

Decision of the FIBAA Accreditation Committee for Programmes



105th Meeting on 24 November 2017

Project Number:	15/118
Higher Education Institution:	Al-Farabi Kazakh National University
Location	Almaty, Kazakhstan
Study Programme:	Journalism PhD Degree Program
Type of Accreditation	initial Accreditation

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

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

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

Conditions:

- Condition 1
The HEI provides a curriculum that contains all modules and courses taught in the programme
(see Chapter 3.1.1)
- Condition 2
The HEI
 - provides a diploma supplement that contains the curriculum of the current study programme.
 - clearly defines in every document which title is awarded to graduates of the programme
(see Chapter 3.1.2)
- Condition 3
The HEI provides module descriptions for every module that is taught in the programme that contain the correct amount of ECTS points.
(see Chapter 3.1.4)
- Condition 4
The evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations)
(see Chapter 5.1).

Proof of meeting these conditions is to be supplied by February 21st, 2020.

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

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

Doctoral programme:
Journalism PhD Degree Program

Brief description of the doctoral programme:

The goal of the programme is to train scientific-pedagogical personnel of high qualification that is able to do research work in Journalism as well as teach in educational institutions of this profile. This educational programme is based on a modern understanding of mass communication and Journalism roles in society as its basic parts, domestic and foreign experience of functioning and the research practice in this area.

Date of opening of the procedure:

February 10th 2016

Date of filing the self-documentation:

April 10th 2017

Date of On Site Assessment:

6th till 8th September 2017

Type of accreditation:

First accreditation

Accredited in Cluster with:

Bachelor programmes Journalism and Public Relations

Master programmes Journalism, Public Relations and International Journalism

Duration of Study:

3 academic years

One academic year has 2 semesters.

One semester has 15 weeks.

Starting Date of the Doctoral Programmes:

03 February 2010

Capacity Load:

178 ECTS credits

Programme cycle starts in:

Winter semester

Date of the Meeting of FIBAA-Accreditation Committee:

24th November 2017

Resolution:

Recommendation of the panel members: The accreditation of the programme is under conditions and is valid for five years.

Duration of Accreditation / retention period:

24th November 2017 until the end of winter semester 2022/23

Conditions:**Condition 1**

The HEI provides a curriculum that contains all modules and courses taught in the programme

(see Chapter 3.1.1)

Condition 2

The HEI

- provides a diploma supplement that contains the curriculum of the current study programme.
- clearly defines in every document which title is awarded to graduates of the programme
(see Chapter 3.1.2)

Condition 3

The HEI provides module descriptions for every module that is taught in the programme
(see Chapter 3.1.4)

Condition 4

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

Project Manager:

Elisabeth Rauch

Panel members:

Prof. Dr. Oliver Hahn

University of Passau
Professor of Journalism

Dr. Gulnar Assanbayeva

KIMEP University, Almaty
Senior Lecturer of the Journalism Department

Professor Dr. Bagila Akhatova

Kazakh Ablai Khan University of International Relations and World Languages
Professor of the Department of International Communications

Julia Boxler

Institut für Auslandsbeziehungen (ifa)
Delegated ifa-editorial journalist / DAZ

Felix Fleckenstein

University of Erfurt
Political Science (B.A.), main subject Social Science (Communication, Public Relations)

Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit (and the statement of the HEI to the assessment report).

The doctoral programme in Journalism of the HEI al-Farabi Kazakh National University in Almaty (Kazakhstan) fulfils with four exceptions the FIBAA quality requirements for doctoral programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) under conditions. It is in accordance with the National and the European Qualifications Framework in their applicable version valid at the time of opening of the procedure. It has a modular structure and has been assigned ECTS points. The degree is awarded by the higher education institution.

The panel members identify need for action regarding the curriculum, the diploma supplement, the title that is awarded and the evaluation of the students. Therefore, they recommend the accreditation on condition of meeting the following requirements:

Condition 1

The HEI provides a curriculum that contains all modules and courses taught in the programme
(see Chapter 3.1.1)

Condition 2

The HEI

- provides a diploma supplement that contains the curriculum of the current study programme including all modules that are taught and all ECTS points of the modules
- clearly defines in every document which title is awarded to graduates of the programme

(see Chapter 3.1.2)

Condition 3

The HEI provides module descriptions for every module that is taught in the programme that contain the correct amount of ECTS points
(see Chapter 3.1.4)

Condition 4

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

(see Chapter 5.1).

Proof of meeting these requirements is to be supplied by 24th August 2018

The panel members identify development potential for the programme in:

- Doctoral Degree Regulations (s. chapter 3.1),
- Quality assurance and quality development with respect to contents, processes and outcomes (see Chapter 5.1)

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

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

Institutions Details

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

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

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

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

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

The study programme is offered by the Department of Journalism.

Description and appraisal in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The goal of the programme is to train scientific-pedagogical personnel of high qualification that is able to do research work in Journalism as well as teach in educational institutions of this profile. This educational program is based on a modern understanding of mass communication and Journalism roles in society as its basic parts, domestic and foreign experience of functioning and the research practice in this area. Furthermore the programme has the following goals:

- preparing doctoral students to search, process and disseminate information and communication strategy;
- the doctoral candidate should be familiar with the modern domestic and foreign achievements in media studies, leading experience of domestic and foreign scientific schools;
- the doctoral candidate should have the ability to identify scientific and practically important research problems in this field, to independently develop research methodology, use innovative techniques, be able to carry out comprehensive studies, including interdisciplinary;
- be ready to participate in projects of national and international research teams and continuously improve own scientific qualifications.

The objectives include the following tasks:

- to develop students' systematic knowledge and critical evaluation of contemporary issues, studied and discussed, within their areas of specialization in Journalism;
- to develop students' comprehensive understanding of the methods used for the study of information processes;
- to develop students' ability to carry out independent research and competence in the formulation of their own conclusions;
- to develop students' high-level work skills with primary and secondary sources;
- to develop the competence to choose and apply different methodological approaches;
- to develop the ability to contribute to the development of new areas of Journalism through original research;
- to develop the ability to elaborate, conceptualize and implement projects to create new knowledge, with significant scientific value.

Appraisal:

The overall objectives of the PhD programme are consistent in relation to the targeted vocational field. They take into account the students' ability to do independent scientific work and also contain key competences in order to ensure graduate employability. In addition, on-site, the students seemed to have a clear understanding of what they are able to do on completion of their studies.

The doctoral programme corresponds to the goals of the European and national qualification framework. The doctoral programme and the pursued qualification and competency goals are matched with each other.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			x		

1.2 Positioning of the Doctoral Programme in the education market

KazNU states that it is actively developing the educational doctoral programme in Journalism, because Kazakhstan is a young sovereign state and is in need of specialists capable to organize the information structure of the country, which would be in demand not only within the country but also abroad. These professionals must create a powerful information market, form an open secular information society, create a positive image of Kazakhstan in the world and develop media business in the country.

Only two universities in Kazakhstan are licensed to train doctors in Journalism: KazNU and the Eurasian University in Astana. KazNU states that it is a leader on the educational market because it was the first to develop a model and curriculum for training doctoral students. The first graduation took place in 2008. Two graduates of doctoral studies received their first diplomas of doctors of Sciences (PhD) in Journalism. Over the years, KazNU has developed and refined the educational programme of the PhD doctorates. The teachers of the KazNU Journalism faculty are the authors of the training programme and model the curriculum.

Appraisal:

The doctoral programme is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals. The panel also agrees on the need of a PhD programme in Journalism in the Kazakh education market and states that this programme is a first step to develop education on PhD-level specifically for the field of Journalism in Kazakhstan.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of the Doctoral Programme in the educational market			x		

1.3 Positioning of the Doctoral Programme in the Job Market for Graduates

KazNU states that preparing experts in Journalism in doctoral studies is mostly of scientific and pedagogical nature, in accordance with the needs of their future professional activity. The analysis of graduates' employment shows that mostly PhD specialists have good positions in educational institutions.

In the research field the graduates of doctoral studies have the skills of conducting research using a variety of methods of collecting and processing information. According to the regulations of the doctoral programme, each doctoral student is required to publish at least three articles in journals with high impact factor and to conduct an independent study.

Scientific research institutes of Kazakhstan have repeatedly inquires of PhD graduates with the goal of involving them in research projects in the country information market.

The demand for doctors in the field of Journalism as a whole is very high according to KazNU because universities in Kazakhstan need specialists of this level. They are distinguished by their extensive knowledge in Journalism, personal experience in the field of teaching, observation of foreign experience of teaching and working media, English language skills, managerial skills etc.

Beyond the research area PhD graduates usually work in Journalism – in media, press services, PR-agencies and organizations. *The University states that the programmes reflect the needs of professional practice, since they have been designed and further improved in close cooperation with partner organisations and employers.*

Appraisal:

The panel finds it plausible that the PhD programmes are focused on training future scientists who can work both in scientific institutions and in positions in companies and public service. They also appreciate the fact that the University takes into account the feedback from companies as valuable partners.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			x		
1.3.2	outside the research fields			x		

1.4 Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution

The University is a full University and thus offers a complete range of study programmes. Its strategy is to become a research university and to train competent and professional personnel, including future professors for Kazakh universities and senior scientists for research centres and academies. The University wishes to become an internationally leading centre for high-quality education and scientific research. The PhD programme form part of this strategy as they serve to educate young scientists.

The legal status of a National University allows KazNU to design its study programmes with a much higher level of autonomy from the state regulations than other Kazakh HEIs do. This allows the University to develop its own curricula based on its own approach. When developing the innovative study programmes (the official name of the programmes which deviate from state standards), including programmes in Journalism, KazNU states that it pays regard to international academic and professional best practises.

Appraisal:

The panel finds that the PhD programme fits well in the overall strategy of the University's leadership to become a research university. The study programme's qualification goals are in line with KazNU's mission and strategic planning

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		

1.5 Gender Equality and Equal Opportunities

In Kazakhstan, there is a State Law „On state guarantees of equal rights and equal opportunities for men and women“. Following this law, KazNU provides equal opportunities for both sexes. 65 % of its staff, 29 % of deans and one of the Vice Rectors are female.

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

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

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

Appraisal:

The University promotes both gender equality and general equality of opportunity, e.g. through specific programmes for socially disadvantaged students. Special regulations for disabled students are defined in the law. The University also offers a broad range of services to students in particular life situations.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities			X		

2. ADMISSION

The admission rules to the PhD programmes are in accordance with Kazakh laws, and the admission is carried out according to the “Model Regulations of admission to the organisation of education, implementing professional training programmes of postgraduate education”, and approved by the Government of the Republic of Kazakhstan. According to these regulations, citizens of the Republic of Kazakhstan, foreign citizens and stateless persons permanently residing in the Republic of Kazakhstan can be admitted to the PhD programmes when they have

- a master's degree;
- appropriate prerequisites obtained in prior education;
- a prior record of scientific publications;
- two scientific consultants (domestic and foreign): specialists in the student's research field, who hold a degree and academic rank, are actively involved in scientific research and supervise the thesis work of the student.

Applicants for admission to the doctoral PhD programmes take two exams – an examination on a foreign language and the so-called specialty examination.

The entrance exam on a foreign language (applicants can choose between English, French, and German) shall be in the form of testing technologies of the National Centre for State Education Standards and Testing of the Ministry of Education and Science. Foreign citizens entering the PhD programme have to pass the entrance exams in the respective specialty and learning language (that is Kazakh or Russian). In terms of foreign language proficiency, applicants can be exempted from taking the entrance text in a foreign language of choice when they have international certificates like

- in English: TOEFL ITP 460 points, internet-based 87 points, IELTS 6.0 points;
- in German: DSH C1, TestDaF C1;
- in French: TFI B1, DALF C1, TCF 400 points.

The language entrance exams are to be passed in the National Testing Centre of the Ministry of Education and Science. The entrance exam on the specialties is conducted in writing. Furthermore, it is formed on the basis of training programmes in the disciplines of a mandatory component of the prior education.

The applicants who scored at least 150 points in the sum of entrance exams in the specialty and foreign language, both on a 100-point-scale, are admitted to the PhD programme. In case of identical number of points, those applicants are preferably admitted who have higher points in the specialty, foreign language, Kazakh and Russian languages on a 100-point scale. In addition, the following criteria are taken into account: scientific achievements on profile of chosen specialty (scientific publications, scientific journal ranking, certificates of scientific developments etc.) and high average rating level of educational achievement at the previous level of education. Applicants with the highest score get the state educational grants, which are a prerequisite for studying the doctoral programme. The rules and regulations point out the deadlines for the application, the entrance exams and the announcement of the results. An Admission Committee as well as Examination and Appeal Boards are in charge of the admission procedure. Their composition and authority is approved by order of the Rector of the University.

After being admitted, the PhD-students agree on the topic of their scientific work with both scientific advisors (domestic and foreign) and agree on an individual doctoral work plan, discuss the main points and trajectory of learning, and get all the required information for their

doctoral studies (such as schedules, visit lists, tips for doctoral students). In addition, they are entered to KazNU’s learning platform “Univer”.

Appraisal:

By means of the model regulations and the regulations of the ministry of education and science, the admission conditions for PhD students are properly defined and set out transparently. The selection procedure, which includes two entrance exams, is carried out in accordance with Kazakh laws and therefore satisfies the legal requirements.

Through the scoring system and an official specification of scores, the decision on admission is based on transparent criteria. The announcement dates are clearly communicated via regulations. Moreover, the responsibilities are clearly regulated by the responsible Admission Committee as well as the Examination and Appeal Boards.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection Procedure			X		
2.3	Transparency of the Decision on Admission			X		

3. Implementation

3.1 Structure

The PhD programme has a duration of three years with a total of 178 ECTS-Points

By forming the structure of programmes, KazNU generally relies on the “State Comprehensive Education Standards” for PhD programmes (GOSO) and other regulations, issued by the Ministry of Education and Science, which altogether build a normative framework for designing programmes at the universities in Kazakhstan. However, in 2010 al-Farabi KazNU was the first university in Kazakhstan that was officially given the right to develop experimental educational programmes, which can derive from the GOSO. The intention was to create competency-based modular programmes, best adapted to similar programmes of the world's leading universities. The University used this opportunity to apply changes in structure and content of the majority of its programmes. However, in case of PhD programmes, there is no significant structural deviation from the GOSO.

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

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

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

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

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

The academic year in PhD programmes consists of academic periods (semesters), including two main periods:

- a period of theoretical education:
In this period students choose different elective modules which are relevant for their dissertation project
- a period of scientific and research work:
This period consist of research practice and research seminars. During the research practice the student has to write and publish the following articles:
 - 1st and 2nd year: at least one scientific article in a scientific journal recommended by the Committee for the Control of Education and Science of the Republic of Kazakhstan (CCSSN) and one article from an international conference in each year.
 - 3rd year: at least one article in the scientific journal recommended by CCSSN and one article in an international scientific journal

The student presents the results of the scientific research in the research seminars to other students and the instructor. The seminar is a "full court" meeting in which PhD students are invited each semester in order to support and define any scientific issues of doctoral research. In addition, the seminars continue to cultivate a lively and supportive research community.

Moreover they have to complete a compulsory foreign scientific internship and pedagogical practice.

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

The University uses the national credit system, where 1 Kazakh credit corresponds with a different number of academic hours, depending on the level of study and the type of educational activities: One academic hour corresponds with different amounts of minutes for particular types of educational activities. In general, one academic hour is equal to 50 minutes, except for the studio work where one academic hour is equal to 75 minutes, as well as labor-

atory work and sports where one academic hour is equal to 100 minutes. In PhD programmes, 1 Kazakh credit corresponds with 105 academic hours.

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

According to GOSO and the Academic Policy of KazNU, the maximum workload for PhD students is 57 academic hours per week.

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

The status of doctoral student is determined by the "Law of the Republic of Kazakhstan on Education" of July 27, 2007. He is a student that is enrolled in a doctoral programme.

Appraisal:

With regard to the overall structure of the PhD programme and the academic year, al-Farabi KazNU generally follows international standards. The panel finds that the mixture between theoretical modules and research practice can lead to the learning outcomes defined for the programme. However, it is not clear when and how many electives have to be taken by the PhD student. The module handbook consists of more modules than documented in the curricula provided by KazNU. The panel got the impression during the on-site visit that the information concerning the number of courses in the module handbook is correct. Nevertheless the curriculum must contain all compulsory and elective modules of the programme. The panel therefore recommends the following **condition**:

The HEI provides a curriculum that contains all modules and courses taught in the programme.

Al-Farabi KazNU has study and examination regulations for all study programmes, which are based on ministerial regulations. As the texts are issued by the ministry, they are legally checked. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. A Diploma Supplement is issued from the university to the graduates in addition to the awarding degree. However the document with the standardised Diploma supplement that the university provided for the panel does also contain the curricula in which modules are supposedly missing (see above).

KazNU states in its self-documentation report that the academic degree which is awarded for this programme is "Doctor of Social Science". However in the diploma supplement is written that graduates get the title "PhD in Journalism". It remained unclear for the panel which degree is actually awarded to the graduates. Moreover a degree named "PhD in Journalism" is not common in the scientific world. The panel recommend that it would be more appropriate to use a title that is known and renowned in the scientific world as this would help graduates for their future profession. In the statement of the report the university stated that the academic degree that is awarded is "PhD of Philosophy in the speciality Journalism". However in the diploma supplement is still written the title "PhD in Journalism".

The panel therefore recommends the following **condition**:

The HEI

- provides a diploma supplement that contains the curriculum of the current study programme.

- clearly defines in every document which title is awarded to graduates of the programme.

In terms of law and of fact the status of the PhD students is regulated properly.

Module descriptions were provided in Russian as well as in English. However the panel did not receive module descriptions for every module. In terms of the theoretical modules the panel got the impression that they received descriptions for all courses, though they are not written in the curriculum (see above). For the research and educational practice parts of the programme KazNU only provided descriptions for the “Research Seminars” and the “Research Practice”. Nevertheless, the curriculum also contains of “Pedagogical Practice”, “Scientific Internships” and a “Research Internship”. The last two Internships could be part of the “Research Practice” as there is no module or internship named liked that in the curriculum. However, there has to be a module description of each component in the curriculum. The university sent with their statement updated module descriptions for the “Research Seminars”, “Pedagogical Practice” and “Research Internships”. However there is still a module description for the “Scientific Practice” missing. Moreover in the description for the “Research Seminar” was written that students get 15 ECTS points after completing the module. In the curriculum there are only 14 ECTS points assigned. The panel therefore recommends the following **condition**:

The HEI provides module descriptions for every module that is taught in the programme that contain the correct amount of ECTS points.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme				Condition	
3.1.2	Doctoral Degree Regulations				Condition	
3.1.3	Status of the Doctoral Students			x		
3.1.4	Module Description				Condition	

3.2 Content

KazNU generally follows the State Comprehensive Education Standards for higher and post-graduate education (GOSO) issued in form of a decree of the government of the Republic of Kazakhstan defined by the Ministry of Education and Science. These standards describe the general structure of a programme and its composition (see for details chapter 3.2), while the concrete course contents are to be developed by the university.

The PhD programme in Journalism has the following curriculum:

1 st -Semester										
#	Course	Number of credits				ECTS-Workload				
		Theory	Practical classes/seminars	Laboratory classes	Total	Theory	Practical classes/seminars	Laboratory classes	Total	Total amount of hours
1	Modern Methods of Mass Communications Research	4	2	0	3	4	2	0	6	180
2	Fundamentals of News Design and Mass communication – Elective modules ¶	2	1	0	3	6	1	0	7	210
3	Research Seminar I-II								2	60
4	Preparation of dissertation								12	360
Total									26	810
2 nd -Semester										
#	Course-Unit	Number of credits				ECTS-Workload				
		Theory	Practical classes/seminars	Laboratory classes	Total	Theory	Practical classes/seminars	Laboratory classes	Total	Total amount of hours
1	Magazine, Newspaper and Online Journalism – Elective modules ¶	2	1	0	3	6	1	0	7	210

2	Research Seminar I-II									2	60
3	Publications in International Conferences materials									2	60
4	Preparation of dissertation									12	360
5	Publications in journals recommended by CCSES or Included in Thomson Reuters, Scopus Databases									4	120
Total										27	810
3rd Semester											
#	Course-Unit	Number of credits				ECTS Workload					
		Theory	Practical classes/seminars	Laboratory classes	Total	Theory	Practical classes/seminars	Laboratory classes	Total	Total amount of hours	
1	Public Radio Reporting and Radio Documentary – Elective modules	1	2	0	3	3	2	0	5	150	
	Photojournalism, Magazine & Feature Writing – Elective modules	1	2	0	3	3	2	0	5	150	
2	Pedagogical Practice									3	90
3	Research Seminar III-IV									2	60
4	Preparation of dissertation									12	360

5	Scientific Internship					8				240
Total									35	1050
4th Semester										
#	Course-Unit	Number-of-credits				ECTS-Workload				
		Theory	Practical-classes/seminars	Laboratory-classes	Total	Theory	Practical-classes/seminars	Laboratory-classes	Total	Total-amount-of-hours
1	Research Internship					4				120
2	Research Seminar III-IV					4				120
3	Preparation of dissertation					16				480
4	Publications in International Conferences materials					2				60
5	Publications I - journals recommended by CCSES or Included in Thomson Reuters, Scopus Databases					4				120
Total									30	900
5th Semester										
#	Course-Unit	Number-of-credits				ECTS-Workload				

		Theory	Practical- classes/seminars	Laboratory classes	Total	Theory	Practical- classes/seminars	Laboratory- classes	Total	Total- amount-of- hours
1	Research-Seminar-V-VI								2	60
2	Scientific-Internship								8	240
3	Publications-in-International-Conferences-materials								4	120
4	Preparation-of-dissertation								12	360
5	Publications-I-journals-recommended-by-CCSES-or-Included-in-Thomson-Reuters, Scopus-Databases								4	120
Total									30	900
6thSemester										
#	Course-Unit	Number-of-credits				ECTS-Workload				
		Theory	Practical- classes/seminars	Laboratory classes	Total	Theory	Practical- classes/seminars	Laboratory- classes	Total	Total- amount- of-hours
1	Research-Seminar-V-VI								2	60
2	Preparationofdissertation								12	360
3	Publications-I-journals-recommended-by-CCSES-or-Included-in-Thomson-Reuters, Scopus-Databases								4	120

4	Complex Examination		4	120
5	Dissertation Preparation and Defense		8	240
Total			30	900
				30/150

KazNU states that the PhD programme ensures that students have a broad understanding of the discipline, know and are able to apply a vast range of relevant scientific methods, and are capable of scientific research and academic teaching.

The curriculum contains several seminars on specific scientific methods, the methodological background of the discipline and in-depth reflection of theories, six research seminars, a research internship and a pedagogical internship in order to prepare students for academic work both in research and teaching (see 3.1).

The programme consists of the State Compulsory Module “Modern Methods and Communications Research” and doctoral elective courses. According to KazNU the student can choose the electives depending on the direction and scope of the dissertation research project. He can choose modules from the following subjects:

- Foundations of Journalism
- News Reporting and Editing
- Media, Society and Politics
- Media Entrepreneurship and Communication Management and Policy
- Art Journalism and Digital Media

KazNU states that the course of the programme also reflects influences of disciplines such as political science, History, Philology, International Relations and Computer Science which are important fields when studying Journalism and mass communication.

Appraisal:

The panel finds that the curriculum of the PhD programme take the programme objectives, as described in chapter 1.1, into due consideration. The teaching presents the current status of scientific knowledge in accordance with the learning objectives, and it takes into account the associated relevant research.

There is a balanced mixture of modules in terms of content and they are arranged in a logical sequence. The individual study trajectories included in the programme enable students to acquire in-depth theoretical and methodological knowledge in accordance with their own preferences. However, the curriculum doesn't fully portray all elective courses (see Chapter 3.1).

The PhD programme ensures that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature. Methodological competences of an adequate level are described as learning outcomes in the curricula of all study programmes. The panel formed a view that students are made familiar with relevant scientific methods. Specific research seminars form a large share of the curriculum.

Multidisciplinary aspects and qualifications are included in the doctoral programme. The doctoral students are enabled to discuss the knowledge gained in the specialised fields with their colleagues in the research seminars. They also pre

This competence is also acquired in the pedagogical internship, where PhD students learn to translate their findings to students on a lower academic level (Bachelor/Master).

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		

3.3 Examination Procedures

The PhD programme is finished with the final state certification (FSC), which includes the complex examination as well as a defence of the doctoral dissertation. Both are allocated with credit points. The PhD candidates who finished their doctoral studies according to the requirements of their working plans are admitted to the total certification. Moreover, for being admitted to the complex examination, candidates must have published at least one article in an impact journal, at least three articles in national journals and three conference papers.

The complex examination is formed according to standards, approved by the order of the Minister of Education and Science. The purpose of the complex examination in the different specialties is to establish the scale and depth of professional knowledge of the doctoral candidate as well as the level of readiness to carrying out independent research activities. The complex examination is carried out not later than three months before the defence of the doctoral dissertation and includes the obligatory special discipline of a basic component and one elective module from the range of the basic and main subjects. The results of the complex examination are made out by an established form which is filled in for every person individually.

The doctoral candidates who pass the complex examination with a positive assessment (from A to D) are admitted to the defence of their dissertation work. The doctoral candidates who receive an unsatisfactory assessment repeat the complex examination once during the next final certification. The complex examination for doctoral candidates is carried out in a written form.

The module examination grading consists of midterm exams as well as six independent work performances during the semester that are allocated with points (on the basis of a 200-point scale). All examinations are defined in the Academic Policy.

Appraisal:

The examinations, which consist of midterms as well as independent work performances, are suitable to determine and assess the learning outcomes. The Independent Work performances aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. The final state certification, which consists of the complex examination and the subsequent defence of the dissertation, also ensures that the PhD graduates have in-depth knowledge in their field of research and can carry out independent research activities. The requirements for being admitted to the final examination (publication in an impact journal, in national journals and conference papers) also ensure that the PhD students are experienced in doing research work on an appropriate level. Furthermore, the organisation of the examination procedures is properly organised and defined in the Academic Policy.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

3.4 Didactic Concept

The University mentions a vast range of didactical formats that are used in the PhD programmes. In the seminars methods like case studies, project work, presentations, writing essays, academic tests and, if possible, group studying are used. If it fits to the achievement of learning outcomes, video lectures, audiobooks and so called studio work (using photo and video technology) are used in the modules, too. The number of PhD students in the different programmes is mostly between one to five persons. But bigger student groups are possible.

According to KazNU, the PhD programmes build up on Master programmes and therefore contain research seminars which deepen the academic working skills and promote the methodological competencies of the students. The function of the teaching staff is providing the students with high-level knowledge and advanced abilities for research activities. The aim of the methodological training is providing the students with all necessary skills they need to conduct research work for their doctoral dissertations.

Networking of the doctoral students is assured through the international academic partners that KazNU maintains. Through participation in conferences or research seminars organised by KazNU or the partner HEI and research organisations, the doctoral students are networked which contributes towards the broadening of the research-based knowledge.

Supervision of the final dissertations of each PhD students is provided by two advisors (one national advisor and one advisor from abroad) who have a higher professional education and the academic degree "Doctor of Science" (Professor/Associate Professor) in the relevant training profile of the PhD programme. Moreover the advisors must:

- have a permanent position at KazNU/ a leading university or leading scientific organisation abroad,

- be actively engaged in research,
- have published several publications in international journals over the past five years
- be involved in joint international scientific projects

in the specific field of science which corresponds to the profile of the PhD programme. The relation between the student, the national and the international advisor is regulated in a three-party agreement (organised by the Kazakh advisor).

During the PhD studies, the students must attend an internship at the university/research organisation of their international advisor.

Appraisal:

The didactical concept for the PhD programmes appears aligned with the particular programme objectives. This takes into account a diversity of used teaching methods.

By organising events and participating in conferences and seminars of partner HEI, KazNU promotes the exchange of experiences and research results between the doctoral students of KazNU among themselves and with doctoral students from outside the University.

The system of supervision of the PhD students is regulated in an approved document of KazNU. The relation between each student and the two advisors is defined in agreements between all three parties. Detailed requirements for being an advisor ensure that all PhD students receive a professional, methodological and scientific supervision which is necessary for a successful dissertation.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

3.5 Professional Competencies/Employability

According to the University, after finishing their PhD studies, the PhD students normally continue their academic career at KazNU or another research-oriented university with further research activities and teaching. For this purpose, the PhD students get prepared by “professional practice modules” that contain a pedagogical as well as a research unit. Moreover, research seminars ensure that the students are equipped with professional competencies for their future academic career. The theoretical modules, which are individually tailored for every PhD programme, include one compulsory state module, and elective modules of professional specialisation for the student’s individual educational path. KazNU also takes into ac-

count feedback of the Council of Employers of the respective faculty in order to gear the PhD programmes towards the needs of the labour market outside academia.

Appraisal:

The curricula of the PhD programme clearly shows that the programme is aimed at preparing the graduates for an academic career as professors or researchers. Especially the pedagogical practice, the research practice and the research seminars intend to convey the doctoral students with a professional qualification in their scientific and research fields in order for them to conduct both research oriented activity and teaching. By means of the theoretical modules, that include application-oriented content, the students are also prepared for professional, research- related activities in industry.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Professional Competencies / Employability			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

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

The University provided extensive staff handbooks for all programmes, where the qualification level, the academic career and the main publications of each teacher are described.

Besides the regular teaching staff of KazNU, practitioners regularly give lectures on important issues. Some of these lecturers do not have scientific degrees, but are allowed to teach at bachelor's level, because of their prolonged teaching experience and other high qualifications, skills and experiences from their working lives.

On university level, a staff development programme is in place which offers all teachers a methodological training seminar to improve professional skills and other opportunities to participate in trainings. In addition, methodical bureaus at faculty level organise possibilities for young teachers to attend lectures of experienced colleagues and provide methodological support in general, especially on teaching innovations.

For external training, it is also possible to apply for the Bolashak programme which is open for university staff. Lecturers from KazNU can be trained at universities abroad via Bolashak

grants in their disciplines. In the past lecturers for example went to Poland, the US and the UK.

The University's resident staff is nationally composed. However, a certain internationality of the teaching community can be achieved by means of the international visiting professors. There had been a governmental programme for funding the invitation of foreign professors, which allowed the University to attract foreign scientists from leading universities to give lectures and workshops. Since 2016 the programme is paused due to governmental reasons. KazNU wants to develop an own programme to gain more visiting professors in the future if the governmental programme will remain to be shut down.

The methodical bureaus also organise meetings of faculty staff; the Vice Rectors can attend them. Regular meetings at the level of chairs happen at least once a month. In these meetings the lecturers discuss for example how to implement new topics and theories into the curriculum. Afterwards, the chair asks all faculty members for feedback.

Appraisal:

The structure and number of teaching staff correspond with the requirements of the doctoral programme. Qualifications and competencies of staff are rated well to meet the requirements for good teaching. Based on information and the CVs of the lecturers involved in the PhD programme the panel came to the conclusion that the lecturers' research activities correspond with the requirements of the PhD programme. During the site visit interview with the students the panel learned that the students are satisfied with the competencies of their teachers.

Appointment procedures, which take account of the strategic and professional requirements of the HEI, have been implemented and the procedures are transparent. Measures and mechanisms for personal development and qualification are being further developed.

Due to the break of the governmental programme that finances visiting professors, the international composition of the faculty could be stronger. However the cooperations with American universities help to ensure that international competences and skills are also taught by foreign professors.

Internal cooperation works in the Departments. There are regular events concerning programme coordination in the faculty which take place.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		

4.2 Cooperation and Partnership

The department has cooperation agreements with more than 10 major foreign universities. It has close cooperations with the universities of Ohio and Columbia. Lecturers are teaching as visiting teachers in the programmes. On this basis, the practice of simultaneous scientific supervision of graduate students of Kazakh and foreign scientists is developed. These cooperations are aimed to significantly enhance the students' opportunities of the department to study and conduct research at the international level.

Faculty and graduate students of the department do overseas internships in universities and research centers around the world. Since 2009 overseas internships and graduate trainings are held. This practice increases the academic mobility of students and makes full integration of the university into the world educational space to achieve the main goal - to have specialists who are competitive not only in domestic but also in the global labor market

The chairs cooperate with the Almaty representation of Ministry of Foreign Affairs of Kazakhstan; with the departments of Political Science and Sociology of the Faculty of Philosophy and Psychology of the university; the department of international journalism of KIMEP; Department of Journalism of Abay KazPNU; KISR RK; scientific and research centers of Almaty, as well as Georgia, Kyrgyzstan, and Uzbekistan.

KazNU also fosters intensive relationships with employers. In 2010, a Council of Employers was established under the Rector of KazNU. The mission of the Council of Employers is to promote KazNU's development as a centre of preparation of highly skilled competitive professionals. The activities of the Council are directed towards increasing the number of places for internships, implementing joint research programmes and international projects. The members of the Council also promote the adaptation of the educational process to the needs of employers and the development of joint (KazNU together with companies) educational programmes. Companies and employers also carry out labour market research, analyse and make offers on the improvement of curricula and programmes according to the needs of the economy.

In addition to the university-wide Council of Employers, specific Councils of Employers have been established at each faculty. These Councils participate in the assessment of curricula and development of study programmes as well as provide internships for students. Employers get a possibility to conduct lectures for students of the last four semesters where they can present their companies and the vacant job positions

The University uses its extensive network to provide all PhD students with an international advisor next to their advisor at al-Farabi KazNU (see chapter 3.4).

Appraisal:

Cooperation with universities and other academic institutions and networks is actively pursued, which results, among others, in finding suitable international advisors for all PhD students, organising joint study programmes, projects and events, inviting visiting lecturers and student exchanges. The experts find the system of assigning a foreign advisor to PhD students to be a good way to integrate students into the international academic community.

Overall, the PhD students seem to be well integrated into the joint research activities with partner institutions.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

4.3 Programme Management

The programme is managed by the Head of Department of Print and Electronic Media. Assistants, for example for education-methodical as well as scientifically innovative activities, further help that the programme runs smoothly.

The chairs are the basic organisational units responsible for educational programmes. At the master and PhD level coordination and monitoring of the educational process is carried out by the Institute of Postgraduate Education.

KazNU offers professional trainings for teachers and does have an Institute for Professional Skill Improvement. The central IT-system “Univer” supports the administrative student and teaching processes.

Moreover, the Registrar’s Office provides further administrative support. Its basic functions are, amongst others:

- the registration of students as well as maintenance of interdisciplinary electivity of disciplines;
- providing support in formation of the individual curriculum;
- involving in educational processes;
- organizes and conducts interim and final assessments of student
- providing access to examination sheets as well as delivery of transcripts;
- consulting of teachers concerning registration and re-registration on disciplines.

KazNU has various councils in order to support the process organisation. For example, the Editorial and Publishing Council provides support in preparing the teaching materials, and the Methodological and Scientific Council is installed in order to improve the quality of educational processes. All fourteen faculties of KazNU have their own councils of employers, whose members come from corresponding, relevant companies and organisations. The councils give feedback on the curricula, evaluate thesis topics and propose topics and projects themselves. In addition, there is one Council on University level for general issues.

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

An information folder is available for students, which contains information on all policies and contact information. The faculties publish annual reports: descriptions of the achievements of the faculty, descriptions of new students, reports on social work (finding sponsors for scholarships), teaching staff information, and extensive information on publications of teaching staff. There are regular conferences for students and young scientists held by the faculties; the articles are also published. There also are student handbooks that contain all relevant information.

Appraisal:

Through discussions on-site with the Deans and Vice Deans as well as the administrative staff, the panel concluded that the study programmes are properly organized and the overall programme organisation ensures that the programmes run smoothly. Moreover, through the IT system "Univer" and the Registrar's Office, KazNU adequately demonstrates that the students are supported well, the opportunities of electronic service-support are used and that sufficient administrative staff is available.

The activities which take place during the academic year are continuously documented and published in annual reports.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Programm Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		

4.4 Material Resources

KazNU's campus comprises 100 hectares and 14 academic buildings and accommodation for 5,000 students, a student recreational and sports complex, a sports stadium seating 4,000 people and a hall for concerts and cultural events (the "students' palace") with 1,620 seats.

The academic buildings dispose, inter alia, lecture halls, seminar rooms and laboratory rooms. The seminar rooms are used for courses with small student groups while the size of the lecture halls varies and affords courses with 150 students. Many classrooms are equipped with multimedia facilities (projectors, whiteboards, and multimedia devices). Several computer rooms can be used for classes and are available for the students outside the class hours. The computer rooms also provide access for the students to the library's network. Access to the internet is partly given. The University uses Microsoft software as the general work programme.

There are specialized classrooms and computer labs, which are equipped and united in a local network with personal computers, printers, scanners and appropriate software. KazNU offers the following software for the students:

- «PowerPoint» for the preparation of corporate presentations,
- «Microsoft Publisher» - a tool for creating printed products,
- «Adobe InDesign», «Photoshop» and « Corel Draw »- environment for the layout of text and illustrative material;
- «Adobe Premiere» - for sound editing and image office equipment

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

The students of the faculties have full access to the library, the opening hours are from nine to minimum five o'clock. The library also offers new workstations for accessing online and e-literature in several reading halls.

Alongside with the traditional catalogues the library has used an electronic catalogue on publications since 1990. According to KazNU, an e-library provides over 2,000 academic papers and over 1,000 academic textbooks and is equipped with many electronic resources like Scopus and Springer as well as with English-speaking literature and electronic books.

There are 6217 items of literature on public relations, advertising and other PR areas and 3000 items of literature on international journalism and other areas of journalism.

The students have access to following resources: CMMI (Communication & Mass Media Index) CMMC (Communication & Mass Media Complete) BIR (Book Index with Reviews) Canadian Literary Centre Columbia Grangers Poetry Database HII (Humanities International Index) HIC (Humanities International Complete) Literary Reference Center MLA International Bibliography communications, language knowledge and literature.

Appraisal:

During the on-site visit the panel had the opportunity to see the facilities of the Faculty of Journalism. In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme. The buildings are fully equipped with modern information technology. Access to the internet through laptops 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 (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		

4.5 Finance Planning and Financing

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

The student body of KazNU's PhD students is formed only through the budgetary funding and educational grants of the state. As a rule of the Republic of Kazakhstan, self-funded students cannot study a PhD programme.

The rules for calculation of tuition fees per student of the state education grant for the state-funded higher education institutions is estimated and approved by the Ministry of Education and Science of the Republic of Kazakhstan (Decree of the Ministry of Education and Science, # 374, 2 August, 2009). The tuition fee per student is calculated based on an amount of teaching staff at the HEI. The total number of teachers is defined by the ratio of students per teacher.

Appraisal:

KazNU is financed by the Republic of Kazakhstan. The system of educational grants ensures that the University receives resources on the basis of student numbers and can thus always finance its teaching activities. Because all PhD places are state-funded through educational grants, the PhD students do not have to pay any fees. Hence, scholarships are not relevant regarding the financing of PhD students. Altogether, a general budget exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years, the panel concludes that financial stability is ensured for each current programme cycle and the entire accreditation period.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		

5. QUALITY ASSURANCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Improving the system of planning and organisation of the educational process, with the emphasis on:

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

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

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

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

The University states that programme's Coordinators, together with the KazNU Centre for Accreditation, Rankings and Quality Assurance, develop long-term plan for the continuous development and monitoring of the respective study programmes; the latter includes the re-

sults of evaluations by students, employers and other stakeholders. On this basis reports on the necessity (or absence of necessity) for the modification of study programmes are presented by Coordinators at the meetings of the methodical bureau of the faculty.

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

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

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

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

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

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

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

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

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

Indicative planning is carried out at three levels: individual teachers, chairs and faculties are annually developing indicative plans of their activities according to the strategic directions of

the University. The monitoring of the track record is carried out twice a year. At the end of each semester, based on the monitoring results, the University is preparing the rankings of teachers, chairs and faculties. The scores are discussed at the meetings of chairs, faculties, the Scientific Council and the rectorate.

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

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

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

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

Since the beginning of the implementation of the result-oriented management, KazNU could improve its international ranking, moving up from the position 600 (2010) to 305 (2014) and 236 (2017) in the QS World University Ranking. In the EECA University Ranking (QS University Rankings: Emerging Europe & Central Asia) 2016 KazNU holds one of the top positions and ranks eleventh.

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

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

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

Surveys are carried out by the KazNU Centre for Sociological Research and Social Engineering. The Centre is responsible for drafting questionnaires, which then are discussed with and confirmed by the Vice Rector for Academic Affairs and the Vice Rector for Research-

Innovation Affairs. Faculties may also commission the Centre with the preparation of questionnaires for their special needs.

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

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

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

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

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

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

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

Students at all levels of study as well as graduates (shortly before graduation) annually participate in the evaluation of study conditions, study process organisation and the content of programmes in the framework of the surveys "Effectiveness of the educational process and students' satisfaction with the quality of education" (separate survey for the bachelor, master and PhD level).

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

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

Master students are additionally asked:

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

PhD candidates are further asked:

- to evaluate the assessment form "written exam" as a form of knowledge control for doctorate students
- whether the proportion of research activities should be increased in the programme
- whether they have enough credits for writing and defending a PhD dissertation
- express their attitude to the requirement for the publication of materials in high-ranking international journals
- whether they manage to master all credits at the specified time allocated to research components and theoretical training in the programme

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

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

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

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

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

Using the "UNIVER" system, students can organise and control their learning process, forming their individual curricula with the help of advisers, conducting on-line registration for

courses, filling out online questionnaires etc. Via the system students have online access to the curricula of their study programmes, catalogues of elective courses, educational and methodological complexes of disciplines (teaching materials), results of current and final certification, transcripts, schedule, information about their adviser, news and announcements of the faculty and University. Teaching materials for the specific disciplines should be placed in the "UNIVER" system no later than 10 working days before the beginning of each semester.

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

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

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

The implementation of the study programmes is carried out on the basis of specifications, containing the mandatory requirements for all necessary documents and their structure. A wide range of regulatory documents on the different aspects of the current academic policy of the University is available on the KazNU website both in Russian and English language.

Appraisal:

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

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

On the website of KazNU, only the 6 general directions of the Strategic Plan of KazNU for 2015-2020 are listed. Specific indicators as part of the system of indicative planning of the University and Faculty have also not been adequately described and exposed to the experts and broader public. The current achievements of the Faculty of Journalism with regard to those indicators as well as the current ranking of the Faculty among other faculties remains unclear. The experts recommend to make the Strategy of the University, the corresponding strategies of the faculties as well as the system of indicative planning more transparent to external interested parties.

Among the positive aspects especially notable is the involvement of key stakeholders (students, graduates, teachers, employers and external experts) in the different mechanisms of quality assurance, which has improved since the last accreditation procedure of FIBAA at KazNU. In addition to other surveys, evaluation by employers has been introduced as one of the main tools of gaining information needed for further improvement of programmes. The systematic engagement of employers in the development and quality assessment of pro-

grammes has become mandatory for faculties and chairs due the implementation of the KazNU Strategy until 2020 and is now regulated by a special University-internal guideline. However, no practical examples of such engagement were presented to the panel.

It is to be welcomed that the teachers of KazNU, individually and in groups, take a great deal of responsibility for assuring and enhancing the quality of the study programmes by designing the content of the programmes and the accompanying materials, engaging in the University-internal EMW at different levels, taking part in evaluations and sometimes even contributing to the formulation of the state compulsory standards.

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

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

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

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

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

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

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

On the whole, the panel considers that the quality assurance system which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. Responsibilities are clearly defined.

Still, the experts got the impression that the overall effectiveness and efficiency of KazNU's quality assurance system could be improved.

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

The panel has taken note of the fact that there are state regulations defining the maximum workload of bachelor and master students which shall not be exceeded. Still, the experts find it essential that students' evaluations explicitly refer to students' workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations). The panel therefore recommend the following **condition**:

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

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

The Student's Guide of the Faculty on the University's homepage was last updated in 2015. The English version of the information presented on the website of the Faculty in Kazakh and Russian language is sometimes lacking. The panel therefore recommends to provide sufficient and up-to-date information on the study programmes on the KazNU's and Faculty's homepage and to improve the quality of the English translation. The student's handbook should also be provided in English.

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

Quality Ratings

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results				Condition	
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc.)			X		

Quality Profile

Institution: Al-Farabi Kazakh National University

Doctoral programme: Journalism PhD Degree Program



Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market			X		
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates			X		
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities			X		
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admission			X		
3.	IMPLEMENTATION					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme				condition	
3.1.2	Doctoral Degree Regulation				condition	
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description				condition	
3.2	Contents					

3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

3.5	Professional Competencies/Employability			X		
4.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		
4.3	Programme Management					
4.3.1	Structural Organisation			X		

4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results				condition	
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc.)			X		