

# Decision of the FIBAA Accreditation Committee for Programmes



**105<sup>th</sup> Meeting on 24 November 2017**

<b>Project Number:</b>	15/118
<b>Higher Education Institution:</b>	Al-Farabi Kazakh National University
<b>Location</b>	Almaty, Kazakhstan
<b>Study Programme:</b>	Design (BA) Publishing Studies (BA) Publishing Studies (MA)
<b>Type of Accreditation</b>	initial Accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation”, the study programmes are accredited with seven conditions.

Period of Accreditation: 24 November 2017 until the end of winter semester 2022/23

Conditions:

- Condition 1 (for the Bachelor programmes Design and Publishing Studies)  
The concept and the design of the Bachelor programmes take into account international aspects with respect to the employability of graduates (see Chapter 1.2)

**The condition is fulfilled.**

**The FIBAA Accreditation Committee for Programmes on November 22<sup>nd</sup>, 2019.**

- Condition 1 (for the Master programme Publishing Studies)  
The University provides evidence that Master students acquire methodological competences and are enabled to conduct scientific work on the required level (see Chapter 3.1.6)

**The condition is fulfilled.**

**The FIBAA Accreditation Committee for Programmes on November 22<sup>nd</sup>, 2019.**

- Condition 2  
The University provides a selection of the theses written by Bachelor and Master students in English or Russian language and demonstrate the ability of students to do scientific work as well as the achievement of the study programmes' qualification objectives (see Chapter 3.1.7)

**The condition is fulfilled.**

**The FIBAA Accreditation Committee for Programmes on November 22<sup>nd</sup>, 2019.**

- Condition 3  
The University provides repeatedly revised curricula and module descriptions of all three programmes in English language, which are harmonised and made consistent

with one another. The module descriptions cover all modules taught in the programmes and also contain the learning outcomes of the particular modules which are in line with the qualification level of the study programmes as well as are geared towards the overall learning objectives of the programmes.

Additionally, the University provides Diploma Supplements in which the learning outcomes correspond to the qualification level of the study programmes (see Chapter 3.2.1)

**The condition is fulfilled.**

**The FIBAA Accreditation Committee for Programmes on November 22<sup>nd</sup>, 2019.**

- Condition 4

The University provides examples of course materials, such as syllabi, scripts of lectures, textbooks as well as tasks for independent study and self-examination, for all programmes in English language (see Chapter 3.3.2)

**The condition is fulfilled.**

**The FIBAA Accreditation Committee for Programmes on November 22<sup>nd</sup>, 2019.**

- Condition 5

The University provides evidence that the international and intercultural contents of the programmes are strengthened and measures are taken in order to equip graduates with the skills they need to perform the tasks in an international and intercultural environment (see Chapter 3.4.1)

**The condition is fulfilled.**

**The FIBAA Accreditation Committee for Programmes on November 22<sup>nd</sup>, 2019.**

- Condition 6

The University submits a detailed development plan as well as recent purchase lists, showing that an adequate and internationally compatible stock of literature in the field of publishing and design is established (see Chapter 4.4.2)

**The condition is fulfilled.**

**The FIBAA Accreditation Committee for Programmes on November 22<sup>nd</sup>, 2019.**

- Condition 7

Evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations) (see Chapter 5.1).

**Proof of meeting of the condition 7 is to be supplied by February 21<sup>st</sup>, 2020.**

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**  
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

## Assessment Report

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**Higher Education Institution (HEI):**  
Al-Farabi Kazakh National University  
Almaty (Kazakhstan)

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**Bachelor/Master study programme:**  
Design (BA)  
Publishing Studies (BA)  
Publishing Studies (MA)

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**Qualification awarded on completion:**  
Bachelor of Arts in Design  
Bachelor of Arts in Publishing Studies  
Master of Arts in Publishing Studies

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# General Information on the study programmes

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## **Brief description of the study programmes:**

The **Bachelor programme Design** has a duration of five years and embrace modules of general education, basic professional education, professional internships as well as two individual study tracks (Art and Design / Animation and Graphics). The programme is aimed at the preparation of highly qualified designers who have competences, knowledge and practical skills that are required on the primarily national labour market. Graduates should have a general understanding of their discipline and be able to work as professionals in public and private organisations or to continue their studies on the Master level.

The **Bachelor programme Publishing Studies** has a duration of four years and comprises modules of general education, basic professional education, professional internships as well as two individual study tracks (Publishing / Editing). The overall goal of the programme is to prepare highly qualified specialists in the field of publishing and editing who have competences complying with the requirements of mostly national employers. Graduates should have a general understanding of their discipline and be able to work as professionals in public and private organisations or to continue their studies on the Master level.

The **Master programme Publishing Studies** has a duration of two years and has the scientific and pedagogical profile. The programme gives a comprehensive view on the field of publishing as well as opportunities for further specialisation in either E-Publishing or Print-Publishing. Graduates should have an in-depth understanding of their discipline, be able to do scientific work and to continue their studies on the PhD level. They should also be qualified to work as high-professionals in public and private organisations.

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## **Type of study programme:**

Bachelor programmes / Master programme

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## **Projected study time and number of ECTS points assigned to the study programme:**

Bachelor programme in Design:

Number of ECTS Points: 276 ECTS

Projected study time: 5 academic years

Bachelor programme in Publishing Studies

Number of ECTS Points: 243 ECTS

Projected study time: 4 academic years

Master programme in Publishing Studies

Number of ECTS Points: 122 ECTS

Projected study time: 2 academic years

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## **Mode of study:**

Bachelor: full-time

Master: full-time

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## **Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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**Scope (planned number of parallel classes) and enrolment capacity:**

Two parallel classes (Kazakh, Russian)

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**Programme cycle starts in:**

Winter semester

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**Initial start of the programme:**

BA in Design: 2011

BA, MA in Publishing Studies: 1998

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**Type of accreditation:**

Initial accreditation

# **Procedure**

A contract for the initial-accreditation of the Bachelor and Master programmes in Journalism and Public Relations was made between FIBAA and Al-Farabi Kazakh national university on February 10<sup>th</sup> 2016. On April 10<sup>th</sup> 2017, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Anna Buzelo**

Turan University, Almaty, Kazakhstan  
Head of Chair “Journalism and Translation Study”

**Dr. Gulnara Karimova**

KIMEP University, Almaty, Kazakhstan  
SP Jain School of Global Management, United Arab Emirates  
Assistant Professor in Communications

**Prof. Dr. Tibor Kliment**

Technische Hochschule Köln / University of Applied Sciences, Cologne, Germany  
Professor of Media Economics

**Prof. Andreas Ken Lanig**

Diploma Hochschule, Bonn, Germany  
Professor of Communication Design and Virtual Teaching

**Prof. Eckhard Rocholl**

Rocholl Architecture & Conceptual Design, Germany  
Managing Director

**Arne Nowacki**

University of Erfurt, Germany  
Communication Science (M.A.)

FIBAA project manager:

Jana Bekker

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and the site visit. The site visit took place from the 6<sup>th</sup> till 8<sup>th</sup> September 2017 at the premises of KazNU in Almaty. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the University.

The assessment report based on this was delivered to the HEI for comment on 4 November 2017. The statement on the report was given up on 17. November 2017, it has been taken into account in the report on hand.

# Summary

The Bachelor programmes Design and Publishing Studies as well as the Master programme Publishing Studies offered by Al-Farabi Kazakh National University in Almaty (Kazakhstan) fulfil with few exceptions the FIBAA quality requirements for Bachelor programmes and Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on the 24<sup>th</sup> November 2017 until the end of winter semester 2022/23, under conditions. The programmes are in accordance with the National and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the international orientation of the study programmes' design, methods and scientific practice, examination and final thesis, modular structure of the study programme, course materials, international contents and intercultural aspects, access to literature and the evaluation of students' workload. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1 (for the Bachelor programmes Design and Publishing Studies)  
The concept and the design of the Bachelor programmes take into account international aspects with respect to the employability of graduates (see Chapter 1.2),
- Condition 1 (for the Master programme Publishing Studies)  
The University provides evidence that Master students acquire methodological competences and are enabled to conduct scientific work on the required level (see Chapter 3.1.6),
- Condition 2  
The University provides a selection of the theses written by Bachelor and Master students in English or Russian language and demonstrate the ability of students to do scientific work as well as the achievement of the study programmes' qualification objectives (see Chapter 3.1.7),
- Condition 3  
The University provides repeatedly revised curricula and module descriptions of all three programmes in English language, which are harmonised and made consistent with one another. The module descriptions cover all modules taught in the programmes and also contain the learning outcomes of the particular modules which are in line with the qualification level of the study programmes as well as are geared towards the overall learning objectives of the programmes.  
Additionally, the University provides Diploma Supplements in which the learning outcomes correspond to the qualification level of the study programmes (see Chapter 3.2.1),
- Condition 4  
The University provides examples of course materials, such as syllabi, scripts of lectures, textbooks as well as tasks for independent study and self-examination, for all programmes in English language (see Chapter 3.3.2),
- Condition 5  
The University provides evidence that the international and intercultural contents of the programmes are strengthened and measures are taken in order to equip graduates with the skills they need to perform the tasks in an international and intercultural environment (see Chapter 3.4.1),

- Condition 6  
The University submits a detailed development plan as well as recent purchase lists, showing that an adequate and internationally compatible stock of literature in the field of publishing and design is established (see Chapter 4.4.2),
- Condition 7  
Evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations) (see Chapter 5.1).

Proof of meeting these requirements is to be supplied by 24<sup>th</sup> July 2018.

Furthermore, the quality requirements that have not been fulfilled –

- Positioning of the study programme within the HEI's overall strategic concept, for the Bachelor programmes Design and Publishing Studies (see Chapter 1.3.3),
- Internationality of the student body (see Chapter 3.4.2),
- Internationality of faculty (see Chapter 3.4.3),
- Foreign language contents (see Chapter 3.4.4),
- Cooperation with HEIs and other academic institutions or networks (see Chapter 4.3.1)

– are not asterisk criteria, so that further conditions are not necessary. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members identified several areas where the programme could be further developed:

- Objectives of the study programmes (see Chapter 1.1.),
- International orientation of the study programme design (see Chapter 1.2.),
- Positioning of the study programme in the educational market (see Chapter 1.3.1),
- Positioning of the study programme on the job market for graduates („Employability“) (see Chapter 1.3.2),
- Ensuring foreign language proficiency (see Chapter 2.5),
- Logic and conceptual coherence (see Chapter 3.1.1),
- Interdisciplinary thinking (see Chapter 3.1.4),
- Methods and scientific practice (see Chapter 3.1.6),
- Examination and final thesis (see Chapter 3.1.7),
- Modular structure of the study programme (see Chapter 3.2.1),
- Feasibility of study workload (see Chapter 3.2.3),
- Equality of opportunity (see Chapter 3.2.4),
- Logic and plausibility of the didactical concept (see Chapter 3.3.1),
- International contents and intercultural aspects (see Chapter 3.4.1),
- Academic qualification of faculty (see Chapter 4.1.2),
- Pedagogical / didactical qualification of faculty (see Chapter 4.1.3),
- Programme director (see Chapter 4.2.1),
- Process organisation and administrative support for students and faculty (see Chapter 4.2.2),
- Quantity, quality, media and IT equipment of teaching and group rooms (see Chapter 4.4.1),
- Quality assurance and quality development with respect to contents, processes and outcomes (see Chapter 5.1),
- Programme description (see Chapter 5.3.1).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are criteria in which the study programmes exceed the quality requirements:

- Integration of theory and practice, for the Bachelor and Master programmes Publishing Studies (see Chapter 3.1.3),
- Practical business experience of faculty, for the Bachelor and Master programmes Publishing Studies (see Chapter 4.1.4),
- Internal cooperation (see Chapter 4.1.5).

# Information

## Information on the Institution

Al-Farabi Kazakh National University (KazNU) was founded on 5 January 1934 as Kazakh State University. In 2001, the University obtained the special status of a national university and was renamed into its current name.

KazNU is the largest academic and research centre of the Republic of Kazakhstan. The University structure includes 15 faculties, 64 departments, 8 national institutes and laboratories, 5 research institutes, and a TechnoPark. The University currently offers more than 180 study programmes at the Bachelor, Master and PhD levels. The courses are conducted in Kazakh, Russian and English language. The total student population exceeds 20,000 people. The number of academic staff is over 2,500 people including 400 doctors of sciences, more than 800 candidates of sciences, and 200 holders of PhD degrees. The overall university budget is 22 billion Tenge (approx. 56 million €).

KazNU states as its mission, through the provision of relevant, elite quality higher education, to form a corps of competitive professionals prepared for solving problems associated with the intensive development of the key areas of economy, science and public life of the country.

The special National University status granted to KazNU by the Decree of the President of the Republic of Kazakhstan in 2001 provides a higher level of administrative and academic freedom as compared higher education institutions (hereafter referred to as HEIs) of other types in the country.

Al-Farabi KazNU was the first university in Kazakhstan and Central Asia to join the Magna Charta Universitatum in 2003, and to adopt the three-cycle system of higher education.

The study programmes in Design and Publishing Studies are offered by the Chair of Publishing and Design of the Faculty of Journalism.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk-Criterion)

According to the “University-wide Academic Policy and Procedures of KazNU” (hereafter referred to as “Academic Policy”), all programmes are developed in accordance with the National Qualifications Framework of Kazakhstan, taking into account the Dublin Descriptors and the European Qualifications Framework.

In general, while defining the learning outcomes of the Bachelor and Master programmes, KazNU differentiates between generic and professional (subject specific) objectives.

Bachelor programmes are aimed at providing both theoretical and practical knowledge and skills. The graduation from the Bachelor programmes opens up the possibility to continue studies on the Master level or to enter the labour market.

The University states, that the overall vision and goal of the five-year Bachelor programme in Design is a preparation of highly qualified specialists (designers) who have competences, knowledge and practical skills that are required on the labour market. The programme is aimed at covering the demand of primarily national organizations, which are active in the field of design. The concept of the Bachelor programme in Design involves providing:

- general and interdisciplinary knowledge as well as broad professional competences and practical skills in a wide range of types of design, with particular emphasis on graphic and printed media design;
- specialist competences and practical skills in either Art and design or Animation and graphics as a result of completion of the individual study tracks of the programme (see also Chapters 3.1 and 3.2).

Graduates of the programme should be able to work as art directors, corporate identity designers, design directors, editorial designers, graphic artists, designers for publishing and advertising, multimedia and web designers.

The purpose of the four-year Bachelor programme in Publishing Studies is to prepare highly qualified specialists in the field of publishing and editing, whose competences comply with the requirements of (mostly national) employers. The concept of the programme provides for the general knowledge and broad professional knowledge and skills, not only in publishing, editing and the corresponding technology, but also in the flanking subjects like business and marketing in publishing, legal and cultural aspects of publishing etc. These broad competences of students are supplemented with the acquisition of deeper knowledge and practical skills in either Publishing or Editing by selecting one of the individual study tracks of the programme.

Graduates of the Bachelor programme can work in various fields related to publishing, inter alia as literary, creative and technical editors in printed and electronic media, as copywriters and proofreaders, as manager and marketing specialists in publishing houses, advertising, editorial and publishing departments of private companies and public organizations. The University also states that its goal is to enable students to start their own publishing business and conduct commercial activities on the media market.

The two-year Master programme has an official status of a scientific and pedagogical Master programme; its general goal is to enable students to carry out scientific research and to teach in the field of higher and secondary education. Upon completion of the Master programme graduates are entitled to continue their studies on the PhD level. When entering the non-academic labour market, graduates should be able to work in leadership positions in the field of publishing and editing, with a focus on either E-Publishing or Print-Publishing due to the corresponding individual study tracks. The University states that the acquisition of scientific competences including the analytical mindset as well as the ability to work independently and to develop professionally, are the key added values of the Master programme as compared to the Bachelor level.

The development of professional ethics, creativity and artistic freedom as well as of the problem-solving and project competence in accordance with the respective labour market needs complement all Bachelor and Master programmes' overall goals and objectives.

### Appraisal:

The overall objectives of the programmes are generally consistent in relation to the target group, targeted professional field and societal context of the discipline. During the on-site visit the expert panel has gained the impression that the goals and objectives of the programmes take into account the development of the individual student's personality, academic ability and employability. In addition, the students of the programmes seemed to have a clear understanding of what they are able to do on completion of their studies.

However, the written descriptions of the programmes' objectives have been formulated in very broad terms and mention some learning outcomes (e.g. the ability to develop architectural projects for the Bachelor programme in Design) which do not qualify for the aspired employment and which, according to the information provided by the programme management during the site visit, are no longer relevant for the programmes. Furthermore, the descriptions of programmes' objectives have been provided to the panel in three different variations (as part of the self-assessment-reports of the programmes, the Diploma Supplements as well as the programme descriptions) which differ from each other. These written descriptions also contain errors and omissions. Therefore, the panel strongly **recommends** the University to reformulate the objectives of the programmes in order to make them more consistent in relation to the targeted vocational field. For the Bachelor programme in Design, the panel **recommends** to strengthen the emphasis of the learning objectives on the fields of graphic design and media design.

Furthermore, the experts **recommend** the Faculty of Journalism to define the learning outcomes according to the generally customary taxonomy of learning objectives. This would help the Faculty to present the objectives of the programmes in a more transparent and structured way.

In general, the subject-specific and extra-curricular qualification objectives of the programmes as well as skills to be acquired correspond with the aspired level at graduation.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

It is the explicit aim both of the Kazakh government and KazNU's leadership to strengthen internationalisation in all areas of activity. According to the Strategic Plan of KazNU for 2015-2020, the expansion of international cooperation is one of six major strategic directions of the University (see also Chapter 5).

One prerequisite for a closer link to other European countries is the recent implementation of the Bologna reform, which aims at creating structural compatibility with study programmes offered by other European universities and should thus facilitate international student exchange.

KazNU states that the internationalisation strategy is implemented step by step. As a starting point, the admission regulations have been put in place to make sure that Master students can communicate in at least one foreign language (see Chapter 2).

In 2011, as the first university in Kazakhstan, KazNU has introduced polylingual learning (in Kazakh, Russian and English) in particular programmes: usually, some part of elective modules are taught in English, but at many faculties there are specialised groups for local and foreign students who study the full Bachelor cycle in English. The University states that currently about 70 percent of its Bachelor, Master and PhD programmes have such English groups.

KazNU is a member of international, European and Eurasian university networks. The University cooperates with more than 300 HEIs in the world and implements student exchange programmes with partner institutions on the basis of inter-university agreements.

Master students are required to study or to perform an internship abroad for at least two weeks. According to the information provided by the University, more than one and a half thousand Master and PhD students per year successfully pass a scientific internship at foreign HEIs. Students of all levels applying for special state grants for financing their academic mobility need to prove their foreign language proficiency, providing relevant foreign language certificates. Coordination and monitoring of the international academic mobility at KazNU is carried out by the Department of Academic Mobility, which is a subdivision of the Department of International Cooperation.

The Faculty of Journalism pursues its own more specific strategy in terms of internationalisation. The Faculty and its Chair of Publishing and Design have cooperation agreements with universities abroad allowing to organise academic mobility of students and teachers, conduct joint research projects with partner institutions from other countries, as well as to invite foreign professors to give lectures. The Deputy Dean for Research, Innovation and International Relations coordinate international activities including academic mobility on the Faculty level.

All three study programmes in Design and Publishing Studies have been implemented by the Faculty and the Chair as innovative study programmes (the official name of the programmes which deviate from state standards). KazNU states that the design and the content of these innovative programmes is based on the analysis of the similar programmes at leading foreign universities.

The curricula of the programmes comprise courses in foreign language (both on the Bachelor and Master level) as well as courses of general education taught in English (on the Master level).

## Appraisal:

KazNU has an explicit internationalisation strategy on the University level. However, this leadership's vision is not yet clearly shared and translated into all programmes. The University is still at the beginning of designing its programmes in line with international standards and international scientific discourse. The international dimension of the programmes in question is thus rather low.

Apart from the obligatory course in Foreign Language for Professional Purposes in the first semester and the theoretical possibility to study the programmes in English, which has not been used by students so far, the concepts of the Bachelor programmes in Design and Publishing Studies do not indicate any clear-cut international approach. The international orientation of the Faculty of Journalism has been mostly presented through the international cooperation agreements. However, these agreements with foreign universities have no clear impact on the Bachelor programmes.

Since the fields of design and media as the targeted professional fields of both Bachelor programmes display a high degree of internationalisation, the panel finds that the absence of international orientation in the programmes reduces the opportunities of graduates on the increasingly international labour market. Moreover, this lack of international approach in the programmes stands in contradiction to the aspired internationality of the University as the whole. The panel therefore recommends the following **condition**:

The concept and the design of the Bachelor programmes take into account international aspects with respect to the employability of graduates.

For the Master programme, the panel members appreciate the possibility for Master students to travel abroad as part of their obligatory internships and to receive financial support for this purpose. The curricular design comprises the obligatory foreign language course as well as several courses of general education which are supposed to be studied in English. Master students can also benefit from the joint research projects with partner universities abroad. In this regard, the panel finds that the programme design takes into account the required international aspects. Still, the experts **recommend** KazNU to prolong the time period that master students are expected to study abroad to at least one semester, as the period of two weeks is too short for an in-depth international experience.

In general, the experts find the internationalisation strategy of the University's leadership to be a good basis for the further steps. They **recommend** to intensify the communication of this strategy top-down, to broadly discuss it with the faculties and chairs, and to implement it. In particular, the experts highly **recommend** that all students have access to up-to-date international literature. Moreover, the curricula of all programmes should focus more on international topics, there should be more international guest lecturers being invited and the number of obligatory courses that are taught in English as well as the foreign language contact hours should be increased (see also Chapter 3.4).

Furthermore, the experts **recommend** to offer more exchange possibilities for the Bachelor students and the teaching staff. With regard to the latter group, this could include the

participation in conferences in foreign countries, guest lectures in foreign countries, and the study of disciplinary and didactic developments and good practice in other countries.

The experts appreciate that all three programmes are offered on a bilingual basis and are taught both in Kazakh and Russian language. In view of the fact that Russian is spoken by almost all students and staff members, it is logical that the University is strongly connected to the CIS countries in terms of cooperation agreements with HEIs, academic mobility etc. With a view to increasing the employability of graduates not only on the domestic labour market, but also in the neighbouring countries, the panel **recommends** the University to carry out an analysis of the relevant CIS markets (e.g. the publishing markets) and consider the possibility to make the focus on the “near abroad” one of the explicit centroids of the programmes’ concepts.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			Publishing Studies (MA)	Design (BA) Publishing Studies (BA) <b>Condition</b>	

### 1.3 Positioning of the study programme

KazNU is a full university and thus offers a complete range of study programmes. Its goal is to train highly qualified competent professionals and the future elite of the country. KazNU also strives at becoming an internationally leading centre for high-quality education and scientific research. In national rankings, the University regularly takes a position at the very top. In 2017, KazNU again came first in the IQAA National Ranking of Higher Education Institutions of Kazakhstan. From year to year, the position of the University in renowned international rankings is improving which can be shown by the example of the QS Ranking: KazNU is currently ranked 236th in the QS World University Ranking 2017 and 10th in the QS University Rankings: Emerging Europe & Central Asia 2018 (see also Chapter 5). The University is thus the internationally best-ranked and best-known Kazakh university and one of the most prestigious HEIs in the country.

The legal status of a National University allows KazNU to design its study programmes with a much higher level of autonomy from the state regulations than other Kazakh HEIs do. This allows the University to develop its own curricula based on its own approach. When developing the innovative study programmes, which structure and content differ from state standards, including programmes in Design and Publishing Studies, KazNU states that it pays regard to international academic and professional best practices.

Due to its status, KazNU is much better funded by the state as the majority of Kazakh HEIs. Moreover, the University enjoys the opportunity of selecting particularly qualified students by taking applicants with a higher score in the national tests (see also Chapter 2). The University administration and teachers of KazNU are very proud of high standards achieved and the quality of the student intake.

The Faculty of Journalism founded in 1934 together with the University itself, is the oldest and the most renowned faculty in this field in Kazakhstan. With thousands of graduates of several generations working in different media of Kazakhstan, Central Asia and Russia, the Faculty has a large network of alumni, partners and potential employers. The Faculty Programme Description and Appraisal in Detail

comprises three chairs, one of which is the Chair of Publishing and Design offering the respective programmes.

The discipline “Publishing Studies” has been introduced in the higher education of Kazakhstan in 1998 and in the same year KazNU has been the first university in the country to implement the respective study programme. Currently, KazNU is one of only two universities in Kazakhstan offering this programme on the Bachelor level, and the only one in Almaty (another university is located in Astana). Of these two programmes in the field of Publishing Studies, the KazNU’s Bachelor programme took first place in the subject-specific Ranking of the Universities in Kazakhstan 2017, which is issued by the Center of the Bologna Process and Academic Mobility of the Ministry of Education and Science. On the Master level KazNU has no competitors, since its programme in Publishing Studies is the only one in the country.

The Bachelor programme in Design has been introduced by the Faculty of Journalism and the Chair of Publishing and Design in 2011. The first cohort of students graduated in June 2017. Against the background that programmes in Design are offered by several other universities in Kazakhstan and also in Almaty, one special feature of the KazNU’s programme is its close link to the field of publishing and journalism and the logical emphasis on graphic design and printing media design, which is in this combination unique in the country. Programmes in Design at other universities are more focused on architecture design, industrial design, fashion design, decorative art design, digital media design, graphic design and advertising etc.

As the programme additionally covers a wide range of different subjects, from traditional painting and drawing and the history of fine arts through etching, wood carving and linocut technology to 3D design, KazNU sees itself first and foremost as the classical university preparing universal designers. The concept envisages that in the first phase of their studies students of the Bachelor programme acquire broad professional knowledge and skills in different types of design, with an opportunity to specialise in either Art and design or Animation and graphics in the further course of the programme, within the individual study tracks. Graduates of the programme can continue to deepen their competences in a certain field of design on a Master level (KazNU currently does not offer a Master programme in Design, but it is envisaged to establish such programme in the near future) or through further professional development.

Having an “island position” in the educational market of Kazakhstan, the programmes in Publishing Studies are still rather compact in terms of the number of students: 38 students are currently studying in the Bachelor programme (both Kazakh and Russian groups, both on a grant and on a fee basis). A total of 4 students are studying in the Master programme. The Faculty of Journalism explains this with the limited number of state grants allocated to the field of Publishing Studies as well as with the difficulties in attracting students to study on a fee basis. The Bachelor programme in Design has a total of 22 students.

In order to recruit more students for the Bachelor programmes, the Chair of Publishing and Design has opted for an intensive interaction with secondary schools. The Chair carries out an annual Republican contest “Future publisher, editor, designer” for pupils of the secondary schools and organises open days for school leavers. Teachers of the Chair visit schools, give lectures and promote their study programmes.

Professional fields are defined for all three study programmes. The University states that the programmes reflect the needs of professional practice, since they have been designed and further improved in close cooperation with partner organisations and employers. The University adopted rules for the involvement of employers and representatives of the Programme Description and Appraisal in Detail

respective professional fields in the expertise and approval of curricula, content of the programmes (modules) and teaching materials (see also Chapter 5). The panel was told that curricula changes take place under consideration of recommendations of employers.

According to KazNU, there is a high demand for graduates on the job market. Graduates of the Bachelor programme in Publishing Studies work in almost all publishing houses of Kazakhstan (also in managerial positions), as well as in print and online magazines and newspapers, on television, in advertising agencies, and in the Book Chamber of Kazakhstan. Due to the double focus of the programme on Publishing and Editing as well as the content covering related fields such as financial and legal aspects of publishing, marketing and advertising in publishing etc., graduates can carry out different tasks and fulfil a variety of responsibilities in the course of their employment. This includes organization of editing and publishing processes based on modern technologies, management and marketing activities in various sectors of the book, journal and advertising business, work as literary and technical editor, layout designer in different kinds of media as well as publishing houses.

Master graduates work in the same sectors as leading specialists. Furthermore, since the programme in Publishing Studies with a duration of two years is the so-called scientific and pedagogical Master programme (as opposed to the 1 to 1,5 years specialized Master programmes oriented more towards professional development), graduates can carry out research and teaching at HEIs and schools.

Graduates of the Bachelor programme in Design can work as designers of all types of printed products, like books, magazines, newspapers, posters, packaging. Furthermore they can find employment in artistic projects, in the field of industrial design, advertising and exhibition business, as decorators, web designers, etc.

As per KazNU's statement, graduates easily find employment after finishing the programmes; Master students are often recruited during their studies. To make it possible for Master students to study alongside their job, the University offers them a schedule with contact hours in the afternoon.

The Chair of Publishing and Design has reported that employer organisations (particular publishing houses and magazines) participating in KazNU's surveys give positive feedback on the level of knowledge and skills of graduates of both Publishing Studies programmes.

One of the biggest strengths of the Chair of Publishing and Design is its close cooperation with the Publishing House of KazNU, which is one of the leading publishing houses in the country judging by the number of published books (according to the Ranking of publishing houses issued by the Book Chamber of Kazakhstan). Overall, there are more than thousand publishing organisations in the country forming a labour market for the graduates of the programmes in question.

The Chair states that it strictly follows the Strategic Plan of the University for the period 2015-2020 by developing innovative programmes, improving the quality of teaching and student support, intensifying research and scientific publication, extending international cooperation and organising conferences and other events for scientists and scholars on the topics of publishing and design.

## Appraisal:

The experts found that the University has an excellent reputation, which provides for a favourable position of its programmes in the education market, and its graduates in the job market. Currently, the positioning of the programmes is to a great extent defined by this Programme Description and Appraisal in Detail

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reputation. This was also confirmed by the students during the site visit, who reported that they have chosen the University and the programmes due to their prestige.

Given the fact that with the programmes in Publishing Studies both on the Bachelor and the Master level, the University has developed a unique offer in Kazakhstan, the panel regards the reasons given for the positioning of these programmes in the educational market as plausible. The same applies in general to the programme in Design with its generalistic approach and the proximity to the field of publishing, which has no equivalent in the country. However, the panel has received little information on the *desired* positioning of the programmes. In this context, the panel finds it important and **recommends**, especially for the programme in Design, to base the positioning in the educational and the labour market in future on a detailed analysis of these markets.

The experts also **recommend** the University to focus the profile of the Bachelor programme in Design more explicitly on the graphic and media design and make this specialisation more transparent for external interested parties.

KazNU has established a university-wide system of subsequent assessment of employers' needs and adaptation of programmes to the requirements of the market and the corresponding professions, which the panel welcomes a lot. On the whole, the arguments in support of the graduate employability on the basis of the stated qualification objectives have been convincingly presented by the University. The future fields of employment for the graduates of all programmes are plausibly set forth. However, it seems that the principle of orientation towards the requirements of employers is applied differently for different programmes. This orientation is highly visible in case of the well-entrenched programmes in Publishing Studies, and less visible for the new programme in Design. The experts encourage and **recommend** the University to use its good connections with companies and other external partners more systematically for input with regard to all programmes.

The University has an overall development strategy, also with regard to its study programmes. Still, very little information was given as to how precisely the programmes in Design and Publishing Studies fit into this strategy. This is particularly problematic with regard to the Bachelor programmes that do not obviously follow the KazNU strategy in terms of international orientation. The panel thus **recommends** to integrate the Bachelor programmes in Design and Publishing Studies into the overall strategic concept of the HEI and to make clear in what way the qualification goals of the programmes reflect the strategic goals of the HEI with regard to internationality.

It has not been transparent to the experts how the decisions on the strategic positioning of the study programmes are actually taken. They **recommend** that meetings of the Faculty and the Chair under the leadership of the programme management should be used for this purpose.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market			X		
1.3.2 Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3 Positioning of the study programme within the HEI's overall strategic concept			Publishing Studies (MA)	Design (BA) Publishing Studies (BA)	

## **2. Admission**

Kazakhstan has a national system of admission to higher education. All applicants for Bachelor programmes need to have a secondary school diploma. The admission to Bachelor programmes at the HEIs of Kazakhstan is performed on a competitive basis taking into account the scores of applicants in one of the national tests aimed at assessing the knowledge of school graduates. These scores are also crucial for the distribution of state educational grants, which allow students to study at HEIs free of charge.

High school graduates of the current year take part in the Unified National Test (UNT), which, according to the new state regulations from 2017, takes 230 minutes and contains five subjects, of which three are mandatory:

1. Mathematical literacy,
2. Reading literacy (ability to generalize, compare etc.) and
3. the History of Kazakhstan.

Another two subjects are optional and can be chosen by school graduates in view of the requirements of the targeted programme they intend to study at a HEI.

High school graduates of the previous years, graduates of professional schools as well as those who graduated from secondary schools abroad participate in Comprehensive Test (CT), which, as of the year 2017, comprises the same subjects and has the same duration as well as the same amount of points as the UNT.

Under the terms of bilateral state treaties, a certain number of students from several countries (Tajikistan, Kyrgyzstan, China, Afghanistan etc.) receive educational grants to study at HEIs in Kazakhstan.

In order to study on the Bachelor level at KazNU, applicants need to have a minimum of 65 points out of the maximum of 140 points as a result of the UNT or CT, whereby the threshold score needed to enter other HEIs is 50 points. There are state limitations for National Universities: if a student has less than 65 points, he cannot be enrolled even on a fee basis. Based on the results of the UNT and CT, students may receive educational grants from the government, which cover the complete cost of studying a Bachelor programme. If there is a competition for study places, applicants with highest grades for UNT and CT have the preference.

The passing scores for the state grant for the Bachelor programmes in Design and Publishing Studies are: 95 and 97 points for Design (Kazakh and Russian group, respectively); 95 and 89 for Publishing Studies (Kazakh and Russian group, respectively).

Study programmes in Design and Publishing Studies are classified by the state as creative programmes, which means that, instead of two optional subjects from the school curriculum as part of the UNT or CT, applicants need to pass two creative examinations. For the Bachelor programme in Design these two creative exams are Painting and Drawing, for the Bachelor programme in Publishing Studies these are written Essay on a freely chosen topic and Text editing.

Admission to Master programmes of KazNU is performed according to the state admission regulations as well. Applicants need to pass two entrance examinations: the foreign language test and the programme-based examination.

The standardized foreign language test in English, German or French is organised by the National Test Centre. Alternatively, applicants may present language certificates with the certain minimum amount of points/ minimal level requirements:

- for English: TOEFL ITP (at least 460 points), TOEFL IBT (at least 87 points), TOEFL (560 points), IELTS (at least 6.0),
- for German: DSH (C1), TestDaF (C1),
- for French: TFI (B1), DELF (B2), DALF (C1), TCF (at least 400 points)

After submitting the relevant language certificate, applicants are exempt from taking a language proficiency test and are awarded 100 points out of the maximum of 200 points for both exams.

The programme-based exam is organised by the University. The admission decision is made by the admission commission, consisting of teachers specialized in the respective field as well as the administration of the faculty. The list of questions for examination is proposed by a committee of professors of the respective chair and approved by the chair, the methodical bureau and the scientific council of the Faculty, the Scientific and Methodological Council of the University and then it is signed by the Vice Rector for Academic Affairs.

The current (2017) guideline for the programme-based exam in Publishing Studies, which is available on the website of KazNU, contains two blocks of questions: 1) Modern Publishing and 2) Management and Marketing in Publishing, with regard to the future profile of the Master studies. The prerequisites of the study programme (3 Kazakh credits in Modern Publishing or Management and Marketing in Publishing), the lists of recommended literature (general and additional) for each block as well as the criteria for evaluating the results of the exam are specified.

During the exam, applicants have to answer 5 questions from the list in written form. The University reports that written responses of applicants are encrypted, which should eliminate the possibility of unfair evaluation.

Applicants need to have a minimum of 150 out of 200 points for both exams in order to start their studies at KazNU. According to the state rules, if applicants who meet the prerequisites have the same sum of points, priority is given to the ones with more points in the programme-based test. If the number of points is the same, the achievements of students in the respective research field are considered (e.g. publications). If there is still no distinct lead, then the GPA of the Bachelor programme is considered. Students are admitted up to the capacity limit defined previously.

The University has an Appeals Commission to which applicants can turn if they are not satisfied with the University's decision on admission.

Professional experience of applicants is not required, neither on the Bachelor nor on the Master level.

Usually, up to 70-80 % of Master students enrolled are the graduates of the KazNU Bachelor programmes.

Generally, both Bachelor and Master students who want follow an English-speaking study programme need to pass an obligatory English test after the general admission to the programme.

On the website of KazNU ([www.kaznu.kz](http://www.kaznu.kz)) as well as on its special section for future students ([welcome.kaznu.kz](http://welcome.kaznu.kz)) applicants can find necessary information about the admission rules and requirements for Bachelor and Master programmes.

The Contact Center of KazNU informs and advises applicants via the telephone hotline (which, according to the KazNU website, operates 24 hours a day, seven days a week), the interactive voice response, web chat and email.

At KazNU, there is a Center for Professional Guidance "Abiturient" ("university entrant") which provides counselling services for pupils of secondary schools as well as the pre-university training including the preparation for the UNT and CT. The Center also organises the Al-Farabi Republican Pupils Olympiad aimed at attracting gifted pupils from different regions of the country to study at the University.

Open days for school leavers are held by the University, the Faculty of Journalism and the Chair of Publishing and Design, at which potential students can gain insight into students' life and get an overview of the admission requirements.

During the site visit, the panel was told that teachers of the Chair of Publishing and Design visit secondary schools and give lectures in order to inform pupils about the study programmes and encourage them to apply.

### Appraisal:

KazNU's admission requirements and procedure are defined based on the national regulations. They are documented, comprehensible and openly available for interested parties via the website of KazNU.

Due to its status as the National University, KazNU has a clear advantage that it can take only those applicants with a high score in the national tests, which works towards selecting particularly qualified students.

Moreover, owing to the classification of the programmes in Design and Publishing Studies as creative programmes, the Chair and the Faculty enjoy a greater degree of freedom in selecting Bachelor students by means of creative examinations as it is usually the case with respect to other programmes, where students are selected based solely on their UNT or CT score.

On the Master level the University also has the opportunity to select the candidates according to their individual performance in relevant subjects.

The selection procedure for both levels of study is transparent and ensures that qualified students are admitted.

The experts welcome the possibility to contact the admission counselling service of the University 24/7 using different media, which is offered to applicants by KazNU. The University provides further counselling for clarification of specific questions of potential students, their personal aptitude and career perspectives etc. Personal dialogue between applicants and the University is ensured.

On the Master level, admission requirements with regard to the foreign language proficiency are in place in order to make sure that Master students can communicate and read in a Programme Description and Appraisal in Detail

foreign language. These and other requirements ensure that students are able to successfully complete their study programme. However, during the site visit the panel found it striking that Master students who have passed the standardized foreign language test in English language have difficulties in communicating in English. This can be explained by the fact that the foreign language test is performed in writing. However, the experts **recommend** the University to put a strong emphasis on verifying and supporting the sufficient foreign language skills of Master students.

The admission decision is based on transparent criteria and is communicated in writing. Still, the experts found that only little information was provided with regard to the feedback which is made available to applicants.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)				X	
2.2 Counselling for prospective students				X	
2.3* Selection procedure (if relevant)				X	
2.4(*) Professional experience (if relevant; Asterisk Criterion for Master programmes that require professional experience)					X
2.5* Ensuring foreign language proficiency (Asterisk Criterion)				X	
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)				X	

## **2 Contents, structure and didactical concept of the programme**

### **3.1 Contents**

When defining the content of study programmes, higher education institutions in Kazakhstan follow the State Comprehensive Education Standards for Bachelor and Master programmes (GOSO) and the State Framework Curricula. The GOSO standards, issued in form of the decree of the Government of the Republic of Kazakhstan, describe for each level of higher and postgraduate education (Bachelor, Master, PhD) the structure of curriculum, mandatory educational activities, general learning objectives and goals, general examination formats and the number of the required credit score. The Framework Curricula issued by the Ministry of Education and Science specify these requirements for the particular disciplines (Framework Curricula for Bachelor programmes in Design, for Bachelor programmes in Publishing Studies, for Master programmes in Publishing Studies). The concrete module contents are to be developed by HEIs.

In 2010, KazNU was the first university in Kazakhstan that was officially given the right to develop experimental educational programmes, which can deviate from the GOSO and Framework Curricula. The intention was to create competence-based modular programmes, best adapted to similar programmes of the world's leading universities. The University used this opportunity for structural and content changes of the majority of its programmes, including those in Design and Publishing Studies. The current content of the programmes in question deviates from the state requirements in large part but still follows them in a few aspects.

As provided for in the state standards (GOSO) and Framework Curricula, State Compulsory Modules are part of the programmes. For the Bachelor programme in Design this obligatory state component has been slightly changed. From the subjects of general education it includes the History of Kazakhstan and Information Technologies, but does not include the required course on Philosophy. The STEM module has been however expanded as compared to the State Framework Curriculum: apart from the Information Technologies, the course on Concepts of modern nature science has been added to the curriculum, both courses granted with 4 ECTS. This (the enlargement of STEM) also applies to the Bachelor programme in Publishing Studies. The State Compulsory Module of this programme contains the state required course on Philosophy of Scientific Knowledge.

The Social and Communicative Module, which is not indicated in the Framework Curricula and thus goes beyond what is required by the state in terms of general education, has been introduced by KazNU in both Bachelor programmes. As part of this module, two courses (3 ECTS each) should be selected by students from the following: Ethics of Personal and Social Success, Culture and Religion, Psychology of Interpersonal Communication, Theoretical and Applied Political Science, General and Applied Sociology, Human Life Safety, Ecology and Sustainable Development, Kazakhstan Law, Fundamentals of Economics. These courses are offered in order to further strengthen the general and interdisciplinary knowledge of the Bachelor students.

Besides that, the Interdisciplinary Module with the courses on Innovative Entrepreneurship (by industry) and Intellectual Property Law (3 ECTS each) has been added to the curricula of Bachelor programmes beyond state requirements.

The general and interdisciplinary content in the Master programme Publishing Studies is provided by the State Compulsory Module and its obligatory courses in History and Philosophy of Science, Pedagogics and Psychology (3 ECTS for each course).

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The University has reduced the language component of the Bachelor curricula as compared to the state requirements. While the State Framework Curricula require two larger courses on Kazakh (Russian) Language, in both KazNU Bachelor programmes, there is one course on Kazakh (Russian) Language for Professional Purposes (3 ECTS).

The same holds true for the foreign language. The state standards require two courses of foreign language in the Bachelor programmes: the course Foreign Language as part of the State Compulsory Module (270 hours) spreading over two (Publishing Studies) or three (Design) semesters as well as the course Foreign Language for Professional Purposes (90 hours). The curricula of the both Bachelor programmes of KazNU contain only one foreign language course in the first semester (Foreign Language for Professional Purposes, 3 ECTS).

The curriculum of the Master programme contains one course on Professional Foreign Language (2 ECTS) and thus follows the state standard.

All three curricula include the obligatory Basic Professional Modules, which are the core modules of the programmes defined by the University and consisting mostly of two courses each.

In the Bachelor programme in Design there are 11 Basic Professional Modules starting in the 1st and ending in the 6th semester.

<b>Basic professional Module</b>	<b>Module 1: Font history, principles of design</b> History of font Foundations of design <b>Module 2: Painting and drawing</b> Painting Drawing <b>Module 3: Composition and Chromatics</b> Composition Chromatics
<b>Graphics designer</b>	<b>Module 4: Specialized painting and Specialized drawing</b> Specialized painting Specialized drawing <b>Module 5: Colour graphics and specialized design</b> Colour graphics Specialized composition
<b>Graphics editor</b>	<b>Module 6: Composition of publications and Design of advertisements</b> Composition of publications Design of advertisements <b>Module 7: Special publications editor-decorator and Book graphics</b> Special publications editor - decorator Book graphics
<b>Computer graphics</b>	<b>Module 8: Printmaking and Applied graphics</b> Printmaking Applied graphics <b>Module 9: Three dimensional computer-aided design and Print graphics</b> Three dimensional computer-aided design Print graphic
<b>Computer designer</b>	<b>Module 10: The design of children's toys and books and newspapers, magazines, advertising design</b> The design of children's toys and books Modern newspapers, magazines, advertising design <b>Module 11: Design of layout and Media designer's creativity</b> Design of layout Media designer's creativity

The Bachelor programme in Publishing Studies comprises 12 Basic Professional Modules (from the 1st to the 6th semester)

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<b>Basic Professional Modules: Required Core Modules</b>	
<b>Principles and Practices of Publishing</b>	<b>Module 1: Principles of Publishing and Editing</b> Principles of Publishing Editorial Principles and Practices
<b>Publishing</b>	<b>Module 2: Principles and Design of Book Publishing</b> Principles of Publishing: Books Book Production and Design <b>Module 3: Principles and Design of Magazine Publishing</b> Principles of Publishing: Magazines Magazine Production and Design
<b>Editing</b>	<b>Module 4: Professional Editing</b> Professional Editing: Copy Editing and Rewriting Professional Editing: Books <b>Module 5: Publishing in Different Aspects</b> Specialized Publications Publishing Comics and Graphic Novel
<b>Technology and Logistics</b>	<b>Module 6: Information Systems and Modern Technology in Publishing</b> Information Systems In Publishing Modern Hardware Technology in Publishing <b>Module 7: E-Books and The Future of Publishing</b> E-books: Technology, Workflow, and business model The Future of Publishing: Transmedia <b>Module 8: Supply Chain and Product Development Management</b> Practical applications of Product Management in Digital Media Introduction to Supply Chain Management
<b>Business and Marketing</b>	<b>Module 9: Financial Aspects of Publishing</b> Financial Aspects of Publishing Book Sales and Distribution Methods <b>Module 10 : Marketing and Advertising in Publishing</b> Marketing Principles and Practices in Publishing Magazine Advertising Sales
<b>Legal and Cultural Aspects of Publishing</b>	<b>Module 11: Legal Aspects of Publishing</b> Legal Aspects of Publishing Publishing and Internet Law <b>Module 12 Ethics and communication Skills in Publishing</b> Publishing Business Communication Skills Ethics in Publishing

There are two Basic Professional Modules in the Master programme in Publishing Studies (from the 1st to the 2nd semester):

<b>Basic Professional Modules: Required Core Modules:</b>	
<b>Research on Publishing</b>	<b>Module 1: Research on Publishing</b> Management of Publishing Studies Editorial Theory and Practice
<b>Structure and Industry</b>	<b>Module 2: Editing and Design</b> Editing Design

When the Basic Professional Modules are completed, students of each programme have to choose among two Individual Study Tracks (IST) in order to get a stronger educational profile and specialist expertise in a certain field.

In the Bachelor programme in Design students can choose between IST 1 Art and design and IST 2 Animation and graphics, which then extend over 4 semesters (from the 6th to the 9th semester):

<b>Track 1: Art and design</b>	<b>Module 1: Graphics, font basics of art</b> Fundamentals of Graphics Font art <b>Module 2: Animated graphics, Linocut Technology</b> Animated graphics Linocut technology <b>Module 3: Etching, Piece of woodcarving Technology</b> Etching technology Piece of woodcarving technology <b>Module 4: The design of the development of children's toys and books, Audio, video, books technology</b> The design of the development of children's toys and books Audio, video, books technology <b>Module 5: Book graphics and the technology of the product advertisements design</b> Book graphics The technology of the product advertisements design <b>Module 6: History of Fine Arts, Periodicals modeling technology</b> History of Fine Arts Periodicals modelling technology
<b>Track 2: Animation and graphics</b>	<b>Module 1: Art and Design</b> The history of media art 3 History of Graphic <b>Module 2: Graphics</b> Language decoration graphics Computer Graphics <b>Module 3: layout</b> Image processing layout <b>Module 4: Animation Graphical</b> Graphical solution 3-dimensional animation <b>Module 5: Creative graphics</b> 3-dimensional graphics The composite workshop <b>Module 6: Video and Graphics</b> Interactive video presentation Information schedule

In the Bachelor programme in Publishing Studies there are two tracks: IST 1 Publishing and IST 2 Editing (from the 6th to the 7th semester):

<b>Track 1: Publishing</b>	<b>Module 1: Critical Issues in Publishing and Magazine Circulation</b> Critical Issues in Publishing Finance Magazine Circulation <b>Module 2: Entrepreneurship, Mergers and Acquisitions</b> Entrepreneurship in Publishing Mergers and Acquisitions <b>Module 3: Digital Issues and Changing Publishing Industry</b> Digital Issues in Publishing Publishing Issues Changing the Industry <b>Module 4: Academic Publishing and Children Book</b> Academic Publishing Children's Book Publishing <b>Module 5: Electronic Publishing</b> Electronic Publishing for Publishers Web Editing & Writing; and Website Production <b>Module 6: Marketing &amp; Branding</b> Book Marketing & Branding; Magazine Marketing & Branding
<b>Track 2: Editing</b>	<b>Module 1: Magazine Writing and Editing</b> Creating a Magazine Magazine Writing and Editing <b>Module 2: Desktop Publishing</b> Desktop Publishing for the Publishing Professional Advanced Desktop Publishing and Image Manipulation and Management <b>Module 3: Web Architecture and Content Creation</b> Web Architecture and Website Content Creation Web Editing & Writing <b>Module 4 : eBook and Tablet Workflow</b> EPUB & eBook Workflow Self-Publishing & POD and Tablet & App Creation & Management; <b>Module 5: Advanced Book and Magazine Editing</b>

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	Advanced Book Editing Advanced Magazine Editing <b>Module 6: Principles of Art &amp; Design and Video</b> Principles of Art & Design Graphic Novels
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In the Master programme in Publishing Studies students can choose from IST 1 E-Publishing and IST 2 Print-Publishing (from the 2nd to the 3rd semester):

<b>Track 1: E-Publishing</b>	<b>Module 1: E-Publishing: Fundamentals, Theory and Practice</b> Fundamentals of E-Publishing Theory and Practice of Publishing <b>Module 2: E-Publishing Infrastructure and Designing</b> E-Publishing Infrastructure and Architecture Designing for E-Publishing Success <b>Module 3: Editorial Content and Editing for Electronic Products</b> Editorial Content, Rights, & Permissions Editing for Books, Journals and Electronic Products <b>Module 4: Digital Publishing Management and Sales</b> Publishing Management, Organization and Strategy Digital Publishing Sales Management and Positioning
<b>Track 2: Print-Publishing</b>	<b>Module 1: Structure and Industry: Books and Periodicals</b> Structure and Industry: Books and Long-Form Title Structure and Industry: Periodicals and Long-Form Continuals <b>Module 2: Production Management and Distribution</b> Production Management, Organization and Strategy Budgeting, Fulfilment and Distribution <b>Module 3: Copyright Law In Print and Business of Publishing</b> Copyright Law in Print and Subsidiary Rights Ethics in Business of Publishing <b>Module 4: Book and Journal Publishing</b> Book and Journal Publishing Technology and Evolving Forms of Publishing

The share of practice in all three programme is significantly greater than according to the state requirements.

Bachelor students undertake three types of internships during their studies:

- the introductory (educational) internship in the 2nd semester, which is carried out at the University;
- the professional internship (industrial practice) for students of advanced semesters, which is in most cases carried out in external organisations;
- the pre-diploma internship in external organisations, during which students collect material for their Bachelor theses.

Students of both Bachelor programmes perform their introductory internship (which is granted with 3 ECTS in Design and 2 ECTS in Publishing Studies) in the Publishing House of KazNU. Students in Publishing Studies are given an introduction to the work of editor and to the technical equipment of the Publishing House, students in Design get an overview of the work of the printed media and book designers.

There are 4 professional internships in the Bachelor programme in Design (in the 4th (3 ECTS), 6th (5 ECTS), 8th (5 ECTS) and 10th (8 ECTS) semesters) and 3 professional internships in the Bachelor programme in Publishing Studies (in the 4th (2 ECTS), 6th (5 ECTS), 8th (8 ECTS) semesters).

Starting from the first professional internship, students are free to choose whether they practice in one of the external organisations suggested by their advisers or in the companies found by students themselves. In any case, students do their internships in organisations, with which KazNU has signed corresponding contracts for the provision of internship positions. The panel was told that during their internships students have to fill out the journals of internships, where they make notes on their daily activities as well as knowledge and skills

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they acquired. Student advisers at the University monitor the progress of students and are in contact with the practice coordinator on the side of the external company. At the end of an internship, students write reports in which they summarise their practical experience.

During the site visit, some examples of professional internships were given by the students of the Bachelor programmes. Students of the Publishing Studies programme work in external publishing houses, where they proofread and edit real drafts of books and magazines in cooperation with professional editors, work with authors. They also perform their internships in editorial teams of printed and electronic media by writing and editing articles, making interviews, copywriting. Some students collect practical experience in the Publishing House of KazNU, where they exercise editing of printed media, polygraphy, binding of books. Students in Design perform their professional internship in publishing houses, advertising agencies and photo studios, where they gain practical experience in graphic design of printed media as well as practice using current image editing and design software.

Every Bachelor programme has a pre-diploma internship in the last semester. The goal is to enable students to apply their knowledge and research methods to the solution of theoretical and applied problems. Coordinators of pre-diploma internship from external organisations often become external reviewers of the Bachelor theses.

With a pre-diploma internship, which is awarded with 7 ECTS in both Bachelor programmes, the overall workload of all types of internships is 31 ECTS for the programme in Design and 24 ECTS for the programme in Publishing Studies.

The panel was told that students often find employment in the course of their professional and pre-diploma internships.

Master students have to complete two types of internships:

- the research internship in the 4th semester (4 ECTS), during which students have to learn about latest achievements of national and international science, as well as to gain experience in applying modern research methods for their thesis, and
- the pedagogical internship in the 4th semester (7 ECTS), aimed at acquiring knowledge and practical skills related to the methods of teaching at HEI.

The research internship is carried out in research institutions and at HEIs in Kazakhstan and abroad under the control of scientific supervisors at KazNU and internship coordinators at partner institutions. Students collect research experience geared to the topic of their thesis. This experience and the research results are then outlined in an internship report, which, in the final stage, should be defended at a meeting of the Chair.

During their pedagogical internship, which is mostly performed at KazNU and which content is planned by scientific supervisors, Master students learn the methodology of teaching, draw up teaching materials, conduct lectures and seminars in the presence of supervisors etc. At the end, internship reports are written and publicly defended by Master students at Chair meetings.

At the Chair of Publishing and Design, there is a Research Center "Kuziretti Baspager" ("Competent Publisher"), the objective of which is, inter alia, to develop the abilities of students to do scientific research and to use research results in practice as well as to foster students' project competence. Bachelor and Master students from the programmes in Publishing Studies are involved in the activities of the Center.

The University states that scientific competences of the Bachelor students are partially developed in a game form through extracurricular activities: in clubs and circles, through Programme Description and Appraisal in Detail

participation in contests where students can win cash prizes (e.g. there is a competition of research projects of Bachelor students of all disciplines organized by the Ministry of Education and Science; prizewinners have preferences for the admission to the Master programmes).

The Master programme in Publishing Studies has a status of a scientific and pedagogical Master programme, which means that it is primarily focused on research. A large part of the programme's content is dedicated to the individual work of students with their scientific supervisors. Together they formulate individual plans of student scientific work at the beginning of the studies. The current control of scientific and research work of Master students during the semester is also carried out by scientific supervisors. Students record the results of their scientific work in reports. At the end of each semester, students present the results of their scientific work at Chair meetings. Scientific supervisors award grades according to the quality of the research work, the quantity and quality of presentations at scientific and methodological seminars, the quantity and quality of scientific and methodological publications on the topic of research.

Scientific and research work of Master students is further represented in the curriculum by 4 research seminars that have been established to prepare students for academic work, as well as for writing and defence of the Master thesis. In these seminars, Master students work individually with their scientific supervisor. In the 1st research seminar at the end of the 1st semester, the topic of the Master thesis is defined and the scientific relevance of the topic is discussed. In the 2nd seminar (2nd semester), the plan of the thesis is drawn up as well as the scientific methodology is selected. In the 3rd and 4th research seminars (3rd and 4th semesters, respectively), the text of the Master thesis is reviewed and discussed. Research seminars are also used for the preparation of scientific publications of Master students.

The results of the research work of a Master student should be presented in at least one scientific or methodological publication.

The final control of scientific and research work of Master students is held at the end of the second year of study in the form of defending the Master thesis.

At KazNU, there is a Council of Young Scientists (CYS), which goal is to promote scientific activity of young teachers as well as PhD and Master students. Members of the Council, including the representatives of the Faculty of Journalism, provide consultations on research issues to students, assist them in research work, support students in the preparation for the national and international conferences.

The formal system of examination is clearly defined in the programmes (see also Chapter 3.2). Bachelor students need to pass a State Examination on the history of Kazakhstan in the first year of study. For finishing their programme, they need to have completed all modules and successfully defend a thesis.

In order to pass a module, students have to take various assessments:

- weekly course and home work (reading, essays, presentations, other tasks for independent work),
- 2 mid-term controls during a semester,
- an intermediate attestation at the end of the semester (final module exams).

In addition to the classwork, students are given special tasks in the form of the so-called "independent work with a teacher". A certain amount of hours is allocated to this kind of

consultancy. The panel was informed that each hour of lectures is complemented with three hours of such guided independent work on average.

During a semester, students of Bachelor programmes perform a variety of practical projects, some of which are given by teachers and some are based on the ideas of students and are carried out in different student clubs of the Chair. These projects include conducting a survey among people of different ages and professional background on their preferred reading, or conducting interviews with publishing professionals, or drawing up a business plan of a publishing house (students in Publishing Studies), or preparing a book, where students of the Publishing Studies programme write and edit texts and students of the Design programme deal with fonts and create illustrations.

In its self-evaluation report on the Bachelor programme in Design, the Chair of Publishing and Design states that interdisciplinarity is one the basic principles which the content of the programme is built upon and that almost all modules include some interdisciplinary elements.

The University also states that some modules of the Bachelor and Master programmes have an “interchair” character, which means that they are organised jointly by several chairs. The scientific and research work of Master students, is, where appropriate, carried out on the basis of two or more chairs.

KazNU attaches particular importance to complying with ethical principles. On the University level, codes of corporate ethics are introduced for teachers and students. On the level of programmes, each module description contains learning outcomes, in which ethical issues are specified. In both Bachelor programmes, in the framework of the Social and Communicative Module the course on Ethics of Personal and Social Success can be selected by students (not obligatory). Additionally, in the Bachelor programme in Publishing Studies the course Ethics in Publishing is part of the obligatory Basic Professional Module 12. The Master programme offers the course on Ethics in Business of Publishing within the Individual Study Track 2: Print-Publishing.

Bachelor students start their work on the Bachelor thesis in the seventh semester and finish it in the eighth semester. 12 ECTS are awarded for the writing and defence of the Bachelor thesis in Design and Publishing Studies.

Master students have officially six weeks for writing the Master thesis, but the structure of the Master programme in Publishing Studies provides that students work on their dissertations during their whole study time. 6 ECTS are awarded for thesis writing and defence in the 4th semester.

The State Attestation Commission, which members are appointed from among professors and teachers from other HEIs as well as representatives of employers and approved by the Ministry of Education and Science, is responsible for conducting the state comprehensive examination for Master and PhD students as well as the defence of Master and PhD theses. The state comprehensive examination for Master students is held not later than one month before defending the Master thesis. Master students who have passed a comprehensive exam with at least a satisfactory grade are allowed to defend their thesis.

Upon completion of the Bachelor study programmes, KazNU awards the title “Bachelor of Arts in Design”, “Bachelor of Arts in Publishing Studies”. Upon completion of the Master programme, KazNU awards the title “Master of Arts in Publishing Studies”. These degrees and programme names follow the Classificator of the Specialities of Higher and Postgraduate Education in the Republic of Kazakhstan, which is nationally used to ensure transparency in the higher education and on the job marker for graduates as well as for other applied purposes, e.g. for the state educational grant system.

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## Appraisal:

The experts find that the curricula of all three study programmes generally take the targeted qualification objectives into consideration. Still, based on the current information, the panel sees potential for improvement with regard to the content of the programmes.

The curricula of the programmes, especially on the Bachelor level, contain a considerable amount of general education courses as part of the State Compulsory Module, the Social and Communicative Module, the STEM module and the Interdisciplinary Module. The share of these elements in the curricula of the Bachelor programmes is even greater than recommended by the state. The panel acknowledges that through these modules and courses students are made familiar with a vast range of different disciplines, which strengthens the interdisciplinary knowledge of students. However, no explanation has been given by the University as to how these elements contribute to the achievement of the overall professional qualification objectives of the programmes. It is also not obvious from the module descriptions how the contents of these disciplines are linked to the core subjects. Since there is no obligation for the University to focus on general knowledge to this extent, the experts strongly **recommend** to reduce the share of general subjects in the curricula and to gear the contents of the remaining general courses as much as possible to the core contents of the respective study programmes. For instance, the courses in Law could be concentrated on the topics of media and copyright law which would be advantageous for the employment of graduates.

When regarding the curriculum of the Bachelor programme in Design, it was noticed that many subjects relate to the traditional painting and drawing, which is also supported by the corresponding required literature. Teachers with the impressive artistic background promote the acquisition of theoretical knowledge in the field of fine arts as well as of the practical artistic skills, which the experts greatly admire. Still, with a view to the qualification objectives of the programme, the common international practice and the employability of graduates, the panel finds it essential and strongly **recommends** focusing the content of the programme significantly more on graphic design and media design. The experts also **recommend** to integrate more digital drawing in the curriculum and introduce courses allowing students to earn skills in the field of modern movie design/ film-making, which would reinforce the media design profile of the programme.

Some courses in the Bachelor programme in Design are too broad in their concept and should be redesigned, e.g. the courses "Audio, video, books technology" (the technological backgrounds of that media types are too different to be taught in one course) or "Modern newspaper, magazines, advertising design". The panel **recommends** the University to consider disassembling such courses and to deepen the study of particular topics in separate courses.

The panel was informed that many graduates of the programmes in Publishing Studies find employment in the neighbouring countries. However, the media markets of these countries with their structures and current trends are not obviously considered in the content of the Bachelor and Master programmes. In order to expand the career horizons of the future graduates, the panel **recommends** to include the studies of the publishing and media markets of the CIS and Eastern European countries in the content of the both programmes.

During the site visit some students of the programmes in Publishing Studies reported that they are very interested in studying marketing and intend to make marketing their profession  
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which is also covered by the targeted professional field of the programmes. However, the experts are missing the classical marketing subjects, such as strategic and operative marketing, marketing-mix and market research, in the content of the modules related to marketing on both Bachelor and Master level. To perform in modern competitive markets graduates should have an in-depth knowledge about these topics and techniques. Therefore, the panel **recommends** incorporating the standard marketing theory at an appropriate qualification level in the relevant modules of the Bachelor and Master programme.

The areas of specialisation included in each of the programmes in the form of individual study tracks enable students to acquire beneficial skills in accordance with their own preferences. However, with respect to the Master programme in Publishing Studies, the division into two individual tracks “E-publishing” and “Print-Publishing” appears to be somewhat behind the current trends in the field of publishing. In modern media societies, there is a strong convergence between printed and electronic media: both are regarded as different distribution channels of the media content and are strongly interrelated. The experts **recommend** the University to offer students the possibility to acquire competences in both fields, without the need to select one of the options.

The names of the programmes and the degrees granted upon completion of the programmes correspond to the programme content, academic tradition and the state rules in Kazakhstan.

In the Bachelor programme in Design, theoretical elements are adequately complemented with internships, projects and other elements of practice. When it comes to the Bachelor and the Master programme in Publishing Studies, the deep integration of theory and practice throughout the curricula is apparent, which has a positive effect on the qualification profile and the employability of graduates and also forms one of the highlights of the programmes.

There is evidence that the programmes qualify for interdisciplinary thinking, nevertheless the panel sees the potential for expanding the scope of interdisciplinarity in the programmes. During the site visit the panel was told that in the course of their extracurricular activities (e.g. in students' clubs), the students of the programmes in Design and Publishing Studies sometimes work on common creative projects, for instance, they publish books together. The panel regards this as an example of the good practice. Since on the real labour market, designers, editors and publishers often act jointly, it would be advisable to find ways to practice this kind of collaboration during the study time. The fact that the programmes in Design and Publishing Studies are offered by the same Chair provides an excellent opportunity for such interdisciplinary teamwork. Thus, the experts **recommend** embedding cooperative projects of students in both Design and Publishing Studies in the curricula of the respective Bachelor programmes.

Ethical implications are appropriately communicated in the programmes.

Even though the Bachelor programmes are mostly practically oriented, they allow for the acquisition of sufficient methodological competence. Students are empowered to conduct academic work, e.g. through the pre-diploma research internship or participation in scientific competitions and olympiads. They can understand and assimilate specialist literature on the required level. Still, the experts recognize the need to strengthen the scientific education of students of the Bachelor programme in Publishing Studies. The panel **recommends** an introduction of the empirical methods and the basics of statistics in the courses on Marketing so that students are enabled to conduct applied and secondary research. This would empower graduates to work in a more scientific way and bring significant benefits to those of them who aspire to a marketing career in publishing business.

A research internship as well as four research seminars have been established to prepare Master students for scientific work. The panel welcomes the fact that each Master student has its own scientific supervisor who supports a student individually in his or her academic development. However, in view of the unequivocal scientific orientation of the two-year Master programme in Publishing Studies, the panel has identified open questions as regards the acquisition of scientific competences by Master students. It has not become clear to the panel how far the scientific practice of students goes beyond the ability of working independently and the acquisition of scientific writing skills. The scientific concept of the programme has not been presented to the panel, neither in the self-evaluation report, nor during the interviews. Furthermore, the experts found no indications that empirical methods are taught and practised in the programme. Given this backdrop, the panel recommends the accreditation of this programme under the following **condition**:

The University provides evidence that Master students acquire methodological competences and are enabled to conduct scientific work on the required level.

A stronger scientific qualification and methodological competence of students can be achieved if the curriculum of the programme encompasses marketing theory and the methods of empirical market research. Good connection to external companies could be used for collaborative research projects in which Master students would participate. The panel **recommends** the University to offer content and practical elements enabling Master students to conduct primary market research and apply statistical methods.

During the site visit the experts were informed about a wide range of practical lessons taught as well as projects performed by students. The panel was also told that the examinations in the Bachelor programmes are in many cases practical as well. This, however, is not displayed in the module catalogues. Most of the module descriptions are unspecific when it comes to the format and content of the exams. They contain only the selection of possible examination formats, the majority of which are written and theoretical. It is not indicated in the module descriptions which of the listed formats is used in the respective course. Therefore, firstly, the panel **recommends** using adequate examination formats to assess practical competences of students, which could include projects as well as other action-oriented and problem-based methods of examination. For instance, for the courses "Editorial Principles and Practices" and "Book production and Design" in the Bachelor programme in Publishing Studies, one possible examination format would be designing and producing a book. Secondly, the experts strongly **recommend** to specify the concrete forms of exams for each course and to indicate this information in the module descriptions.

The final theses are evaluated based on previously published criteria, rules and procedures which are part of the Academic policy of KazNU. Yet, the panel was not in a position to assess the academic level of the Bachelor or Master theses, since most of the theses were presented in Kazakh language and the panel members could not read them. For this reason, the panel recommends to grant accreditation of all three programmes under the following **condition**:

The University provides a selection of the theses written by Bachelor and Master students in English or Russian language and demonstrate the ability of students to do scientific work as well as the achievement of the study programmes' qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)				X	
3.1.3* Integration of theory and practice (Asterisk Criterion)		Publishing Studies (BA) Publishing Studies (MA)	Design (BA)		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)		Design (BA) Publishing Studies (BA)	Publishing Studies (MA)	Condition	
3.1.7* Examination and final thesis (Asterisk Criterion)				Condition	

## 3.2 Structure

The Bachelor programme in Design has the following structure:

Projected study time	10 semesters
Number of Credit Points (CP)	276 ECTS
Workload per CP	30 hours
Number of modules	20
Time required for processing the final thesis and awarded CP	360 hours / 12 ECTS
Number of contact hours	1680

The Bachelor programme in Publishing Studies has the following structure:

Projected study time	8 semesters
Number of Credit Points (CP)	243 ECTS
Workload per CP	30 hours
Number of modules	21
Time required for processing the final thesis and awarded CP	360 hours / 12 ECTS
Number of contact hours	1320

The structure of the Master programme in Publishing Studies is carried out as follows:

Projected study time	4 semesters
Number of Credit Points (CP)	122 ECTS
Workload per CP	30 hours

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Number of modules	7
Time required for processing the final thesis and awarded CP	6 ECTS (Module „Thesis Writing and Defense“)
Number of contact hours	660

The general structure of the study programmes at KazNU is designed based on the State Comprehensive Education Standards for Bachelor and Master programmes (GOSO), the State Framework Curricula for study programmes in Design and Publishing Studies as well as other regulations issued by the Ministry of Education and Science, which altogether build a normative framework for structuring programmes at HEIs in Kazakhstan.

The structure of the programmes in Design and Publishing Studies represents a mixture between state-prescribed elements and those elaborated independently (see also 3.1.).

In terms of duration of the programmes, KazNU generally adheres to the state standard. For this reason, the Bachelor programme in Design, as an artistic programme, has an unusual duration of 10 semesters as suggested in the State Framework Curriculum for Bachelor programmes in Design. The duration of the Bachelor programme (8 semesters) and Master programme (4 semesters) in Publishing Studies is also in line with the corresponding Framework Curricula.

Planning and organisation of the educational process at KazNU are carried out on the basis of the university-own curricula. There are three types of curricula to be distinguished:

- the Basic Curricula,
- the Individual Curricula and
- the Working Curricula.

The Basic Curricula are developed for particular fields of study and are approved by the Academic Council of the University. They define the general structure of programmes and the workload in credits for each discipline of the obligatory and elective component, as well as for each type of supplementary educational activities and examinations in credits. In addition to the Basic Curriculum, a Catalogue of Disciplines is annually developed, which is a systematic annotated list of all disciplines offered in the particular programme. The Catalogue of Disciplines reflects the prerequisites of each discipline and is aimed at providing students with the opportunity of individually selecting the appropriate elective subjects.

On the basis of the Basic Curriculum and the Catalogue of Disciplines, Bachelor students, assisted by advisers, compile their Individual Curricula, which define the individual study tracks of each student. The choice of modules and courses is carried out in consideration of the obligatory sequence of study. A student may not be registered for the course, if he or she had not mastered the prerequisites for the discipline in the previous semester. In order to avoid a random choice of elective subjects, electives are grouped and sequenced in several educational paths (tracks), allowing students to gain a specific profile focused on a particular professional area.

Master students, assisted by their scientific advisers, develop individual working plans within the first three months of studying, which include the individual curriculum, the individual plan of scientific and research work, the plan of internships, the topic and structure of the thesis, the implementation plan of the thesis and a plan of scientific publications.

Working curricula of programmes are constructed for an academic year on the basis of the Basic Curricula and the individual curricula of students and are approved by the Academic Council and the Rector of the University. Working curricula provide a framework for creating a schedule of studies as well as the calculation of teachers' workload.

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An academic year in Bachelor programmes consists of two academic periods / semesters (autumn semester and spring semester), including theoretical education, mid-term controls and final examinations, internships and holidays. An academic year in Master programmes consists of two semesters, including a period of theoretical education and a period of scientific and research work as well as control periods (periods of mid-term and final control), periods of internships and holidays (at least 7 weeks). One semester has a duration of 15 weeks. The terms of organisation of all periods of study of an academic year are specified in the academic calendar.

KazNU is involved in academic mobility programmes with partner universities. Bachelor students are recommended to participate in academic mobility programmes during the second or third year of study. Master students are involved in the academic mobility at different stages of their studies. For mobility students Learning Agreements are signed beforehand with partner universities. According to the Academic Policy of KazNU ("Regulations on Academic Mobility"), academic periods spent at foreign universities are recognized in form of the obligatory re-registration of credits awarded for the modules completed abroad, in compliance with the Lisbon Recognition Convention.

The University uses the national credit system, where 1 Kazakh credit corresponds to a different number of academic hours, depending on the level of study and the type of educational activities:

- One Kazakh credit of theoretical education corresponds to 45 academic hours. According to the state Rules on organizing the academic process according to credit technology of education, each academic hour of classroom work of students has to be complemented by a corresponding number of hours of independent work of students so that one credit of a total academic workload of students per week during a semester is equal to 3 academic hours.
- When it comes to the internships in both Bachelor and Master programmes, one Kazakh credit is equal to 15 academic hours for educational practice, 30 academic hours for pedagogical internship, 75 academic hours for professional internship, and to 120 academic hours for research internship.
- One credit of research work of Master students also corresponds to 120 academic hours.
- One Kazakh credit for the final examination of Bachelor students corresponds to 105 academic hours (including 15 contact hours and 90 hours of self-work).

The preparation and passing of the state examination for Bachelor students is awarded with one Kazakh credit. For writing and defence of the Bachelor thesis, two credits are allotted. This includes the design and defence of a thesis. The research work and the preparation of the thesis are carried out in advance during the professional internship and in the final stage of theoretical education.

One academic hour corresponds to different amounts of minutes for particular types of educational activities. In general, one academic hour is equal to 50 minutes, except for the studio work where one academic hour is equal to 75 minutes, as well as laboratory work and sports where one academic hour is equal to 100 minutes.

For the purposes of academic mobility and international accreditation, KazNU also uses the ECTS system with one ECTS credit corresponding to 25-30 academic hours. The recalculation of Kazakh credits into ECTS credits and vice versa is carried out by the aid of conversion coefficients defined by the state. The number of credits for each course or module must be an integer number.

According to GOSO and the Academic Policy of KazNU, the maximum workload for Bachelor students including the self-study must not exceed 54 full hours per week (9 hours per day six days a week). The maximum workload for Master students is 57 full hours per week.

The design of all programmes is based on a modular system of studying. One module can comprise one or more courses (in most cases two) and end with a final control. The duration of one module is between one and two semesters.

The University uses a national relative grading system, which is comparable to the ECTS grading scale. The Grade Point Average (GPA, the average value of educational achievements of students) is calculated for each student for every academic year.

Grade	Grade Point Value	Grade Percentage Value	Traditional System of Grading
A	4,0	95-100	Excellent
A-	3,67	90-94	
B+	3,33	85-89	Good
B	3,0	80-84	
B-	2,67	75-79	Satisfactory
C+	2,33	70-74	
C	2,0	65-69	Unsatisfactory
C-	1,67	60-64	
D+	1,33	55-59	Fail
D	1,0	50-54	
F	0	0-49	Fail

On request, the University issues a Diploma Supplement for graduates of study programmes.

The study and examination regulations of KazNU rely on the rules specified in the Decrees of the Ministry of Education and Science, which were integrated in the Academic Policy of the University. According to these regulations, there are four main forms of controlling the performance in theoretical education of Bachelor and Master students:

1. The current control, which is a systematic assessment of students' knowledge during the semester.
2. The mid-term control, which includes the results of current control; usually, there are two periods of the mid-term control per semester, whereby each period lasts for one week.

The forms of the current and the mid-term control depend on the specific module and are selected by teachers. They can include colloquia, surveys, essays, written or computer-supported tests, presentations, case studies, etc.

3. The intermediate attestation, which is conducted after the completion of the study of the entire module during the examination session; the form and the procedure of the examination for each discipline are set by the Academic Council of the Faculty.
4. The final attestation, which is usually conducted in the form of state examination and the defence of the thesis for Bachelor students and in form of a state comprehensive examination and the thesis defence for Master students. However, for the Bachelor programmes in Design and Publishing Studies, no final state examination is required.

The overall grade for a module is composed of the grade for current control (at least 60 %) and the final control (at least 30 %). In case of receiving an «F» grade, students have the right to repeat the entire module, but not more than three times.

Students who receive the prescribed level of GPA at the end of the year as a result of the final control are authorised to continue their studies in the next year. The required GPA score  
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for the transfer from one study year to another is set annually by the Academic Council of the Faculty.

In Kazakhstan, there is a State Law „On state guarantees of equal rights and equal opportunities for men and women“. Following this law, KazNU provides equal opportunities for both sexes. 65 % of its staff, 29 % of deans and one of the Vice Rectors are female. No information is provided on the ratio between the female and male students of the programmes in Design and Publishing but during the site visit all students of these programmes who took part in the interviews (more than 20) were female.

As part of the social policy of Kazakhstan, a wide range of instruments is in place to support socially disadvantaged students. These instruments are implemented at KazNU. There are quotas defined by law for the admission of disabled students and orphans. For these and other categories of disadvantaged persons, allowances and scholarship are provided by the state, the University as well as KazNU's Students' Trade Union "Sunkar". Socially disadvantaged students, including students from socially vulnerable families, also receive food vouchers, free textbooks as well as free medical services and cure treatment. At KazNU, they also have the priority right to obtain a room in the University's dormitory free of charge. Furthermore, the University states that students from socially vulnerable families regularly receive tuition fee discounts.

For students with disabilities or students in particular life situations, special conditions of study are offered by the University. Parts of study programmes can be studied via distance learning. Students who have children under 3 years or take care of their sick parents can be exempted from the necessity of writing a thesis, instead of which they are allowed to pass two state exams. There are resources of books for blind and visually impaired people in the University's library.

At KazNU, the Vice-Rector for Social Development as well as the Office for Social and Educational Work are in charge of social and equality issues. Moreover, students have advisers whose tasks include supporting their mentees in finding individual solutions for individual problems.

### Appraisal:

With regard to the overall structure of the study programmes and of the academic year, KazNU generally follows international standards. The ECTS Tables provided by the University for each programme show how the curricula are constructed and how the modules are grouped. The programme assigns credit points per module. The practical components, such as industry internships, are designed and integrated in such a way that credit points can be acquired. The experts find that the structure of the programmes generally supports the smooth implementation of the curricula and contributes towards achieving the defined learning outcomes.

While the ECTS system is used at KazNU mostly for the purposes of student mobility and international accreditation procedure, the national credit system based on ministerial regulations is still commonly applied in practice. This system is based on contact hours and a corresponding number of hours for self-guided work, but not on actual student workload. Due to the need of recalculation from Kazakh credits into ECTS credit points, academic semesters of full-time study do not always sum up to 30 ECTS. Since the University wants to foster academic mobility of students and award internationally recognised degrees, the experts **recommend** to use internationally common credit point numbers for the programmes (180/210/240 ECTS for Bachelor programmes, 120/90/60 ECTS for Master programmes, with the overall number of 300 ECTS for both levels of study).

Module catalogues and curricula were provided by KazNU. However, a significant number of module descriptions were missing in the module catalogues and the curricula contained errors. Following the site visit, the University supplied the revised versions of the curricula and the module catalogues, seeking to address shortcomings in the prior versions. However, the updated curricula of all three programmes deviate from the previous ones, mostly in terms of the sequence and the workload of modules. Furthermore, the new module descriptions at times contradict with the new curricula, e.g. with regard to the semesters in which the modules are taught or the number of credit points assigned per particular modules. Parts of the module descriptions are still only available in Russian language.

The quality of the module descriptions both in the new and the old versions also varies a lot. Often, the distinction between the Bachelor and Master level has not become clear to the panel. At some points, the descriptions of the learning outcomes in the modules of the Master programme are the same as in the modules of the Bachelor programmes.

The same is valid for the Diploma Supplements of the programmes, which are issued by KazNU to the graduates in addition to the awarding degree. For instance, in the Diploma Supplement of the Master programme in Publishing Studies, the University describes the acquisition of the “knowledge of basics of Publishing, especially the principles and history of books, book ethics and diversity, and ability to describe in synthetic terms the main approaches to the study of methodology and legal aspects of publishing” as one of the learning outcomes of the programme. Even though this may be due to an imprecise translation from Kazakh into English language, this description contradicts to the standards set for Master programmes in the National and the European Qualifications Frameworks. In accordance with the latter, at the qualification level 7 (Master level) graduates have to acquire “highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study”. Unlike a Bachelor programme, a Master programme should not serve the acquisition of the knowledge of scientific basics, but rather the scientific deepening and specialization.

On all those grounds, the panel recommends the accreditation of all three programmes under the following **condition**:

The University provides repeatedly revised curricula and module descriptions of all three programmes in English language, which are harmonised and made consistent with one another. The module descriptions cover all modules taught in the programmes and also contain the learning outcomes of the particular modules which are in line with the qualification level of the study programmes as well as are geared towards the overall learning objectives of the programmes.

Additionally, the University provides Diploma Supplements in which the learning outcomes correspond to the qualification level of the study programmes.

KazNU has study and examination regulations for all study programmes based on ministerial orders, which are legally checked. Recognition of studies at other Kazakh higher education institutions is assured, as basically all of them use the ministerial guidelines as a basis for the design of their curricula. The design of the study programmes allows students to study for a certain period of time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention.

The final grade is supplied with an ECTS grading table in the Diploma Supplement.

The overall feasibility of the study programmes' workload is ensured by a suitable curriculum design, an adequate number and frequency of examinations as well as through the Programme Description and Appraisal in Detail

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appropriate support of students by their advisers. Even though the real student workload has not systematically been taken into consideration in the design of the study programmes and the maximum workload as defined in the Academic Policy of KazNU based on state requirements is quite high, students were satisfied with the actual workload. During the site visit, they confirmed that mastering their studies within the given period of time and even working alongside their study programmes was possible. Yet, the panel **recommends** the University to review whether the workload is feasible for students by means of the regular students' workload evaluation (see also Chapter 5).

KazNU ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programmes and examinations. Students in special circumstances are particularly assisted. Still, the experts have gained the impression that the information on the different forms of social assistance is not sufficiently communicated. Therefore, they **recommend** the University to conduct a more active information policy on issues of equality and social support.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.2 Structure</b>					
3.2.1* Modular structure of the study programme (Asterisk Criterion)					Condition
3.2.2* Study and exam regulations (Asterisk Criterion)				X	
3.2.3* Feasibility of study workload (Asterisk Criterion)				X	
3.2.4 Equality of opportunity				X	

### 3.3 Didactical concept

The teaching methodology varies between the Bachelor and Master level. At the Bachelor level, students first gain theoretical knowledge and have more practical classes in their further studies. At the Master level, students are required to conduct more individual scientific research.

Teachers are free to choose adequate teaching methods and apply them. Generally, the following teaching methods are used in the programmes: lectures, instructor led problem solving (e.g., case study work), seminars, small group activities, computer demonstration, student presentations, student computer work, guest lectures. The common format is still a lecture, though the University points out that seminars and individual or group work assignments like projects and case studies are an important part of the concept. When teachers create syllabi, they define which forms of independent or guided students' learning are most suitable for the respective course (e.g. independent reading as part of the homework, preparation of group projects or essays). Typical formats of examination used at KazNU are traditional written exam (written work), oral examination, creative task (project, presentation, essay and other), practical examination and testing.

It is stated that, in order to respond to the demands of students, teachers involved in the programmes in Publishing Studies use up-to-date technologies in delivering lecture material (presentations, modern computer programs, demonstration of good practice (e.g. developed electronic textbooks), as well as non-traditional forms of conducting laboratory classes and seminars (business games, round tables, discussions, improvisational tasks, association tests, linguistic tasks and puzzles, quick polls etc.). Examples were given of the case studies

and projects in which Bachelor students in Publishing Studies were interested to participate (e.g. exploration of the topic “The present and future of the publishing business”, project on developing own publishing business).

Teachers of the programme in Design state to use the project-based approach, the method of heuristic conversation as well as brainstorming in their classes. As the interviews with teachers and students have shown, the project method represents the core of the didactic concept of the programme and is widely used.

Students are required to attend and to actively participate in classes; they also have to do regular homework.

KazNU make efforts to involve students in development of study programmes including its didactic formats. In the current students' survey “Effectiveness of the educational process and students' satisfaction with the quality of education”, 3 of 10 questions are aimed at evaluating formats of examination used in the courses. Bachelor students are asked:

- which forms of examination are mostly used in their programmes during the mid-term control;
- if they are satisfied with the written exam as a form of knowledge control;
- which form of examination they would prefer.

Teaching materials are prepared by each teacher individually in the form of the Educational and Methodological Complex of the discipline, which includes a syllabus, an overview of lectures, tasks for independent work, recommendations for practical classes, test questions for the self-examination, a list of literature, additional texts and videos, questions for the mid-term control, seminars, and the final exam. Teachers upload these materials to the UNIVER, the intranet system of KazNU, where necessary parts of these materials can be viewed by students during the study process.

The course materials are aimed at helping students to organise and carry out their independent work, to prepare for and follow-up on the courses. The University states that teachers choose the type of course materials (printed teaching materials, textbooks, digital media) with a view to the objectives of the modules and courses, whereby students mostly prefer the electronic media.

The lists of main and supplementary literature which are given in each course and module description include domestic and foreign authors. Teachers of the Chair prepare theirs own books, textbooks and teaching manuals on the issues of editing, polygraphic technologies, management and marketing in publishing etc., which are published by the University and used at other HEIs of Kazakhstan. The Faculty of Journalism indicates that ensuring the quality and availability of literature needed for the study process is one of its priority tasks.

To improve students' theoretical and practical competence, visiting professors from Kazakh and foreign universities, as well as representatives of cooperating organisations and experienced professionals are invited to conduct lectures, seminars and Master classes.

PhD and Master students are involved in teaching in Bachelor programmes.

## Appraisal:

The didactic concept of the programmes has been explained by the University and appears aligned with the overall objectives of the programmes. The panel welcomes that the teachers in the programmes apply a mix of didactic methods, including case studies and practical projects. In order to support this positive development, the experts **recommend** the teachers to further strengthen the active role of students by using methods and techniques which enable students to work independently.

Due to the scarce information on didactic methods in the module descriptions and the self-evaluation reports of the programmes, it is not entirely clear for the panel how the complexity of these methods increases throughout the programmes. Therefore, the panel **recommends** to adjust the didactic methods used in the modules to the required qualification levels and to make the difference between the methods applied during basic and advanced studies visible in the module descriptions.

For the Bachelor programme in Design, the panel **recommends** to focus the didactic methods more on ensuring the acquisition of competences and skills in the field of graphic and media design.

Only a very limited number of course materials were provided by the University during and after the site visit, all of which were written in Russian language. Hence, the panel could not adequately assess the quality of the course materials. The experts therefore recommend the following **condition**:

The University provides examples of course materials, such as syllabi, scripts of lectures, textbooks as well as tasks for independent study and self-examination, for all programmes in English language.

The panel team was informed during the site visit that the course materials for the programmes are available via UNIVER, the KazNU's intranet system. The experts have no doubt that these materials are digitally accessible for students.

Guest lecturers from foreign HEIs as well as from mostly domestic external companies are involved in the teaching process in the programmes. They contribute to the students' qualification process with their special experience.

There are sufficient lecturers so that tutors are not needed to augment the quality of teaching and counselling. However, student support is even enforced by teaching Master student assistants, who do their pedagogical internship in the Bachelor programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)				Condition	
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

### 3.4 Internationality

The concept of polylingual learning which is implemented at the University means that students of all programmes can study in each of three languages: Kazakh, Russian and English. Most students of KazNU are studying in Kazakh and Russian language groups. At the same time there is a possibility for students who have a good command of English (e.g. foreign students) to study in an English group, where all modules of the respective programme are taught in English. Currently, the study programmes in Design and Publishing Studies have no foreign students and consequently also no English groups.

The procedure of admission to Bachelor programmes encompasses no requirements with regard to the foreign language proficiency of applicants. Admission to Master programmes of KazNU includes the standardized foreign language test in English, German or French or the submission of the relevant language certificates (see Chapter 2).

All three programmes contain obligatory courses in Foreign Language for Professional Purposes as part of the State Compulsory Modules.

Module descriptions of all programmes contain a small amount of international and intercultural topics, such as “Domestic and foreign publishing studies”, “International experience of management and marketing book business”, “Development of international cooperation in the book business in Kazakhstan”, “International experience in the design of infrastructure in the field of electronic publishing” (Bachelor and Master programme in Publishing Studies), or studying the Masterpieces of prominent world artists and painters in the courses on Composition and Painting (Bachelor programme in Design).

Academic mobility of teaching staff and students is an essential part of the internationalisation strategy of both the University and the Faculty of Journalism. Opportunities are available for students and academic staff to study, conduct research or participate in internships at universities abroad.

Master students normally spend a certain amount of time (from a few days to a semester or even an academic year) at foreign universities, mostly for research internships, as this is a part of the study programme requirements. The panel was told that the ten-day research internship abroad for Master students is funded by the state and is open for students studying both on a grant and on a fee basis. Master students of the Publishing Studies programme spend their research internships e.g. at HEIs in Poland and Czech Republic. KazNU provides opportunities for outgoing student exchange by means of cooperation agreements with foreign HEIs (see Chapter 4.3.). Generally, KazNU receives a relatively low number of international students, most of them from neighbouring countries. The Faculty of Journalism reports that in the past students from China and CIS countries studied in the Publishing Studies programme. The Faculty is planning to attract international students, among other things by making the process for application easier for international students.

Teachers of the Chair of Publishing and Design go abroad on occasion to do research internships at foreign universities, participate in research projects, visit international book fairs, exhibitions and scientific conferences. Some KazNU funds are allocated to support such activities.

There are special government funds for academic mobility, above all the Bolashak International Scholarship of the Government of Kazakhstan, which is awarded to the best performing Master and PhD students for studying at the leading universities abroad and covers all study related costs. Upon completion of their programmes, scholars must return to Kazakhstan to work for a period of at least 5 years. Since 2008, the scholarship is also awarded to the teaching and research staff of the Kazakh universities, offering them an opportunity to do research abroad. KazNU incentivises its students and teachers to apply for Bolashak and they regularly receive such scholarships. Currently, only the teachers of the programme in Design can apply for the Bolashak Scholarship, since the field of Publishing Studies has not been included in the “List of priority majors for awarding the international scholarship “Bolashak” in 2017”.

Another possibility for academic staff to receive state funding for internship abroad is the annual competition “Best teacher” of the Ministry of Education and Science. One of the

professors of the Chair of Publishing and Design won this competition in 2014 and was awarded a grant for a research and training internship in Turkey.

There are further state funding programmes supporting the academic mobility, such as "Semester abroad" of the Ministry of Education and Science for Bachelor and Master students, or travel grants from the "Fund of the First President of the Republic of Kazakhstan - the Leader of the Nation" for the participation of students, young scientists and teachers, in scientific conferences in Kazakhstan and abroad.

The Chair's resident staff is nationally composed. However, a certain internationality of the teaching community could be achieved by inviting international visiting professors from countries like Poland, Russia and the USA. There had been a governmental programme for funding the invitation of foreign professors, which allowed the University to attract foreign scientists from leading HEIs to give lectures and workshops. Since 2016, the programme is paused by the government. In order to be able to invite visiting professors from abroad further on, KazNU has introduced its own funding programme for those purposes.

The University has created an organisational structure for the coordination of academic mobility. Academic mobility/ ECTS coordinators are appointed for the whole university and particular faculties. The Department of International Cooperation keeps KazNU students informed about foreign exchange programmes, grants and scholarships. The Deputy Dean of the Faculty for Research, Innovation and International Relations also acts as an academic adviser of students on issues of the academic mobility.

### Appraisal:

The experts welcome that the University aspires towards a higher level of internationality. However, the panel assesses the overall amount of international and intercultural aspects in all study programmes as expandable.

A restricted amount of international and intercultural contents is visible in the Bachelor programmes. A certain degree of internationality is reached in the Master programme, mostly through the admission criteria which encompass a foreign language test as well as through the required internships abroad. However, during the site visit, the panel got the impression that Master students lack the necessary foreign language skills they need in order to participate in the academic mobility programmes.

The share of foreign language in the Bachelor programmes is significantly less than required by the state. In both programmes, there is only one course on Foreign Language for Professional Purposes in the first semester. One very compact course on Professional Foreign Language is contained in the curriculum of the Master programme. This is in contrast to the stated objective of the University to achieve the level of communicative competence, which would allow students to use the professionally-oriented foreign language, i.e. to work with foreign specialist literature and participate in scientific communication.

In the Master programme, several courses of general education, such as Pedagogics, Psychology, and History and Philosophy of Science, are supposed to be studied in English language. However, with a view to the above-mentioned foreign language deficits of students, it is not comprehensible for the experts, how this concept is put into practice.

Altogether, the foreign language content plays a rather weak role in the programmes. During the interview with the students, the panel learned that the students of all three programmes are very keen to study more foreign language.

The module descriptions of the programmes contain a limited number of the foreign literature. However, the experts could not find standard works in English language referring to the subject fields of the programmes in the module descriptions or in the library.

Currently, there are no foreign students in the programmes in Design and Publishing Studies, although the theoretical possibility to study programmes in English is given.

According to the panel, the international composition of the teaching staff could be stronger and should be part of the internationalisation strategy: the Faculty occasionally invites visiting professors, but the international experience of the permanent teaching staff is rather low. The interviews with them showed that some lecturers would appreciate to have the opportunity to gain more international experience in teaching.

All things considered, the panel cannot regard the international and intercultural elements which are currently contained in the programmes as integral parts of their curricula. The panel thus recommends the following **condition**:

The University provides evidence that the international and intercultural contents of the programmes are strengthened and measures are taken in order to equip graduates with the skills they need to perform the tasks in an international and intercultural environment.

This could be realized by implementing the following measures:

- to expand the foreign language courses in the programmes in order to enhance foreign language capabilities of students;
- to increase the number of incoming foreign students and visiting professors;
- to provide more possibilities to spend a period of the study time at foreign HEIs for students of the Bachelor and the Master programmes;
- to foster international exchanges of teachers and increase the level of international experience of the permanent teaching staff;
- to integrate courses taught in English in the curricula of the Bachelor and the Master programmes;
- to provide students with a higher number of specialist literature and journals in English language;
- to implement more international and intercultural contents in the programmes;
- to develop more partnerships with foreign universities, including those from the Western Europe.

The experts are confident that taking these measures would help the University in reaching its strategic goals and make the programmes more competitive on the education market and more visible internationally.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)				Condition	
3.4.2 Internationality of the student body				X	
3.4.3 Internationality of faculty				X	
3.4.4 Foreign language contents				X	

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The curricula of all three programmes promote broad additional knowledge through the State Compulsory Module. In the Bachelor programmes, multidisciplinary competences are also acquired in the Social and Communicative Module as well as the STEM Module (see also Chapter 3.1.4).

The module descriptions of the Bachelor and the Master programmes provide generic learning outcomes. Amongst others, these are soft skills, analytical and problem-solving skills.

According to KazNU, Bachelor students also improve their communication skills by presenting their papers or projects and by preparing case studies. In addition, in the courses, students regularly work on group projects that help them to work effectively in teams, experience team dynamics and practise conflict resolution skills.

The curriculum of the Master programme includes research seminars where Master students present the results of their scientific work and have an opportunity to improve their communication skills.

The University encourages students to actively participate in conferences, round tables and workshops which are regularly carried out at KazNU. The Chair of Publishing and Design organises scientific conferences and other events on the topics of publishing (e.g. the international conference “Tradition and innovation in book publishing culture of Central Asia 2016”, where students were involved both in the preparation and in the work of the conference). Students can enhance their public-speaking skills by making presentations at the annual International Scientific Conference of Students and Young Researchers “Farabi Alemi”, where the Faculty of Journalism holds its own section.

The Chair also has its own Student Business Incubator to facilitate start-ups and spin-offs, which allows students to realize their creative potential and to enhance leadership skills. During the site visit, students reported that they produced different types of printed products (series of fairytales, “Information Handbook” on the publishing houses of Kazakhstan, “Book Toys” etc.) and could benefit from selling it.

At the Chair, there are students’ scientific clubs “Baspager”, “Gutenberg’s Galaxy”, “The Printer”, “Young designer” where students from programmes in Publishing Studies and Design can jointly realise their creative ideas (e.g. the students’ Book club in Instagram, publishing of books, students’ newspapers and magazines on subjects selected by students etc.) discuss and present their research topics and projects.

KazNU also provides incentives for the students to do social and community work and participate in academic and administrative decision-making in several student organisations and self-government bodies. There are also two general student scientific societies at KazNU (Young Scientist Society and the umbrella organisation of the student scientific societies of the faculties). On the University level students can develop their public-speaking and presentation skills through the membership in the Student Debate Club.

#### Appraisal:

Through various possibilities offered by the University, students acquire communication and public-speaking skills as well as cooperation and conflict handling skills. This is supported by means of suitable didactic and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is also ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

The Bachelor programmes are designed for comprehensive training. They consist of mandatory and elective elements; the latter allow students to gain a deeper understanding in the areas of their individual interests.

The Bachelor students undertake an introductory internship, three (Publishing Studies) to four (Design) professional internships as well as a pre-diploma internship in various public and private organisations including the Publishing House of KazNU, which is one of the leading publishing houses of the Republic, external publishing houses, advertising agencies, traditional and electronic media. Bachelor theses are mainly practice-oriented; the material, on which these works are based, is collected during the pre-diploma internship.

Rules and methodological recommendations regulating internships of students have been adopted at the University level. The Chair has signed agreements on internships with a wide range of state and commercial organisations in the field of publishing and design. Coordinators of internships from external organisations give their feedback on the work of students and frequently act as external reviewers of the Bachelor theses. Many students already agree on working contracts while undergoing the internship.

The Master programme facilitates graduate employability by providing students with generic and professional competencies as well as analytical and research skills. The pedagogical internship is obligatory for Master students and serves as a preparation for careers in the education system. Some Master graduates work as lecturers at KazNU.

KazNU has its own modernly equipped television and radio studio, complemented with the KazNU YouTube channel. Working in this studio allows Design students who are interested in media design for television or digital film design to strengthen their competences in these fields. At the Chair, there are various possibilities for students to practice in editing and publishing newspapers, magazines, brochures, and books.

Traditional days of Kazakh publishing houses are held at the Chair. Experienced publishers and editors, often former graduates of KazNU, conduct Master classes for students of the programmes. On this way, employers can also present their companies and the vacant job positions.

The University can name a large number of companies that have employed Bachelor and Master graduates. Overall, KazNU has a close relationship with employers, both on the University level and on the level of faculties, which ensures that students gain the skills they need for future employment. As provided for in the Academic policy of KazNU, representatives of employers' organisations have to be regularly involved in the development of programmes' curricula. External organisations participate in KazNU's survey "Employers' satisfaction with the quality of graduates' training" (see also Chapter 5). According to the

University, the satisfaction of employers is high. The feedback of the KazNU Council of Employers as well as of the councils of employers of the faculties, including the Faculty of Journalism, ensures that the University covers relevant topics.

The Centre for Career and Business of KazNU, which task is among other things to connect students with potential employers, advises students on various issues referring to the job search, such as writing a CV and preparing for a job interview, and organises leadership lectures and career trainings.

In the international QS Graduate Employability Ranking of Universities 2018 KazNU holds the position 251-300 in the world.

### Appraisal:

The promotion of employability – both through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread through the content of the study programmes.

The panel has no doubt that graduates of the programmes will be employable according to the objectives of the programmes. Employers and practitioners inform the University on necessary skills for employment.

The panel sees the qualification of graduates as ensured and found evidence in meetings with students, who appeared as outstanding ambassadors for KazNU. Dynamic, articulate and highly motivated, they were convincing and prospective in their attitudes and demeanour.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

## **4 Academic environment and framework conditions**

### **4.1 Faculty**

When the administration of the Faculty develops working curricula of programmes for an academic year, for each course the number of Kazakh credits is indicated which also shows the teaching workload. Based on these documents, teachers are selected either for full-time or for part-time positions. The calculation of the teaching workload is based on the regulations issued by the Ministry of Education and Science. According to KazNU, this procedure guarantees that the University always has a sufficient capacity of teaching staff.

There are also state regulations, which determine the requirements for the number and qualification of the faculty staff at the universities in Kazakhstan. The average ratio of students to teachers at all HEIs in Kazakhstan is defined by the Law of Education and amounts to 8:1 for the full-time studies. The requirements for the qualification of teaching staff are defined in the Rules for Licensing of Educational Activities, issued by the Government of the Republic of Kazakhstan. According to this order, the share of teachers with academic degrees (at least PhD) and academic ranks (Associate Professors, Professors) must be at least 70% in the entire number of full-time teachers at all HEIs offering educational programmes on the Master level.

The teaching staff at KazNU need to fulfil the following conditions:

Professors	Associate Professors
1) PhD degree and an academic rank "Professor"	
2) at least five years of experience in teaching and research positions at higher education institutes	
3) at least one year of experience in the position of an Associate Professor	3) at least one year of experience in the position of a Senior Lecturer

Senior Lecturers	Lecturers
1) Master degree 2) at least three years of experience in teaching and research positions at higher education institutes 3) at least two years of experience outside the field of higher education	2) at least one year of experience outside the field of higher education

The University also provided an extensive staff handbook for three programmes, where the qualification level, the academic career and the main publications of each teacher are described.

Many of the teachers come from the professional practice, implying that some of them worked in publishing houses, media, press centers and other organisations as editors, managers, journalists, practising designers in the past, or they are still engaged in practical activities and combine them with their teaching position.

Besides the regular teaching staff of KazNU, experienced practitioners regularly give lectures and Master classes on important issues.

Teachers' positions are filled on a competitive basis. Competition for positions of teaching staff is carried out in accordance with the labour law of Kazakhstan and the Academic policy of KazNU. Vacancy advertisements for teaching positions are published in national

Programme Description and Appraisal in Detail

Programme Description and Appraisal in Detail

newspapers. When selecting candidates, the KazNU commission consisting of the administration of the Chair and the Faculty takes account of the academic degrees and titles of the potential employees, their teaching and research experience, methodical and scientific publications as well as the English language proficiency. A candidate's portfolio is considered at a meeting of the Chair; then the selection commission takes a final decision by secret ballot.

In Kazakhstan, there is a state regulation valid for all HEIs of the country which states that professional development of teachers with a total duration of at least 72 hours is carried out at least once every five years. For this, a HEI must exempt a teacher from teaching obligations for the necessary period. A HEI also bears the costs of the obligatory professional training of teachers.

On the University level, the staff development programme is in place which is also part of the general development strategy of KazNU. The University offers teachers different opportunities to participate in further training in order to improve their professional skills. There is the Institute for Professional Development at KazNU where teachers from KazNU and also other HEIs in Kazakhstan can participate in a wide range of further training courses. On the basis of cooperation agreements, KazNU provides possibilities for further training of teachers at other universities in the country and abroad.

At the beginning of each academic year, an annual plan of teacher's work is written individually by every teacher of KazNU, comprising activities in the fields of education, research, publication, in which the planned measures of further qualification of a teacher are also listed. The administration of the Chair and the Faculty is to decide whether the University will support and finance these activities. For external training, it is also possible to apply for one of the state funding programmes supporting academic mobility which are open for university staff (see Chapter 3.4). During the site visit, the panel was told that teachers of the Chair participate in various forms of professional development every year.

In addition, the Methodical Bureau of the Faculty offers possibilities for young teachers to attend lectures of experienced colleagues and provides methodological support in general, especially on teaching innovations (see also Chapter 5).

The Methodical Bureau also organises meetings of faculty staff. Regular meetings at the level of the Chair are carried out at least once a month. In these meetings, lecturers discuss for example how to implement new topics and theories into the curriculum. All faculty members are asked for their feedback.

Student support and coaching are an integral part of the services provided by the academic staff of the Chair. Additionally to their obligations in the field of education, some teachers in the Bachelor programmes also act as student advisers. Advisers are appointed from among the full-time teaching staff. The list of advisers is approved by the Dean of the Faculty. One adviser is responsible for a group, consisting of 20-25 students, for the entire duration of study. Advisers assist students in:

- defining their individual study tracks;
- determining the direction of their scientific research and the choice of supervisors for the Bachelor theses;
- finding a place for internships;
- choosing a path for their personal development. In this case, an adviser helps students to identify their extracurricular interests and to find suitable forms of social work or opportunities for creative development available at the University.

Teachers with at least a PhD degree and 3 years of pedagogical experience can be appointed as scientific supervisors (consultants) for Master students. Scientific supervisors are in charge of creating necessary conditions for carrying out research work of students, which includes:

- providing access to scientific sources and literature;
- providing advice during the dissertation research;
- giving feedback on the scientific work of students;
- helping in the selection of places for internships.

In the process of training, students have an opportunity to receive consultation by lecturers on a regular basis. Besides the contact in person, the lecturers are available via e-mail.

### Appraisal:

KazNU generally defines the structure and number as well as the necessary qualification of teaching staff in accordance with the state requirements. Thus, even when professional activities of teachers in other organisations are taken into account, the structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty also corresponds to the objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. Still, in order to strengthen the foreign language competence of students, the panel **recommends** to pay more attention to the English language proficiency of teachers, both within the procedure of competitive selection of teaching staff and by means of further qualification of the resident teachers.

The pedagogical and didactic qualification of the teaching staff is in line with teachers' tasks in the programmes. KazNU ensures that assessors are familiar with existing testing and examination methods and receive support in developing their skills in this field. The panel nevertheless **recommends** strengthening the pedagogical and didactic qualification of the faculty in terms of international issues, e.g. by following the didactic trends in media education by the aid of online courses offered by foreign HEIs.

The practical experience of the teachers in Design corresponds to the requirements of the programme. The panel is confident that the faculty members of both programmes in Publishing Studies have the above-average professional and business experience and use it in their teaching activities. Still, in order to further improve the scientific culture of students, the panel **recommends** attracting more teachers and visiting lecturers, not only from industry, but also from research institutions.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programmes, both at the level of the Chair of Publishing and Design and of the Faculty of Journalism, take place regularly. In addition, scientific and practical projects related to Design and Publishing are conducted cooperatively. Also the internal practice of experienced teachers providing pedagogical advice to junior colleagues is to be highly commended.

The panel welcomes the individual support and supervision provided for the students by the teaching staff. Some lecturers are available even outside the regular office hours. Teachers  
Programme Description and Appraisal in Detail  
Programme Description and Appraisal in Detail  
DetailProgramme Description and Appraisal in Detail

are clearly dedicated to their work and demonstrate great responsibility for their students. During the interview, students reported that they are content with the support they receive.

	<b>Exceptional</b>	<b>Exceeds quality requirements</b>	<b>Meets quality requirements</b>	<b>Does not meet quality requirements</b>	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		Publishing Studies (BA) Publishing Studies (MA)	Design (BA)		
4.1.5* Internal cooperation (Asterisk Criterion)		X			
4.1.6* Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)				X	

## 4.2 Programme management

The programme management of the programmes consist of the Dean of the Faculty of Journalism, the Vice Dean for Academic and Methodical Affairs as well as the Head of the Chair of Publishing and Design, who supervise all activities, approve curricula and syllabi, select teachers and coordinate their work.

The Chair is the basic organisational unit responsible for study programmes. At the Master and PhD level coordination and monitoring of the educational process is also carried out by the Institute of Postgraduate Education.

The Chair states that professional development of teaching staff is one of its main priorities. Teachers are offered possibilities to further develop their theoretical knowledge, pedagogical skills, skills in organising the educational process, technical skills (use of modern educational technologies) etc.

At KazNU, the School of Young Teacher has been established to further train and assist young academic professionals (with teaching experience which is less than five years) in preparing and conducting classes, developing teaching materials and organising extra-curricular activities for students.

The central IT system UNIVER supports the processes of studying, teaching and administrating in the programmes.

After their enrolment, students are given access to the UNIVER system, in which all materials needed for the study process are provided. Advisers are appointed for Bachelor students, giving social support and consultations on educational and methodological issues. Master students receive support in academic and organisational issues from their scientific supervisors.

As part of the Student Service Center “Keremet”, the Registrar’s Office provides further administrative support. Its basic functions are, amongst others:

- registration of students for the courses;
- support in formation of individual curricula;
- transfer from one study programme to another within the University, external academic mobility, provision of transcripts of records to students.

Distance learning opportunities are offered at KazNU for the purposes of academic mobility and support of students with health problems. During the academic mobility of Bachelor students, some courses of general education can be studied distantly, if there is a significant difference between the curricula at KazNU and the partner HEIs.

KazNU has various councils in order to support the process organisation. For example, the Editorial and Publishing Council provides support in preparing teaching materials, and the Methodological and Scientific Council is installed in order to improve the quality of educational processes.

The Division of Student Organisations coordinates all student organisations and provides support and counselling for students. Furthermore, the Student Bureau on the Bologna Process provides consultation for students about KazNU’s academic policy and academic mobility programmes. In addition, there is a Student Dean of the Faculty of Journalism as a representative of students, who defends students’ interests and takes part in discussions on academic issues.

### Appraisal:

Based on the discussions on-site with the administration of the Faculty and Chair, the panel concluded that the overall organisation of the study process ensures the smooth operation of the study programmes. The Head of the Chair of Publishing and Design coordinates the activities of everyone involved in the programme. However, currently, other than required according to the Academic policy of KazNU, there are no appointed programme coordinators responsible for particular programmes. The panel was told that there are plans at the Chair to introduce a position of a programme coordinator in the future. The experts support this decision and **recommend** naming programme coordinators for the study programmes in question, who would harmonise different elements of the programmes and bring them in line with the overall objectives of these programmes as well as with the strategic goals of the University. The programme coordinators should have a decisive vote at the meetings of the Chair when it comes to the programmes of which they are in charge.

Sufficient staff is available at all levels of the University’s administration. Decision-making processes, authority, and responsibilities are clearly defined. KazNU offers the administrative staff opportunities for continuous professional development.

Through the IT system UNIVER and the Student Service Center “Keremet”, KazNU adequately demonstrates that students are supported well and the opportunities of electronic service-support are used.

Faculty members are also supported by the administration in the organisation of the study programmes. Teachers and students are included in the decision-making processes where their areas of work are involved. However, the experts **recommend** the University to expand the involvement of students in decision-making when it comes to the organisation of the study process and the content of programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		

### 4.3 Cooperation and partnerships

At the University level, KazNU has cooperation agreements with more than 300 higher education institutions worldwide. One of the key areas of inter-university cooperation is the academic mobility of students, teachers and administrative staff. Another important area is the development of joint programmes, aimed at providing students with opportunities to do part of their studies at foreign universities and receive two diplomas. Currently, KazNU offers 23 joint programmes at all three levels of education, together with Universities from France, Russia, Japan and Spain.

KazNU is a member of such international organisations as:

- International Association of Universities,
- Eurasian Association of Universities,
- European Society for Engineering Education (SEFI),
- International Observatory on Academic Ranking and Excellence (IREG),
- International Association for the Exchange of Students for Technical Experience (IAESTE),
- Eurasia Pacific Uninet.

KazNU annually participates in educational and scientific projects of the European Union, e.g. in the Erasmus+.

In 2011, KazNU has created the “Al-Farabi University Friends Club”, aimed at strengthening the position of the University in the world scientific and educational space. At present, the club includes more than 250 foreign partners of KazNU.

The Chair of Publishing and Design has cooperation agreements with more than 10 foreign universities from different countries, including Czech Republic, Kyrgyzstan, Poland, Russia, Turkey, United Kingdom, USA and Uzbekistan. Close cooperation has been established with the Adam Mickiewicz University in Poznań (Poland) and Moscow State University of Printing Arts of Ivan Fedorov (Russia).

Lecturers from partner HEIs contingently teach as visiting professors in the programmes. Faculty staff and Master students of the Chair do internships at partner universities abroad. The inter-university cooperation agreements are also used for the purpose of organising joint research projects, conferences, seminars, workshops etc.

KazNU has also built and maintains close links with national employers. In 2010, the Council of Employers has been established under the Rector of KazNU. The mission of the Council is to enhance KazNU's development as a centre of preparation of highly skilled competitive professionals. The activities of the Council are directed towards increasing the number of places for internships, helping to adapt the educational process to the needs of employers and developing joint (KazNU together with companies) educational programmes. The largest companies, representing different branches of the national economy of Kazakhstan, became members of the Council.

All faculties of KazNU, including the Faculty of Journalism, have their own councils of employers, which members come from corresponding, relevant companies and organisations. The Council of Employers of the Faculty of Journalism, which includes representatives of publishing houses and media, participates in the assessment of curricula and development of study programmes, provides internships for students, appoints coordinators of internships on the side of employers and organises Master-classes for students.

The University has also signed agreements with IT companies like Samsung, Hewlett-Packard, Cisco and Konica Minolta, in order to offer students training courses aimed at acquiring additional IT skills. Within the framework of these contracts, the Training and Certification Centres have been established, providing obligatory courses for IT students and additional professional training for students of other faculties.

### **Appraisal:**

Cooperation with HEIs and other academic institutions is pursued by the Chair of Publishing and Design, which results in organising of and participation in international events, in inviting visiting lecturers and in short student internships abroad. However, in the view of the experts, the full parameters of this cooperation have yet to be achieved. The impact of the academic cooperation on the concept and implementation of the study programmes seems to remain very limited and makes a rather insignificant contribution to the development of the students' qualification and skills. The panel encourages and **recommends** KazNU to invite more scientists as visiting professors and strengthen collaboration with research institutes to further underpin the University's aspiration to become a research university. The panel also **recommends** pursuing cooperation with foreign universities more systematically and expanding the scope of such international contacts.

Since Kazakhstan actively participates in the Bologna Process, the panel **recommends** the Faculty and the Chair to establish stronger links with the universities from the European Union and to use the agreements with leading universities for longer-term internships of students and teachers. This would enrich the study programmes with state-of-the-art learning techniques and research methods in the field of publishing, editing and design.

The University is actively involved in the cooperation with employers and other organisations. As a result of this collaboration, students of KazNU have good access to internships, they can acquire and update their skills and enhance their employability. The panel members appreciate the current cooperation of the Chair of Publishing and Design in this field. Overall, the scope and the nature of the existing cooperation and partnerships are described and have permanent impact on the programmes. The University ensures that the quality standards are met during the students' internships.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				X	
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)				X	

#### 4.4 Facilities and equipment

KazNU's campus comprises 100 hectares, 14 academic buildings and dormitories for 5,000 students, the student recreational and sports complex, the sports stadium for 4,000 people, the hall for concerts and cultural events (U. Zholdasbekov Palace of Students) with 1,620 seats, several museums, Student Service Center "Keremet", the House of Young Scientists, student medical center etc.

Academic buildings dispose, inter alia, lecture halls, seminar rooms and laboratory rooms. Seminar rooms are used for courses with small student groups while the size of the lecture halls varies and affords courses with 150 students. Many classrooms are equipped with multimedia facilities (projectors, whiteboards, and multimedia devices).

There are specialized classrooms, computer and artistic labs that are tailored for the demands of the study programmes in Design and Publishing Studies.

Computer rooms are equipped with personal computers united in a local network, as well as printers, scanners and the necessary software. The University uses the Microsoft software as the general work programme, whereby students of the programmes in question use specialised software such as Adobe InDesign, Adobe Photoshop, Corel Draw and Adobe Premiere in their study process. Computer rooms also provide access for the students to the library's network. Access to wireless internet is given on the campus.

Moreover there are audio, photo and video labs that are equipped with modern facilities, including digital mini-sets: tape recorders, microphones, cameras, video cameras.

Only a few years ago, KazNU has built a new library building, which is currently the biggest library of Central Asia. Its total area is 17,856 square meters. It comprises 11 lending subdivisions, one classical reading room with an area of 1,850 square meters and 780 seats, the hall for periodicals, the Master hall containing abstracts and dissertations, the Club of Scientists for public events (meetings, debates, round tables), the exhibition area, four conference halls, rooms for individual and group work as well as the electronic library area with workstations for accessing online and e-literature, some of which are also equipped with graphic software.

The library holds more than two million volumes with, according to the official data, with over 50,000 volumes annually added to the collection. According to KazNU, the electronic library Programme Description and Appraisal in Detail

provides over 2000 academic papers and over 1000 academic textbooks and is equipped with many electronic resources and databases like Web of Science, Scopus, ScienceDirect, EBSCO, Polpred.com as well as with literature in English language and electronic books.

Students have full access to the library, the general opening hours are from 9.00 a.m. to 6.00 p.m. on workdays, and on saturdays between 9.00 a.m. and 2.00 p.m. The reading room and the hall for periodicals are open for students from 8.00 a.m. to 7.00 p.m. on workdays, and from 8.00 a.m. to 5.00 p.m. on saturdays.

### Appraisal:

The University is in general well-equipped. During the site visit, the panel had the opportunity to see the facilities of the Faculty of Journalism and the Chair of Publishing and Design. In the view of the panel, the number and size of teaching rooms as well as the media and IT equipment of facilities are generally in line with the needs described for the programmes. Access to the wireless internet is provided free of charge. However, the panel **recommends** the University to bring the IT equipment and the software used in the programmes more in line with the international standard. For the programme in Design this would include the introduction of graphic tablets and the use of the Adobe Creative Cloud software. For the programmes in Publishing Studies, the application of professional statistical software for empirical research would be highly advisable.

Many buildings at the campus are equipped with elevators. Nonetheless, there are some barriers that impede the access for disabled people to teaching rooms. The panel learned that the University finds individual solutions in case that disabled students attend a class. However, the experts **recommend** to generally provide barrier-free access to the facilities.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. Qualified staff is available at the library to provide ad-hoc advice for students.

The library contains a large stock of literature. Nonetheless, most of the literature the panel found in the module descriptions of the programmes was in Russian language and not up-to-date, especially as far as technical and software topics were concerned. Moreover, the library's further development in terms of English literature was not clear to the experts. The panel members therefore recommend to grant accreditation of the programmes under the following **condition**:

The University submits a detailed development plan as well as recent purchase lists, showing that an adequate and internationally compatible stock of literature in the field of publishing and design is established.

Even though students tend to rely more and more on e-books, the panel **recommends** to make sure that a sufficient amount of hard copies of relevant text books are at hand.

Altogether, the panel points out that the new library building offers new scope and opportunities for the establishment and further development of the University's library resources.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)				Condition	

#### 4.4 Additional services

KazNU provides a wide range of additional services.

There is the Committee of Youth Organizations of KazNU, which consists of 11 organizations representing interests of students. A set of social support measures for students is implemented at KazNU, providing tuition fee discounts, material assistance, scholarships etc.

In recent years, the Student Service Center "Keremet" has been established at the University. The Center offers students more than 500 services with regard to the study process, administrative issues, social and cultural life, health care etc. The University states that more than 90 % of services, which are demanded by students, can be received in "Keremet".

There is a Centre for Career and Business acting under the authority of the Department of Academic Affairs. The activities of the Centre are focused on the implementation of the concept of continuous further training, development and strengthening of connections between KazNU and enterprises. The Centre is reported as a link between enterprises, chairs, graduates and the University administration. The Centre signs contracts with potential employers which offer internships for students and organises annual job fairs where the employers can present their job offers and students have the opportunity to get in contact with potential employers and find a suitable job. The Centre also offers individual employment counselling for students and graduates as well as training courses and seminars with the possibility of getting certificates.

KazNU has an Alumni Association at the University level which annually carries out an alumni event and organises leadership lectures, training seminars and conferences with graduates. In addition, the association awards scholarships for students who are actively involved in KazNU's university life.

#### Appraisal:

Career counselling and placement services are offered to the students of KazNU to promote their employability. The University provides sufficient resources. The University has an Alumni Association that provides support for students and graduates.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

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## 4.6 Financing of the study programme (Asterisk Criterion)

As a Kazakh National University, KazNU is state-funded, including the costs of teaching staff, administrative staff, facilities, library and other services.

The student body of KazNU is financed through the budgetary funding, the placement of the state educational order for the training of specialists (state educational grants on the Bachelor level), the placement of the state order for the training of specialists in science and pedagogy (state educational grants on the Master level) as well as tuition fees from students without state grants and other sources.

The rules for calculation of tuition fees per student for the state-funded HEIs are approved by the Ministry of Education and Science. A tuition fee per student is calculated based on the number of teaching staff involved in the programme. The total number of teachers is defined by the ratio of students to one teacher.

The current tuition fees for the Bachelor and Master programmes are as follows:

Winter semester 2017-2018	Bachelor Programmes in Design and Publishing Studies (per academic year)	Master Programme in Publishing Studies (per academic year)
Kazakh students	885,000 ₮ (~2,275 €)	1,285,000 ₮ (~3,303 €)
International students	1,112,000 ₮ (~2,858 €)	2,322,000 ₮ (~5,969 €)

### Appraisal:

KazNU is financed by the Republic of Kazakhstan. The system of educational grants and tuition fees ensures that the University receives resources on the basis of an actual number of students and can thus finance its teaching activities. Within the limits of a review process and with regard to the financial stability of KazNU in recent years, the panel concludes that the financing of the study programmes is ensured for the entire accreditation period.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

## **5 Quality assurance and documentation**

The quality assurance system at KazNU is complex and comprises several sub-systems which were developed at different times for different purposes and in part independently of one another. They are based on different technologies, methods and tools. The responsibility for implementing the instruments of quality assurance is shared between various levels and bodies.

The core element of the KazNU quality assurance is the so-called "System of Educational and Methodological Work" (hereafter EMW), which has its roots in a traditional form of quality guarantee of teaching from before 1990.

One special feature of the EMW at the KazNU is that this system has both internal (within the University) and also external (within the system of higher education of Kazakhstan) responsibilities.

The latter include the task of making proposals to the Ministry of Education and Science for improvement of state regulations and the classification of study programmes in the field of higher education in Kazakhstan.

The special status of KazNU also implies that the University is commissioned to develop and further improve state compulsory educational standards and framework curricula for 118 different disciplines of higher education, including the standards for the Bachelor, Master and PhD level in the fields of publishing studies, journalism, international journalism and public relations (state standards for study programmes in design are developed by another HEI, the Kazakh Leading Academy of Architecture and Civil Engineering). These standards and framework curricula, once approved by the Ministry of Education and Science, become mandatory for all HEIs in Kazakhstan. This means that the KazNU is not only responsible for the quality of its own study programmes but is, as one of the few leading universities in Kazakhstan, virtually setting the standard for the quality of study programmes at other Kazakh HEIs.

The competent body for these matters at KazNU is the Educational and Methodical Association (subordinated to the Republican Educational and Methodical Council of the Ministry of Education and Science), which was established in 1992 and currently consists of:

- several subject commissions headed by the deans of the corresponding KazNU's faculties, and
- the Council, which is headed by the Rector and the Vice Rector for Academic Affairs of KazNU and includes representatives of the 23 leading universities of the Republic as well as enterprises and further employer organizations.

With regard to the quality of the university-internal processes, the KazNU's EMW - as stated in the "Rules of organization and implementation of the educational and methodological work"- is carried out in order to integrate science and education, improve the educational process, provide the educational process with teaching and methodical documentation, develop and implement new learning technologies and provide further training for teachers at the University.

The EMW comprises, among others, the following areas of responsibility:

- development and implementation of modern teaching materials as well as electronic learning, information and library systems;

- development / analysis of the quality of curricula, textbooks, teaching materials and teaching aids (including electronic media), tests and other forms of assessing of students' academic progress;
- synthesis and dissemination of the best teaching experience and information technologies in learning;
- monitoring of the adequate supply of literature and methodological materials for the teaching process;
- methodological support for the self-study work of students;
- analysis of the quality of teaching and the level of academic achievements of students;
- organisation of seminars, conferences, workshops on improving the teaching process.

The EMW is organised in a hierarchical way. The Vice Rector for Academic Affairs holds the chief position for the educational process of the University and has overall responsibility for the operational management of the EMW system.

The main administrative body of KazNU with regard to the university-internal EMW is the Scientific and Methodological Council of the University (hereafter SMC), which is a collegial consultative unit aimed at discussing and making recommendations to the Vice Rector on scientific and methodological issues and the educational policy of the University.

According to the "Provision on Scientific and Methodical Council of Al-Farabi Kazakh National University", the SMC operates in order to determine the direction and the mechanisms of quality management in higher education, to assist the structural units of the University in implementing the quality management principles and to recommend the introduction of new technologies for organising and managing of the educational process.

Members of the SMC are deans, heads of chairs, the director of the Department for Academic Affairs, as well as heads of the methodological bureaus of the faculties. The Vice Rector for Academic Affairs is the head of the SMC.

The SMC focuses its activities, among other things, on:

- the expertise of study programmes and curricula;
- reviewing and approving of working plans of the methodological bureaus of the faculties;
- discussing and approving of the "educational and methodical complexes of disciplines", which are structured collections of all teaching and testing materials of each discipline;
- managing the development of textbooks, training and didactic materials.

Meetings of the SMC are held at least every two months. Once a year the Vice Rector for Academic Affairs reports the results of the annual activities of the SMC to the Academic Council of the University. Recommendations of the SMC can be reviewed and approved by the Academic Council and the Rector of KazNU.

The Department of Academic Affairs (and in particular its Teaching and Methodical Division) under the authority of the Vice Rector for Academic Affairs is a structural unit that organises and coordinates the methodological work of faculties and chairs.

At the level of the faculties, educational and methodological work is conducted by methodological bureaus, which are working groups organised in order to:

- coordinate and improve the teaching process,
- develop the curricula and syllabi design,
- introduce new methods and technologies into the learning process,
- implement individual and distance learning technology,
- organise the further training of teachers.

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The number of members of the methodical bureaus is determined by the Academic Council of the faculty. Members are elected among highly qualified teachers, who are actively involved in issues of higher education. Meetings of the methodical bureaus are held as often as necessary, but not less than once a month. Decisions on issues discussed at the meetings are adopted by open vote and majority vote.

The main tasks and functions of the methodological bureaus comprise, among others:

- Improving the system of planning and organisation of the educational process, with the emphasis on:
  - coherence of concepts of the courses taught at the Bachelor, Master and PhD level;
  - information technologies for the educational process;
  - coordination of methodological work of chairs with regard to the implementation of curricula;
  - quality control of the examination materials;
- Improving the quality of teaching, with the emphasis on:
  - coherence and continuity of the subjects taught at the Bachelor and Master level;
  - planning and conducting public lectures and mutual chairs visits; the presence of representatives of the methodological bureau at the open lectures of teachers; analysis of lectures, seminars and other teaching activities of the faculty staff
  - providing support for young teachers by organising open lectures and seminars of experienced professors of the faculty (Master classes for young teachers);
  - ongoing review and analysis of the teaching materials and syllabi for the subjects of the curriculum;
- Implementing state language policy and improving teaching methods in Kazakh Language;
- Planning and monitoring publication of teaching materials;
- Reviewing and approving programmes of internships;
- Introducing new technologies, active forms of education, disseminating experience of innovative teachers;
- Organising and controlling the implementation of the results of scientific research of the faculty members in the educational process;
- Monitoring of the sufficient provision of modern educational and scientific literature for the educational process, including electronic materials.

Methodical work is also performed by teachers on the basis of individual plans, coordinated by the methodical commissions of the chairs and supervised by the head of the chair and the methodical bureau of the faculty.

To a certain extent, the decision-making process in the EMW system takes place bottom-up: documentation related to the EMW is developed by the relevant divisions of the University, then discussed by chairs, methodical bureaus of faculties and the SMC of the University. After passing these commissions, it is approved by the Rector or the Vice-Rector for Academic Affairs.

According to the Academic policy of KazNU, chairs of faculties develop curricula of the programmes in accordance with framework curricula, taking into account recommendations of employers. For this purpose, working groups of developers are formed, consisting of the leading faculty staff of the chairs participating in the programme implementation, as well as external experts, employers, students (representatives of the Student Bureau on the Bologna Process) and graduates, under the guidance of the programme coordinator. These working groups develop passports of the study programmes, main curricula, catalogues of disciplines as well as methodological recommendations on internships and theses. The drafts of these documents are then considered by chairs, methodical bureaus and academic councils of Programme Description and Appraisal in DetailProgramme Description and Appraisal in DetailProgramme Description and Appraisal in Detail

faculties, the Methodical Division, and then, after being endorsed by these bodies, are approved by the Rector of the University.

The University states that programme coordinators, together with the KazNU Centre for Accreditation, Rankings and Quality Assurance, develop long-term plans for the continuous development and monitoring of the respective study programmes; the latter includes the results of evaluations by students, employers and other stakeholders. On this basis reports on the necessity (or absence of necessity) for the modification of study programmes are presented by coordinators at the meetings of the methodical bureau of the faculty.

Teaching materials (educational and methodical complexes of disciplines), are developed by individual teachers in accordance with the „Rules of development and design of educational methodical discipline complex” of KazNU, which prescribe a standardised structure of these materials. The drafts are considered by chairs, methodical bureaus and academic councils of faculties, the SMC of the University and then approved by the Vice-Rector for Academic Affairs. The sets of teaching materials of particular disciplines are updated annually.

Another element of the KazNU quality assurance is the internal quality management system (QMS). Since 2003, the university management of KazNU has been developing a QMS based on the international standard ISO 9001. This QMS has been integrated in the processes of planning, managing and evaluating the quality of educational processes and outcomes. KazNU has passed the external certification according to ISO 9001:2001 three times: in 2005, 2008 and 2011. In 2015, after the re-certification audit conducted by the certification body TQCSI Kazakhstan, KazNU has received the international certificate confirming the compliance of the university's QMS with the requirements of ISO 9001:2008.

In 2010, KazNU announced its new mission and introduced the plan of becoming a research university, including changes in the management of the University. In 2011, the President of Kazakhstan set the goal that at least two universities in Kazakhstan should join the ranking of the best universities in the world by 2020. In accordance with this goal, KazNU established a Development Strategy until the year 2020, currently comprising the following elements:

- Mission: “Formation of human resources – highly qualified specialists competitive on the domestic and international labour market”;
- Vision: “To enter TOP 200 of the world's leading research universities”;
- Goal: “Transformation from the national classical university to a world-class research university”.

In the Strategic Plan of KazNU for 2015-2020, the following 6 strategic directions are defined:

1. Improving the quality of educational activities;
2. Development and improvement of the quality of research and innovation activities;
3. Expansion of international cooperation;
4. Improvement of educational and social work, involvement of young people in the socio-economic development of the country;
5. Infrastructure development and implementation of the latest information technologies;
6. Increasing the efficiency of financial and economic activities.

Based on its strategy, KazNU started to transform its management system from the functional administration to the result-oriented process management based on quantifiable indicators, allowing to orient the structural units and the faculty staff of the University towards achieving the planned objectives. The chosen indicators were aligned towards matching the characteristics of a research university as well as the criteria of the rankings of world-class universities.

The system of indicative planning of KazNU is focused on activities in the fields of:

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- educational and methodical work;
- research and innovative work;
- social development;
- financial resources and infrastructure;
- informatization.

Indicative planning is carried out at three levels: individual teachers, chairs and faculties are annually developing indicative plans of their activities according to the strategic directions of the University. The monitoring of the track record is carried out twice a year. At the end of each semester, based on the monitoring results, the University is preparing the rankings of teachers, chairs and faculties. The scores are discussed at the meetings of chairs, faculties, the Scientific Council and the Rectorate.

The ranking of teachers is a core tool in the assessment of teachers' performance. A position in the ranking is linked to the reward system: the salary of teachers depends directly on their achievements in compliance with the chosen indicators. The results of the ranking are also considered during the competition for staff positions. Indicative plans and rankings are managed electronically as part of the information system "UNIVER". Blocks of indicators are updated every year.

The KazNU Centre for Accreditation, Rankings and Quality Assurance, which reports to the First Vice-Rector, is responsible for the coordination of activities related to the listing of the University in the national and international rankings, the system of indicative planning and teachers' ranking. Its tasks, among other things, include:

- studying the criteria of the international rankings and finding ways for their integration in the internal ranking of the University;
- aggregating the indicator-based plans of the faculty staff, chairs and faculties; constantly monitoring the indicative planning of the University in order to determine the strengths and weaknesses;
- keeping a database of the indicator-based performance of the University.

Another task area of the Centre covers different activities in the field of accreditation. KazNU has been institutionally accredited by the Kazakh national accreditation agency IQAA. Since 2010, a wide range of programmes of the University have obtained international accreditation from the European agencies ASIIN, ACQUIN (Germany), AQ (Austria) and FIBAA. The share of study programmes of KazNU accredited by international accreditation agencies amounts to 90 percent.

Since the beginning of the implementation of the result-oriented management, KazNU could improve its international ranking, moving up from the position 600 (2010) to 305 (2014) and 236 (2017) in the QS World University Ranking. In the EECA University Ranking (QS University Rankings: Emerging Europe & Central Asia) 2018 KazNU holds one of the top positions and ranks tenth.

The Student Bureau on the Bologna Process, the student organisation whose main objectives are the promotion of the principles of the Bologna Process in the University and the support of students in academic issues, is also involved in the system of quality assurance. The Bureau participates in the analysis of academic and quality assurance policy of the University and makes proposals for the improvement of study programmes.

The University states that it uses the Kaizen system of continuous improvement based on a bottom-up approach, in which students, teachers and administrative staff are involved.

Moreover, evaluations are widely used at KazNU. The University states that its Regulation on the organization of Surveys is developed taking into account the Strategy of KazNU until 2020. KazNU regards surveys as the source of information needed for improvement of the quality of study programmes and teaching, of the organization of educational process, of social and research activities as well as of the material and technical infrastructure.

Surveys are carried out by the KazNU Centre for Sociological Research and Social Engineering. The Centre is responsible for drafting questionnaires, which then are discussed with and confirmed by the Vice Rector for Academic Affairs and the Vice Rector for Research-Innovation Affairs. Faculties may also commission the Centre with the preparation of questionnaires for their special needs.

In the survey "Teacher in the eyes of the students", students are regularly (twice in the academic year before the examination session) given the possibility to evaluate their teachers. This questionnaire aims at acquiring information about students' satisfaction with the quality of teaching in particular disciplines. Students are asked to evaluate whether and how good:

- a course promotes the acquisition of new knowledge and professional competences;
- a course promotes the personal development;
- a teacher clearly and logically presents the material of the subject;
- a teacher uses interactive tools and modern technologies;
- a teacher is objective in the assessment of knowledge etc.

After the completion of the evaluation, every teacher can get the information on his or her average score as the result of the survey. Personal scores of teachers according to students' survey are indicated in teachers' profiles and are publicly available via the website of KazNU. These scores of teachers are taken into consideration when it comes to the job competition or the contract renewal.

The panel was told, that, when it comes to the elective courses, teachers who have been evaluated unfavourably by students and have an insufficient number of students registered for their courses, will not be able to continue teaching their subjects.

With few exceptions, the evaluation scores of the faculty staff of the Chair of Publishing and Design are higher than 4,6 on the 5-point scale.

Another students' survey is an annual questionnaire "Curator-advisor in the eyes of the students" aimed at determining students' satisfaction with teachers support in social and academic issues. Students are asked if their adviser:

- encourages students to be a part of social and creative life of the University (events, conferences, round tables, clubs, workshops, volunteer movement etc.);
- is friendly and empathic to students;
- gives advice on designing the individual curricula of students;
- monitors and analyzes the current academic performance of students;
- controls attendance of students;
- provides assistance in determining the direction of scientific research;
- regularly offers consulting hours, appointments, meetings, conversations;
- is able to find an individual approach to every student.

Students at all levels of study as well as graduates (shortly before graduation) annually participate in the evaluation of study conditions, study process organisation and the content of programmes in the framework of the surveys "Effectiveness of the educational process

and students' satisfaction with the quality of education" (separate survey for the Bachelor, Master and PhD level).

In the current version of the survey, Bachelor students are asked:

- if they are satisfied with the possibilities to form an individual educational trajectory, to select teachers and courses to study as well as to select (or change) the semester in which the discipline is studied;
- which formats of examination are used in the courses and which they would prefer;
- if there is enough time for preparation between the exams during the examination session;
- if there is a lack in the number of credits allocated to certain types of internship;
- if it is necessary to strengthen the language training of students.

Master students are additionally asked:

- whether they have enough credits for writing and defending a Master's thesis;
- if there is a lack in the amount of credits allocated to the research component of the Master's programme (including, research internship);
- if they manage to Master all credits in the time allocated to research component and theoretical training.

There is also an annual survey for graduates of KazNU „Support your ALMA MATER”, in which former students are asked if they are satisfied with the gained learning outcomes, including the understanding of their profession, as well as with the level of professionalism of teachers.

Evaluations are also undertaken by the teaching staff. The survey “Teacher in the eyes of colleagues” is regularly performed since 2011. In this questionnaire teachers are asked to review different aspects of other teachers' activities in the fields of education, research and social life. The University states that this kind of evaluation is important to assess the quality of teachers' performance as it allows to apprehend the opinion of professionals / peers. The scores of teachers of the Faculty of Journalism according to this survey range from 4.2 to 5 on the 5-point scale, with an average of 4.6.

A regular employers' survey “Employers' satisfaction with the quality of graduates' training” is carried out by the Centre for Career and Business of KazNU. This questionnaire aims both at examining the potential need for specialists and the preferred ways of recruitment at the companies involved as well as at figuring out to what extent employers are satisfied with the particular professionally significant competences and skills of the KazNU graduates. Employers are also asked for specific comments and suggestions on the quality of specialists' training at KazNU.

There is also a range of further surveys and studies (“Adaptation of the freshmen”, “Social well-being of the students”, “Assessment of the basic parameters of the educational process”, “University in the eyes of students”, sociological research within the move “Clean session” “Value orientation of Kazakhstani youth”, “Kazakhstan's integration into the united European educational space: the implementation of the Bologna process parameters”), which are conducted by the Centre for Sociological Research and Social Engineering on a case-by-case basis.

Since 2009, UNIVER (univer.kaznu.kz), the information infrastructure for educational process management is in place, which is available to students, teachers, methodologists, KazNU departments and the University management. Different categories of users have access to the different subsystems of UNIVER.

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Using the UNIVER system, students can organise and control their learning process, forming their individual curricula with the help of advisers, conducting on-line registration for courses, filling out online questionnaires etc. Via the system students have online access to the curricula of their study programmes, catalogues of elective courses, educational and methodological complexes of disciplines (teaching materials), results of current and final certification, transcripts, schedule, information about their adviser, news and announcements of the faculty and University. Teaching materials for the specific disciplines should be placed in the UNIVER system no later than 10 working days before the beginning of each semester.

All faculties of KazNU publish an annual handbook "Student's Guide" containing information on the University and the faculty in question, as well as academic calendar for the current year of study, module catalogues of the programmes, information on the study process, student life and services at KazNU, the list of contact persons at the faculty and University level.

An extensive information on the University, its faculties, admission requirements and the content study programmes is also accessible on the special section of the KazNU website for applicants and future students ([welcome.kaznu.kz](http://welcome.kaznu.kz)).

Faculties also publish annual reports with the descriptions of the achievements of the faculties, information about new students, teaching staff information including publications of teachers, overview of social work etc.

The implementation of the study programmes is carried out on the basis of specifications, containing the mandatory requirements for all necessary documents and their structure.

A wide range of regulatory documents on the different aspects of the current academic policy of the University is available on the KazNU website both in Russian and English language.

### Appraisal:

KazNU has an extensive system of quality assurance and development in place, which involves all administrative levels of the University and relevant parties. A wide range of quality assurance instruments was presented to the panel in documentary form during and after the site visit. The experts welcome the good practices and positive incentives of the University in this field.

For the last 6 years, KazNU has been implementing a Development Strategy based on the priorities and key documents of the national education policy of the Republic of Kazakhstan. The transition of the University administration to the result-oriented process management based on indicative planning appears to be successful with regard to the envisaged goal to enter the TOP 200 of the world's leading universities.

Though, unlike in 2014 during the previous accreditation procedure of FIBAA at KazNU, the detailed strategic plans of the University and the Faculty of Journalism were neither presented to the panel, nor were these plans accessible online. On the website of KazNU, only the 6 general directions of the Strategic Plan of KazNU for 2015-2020 are listed. Specific indicators as part of the system of indicative planning of the University and Faculty have also not been adequately described and exposed to the experts and broader public. The current achievements of the Faculty of Journalism with regard to those indicators as well as the current ranking of the Faculty among other faculties remain unclear. The experts **recommend** making the Strategy of the University, the corresponding strategies of the faculties as well as the system of indicative planning more transparent to external interested parties.

Programme Description and Appraisal in Detail  
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Among the positive aspects especially notable is the involvement of key stakeholders (students, graduates, teachers, employers and external experts) in the different mechanisms of quality assurance, which has improved since the last accreditation procedure of FIBAA at KazNU. In addition to other surveys, evaluation by employers has been introduced as one of the main tools of gaining information needed for further improvement of programmes. The systematic engagement of employers in the development and quality assessment of programmes has become mandatory for faculties and chairs due to the implementation of the KazNU Strategy until 2020 and is now regulated by a special University-internal guideline. However, no practical examples of such engagement were presented to the panel.

It is to be welcomed that the teachers of KazNU, individually and in groups, take a great deal of responsibility for assuring and enhancing the quality of the study programmes by designing the content of the programmes and the accompanying materials, engaging in the University-internal EMW at different levels, taking part in evaluations and sometimes even contributing to the formulation of the state compulsory standards. During the site visit, the panel was impressed by the initiative and personal engagement of the teachers of the Chair of Publishing and Design, actively participating in shaping the programmes.

One of the basic principles of the quality assurance at KazNU, as stated by the University, is that students, together with other stakeholders, "make a key contribution to the formation of university policies and mechanisms in the field of quality assurance" (Al-Farabi KazNU Guidelines on the Quality Assurance of Study Programmes). Indeed, the students of KazNU participate in quality assurance by filling out a number of questionnaires and evaluating the quality of teaching, advisers' work as well as some parameters of the study process.

Also, the panel was told that, through participation in student self-government (members of the Student Bureau on the Bologna Process are supposed to take part in the development of programmes; student dean of the Faculty of Journalism is a member of the Scientific Councils of the Faculty and University), students have additional influence on the quality of programmes and can report any problems that might occur in this regard. Still, the contribution of students to the quality assurance seems to remain limited.

The results of some evaluations (e.g. "Teacher in the eyes of the students", "Curator-advisor in the eyes of the students") are public and can be viewed by students, but these results are not explicitly communicated to and discussed with students. The panel strongly **recommends** the University to communicate the outcomes of various evaluations to students in order to receive further input for the quality development process. It would be also very important to involve students more intensively in the work of the respective committees to plan and assess the quality assurance and development procedures.

Evaluation of the quality of study process and outcomes by interested parties is carried out on a regular basis. Though, the University has not provided the panel with the results of these surveys (except for the results of the evaluation "Teacher in the eyes of the students", which are visible on the website of KazNU).

Furthermore, only a few examples were given during the site visit on how the information gained from surveys and the analysis of other relevant data (on students' performance, employment of graduates etc.) is interpreted and used to improve the quality of study programmes.

The panel welcomes the commitment of KazNU to the external evaluation of the quality of its programmes by means of international accreditation. With regard to the amount of study programmes accredited by renowned European accreditation agencies, KazNU is unsurpassed among the HEIs in Kazakhstan.

It is also encouraging to see that over the last years there has been a gradual development on several issues related to the quality assurance (new strategic directions, new surveys, new questions asked within the questionnaires, stronger involvement of employers).

On the whole, the panel considers that the quality assurance system which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. Responsibilities are clearly defined. Still, the experts got the impression that the overall effectiveness and efficiency of KazNU's quality assurance system could be improved.

It is positive that the University has issued the "Al-Farabi KazNU Guidelines on the Quality Assurance of Study Programmes" summarising the principles and mechanisms of the quality assurance at KazNU based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). However, it is still not quite clear, how the different elements of this quality system are interlinked and how the different responsible actors interact with each other. It is also not always obvious how different quality assurance tools are geared towards the systematic pursuit of the University's Strategy. The panel **recommends** to integrate all elements and to establish a comprehensive and cohesive system of quality assurance geared to the fulfilment of the strategic objectives of the University, its units and study programmes. Furthermore, the panel **recommends** a more thorough documentation of the processes defined and measures taken to improve quality as well as the results of such measures. This could be shown in a quality handbook, which would contain the main processes, the quality assurance instruments and their use, the main development targets and all parties involved in the development process.

The panel has taken note of the fact that there are state regulations defining the maximum workload of Bachelor and Master students which shall not be exceeded. Still, the experts find it essential that students' surveys contain questions, which would allow to estimate the actual workload of students. The panel therefore recommends the following **condition**:

Evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations).

As for the description of the programme content, the panel finds that the study programmes' content, curricula and examination regulations have been documented and published. The University regularly publishes current information about the study programme. The documentation as well as current news are available to students and teachers via the UNIVER system and to the external parties via the KazNU website for future students so that transparency is generally ensured.

However, the information on the study programmes on the website of the Faculty of Journalism is limited and partly outdated. Some course description for the programmes in Design and Publishing Studies are missing on the KazNU website for applicants. The Student's Guide of the Faculty on the University's homepage was last updated in 2015. The English version of the information presented on the website of the Faculty in Kazakh and Russian language is sometimes lacking. The panel therefore **recommends** to provide sufficient and up-to-date information on the study programmes on the KazNU's and the Faculty's homepage and to improve the quality of the English translation. The student's handbook should also be provided in English.

The panel also notes that there was a substantial problem regarding the quality of the self-evaluation report provided by the University on the programmes. This self-documentation was partly difficult to read and to understand, which may be due to the lack of systematic arrangement, translation mistakes (the report in English sometimes gives the impression of an automated translation), deficiencies in orthography, grammar and punctuation, as well as

missing translation in some parts. The panel has noticed considerable potential for optimisation.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students		X			
5.2.2	Evaluation by faculty		X			
5.2.3	External evaluation by alumni, employers and third parties		X			
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)		X			
5.3.2	Information on activities during the academic year		X			

# Quality profile

**HEI:** Al-Farabi Kazakh National University

**Bachelor / Master programme:** Design (B.A.), Publishing Studies (B.A.), Publishing Studies (M.A.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)				Publishing Studies (MA)	Design (BA) Publishing Studies (BA) <b>Condition</b>
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				Publishing Studies (MA)	Design (BA) Publishing Studies (BA)
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for Master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)				Publishing Studies (BA) Publishing Studies (MA)	Design (BA)
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)				Design (BA) Publishing Studies (BA)	Publishing Studies (MA) <b>Condition</b>

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		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7*	Examination and final thesis (Asterisk Criterion)				Condition	
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)				Condition	
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)				Condition	
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		Publishing Studies (BA) Publishing Studies (MA)		Design (BA)	
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					

Quality profile  
 Programme Description and Appraisal in Detail  
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		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				X	
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)				Condition	
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		