

Decision of the FIBAA Accreditation and Certification Committee



11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	22/075 (cluster 5)
Higher Education Institution:	KIMEP University
Location:	Almaty, Kazakhstan
Study programme:	1. Bachelor of Journalism 2. Master of International Journalism 3. Master for Foreign Language: 2 Foreign Languages
Type of accreditation:	re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

Bachelor of Journalism Master of International Journalism

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are re-accredited.

Period of Accreditation: July 6, 2023 - July 5, 2030

The FIBAA Quality Seal is awarded.

Master for Foreign Language: 2 Foreign Languages

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is re-accredited with one condition.

Condition (see chapter 4.4): The HEI ensures an adequate access to hardcopies in the field of Linguistics (e.g. Sociolinguistics, Historical Linguistics).

Proof of meeting this condition is to be supplied by June 19, 2024.

Period of Accreditation: July 6, 2023 - July 5, 2030

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:
KIMEP University, Kazakhstan

Bachelor/Master programme:

1. Bachelor of Journalism
2. Master of International Journalism
3. Master for Foreign Language: 2 Foreign Languages

Qualification awarded on completion:

1. Bachelor of Arts in Journalism
2. Master of Arts in International Journalism
3. Master of Arts in Foreign Languages

General information on the study programme

Brief description of the study programmes:

Bachelor of Arts in Journalism (BAJ)

The BA in Journalism programme prepares its students to be well-trained communicators, providing them with the practical, technical, and language skills necessary to develop Kazakhstan's media environment. The Bachelor of Arts in Journalism (BAJ) is a four-year programme that primarily enrolls recent high school graduates who want to pursue careers in journalism, public relations, advertising, broadcasting, media management and communication.

Master of Arts in International Journalism (MIJ)

The Master of International Journalism (MIJ) programme offers training in digital journalism, media management, public relations and advertising. The students will take courses in advanced digital storytelling, media management, audience engagement, strategic communication, social media management and media research. The programme is designed for fresh graduates of bachelor programmes from diverse academic backgrounds and professionals from various fields at different stages of their careers, who want to deepen their knowledge in international journalism, global communication and public relations.

Master of Arts in Foreign Languages (MAFL)

The KIMEP University's Master of Arts in Foreign Languages: Two Foreign Languages programme trains students to become highly qualified and professional teachers. This profession is in high demand not only in Kazakhstan but also around the world. This programme is based on concepts of applied and educational linguistics, giving the teachers the skills necessary to resolve the challenges that 21st-century pedagogues face. Courses emphasise theory, practice, and research so that students can develop a holistic understanding of issues related to languages and education. The principles of learning presented in the programme may be applied to teaching any language. This approach also prepares the students for activities in the spheres of education, educational policy, programme development, administration and translation/interpretation.

Type of study programme:

BAJ: Bachelor programme

MIJ: Master programme

MAFL: Master programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

BAJ: 8 semesters; 240 ECTS credits

MIJ: 3 semesters; 90 ECTS credits

MAFL: 2 years; 120 ECTS credits

Mode of study:

All programmes: Full-time & part-time

Didactic approach:

All programmes: Study programme with obligatory class attendance

Double/Joint Degree programme:

All programmes: No

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

BAJ: 100 students

MIJ: 20 students

MAFL: 15/20 students

Programme cycle starts in:

All programmes: Fall semester

Initial start of the programme:

BAJ: August 2003

MIJ: August 2002

MAFL: January 2007

Type of accreditation:

All programmes: Re-accreditation

For re-accreditation: last accreditation period:

All programmes: July 6, 2018 to July 5, 2023 (with a provisional prolongation till September 30, 2023)

Procedure

A contract for the reaccreditation of the Bachelor of Arts in Journalism, the Master of Arts in International Journalism, and the Master of Arts in Foreign Languages made between FIBAA and KIMEP University on June 21, 2022. On February 26, 2023, 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 are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Dr. Anna Serveyevna Buzelo

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

Leon Grausam

University of Hamburg, Germany
Student of general linguistic studies (M.A.), Graduated B.A. in Linguistics, Culture & Translation

Prof. Dr. Detlef Gwosc

University of Applied Science Mittweida, Germany
Honored Professor in Film and TV Media, Course Director in Media and Digitaljournalism at Sigmund Freud University Vienna / Berlin

Sebastian Welter

AIB Akademie for International Education, Bonn, Germany
Managing Director

Prof. Dr. Georg Wolf

University of Potsdam, Germany
Chair of Development and Variation of the English Language

FIBAA project manager:
Priv.-Doz. Dr. Marco Haid

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on April 24 and 25, 2023 at the HEI’s premises in Almaty, Kazakhstan. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 30, 2023. The statement on the report was given up on September 5, 2023. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The **Bachelor of Arts in Journalism, the Master of Arts in International Journalism** offered by KIMEP University, Kazakhstan fulfil the FIBAA quality requirements for Bachelor and Master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on July 6, 2023, and finishing on July 5, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The **Master of Arts in Foreign Languages** offered by KIMEP University, Kazakhstan fulfils the FIBAA quality requirements for Master programmes programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on July 6, 2023, and finishing on July 5, 2030 under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

MAFL

The panel members identified need for improvement regarding the following aspects² They recommend the accreditation on condition of meeting the following requirement:

Condition (see chapter 4.4): The HEI ensures an adequate access to hardcopies in the field of Linguistics (e.g. Sociolinguistics, Historical Linguistics).

Proof of meeting this condition is to be supplied by June 19, 2024.

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

For all programmes

- As far as the University uses “KIMEP credit points” internally only (e.g. in internal regulations such as “KIMEP University Faculty Code of Practice”) or in parallel to the ECTS credits (especially for courses and the Diploma Supplement), the panel urgently recommends KIMEP predominantly using the ECTS credits. This will make it easier to gain students from European countries based on the membership of Kazakhstan in the EHEA (see chapter 3.2).

MAFL

- Broaden perspective on other sub-disciplines of linguistics (see chapter 3.3.2).

There are several criteria in which the programme exceeds the quality requirements:

- Counselling for prospective students (see chapter 2.2)
- International orientation of the study programme design (see chapter 1.2)
- Internationality of the student body (see chapter 3.4.2)
- Internationality of faculty (see chapter 3.4.3)

² These aspects are asterisk criteria which means that they are essential for the study programme.

- Foreign language content (see chapter 3.4.4)
- Skills for employment / Employability (see chapter 3.6)
- Student support by the faculty (see chapter 4.1.6)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)
- Career counselling and placement service (see chapter 4.5.1)
- Alumni Activities (see chapter 4.5.2)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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Information

Information on the Institution

Established in 1992, KIMEP University (KIMEP) is an independent, non-profit higher education institution in Kazakhstan serving a multinational student body. KIMEP is licensed and has been attested by the Kazakhstan Ministry of Education and Science (MES, now reorganised as the Ministry of Science and Higher Education, MSHE) as a higher education institution (HEI) authorised to provide educational services. In January 2012, KIMEP obtained university status.

KIMEP currently offers 35 degree programmes for students, including 15 undergraduate and 20 graduate-level programmes in Business Administration, Finance, Marketing, Management, Accounting and Audit, Information Systems, Economics, International Journalism, Public Administration, International Relations, International Law, Foreign Language, Cognitive Science and Psychology. KIMEP also offers an Executive MBA and, since fall 2018, PhD programmes in Finance, Marketing, Management, and Accounting and Audit, which in fall 2020 were followed by PhD-programmes in Public Administration and Economics. Programmes are offered by the Bang College of Business (BCB), the College of Social Sciences (CSS), the Law School and the College of Humanities and Education (CHE) that are supported by various units on the university level.

Based on 2022 data, there are 2204 students at KIMEP. Including exchange students, KIMEP students historically represent 51 different ethnicities. Currently, there are 155 faculty members, including 112 full-time faculty members. The overall faculty/student ratio for KIMEP is 0.05 or 18.8 students per faculty. About 65.2% of the university's full-time faculty members hold PhD degrees, and its 11,624 alumni work all over the globe.

KIMEP is legally structured as a joint-stock company, a non-profit organisation which offers higher education services. Although 60% of KIMEP shareholders are private and 40% shares belong to the Kazakhstan government, KIMEP does not receive any funding from the government.

Further development of the programmes, implementation of recommendations from previous accreditation, and statistical data

Further development

Since 2018, the programme curricula and courses have been modified and updated according to the needs of the job market as well as changes in local and global business education trends. Due to state-initiated changes in State Compulsory Education Standards for Higher and Postgraduate Education (GOSO), the length of general education and programme foundation cycles was adjusted, undergraduate thesis requirements and number of internship courses were revised, foreign apprenticeship and external dissertation defence for doctoral students were introduced. Thus, in KIMEP's 2019-2020 catalogue, there was a rebalancing between foundation electives and foundation required courses. Since 2019, 60 out of 112 ECTS credits in the foundation category are offered as electives, up from 24 ECTS credits in

2018. The 2020-21 catalogue introduced a compulsory thesis in all bachelor programmes. In addition, ILOs have been revised, new courses have been added to the programme curricula, and the programme structure of specialised master programmes have been changed following the recommendations of Business Advisory Boards, previous recommendations of accreditation agencies, COVID—19, and market demand changes within the past five years.

In September 2019, the Language Centre (LC) of KIMEP, which offered one academic programme of MA in foreign languages (MAFL), was transformed into the College of Humanities and Education (CHE). Now it runs seven academic programmes such as BA and MA in foreign languages (BAFL and MAFL), BA in cognitive sciences, BA in psychology, BA in translation studies, MA and PhD in education policy management programmes. CHE also provides university-wide academic English and academic writing courses as well as language and general education courses, and pre-credential Foundation English courses for undergraduate and graduate students. Additionally, CHE plays the leading role in the Professional Development training in education via its Center of Educational Excellence (CEE) -- not only by developing training and arranging the instructors, but also by providing tutors and facilitators for the entire university's learning process. Furthermore, CHE organised a number of clubs for its students, faculty, alumni and external parties. The Center of Educational Excellence hosts the Sociolinguistic Club Torap and the Leadership Education Club - a professional platform for high school principals and heads of educational institutions, which gives an opportunity to gather and discuss the latest trends and changes in secondary education management strategies as well as acceptable ways to solve their problems and challenges, and find answers to their questions. Its first session gathered its members on November 25, 2022, with the topic Teacher Certification: International Practice. CHE MAFL and MA in EPM and PhD in EPM students and alumni actively participate in these sessions.

Implementation of recommendations from previous accreditation

There were no specific recommendations for the BAJ and all conditions for the MA in International Journalism were fulfilled in the course of the previous programme accreditation in 2018 by the College of Social Sciences (CSS).

Regarding the Master of Arts in Foreign Language (MAFL), the FIBAA Quality Seal was awarded to MAFL on 6 July 2018. The panel members identified a need for improvement regarding the following aspects:

Condition 1 (see Chapter 3.2): KIMEP provides proof of the official publication of a policy that non-acceptance of the transfer of an applicant from another HEI to KIMEP is only possible if KIMEP is able to prove that the learning outcomes of the applicant's courses from the other HEI are substantially different from KIMEP's courses/learning outcomes.

Condition 2 (see Chapter 4.1): The Language Center (now CHE) submits updated CVs of all current faculty members.

CHE fulfilled these conditions for MAFL in the course of the previous programme accreditation.

Appraisal

Based on the self-evaluation report and insights gained through the panel interview rounds, the experts had no concerns regarding the further development from previous accreditation. The panel members were also satisfied with the development of the statistical data showing a decreasing trend of the dropout rate

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

All programmes

The programme's objectives also follow the overarching mission of KIMEP University "to develop well-educated citizens and to improve the quality of life in Kazakhstan and the Central Asian region" (2022–2023 Catalogue, 2022, p. 4) and CHE's strategic objectives based on the Strategic Plan of KIMEP to enhance "1) academic excellence, 2) academic reputation and its position as the center for world class educational practices, innovative teaching and visionary education management, a professional development hub and research, 3) stakeholder satisfaction, 4) while maintaining financial sustainability" (CHE Strategic Plan 2022-2025, p.4).

BAJ and MIJ

The BAJ and MIJ programmes objectives are to:

- promote excellence in the study and practice of media and communications by building and strengthening the practical skills deeply rooted in theoretical understanding and explanation of global and national processes and developments in the fields of media and communications;
- develop independent critical, analytical, and strategic thinking and ethical practice as fundamental leadership capacities;
- help elevate the state of professionalism and ethical conduct on the media and communications industries and society as a whole in Kazakhstan and Central Asia.

DMC faculty annually revise both programmes to keep them adequate and up-to-date with regard to the dynamics and needs of the external media and communications markets. Second, faculty introduce changes into the curriculum to facilitate an enhanced, valuable, and motivating study cycle via a student-centred and research-based learning experience. The revision process allows DMC to ensure that the programmes keep steady standards of providing graduates with the theoretical understanding, ethical behaviour, and analytical, managerial, and leadership practical skills to accelerate their professional and individual growth. This review and assessment involve discussions with the core programme teaching faculty within DMC, alumni, current students and the Advisory Board.

The Bachelor of Journalism (BAJ) in the CSS Department of Media and Communications (DMC), is deeply rooted in liberal arts and prepares well-trained communicators. It has two majors 1) Digital Journalism and 2) Public Relations. Students build their competencies in media and communications on internationally established theories and good practices from developed countries in America, Europe and Asia. The DMC faculty facilitate and guide students to recognise the usefulness of these theories and good practices within the context of Kazakhstan's and other Central Asian countries' political, economic, social (cultural), technological, legal, and environmental contexts. Thus, graduates of the programme get equipped with competitive theoretical knowledge and practical, technical and language skills

for quick career entrance and growth in the mass media and communications labour markets in Kazakhstan.

On the successful completion of the programme, BAIJ graduates will reach the following Intended Learning Outcomes and will be able to:

1. Explain the role of journalism and mass media in society;
2. Apply foundation practices in professional communication, such as writing, planning, analysis, and research;
3. Follow ethical and professional practices related to the practice of journalism and mass communication;
4. Work with legal issues and procedures related to the practice of journalism and mass communication in Kazakhstan;
5. Manage and explain the role of new information technologies in the practice of mass communication;
6. Engage with, and advance, communication practices in CIS and Kazakhstan and in other regions of the world, in ways that reflect the major social, economic, and political aspects and impacts of those practices;
7. Develop the analytical skills needed to critically evaluate professional communication materials and performances;
8. Master the practical skills needed to conceive, report, and produce news for online, print, broadcast and other media;
9. Adopt the language, management and technical skills needed to communicate effectively
10. Understand the basics of commercial and academic research, including a variety of methods;
11. Demonstrate the technical skills necessary to communicate effectively in a multimedia environment;
12. Undertake at least one semester of work in a mass communication role or field.

The Master of International Journalism (MIJ), also based in DMC, is a logical upgrade of the BAJ. It has two majors 1) Media Management and 2) Public Relations. It is designed for recent recipients of undergraduate degrees in relevant fields or for early or mid-career professionals. Graduate students deepen their theoretical understanding and explanation of socio-political, economic, legal, and technological global and local developments, which affect professional and ethical practices in the media and communications industries internationally and in Central Asia. The MIJ helps graduate students develop their independent critical, analytical, and strategic thinking through scientific inquiry of media or communications issues in course assignments and individual thesis. The programme also advances students' practical skills and capabilities.

The programme curriculum is in harmony with the programme intended learning outcomes (ILOs):

1. Identify/Diagnose. Identify and diagnose issues accurately and effectively across a wide range of domains such as political, economic, social, technological, legal, and environmental issues;
2. Produce/Design. Design and produce text, video and visual materials adhering to the highest professional international standards and ethical principles across various fields of media and communication, including journalism, public relations, and advertising;
3. Examine/Argue. Examine the diverse roles and functions of media and communications in contemporary society and argue new points of view advanced academic and/or professional work;

4. Forecast. Use both quantitative and qualitative research methods and evaluations to forecast changes that affect communities, organisations and society as a whole
5. Investigate. Investigate civic, business and political issues through original research and analysis of official and public materials;
6. Write. Plan and write academic and professional materials by applying mastery of high-level skills, including critical, analytical writing, deductive and inductive argumentation, and causal explanation;
7. Strategize. Design and implement ad hoc and proactive comprehensive public relations plan implementing effective PR strategies, tactics, KPIs, and cost-effective budgeting in various contexts and domains;
8. Communicate. Effectively communicate orally and in writing, including effective objective reporting of social reality, presentation of analysis, justification of recommended actions, and persuasive messages intended to affect the knowledge and perceptions of others
9. Measure/Evaluate. Effectively measure and evaluate communication initiatives initiated by media organisations, communications agencies, and business and not-for-profit organisations;
10. Ethics. Apply professional ethics principles, assess practices, and formulate stands based on national and international Codes of conduct both in journalism and public relations.

MAFL

The Master of Arts in Foreign Language: Two Foreign Languages (MAFL) programme is based in CHE Department of English Language. The main goal of the educational programme is to prepare highly qualified, competitive teacher-researchers who meet international standards of teaching in the field of teaching English as a foreign language, and professionals in various education environments, leaders in secondary, high school, vocational and higher education, who are able to evaluate and create curricula for language teaching. During the training, students obtain professional competencies, as well as acquire general scientific and special knowledge, develop the skills necessary in professional activities, and master the skills of administration, analysis and transformation of the educational process.

The MAFL programme is designed to equip students with a high level of language proficiency, sound pedagogical training, and sound intercultural competence, as well as skills for a wide range of career opportunities. The programme includes a strong liberal arts component and a carefully planned sequence of professional courses. It also combines the academic study of language and communication with practical training in foreign language teaching, and emphasises leadership ability in curriculum development and instruction. This prepares students for a wide range of careers in the academic, corporate, administrative, and non-governmental sectors, including education, publishing, media, digital industries, and others.

The programme sets out to prepare highly qualified instructors who are trained according to international standards. Many teachers and schools in Kazakhstan still teach with outdated methodologies and teacher-centred styles that do not prioritise student learning. The programme focuses on up-to-date pedagogy, instructional design, and learning technology. It is also the only programme of its kind offered fully in English in Kazakhstan. This is particularly important given the recent trilingualism policy that has significantly raised the profile of English in Kazakhstani secondary schools and intensified the need for highly capable teachers who are fluent users of English. The graduates are now and will be highly competitive not only in teaching and leadership roles in Kazakhstani public schools but also in international schools in Kazakhstan, a rapidly developing sector, as well as the global market.

During the MAFL programme, students form professional competencies, as well as acquire general research and special knowledge, develop the necessary professional skills, and master administration, analysis and transformation of the educational process.

The MAFL programme's learning objectives are based on the TESOL International Organisation and the US-based National Council for the Accreditation of Teacher Education standards with some revisions taking into consideration the different contextual needs.

The MAFL programme's intended learning objectives equip students with the cognitive, interpersonal, and self-management skills to:

- undertake supervised independent research, involving the synthesis and application of theoretical constructs to topics in the field of teaching English as a second language, with a specific focus on Kazakhstan and Central Asia;
- communicate ideas and information clearly and effectively in written and oral English;
- use information technology for the retrieval, analysis, and presentation of information;
- work effectively with others in the pursuit of common objectives;
- encourage analytical thinking, critical analysis, and innovative problem solving.

In accordance with the programme's intended learning outcomes (ILOs), upon successful completion of the MAFL programme, graduates will be able to:

1. Describe and analyze language and language acquisition. Students are able to analyze language at different levels (i.e., phonological, morphological, syntactic, semantic and discursive) and to describe, analyze and apply concepts, theories, and research related to the nature and acquisition of English and other languages to construct educational settings that support foreign language students.
2. Plan, implement and manage foreign language instruction and assessment. Students are able to plan, implement and evaluate standards-based practices and strategies for planning, implementing, and managing instruction in English and other languages, including classroom organisation; teaching strategies for developing and integrating reading, writing, speaking, and listening. Students are able to effectively choose and adapt classroom resources and incorporate educational technology, and to design and implement standards-based assessment measures with foreign language students.
3. Appraise and design for learner diversity. Students are able to design courses which account for a range of different learners in ways that reflect the values of harmony and diversity. Students can use appropriate theory to effectively evaluate learner needs and plan for cultural diversity, internationalism, special/inclusive education.
4. Demonstrate professional autonomy and leadership. Students develop lifelong learning skills which help them to maintain understanding of new instructional techniques, research results, and innovations in the foreign language teaching field, as well as public policy issues. Students use such information to take on leadership roles, to reflect upon and improve foreign language education, and provide support and advocacy for foreign language adult students.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field, geographical and societal context of

the discipline. They embrace academic proficiency, comprehensive employability as well as the development of the individual student's personality.

The objectives take into account the requirements of the national qualification framework.

		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)

BAJ, **MIJ** and **MAFL** are internationally oriented, in line with KIMEP's mission, strategy and core values. The University is fully committed to educating and preparing students for careers in an international environment. KIMEP achieves internationalization through active recruitment of students and faculty from other countries; active collaboration with international partner institutions in areas such as student exchanges, joint programmes, research activity and corporate connections; and carrying out research of international relevance and scope.

Firstly, the Programmes follow the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2005) and the ECTS system.

Secondly, the Programmes were internationally evaluated and accredited in 2018 by Foundation for International Business Administration Accreditation (FIBAA). In 2010 Kazakhstan joined the European Higher Education Area, which commits the country to implementing the Bologna Process. KIMEP honours this commitment by accepting obligations under the Lisbon treaty for recognizing coursework done and degrees acquired abroad. It issues a diploma supplement to facilitate international mobility of its own graduates and it denominates all courses in ECTS equivalents, in order to ensure international mobility of students and graduates.

Thirdly, the Programmes are open to international application because the language of instruction is English. Therefore, the student body consists of students from neighbouring countries such as Kyrgyzstan, Turkmenistan, Tajikistan, Russia, Mongolia (a BAJ student), China (a BAJ student), India (a BAJ student), Turkey (a BAJ student), even Germany (an MIJ student). It is a fact that the majority of students in the programmes are Kazakhstani nationals. However, the pool of recent applicants demonstrate an increased interest in the MIJ from African applicants. Additionally, the programmes attract Erasmus+ exchange students (see self-evaluation report p. 19).

To conclude, KIMEP is fully committed to educating and preparing students for careers in an international environment. In addition to an active recruitment of students and faculty from other countries, KIMEP achieves internationalisation through active collaboration with international partner institutions in fields such as student exchange, joint programmes, research activities and corporate connections, and carrying out research of international relevance and scope.

From the earliest stages of the programmes' design, KIMEP intended to seek international accreditation and prepare graduates who are internationally competitive, so it is important for KIMEP to consider international standards and frameworks as well as Kazakhstani ones. The programmes have a highly international faculty pool, theory and practice that are in line with international standards, readings and class resources produced both within and outside Kazakhstan, internationally relevant research that is disseminated abroad, and case studies and theories from around the world. Students in the programmes also frequently study abroad, and KIMEP graduates have a range of international trajectories.

Additionally, all the programmes are aligned with European Higher Education Standards and follow ECTS system to grant final qualifications. As a result of the programmes' international orientation, the majority of graduates find employment with local and multinational organisations operating in Kazakhstan and in foreign countries.

Appraisal:

The programme design appropriately takes into account the required international aspects with respect to its graduates' employability. Owing to the emphasis of the programme design on internationality in teaching and study, the programmes, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks. In the view of the panel the HEI has an outstanding international orientation due to their overall spirit, English language orientation and the role of the HEI in the region as an ambassador of internationality.

		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)		X			

1.3 Positioning of the study programme

Positioning of the study programmes in the educational market

BAJ and **MIJ** are well-positioned in the educational market in Kazakhstan and Central Asia as the only fully English-taught programmes. English as the language of instruction allows students to learn from international experience, which broadens their professional worldviews and allows them to compare and contrast the practices abroad with the ones in Kazakhstan. A second vital advantage of the programmes is the freedom and flexibility students have in building their future career specialization through the KIMEP wide electives.

In the Kazakhstani education market, CHE focuses on innovative and creative programmes and providing English-medium education to talented students. It is characterised by a high quality of teaching and research leading the transition and modernization of education and society in the region.

MAFL is not only fully offered in English, unique in the local market, but it is much more internationally oriented and developed around the latest theories in its field (see self-evaluation report p. 25). It is characterised by a high quality of teaching and research, leading the

transition and modernization of education and society. This is well suited for local needs, due to policy changes that have drastically raised the profile of English in the Kazakhstani educational sector — English has become not only a required subject but the medium of education for a number of content courses in secondary schools and higher education.

Globalisation is also a factor driving further engagement with Kazakhstan and the country's need to represent itself on the international stage. KIMEP's graduates are well suited to take up those roles. Beyond receiving training in teaching, language acquisition, programming, translation, and other professional competencies, the graduates become leaders and innovators in their fields.

The overarching goals of the MAFL programme currently are to:

- provide an academically and professionally rewarding and challenging education in the study and practice of applied and educational linguistics that builds and strengthens the capacities of its graduates in teaching, curriculum design, evaluation and educational leadership;
- prepare its graduates for ethical service in Kazakhstan, Central Asia, and the broader international community;
- provide education centred on the latest approaches in theory and practice of foreign language teaching;
- provide students with appropriate research experiences, which will assist them in completing theses based on original research.

These points of emphasis give direction for providing MAFL graduates with the knowledge and experience to support them in teaching effectively and ethically in a variety of educational settings, or to engage in further postgraduate study.

Positioning of the study programme on the job market for graduates (“Employability“)

BAJ and MIJ

BAJ and MIJ have a strong position on the job market for graduates. The graduates from the programmes have a 100 % employment. The BAJ graduates manage to find their first job three to six months after their graduation. However, there is an emerging trend among BAJ students who start their first full-time job in their fourth year. It is common for third-year students to freelance in social media marketing, which is explained with the deep internet and social media penetration in Kazakhstan³. Additionally, students are Generation-Z representatives, who grew up with social media as their second reality. The majority of MIJ students already work as journalists or public communicators in a growing media and communications job market (see self-evaluation report p. 27).

MAFL

MAFL students undertake coursework, internship and thesis work to graduate from the programme. By completing those components of the programme, students gain professional competencies to work in both academia as well as in the educational industry. KIMEP helps students to make career choices, find a job, and get promotions. Modules aim to foster the careers of the students and ready them for professional responsibility. In addition, many of the

³ Filipov, M. (2021). Social media marketing for small and medium-sized enterprises in Kazakhstan. *Central Asian Journal of Innovations on Tourism Management and Finance*, 1(4), 1–14.

HEI's soon-to-be graduates apply to postgraduate study programmes, for which they are well prepared.

The demand for MAFL graduates is growing in light of the implementation of several recent state initiatives. MAFL graduates will be highly competitive not only in teaching roles in the Kazakhstani education system, but also in policy making and educational management, as well as in the global market (see self-evaluation report, p. 30). KIMEP envisions this programme as a key mission to prepare high quality teachers and future researchers who can contribute locally and internationally, because Kazakhstan is underrepresented on the global academic market. The MAFL is primarily designed for current or prospective teachers who will be well prepared to become researchers and academics in the area of language education and applied linguistics, as well as to move into teaching at international standards and to jobs in educational administration or policymaking. Additionally, there is a great need for researchers who can analyse and present data effectively to show how Kazakhstan contributes to global scholarship and the advancement of knowledge.

Thus, the mission of the programme is to nurture and train highly qualified scholars and leaders in education and language teaching who have excellent research skills, demonstrate the ability to make significant, original scientific contributions to the science of language teaching, and who are capable of transforming language education, and improving the quality of language teaching and research.

Positioning of the study programme within the HEI's overall strategic concept

BAIJ, **MIJ** and **MAFL** are an integral part of the overall strategic vision of KIMEP to shape “the next generation of political, business and educational leaders and high profile specialists in Central Asia and abroad”.

KIMEP's mission is to develop well-educated citizens and to improve the quality of life in Kazakhstan and Central Asia through teaching, learning, community service and the advancement of knowledge in the fields of business administration, law, humanities, education and the social sciences. The programmes produce unique graduates who are:

- well-versed in theory and practice;
- excellent public communicators with the necessary skills to share information and knowledge across cultural and language barriers;
- ethically trained and personally motivated individuals equipped to contribute to their communities.

The programmes also provide opportunities for students from all other colleges and majors to develop their communication skills. Thus, they could graduate as more well-rounded public administrators, school principals, business managers, legal counsellors. Additionally, the programmes offer students from other programmes and majors the opportunity to change their future profession. This ensures that graduates possess the knowledge and cognitive and behavioural skills that enable them to gain leadership positions in their spheres and provide ethical service in private, public, and non-profit organisations, or to engage in postgraduate study, thus furthering the KIMEP's mission and strategic concept.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The panel positively highlight the good employability of KIMEP students.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission and strategic planning. The panel positively highlights that the values of the programmes are perfectly in line what KIMEP stands for.

		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			X		

2. Admission

Admission requirements

KIMEP is committed to a policy of equal opportunity for admission of all qualified individuals. The university is also committed to the principles of continuing life-long education, and it does not discriminate against any individual or group on the basis of race, ethnicity, nationality, religion, gender, social or sexual orientation, creed, marital status, physical disabilities, remote area location, age and/or any other non-academic criteria.

KIMEP seeks to enrol outstanding students who have demonstrated the potential to succeed through leadership and talent and who have also shown evidence of their capability to contribute to the community.

KIMEP has created clear and transparent application and acceptance procedures for individuals with diverse academic history and academic needs: Kazakhstani and international applicants, undergraduate students (graduates of high schools and professional vocational schools, transferring and reinstating students), graduate students and non-degree students for short and long-term study terms (international summer school, exchange programme, adult learner programme, etc.).

Admission requirements for all types of students are in the Admission Policy, which is reviewed and issued annually. State admission legislation applies when making admission decisions⁴. KIMEP and its academic units review specific requirements for submission of documents and criteria of admission of students to each programme on an annual basis. The University Academic Council (the Summer Oversight Committee in the summer), as well as by the President's Cabinet approve the requirements

On behalf of the university, the Department of Student Recruitment and Admissions (DSRA) issues orders for three types of degree students and for non-degree students. Periods of issuing the orders of admission to undergraduate and graduate programmes are defined:

- Orders of admission of undergraduate students, graduate and doctorate students
- Orders on transfer and reinstatement of undergraduate students
- Orders for granting access to non-degree educational services (throughout the year) for:
 - Non-degree students taking undergraduate or graduate-level courses
 - Auditing students with the purpose of increased access to higher education
 - Exchange students from other universities aiming to increase academic mobility
 - International Summer School visitors aiming to increase academic mobility
 - Any other non-degree groups

Admitted students will immediately receive notifications to e-mail address that they indicated in their application form, as well as via the Applicant Portal in the section "Check your Admission Status".

⁴ including the Law of the RK on Education, Standard Rules of Admission to Academic Institutions Offering Undergraduate Education, Standard Rules of Admission to Academic Institutions Offering Graduate Education, and Rules for Students' Transfer and Reinstatement, as well as Kazakhstan Government Order #701 (dated 9 July 2013).

Admission Criteria (Undergraduate programmes)

Kazakhstan educational organisations that implement professional academic programmes at undergraduate levels may admit graduates from high schools and professional vocational schools as well as undergraduate students for a second undergraduate degree (i.e. fast track option).

For undergraduate programmes the following entry requirements apply:

1. Completed secondary education

1. Attestat (diploma) for completion of high school or professional vocational school (authentic copy).
2. Kazakhstani citizens: The original Unified National Testing (UNT) or Comprehensive Testing (KTA) certificate issued for the current year with passing scores as set by MSHE for the year of entry. Results of the entrance examinations with passing scores are required for the applicants to bachelor degree programmes.
3. Foreign citizens: interview for the programme is required.

2. Other requirements

- a) Admission for the fast-track study option for the best graduates of professional vocational schools is done based on the results of Comprehensive Testing (KTA) as well as the state classifier of related specialisations.
- b) KIMEP recognises secondary students' participation in the International Baccalaureate Programme and awards college credit for completion of higher level courses that show grades of four, five, six, and seven corresponding to GE courses offered at KIMEP. Moreover, direct placement to academic courses is granted to those IB diploma holders whose final score is 24 and above (out of 45).
- c) KIMEP awards college credit to graduates of Nazarbayev Intellectual Schools possessing an NIS Grade 12 Certificate that reflects completion of higher and standard level courses with grades not lower than C. Direct placement to academic courses is granted, as well. With some variation by degree programme, NIS graduates will be given credit for the following courses: Kazakh Language I, Kazakh Language II, Academic Listening and Note Taking, Academic Reading and Writing I, Academic Reading and Writing II (for students who obtain an IELTS score of 7 or higher), Information and Communication Technologies OR Business Computer Applications, Introduction to Financial Literacy, Mathematics for Business and Economics OR Calculus (BCB), Physics (ISB), Introduction to Economics (CSS).
- d) Students may be transferred or reinstated after withdrawal from other universities if they have fully completed the first academic period of a programme of study according to the individual study plan (with a GPA of not less than 2.0 or not less than 50%). The student may be transferred or reinstated to any study programme and to any specialization of undergraduate studies. Requests for transfer or for reinstatement are considered by the programmes and the academic difference in disciplines of working curricula is determined during the period of summer and winter breaks within five business days and before the start of the next academic period. The Dean of the College, the Vice President of Academic Affairs and the President of KIMEP sign the final documentation. Within three business days from the date of issuing the order on transfer or on reinstatement, the written request to provide a personal file of the student is sent to the student's previous university of study.

Admission criteria (Graduate programmes)

Graduate programmes accept those individuals who have completed undergraduate programmes.

1. Completed higher education

1. Copy of a diploma confirming the completion of undergraduate degree(s).
2. Copy of a transcript (diploma supplement) with grades

2. Submission of applications

According to Standard Rules of Admission to Academic Institutions Offering Graduate Education, all applicants are obliged to submit a complete application package to the Admissions Office by the established deadline of the corresponding year.

3. Complex Test (CT)

CT follows the method developed by the MSHE National Testing Centre.

All graduate applicants who are Kazakhstan citizens, except for the applicants to MBA and ExMBA programme, have to take the Complex Test in order to secure admission to the graduate programme.

Counselling for prospective students

KIMEP provides extensive counselling to prospective students in both in-person as well as through a dedicated IT system. Prospective students can receive in-person counselling services from faculty and staff members at “Open House” events regarding admission procedure, programme information, scholarships and financial aid, exchange and academic mobility, dual degree opportunities, and career opportunities. DSRA Specialists provide assistance and answer all questions regarding the application process year-round. T

he DSRA organises more than 200 annual events such as open houses, educational fairs, exhibitions, and teacher days throughout Kazakhstan and abroad to provide information directly to prospective students and their parents. In addition to the DSRA, the University has appointed ‘KIMEP University Admission Liaison Officers’ in China. For distance counselling services, the DSRA has developed a dedicated IT system to provide information to prospective students. A 24-hour telephone service (Smartcall), online interactive service (Chatra), and applicant portal (Check your admission status) provide necessary information regarding admission, selection, and other counselling services. For current students, the Department of Student Affairs, headed by the Associate Vice President of Student Affairs, provides support and counselling services for study plans, personal counselling needs, and information about the social environment at KIMEP and in Kazakhstan. The status of a submitted application may be reviewed using the Applicant Portal.

Selection procedure

DSRA is created to recruit and admit students to KIMEP academic programmes in accordance with admission policies, and strategic and operational plans. Annually, DSRA organises relevant recruitment activities in Kazakhstan, Central Asia and internationally. DSRA is responsible for all activities related to collection, review and data entry from online applications of all KIMEP programmes (except for exchange students). It is also responsible for review of each and all applicants as to comply with the KIMEP Admission Policy and, therefore, for

identification in terms of admission or rejection to KIMEP programmes with the follow-up communication that would lead to arrival, visa, registration and enrolment or re-application for the next intake.

On behalf of the university, DSRA admits students to the academic programmes as per the Admission Policy approved by the President (or his designee) and issues Admission Orders for students. In collaboration with deans, faculty, and the DSRA, the Office of Academic Affairs plans, organises, conducts and reports on the entrance exams that lead to admission or rejection decisions. DSRA closely works with MSHE on the issues related to the required state examinations (UNT/KTA and Graduate exams). The DSRA Director appoints responsible officers and informs state bodies.

Student admission decisions are recorded in the form of an order specifying the grounds for the admission. The final list of admitted students is approved by KIMEP President in the form of Order on admission to undergraduate programmes, graduate programmes and non-degree programmes. Each Admission Order has a list of requirements which the admitted student must fulfil to ensure eligibility for full admission. Those admitted students who did not comply with each and all requirements listed in the Admission Order are withdrawn as non-matriculated students. Students, who complied with each and all requirements stipulated in the Admission Orders, will have access to course registration in accordance with their programme and terms of study.

Neither KIMEP nor any group, committee, or individual at any level guarantees admission to KIMEP and/or its programmes. Admission decisions are separate from financial aid decisions. By admitting a student, KIMEP makes no representation regarding financial aid.

Upon completion of the recruitment and admission process, DSRA provides detailed reports to KIMEP departments and administration and to the national authorities (MSHE and the National Statistical Agency).

Ensuring foreign language proficiency

Because KIMEP is an English medium of instruction institution, students' level of English proficiency must be assessed prior to being admitted. Therefore, determining the level of English proficiency is mandatory, except for:

1. Holders of completed undergraduate, graduate or doctoral degrees or their equivalents from English medium universities, including KIMEP Graduates
2. Students of dual degree programmes between KIMEP and partner universities
3. Students in the Russian cohorts of the EXMBA programme

To assess English proficiency, KIMEP accepts the following English proficiency test certificates:

- Test of English as a Foreign Language (TOEFL (Code of KIMEP University for the examination is 2104))
- International English Language Testing System (IELTS)
- Cambridge English Examinations
- KIMEP English Placement Test

The KIMEP Language Centre (now College of Humanities and Education, CHE) developed a comprehensive Foundation English Programme for those students whose English proficiency

has to be advanced in order to succeed in their study programmes. The Foundation English Programme is a package of courses designed for students whose language is other than English and whose knowledge and use of English do not meet the standards for entry into regular first-year English courses. The Programme focuses on developing four language skills (reading, writing, listening and speaking), which will help students get prepared for academic subjects. Its goals are to encourage students' independent learning and critical thinking abilities.

The Foundation Programme consists of three courses. The beginning step is Foundation Level C course. The second step in the set of levels to be taken by students is Foundation English B course. And the highest level is Foundation English A course.

The total number of courses that a student needs to complete will depend on his/her proficiency in English. For instance, if the undergraduate applicant's KEPT score is between 50 and 79 or IELTS score is 4.5, they will be placed in Foundation English Level A and will only need to complete this course. If the entrance score is lower, he/she will be placed in at a lower level and must pass the placement level and all higher levels.

Transparency and documentation of admission procedure and decision

KIMEP has an open and transparent process of applying to academic programmes on a year-round basis. Applicants will need to submit the Online Application Form with required documents attached for a certain semester by set deadlines.

According to Kazakhstani law, documents that are submitted in foreign languages have to be accompanied with a certified translation into Kazakh or Russian language. In some cases, especially with foreign applicants, the DSRA has the right to request additional documents (licenses for educational activity of organisations issuing the diplomas, confirmations of attestation and accreditation, confirmations of degree, specialisation and diploma, etc.).

Incomplete application may result in a delay in the admission review/decision or total rejection of the application. Cases of fraudulent documents or submission of knowingly false information result in permanent application rejection, and the matter may be transferred for consideration to law enforcement bodies in accordance with Kazakhstani legislation.

The online application is developed in three languages – Kazakh, Russian and English. Applicants may easily activate their account in the system by entering a current personal e-mail address. The system automatically sends out a notification on receipt of applications to the e-mail address indicated in the application. The status of the submitted application may be checked using the Applicant portal.

The online application is reviewed by the DSRA admission officers on the condition of filling in all mandatory fields and submitting the online application with all required documents. Incomplete online applications or those not submitted will be removed from the system after three months of inactivity. Applicants may initiate another application later on from very beginning. Upon completion of the process of admission, all applicants receive letters of admission, letters of access to non-degree educational services or letters of rejection. Appropriate orders are approved by the President and serve as the basis to begin studying at KIMEP.

Publication of admission rules

Extracts from the “Policy on Application and Student Admission to Undergraduate and Graduate Programmes” regulating the rules of admission of applicants to undergraduate and graduate programmes, as well for transferring and reinstating students, are published on the KIMEP web-site⁵. The same place hosts information regarding the university’s financial aid programmes (scholarships and tuition discounts), information on tuition and of the entrance tests to graduate programmes for all specialisations.

For recruitment purposes, the university prepares and publishes materials for internal and external advertisement brochures, booklets, and information sheets. The university has also created information boards to place information on majors available in the colleges, as well as extracts from Admission Rules in Kazakh, Russian and English. Materials for KIMEP Admission Rules and special applicant memos are prepared for applicants.

The Marketing, Communications, and Public Relations Department (MCPR), organises radio broadcasts of information on KIMEP specialisations and Admission Rules. It also places this information in public displays on the streets of Almaty and other cities of the country and publishes on the official digital platforms and KIMEP’s social media: Facebook, Vkontakte, Instagram, and popular websites.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. Furthermore, KIMEP ensures a constant availability for prospective students and reacts quickly to incoming enquiries. It uses several target group oriented and convenient channels (e.g., WhatsApp). The expert panel further positively highlights the number of counsellors and offices as well as the fact that faculty and administrative staff is involved into counselling.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

⁵ in the section “For Applicants” - <https://www.kimep.kz/prospective/ru/admission-to-bachelor-programmes/>

		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		

3. Contents, structure and didactical concept of the programme

3.1 Contents

Table 1 - BAJ Curriculum Overview

1st Year	Fall	ECTS	Spring	ECTS
GEN1000	Modern History of Kazakhstan	5	KAZ1xxx Kazakh Language-II	5
GEN1300 or 2301	Introduction to Computer Sciences or Business Computer Applications	5	GEN1110 Academic Speaking	5
KAZ1xxx	Kazakh Language-I	5	GEN1122 Academic Reading and Writing II	5
GEN1110	Academic Listening and Note Taking	5	GEN/ASC2xxx Arts Society and Culture I	5
GEN1011	Academic Reading and Writing I	5	GEN2501 Introduction to Social Sciences	3
GEN2502	Cultural Studies 1: Kazakhstan	2	GEN2500 Or 2510 Introduction to Philosophy or Principles of Ethics	5
GEN	Physical Training	4	GEN Physical Training	4
	ECTS	31	ECTS	32
2nd Year	Fall		Spring	
GEN/ASC2xxx	Arts Society and Culture II	3	JMC2611 Introduction to International Journalism	5
JMC2605	Mass Media and Society	5	JMC2607 Ethical and Legal Issues in Mass Communication	5
JMC2612	Internet and Society (New Information Technologies)	5	JMC2xxx Major Elective I	5
JMC2615	Media Writing	5	JMC2xxx Foundation Elective I	5
GEN1101	Fundamentals of Political Science	3	JMC2xxx Foundation Elective II	5
GEN2xxx	Fundamentals of Sociology	3	JMC2xxx KIMEP Wide Elective I	5
ECN1101.2	Introduction to Economics	3		
	ECTS	27	ECTS	30
3rd Year	Fall		Spring	
JMC3xxx	Foundation Elective III	5	JMC3xxx Foundation Elective V	5
JMC3xxx	Foundation Elective IV	5	JMC3xxx Foundation Elective VI	5
JMC3605	Major Required I (Political Communication)	5	JMC3xxx Major Required III	5
JMC3xxx	Major Required II	5	JMC3xxx Major Elective II	5
JMC3616.2/3615.2	Writing for Russian/Kazakh Media	3	JMC3xxx Major Elective III	5
JMC3611	Internship I	5	JMC3612 Internship II	5
	ECTS	28	ECTS	30
4th Year	Fall		Spring	
JMC4701	Communication Research	6	JMC3xxx Major Required IY	5
JMC4xxx	Foundation Elective VII	5	JMC4616 Major Required VI (Theories of Media and Communication)	5
JMC4xxx	Foundation Elective VIII	5	JMC4070 Thesis and Thesis Defense	6
JMC4xxx	Major Required IY	5	JMC4xxx KIMEP Wide Elective 2	5
JMC4xxx	Major Elective IV	5	JMC4xxx KIMEP Wide Elective 3	5
JMC4xxx	Major Elective Y	5	JMC4xxx KIMEP Wide Elective 4	5
	ECTS	31	ECTS	31
Total:	ECTS			240

Table 2 - MIJ Curriculum Overview

Ist Year	Semester 1	ECTS	Ist Year	Semester 2	ECTS
CSS5103.2	Professional Foreign Language	3	JMC5650	Digital Public Relations	5
CSS5501.1	Management for Social Sciences	2	JMC5616	Theories of Media and Communication	5
CSS5502.2	Psychology for Social Sciences	1	JMC5xxx	Major Elective I	5
JMC5630/ JMC5666/ JMC5653	Political Communication/ Introduction to Kazakhstani Media Market/ Public Relations Management and Strategies	4.5	JMC5xxx	Major Elective II	5
JMC5612/ JMC5715	Advanced Media Writing/ Advanced Multimedia Storytelling	4.5	JMC5621	Internship I	5
JMC5661	Research Methods in Media Communication	5	JMC5662	Thesis Seminar	10
JMC5611	Principles of Media Management	5			
Semester-total		25	Semester-total		35
2nd year	Semester 3	ECTS			
JMC5xxx	Major Elective III	5			
JMC5xxx	Major Elective IV	5			
JMC5625	Research Seminar	8			
JMC5663	Thesis Defense	12			
Semester-total		30			
Total ECTS					90

Table 3 - MAFL Curriculum Overview

1st Year	Fall Semester	Cr	ECTS	1st Year	Spring Semester	Cr	ECTS
TFL5101	Introduction to Linguistics (Elective 1)	3	5	TFL5102	Introduction to Sociolinguistics (Elective 2)	3	5
TFL5301	Introduction to SLA	3	5	TFL5504	Introduction to Program Evaluation	3	5
TFL5401	Methods in Language Teaching	3	5	TFL5403	Curriculum and Materials Design	3	5
TFL5201	Language Analysis for Language Instructors: Formal and Functional Grammars	3	5	TFL5202	Language Analysis for Language Instructors: Grammar in Social, Cultural Contexts	3	5
				TFL550x	Specialization Elective	3	5
	Total	12	20		Total	15	25

1st Year	Summer Semester	Cr	ECTS
	Research Internship	1	21

2nd Year	Fall Semester	Cr	ECTS	2nd Year	Spring Semester	Cr	ECTS
TFL5404	Language Evaluation and Assessment (Elective 3)	3	5	TFL5402b	Teaching Internship	3	7
TFL5402a	Academic Internship	3	6	TFL5691	Thesis II	3	12
TFL5601	Research Methods	3	5				
TFL5700	Seminar in Applied Linguistics	2	3				
TFL5690	Thesis 1	3	16				
	Total	14	35		Total	6	19

Logic and conceptual coherence

BAJ and MIJ

BAJ and **MIJ** follow the KIMEP wide-logic “from the general to the specific”. Therefore, students’ (curriculum) lifecycle gradually moves from 1) General education courses (36 KIMEP credits 56 ECTS), 2) Program foundation required and elective courses (68 KIMEP credits, 112 ECTS), 3) Program major required and elective courses (36 KIMEP credits, 60 ECTS), and 4) Final Attestation (6 KIMEP credits, 12 ECTS).

The **BAJ** programme has two majors — 1) Digital Journalism and 2) Public Relations and Advertising.

The Digital Journalism major builds upon general courses introduce the role of media in society, media systems, and media cultures; journalism as a social practice, theoretical courses introducing students to theories of media and communication, ethical and legal issues in media and communication, psychology in communication, broadcast journalism, communication research, media analysis, digital studies etc., and hands-on courses media writing, editing, multimedia storytelling, podcasting, video documentary etc.

The Public Relations and Advertising major introduces students to the theoretical aspects of public relations in society and business. It pays special attention to the triad event – campaign – programme leading students from the smallest meaningful communication unit. It engages students with the functions PR takes in political communication and crisis communication. The major elaborates on persuasive communication aspects of PR and advertising. It guides students through the vital role these two communication methods together with social media marketing play in brand image management.

MIJ is a three-semester programme of full-time study. It is designed for graduates from journalism or public relations majors and graduates from other programmes and working people. Although prior knowledge is recommendable the MIJ programme does not presume any prior knowledge of, or work experience in, media and communications. The programme is designed for students to widen and deepen their theoretical knowledge of media and communications and to acquire or upgrade their practical skills. It is also designed to appeal to media scholars or professional employees seeking career development or advanced education, and to recent recipients of undergraduate degrees in communication arts or other fields seeking to advance their competitiveness and research and communication skills.

The programme, thus, imparts fundamental knowledge of all cognate areas of mass media, including journalism, public relations, advertising, and broadcasting. They must also develop methodological competence in the design, conduct research and draft a research thesis in English; and cognitive and behavioural skills relating to professional practice.

Additionally, every major in MIJ has its specific intended learning outcomes, which guide both instructors and students:

Major in Journalism and Media Management ILOs

On completion of the **MIJ** with a Major in Journalism and Media Management, students will demonstrate the following learning outcomes at an advanced level:

1. Conceive, plan and execute relevant, publishable articles or other materials that demonstrate professional values, standards and ethics;
2. Find information and evaluate, organise and present it efficiently and clearly, with fairness and balance;
3. Use advanced reporting/writing techniques in print, broadcast and online journalism;
4. Gather information, using methods relevant to the discipline and the topic;
5. Investigate civic issues through original research and analysis of official and public materials;
6. Meet the operational needs of media organisations;
7. Assume leadership in strategic and operational opportunities and problems;
8. Design and implement plans that help organisations transform their vision into reality;
9. Plan and execute activities for public relations, advertising and other communication, media and other organisations;
10. Design marketing that full utilizes traditional and interactive marketing techniques;
11. Use strategic planning and communication to analyse their organisation's current conditions and how to reach goals;
12. Consult for media companies and organisations, and the communication departments of other companies.

Major in Public Relations and Advertising ILOs

At the completion of the **MIJ** with a Major in Public Relations and Advertising, students will demonstrate the following ILOs at a high level:

1. Write a comprehensive public relations plan and effective traditional and electronic press releases and media kits;
2. Apply reporting/writing techniques in broadcasting and online journalism;
3. Design and implement effective public relations strategies, and evaluate results, to improve the image of a corporation or business;
4. Apply a range of effective planning and communications strategies during a crisis;
5. Formulate targeted marketing plans and develop a company's marketing communications strategy ;
6. Write in a clear, lively, visual, stimulating and concise style;
7. Plan and manage cost-effective media that reach selected targets through advertising and sales promotion;
8. Demonstrate a range of copywriting, photographic, video and design techniques and skills for a PR campaign;
9. Develop a professional integrated marketing communications plan;
10. Design, compile, and produce a professional-quality marketing plan using traditional and new direct marketing techniques;
11. Formulate a cost-effective marketing communications budget;
12. Gather and apply information on consumer behaviour to create a marketing plan using traditional and new direct marketing techniques.

MAFL

The programme curriculum combines the study of theoretical concepts, case methods and practical application in course contents and learning materials. Students acquire knowledge of all areas of English language teaching, including linguistic theory (incorporating linguistics, sociolinguistics, second language acquisition, and grammar); course design, planning, implementation, and assessment; educational technology; pedagogical theory and practice; and research methods. At the advanced level, students acquire applied knowledge in both teaching and research as they carry out teaching practicums and independent research projects for their thesis.

On the successful completion of the programme, **MAFL** graduates will reach the following Intended Learning Outcomes and will be able to:

1. Describe and analyse language and language acquisition;
2. Implement and manage foreign language instruction and assessment;
3. Appraise and design for learner diversity;
4. Demonstrate professional autonomy and leadership.

Rationale for degree and programme name

KIMEP offers the **BAJ**, **MIJ** and **MAFL** degrees according to the Law of the Republic of Kazakhstan⁶. BAE and MAE Students are prepared to work as economists. The curriculum

⁶ "On Education" # 319-III dated 27 July 2007 (with amendments and additions as of 11 July 2017), the State Programme for the Development of Education and Science of the Republic of Kazakhstan

and the courses have been developed in compliance with ministerial guidelines (i.e., GOSO) and are consistent with the Dublin descriptor. It also fulfills MSHE guidelines and specifications for awarding the bachelor and Master in Economics degrees.

Following elevation of the Kazakhstan Institute for Management, Economics and Strategic Research (KIMEP) to university status, KIMEP applied for a license for its BAE and MAE programmes with the Ministry of Education and Sciences (now MSHE) and the licence was granted⁷.

The rationale behind the license names of the **BAJ** and the **MIJ** is the restrictive ministerial licensing options. Therefore, the names of the programmes depended on the MES licensing regulations. However, the names of the majors and minors are at the discretion of the Department of Media and Communications.

MAFL was initially established as a Master of Arts in Teaching English to Speakers of Other Languages. This graduate degree programme is based on ideas from applied and educational linguistics, with an emphasis on supporting teachers to become more equipped to address challenges and changes in the 21st century classroom. Courses focus on theory, practice, and research so that students can develop a holistic understanding of issues related to language and education. Because of this, students in the programme are not limited to teaching English. The principles and practice training presented in the programme can be applied to the teaching of any language. This approach also enables students to pursue other careers in education, policy, programme development, administration, and translation.

Integration of theory and practice

BAJ, **MIJ** and **MAFL** integrate theoretical knowledge and practical insights throughout the structure of each programme into the curricula, courses, and teaching methods. In the overall course structure, there is a balance between courses that are practically and theoretically oriented, but even within those courses, faculty draw strong connections between theory and practice. Many of the HEI's courses include both theoretical and practical elements, and the coursework and assessment of these courses encourages students to engage with the links between the two. Thus, theory and practice are closely integrated throughout the programmes. Furthermore, the practical elements in courses were increased.

BAJ has a strong focus on learning applied knowledge and developing job skills and professional competencies. However, the practical aspects of the programme have a strong theoretical foundation.

MIJ, in spite of being certified as a three-semester practically-oriented programme by MSHE builds on a solid corpus of theory (e.g., planning a communication campaign).

MAFL encompasses three major areas. One is theoretical, the second is research-oriented, and the third is practical. Excellence in teaching is based on the unity among these three areas.

for 2016-2019 (approved by the Decree of the President No. 205 dated 1 March 2016 – SPDES), Resolution of the Government of the Republic of Kazakhstan No. 1080 dated 23 August 2012 “State Mandatory Standard of Higher Education”, “State Mandatory Standard of Post-Graduate Education”, as well as other MSHE regulatory legal acts.

⁷ according to the MES GOSO, dated August 23, 2012.

This programme provides the academic background and practical experience for effective use of theory, research and teaching practices. Furthermore, MAFL requires a credit-bearing internship.

Interdisciplinary thinking

The communicative nature of **BAJ** and **MIJ** requires development and integration of interdisciplinary thinking throughout the learning life-cycle. Students develop this type of thinking within the programmes by taking courses from three intersecting spheres — 1) media, 2) public relations, and 3) digital. This helps undergraduate students to understand, apply skills to, and analyse the nature and dynamics of these different but at the same time self-complimentary spheres. Graduate students move two steps further by evaluating realities and influences of various internal and external factors, which impact the growth of the three spheres. This principle encourages students to develop a critical and inquiring attitude, an appreciation of the interconnectedness of each subject area.

Additionally, undergraduate students and graduate students are encouraged to take courses from other departments and colleges in the Wide electives category. This approach offers students more flexibility to narrow their professional specialisation. This flexibility of the programmes invites students to develop interdisciplinary thinking. In practical terms, students learn to comprehend complex material, evaluate moral and ethical issues, consider different and sometimes conflicting perspectives, solve problems, and communicate effectively throughout the process. Additionally, students learn to be tolerant of persons of different backgrounds or values, and achieve a deepened sense of self.

A number of courses in **MAFL** involve engagement with research, concepts and methods of an interdisciplinary nature. Particularly, the MAFL programme engages students with the fields of education and pedagogy and fields relating to language, including linguistics and second language acquisition. Students engage with both fields and the connections between them throughout the programme. In their thesis projects many MAFL students' research explores the relationships between language and educational theory.

Students are taught to demonstrate a systematic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline, and engage in critical reflection, synthesis and evaluation of theories, methodologies, and empirical results. To equip the students with knowledge of all facets of education policy, language teaching theory and practice, offered courses include for example: Linguistics (Research History and Philosophy), Analyzing Education Policy, Educational Equity, Language Education Policy, Sociolinguistics.

These courses develop students' interdisciplinary, multidimensional thinking, and integrated problem-solving abilities since they incorporate perspectives of other disciplines, such as sociology, psychology, political science, economics, policy making, leadership. As this is an accelerated, targeted programme, there is less focus on general education compared to the HEI's bachelor's programmes, but courses nevertheless draw on a range of related fields such as applied linguistics, education, and educational psychology. This helps the students to develop a critical and inquiring attitude, and an appreciation of the interdisciplinary nature of these subject areas. Students learn to comprehend complex scientific and social materials, evaluate moral and ethical dilemmas, derive solutions to problems, and communicate effectively throughout the process.

Ethical Aspects

The BAJ, MIJ and MAFL programmes nurture students to maintain high ethical standards and moral values in their personal and professional life. As part of ethical grooming, KIMEP aspires to implement Ethics, Responsibility and Sustainability (ERS) initiatives cultivate an institutional ethical culture, embedding ethical and sustainability issues in courses and modules, encouraging ethical engagement and discussion of the faculty members, and integrating ethical aspects in programme learning outcomes. Key elements of the institutional ethical culture include institutional policies, code of practice for both students and faculty, designated sites in the institutional setting for monitoring and exercising control over ERS issues, and uses of sanctions when necessary.

Academic Integrity Policies

University policies on Academic Integrity are well-established as a subset of overall policies related to ethics. KIMEP considers academic integrity to be essential for students' intellectual development. Incidents of academic dishonesty can hinder the free exchange of ideas and seriously damage the reputation of the institution. KIMEP uses Turnitin to comply with the MSHE requirements to check all theses with anti-plagiarism software. Each area of discipline within CSS is represented by members of the College Quality Assurance Committee and with CHE is represented by the Academic Integrity and Appeals Committee. Violations of Academic Integrity policy are reported to these committees for investigation and resolution.

Research Ethics

BAJ students learn about research ethics in the Academic Reading and Writing I & II course as well as in their bachelor's thesis projects when they collect data for independent research. All students must adhere to ethical research standards that are in line with rigorous international practice, including principles of informed, voluntary consent (participants must be briefed on what the research involves and sign a form agreeing to participate), avoidance of harm, and maintenance of confidentiality. BAJ students must take specific ethics related courses (JMC 2607 Ethical and Legal Issues in Media and Communication and GEN/IRL 2500 or GEN/IRL 2510 Introduction to Philosophy or Principles of Ethics). Additionally, professional journalism or public relations ethics is a topic in nearly all courses of the programme.

MIJ and **MAFL** students, learn about research ethics in courses and activities, when they collect data for their independent thesis research. MAFL students are also offered a specific ethics and equity course (EPM5211 Educational Equity). The programmes have detailed policies in place to deal with cases of academic dishonesty. KIMEP requires all students, faculty and staff to accept responsibility to pursue academic research and learning in an honest and ethical manner. Any and all behaviour that is or leads to academic dishonesty is strictly forbidden.

KIMEP also places great emphasis on teaching proper citation practice to students and how to avoid academic dishonesty. This starts in Foundation courses and continues in Academic Reading and Writing I and II and is reinforced in writing assessments across the curriculum. The University is also in the process of strengthening policies on research ethics - an Institutional Research (Ethics) Board has been formed and its role and policies are being finalized.

Ethical Professionals

Consideration of what it means to be an ethical professional and good citizen is integrated across the courses in all programmes. KIMEP's core values of citizenship and community service are built into each programme. A focus on personal integrity and professional values is not merely required by MSHE but built into every level of the programmes. In many KIMEP courses, students are encouraged to reflect on ethical issues in their professions.

KIMEP involves its students in the decision-making processes of the University at all levels. This complements the University's commitment to transparency, fairness, ethical behavior and integrity, as well as fosters a sense of empowerment and responsibility among students and the new generation of future leaders.

Methods and Scientific Practice

KIMEP students acquire relevant methodological skills in both teaching and research across a number of courses in each programme, for instance: Academic Reading and Writing II; Thesis I and Thesis II; for graduate programmes Research Methods; Thesis. Many other courses in the programmes also contain a research component and encourage the development of research skills. All courses in the programmes involve the development and refinement of general academic skills, including finding and interpreting secondary literature, writing skills, academic discussion, and critical evaluation of sources. Faculty use a range of academic resources that are available to KIMEP students in teaching students how to read academic sources, summarise, synthesise, and integrate what they have read, as well as comment on sources in a scholarly way.

Academic writing is an essential part of all KIMEP programmes — for undergraduate students, the courses Academic Reading and Writing I and II, and Thesis I: Research Methods provide strong foundational skills in this area, but most courses include some kind of academic writing component. For instance, even the internship courses require a written report. KIMEP understands that students are virtually all second language users of English, and therefore, faculty provide appropriate scaffolding across all levels of instruction and support for students to become independent writers and active participants in academic discourse.

The Programmes use qualitative, quantitative, and mixed-method of inquiry. The choice of the specific instruments depends on the course and program ILOs. The Programmes help students develop scientific skills to explore a phenomenon by adapting the Next Generation Science Standards (NGSS) 8 Science Practices to their fields of studies.

1. Asking questions and defining problems
2. Developing & using models
3. Planning & carrying out investigations
4. Analyzing & interpreting data
5. Using critical & analytical thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

With the changes the MSHE made in the State Compulsory Educational Standards of Higher Education (GOSO) in 2020, writing and defending a thesis became compulsory for undergraduate students to graduate, but from 2022 students can choose to sit three one-credit State Exam or to defend a Thesis (two credits) and one one-credit State Exam to graduate.

Therefore, the proper use of scientific methods and practices is vital for both bachelor and master students.

BAJ students are required to complete Academic English Writing, Academic English Reading, Business Communication, Communication Research, and Thesis/Professional Project courses as compulsory courses to learn scientific research skills in the programme. In those courses, students learn and develop scientific work competencies through knowledge on research methods, data analysis skills, and report writing skills. Almost all the programmes are required and programme elective courses include student-generated group projects and group research assignments. Additionally, BAJ programme has two mandatory practical internship courses — JMC3611 Internship I (3 KIMEP credits) and JMC3612 Internship II (3 KIMEP credits). BAJ students are required to complete an industry internship and write an internship report using scientific research methods. Thesis Assessment Criteria assure that research work performed by students corresponds to the undergraduate-level scientific work ILOs requirements.

MIJ students complete Business Communication, Research Methods in Media and Communication/Thesis I, Advanced Media Writing, Critical Thinking and Writing courses as compulsory and elective courses to learn scientific research skills in the programmes.

MAFL students are required to complete Research Methods (History and Philosophy of Science), Thesis I (Including Field Research – Data Collection: research apprenticeship), Thesis II; and Research Internship courses as compulsory courses to learn scientific research skills.

Additionally, **MIJ** degree students are required to complete industry internship and research internship courses — Internship I and Research Internship. **MAFL** programme students need to complete a Teaching Practicum, an Academic Practicum and a Research Internship. The students are required to complete the internships and write internship reports using scientific research methods.

Master students are required to write a thesis following very specific rigorous scientific methods. Completion of a thesis and internship report proves students possess competencies in methodological aspects of scientific work. All courses in the programme involve the development and refinement of general academic skills, including finding and interpreting secondary literature, writing skills, academic discussion, and critical evaluation of sources.

Examination and final thesis

All programmes

Both continuous assessment (reporting, writing, interviewing, designing, editing and producing assignments, creative exercises, essays, in-class tests, mid-term examinations, and oral presentations) and final assessment (notably term projects, final examinations, final term papers, internship project reports, defended thesis proposals, and defended theses) are used to assess academic performance in courses (modules). This is to ensure that the balance of different forms of assessment is appropriate for the assessment of the Programmes' knowledge-based and skill-based intended ILOs.

In case a final examination is not given, a final assessment in the form of a paper, project, or

portfolio must be submitted within one week of the semester's last class and is graded according to the rubric provided to students during the course of the semester.

Even though the final examination or assignment should comprise 40% of the total mark for the course or module, teaching faculty are free to determine the rest of the course assessment and may select various forms for the final assessments. Different types of intermediate evaluation enable assessment of speaking and other skills that cannot be measured by written examinations.

Both continuous assessment and final assessment are used to evaluate academic performance in KIMEP courses. Formative and summative evaluation provides a balance of different assessments that are appropriate for individual student preferences for learning and for evaluating the modules' ILOs.

From 2020 **BAJ** has a thesis as a mandatory exit exam imposed by MSHE on most bachelor programmes in Kazakhstan (this requirement for undergrads was removed in 2022 GOSO). The master programmes **MIJ** and **MAFL** final examination is a public defence of a master thesis.

Based on MSHE requirements, the course assessments of **BAJ, MIJ and MAFL** programmes are divided into 3 parts: 2 assessments/exams that constitute 60 % of the total points and the final assessments/exams of 40 %. The University allows sufficient flexibility to faculty members to devise their own assessment systems, subject to a few general overarching guidelines.

The colleges follow a continuous evaluation system that comprises 60 % of the total grade. Each course offering is mandated to meet the learning objectives including written communication, creativity, analytical and intellectual skills, and ethical thinking. Usually, faculty members use different types of questions, multiple choice questions, scenario analyses, case analyses, and other methods to assess different learning outcomes of the courses. Other than written examinations, faculty members conduct class tests, presentations, written projects, and assignments for the purpose of evaluations.

Assessment for all courses in KIMEP is planned in order to reinforce course ILOs. Students are informed about the type and amount of assessment for each course in the course syllabus. Module content concerning examination and learning outcomes demonstrate that they are in line with the programme's learning outcomes. The type of evaluation, procedures, and module performance are included in the respective syllabi along with the employed teaching methods and duration of studies. Student performance follows the syllabus requirements, including assessment types, duration, and respective requirements.

The course assessment methods are explained in detail in the course syllabuses. Moreover, suggested assessment-related learning activities are identified to guide students on their allocation of study time. When grades are assigned according to KIMEP's letter-grading system, (see KIMEP's current catalogue) the assessment criteria and standards applied to written and oral presentations are those that have been incorporated into the internal degree validation documentation approved by KIMEP's Academic Council. The review of course assessment methods is an integral part of the syllabus and course review processes embedded in the programme's quality assurance arrangements.

The university uses a letter grading system of A, B, C, D, F. Letter grades are further differentiated with “+” for the top of the grade range or “-” for the bottom of the grade range. Based on the grades assigned, a grade point average is calculated and recorded on the student’s transcript.

All programmes have a dissertation component. For undergraduate programmes: Thesis I and II. Thesis I helps to formulate the topic, do literature review, formulate research questions and proposals; Thesis II is more independent work with the guidance of their supervisors.

BAJ students first defend their thesis proposals to the leader of the Research Methods course and other KIMEP faculty. Then after completing their thesis research under their supervisor’s guidance, they defend their thesis in a public oral defence, where KIMEP faculty, including the supervisor and assigned examiner, listen to the student present their work and are able to ask questions, after which suggestions for revision are provided.

MIJ and **MAFL** students have to write a thesis before graduation. The primary purpose of the thesis work is to enhance and apply the body of knowledge acquired by the student. The secondary purpose is to share this knowledge with interested parties in society. These purposes are accomplished through an in-depth investigation of a particular issue and dissemination of findings. The master thesis is a composition of practical research work, involving the analysis of a specific problem in the area of the major, and evaluation of the results of the analysis that serve as a basis for developing specific proposals and implementing the appropriate solution to the problem. The students are required to attend thesis sessions, consult with the supervisor, read relevant literature, developing research methodology, collecting and analysing data, and writing the thesis, defending it in public, and submitting it. The master’s thesis evaluation process includes evaluation of the main supervisor, internal committee member, and the external supervisor of the thesis committee.

A Master’s thesis must reflect that the student has:

- demonstrated an appreciation of the academic and professional literature pertinent to his/her research;
- demonstrated a knowledge of, and ability to apply, the research methods pertinent to his/her research;
- used information sources, and analytical tools pertinent to effective research and analysis pertinent to his/her research; and
- evidenced the acquisition of transferable and personal skills such as reasoning, report writing, independent learning, communication, critical thinking, personal management, and presentation skills.

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. For MAFL the panel notes that the number of electives is sufficient. However, the panel suggests increasing the number of electives to encourage MAFL students to make further choices and to develop a more individual profile.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. For this purpose, the HEI has integrated several measures (e.g., internships).

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's 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)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

All programmes

The credit system that is used at KIMEP University in parallel to the ECTS - the "KIMEP credits" - follows the American credit hour system and is oriented at necessary contact hours for each lecture whereas the ECTS includes contact hours as well as the self-study time per course. As the Republic of Kazakhstan is a member of the European Bologna Process the universities are required to use the ECTS only.

BAJ

To earn a **Bachelor of Arts in Journalism** a student must complete 240 ECTS credits.

Table 4 - BAJ ECTS

	ECTS
General Education Requirements	56
Programme Foundation Requirements	112
Programme Required Courses	60
Final Attestation	12
Total Required for Graduation	240

Table 5 - BAJ Structure

Projected study time	Four years
Number of Credit Points (CP)	240 ECTS
Workload per credits	27 learning hours per ECTS
Number of modules/ courses	52 (Programme Foundation Required Courses)
Number of contact hours	45 for a typical 5 ECTS taught course

The BAJ programme offers two majors: Digital Journalism & Public Relations and Advertising. Students who want a flexible curriculum may choose to graduate without a major. In that case, Major Required Courses should be treated as Programme Elective Courses and selected with the advice of DMC faculty.

- Digital Journalism is designed for students who want to work as journalists, or as specialists in other fields applying the knowledge and skills required of journalists in a digital environment. Students develop skills in effectively identifying, gathering information, and telling compelling factual stories in a digital media environment.
- Public Relations is designed to prepare students to become well-rounded online and offline communicators. They will learn to establish mutually beneficial relationships between organisations and their stakeholders. Students will learn to develop the image, reputation and the brand of a person or an organisation. They will learn communication skills needed to advise management, set policies, and plan and execute strategic campaigns.

MIJ

To earn a **Master of International Journalism**, a student must complete 90 ECTS credits.

Table 6 – MIJ ECTS

	ECTS
Programme Foundation Requirements	15
Programme Specialization Requirements	45
Experimental Research Work	18
Final Attestation	12
Total Required for Graduation	90

Table 7 – MIJ Structure

Projected study time	One year and a half
Number of Credit Points (CP)	90
Workload per CP	27 learning hours per ECTS credit
Number of modules	17
Time required for processing the final thesis and awarded CP	2 Semesters
Number of contact hours	720

The programme is a 1.5-year, full-time programme which requires students to earn 90 ECTS credits (48 KIMEP credits) before graduation. The programme modules consist of academic courses, courses, internship, thesis, and final attestation.

MAFL

Table 8 - MAFL ECTS

	ECTS
General Education Requirements	32
Programme Specialisation	52
Research Component	24
Final Attestation	12
Total Required for Graduation	120

MAFL encompasses three major areas. One is theoretical, the second is research-oriented, and the third is practical. Excellence in teaching is based on unity among these three areas. This programme provides the academic background and practical experience for effective use of theory, research and teaching practices.

Table 9 - MAFL ECTS

Projected study time	2 years
Number of Credit Points (CP)	120 ECTS
Workload per CP	27 learning hours per ECTS
Number of courses	23
Number of contact hours	720

Study and exam regulations

In general, students follow the curriculum requirements at the time the student begins to study at KIMEP, which is specified KIMEP's annual catalogue. However, KIMEP has the right to improve or make substitutions to the curriculum. Every effort is made to ensure that any necessary changes do not put the student at a disadvantage or disrupt the programme of study. In some cases, students in a particular programme may have the choice of completing the programme under all or part of the requirements from a later edition of the KIMEP catalogue. Whenever this is the case, students are informed of their options and can consult with advisers to determine the best course of action.

To obtain a bachelor degree, students must complete all requirements for graduation within ten years. Any period of academic leave from KIMEP is included in these time limits. Any student who does not regain good standing is offered one semester Academic Suspension option. If student decides to accept the offer, he/she has a right to register for one course (for

three or five ECTS) and is obliged to participate in an academic recovery programme during one semester. After a semester of the recovery programme, a student returns to the Academic Probation status for one more semester and if is not able or willing to regain good standing will be dismissed from the KIMEP. Academic Suspension is allowed during the whole student's history only once.

KIMEP has established six general requirements that a student must meet to earn a bachelor degree:

- Complete 240 ECTS of coursework with a minimum passing grade of “D–” or better in each course.
- Have a cumulative grade point average (GPA) of at least 2.0.
- Complete General Education required courses (GER) based on programme curricular.
- Receive a passing grade in any required non-credit prerequisite courses.
- Complete all of the requirements in a KIMEP degree programme.

Graduate students must complete the programme within five years. Any period of academic leave from KIMEP is included in these time limits.

To earn a graduate degree from KIMEP, Master level student must fulfil the following requirements.

- Complete 240 ECTS of coursework.
- Credits earned in another programme can be transferred to the extent that the course is equivalent to a course in the KIMEP programme. KIMEP rules apply. A department committee decides case by case. For transfers of credits from bachelor to master programme, maximally 25% of the credits of the KIMEP programme can be transferred. For joint, dual, and multiple degree programmes different rules may apply as determined by specific agreements.
- Receive a passing grade in all required credit and non-credit courses.
- Complete the number of credits required by the degree programme with a passing grade in each course.
- Grades between “A+” and “B–” are passing grades. “C+”, “C”, or “C–” can be passing subject to the 2 C's policy limitation. For the College of Social Sciences, two grades of “C” in elective courses are allowed for graduation. The 2 C's policy does not apply to 0 credit English courses.
- Have a cumulative grade point average (GPA) at or above the minimum requirement: 3.0 for master students
- Publicly defend the thesis.
- Research, write, and publicly defend the thesis
- Meet all requirements for the programme in the student's major field of study

Master programmes strictly follow the university exam policy. Violations of the rules of behaviour during test taking (such as cheating) result in the disqualification of an applicant for 1 to 5 years. Details of exam policy are included in the KIMEP catalogue.

Exam regulations

A special section describing the evaluation criteria, examination policy and faculty expectations from students is included in the syllabus of each module or course at all level degree

programmes. The module syllabus is provided to students in advance, from the beginning of the classes, and describes what types of evaluation and requirements are set out in this particular module.

The course assessment methods are explained in detail in the course syllabus. Moreover, suggested assessment-related learning activities are identified to guide students on their allocation of study time. When grades are assigned according to KIMEP's letter-grading system, the assessment criteria and standards applied to written and oral presentations are those that have been incorporated into the internal degree validation documentation. The review of course assessment methods, in light of the programme's ILO matrix, is an integral part of the syllabus and course review processes embedded in the programme's quality assurance arrangements. Special assessment arrangements, especially in relation to final examinations, are also made on an individual basis for students with confirmed physical disabilities or special learning needs.

The DMC Curriculum Committee approves the **BAJ** & **MIJ** programmes, and the CHE Curriculum Committee approves the MAFL programmes' objectives and learning outcomes, curriculum, duration, grading, thesis, and related procedures, including examination and studies. The CSS or CHE College Council and the KIMEP Academic Council must further approve these.

KIMEP's Registrar creates the final examination schedule. In this case, typically, one final examination is set, covering the entire course content, lasting for up to two hours. The responsible instructor, assisted as necessary by other programme faculty or TAs, proctors the final examinations. Students found cheating are subject to disciplinary hearings at the College Council level and then, if there is an appeal, at the university level. KIMEP's definition of the cheating offenses and their respective punishments are detailed in the current KIMEP catalogue.

Individual programme faculty members are responsible for designing appropriate assessments of student academic progress in programme courses (modules). Each faculty member is asked to make suitable learning outcome evaluation decisions in line with the course's ILOs and each programme's ILOs. The programme faculty make time for evaluating the appropriateness of the assessment methods in each course in order to support quality assurance across the programme. This kind of review activity aligns course ILOs, course content and course assessment methods and the target programme ILOs identified for the course.

Once the evaluation scheme or assessment criteria are set for a course, they should not be modified unless circumstances require so. The same applies to the assessment and evaluation of the student's thesis.

Feasibility of study workload

Each KIMEP programme is designed with the intention of making it feasible for students to finish on time. In a regular (fall and spring) semester, a full-time student's expected workload is 810 hours (45 hours a week over 18 learning weeks), which normally, involves undertaking up to six courses, depending on their assigned ECTS credit weighting.

- The maximum work load in a semester in the study plan is 864 hours (corresponding to 32 ECTS and a weekly workload of 48 hours). For students who want additional options to manage their work load, KIMEP offers optional intensive summer semesters
- A part-time student's expected workload in a regular semester is no more than 405 hours (22.5 hours a week over 18 learning weeks), which normally, involves undertaking up to three courses, depending on their assigned ECTS credit weighting. The only distinction between fulltime and part-time students is that part-time students may not receive scholarships, grants, or tuition waivers. Because the rules relate to the Financial Aid program, they are stated in terms of KIMEP credits as they form the basis for tuition payment rather than ECTS.
 - A Full Time Student is any undergraduate student who takes at least 12 KIMEP credits (normally equivalent to 20 ECTS for taught courses) per semester or any graduate student who takes at least 9 KIMEP credits (normally equivalent to 15 ECTS for taught courses). Foundation course count as a full-time load.
 - A Part Time Student is any undergraduate student who takes fewer than 12 KIMEP credits (normally equivalent to 20 ECTS for taught courses) per semester or any graduate student who takes fewer than 9 credits per semester (normally equivalent to 15 ECTS for taught courses). For its master students, KIMEP offers class times in the evening which are compatible with full-time work. While many master students who are financing their studies by themselves make use of the option to take fewer courses, those who have scholarship typically try to cover as many credits with their scholarship as possible. Scholarships (paying for 100% or 50% of tuition) are only offered for one year. While typically second year scholarships are also available, they only offer cover of 50% of tuition and are highly competitive.
- In each of the two optional intensive summer semesters, the workload for full-time students has a limit of 10 ECTS, equal to 270 hours over six learning weeks, which is equivalent to 45 learning hours per week.
- The QA exercise at department level includes a review of the survey of graduating students and of student course evaluation forms that cover the feasibility of the workload.
- KIMEP has a well-developed advising system: The Student Support Centre has technical expertise to ensure that students take the courses needed for timely graduation. Its student support specialists help students who consider themselves to be in need of advice or mentoring; who wish to withdraw from a college programme; who are at risk of academic withdrawal because of their poor academic performance; or who are high academic achievers in need of greater challenges to achieve at their highest possible academic level.
- Examinations are taken as part of each course. A student who fails in a course has to retake the entire course. In cases where the course to be retaken is not offered every semester and the orderly progression of the student is at risk, it is standard practice to offer the retake as an independent study.

With the purpose of determining an optimal workload, the curriculum is designed and organised with regard to (a) account evaluation results from students and teaching faculty, (b) homogeneity of knowledge and study group. The examinations are due to national regulations, focused on the final module examination (which is 40 % of the course grade), but including continuous intermediary evaluations.

Regarding the workload, the programme administration and teaching faculty also: (a) guide students throughout the programme; (b) follow the status of their academic progression; and (c) provide assistance on-demand basis, should they feel they are falling behind. This approach is useful (as it indirectly affects the student success rate) and appraised by the students, based on the recent surveys conducted with several students and graduates from the current cohorts. The fact that all coursework is continuously assessed (not just a final assessment) also helps students to know where they stand in a course and gives them the opportunity to address any issues over the course of the semester. Feedback from faculty and students is considered in programme design and workload levels.

The students are supported by faculty and administrative units to make sure that they successfully complete their studies on time. Faculty members maintain regular office hours to consult with students. There are teaching assistants who provide additional academic tutoring. Additionally, the students have access to counselling services of the programme managers in the colleges. KIMEP-wide, the Student Learning Support Centre provides services of both academic and personal support to help students continue and complete their studies. The support includes academic tutoring, psychological counselling, and a special programme to address at-risk students.

Equality of opportunity

KIMEP is committed to a policy of equal opportunity for learning opportunities to all qualified individuals. It does not discriminate against any individual or group on the basis of race, ethnicity, nationality, religion, gender, social or sexual orientation, creed, marital status, physical disabilities, remote area location, age and/or any other subjective criteria. KIMEP seeks to enrol outstanding students who have demonstrated the potential to succeed through leadership and talent as well as having shown evidence of their capability to contribute to the community. The university has created clear and transparent procedures for applying and accepting individuals with diverse academic history and academic needs: Kazakhstani and international applicants, undergraduate students (graduates of high schools and vocational professional schools, transfer and reinstated students), graduate students and non-degree students for short and long-term study terms (international summer school, exchange students visiting, continuous non-degree students, adult learners, etc.). Any information concerning an applicant's disability provided during the admissions process is voluntary and leads to a specific set of services once eligibility is proven through professional documentation to KIMEP Medical Centre. No limitations are placed on the number or proportion of persons with disabilities who may be admitted or enrolled.

Equal opportunity is an integral part of the KIMEP's core values. KIMEP has a clear policy that ensures that no qualified student with disabilities is excluded. Students with special needs may receive academic adjustments that include but are not limited to such things as extended time for testing, permission to tape lectures, volunteer readers or lecturers, and copies of overhead slides or outlines used in lectures.

Students with physical disabilities or other special needs, once they have been identified by the Undergraduate Admissions Office and confirmed by the Medical Centre, are all interviewed by the College Student Support Centre. This is to ascertain and arrange the specific learning support they need and to develop appropriate Personal Development Plans for each of them. Their academic performance is monitored and their personal learning needs are reviewed on a regular basis. Where appropriate, special assessment arrangements are put in place,

particularly with respect to final examinations. The classrooms, offices, and meeting rooms in the Valikhanov Building that need to be accessed by students are barrier-free.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of the intended learning outcomes and the information defined in the ECTS Users' Guide. As far as the University uses "KIMEP credit points" internally only or in parallel to the ECTS credits, the panel urgently recommends KIMEP predominantly using the ECTS credits. This will make it easier to gain students from European countries based on the membership of Kazakhstan in the EHEA.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain 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 Lisbon Recognition.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. The panel positively highlights that the HEI very individually supports students with disabilities. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
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

Logic and plausibility of the didactic concept

The approach of all KIMEP programmes is firmly student-centred. KIMEP strongly believes that students should take an active role in their own education. Accordingly, classes do not simply rely on students passively listening to lectures but incorporate a wide range of opportunities for active learning. Faculty members of **BAJ**, **MIJ** and **MAFL** programmes employ a various range of active learning teaching methods such as a student discussion, hands-on projects, analysis of case studies, student reports and presentations, practical exercises, learning games, project work (team and individual), self-study reading, note-taking, chapter reviews, different tests and exams, class and home assignments, lectures, guest lectures (conferences), field work and research and more. This is also done in accordance with the programme ILOs. CHE believes that students are more than passive consumers of knowledge to be educated through rote learning. They are active participants in the process of learning and should be equipped not only with relevant theory and knowledge in their disciplines, but skills that enable them to become critical thinkers, problem solvers and lifelong learners.

Using a diverse range of teaching methods teachers help the students to meet their needs by developing and improving communicative, critical thinking, analytical, synthesizing skills, knowledge, behaviour, values and study experiences.

Office hours and appointments are the other way of developing students' academic and personal skills via advising, consulting, and directing the students on the issues they find of interest.

Assessment for classes is meant not only to test knowledge acquired in class, but also to build and reinforce that knowledge. Assessments may take the form not only of tests and essays, but many other forms such as analytical projects, problem-solving exercises, process writing tasks, creative projects, independent research, teaching demonstrations, presentations, and group investigations.

Course design and syllabi are reviewed by the College Curriculum Committees to ensure they are in line with KIMEP and international standards, use appropriate methods and assessments, and have reasonable policies, resources, and study plans. CHE draws on Bloom's Taxonomy as a tool to help design different types of learning activities appropriate for different levels of instruction. With the transition to distance learning necessitated by the pandemic, faculty also drew on a variety of online tools, such as Moodle, Padlet, Kahoot, etc. When courses are co-taught with industry practitioners, the courses are coordinated by the full-time faculty members. For courses with many sections, one faculty member is selected as the course coordinator to ensure uniformity of the course content and assessment schemes across the sections.

Teaching is intended to focus not on the teacher's point of view but from the student's viewpoint. So the learning integration and course structure introduced in the curriculum allow the students to have clear logic about the course's learning objectives.

A Student-Centred Education Concept:

- To be consistent with the professional needs, classes are organised in a combination of contact hours (in class) and hours dedicated for student learning and self-studies (outside class).

- The learning process is organised so that the students spend on it about 36 hours/week on average.
- The curriculum is flexible and courses may be updated from year to year depending on the current environment and market demands; optimization issues and faculty/guest speaker availability is taken into account.
- Although the course content reflects the programme's learning objectives, specific aims and material updates may also include a missing set of skills.
- Teaching is a core activity of any KIMEP programme. Excellence in teaching and learning is the main aim of all programmes. Colleges achieve this aim through securing best applicants in student selection and best faculty members and adjuncts. During the past several years the colleges selected the best (international and local) faculty every year through different competitive criteria; the best faculty members have been annually awarded the "Teaching Excellence Award".

The teaching faculty is expected to take into consideration subject-specific didactic requirements by choosing appropriate teaching and learning methodology that are described in the course syllabi.

Course materials

The faculty member who delivers a course selects the learning materials. College departments and QA committees such as the CSS Quality Assurance and Enhancement Committee and CHE Curriculum Committee academically review course contents on a regular basis annually. The programme administration keeps syllabi and related learning materials for reference. Course materials in the form of required reading, power point slides of the class-presentations, review questions and exercises are made available on the faculty members' L-drive folder. Learning materials are provided to students before each course begins, with additional materials distributed by the teaching faculty during lecture and contact hours. The textbook collection of the library offers a choice of standard textbooks for all courses taught at KIMEP, which are also made available to students on a rental basis.

- Textbooks from reputable publishers
- Current research
- Quality local and international news media outlets
- Industry reports from reputable organisations including educational policy documentation

All learning materials are regularly updated and also made available for students through the library and online as well through the Moodle and L-drive that are accessible for the students 24/7 from any computer connected to the Internet; especially during the remote teaching caused by the pandemic KIMEP ensured that all resources were available to students online via the library, Moodle pages, and the L-Drive. The materials are updated as needed to keep in line with current research.

Guest lecturers

Individual faculty regularly invite guest lecturers as part of the CSS Extracurricular Activity Programme. There are two DMC initiatives which invite guest lectures: 1) Working as a journalist/PR specialist in Kazakhstan and 2) Media and Communications Employment: Best Practices to Find a Job. All talks are open to the wider CSS and KIMEP community.

The guest lecturers were journalists, communication specialists, or researchers with extensive professional experience. In 2022 the department invites its alumni who have at least six months of work practice. The purpose is to share the challenges they had finding their first job. Thus, DMC tries to provide its current students with more points of view and experiences of their future professions. The department works to invite international professionals, too.

KIMEP Leadership Development Program, CHE's CEE, its Education Leadership Club and Sociolinguistic Club Torap, Alumni Talks and Career Days are organised by KIMEP for deeper collaboration of the HEI's students with the prominent employers, market expert gurus, the best specialists in the field, outstanding researchers in the field, etc. The invited through these events Guest Speakers share their experience and knowledge with the HEI's students during guest lectures every semester, this also enables direct communications between potential employers and students. MAFL students also have the opportunity to interact with a range of scholars as part of CHE's Research Talk series, PDs in teaching methodology, and at CHE's annual Central Asia Language and Education (CALE) conferences, as well as the conferences held in KIMEP such as the annual KIMEP International Research Conference (KIRC) held by BCB. Students are encouraged to attend these academic conferences to develop professional networks with researchers from other countries and write joint journal articles and are strongly encouraged to participate to present their latest results and research projects in progress.

Lecturing tutors

The HEI operates a tutoring programme that all students may take advantage of. KIMEP's Tutoring Programme is designed for students who seek additional assistance to improve their academic performance. Tutors are available for almost all academic subjects in many of the introductory level courses, as well as some of the upper-level courses. Small group, drop-in, and by-appointment tutoring are available at no additional cost to students. A Peer Tutoring Program provides continuous tutoring for students at Risk or on Academic Probation, who need assistance to meet the requirements of their degrees.

Peer tutoring begins on the second week of classes and ends the last day of classes. Qualified graduate student tutors may be used. Tutors are students who have been selected by academic department faculty and have completed a tutor training programme conducted by the Student Learning Support Centre. The tutoring programme is a part of the Academic Support Programme, a mandatory programme that is offered only during regular semesters. Tutoring is available for all undergraduate students. Some high-capacity courses may be automatically open for small group sessions.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent

studies. For **MAFL**, the panel notes that the literature (course readings) and linguistic theories used should be updated and include courses on e.g., World Englishes and/or Cultural Linguistics. In addition, the panel recommends for MAFL that a broader perspective on other sub-disciplines of linguistics such as the ones stated can lead to further improvement.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	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)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 International outlook

International contents and intercultural aspects

KIMEP colleges and programmes are highly international in a number of dimensions. Ensuring its students are educated to international standards and are internationally competitive when they graduate is one of the HEI's top priorities. The programmes are taught by faculty from a range of international backgrounds; the HEI's courses draw on international case studies, research, readings, and theories; KIMEP students are from a range of international and intercultural backgrounds and have opportunities for international exchange.

In line with KIMEP's mission, strategy and core values, the **BAJ**, **MIJ** and **MAFL** programmes are fully committed to educating and preparing students for careers and graduate study in an international environment. KIMEP achieves internationalisation by attracting students and faculty from other countries. KIMEP welcomes students from other countries and cultures, and one of the most important aspects of the HEI's learning philosophy is tolerance toward other cultures and nationalities. The Programmes have a growing number of international students, either full-time or exchange ones (see self-evaluation report, p. 106). Faculty take this fact into consideration and adapt assignments and invite students to explore a question or topic from their cultural perspective and context. Thus, for the accredited period a small number of full-time undergraduate students from Turkmenistan, Kyrgyzstan, Mongolia, China, Turkey, Ukraine, Russia and exchange students from Sweden, Denmark, France, The Netherlands have contributed international and intercultural insight in various course of the programmes.

Each module stimulates discussions on the intercultural and multinational environment. All the programmes are designed and delivered with sufficient focus on international contents and cross-cultural awareness. An understanding of multiculturalism, global interaction, and the

impact of the field of studies on society is developed in the programmes' curricula. The Programmes achieve internationalisation by preferring international editions of textbooks, international good and bad practices, case studies or research articles.

The international orientation of the **BAJ** and **MIJ** programmes is integrated in the programme design, curriculum development, course contents selection, faculty composition and international standard learning opportunities for the students. There is an **undergraduate** course Intercultural Communication taught under JMC4690 Special Topics in Journalism and Mass Communication. Additionally, the **MIJ** offers two courses JMC5607 Global Public Relations, JMC5608 International Journalism, which specifically focus on the international realities of public relations and journalism.

In the **MAFL** programme such courses as TFL5506 Cross-cultural Aspects of Language Teaching, TFL5102 Sociolinguistics, TFL5202 Language Analysis for Language Instructors: Grammar in Social & Cultural Contexts, etc. include contents related to diversity, cross cultural issues, and other international aspects in the education policy and language teaching functions.

The Programmes are designed to be aligned with European Higher Education Standards and follow ECTS system to grant the final qualifications. They are also clearly specified to convert to the US credit system in official transcripts. The curricula were developed in alignment with leading schools of the world and are periodically reviewed to update with trends of global education. As the recognition of the programmes' international standards and quality, universities from all around the world have enacted student exchange and credit transfer agreements with the university. The programmes are offered only in English medium and all the study materials are in English which make the programmes essentially international.

Internationality of the student body

KIMEP welcomes students from other countries and cultures, the programmes host a growing number of international students, including degree, non-degree, and exchange students. Students come from more than 20 foreign countries including China, Germany, Korea, Russia, Ukraine, Tajikistan, Turkey, Uzbekistan, the UK, and the US. The most important aspect of learning is tolerance toward other cultures and nationalities. Each module stimulates discussions on the intercultural and multinational environment. The combination of an international outlook with applications to local issues is a particular strength of the education at KIMEP.

In 2022, the rate of foreign students are: 12 % (BAJ), 50 % (MIJ), 42 % (MAFL)

Alongside the Admission's Office, KIMEP has a China Affairs Office, which is currently transitioning to an East Asian Affairs Office, to establish closer relations with universities in China, South Korea, and Japan, one aspect of which is student recruitment. Currently, most international students in CHE are from Central Asia (Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan), China, and South Korea.

Internationality of faculty

KIMEP has a significant contingent of international professors with western terminal degrees, from places such as the US, Canada, and the EU. KIMEP plans to further increase the number of international faculty (both visiting and full time). Information on vacancies and other teaching opportunities, application procedures, and university benefits can be easily found on the KIMEP website.

When recruiting new faculty, a global search is undertaken to ensure that the pool of candidates reflects the best available scholars. Holding a doctoral degree from a recognised Western-style university in a field broadly related to a programme is a requirement. The selection process is rigorous and is administered by the college administration along with KIMEP's Human Resources Department. Relevant teaching experience and an appropriate record of publications is required for appointments above assistant professor. The remuneration packages offered are competitive with those provided by European universities. The KIMEP faculty pool is truly international. CHE and CSS faculty members represent many nationalities, with educational backgrounds from many systems. The number of faculty members with foreign country of origin as a percentage of total faculty members is truly remarkable. Moreover, many of the Kazakhstani faculty members have obtained or are pursuing education in foreign universities, mostly located in the UK, Europe, US, and other. 2021-2022, the CHE has 29 full-time faculty members, of whom 9 are from foreign countries. They represent the US, UK, South Korea, and Canada. All but one have a terminal degree. The full-time faculty is supported by a contingent of local adjuncts.

DMC has four full-time faculty from three nationalities, Bulgarian (one faculty), Turkmen (one faculty), and Kazakh (two faculty). There is an equal distribution among male and female faculty. Two of the faculty have earned their PhDs from internationally recognised universities one in Bulgaria, one in the USA, and one in Kazakhstan. All of the four faculties have substantial international teaching experience.

KIMEP's group of foreign and Kazakhstani faculty members are diverse in terms of gender, language, ethnicity, religion, and personal background, as Kazakhstan is a multilingual and multicultural society with the coexisting cultures of Kazakh, Russian, Turkish, Tatar, German, Uzbek, Uygur, Korean, Chinese, and other ethnicities. More than two thirds of the core faculty have significant foreign professional or study experience. Both CSS and CHE core faculty publications in international outlets in recent years include academic and practice-oriented research articles in journals, books, and conference proceedings papers.

Foreign language contents

KIMEP's programmes are delivered in English to a student body made up predominantly of native speakers of Kazakh, Russian, and other languages of the countries of Central Asia and the former Soviet Union. The vast majority of the HEI's students are studying in a foreign language.

Because in journalism, public relations, and related professions there is need for development of native language skills, the CSS Department of Media and Communications (DMC) has opened a small number of courses taught in Russian or Kazakh, such as Broadcasting in Russian/Kazakh or Writing for Russian/Kazakh Language Media. This also allows DMC

occasionally to invite as adjunct instructors highly qualified local professionals who may not possess developed enough English to teach a course in English.

CHE programmes are all taught in English, including **MAFL**. Therefore, all course contents, learning materials, and course instruction are offered in English, which helps students develop strong foreign language competencies. In some cases, undergraduate students with lower English language competencies need to complete additional foundational English language courses in the first year of studies. Students can take other foreign language courses such as Chinese, Korean, and German.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect. In this context, the panel particularly highlights the high student mobility, the practised welcome culture and the representation of very many nations among the students.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. Due to the high proportion of international faculty members and its fundamental implementation and orientation towards internationality, the international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the HEI.

As all study programmes are taught in the English language, respective language courses and required foreign language materials correspond with their qualification objectives. Internationality is clearly a key element of the study programmes' profile.

		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)			X		
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)

KIMEP programmes are designed not only to create competent professionals, but good citizens and community members as well. The ILOs of each degree give attention to the development of soft skills and abilities that contribute to lifelong learning, such as public speaking, teamwork, cooperation, time management, critical thinking and reading, and independent research. **KIMEP's bachelor's programmes** include a strong general education component so that students are empowered to develop their interests beyond their professional capacities.

In line with international good practice, the curriculum places a significant emphasis on:

- cross-disciplinarity, embracing aspects of sociology, psychology, technology, ethics, philosophy (especially the philosophy of the social sciences), research methods, and professional skills;
- comparative analysis of messages, audiences, and the media industries;
- practical skills and writing competence;
- internships, so students can improve their understanding through work experience;
- social competency development, such as oral and written English communications skills, interpersonal communication and presentation skills, and inter-personal group working skills;
- personal development, through internships and opportunities to study abroad.

This ensures that graduates gain the knowledge and the cognitive, behavioural and practical communication skills that support their professional and social growth and activity. The programme also encourages ethical understanding and direct involvement in public, non-profit, and business organisations, or to engage in postgraduate study.

MIJR and **MAFL** level students are required to attend core and programme foundation courses before attending course related their specialised professional domain. Core and programme foundation courses enhance multidisciplinary competencies and skills for professional success and career development in future. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

- **Communication skills and rhetoric:** The programme participants learn the skills as described in Section 3 above — there are different types of evaluation including communication skills, case-studies, development discussions, arguments. This demonstrates to what extent these generic skills are provided in different modules and to what extent they are really achieved.
- **Ethical values and managerial competencies:** In line with KIMEP's Faculty Code of Practice, ethical values are a part of learning outcomes for each course of the programme. Elements of ethical aspects and values are included in every module.
- **Managerial competences:** These can be found in several modules and are to be achieved as ILOs of core courses.
- **Knowledge for the sake of orientation:** The programmes go beyond professional orientation and include personal development, ethics, and values, widening the learning horizons of undergraduate and graduate students. They do so by introducing new concepts, case-studies, and guest speakers.

- International experience: The programme students are introduced to professionally-oriented international experience and the programme also strengthens other aspects of student development, such as cultural awareness. Intercultural aspects with regard to exchange programme opportunities offer opportunities for personal development.
- Leadership skills: Leadership guest lectures involve group presentation projects, role-playing exercises, and case studies that develop students' leadership traits such as critical thinking, conflict handling, and problem solving.

The development of transferable skills is an important element of the programme as a whole and of its component courses. Students build general transferrable and soft skills across the programme, including the following:

- Literacy - Proficiency in reading and writing through a variety of media
- Numeracy - Proficiency in using numbers at appropriate levels of accuracy
- Computer Literacy - Proficiency in using a varied range of computer software
- Self-Management - Able to work unsupervised in an efficient, punctual and structured manner. To examine the outcomes of tasks and events, and judge levels of quality and importance
- Exploring - Able to investigate, research and consider alternatives
- Information retrieval - Able to access different and multiple sources of information
- Inter-personal - Able to question, actively listen, examine given answers and interact sensitively with others
- Critical analysis & Problem Solving - Able to deconstruct and analyze problems or complex situations. To find solutions to problems through analyses and exploration of all possibilities using appropriate methods, resources and creativity.
- Presentation - Able to clearly present information and explanations to an audience. Through the written or oral mode of communication accurately and concisely.
- Teamwork - Able to constructively cooperate with others on a common task, and/or be part of a day-to-day working team
- Argument - Able to put forward, debate and justify an opinion or a course of action, with an individual or in a wider group setting⁸

Students develop these skills in a variety of activities across different courses. Students additionally gain experience with specialised academic reading and writing; research and teaching ethics; and international understanding and experience.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict-handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

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

⁸ <https://www.bangor.ac.uk/linguistics/undergraduate-modules/QXL-2235>

	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 programmes put substantial emphasis on development of soft and hard skills for work in journalism, public relations, or other fields requiring substantial communication skills. Furthermore, the HEI's courses emphasise valued workplace skills and habits such as group work, presentation skills, and timely completion of assignments. This is reflected in programme and course intended learning outcomes.

Upon successful completion of the **BAJ** programme, students are expected to: apply foundation practices in professional communication, such as writing, planning, stakeholder analysis, and research (ILO 2); know and apply ethical and professional practices related to journalism and public communication (ILO 3); work with digital communication technologies (ILO 5, 11); master the practical skills in communication practices required in the field (ILO 9, 10), and undertake at least one semester of professional work through internship (ILO 12).

The required courses in the **MIJ** programme incorporate deep theoretical understanding, exploration, and explanation of phenomena, events, issues, and processes and their social, political, economic, cultural, and environmental impacts through the lenses of media or communications. As a result, MIJ students develop thorough scientific skills for independent research, which prepares them for pursuing a PhD locally and internationally. The MIJ programme helps students coming from other areas to develop and demonstrate practical skills needed in the media and communication industries. Therefore, MIJ students are required to complete an internship to gain direct experience working in a professional environment in a field directly relevant to their career pursuit.

An important goal of **MAFL** programme is the development of practical skills and preparation for the job market. Students leave the programme with practical skills and theoretical knowledge that make them highly competitive on the job market and in further education admissions. MAFL graduates are "thinking teachers" who combine the ability to design and implement original course plans and materials with reflective teaching practice, strong English language abilities, detailed linguistic knowledge, up-to-date with educational policies and management, qualities which are valued by employers today in light of current educational reforms (see self evaluation report p. 119).

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its courses. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market by interacting with employer representatives and it further makes use of the results of graduate evaluations.

In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations. In this context, the panel positively highlights the integrated internship into the programmes. Furthermore, the panel values that KIMEP does a lot to bring students together with employers (e.g., events).

		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

Structure and quantity of faculty in relation to curricular requirements

The DMC has four full-time faculty with a full-balance of gender (50 % men and 50% women). Two of the full-time DMC faculty members are foreigners.

Additionally, DMC relies on a pool of more than a dozen part-time adjunct instructors, native or resident to Kazakhstan, who teach in the programme. The HEI's part-time instructors help keep the HEI's programme connected to the contemporary work environment in Kazakhstan, and to ensure local expertise in the programme. All the HEI's adjuncts hold a minimum of a Master's or Candidate of Science degree relevant to their area of teaching.

Sustaining a pool of highly-qualified core faculty is of central importance for the continued achievement of the programme's overarching goals. The current core **CHE** faculty are internationally well qualified, highly experienced in teaching, and well published. The minority of faculty members who do not hold a doctoral degree are either professionally qualified (PQ), have non-PhD terminal degrees (e.g., MFA), or are currently pursuing a PhD degree at KIMEP or at a foreign university. There are a total of 26 full-time faculty and 18 part-time faculty teaching in courses in CHE.

Table 10: CHE Faculty Composition

<u>Core faculty</u>	Full-Time Faculty
Number of academic staff members	26
Number of staff members by academic rank (e.g., full professors, associate professors, etc.):	
Full professors	1
Associate professors	-
Assistant professors	9
Other	16
Full-time equivalent (FTE)	97.5 (1170/12)
% Of female core faculty	76,9%
% Holding a doctoral degree	23,1%
Number of different nationalities	6
% Of core faculty with foreign professional or study experience	73,1%
Ratio FTE students/ FTE core faculty	0,5(49/97,5)
Number of core faculty hired (FTE) in last 3 years	3,25 (39/12)
Number of core faculty departed (FTE) in last 3 years	2 (24/12)
<u>Adjunct faculty</u>	

Total number of adjunct faculty	18
Full-time equivalent	10,7(129/12)
<u>Teaching and research assistants - on short-term contracts</u>	4 (Fall 2022)

FTE Faculty (total teaching credit hours/12)

FTE Students (total student credit load/45) =49 (2207,7/45)

Table 11: CHE Faculty Composition (MA TESOL - MAFL)

Core faculty	
Number of academic staff members	8
Number of staff members by academic rank (e.g., full professors, associate professors, etc.):	
Full professors	1
Associate professors	-
Assistant professors	7
Other	-
Full-time equivalent (FTE)	7.25 (87/12)
% Of female core faculty	37.5%
% Holding a doctoral degree	62.5%*
Number of different nationalities	5
% Of core faculty with foreign professional or study experience	100%
Ratio FTE students / FTE core faculty	0,5 (3,6/7.25)
Number of core faculty hired (FTE) in last 3 years	-
Number of core faculty departed (FTE) in last 3 years	-
Adjunct faculty	-
Total number of adjunct faculty	
Full-time equivalent	-
Teaching and research assistants - on short-term contracts	4 (2022-2023)

Academic qualification of faculty

Recruiting faculty members follows KIMEP regulations (Chapter 2 Policy on Personnel Recruitment, Selection and Hiring of KIMEP HR Policy Manual, posted in KIMEP's Intranet). KIMEP monitors teaching faculty concerning compliance with respective requirements including teaching activities. Policy requires competitive hiring based upon professional qualifications that the vacant position demands. The academic qualifications of teaching faculty are aligned with requirements set by faculties and follow programme objectives. For teaching at the undergraduate level, faculty members must have at least a master's degree. A terminal degree is required for teaching any postgraduate coursework.

In addition to the academic qualification of having a terminal degree, all faculty are expected to engage in scholarly research, to engage with the international research community, and to update their knowledge on a continuous basis. Through cutting edge research in their respective subject areas, faculty members disseminate the latest knowledge and research agendas to the HEI's students. CHE has created a scoring system for faculty annual evaluation that creates an incentive to target publications in more established academic journals. Also, faculty are active members of various academic and professional organisations. Every college

has a College Research Director, who is responsible for working with faculty, students, and other departments to support research activities. KIMEP allocates a research budget that is generally used for supporting faculty in participating in international conferences and in financial rewards for publications (see self-evaluation report, 124).

Pedagogical / didactical qualification of faculty

All faculty at KIMEP go through mandatory Professional Development (PD) organised on university level. These courses offer a chance for faculty to learn, reflect and converse on topics such as course design, student-centred instruction techniques, providing effective feedback, and conducting course evaluation. Additionally, every DMC faculty can take individual professional development courses.

CHE has a rich and experienced core group of **MAFL** faculty teaching and advising in the programme. As a group, they have many years of teaching experience. Their specializations include: communications, writing, literacy, sociolinguistics, second language acquisition, language testing and evaluation, programme evaluation, bilingual education, curriculum and materials design, teacher training, methodology, and sociology of language and education. All of them participate in master classes, local and international seminars and trainings on a regular basis. In addition, faculty attend advanced training courses for educators online and abroad, during which they learn about new methods and practices of teaching the language as a non-native (second) language. CHE holds regular scientific seminars (research talks and PD) which are open for all, including MAFL programme faculty and students. Additionally, the faculty actively published their research work with both Kazakhstani and international publishers.

The pedagogical qualification of faculty corresponds to the task as professors teaching in the graduate programmes have the necessary corresponding academic and research background to teach assigned courses and supervise thesis writing. KIMEP's faculty pool has the highest proportion of holders of terminal degrees from Western universities in Central Asia, and the faculty's broad worldview, dedication, and academic expertise allow them to contribute to academic excellence not only in Almaty but across Kazakhstan and around the world. All

For continuing full-time and adjunct faculty members, KIMEP provides regular training sessions through the VPAA Office or the KIMEP Centre of Educational Excellence, to improve and hone pedagogical competencies. In addition, CHE organises regular internal professional development workshops where faculty share and discuss best practices.

KIMEP faculty members regularly participate in international academic mobility programmes too to learn and update teaching and research qualifications. University faculty members regularly attend external international teaching and research seminars and workshops to improve further pedagogical qualifications in their respective areas. The university provides financial incentives occasionally in this respect (see self-evaluation report p. 127).

Practical business experience of faculty

Most of the faculty members, together with their academic and research experience, have managerial or professional experience. Faculty members regularly participate in meetings of both international and local professional associations. Faculty members cooperate with

businesses, industries, and various field experts in organising guest lectures by professionals from different industries. Most of the faculty have practical experience abroad.

The **MAFL** programme faculty have practical experience in Teaching English as a Second Language and the majority are research active on an international level in this field. Faculty research outputs have been increasing over the past years. This research and teaching experience allows faculty to clarify the relevance of theoretical concepts to students and address practical concerns.

Internal cooperation (Asterisk Criterion)

At the departmental level, **DMC** faculty have a total of six official meetings per academic year — three in the Fall semester and three in the spring semester. The agenda items for these meetings include course planning of semesters (courses, research opportunities, extracurricular activities, etc.), interim analysis of student progression (challenges and measures to overcome them) and student advising, any other business. There may be additional meetings depending on the matter at hand.

Participants in these meetings are full-time faculty and staff and a student representative each from the HEI's undergraduate and graduate students. The Chair of DMC organises the agenda, and all participants in the meetings may bring agenda items either through the Chair or directly to the meeting. Additionally, individual faculty have the freedom to cooperate with each other on research, co-teaching or extracurricular activity.

At the beginning of each academic year, college deans form committees for internal cooperation and smooth functioning of the programmes, assigning full-time faculty to serve in departmental and university-level committees. These committees meet throughout the year as needed to decide issues related to research, curriculum, hiring, promotion, budgeting, social media, and more and report to the deans on a continuous basis.

CHE maintains the Curriculum Committee to constantly review curricula, courses, course content, assessment methods, learning materials, and teaching methods and practices. The Committee reviews any programme changes suggested by the Programme department and any subsequent changes are adopted, revised, or rejected. Any changes to the programme that relate to its goals, objectives, learning objectives, and ILOs, or to its required-course structure, must be presented with justification to KIMEP's Academic Council.

The deans regularly hold weekly administrative meetings to coordinate all routine operational and strategic decisions of different departments and centres. The deans also periodically convene general faculty meetings and department chairs organise departmental meetings to promote internal communication and coordination among faculty members. Associate deans and chairs work together with the deans to revise the academic catalogue as needed. In addition to officially scheduled meetings, faculty meet informally to discuss their instructional decisions within their department on course design, share course materials and teaching experiences. PD seminars are another form of opportunity for faculty to share their experiences as professionals, and these take place on a regular basis. Occasionally, social events are arranged to promote faculty team building.

The CSS and CHE Research Committees organise regular research seminars and research talks, as well as annual conferences to promote joint research and internal research collaboration among faculty members. Regular research seminars provide an excellent opportunity to share knowledge, exchange views, and develop closer relationships among faculty members.

Student support by the faculty

Student learning support and coaching are de-facto integral parts of the services provided by KIMEP and are offered on a regular basis according to the syllabi. Where necessary, the students are given full support with academic and related issues. The students are provided with support on skills development and activities aimed at the students' individual and team success regarding the learning process.

In order to support students, all faculty members are required to publish their office hours on their syllabi, office doors and L-drive. Programme administration is available to support students with administrative issues. Programme Administrators help faculty in preparing the course materials, providing technical support to faculty. For students completing their theses, supervising faculty are in regular contact with students via email and Zoom calls and face-to-face meetings. Colleges also arrange support activities like training sessions on how to write conference abstracts, or more informal help with research and conferences, for graduate students.

While the Learning Support Center provides advising and tutoring to all KIMEP students, CHE and CSS faculty and staff actively work with their undergraduate and graduate (including doctoral) students.

The DMC faculty are required to offer at least two office hours for every course which they teach and they are regularly available by other means outside of their office hours (email). The main point of support for students is the DMC chair.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition guarantees that both the academic standards and the requirements of professional practice are fully satisfied. 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 panel notes that more staff or assistance for faculty members would reduce the burden and then increase the quantity and quality of research.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI 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. The panel notes that more full professors would be an advantage for the programme.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive. The support staff is very helpful and competent and for the students can communicate via several convenient channels (e.g., WhatsApp). Furthermore, students also receive support for non-university personal problems.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	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			X		
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

Programme Director

The Department Chairs/ Programme Managers of the colleges coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. They coordinate on an academic level with the Dean/Associate Deans, and on organisational level activities of everyone involved.

Activities of all programmes within the academic year are analysed and documented on a regular basis and reported to the Dean in terms of academic affairs. Deans and Associate

Deans analyse reports and use them as bases for further improvement and upgrade of services.

According to current Job Description, the Chair of Department has the following duties:

General Duties

1. Manage all departmental activities while ensuring consistency in the implementation of Institutional policies and procedures;
2. Oversee the department's contributions to undergraduate, graduate, professional, continuing and lifelong education programmes;
3. Draw up the Departmental Plan and prepare the department budget in consultation with the staff as a contribution to the Faculty planning process; manage and be responsible to the Dean for the departmental budget and all other funds assigned or belonging to the department;
4. Determine learning/teaching assignments and other duties for both academic staff and administrative assistants working in the department assistants, advise students, submit textbook requests, and after consulting undergraduate and graduate programme leaders, timetable departmental modules;
5. Mentor and/or facilitate the professional development of all faculty in terms of teaching effectiveness, research and other scholarly activities, and service to the department, College, University, community, and profession;
6. Conduct annual performance evaluations of departmental faculty and share the evaluation with the appropriate staff member and make recommendations to the dean
7. Call and preside over departmental meetings and supervise the writing and distribution of departmental meeting minutes;
8. Provide leadership for the improvement of teaching effectiveness by encouraging or otherwise assisting staff to, work on innovative projects and teaching techniques to enhance realization of envisioned outcomes;
9. Facilitate programme and modules development, review, revision and compliance in accordance with established institute policies, procedures, timelines and mandates;
10. To undertake such other duties commensurate with the post as are required from time to time by the Dean.

Specific Responsibilities

11. Ensure full compliance with deadlines and requirements stated in Academic Calendar;
12. Ensure that each course in the Department's programmes has a course leader;
13. Plan faculty deployment ensuring full workloads before teaching commences and liaise with other Departments inside and outside the College to arrange internal visiting lecturers to cover gaps in provision;
14. Plan and organize internal moderation of course handbooks, teaching plans; assessment and examination questions: submit Course / Module Handbooks to Quality Office, prior to teaching;
15. Ensure that programme leaders arrange for the preparation of marking guides and carry out internal moderation of assignments and marking and that they submit returns on these to the Quality Office;
16. Monitor quality of teaching;
17. Ensure timetable requirements are sent to Timetabling Office;
18. Monitor and report anomalies in Class lists to Registry;
19. Ensure courses start on time;

20. Ensure courses finish on time;
21. Check and report attendance according to class lists;
22. Ensure faculty attendance;
23. Ensure student attendance is monitored;
24. Ensure coursework and examination results are submitted to Quality Office and Registry according to required deadlines;

The DMC Chair, who is elected for a period of one academic year and who can be re-elected by the department full-time faculty. The **BAJ** and the **MIJ** have their coordinators. The chair is supported by, among others, the Graduate Program Coordinator, who has responsibility for the programme and receives support from the CSS programme coordinator.

Process organisation and administrative support for students and faculty

KIMEP's core values include a commitment to the care for the well-being of all members of the KIMEP community—students, faculty, and staff—regardless of their nationality, religion, gender or other factors, such as physical disability, special needs, or capacity to pay the required tuition.

Intensive cooperation between the college administration and the faculty members of respective programmes are required for decision-making of all academic issues. To this end, the Programme management works closely with the Dean and the Registrar's Office to provide necessary support related to registration, course scheduling, classroom assignment, on-time grade submission, and more. Faculty members and students are well informed about the programmes, schedule, course requirements and expectations, and other necessary details. Student course evaluation results are assessed regularly and future improvement plans are developed by the administrative support teams. Students evaluate the performance of their instructors after the completion of every course.

KIMEP has developed its own unique Online Registration System, which allows the students, faculty, the registrar, and administration to enjoy a number of web-based real-time services, and effectively supports the education process. Using the system, students can exercise the following features from any location in the world online: check their schedule for the upcoming semester, communicate with their academic advisors, choose and register for courses according to their descriptions and prerequisites, check their grades and GPA for the previous semester, review their financial obligations to KIMEP, and check their individual academic requirements. Faculty members can access the following features directly from their offices online: check student registration, obtain rosters of registered students, carry out advisory services, and enter final grades. The Office of the Registrar can obtain the following current and exact information on any student directly from the office online: the number of credits obtained, GPA, lists of courses completed, individual schedules, and financial obligations. Student support is organised by KIMEP Learning Support Center with the electronic advisory system integrating advising and monitoring of the probation scheme at the level of academic administrators and faculty members.

KIMEP seeks to educate students who are academically qualified regardless of their financial means. To diversify the KIMEP student community, financial assistance is offered to a wide range of students including entering students and existing students, transfer students, Kazakhstani students and international students. There are a variety of ways in which financial

assistance is provided: sponsorships, trilateral agreements between industry and students, student work opportunities on and off campus, and a flexible tuition payment system. There are two factors influencing the process of distribution of financial aid among students – academic merit/performance and financial need. Full details of available financial aid are provided in the annual KIMEP Catalogue and by the Financial Aid office.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

The administrative staff acts as a service provider for students and faculty – the panel got this his impression during the interview rounds in which the great commitment of the administration staf in supporting students' life and faculties' transpired.

		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

Cooperation with HEIs and other academic institutions or networks

KIMEP has established links and international partnerships with more than 168 universities in North America, Europe, and East Asia, which entail exchange and dual degree programs for undergraduate and graduate students, joint research opportunities, visiting faculty, summer schools, and internship. Around 12 % of KIMEP students have completed a part of their studies or had an internship at international partner universities. the HEI's faculty are also involved in research cooperation with international academics in the UK, Australia, Hong Kong, and organise one to two international conferences annually in cooperation with scholars both within Kazakhstan and abroad.

Academic Local Partnerships

Locally, the MAFL programme has partnerships with the Nazarbayev University (NU), Kazakh National Women's University, AlmaU, the Kazakh Ablai Khan University of International Relations and World Languages, Suleyman Demirel University (SDU), the University of International Business (UIB), AlmaU, others. MAFL programme students greatly benefit from partnership and cooperation with other educational establishments. For instance, they participate in research events/conferences that CHE organises jointly with the partner universities. These partnerships also allow MAFL students to teach during their compulsory teaching internship period. Moreover, these partnerships also facilitate research collabourations and professional development activities between faculty members.

The college has signed agreements and MOUs for students with educational organisations such as Lingvocenter and Education First.

Student Exchange Opportunities

KIMEP offers incoming and outgoing exchange mobilities, in which student can spend a semester at anyone of the 168-partner university abroad. Students from partner universities who would like to study at KIMEP as exchange students are invited to apply through the international offices at their home university.

In order to provide the **MAFL**, **MIJ** and **BAJ** students with a more enriching student experience, the programmes along with the KIMEP's International Office have been actively pursuing a number of programmes and institutional partnerships in order to facilitate both student and faculty mobility. For students, exchanges include taking transferable courses and also in some cases, doing a cross-cultural practicum if the institutions allow. As part of the Bologna Process, KIMEP students can also participate in ERASMUS MUNDUS, which allows them to participate in exchanges at a number of European universities. Information for programmes is disseminated by the International Office.

Cooperation with business enterprises and other organisations

KIMEP has a well-defined policy for maintaining partnership programs with Kazakhstani and international businesses, organisations, and donor agencies. Its corporate partners and sponsors helped lay the foundation for KIMEP to become the only institute of its kind in the CIS. KIMEP has more than 200 corporate partners. In return, KIMEP's sponsors and partners receive priority access to its educational and human resource development services. To help select, manage, and maintain beneficial, long-term partnerships with the business community of Kazakhstan and abroad, the KIMEP Corporate Development Department (CDD), Business Advisory Council (BAC), KIMEP Alumni Association, and KIMEP Advising, Internship and Career Placement Centre were established.

KIMEP, business enterprises and other organisations cooperate in two main ways – internship and guest lecturers. Unfortunately, for now, the business and public institutions are hardly willing to work on research, mentorship programs, and dual education opportunities.

Student internships and apprenticeships, which are a mandatory component of the curriculum, are an important part of the learning process. Besides government and private media, students can do their internship in international development organisations, NGOs and private organisations and financial institutions. Employers are also represented on the advisory boards. They provide opportunities for students to determine if they have an interest in a particular career (Introductory Internships) or to gain experience in their field and to create a network of contacts (Professional or Work-Experience Internships).

To support its internship programme, the CSS has:

- an Internship Coordinator, who is responsible for finding suitable Professional Internship opportunities and placing students in such internships
- a BAJ/MIJ full-time faculty, who oversees and assesses student internships

Students have the opportunity to undertake an internship abroad as part of their **BAJ** or **MIJ** programme. This can be arranged with one of KIMEP's partner universities and is arranged by the International Relations Office.

Since its very inception, CHE has been actively working on developing cooperation and partnership agreements with local and overseas educational establishments. Thanks to the highly developed reputation and networking of the university, and also with the help of KIMEP's

support units such as Corporate Development, International Office and others, there are a lot of opportunities for such cooperation.

In addition, (**MAFL**) students have an opportunity to have an apprenticeship in the following partner companies (among others):

- Almaty City Mayor’s Office
- BTS Education LLP, Knowledge Engineering and BilimLand.kz online education providers
- Study Inn and Education First international trainings centers
- Kazakh book publishing house "Dan" ("Дән") since Spring 2021
- Periodicals and publishing agencies OYLA, Steppe & WORLD Publishing, and the literary agency Alghayat
- Bilimkana Almaty
- The National Bureau of Translations
- National television channel Almaty TV
- IQ Solutions providing integrated solutions of IT services, etc.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks as well as with business enterprises and other institutions relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualifications and skills.

		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

Quantity/Quality, Media and IT Equipment of Teaching and Group Rooms

KIMEP is constantly working to create appropriate conditions and to develop the infrastructure to support low-mobility population groups. As noted above, the university has two academic buildings and a residence hall. All three buildings are equipped with ramps, elevators and automatic sliding doors are installed at entrances to academic buildings. In addition, special buttons are installed at the entrances to all buildings to call staff if any assistance is needed. Since the main buildings are of quite old construction (only the Library and New Academic Building were built in mid 2000s), gradual renovations are carried out on campus. Renovations

are carried out in compliance with all newly established standards, including standards required for students with special needs.

From 2017 to 2021, renovation of the Valikhanov Building (North and West wings) was carried out. A stationary lift (mini elevator) at the cafeteria entrance was installed in addition to the previously installed elevators. All entrances to buildings are equipped with tactile tiles and buttons to call staff for assistance and a mobile lift purchased. Each floor is equipped with special restrooms for people with disabilities. KIMEP provides adequate space for the students to study and learn (see table Teaching Facilities). The total area available in KIMEP is 6,370 m². The total number of classroom seats available is 3,003.

Table 12 - Teaching Facilities

Building Location	Area m ²	Seating Capacity	Screens	OHP	LCD	Com-puter	TV Set	Video	Tele-phone	Tribune	Air-Con.
Valikhanov	3597	1771	20	20	15	215	2	3	0	33	62
CCE	170	56	2	2	2	3	2	2	2	2	4
Dostyk	155	67	2	2	2	25	1	0	2	2	8
OGEL	148	35	2	2	2	55	0	5	3	1	3
New Acad.	2300	1,074	13	13	11	116	2	2	0	21	24
Total	6370	3003	49	49	32	414	7	12	7	59	101

The computer and related hardware and facilities at KIMEP include 1,029 computers (all connected to LAN and Internet), 433 printers, 29 scanners, 91 LCD-projectors, 26 interactive boards, 21 servers; and 14 computer laboratories, all of which are connected to LAN and the Internet. The current student to computer ratio is 7 to 1. Seventy-three classrooms are equipped with LCD-projectors, LCD-panels, and computers, which allow multimedia presentations and access to file servers, electronic materials, and the Internet during lectures. A number of conference halls, such as the Great Hall and the High-Tech Conference Hall, are equipped with all necessary hardware to run multimedia presentations for groups of varying size. There are also 11 study rooms available with wireless Internet access. During the pandemic when classes were delivered online, KIMEP provided web cameras, speakers, and laptops for faculty upon request, while students were able to rent a laptop from KIMEP at a moderate rate.

The **DMC Media Lab** is established for instruction and student production of multimedia projects. The Media Lab is in the process of re-equipping, for:

- Three cameras -- Canon EOS 5D Mark II
- Professional personal computer for video editing;
- Adobe Creative Cloud PKG

The facilities include technical capacity appropriate to the field, especially desktop publishing and broadcasting. For example, the Media Lab has portable lighting, microphones and other equipment to produce programming.

Access to literature

The Olivier Giscard d'Estaing Library (OGEL) is located in a separate building on campus. It has an area of 2719 m² and can serve up to 350 students at a time. OGEL facilities include public reading areas for the library's circulating collection and for reference, periodicals, and reserves materials; a conference room, two independent study laboratories with computer workstations, which provide access to electronic resources. For the convenience of library patrons, OGEL works 64.5 hours per week: on weekdays from 8.30 to 20.00, on Saturday from 10.00 to 19.00.

The library has 87 publically available computers (renewed by 17% in 2020-21) with unlimited access to the Internet. The library's conference room and computer laboratories are equipped with all necessary software and hardware to run multimedia presentations.

KIMEP is the owner of one of the biggest English-language library collection in Central Asia. The library collection includes 100 583 print copies (of these 70869 in English), and 21 international and local electronic databases, which comprise over 700 thousand full-text documents (e-books, magazines, conference materials, legislative acts of Kazakhstan and foreign countries) and can be accessed from any computer on campus:

- CARD (library bibliographic database),
- Ebook Central,
- EBSCO EconLit,
- EBSCO Business Source Complete,
- EBSCO Ebooks,
- Emerald,
- JSTOR,
- Paragraph,
- Polpred,
- ProQuest
- One Business,
- Sage Premier,
- Scopus,
- Taylor and Francis Ebooks,
- Taylor and Francis Social Science and Humanities eJournals,
- *The Chronicle of Higher Education*,
- TOL,
- Westlaw,
- Web of Science and Zakon (a Kazakhstan legal database).

Remote access is available for 15 electronic databases. Bibliographic records of all print literature are entered into an OPAC (KIMEP uses AMLIB), which is accessible to all users both in the library and through the KIMEP website.

The library is constantly developing its book collection and electronic resources. Two times a year the library organises faculty orders for textbooks, reference and research titles. The budget allocated for acquisition of learning resources for 2022-2023 academic year will allow increasing the library collection by nearly 1000 print books, renewing subscriptions for the existing electronic resources and subscribing to two new electronic databases. In order to provide students with the necessary literature for the study programmes, the OGEL provides a textbook rental service. The library typically acquires course titles at 30-50% of the planned

enrolment number. Between three and five copies are put on reserve to make the course titles available for all students. Reserve titles can be used only in the library reading rooms and cannot be checked out for overnight loan. So if students cannot rent a course textbook, there is always a copy in the library available for reading.

During the on-site visit, it became apparent that very few books are available as hard copies regarding linguistics in the library.

Library patrons are not only students, teachers and staff of KIMEP, but also university graduates and external users — students, teachers, and researchers of other universities. Eleven library staff members provide a wide range of services to all users: open access to the entire book collection, assistance in selecting titles, individual consultations, presentations, trainings, orientation sessions to entering students and new faculty, seminars, and webinars on the use of the electronic catalogue and electronic databases. The Library organises practical training for students together with teachers, provides printing for clients, scanning materials for teachers, draws up thematic exhibitions, regularly updates and places information on the website and on social networks, and provides unlimited Internet access. Annually, QAIR conducts a survey among students and graduates that assesses the work of all departments, including the library. Comments and recommendations from these surveys are analysed and taken into account in the future direction of the Library in providing services.

The updated library facility serves up to 350 students simultaneously. There are public reading areas for the library's circulating collection and sections for reference, periodicals and reserves materials. There is sufficient number of copies of mandatory literature (described in the module description) for every student. The library is committed to help all students of the programme who are using, researching and evaluating the existing information resources.

All programmes are supported by a range of supplementary material drawn from the latest and most influential research. The Olivier Giscard d'Estaing Library (OGEL) has one of the largest academic collections in the English language in Kazakhstan. KIMEP colleges regularly order new books to supplement current holdings. Additional journal articles, book chapters, or online resources are provided to students as needed. In addition, OGEL has several academic electronic databases available for both faculty and students.

The library continues to seek opportunities to grow its collections while being mindful of budget restrictions.

The following methods ensure that faculty and students are provided with the highest standards of learning environments:

- Every semester, library administrator sends 'book request' forms to all the faculty members, and based on faculty recommendations, buy new books for the students;
- Almost all the course materials are regularly updated and main materials are physically available in the library;
- All the classes are well equipped with multi-media facilities, LCD projectors, computers, appropriate furniture which are convenient;
- Highly qualified faculty members use their own material developed while conducting their researches;
- Software/Hardware are available for IT courses and for those who need them;

- Office hours and appointments are the other way of developing students' academic and personal skills via advising, consulting, and directing the learners on the issues they arouse.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals, as well as to digital media, is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

However, for **MAFL**, the panel criticises that there are far too few volumes as hardcopies available in the library (current amount of volumes and thematic range are very basic and insufficient). This denies students the opportunity to find thematically related books in the library on their own. Therefore, the panel recommends the following **condition**:

The HEI ensures an adequate access to hardcopies in the field of Linguistics (e.g. Sociolinguistics, Historical Linguistics).

	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)			X	X (MAFL)	

4.5 Additional services

Careers Counselling and Placement Service

The Career Center provides students, starting from their first year of study, with all necessary tools to successfully manage professional development: career advising, career events, recruitment, employer outreach programmes, and networking opportunities. The Career Center concentrates its efforts on assisting leading companies around the world as a source of the most successful and dynamic talent and has succeeded in attracting an important and regular corporate clientele seeking employees. Career and employment opportunities are available for graduate and undergraduate KIMEP students, as well as alumni. Assistance is provided to company partners seeking either full- or part-time employees. Students can access opportunities from the Career and Employment Services webpage, or to visit and meet the centre's staff personally. The dedicated staffs of the career services department provide counselling on internship opportunities, preparation for job interviews, writing resumes, job presentation skills and job search techniques. The Career Center organises an annual Job

Fair and a lot of various events and training devoted to career skills development. The department also runs a webpage for students, graduates and alumni with job and internship opportunities, employment statistics, events calendar. Details and activities of the Career Center can be found on the KIMEP webpage and printed posters around campus.

Alumni Activities

The Alumni Association was established in 2004 to maintain a permanent relationship between KIMEP and its alumni, with the purpose of mutual service and support. An active alumni network makes a stronger university and multiplies the value and prestige of a KIMEP degree. The goal of the Alumni Association is to keep alumni up-to-date with the programmes and activities of KIMEP and provide support to the university and its programmes. The Alumni Association assists the university in the growth of its cultural and extracurricular activities and facilitates its involvement in the community. Alumni currently serve on KIMEP's business advisory board and as mentors to various student organisations on campus.

Goal and objectives

The goal of the Alumni Association is to keep Alumni up-to-date with KIMEP programmes and activities and provide support to the university and its programmes. Alumni Association assists the university in the growth of its cultural and extracurricular activities and facilitates its involvement in the community. Alumni currently serve on KIMEP's business advisory board and as mentors to various student organisations on campus.

Activities Alumni Association activities include:

- Developing an active network of alumni and alumni branches, as well as discipline-specific alumni groups
- Serving an important role to KIMEP University as benefactors, as spokespersons and advocates for the university as advisors to the Colleges, and as a positive voice championing the importance of a KIMEP degree
- Acting as role models for current KIMEP students
- Fundraising for current students through the Rakhmet Scholarship Fund
- Annual reunions, luncheons and networking activities that recognise outstanding alumni in areas of professional development and community service

Alumni are in constant communication with their Alma Mater and its programmes. **MAFL** alumni are continuously invited for participation in every event of CHE, which is often also open for general public.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events. The panel members are impressed by the numerous activities in order to foster employment, preparing for interviews, and supporting towards modern trends of the labour market.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. The panel members positively highlight the huge amount of people in the alumni database and the overall organisation of alumni activities.

	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			

4.6 Financing of the study programme (Asterisk Criterion)

Forecast of the finance plan for each programme is based on certain assumptions and includes increase of students in the next academic year.

Figures are calculated on the basis of the fees multiplied by the number of admitted students. These calculations for the years 2017-2021 are based on the actual records; while the forecasts for AY 2022-2023 are based on the expected number of applicants.

Financial sustainability of all programmes is fostered as it is included in the KIMEP Strategic Plan for 2022-2025.

Appraisal:

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

	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

Quality assurance and quality development with respect to contents, processes and outcomes

Academic Quality Assurance

KIMEP's academic structure ensures the appropriate oversight of all colleges and academic affairs departments, programmes and curriculum, faculty, budget, and assessment strategies. Each college or academic division is responsible for creating their own continuous quality improvement process to include annual and cyclical programme reviews of every aspect. Annual programme reviews are limited in scope to particular programme learning outcomes but include overviews of the curriculum, faculty, finances, student learning, and programme effectiveness. Full programme reviews take place every 3-5 years and incorporate thorough assessments of the same information in addition to an overview of all programme learning outcomes and student learning assessments.

Information from both annual and cyclical reports is used to make revisions to the curriculum and programme effectiveness and to determine market needs, student interest, value-added, and financial impact. Both types of programme reviews are completed in the fall semester following the academic year in which data was collected and analysed. After completion, CSS sends the programme reviews to the Vice President of Academic Affairs, Curriculum Review Committee, Quality Assurance and Institutional Research (QAIR), and the Admission and Scholarship Standing Subcommittee for review and feedback. In instances of major issues or revisions, programme reviews are presented to the Academic Council and the President's Cabinet.

Quality Assurance and Institutional Research (QAIR)

QAIR Department is responsible for collaboration between different units at KIMEP – executive, management, departmental, and programmatic – in order to provide necessary information to support strategic decision-making and quality assurance systems, which promote integrity and effectiveness across the university. The primary roles of the office are as follows:

- Provide the information and analysis necessary to support decision-making at the institutional level and within colleges/divisions.
- Undertake such reviews and audits as necessary to safeguard the integrity and quality of the institution's activities.
- Advise the institution on quality implications of proposals, policies and strategic plans.

QAIR conducts the assessment/evaluation by students every semester, as well as annual alumni surveys regarding employment and overall satisfaction with the quality of KIMEP's education. QAIR also acts as a liaison between state bodies, higher education institutions, and both national and international agencies to share best practices and develop strategies for the benefit of the community as a whole. Additionally, they carry out various studies upon request that investigate particular quality aspects in individual programs or separate areas of the university's performance.

Academic Council

The purpose of the Academic Council of KIMEP is to manage general academic affairs, oversee academic quality assurance and curriculum review, and develop recommendations

for further approval by the President's Cabinet and the Board of Trustees. The Council's composition consists primarily of voting faculty members representing each college, or programme, or department. College deans, the registrar, heads of certain departments may participate in the work of this structure as observers and by invitation.

President's Cabinet

The President's Cabinet is the executive body of KIMEP and consists of the President, Provost and General Deputy to the President, Vice President of Academic Affairs, Vice President of Student Affairs, Vice President of Finance, Dean of Law School, Dean of Bang College of Business, Dean of General Education, Dean of the College of Social Sciences and Dean of the College of Humanities and Education. The Cabinet has the right to make decisions on any issues of KIMEP operations that are not covered by legislative acts of the Republic of Kazakhstan and are not in the competence (according to the Charter) of other bodies and officials of KIMEP, including financial management, strategic planning, development of organisational structure of the institution, and resolution of departmental or programmatic issues.

Instruments of quality assurance

Evaluation by Students

One of the most valued instruments for teaching performance evaluation is student evaluations.

The Student Perception of Instruction Survey (SPIS) is an important part of the general formal faculty evaluation process and is mandatory for each module taught at the Bachelor, Master and Doctorate Programmes as it allows retrieving valuable student opinions on their perceptions of the instructional effectiveness, quality of teaching, and their learning experience.

Survey & Questionnaire

The Survey is conducted employing a standard internet-based approach that assures greater audience scope and higher rate of responses. Links to questionnaires are distributed via email, regular reminders are sent, and respondents are encouraged, but not obliged, to answer all questions. QAIR processes and analyses the surveys.

The questionnaire looks broadly at the quality of teaching in three important fields: 1) faculty, 2) class sessions and 3) courses. The first section consists of questions about instructional delivery and academic professional attitude towards students, while the second part covers questions about management of class sessions and learning environment. The third part incorporates questions about student's understanding of course requirements and syllabus, availability of course materials as well as overall level of satisfaction.

Respondents are also provided with the possibility to add any information regarding the faculty member and course quality by including two open-ended questions.

Students' access to the questionnaires is arranged via the online portal, which allows them to fill in the forms at a time of their convenience and from any place connected to the Internet. To ensure objectivity, students fill in the SPIS forms after the completion of final examinations but prior to issuance of final grades, and the survey is anonymous. Feedback to faculty members is provided on the basis of each module and in aggregated format on a semester level.

Evaluation by Faculty

The Faculty Satisfaction Surveys measure the level of faculty satisfaction pertaining to working conditions, professional development and leadership at KIMEP University to further develop the university's status as an outstanding employer and academic institution. The survey has been conducted every spring semester since the 2005-06 academic year on an anonymous and voluntary basis. All faculty members are invited to take part in the survey. Survey results are presented to management and faculty in the form of a report that highlights both strong and weak points of KIMEP's working conditions and compares overall satisfaction with data from previous periods. The collected responses are crucial components of efforts to create a better working and learning environment.

External Evaluation by Alumni, Employers and Third Parties

KIMEP Alumni Survey (KAS)

The KAS aims to assure the quality of professional preparation of graduates by collecting their feedback about working experience, job performance and level of satisfaction with the quality of KIMEP education, which would allow identifying areas for improvement.

The survey has been conducted each summer since 2005 by means of email and phone interviews with graduates of previous year. Survey results are reported to management and shared with KIMEP faculty and students. Key messages are taken as the basis for further enhancement of KIMEP's programmes, services, and overall environment.

One of the recommendations of FIBAA experts presented within the accreditation period held during April 10-12, 2019, was to increase the frequency of the Alumni Survey in order to gather sharper insights from graduates and reflect their career paths. Moreover, both five- and ten-year post-graduation institutional research and assessment are well-known practices worldwide, usually aiming to track alumni career paths and gather their opinion on how their education influenced their current activity. After reviewing the recommendations, it was decided to extend the target respondent group of Alumni Survey to include KIMEP University alumni who graduated 5 and 10 years ago. As a result, since 2019, the Office of Quality Assurance and Institutional Research has been conducting an extensive Alumni Survey aiming to simultaneously collect the opinions of 3 cohorts of alumni — those who graduated 1, 5, and 10 years prior.

Employer Satisfaction Survey (ESS) of KIMEP Alumni

ESS seeks opinion of employers on levels of KIMEP graduates' professional preparedness in terms of knowledge, skills, and attitudes. The survey has been conducted every fourth year since 2007 through electronic means and supporting calling campaigns. The most recent evaluation was conducted in Fall 2021. Overall, according to the latest employer survey conducted in 2021, 98% of surveyed employers are satisfied with the skills and qualities of KIMEP University graduates. At the same time, the proportion of employers who expressed a desire to continue to hire graduates of KIMEP in the future increased from 82% in 2013 to 97% in 2021. The survey results illustrate employers' perception of KIMEP graduates' professional qualities and help to guide further improvement of academic programmes.

Other Third Parties

MSHE periodically evaluates the programmes. The independent quality assessment agency (IQAA) of Kazakhstan has also evaluated the programmes.

Programme documentation

Programme Description

All programme descriptions and curriculum, including course/module syllabi, learning strategy and methodology and other relevant documents about the programme are communicated to the newly admitted students during the induction session and are alternatively available for the programme applicants through various channels, including the university's catalogue, programme brochures, and leaflets. Some documents are accessible on the university's webpage in electronic format. The information is also available upon request through the offices of the respective programmes.

Information on Activities during the Academic Year

The Marketing, Communications and Public Relations department (MCPR) at KIMEP is responsible for the internal and external dissemination of KIMEP-related information and news. Internally, the MCPR regularly informs students, faculty, and staff of upcoming events (visiting speakers, athletic and intellectual competitions, and performances), undergraduate, graduate, and doctoral degree programmes, student services, publications, and accomplishments of KIMEP community members. Externally, MCPR shares information regarding admissions, scholarships, academic programmes, athletic and intellectual competitions for school students, events open to the greater community, and institutional accomplishments.

MCPR staff operate several social media sites (Instagram, Facebook, LinkedIn, YouTube); disseminate mail and e-mail; place advertisement placards on building facades, billboards, and subway stations; design and print booklets, brochures, and posters; create radio advertisements; and produce television advertisements. Among the main media partners of KIMEP are *Khabar* and *Kazakhstan* national TV channels, *among others*.

MCPR manages the KIMEP website, which is the main source for information on KIMEP, its administration, and its student body. The annual online KIMEP Catalogue provides full details concerning the academic calendar, academic policies, codes of conduct, disciplinary procedures, student facilities, and student support services, as well as details concerning all admission requirements, programme structures, courses, and graduation requirements.

MCPR also provides counselling and printing services for the KIMEP Times, the independent student newspaper founded in 1995. It is the only student newspaper that has been awarded the license # 1689-A by the Ministry of Culture and Information of the RK and is published in English. The newspaper's circulation is 1,500 copies and is published every three months throughout the academic year. The newspaper publishes articles and commentaries on KIMEP programmes, achievements of students, faculty and staff and many other things. In the fall 2017 semester, the MCPR department printed 10,000 copies of the 25th anniversary (of the university) edition of the KIMEP Times and mailed copies to KIMEP partners and alumni, and Kazakhstani consulate and embassy employees worldwide.

At the beginning of each academic year, MCPR develops the marketing activities plan and obtains a list of necessary advertisement and informational materials approved by all units of KIMEP. They also assess the efficiency of previous marketing activities and communication campaigns. These annual measures ensure that MCPR continuously and effectively reaches their target audiences.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the programme's quality with respect to its contents, processes and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme via alumni reports and numerous communication channels.

		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)			X		
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: KIMEP University, Kazakhstan

Bachelor / Master programme:

1. Bachelor of Journalism
2. Master of International Journalism
3. Master for Foreign Language: 2 Foreign Languages

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			
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			X		
2	Admission					
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		
3	Contents, structure and didactical concept					
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)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
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)			X		
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)			X		
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		X (MAFL)
4.1.4 Practical business experience of faculty			X		
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					
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)				X	
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		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
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		