University of Uzbekistan; Domestic partners: Institute of Philosophy, Political Science and Religious Studies of the Committee of Science; Kazakhstan Centre for Humanitarian and Political Studies; Korean Ethnocultural Centre in Almaty.
Graduate employment	100
Availability of a licence appendix for the field of training	№ 0137373
Key partner organisations	Kazakhstan Centre for Humanitarian and Political Studies; Institute of Philosophy, Political Science and Religious Studies of the Committee of Science, MSHE RK
Expected final outcomes of the EP Development Plan	- LO1 – identifies the meaning-forming and worldview dimensions of philosophical knowledge about religion and evaluates conceptual-analysis skills relating to interactions between public authorities and religious associations; - LO2 – compares the main concepts and categories of Religious Studies and applies them when analysing information about different spheres of public life; - LO3 – identifies the distinctive features of contemporary sociocultural life and applies advanced approaches, legal and regulatory principles, and international and domestic experience in expert analytical work; - LO4 – classifies the theoretical foundations of contemporary ethno-confessional systems, explains the nature of sociocultural problems, and proposes innovative solutions; - LO5 – uses three languages in different professional situations and integrates oral, written, and academic-writing skills; - LO6 – proposes ways to rationalise, democratise, and

	optimise relations between public authorities and religious organisations on the basis of religious tolerance and respect for freedom of religion; - LO7 – takes account of colleagues' cultural, pedagogical, psychological, ethical, and confessional characteristics and applies conflict-resolution techniques in professional practice within a multicultural society; - LO8 – synthesises methods of Religious Studies analysis and applies theoretical knowledge and academic-integrity skills in practical analysis and expert assessment. - Increase the number of academic-staff publications in highly ranked Q1 and Q2 journals indexed in Journal Citation Reports, Web of Science, and Scopus.

Key risks of the educational program

Risk	**Potential consequences**	**Management mechanisms and measures**
Competition in the market for educational services	Formation of public opinion about the EP	Create a recognisable profile for the educational program; increase the number of university grants; build positive feedback, trust, and interest in the EP; increase alumni-association activity, including media appearances; and communicate the quality of education at Abai University to potential employers in order to increase the flow of attractive vacancies for students and graduates.
Student population	Decline in the student population	Implement a set of measures to retain the student population; introduce more effective forms of career guidance; maintain systematic engagement with graduates; and increase the number of practice-oriented EP courses.
Economic crisis	Decline in ability to pay	Offer instalment-payment options, individualise learning, encourage students to continue their studies, and provide individual and group psychological counselling.

SWOT analysis of educational program implementation

	Strengths	**Weaknesses**

Internal factors	- The program's goals and strategy focus on developing and implementing the established competence model and expanding the range of potential employers; - In-depth study of disciplines required to attain the appropriate level of qualification in the selected field; - highly qualified academic staff; - research activity aligned with the actual needs of partner organisations; - a well-developed information infrastructure supporting all areas of activity; - marketing activity supporting effective university–employer interaction; - high graduate-employment rate; - practice-oriented learning and a broad range of delivered educational programs; – graduates employed in their field; – student-centred learning; - continuous monitoring and periodic program evaluation.	– Lack of joint educational programs with international universities; – Limited activity of the alumni association and the absence of an endowment fund.
Opportunities		**Threats and risks**
External factors	– Use the opportunities provided by academic freedom; – A broad range of investigator-initiated research topics within which graduation projects may be completed; – Participation of department faculty in international education exhibitions and fairs; – Informing students about vacancies, internships, and labour-market conditions; – Developing the individual's capacity for independent learning in education, research, creativity, and professional career development; – A sufficiently high level of effectiveness in student-development activities and increasing student engagement. – Development of distance-learning technologies.	– intense competition in the education market; – the economic crisis and its consequences; – declining household purchasing power; – the general trend of rising tuition fees;

1. KEY OBJECTIVES FOR EDUCATIONAL PROGRAM DEVELOPMENT

Area 1. Expanding access to the University's educational services

No.	**Performance indicators**	**Unit**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**
1.	Student population in the 8D02203 – Religious Studies EP	Unit	-	-	2				
2.	Admissions to the EP	Unit	-	-	2				
3.	Graduates	Unit	-	-	2				

Area 2. Innovative support for educational activities

No.	**Performance indicators (share, percentage, number)**	**Unit**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**Responsible parties**	**Form of completion**
1.	Decision on the EP type (existing, new, innovative, interdisciplinary, additional/minor, or	units	E – 1	E – 1	E – 1	E – 1	E – 1	E – 1	E – 1	graduating department	EP,

	joint EP)										
2.	Participation in educational-program rankings	actual	+	+	+	+	+	+	+	graduating department department	results EP ranking
3.	accreditation EP	actual			+					graduating department department	Result accreditation
4	Completion of post-accreditation monitoring	actual				+				graduating department	Monitoring results
5.	Updating the EP to reflect labour-market requirements	actual	+	+	+	+	+	+	+	graduating department	Updated EP; expert opinions
6.	Analysis of EP compliance with the University Strategic Development Plan	actual	+	+	+	+	+	+	+	graduating department	Department meeting minutes
7.	Conducting round tables on integrating competencies into the educational process	actual	+	+	+	+	+	+	+	graduating department employers	Reference report and minutes
8.	Number of specialists from the relevant sector involved in teaching	persons	1	1	1	1	1	2	2	graduating department	Agreements and memoranda
9.	Analysis of academic-staff capacity required for EP development	%	100	100	100	100	100	100	100	graduating department	Academic staffing schedule of the department
10.	Number of academic staff who completed professional-development courses in the subject area	%	100	100	100	100	100	100	100	graduating department academic staff	Certificates and diplomas
11.	share of graduates EP, employed during the first year after graduation (as a share of the total number of graduates)	%	100	100	100	100	100	100	100	graduating department	Employment results
12.	Share of state-funded EP graduates employed during the first year after graduation in the field of the EP	%	100	100	100	100	100	100	100	graduating department	Employment results
13	Share of university graduates participating in evaluation of the quality of educational services (full-time study)	actual	+	+	+	+	+	+	+	graduating department	Membership on the commission

14	Availability of integrated learning materials for management in inclusive education	actual	-	-	-	-	-	-	-	graduating department	report
15	Development of new programs to strengthen the capacity of teacher education	actual	+	+	+	-	+	-	+	graduating department	report
16	Delivery of online courses (MOOCs)	actual	-	-	-	+	+	+	+	graduating department academic staff	course development
17.	Student participation in determining program content	actual	+	+	+	+	+	+	+	graduating department department and students	Included among the developers EP
18.	Number of employers participating in evaluation of specialist-training quality	units	1	1	1	1	2	2	2	EP employers	Agreements, memoranda, and expert opinions
19.	Share of students participating in evaluation of teaching performance academic staff	%	50	50	50	50	50	50	50	graduating department and students	Survey results
20	Number of teaching and methodological guides developed in Kazakh	units	-	-	-	1	1	1	1	graduating department and students	Course materials
21	Number of teaching publications developed by academic staff for the EP	units	-	-	-	1	1	1	1	graduating department	teaching publications and textbooks

22	To develop the digital ecosystem: – establish a centre for innovative digital learning technologies that transforms traditional teaching models through digital education technologies; - – create an online platform providing access to video lectures and interactive multimedia learning materials for the principal specialist EP courses; - – develop original faculty courses on leading national open online-education platforms (EdTech-kz, Open edX-kz, etc.) and include them in curricula; - – introduce gamification by applying game-based methods that increase student engagement and motivation; - development of MOOC platforms (massive open online courses); - – use monitoring and assessment systems based on Open Book, Open Paper, Critical Thinking, and Take-Home Exam methods; - – use proctoring technology based on biometric data. students.	act ual	-	-	-	+	+	+	+	graduating departm ent	

Area 3. Internationalisation of the program

No.	**Performance indicators (share, percentage, number)**	**Unit**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**Responsible parties**	**Form of comple tion completio n**
1.	Inter-university partnership within the EP: Dual-degree EPs	units	-	-	1	1	1	1	1	graduating department	Joint EP, Dual-degree EPs
	with an international university	units	-	-	-	-	-	-	-		

	with a Kazakhstani university	units	-	-	+	+	+	+	+		
2.	Number of EP students participating in internal outbound academic mobility	units	+	+	+	+	+	+	+	graduating department and Academic Mobility Centre mobility	Order and transcript student students
3.	Number of EP students participating in internal inbound academic mobility	units	-	-	-	-	-	-	-	graduating department student	Order and transcript
	mobility										student students
4.	Number of academic staff participating in internal outbound academic mobility mobility	units	1	1	1	1	1	1	1	graduating department academic staff	Order and report
5.	Number of academic staff participating in internal inbound academic mobility mobility	units	1	1	1	1	1	1	1	graduating department academic staff	report
6	Number engaged international scholars	units	-	-	-	1	1	1	1	graduating department department	report
7.	Number of academic staff participating in external outbound academic mobility	units	1	1	1	1	1	1	1	graduating department academic staff center academic mobility	report

Area 4. Expanding research and innovation

No.	**Performance indicators (share, percentage, number)**	**Unit unit**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**Responsible parties**	**form completion**
1.	Number of academic staff participating in educational and research projects	persons	1	-	-	1	1	1	1	graduating department	report
2.	Number of academic staff participating in fundamental and applied research	persons	5	3	2	1	1	1	1	graduating department	report
3.	Number of publications in journals ranked in Q1–Q3 by Clarivate Journal Citation Reports or indexed in Scopus with a CiteScore percentile	units	7	7	2	5	5	5	5	graduating department	Database indicator

4	National round table "Towards a Bright Future with a Just Society"	actual	-	+	+	+	+	+	+	graduating department	Proceedings, media coverage, and links on social media
5	Number of research projects conducted within international cooperation	units	-	1	1	1	1	1	1	graduating department	report
6	Number of academic-staff publications in publications recommended by the Committee for Quality Assurance in Science and Higher Education	units	17	7	7	5	5	5	5	graduating department department	report
7	number of faculty members participating in the national Best University Teacher competition	units	-	-	-	-	1	1	1	graduating department	Competition result
8	Number of student publications	actual	+	+	+	+	+	+	+	graduating department student	report
9	number of students, participating in research and competitions	units	1	1	1	1	1	1	2	graduating department department and student	report
10	Operation of research centres and laboratories: • Centre for Policy, Culture and Religion Studies	actual	-	+	+	+	+	+	+	graduating department and student	Classroom facilities

Area 5. Improving infrastructure and facilities

No.	**Performance indicators (share, percentage, number)**	**Unit**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**Responsible parties**	**Form of completion**
1	Upgrading computer equipment	actual	+	+	+	+	+	+	+	graduating department department	modernisation infrastructure
2	Procurement of software software	actual	+	+	+	+	+	+	+	graduating department department	modernisation infrastructure
3	Procurement of laboratory equipment and related resources	actual	+	+	+	+	+	+	+	graduating department department	modernisation infrastructure
4	Expansion of the library collection	actual	+	+	+	+	+	+	+	graduating department	modernisation

										department	infrastructu re
5	Procurement of furniture	actual	+	+	+	+	+	+	+	graduating departmen t	infrastructu re modernisati n

Area 6. Career-guidance work within the EP

No.	**Performance indicators (share, percentage, number)**	**Unit**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**Responsible parties parties**	**Form of completion**
1	Provide online and offline presentations and handouts for school pupils and teachers about the educational program, subjects required for the Unified National Testing, admissions documents, the University's ranking, facilities, and opportunities for admission to Abai University	actual	+	+	+	+	+	+	+	graduating department	Report and links on social media
2	Holding department meetings on career guidance and admissions preparation and organising working groups in key areas of activity.	actual	+	+	+	+	+	+	+	graduating department	Student populatio report
3	Conduct online lessons with academic staff and provide methodological support to graduates of Abai University who are employed in rural areas	actual	+	+	+	+	+	+	+	graduating department	Repor and minutes

Area 7. Student-development work within the EP

No.	**Performance indicators (share, percentage, number)**	**Unit**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**Responsible parties**	**form completio n**
1	Conduct activities under University programs and in accordance with the Faculty and Department student-development plans	actual	+	+	+	+	+	+	+	graduating department	Report and links on social media
2	Activate the nationwide social project of the volunteer movement "Accelerator of Good: Izgilik Elshisi", engaging young people	actual	+	+	+	+	+	+	+	graduating department	Report and links on social media

	in volunteering and fostering humanism, responsiveness, compassion, integrity, and Kazakhstani patriotism										
3	Activities promoting integrity and anti-corruption values	actual	+	+	+	+	+	+	+	graduating department	Report
4	Event for doctoral students on "Religious Values in Youth Culture"	actual			+	+	+	+	+	graduating department	Report
5	Meeting with Professor T. H. Gabitov on "New Horizons in the Study of Kazakh Culture" and meetings with other professors in the field	actual			+	+	+	+	+	graduating department	Report