

# Assessment Report

---

**Higher Education Institution:**

Maqsut Narikbayev University, Kazakhstan

---

**Bachelor/Master programme (in English and  
Kazakh language):**

1. BA Translation Studies / 6B02301 Аударма ісі
2. MA Translation Studies / 7M02301 / 7M02321 Аударма ісі
3. BA Applied Linguistics / 6B02302 Қолданбалы лингвистика
4. MA Applied Linguistics / 7M02322 Қолданбалы лингвистика
5. BSc Psychology / 6B03101 Психология

---

**Qualification awarded on completion (English  
and Kazakh language):**

1. Bachelor of Arts in Translation Studies / 6B02301-Аударма ісі білім беру бағдарламасының Гуманитарлық білім бакалавры
2. Master of Arts in Translation Studies/ 7M02301-Аударма ісі білім беру бағдарламасының гуманитарлық білім магистрі / 7M02321-Аударма ісі білім беру бағдарламасының гуманитарлық ғылымдар магистрі
3. Bachelor of Arts in Applied Linguistics/ 6B02302-Қолданбалы лингвистика білім беру бағдарламасының Гуманитарлық
4. Master of Arts in Applied Linguistics / 7M02322-Қолданбалы лингвистика білім беру бағдарламасының гуманитарлық
5. Bachelor of Social Science in Psychology / 6B03101-Психология білім беру бағдарламасының Әлеуметтік білім бакалавры

# Decision of the FIBAA Accreditation and Certification Committee

**22nd Meeting on June 19, 2026**

## PROGRAMME ACCREDITATION

|                                      |                                                                                                                                                                                                           |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Number:</b>               | 25/052 Cluster 1                                                                                                                                                                                          |
| <b>Higher Education Institution:</b> | Maqsut Narikbayev University                                                                                                                                                                              |
| <b>Location:</b>                     | Astana, Kazakhstan                                                                                                                                                                                        |
| <b>Study programmes:</b>             | <ol style="list-style-type: none"><li>1. BA Translation Studies</li><li>2. MA Translation Studies</li><li>3. BA Applied Linguistics</li><li>4. MA Applied Linguistics</li><li>5. BSc Psychology</li></ol> |
| <b>Type of accreditation:</b>        | <ol style="list-style-type: none"><li>1.– 3. Re-Accreditation</li><li>4. and 5. Initial Accreditation</li></ol>                                                                                           |

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from 1 March 2025, the study programmes 1., 2., and 3. are re-accredited and the study programmes 4. and 5. are accredited.

Period of Accreditation:

- for BA Translation Studies, MA Translation Studies, and BA Applied Linguistics: November 26, 2026, until November 25, 2033
- for MA Applied Linguistics, and BSc Psychology: June 19, 2026, until June 18, 2031

The FIBAA Quality Seals are awarded.

This decision will be published in accordance with FIBAA's publication policy. The accreditation applies to the programme as described in the documentation submitted; any substantive changes require prior notification.

# Table of Contents

|                                                                                                              |    |
|--------------------------------------------------------------------------------------------------------------|----|
| Procedure.....                                                                                               | 4  |
| Accreditation Data at a Glance .....                                                                         | 5  |
| General Information on the Study Programmes.....                                                             | 6  |
| Summary.....                                                                                                 | 8  |
| Quality Profile.....                                                                                         | 10 |
| Information .....                                                                                            | 16 |
| Information on the Institution .....                                                                         | 16 |
| Further Development of the Programmes, Implementation of Recommendations from<br>Previous Accreditation..... | 18 |
| Statistical Data .....                                                                                       | 18 |
| 1. OBJECTIVES .....                                                                                          | 25 |
| 1.1 Subject-specific qualifications and employability of students (Asterisk Criterion)                       | 25 |
| 1.2 Positioning of the study programme on the educational market .....                                       | 29 |
| 1.3 Positioning of the study programme within the HEI's overall strategic concept....                        | 30 |
| 2. ADMISSION .....                                                                                           | 32 |
| 2.1 Admission requirements (Asterisk Criterion) .....                                                        | 32 |
| 2.3 Selection procedure.....                                                                                 | 34 |
| 2.5 Counselling for prospective students.....                                                                | 34 |
| 3. IMPLEMENTATION OF THE STUDY PROGRAMME.....                                                                | 37 |
| 3.1 Structure and Content.....                                                                               | 37 |
| 3.2 Intended competences and skills .....                                                                    | 49 |
| 3.3 Teaching and Learning Methodology .....                                                                  | 54 |
| 3.4 International environment and mobility opportunities .....                                               | 61 |
| 4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS.....                                                        | 65 |
| 4.1 Teaching staff .....                                                                                     | 65 |
| 4.2 Programme management and administrative support.....                                                     | 71 |
| 4.3 Cooperation and partnerships.....                                                                        | 78 |
| 4.4 Facilities and equipment .....                                                                           | 81 |
| 4.5 Financing of the study programme (Asterisk Criterion) .....                                              | 84 |
| 5. QUALITY ASSURANCE .....                                                                                   | 86 |
| Attachments .....                                                                                            | 92 |

## Procedure

An agreement for the re-accreditation of the study programmes Translation Studies (BA), Translation Studies (MA) and Applied Linguistics (MA) as well as for the accreditation of the study programmes Applied Linguistics (MA) and Psychology (BSc) was concluded between FIBAA and Maqsut Narikbayev University on August 14, 2025. On December 23, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and additional documents to demonstrate that the criteria for programme accreditation are met. At the same time, FIBAA appointed a review panel<sup>1</sup>, which was approved by the HEI. The panel consisted of:

**Prof. Dr. Ali Rashid Abdulhadi Al Ali**

Community College of Qatar, Qatar  
Acting Academic Quality Consultant | VP for Academic Affairs Office  
(Linguistics and Translation, Education Studies)

**Prof. Dr. Anna Buzelo**

Turan University, Almaty, Kazakhstan  
Director of the Graduate School of Media and Intercultural Communication  
(Stylistics of Russian Language, Language of Mass Media, Development of Quality Assurance)

**Leon Grausam**

University of Bremen, Germany  
Doctoral Studies in General Linguistics  
Completed: MA General Linguistics; BA in Language, Culture, Translation

**Prof. Dr. Ulrich Hoinkes**

Christian-Albrecht-University Kiel, Germany  
Professor of Romance Philology with a focus on Linguistics and Didactics  
(Linguistics of Romance Languages, General Linguistics and Social Linguistics)

**Dr. Matthias Jung**

Institute for International Communication (IK), Düsseldorf, Germany  
Executive Board  
Language Teaching, Teacher Training, Curriculum Development

**Prof. Dr. Linn Kühl**

MSB Medical School Berlin, Germany  
Professor of Clinical Psychology and Psychotherapy  
(Clinical Psychology and Psychotherapy (focus on Cognitive Behavioural Therapy))

FIBAA project manager: Dr. Birger Hendriks

---

<sup>1</sup> The panel is presented in alphabetical order.

## Accreditation Data at a Glance

|                                                                                                                                                                                                           |                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mode of the site visit</b>                                                                                                                                                                             | At the HEI's premises in Astana<br><br>At the end of the visit, the panel provided brief feedback on its first impressions to representatives of the HEI.                                                    |
| <b>Date of the site visit</b>                                                                                                                                                                             | on April 9 and 10, 2026                                                                                                                                                                                      |
| <b>Accreditation period for the study programmes</b> <ul style="list-style-type: none"> <li>• Translation Studies (BA)</li> <li>• Translation Studies (MA)</li> <li>• Applied Linguistics (BA)</li> </ul> | November 26, 2021, until November 25, 2026, by FIBAA                                                                                                                                                         |
| <b>Groups interviewed</b>                                                                                                                                                                                 | University management; programme managements; lecturers; students and graduates; administrative staff; partners of the University                                                                            |
| <b>Facilities and equipment inspected</b>                                                                                                                                                                 | Main building, conference hall, lecture halls, group room, laboratories, computer rooms, training room for simultaneous translation, sports areas for students and lecturers, library, student working areas |
| <b>Use of virtual learning platforms/tools demonstrated</b>                                                                                                                                               | yes                                                                                                                                                                                                          |
| <b>Documents reviewed additionally on-site: (e.g., exam samples, internal QA reports, thesis examples)</b>                                                                                                | yes                                                                                                                                                                                                          |
| <b>Date Report Delivered to HEI for Statement</b>                                                                                                                                                         | May 30, 2026                                                                                                                                                                                                 |
| <b>Date of HEI Statement</b>                                                                                                                                                                              | June 4, 2026                                                                                                                                                                                                 |
| <b>All programmes reviewed in the same cluster</b>                                                                                                                                                        | yes                                                                                                                                                                                                          |

# General Information on the Study Programmes

## General Information

### Type of study programme:

1. BA Translation Studies
2. MA Translation Studies
3. BA Applied Linguistics
4. MA Applied Linguistics
5. BSc Psychology

### Name of the study programmes (in original language and English translation):

1. BA Translation Studies / 6B02301 Аударма ісі
2. MA Translation Studies / 7M02301 / 7M02321 Аударма ісі
3. BA Applied Linguistics / 6B02302 Қолданбалы лингвистика
4. MA Applied Linguistics / 7M02322 Қолданбалы лингвистика
5. BSc Psychology / 6B03101 Психология

### Degree titles awarded (in original language and English translation)

1. Bachelor of Arts in Translation Studies / 6B02301-Аударма ісі білім беру бағдарламасының Гуманитарлық білім бакалавры
2. Master of Arts in Translation Studies / 7M02301-Аударма ісі білім беру бағдарламасының гуманитарлық білім магистрі / 7M02321-Аударма ісі білім беру бағдарламасының гуманитарлық ғылымдар магистрі
3. Bachelor of Arts in Applied Linguistics/ 6B02302-Қолданбалы лингвистика білім беру бағдарламасының Гуманитарлық
4. Master of Arts in Applied Linguistics / 7M02322-Қолданбалы лингвистика білім беру бағдарламасының гуманитарлық
5. Bachelor of Social Science in Psychology / 6B03101-Психология білім беру бағдарламасының Әлеуметтік білім бакалавры

### Number of ECTS credits & national credits assigned to the study programme

1. Translation (BA): 251 ECTS credits
2. Translation (MA): 120 / 60 ECTS credits
3. Applied Linguistics (BA): 251 ECTS credits
4. Applied Linguistics (MA): 120 ECTS credits
5. Psychology (BSc): 251 ECTS credits

### Type of accreditation:

#### Re-accreditation

1. Translation Studies (BA)
2. Translation Studies (MA)
3. Applied Linguistics (BA)

#### Initial Accreditation:

4. Applied Linguistics (MA)
5. Psychology (BSc)

### Mode of study:

Full-time

### Methodological approach:

Study programme with obligatory class attendance

### Language of instruction:

1. Translation (BA): English
2. Translation (MA): English
3. Applied Linguistics (BA): English
4. Applied Linguistics (MA): English
5. Psychology (BSc): Kazakh, Russian

### Double/Joint Degree programme:

no

## Implementation

## Dates and Scope

### Initial start of the programme:

- Translation Studies (BA): 2008
- Translation Studies (MA): 2013
- Applied Linguistics (BA): 2019
- Applied Linguistics (MA) 2019
- Psychology (BSc): 2004

### Programme cycle starts in:

*both winter and summer semester*

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

- Translation Studies (BA): 180
- Translation Studies (MA): 30
- Applied Linguistics (BA): 130
- Applied Linguistics (MA): 30
- Psychology (BSc): 105

# Summary

## Brief description of the study programmes:

The **Bachelor programme Translation Studies (BA)** with a duration of four years (eight semesters) and a workload of 251 ECTS credits trains professional translators and interpreters who are proficient in modern translation technologies, including computer-aided translation tools, and who possess deep knowledge of two foreign languages in diverse linguistic environments. The programme offers two minors in Teaching English to Speakers of other Languages (TESOL) and Media Linguistics, enabling students to achieve additional qualifications in teaching and media communication.

The **Master programme Translation Studies (MA)** with a duration of two years (four semesters) and a workload of 120 ECTS credits trains specialists in interpretation and audiovisual translation, emphasising modern technologies and industry standards. Research makes up over 30% of coursework. The programme includes advanced research training to build analytical skills for academic and project work. Audiovisual translation is central, with focused courses and tech-based instruction matching market needs. As a professional Master programme, MNU alternatively offers the Translation Studies programme with a duration of one year (2 semesters) and a workload of 60 ECTS credits.

The **Bachelor programme Applied Linguistics (BA)** with a duration of four years (eight semesters) and a workload of 251 ECTS credits prepares specialists with strong linguistic training, proficiency in two foreign languages, and practical skills in teaching, translation, editing, and media. The curriculum covers language systems, research methods, modern teaching, digital literacy, multicultural communication, ethics, and interpersonal and analytical skills and offers minors in Media Linguistics, TESOL, Written Translation, and Conference Interpreting.

The **Master programmes Applied Linguistics (MA)** with a duration of two years (four semesters) and a workload of 120 ECTS credits aims to prepare highly qualified linguists who can conduct reliable language analysis using corpus linguistics, conducting independent research, and designing modern, student-centred teaching materials. The programme lays an emphasis on advanced research skills, specialised linguistic expertise, and modern pedagogical approaches.

The **Bachelor of Science programme Psychology (BSc)** with a duration of four years (eight semesters) and a workload of 251 ECTS credits aims to train highly qualified and competitive psychologists who achieve modern theoretical knowledge and practical skills in psychological assessment, counselling, correction, and support of individuals, groups, and organisations. It strengthens analytical and critical thinking, research competence, and the ability to use evidence-based and ethically grounded approaches when addressing complex professional tasks in different social and cultural contexts. The programme is guided by the EuroPsy standards<sup>2</sup>, ensuring compliance with recognised European requirements for psychological

---

<sup>2</sup> These are European quality standards for education, training and ethical practice in psychology, developed by the European Federation of Psychologists' Association (EFPA).

training. It offers minors in Cognitive Behavioural Therapy (CBT), Applied Behaviour Analysis (ABA), HR Analytics, Brand Analytics, and Legal Psychology.

### *Highlights of the programmes and the site-visit*

The programmes stand out for the combination of both their scientific and their practical orientation with a clear alignment with labour market needs. The programmes on Translation Studies and on Applied Linguistics are taught fully in English. During the on-site visit, the panel members appreciated to interview professional and committed interview-partners with the MNU management, with programme managers and teaching staff, as well as with students and administrative staff. Also, interesting and helpful was the interview with partners of the relevant MNU study programmes. Another highlight was the campus with extremely well-equipped facilities. The site visit at the premises of MNU in Astana was well-structured and provided comprehensive insights into the academic and organisational framework.

### *Special Features of the Study Programme*

Key distinguishing features include English-taught courses, the integration of theory and practice with integrated internships or projects, the professional integration of AI in courses and didactics, students support by the academic and the administrative staff, career counselling and placements service focus on sustainability and social responsibility, a strong cooperation with industry and business including alumni.

### *Strengths and weaknesses*

The panel members particularly appreciated that MNU and the School of Liberal Arts (SLA) keep the study programmes up to date, based on a strong orientation of the labour market's needs and an intensive cooperation with the professional fields. They also welcome MNU's focus on involving AI elements into the study programmes. MNU's facilities offer rooms and laboratories for professional training including wonderful working and sports areas for students and staff. The panel has the impression that there is still room for improving the scientific orientation of particularly the Psychology programme, in terms of curriculum and facilities.

### *General impressions of the panel members*

The expert panel formed a positive overall impression of the programmes and the institution's commitment to quality and further development. The open dialogues and transparency demonstrated during the site visit were highly appreciated. Panel members noted the high level of engagement from all stakeholders. The panel was impressed by the professionalism of the programme management, the teaching staff, the student support services, and the alignment of the programmes' objectives with both academic standards and labour market needs. Also, the panel members appreciated the high level of students answers and the commitment of MNU's partners. The learning environment of MNU appeared highly supportive and inclusive, and the institution's openness to feedback and international standards was evident throughout the discussions.

# Quality Profile

**HEI:** Maqсут Narikbayev University, Astana, Kazakhstan

## Bachelor and Master programmes:

1. BA Translation Studies (TSBA)
2. MA Translation Studies (TSMA)
3. BA Applied Linguistics (ALBA)
4. MA Applied Linguistics (ALMA)
5. BSc Psychology (PsyBSc)

|               |                                                                                                                             | Exceptional | Exceeds <sup>3</sup> | Meets <sup>4</sup> | Does not meet <sup>5</sup> | n.r. | Recommendation <sup>6</sup> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| <b>1</b>      | <b>Objectives</b>                                                                                                           |             |                      |                    |                            |      |                             |
| <b>1.1*</b>   | Subject-specific qualifications and employability of students (Asterisk Criterion)                                          |             |                      | X                  |                            |      |                             |
| <b>1.2</b>    | Positioning of the study programme on the educational market                                                                |             | X                    |                    |                            |      |                             |
| <b>1.3</b>    | Positioning of the study programme within the HEI's overall strategic concept                                               |             |                      | X                  |                            |      |                             |
| <b>2</b>      | <b>Admission</b>                                                                                                            |             |                      |                    |                            |      |                             |
| <b>2.1*</b>   | Admission requirements (Asterisk Criterion)                                                                                 |             |                      | X                  |                            |      |                             |
| <b>2.2(*)</b> | Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language) |             |                      | X                  |                            |      |                             |
| <b>2.3(*)</b> | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)        |             |                      |                    |                            |      | X                           |
| <b>2.4</b>    | Selection procedure                                                                                                         |             | X                    |                    |                            |      |                             |

<sup>3</sup> quality requirements.

<sup>4</sup> quality requirements.

<sup>5</sup> quality requirements leading to condition or recommendation.

<sup>6</sup> The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

|        |                                                                                      | Exceptional | Exceeds <sup>3</sup> | Meets <sup>4</sup> | Does not meet <sup>5</sup> | n.r. | Recommendation <sup>6</sup> |
|--------|--------------------------------------------------------------------------------------|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| 2.5    | Counselling for prospective students                                                 |             | X                    |                    |                            |      |                             |
| 3      | Implementation of the study programme                                                |             |                      |                    |                            |      |                             |
| 3.1    | Structure and Content                                                                |             |                      |                    |                            |      |                             |
| 3.1.1* | Structure of the study programme (Asterisk Criterion)                                |             |                      | X                  |                            |      |                             |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion)                         |             |                      | X                  |                            |      |                             |
| 3.1.3* | Conceptual coherence of the curriculum (Asterisk Criterion)                          |             | X                    |                    |                            |      |                             |
| 3.1.4* | Study and exam regulations (Asterisk Criterion)                                      |             |                      | X                  |                            |      |                             |
| 3.1.5* | Examination and final thesis (Asterisk Criterion)                                    |             |                      | X                  |                            |      |                             |
| 3.2    | Intended Competences and Skills                                                      |             |                      |                    |                            |      |                             |
| 3.2.1* | Methods and scientific practice (Asterisk Criterion)                                 |             | X <sup>7</sup>       | X <sup>8</sup>     |                            |      | X                           |
| 3.2.2* | Integration of theory and practice (Asterisk Criterion)                              |             | X                    |                    |                            |      |                             |
| 3.2.3* | Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)                |             |                      | X                  |                            |      |                             |
| 3.2.4* | International contents (Asterisk Criterion)                                          |             |                      | X                  |                            |      |                             |
| 3.2.5* | Professional ethics and societal issues (Asterisk Criterion)                         |             |                      | X                  |                            |      |                             |
| 3.3    | Teaching and Learning Methodology                                                    |             |                      |                    |                            |      |                             |
| 3.3.1* | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion) |             |                      | X                  |                            |      |                             |
| 3.3.2  | Acquisition of future and soft skills                                                |             | X <sup>9</sup>       | X <sup>10</sup>    |                            |      |                             |
| 3.3.3* | Course materials and recommended literature (Asterisk Criterion)                     |             |                      | X                  |                            |      | X                           |
| 3.3.4  | Extracurricular events                                                               |             | X                    |                    |                            |      |                             |
| 3.4    | International environment and mobility opportunities                                 |             |                      |                    |                            |      |                             |

<sup>7</sup> TSBA, TSMA and ALBA, ALMA.

<sup>8</sup> PsyBSc.

<sup>9</sup> PsyBSc.

<sup>10</sup> TSBA, TSMA and ALBA, ALMA.

|          |                                                                                                                           | Exceptional | Exceeds <sup>3</sup> | Meets <sup>4</sup> | Does not meet <sup>5</sup> | n.r. | Recommendation <sup>6</sup> |
|----------|---------------------------------------------------------------------------------------------------------------------------|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| 3.4.1    | Foreign language contents                                                                                                 |             | X <sup>11</sup>      | X <sup>12</sup>    |                            |      |                             |
| 3.4.2    | International mobility of students and teaching staff                                                                     |             |                      | X                  |                            |      | X                           |
| 3.4.3    | International composition of students and teaching staff                                                                  |             |                      | X                  |                            |      |                             |
| 4        | <b>Academic Environment and Framework Conditions</b>                                                                      |             |                      |                    |                            |      |                             |
| 4.1      | <b>Teaching staff</b>                                                                                                     |             |                      |                    |                            |      |                             |
| 4.1.1*   | Structure and quantity of teaching staff (Asterisk Criterion)                                                             |             |                      | X                  |                            |      |                             |
| 4.1.2*   | Academic and comprehensive qualification of teaching staff (Asterisk Criterion)                                           |             |                      | X                  |                            |      |                             |
| 4.1.3*   | Pedagogical qualification of teaching staff (Asterisk Criterion)                                                          |             |                      | X                  |                            |      |                             |
| 4.1.4    | Professional experience of teaching staff                                                                                 |             |                      | X                  |                            |      |                             |
| 4.1.5*   | Internal cooperation (Asterisk Criterion)                                                                                 |             | X                    |                    |                            |      |                             |
| 4.1.6*   | Student support by the teaching staff (Asterisk Criterion)                                                                |             | X                    |                    |                            |      |                             |
| 4.2      | <b>Programme Management and Administrative Support</b>                                                                    |             |                      |                    |                            |      |                             |
| 4.2.1    | Programme management                                                                                                      |             |                      | X                  |                            |      |                             |
| 4.2.2    | Administrative support                                                                                                    |             | X                    |                    |                            |      |                             |
| 4.2.3    | Public information                                                                                                        |             | X                    |                    |                            |      |                             |
| 4.2.4*   | Inclusive and equitable education (Asterisk Criterion)                                                                    |             |                      | X                  |                            |      |                             |
| 4.2.5    | Career counselling and placement service                                                                                  |             | X                    |                    |                            |      |                             |
| 4.2.6    | Alumni activities                                                                                                         |             |                      | X                  |                            |      |                             |
| 4.3      | <b>Cooperation and partnerships</b>                                                                                       |             |                      |                    |                            |      |                             |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)         |             |                      | X                  |                            |      |                             |
| 4.3.2(*) | Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             | X                    |                    |                            |      |                             |
| 4.4      | <b>Facilities and equipment</b>                                                                                           |             |                      |                    |                            |      |                             |

<sup>11</sup> TSBA, TSMA and ALBA, ALMA.

<sup>12</sup> PsyBSc.

|               |                                                                                                                 | Exceptional     | Exceeds <sup>3</sup> | Meets <sup>4</sup> | Does not meet <sup>5</sup> | n.r. | Recommendation <sup>6</sup> |
|---------------|-----------------------------------------------------------------------------------------------------------------|-----------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| <b>4.4.1*</b> | Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)                              | X <sup>13</sup> | X <sup>14</sup>      |                    |                            |      | X                           |
| <b>4.4.2*</b> | Access to literature (Asterisk Criterion)                                                                       |                 |                      | X                  |                            |      |                             |
| <b>4.5*</b>   | Financing of the study programme (Asterisk Criterion)                                                           |                 |                      | X                  |                            |      |                             |
| <b>5</b>      | <b>Quality Assurance</b>                                                                                        |                 |                      |                    |                            |      |                             |
| <b>5.1*</b>   | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) |                 |                      | X                  |                            |      | X                           |
| <b>5.2</b>    | <b>Instruments of Quality Assurance</b>                                                                         |                 |                      |                    |                            |      |                             |
| <b>5.2.1</b>  | Evaluation by students                                                                                          |                 |                      | X                  |                            |      |                             |
| <b>5.2.2</b>  | Evaluation by teaching staff                                                                                    |                 |                      | X                  |                            |      |                             |
| <b>5.2.3</b>  | External evaluation by alumni, employers and third parties                                                      |                 | X                    |                    |                            |      |                             |

## Panel Recommendation

The Bachelor programmes Translation Studies (BA), and Applied Linguistics (BA), offered by Maqsut Narikbayev University (MNU) fulfil the FIBAA quality requirements for Bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of seven years, starting on November 26, 2026 and ending on November 25, 2033. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration.

The Bachelor programme Psychology (BSc), offered by Maqsut Narikbayev University fulfils the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of five years, starting on June 19, 2026, and ending on June 18, 2031. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration.

<sup>13</sup> TSBA, TSMA and ALBA, ALMA).

<sup>14</sup> PsyBSc

The Master programme Translation Studies (MA), offered by Maqsut Narikbayev University, fulfils the FIBAA quality requirements for Master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of seven years, starting on November 26, 2026 and ending on November 25, 2033. The programme complies with the national and European Qualifications Frameworks, the European Standards and Guidelines (ESG) in the version applicable at the time the procedure was opened, and the principles of the Bologna Declaration.

The Master programme Applied Linguistics (MA), offered by Maqsut Narikbayev University, fulfils the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of five years, starting on June 19, 2026, and ending on June 18, 2031. The programme complies with the national and European Qualifications Frameworks, the European Standards and Guidelines (ESG) in the version applicable at the time the procedure was opened, and the principles of the Bologna Declaration.

### ***Recommendations on Improvements***

The panel members identified several areas where improvements could further strengthen the programmes and recommend:

- Ensuring that the CBT certifications include not only cognitive therapeutic approaches but also sufficient behavioural approaches (see chapter 3.1);
- In the curriculum of the Psychology (BSc) programme clearer defining the research components (see chapter 3.2);
- Conducting a continuous review of the literature rigorously (see chapter 3.3);
- Fostering its ambitions and activities on internationalisation (see chapter 3.4);
- Installing additional spaces, particularly research labs e.g. for behavioural studies, experiments, and the ability to measure physiological parameters (see chapter 4.4);
- More intensively monitoring the reasons for high dropout rates and install targeted measures, such as intensifying the supervisory functions of academic staff (see chapter 5.1);
- updating the QAP, also in the light of Artificial Intelligence, and considering combining it with other documents that are relevant for QA. This aspect is also applicable to the Examination Regulations dating 2020 (see chapter 5.1);
- The student representatives in the Quality Assurance Committees at University and at School levels are elected by the respective student community (see chapter 5.1).

### ***Exceeding***

In addition to the recommendations, the panel members recognised many strengths of **all programmes** that exceed the required standards:

- Positioning of the study programmes on the educational market (see chapter 1.2);
- Selection procedure (see chapter 2.4);
- Counselling for prospective students (see chapter 2.5);

- Conceptual coherence of the curriculum (see chapter 3.1);
- Integration of theory and practice (see chapter 3.2);
- Extracurricular events (see chapter 3.3);
- Internal cooperation (see chapter 4.1);
- Student support (see chapter 4.1);
- Administrative support (see chapter 4.2);
- Public information (see chapter 4.2);
- Career counselling and placement services (see chapter 4.2);
- Cooperation with professional fields (see chapter 4.3);
- Quantity, quality, media and IT equipment of HEI's facilities (see chapter 4.4);
- External evaluation by alumni, employers and third parties (see chapter 5.2).

In addition to this, the panel members recognised the following strengths of the programmes **Translation Studies (BA and MA)** and **Applied Linguistics (BA and MA)** that exceed the required standards:

- Methods and scientific practice (see chapter 3.2);
- Foreign language contents (see chapter 3.4);

and of the programme **Psychology** (BSc):

- Acquisition of future and soft skills (see chapter 3.2).

The panel acknowledges the institution's engagement and encourages the HEI to build on the feedback provided in this report. It welcomes the result of the ratings, particularly the "Exceeding", and expects improvements as far as the recommendations are put to practice.

# Information

## Information on the Institution

Maqsut Narikbayev University (hereinafter - MNU or University) - was established on March 14, 1994. It is a private university that operates based on its Charter<sup>15</sup> and in accordance with particularly the "Law On Education"<sup>16</sup>. The University positions itself as an educational and social impact institution guided by the following strategic statements:

- Mission: To serve people through providing high-quality and affordable education.
- Vision: To contribute to the formation of an honest and just society, driven by science, education, social responsibility, and moral values.

MNU provides educational services for 7,936 students<sup>17</sup> and delivers 42 educational programmes provided by five schools: Law School, International School of Economics, School of Liberal Arts, School of Journalism, and Business School. The study programmes relevant for this accreditation procedure belong to the School of Liberal Arts (SLA).

The University was among the first in Kazakhstan to obtain programme and institutional accreditation from the Foundation for International Business Administration Accreditation (FIBAA)<sup>18</sup>. According to MNU<sup>19</sup>, these accreditations contributed significantly to strengthening governance processes, expanding horizontal management practices, and enhancing student and staff support services. In addition, several programmes are accredited or recognised by other international professional bodies.

Since 2011 Kazakhstan has been a signatory of the Bologna Process. MNU works also based on the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The University prioritises academic integrity and collaborates with global partners to promote a strong academic integrity culture. It is the first university in Kazakhstan admitted to the International Center for Academic Integrity<sup>20</sup>, a member of the European Network for Academic Integrity<sup>21</sup>, and co-founder of the Academic Integrity League<sup>22</sup>. MNU also hosts a regional

---

<sup>15</sup> Dated 2023

<sup>16</sup> As of July 27, 2007, № 319-III.

<sup>17</sup> Retrieved on October 21, 2025

<sup>18</sup> The Foundation for International Business Administration Accreditation – accreditation body recognised by the Ministry of Science and Higher Education of the Republic of Kazakhstan. The official website: <https://www.fibaa.org/>

<sup>19</sup> See SER p. 5.

<sup>20</sup> International Centre for Academic Integrity – international organization that unites individuals, institutions, agencies, and corporations to combat cheating, plagiarism, and academic dishonesty in higher education. The official website: <https://academicintegrity.org/>

<sup>21</sup> European Network for Academic Integrity – international association gathering educational institutions and individuals interested in maintaining and promoting academic integrity. The official website: <https://www.academicintegrity.eu/>

<sup>22</sup> Academic Integrity League – association of Kazakhstani universities that is aimed to improve the quality of education, enhance educational standards and promote academic integrity standards across



## Further Development of the Programmes, Implementation of Recommendations from Previous Accreditation

The study programmes Translation Studies (Bachelor), Translation studies (Master) and Applied Linguistics (Bachelor) were accredited by FIBAA in 2021. Following the panel's recommendations, the School of Liberal Arts (SLA) implemented several initiatives to enhance these programmes.

### 1. Strengthening the guest-lecturer component

The SLA made guest lectures a regular part of the educational process. Since 2021, the programmes Translation Studies, Applied Linguistics, and in the same context Psychology organise academic, professional, and community events with practitioners and academics from translation, interpretation, education, and human resources. They give insight into professional contexts to students. These activities help connect theory with practice, aim to support students' career orientation, and strengthen their employability by exposing them to the expectations of the language and psychology sectors.

### 2. Updating course descriptions and ensuring the use of current international literature

Course materials are now reviewed and updated regularly as part of syllabus design and quality assurance. Faculty select current resources, and the Academic Quality Committee approves each syllabus. Programme Heads check Canvas materials to ensure literature meets standards, focusing on publications from the past decade. All resources are available through Canvas LMS and the MNU Library, which offers access to international databases. Faculty revise course content based on new research and discussions, keeping course descriptions and literature lists relevant and up to date.

### 3. Strengthening international content and intercultural aspects

Translation Studies and Applied Linguistics (BA/MA) programmes offer English instruction, globally recognised frameworks, and international case studies. Courses cover sociolinguistics, cross-cultural communication, language history, and literature, while minors like TESOL and Media Linguistics prepare students for international careers. Students learn a second foreign language up to C1, use materials from international publishers, and have academic mobility opportunities. Intercultural competence is built through a trilingual environment<sup>23</sup>, cross-cultural discussions, and adherence to the University's Code of Conduct. Training in academic integrity and ethics ensures readiness for global academic and professional contexts.

## Statistical Data

### Translation studies (BA and MA)

Since 2022, the Translation Studies Bachelor programme has seen rapid growth, with first-year admissions rising from 55 in 2017 to 195 in 2025, and a success rate climbing from 59.05

---

<sup>23</sup> Kazakh, Russian and English.

% to 65.40 %. The average GPA dropped slightly, the reasons are stricter standards account for this.

The statistics for the Translation Studies Master programme (2019-2025) show a clear upward trend in student interest; enrolment has more than tripled, rising from 8 students in 2019 to 26 in 2025. Across the observed period, the programme shows a positive success rate each year, with graduation outcomes ranging from 61.54% to 100%. Importantly, academic outcomes remain consistently strong, with final degree grades ranging from 3.31 to 3.58, demonstrating steady academic quality among graduates. The dropout rate varies across years, with the highest point in 2022 (38.46%), but even in this cohort the majority of students still successfully completed the programme.

### **Applied Linguistics (BA and MA)**

The study programme Applied Linguistics (BA) shows steady growth, with first-year student numbers rising from 39 in 2019 to 130 in 2025. Female representation remains high, consistent with language fields, and about 20 international students enrolled in 2025. Success rates improved from 56.41% to 61.82%, dropout rates fell from 43.59% to 38.18%, and average GPA increased from 2.54 to 2.93. Stronger academic standards and support contributed to these outcomes, confirming the programme's expansion, improved results, and enhanced retention while maintaining quality.

### **Applied Linguistics (MA)**

The Applied Linguistics Master's programme shows steady growth in recent years, with first-year enrolment increasing from 1 student in 2020 to 27 students in 2025, indicating a sharp rise in interest. Completion outcomes are consistently strong: in all reported years, the programme maintains a 100% success rate with 0% dropout, demonstrating excellent student retention. The average final grades (2.57-3.40) show stable academic performance with gradual improvement over time. Overall, the programme displays rapid growth, outstanding retention, and solid academic outcomes, confirming its increasing attractiveness and the effectiveness of its support systems.

### **Psychology (BSc.)**

Also, the Psychology programme (BSc) has shown consistent growth and positive development trends. First-year enrolment rose markedly from 10 students in 2017 to 105 in 2025, reflecting increased interest in the programme. International engagement has expanded, with foreign student representation reaching 4% in 2023 and 2% in 2025, demonstrating progressive international outreach. The programme's average GPA has remained between 2.42 and 2.88, indicating stable academic performance. A standard four-year completion timeline has been maintained, highlighting effective academic progression. Success rates have consistently hovered around 60%, signifying that a majority of entrants complete their studies successfully. This trend underscores the programme's ability to uphold rigorous academic standards while providing meaningful student support.

The dropout rate for Bachelor programmes in Psychology, Translation Studies, and Applied Linguistics is approximately 40%, which mirrors broader institutional patterns across the University. Such figures reflect stringent academic requirements, selective admissions criteria,

and individual factors including academic challenges, personal circumstances, or evolving career interests.

To address these challenges, the University offers ongoing academic and psychological support. In accordance with the Policy on Supporting Academic Performance, students benefit from structured academic advising, dedicated tutoring, early intervention initiatives, financial aid, and comprehensive mental health services. These resources are aimed at proactively identifying at-risk students and deliver targeted assistance to promote both academic achievement and retention.

### Study programme: Bachelor of Translation Studies

|                                                           |          | 2020   | 2021   | 2022   | 2023    | 2024   | 2025    |
|-----------------------------------------------------------|----------|--------|--------|--------|---------|--------|---------|
| <b>Study Places offered by HEI</b>                        |          | 150    | 150    | 200    | 200     | 200    | 220     |
| <b>Applicants</b>                                         | $\Sigma$ | 78     | 89     | 198    | 210     | 188    | 229     |
|                                                           | f        | 55     | 70     | 158    | 168     | 150    | 183     |
|                                                           | m        | 23     | 19     | 40     | 42      | 38     | 46      |
| <b>Application rate</b>                                   |          | 52,00% | 59,33% | 99,00% | 105,00% | 94,00% | 104,09% |
| <b>First-Year Students (accepted applicants)</b>          | $\Sigma$ | 66     | 79     | 180    | 191     | 175    | 195     |
|                                                           | f        | 49     | 64     | 144    | 153     | 140    | 156     |
|                                                           | m        | 17     | 15     | 36     | 38      | 35     | 39      |
| <b>Rate of female students</b>                            |          | 0,7    | 0,8    | 0,8    | 0,8     | 0,8    | 0,8     |
| <b>Foreign Students</b>                                   | $\Sigma$ | 1      | 1      | 0      | 0       | 0      | 0       |
|                                                           | f        | 1      | 0      | 0      | 0       | 0      | 0       |
|                                                           | m        | 0      | 1      | 0      | 0       | 0      | 0       |
| <b>Rate of foreign students</b>                           |          | 0,02   | 0,01   | 0      | 0       | 0      | 0       |
| <b>Percentage of occupied study places</b>                |          | 44.00% | 52.67% | 90.00% | 95.50%  | 87.50% | 88.64%  |
| <b>Graduates</b>                                          | $\Sigma$ | 39     | 51     | n/a    | n/a     | n/a    | n/a     |
|                                                           | f        | 32     | 40     | n/a    | n/a     | n/a    | n/a     |
|                                                           | m        | 7      | 11     | n/a    | n/a     | n/a    | n/a     |
| <b>Success rate (students who finished their studies)</b> |          | 59,09% | 64,56% | n/a    | n/a     | n/a    | n/a     |
| <b>Dropout rate (students who dropped their studies)</b>  |          | 40,91% | 35,44% | n/a    | n/a     | n/a    | n/a     |
| <b>Average duration of study</b>                          |          | 4      | 4      | 4      | 4       | 4      | 4       |
| <b>Average grade of final degree</b>                      |          | 2,96   | 3,02   | 2,63   | 2,62    | 2,64   | n/a     |

## Study Programme: Master in Translation Studies (MA)

|                                                           |          | 2020    | 2021   | 2022    | 2023    | 2024   | 2025   |
|-----------------------------------------------------------|----------|---------|--------|---------|---------|--------|--------|
| <b>Study Places offered by HEI</b>                        |          | 20      | 25     | 25      | 25      | 30     | 30     |
| <b>Applicants</b>                                         | $\Sigma$ | 21      | 17     | 9       | 18      | 14     | 26     |
|                                                           | f        | 19      | 14     | 6       | 12      | 11     | 21     |
|                                                           | m        | 2       | 3      | 3       | 6       | 3      | 5      |
| <b>Application rate</b>                                   |          | 105,00% | 68,00% | 36,00%  | 72,00%  | 46,67% | 86,67% |
| <b>First-Year Students (accepted applicants)</b>          | $\Sigma$ | 21      | 17     | 9       | 18      | 14     | 26     |
|                                                           | f        | 19      | 14     | 6       | 12      | 11     | 21     |
|                                                           | m        | 2       | 3      | 3       | 6       | 3      | 5      |
| <b>Rate of female students</b>                            |          | 0,90    | 0,82   | 0,67    | 0,67    | 0,78   | 0,81   |
| <b>Foreign Students</b>                                   | $\Sigma$ | 0       | 0      | 1       | 0       | 0      | 0      |
|                                                           | f        | 0       | 0      | 0       | 0       | 0      | 0      |
|                                                           | m        | 0       | 0      | 1       | 0       | 0      | 0      |
| <b>Rate of foreign students</b>                           |          | 0       | 0      | 0,11    | 0,00    | 0,00   | 0,00   |
| <b>Percentage of occupied study places</b>                |          | 105,00% | 68,00% | 36,00%  | 72,00%  | 46,67% | 86,67% |
| <b>Graduates</b>                                          | $\Sigma$ | 13      | 12     | 9       | 18      | 0      | 0      |
|                                                           | f        | 11      | 9      | 6       | 12      | n/a    | n/a    |
|                                                           | m        | 2       | 3      | 3       | 6       | n/a    | n/a    |
| <b>Success rate (students who finished their studies)</b> |          | 61,90%  | 70,59% | 100,00% | 100,00% | n/a    | n/a    |
| <b>Dropout rate (students who dropped their studies)</b>  |          | 38,10%  | 29,41% | 0,00%   | 0,00%   | n/a    | n/a    |
| <b>Average duration of study</b>                          |          | 2       | 2      | 2       | 2       | 2      | 2      |
| <b>Average grade of final degree</b>                      |          | 3,1     | 3,32   | 3,49    | 3,58    | 2,49   | n/a    |

### Study Programme: Applied Linguistics (BA)

|                                                           |          | 2020   | 2021   | 2022    | 2023   | 2024   | 2025    |
|-----------------------------------------------------------|----------|--------|--------|---------|--------|--------|---------|
| <b>Study Places offered by HEI</b>                        |          | 100    | 100    | 120     | 120    | 120    | 150     |
| <b>Applicants</b>                                         | $\Sigma$ | 63     | 86     | 127     | 106    | 112    | 162     |
|                                                           | f        | 54     | 73     | 95      | 80     | 85     | 122     |
|                                                           | m        | 9      | 13     | 32      | 26     | 27     | 40      |
| <b>Application rate</b>                                   |          | 63,00% | 86,00% | 105,83% | 88,33% | 93,33% | 108,00% |
| <b>First-Year Students (accepted applicants)</b>          | $\Sigma$ | 55     | 65     | 115     | 96     | 102    | 130     |
|                                                           | f        | 49     | 56     | 101     | 87     | 95     | 125     |
|                                                           | m        | 6      | 9      | 14      | 9      | 7      | 5       |
| <b>Rate of female students</b>                            |          | 0,89   | 0,86   | 0,88    | 0,91   | 0,93   | 0,96    |
| <b>Foreign Students</b>                                   | $\Sigma$ | 0      | 0      | 3       | 5      | 13     | 20      |
|                                                           | f        | 0      | 0      | 2       | 2      | 10     | 18      |
|                                                           | m        | 0      | 0      | 1       | 3      | 3      | 2       |
| <b>Rate of foreign students</b>                           |          | 0      | 0      | 0,03    | 0,05   | 0,04   | 0,04    |
| <b>Percentage of occupied study places</b>                |          | 55,00% | 70,00% | 95,8%   | 80%    | 85%    | 90%     |
| <b># Graduates</b>                                        | $\Sigma$ | 34     | 40     | 0       | 0      | 0      | 0       |
|                                                           | f        | 29     | 38     | n/a     | n/a    | n/a    | n/a     |
|                                                           | m        | 5      | 2      | n/a     | n/a    | n/a    | n/a     |
| <b>Success rate (students who finished their studies)</b> |          | 61,82% | 61,54% | n/a     | n/a    | n/a    | n/a     |
| <b>Dropout rate (students who dropped their studies)</b>  |          | 38,18% | 38,46% | n/a     | n/a    | n/a    | n/a     |
| <b>Average duration of study</b>                          |          | 4      | 4      | 4       | 4      | 4      | 4       |
| <b>Average grade of final degree</b>                      |          | 2,91   | 2,93   | 2,66    | 2,6    | 2,68   | n/a     |

### Study Programme: Psychology (BSc)

|                                                  |          | 2020   | 2021   | 2022    | 2023   | 2024   | 2025    |
|--------------------------------------------------|----------|--------|--------|---------|--------|--------|---------|
| <b>Study Places offered by HEI</b>               |          | 50     | 100    | 200     | 180    | 100    | 150     |
| <b>Applicants</b>                                | $\Sigma$ | 43     | 81     | 212     | 166    | 95     | 160     |
|                                                  | f        | 37     | 67     | 180     | 140    | 80     | 135     |
|                                                  | m        | 6      | 14     | 32      | 26     | 15     | 25      |
| <b>Application rate</b>                          |          | 86,00% | 81,00% | 106,00% | 92,22% | 95,00% | 106,67% |
| <b>First-Year Students (accepted applicants)</b> | $\Sigma$ | 38     | 72     | 193     | 151    | 82     | 105     |
|                                                  | f        | 35     | 61     | 164     | 128    | 70     | 89      |
|                                                  | m        | 3      | 11     | 29      | 23     | 12     | 16      |
| <b>Rate of female students</b>                   |          | 92 %   | 85 %   | 85 %    | 85 %   | 85 %   | 85 %    |
| <b>Foreign Students</b>                          | $\Sigma$ | 1      | 1      | 0       | 6      | 0      | 2       |
|                                                  | f        | 1      | 1      | 0       | 6      | 0      | 2       |
|                                                  | m        | 0      | 0      | 0       | 0      | 0      | 0       |
| <b>Rate of foreign students</b>                  |          | 0,03   | 0,01   | 0       | 0,04   | 0      | 0,02    |
| <b>Percentage of occupied study places</b>       |          | 76,00% | 72,00% | 96,50%  | 83,89% | 82,00% | 70,00%  |

|                                                           |          |        |        |      |      |      |     |
|-----------------------------------------------------------|----------|--------|--------|------|------|------|-----|
| <b>Graduates</b>                                          | $\Sigma$ | 26     | 41     | 0    | 0    | 0    | 0   |
|                                                           | f        | 24     | 37     | n/a  | n/a  | n/a  | n/a |
|                                                           | m        | 2      | 4      | n/a  | n/a  | n/a  | n/a |
| <b>Success rate (students who finished their studies)</b> |          | 68,42% | 56,94% | n/a  | n/a  | n/a  | n/a |
| <b>Dropout rate (students who dropped their studies)</b>  |          | 31,58% | 43,06% | n/a  | n/a  | n/a  | n/a |
| <b>Average duration of study</b>                          |          | 4      | 4      | 4    | 4    | 4    | 4   |
| <b>Average grade of final degree</b>                      |          | 2,42   | 2,65   | 2,42 | 2,43 | 2,42 | n/a |

### Study programme Applied Linguistics MA

|                                                           |          | 2020   | 2021   | 2022    | 2023    | 2024    | 2025     |
|-----------------------------------------------------------|----------|--------|--------|---------|---------|---------|----------|
| <b>Study Places offered by HEI</b>                        |          | 15     | 15     | 20      | 20      | 20      | 25       |
| <b>Applicants</b>                                         | $\Sigma$ | 1      | 0      | 4       | 7       | 19      | 28       |
|                                                           | f        | 0      | 0      | 4       | 7       | 15      | 22       |
|                                                           | m        | 1      | 0      | 0       | 0       | 4       | 6        |
| <b>Application rate</b>                                   |          | 6,67 % | 0,00 % | 20,00 % | 35,00 % | 95,00 % | 112,00 % |
| <b>First-Year Students (accepted applicants)</b>          | $\Sigma$ | 1      | 0      | 4       | 5       | 14      | 25       |
|                                                           | f        | 0      | 0      | 4       | 5       | 11      | 19       |
|                                                           | m        | 1      | 0      | 0       | 0       | 3       | 6        |
| <b>Rate of female students</b>                            |          | 0      | 0      | 1       | 1       | 0,78    | 0,76     |
| <b>Foreign Students</b>                                   | $\Sigma$ | 0      | 0      | 0       | 0       | 0       | 0        |
|                                                           | f        | 0      | 0      | 0       | 0       | 0       | 0        |
|                                                           | m        | 0      | 0      | 0       | 0       | 0       | 0        |
| <b>Rate of foreign students</b>                           |          | 0      | 0      | 0       | 0       | 0       | 0        |
| <b>Percentage of occupied study places</b>                |          | 6,67 % | n/a    | 20,00 % | 25,00 % | 70,00 % | 100,00 % |
| <b>Graduates</b>                                          | $\Sigma$ | 1      | n/a    | 4       | 5       | 0       | 0        |
|                                                           | f        | 0      | n/a    | 4       | 5       | n/a     | n/a      |
|                                                           | m        | 1      | n/a    | 0       | 0       | n/a     | n/a      |
| <b>Success rate (students who finished their studies)</b> |          | 100 %  | n/a    | 100 %   | 100 %   | n/a     | n/a      |
| <b>Dropout rate (students who dropped their studies)</b>  |          | 0,00 % | n/a    | 0,00 %  | 0,00 %  | n/a     | n/a      |
| <b>Average duration of study</b>                          |          | 2      | 2      | 2       | 2       | 2       | 2        |
| <b>Average grade of final degree</b>                      |          | 2,57   | 3,30%  | 3,45    | 3,40    | 2,52    | n/a      |

## Appraisal:

The panel welcomes that MNU has taken up the recommendations of the previous accreditation report in a successful way.

The student statistics partly show increasing numbers of applicants and first-year students during the last four years. During the on-site visit, MNU explained that it plans to add a second campus to the existing one for an increasing number of students.

As to partly high drop-out rates in the Bachelor programmes Translation Studies, Applied Linguistics and Psychology, MNU sees the opportunity to further strengthen student support. MNU underlines, that on the other hand the dropout rates align with the institutional trend across the University.

# Programme Descriptions and Appraisals in Detail

## 1. OBJECTIVES

### 1.1 Subject-specific qualifications and employability of students (Asterisk Criterion)

#### All study programmes

The qualification objectives as well as the intended programme outcomes of all study programmes covered by this accreditation procedure are documented and described in the SLA Academic Catalogue. In addition, they are communicated through the University website, programme handbooks, orientation sessions, and meetings with coordinators. Moreover, the study programmes are developed in accordance with the State Compulsory Education Standard of the Republic of Kazakhstan (31 March 2018 №604), the National Qualification Framework NQF (as of March 16, 2016), and the qualifications framework of the European Higher Education Area (EHEA). It corresponds to Level 6 of the NQF, which requires graduates to achieve strong theoretical and practical knowledge, to apply it independently to professional tasks, and to demonstrate research, analytical and communication skills.

#### Translation Studies (BA and MA)

The Bachelor level focuses on building a strong theoretical foundation and core practical translation and interpreting skills, while the Master level deepens research competencies, specialisation in audiovisual translation and interpreting, and advanced professional practice.

The Translation Studies (BA/MA) programmes aim to prepare specialists in interpreting, audiovisual translation, and translation technologies for professional roles in international companies, government ministries, media organisations, educational institutions, and other sectors requiring multilingual communication. Graduates shall contribute to Kazakhstan's integration into global networks by ensuring effective cross-linguistic and cross-cultural communication in professional settings.

The **Bachelor programme Translation Studies** aims to train professional translators and interpreters who are proficient in modern translation technologies, including computer-aided translation tools, and who possess deep knowledge of two foreign languages in diverse linguistic environments. The programme also offers two minors in TESOL<sup>24</sup> and Media Linguistics, enabling additional qualifications in teaching and media communication.

Upon completion of the Translation Studies programme (BA), graduates are able to:

- apply theoretical bases of lexicology, grammar, phonetics, stylistics, history of English and other sections of foreign linguistics for translation and interpretation purposes;
- demonstrate expertise in translation, consecutive and simultaneous interpretation;
- apply technologies in translation, consecutive and simultaneous interpretation;

---

<sup>24</sup> Teaching English to Speakers of other Languages

- apply research methods to work on capstone projects in translation studies and linguistics;
- communicate effectively using the first and the second foreign languages in multilingual and multicultural contexts;
- possess analytical, decision making and critical thinking skills;
- express ideas, facts, opinions or beliefs in the ways that are relevant and appropriate to the audience, context, purpose and genre;
- use a variety of resources to locate, retrieve and evaluate relevant sources and information;
- follow professional ethics of a translator and an interpreter;
- demonstrate interdisciplinary skills and knowledge in the field of TESOL and media linguistics.

The **Master in Translation Studies** trains specialists in interpretation and audiovisual translation, emphasising modern technologies and industry standards. The programme includes advanced research training to build analytical skills for academic and project work. Audiovisual translation is central, with focused courses and tech-based instruction matching market needs. Research makes up over 30% of coursework, allowing students to strengthen their expertise through thorough study and practice.

The intended learning outcomes of the study programme are as follows:

- apply qualitative and quantitative research methods,
- perform audiovisual translation, including subtitling, dubbing, and localisation,
- use automated translation systems and translation memory tools,
- demonstrate advanced simultaneous and consecutive interpreting skills,
- manage terminology and terminological projects,
- apply analytical and complex critical thinking skills.

### **Applied Linguistics (BA and MA)**

These programmes aim to prepare experts in language analysis, multilingual communication, language teaching, and research who are in high demand across Kazakhstan's rapidly internationalising economy. As the country expands its global partnerships and integrates into international educational, economic, and technological networks, there is a growing need for specialists who can ensure clear communication, develop modern language education, and support evidence-based policy and research. Graduates are equipped to work in education, media, international organisations, research centres, and analytical roles, helping Kazakhstan address key national priorities such as improving language proficiency, strengthening multilingual education, and supporting high-quality applied research that informs social and economic development.

The **Bachelor programme Applied Linguistics** prepares specialists with strong linguistic training, proficiency in two foreign languages, and practical skills in teaching, translation, editing, and media. The curriculum covers language systems, research methods, modern teaching, digital literacy, multicultural communication, ethics, and interpersonal and analytical skills and offers minors in Media Linguistics, TESOL, Written Translation, and Conference Interpreting.

The learning outcomes reflect current trends in language education, translation practice, and applied communication. Upon completion, graduates will be able to:

- apply knowledge of English lexical, grammatical and phonetic systems for linguistic analysis,
- conduct research and participate in linguistic and interdisciplinary project,
- use modern teaching and assessment methods in foreign-language instruction,
- communicate effectively in multilingual and multicultural settings in English and a second foreign language,
- demonstrate analytical thinking, decision-making and integrated problem-solving,
- express ideas appropriately for different audiences, contexts, purposes and styles,
- locate, evaluate and use reliable information sources,
- follow professional ethical standards.

The programme is delivered fully in English and offers training of a range of second foreign languages (French, Chinese, German, Spanish, Korean, Turkish). This prepares graduates for employment both in Kazakhstan and abroad and aligns with the University's internationalisation strategy and Kazakhstan's trilingual policy. On successful completion of studies graduates are ready to work as language instructors, translation and communication specialists, and language-focused analysts in educational institutions, translation agencies, media organisations, and other sectors requiring advanced linguistic and intercultural skills.

The study programme **Applied Linguistics (MA)** aims to prepare highly qualified linguists who can conduct reliable language analysis using corpus linguistics, conducting independent research, and designing modern, student-centred teaching materials. The programme lays an emphasis on advanced research skills, specialised linguistic expertise, and modern pedagogical approaches. The intended learning outcomes are the following:

- apply profound knowledge of the English language system and corpus linguistics in linguistic analysis,
- conduct research using databases and language corpora,
- apply modern approaches and methods in teaching foreign languages,
- create student-oriented learning environments based on a comprehensive understanding of language,
- demonstrate analytical and complex critical thinking skills,
- express ideas effectively according to audience, context, and purpose,
- apply interdisciplinary knowledge in subject-oriented language training,
- comply with professional ethics;
- manage emotional intelligence in personal and professional interactions.

The **Bachelor of Science programme Psychology** aims to train highly qualified and competitive psychologists who achieve modern theoretical knowledge and practical skills in psychological assessment, counselling, correction, and support of individuals, groups, and organisations. It strengthens analytical and critical thinking, research competence, and the ability to use evidence-based and ethically grounded approaches when addressing complex professional tasks in different social and cultural contexts. The programme is guided by the

EuroPsy standards<sup>25</sup>, ensuring compliance with recognised European requirements for psychological training. It offers minors in Cognitive Behavioural Therapy (CBT). Applied Behaviour Analysis (ABA), HR Analytics, Brand Analytics, and Legal Psychology.

Upon successful completion of the programme graduates are able to:

- collect, analyse, and critically interpret data using scientific approaches and evidence-based practice,
- apply methods of planning, conducting, and interpreting psychological research, including data analysis for practical professional tasks,
- demonstrate effective interpersonal communication, public speaking skills, dialogue-building, and consultation competencies,
- follow ethical, deontological, and legal principles in practical psychological activities, including psychodiagnostics, counselling, psychological correction, research, experimentation, and empirical data collection,
- recognise and respect the boundaries of their professional competence, engage in continuous professional development, and uphold the values and identity of the professional community,
- apply modern methods of psychodiagnostics at the individual, group, and organisational levels, select appropriate diagnostic tools, interpret results, and formulate evidence-based conclusions and recommendations,
- plan and implement targeted psychological interventions based on relevant theoretical frameworks, evaluate outcomes realistically, and adjust strategies in accordance with client needs,
- analyse and optimise processes in organisations, teams, educational and social systems using psychological knowledge,
- design and implement scientific, applied, and educational projects, and present results in academic and professional formats.

These outcomes aim to ensure that graduates possess the academic knowledge, applied skills, and transferable competencies required by national and international standards. The achieved competencies aim to prepare graduates for roles in counselling, education, HR, social services, research institutions, and corporate environments.

## Appraisal:

The panel members welcome that the subject-specific qualification objectives of the study programmes are convincingly defined. Each of them corresponds to the intended academic level at graduation. The objectives consider the requirements of the national qualification framework and the individual student's personal development. The graduation profile is aligned with the targeted professional field, with an emphasis on developing the employability skills necessary for the students' chosen careers.

---

<sup>25</sup> These are European quality standards for education, training and ethical practice in psychology, developed by the European Federation of Psychologists' Association (EFPA).

|      |                                                                                    | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|------|------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 1.1* | Subject-specific qualifications and employability of students (Asterisk Criterion) |             |        | X    |               |      |                |

## 1.2 Positioning of the study programme on the educational market

### Translation Studies (BA/MA)

These study programmes train students for professional translation and interpreting in Kazakh, Russian, and English. They support Kazakhstan's trilingual education policy and meet the demand for multilingual specialists.

Qualified lecturers, including active translators and interpreters working in state and private organisations, staff these programmes. The courses build strong language and translation skills while adapting to international standards and industry demands. Recent updates include a Pragmatics course (2021) for analytical skills, plus new offerings in AI for Language Professionals and Multilingual Terminology Management (2025) to enhance technological expertise.

Compared with similar programmes at other universities across Kazakhstan Translation Studies at MNU offers a strong integration of advanced translation technologies. In 2025, the BA programme ranked 2nd out of 32 nationwide, demonstrating high graduate employment, programme quality, and faculty expertise. MNU offers an attractive technology-focused curriculum with courses such as AI for Language Professionals and Multilingual Terminology Management, preparing students for the rapidly digitalising translation industry. Close collaboration with employers including the Association of Translators, interpreters, and different translation companies in Kazakhstan can ensure continuous curriculum relevance and alignment with national labour-market needs.

### Applied Linguistics (BA/MA) programmes

These study programmes train versatile specialists with advanced proficiency in two foreign languages, strong research skills, and professional competences aligned with the National Qualifications Framework and international standards. The programmes are internationally oriented through English-medium instruction, intercultural communication courses, and opportunities for academic mobility and participation in international projects and professional communities.

According to MNU<sup>26</sup>, the University competes primarily with leading national universities offering linguistics-related degrees; however, it stands out due to its modern curriculum integrating AI-based language technologies, professional minors, and strong employer partnerships. This positioning allows the programmes to attract motivated applicants aiming for global-standard training and international career opportunities. Compared to Applied Linguistics programmes in other national institutions, MNU's programmes underline practice-

<sup>26</sup> See SER p. 14.

oriented structure, advanced technological focus, and unique specialisation pathways supported by faculty with both academic and industry experience.

As already mentioned, students choose from four professional minors: Media-Linguistics, Written Translation, Conference Interpreting, and TESOL providing a level of customisation not offered by competitors and significantly enhancing graduates' employability. The curriculum of both BA and MA programmes incorporates innovative linguistic technologies, corpus tools, and AI-assisted language analysis, making the programmes among the most modern and market-oriented in Kazakhstan.

### Psychology (BSc)

According to MNU<sup>27</sup>, students choose the Psychology programme because it combines international academic standards with the local professional context and offers a flexible curriculum with interdisciplinary five minors: Cognitive-behavioural Therapy, Brand Analytics, HR Analytics, Applied Behaviour Analysis and Legal Psychology. It provides practical training that develops applied skills aligned with labour-market needs. Moreover, MNU has partnerships with HSE University (Russia) and GIPA (Georgia), which provide opportunities for academic mobility and joint activities, while English language training (Cambridge English) aims to prepare students for international study and professional projects.

Students can work with modern research tools, including AI-based methods, and participate in case studies, project work, consultation practicums, and varied internships.

### Appraisal:

The reasons given for the positioning of this study programme on the educational market are comprehensive and plausible due to the described qualification objectives and the graduation profile. The panel members are convinced and welcome that MNU has demonstrably examined the educational market and established unique and competitive profiles of the relevant study programmes. An important advantage are the programmes' networks of internship partners.

|     |                                                              | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-----|--------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 1.2 | Positioning of the study programme on the educational market |             | X      |      |               |      |                |

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

The School of Liberal Arts (SLA)<sup>28</sup> defines its strategic goals as follows:

<sup>27</sup>

<sup>28</sup> Academic Catalog for 2025-2026 academic year, p. 6.

- Provision of high-quality education in SLA and additional education;
- Employment of SLA graduates;
- Internationalisation of SLA educational programmes;
- Development of the research school (Institutional research);
- Involvement of teaching staff and students in the development of the SLA.

The University introduced all programmes in response to growing demand from students and employers for specialists with strong language, communication, and research skills who are able to work in modern, multicultural, and technology-driven environments. These programmes align with the University's mission to provide high quality and affordable education which complies with the international educational standards satisfying modern labour market demands. They aim to contribute to the University's strategic goals of high quality in teaching, innovation in research, and development of globally competitive graduates.

Within the faculty, the study programmes represent key academic areas that strengthen the University's profile in applied social sciences, language education, and behavioural studies.

Quality is supported through regular programme monitoring, student performance analysis, lesson observations, and feedback from students, employers, and academic staff. The University also supports research components through dedicated research methodology courses, access to academic databases, and guidance on student research projects and final papers. This aims to ensure that each programme remains relevant, academically rigorous, and aligned with international educational practices and institutional strategic priorities.

## Appraisal:

The study programmes are convincingly integrated into MNU's overall strategic concept. The study programmes' qualification objectives are in line with MNU's mission and vision.

|     |                                                                               | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-----|-------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 1.3 | Positioning of the study programme within the HEI's overall strategic concept |             |        | X    |               |      |                |

## 2. ADMISSION

### 2.1 Admission requirements (Asterisk Criterion)

The admission requirements of MNU are officially defined in its University's Student Admission Policy<sup>29</sup> which has been approved by the Academic and Research Council. The Policy fully complies with national regulations, including Order No. 600 of the Ministry of Science and Higher Education of the Republic of Kazakhstan on standard rules for admission to higher education institutions. The development and revision of admission requirements is conducted by MNU's Admissions Office in collaboration with academic units and the University management. National legislation defines who is eligible to study in higher education institutions in Kazakhstan, sets rules for recognition of foreign qualifications, and establishes admission conditions for local and international students. MNU fully adheres to these requirements when forming its internal admission rules.

To receive a place to study, applicants must meet the legally established minimum level of prior education (e.g., secondary school certificate) and University-specific requirements (e.g., Unified National Test scores for Bachelor applicants, Foreign language certificate, motivation letter). Applicants must submit official documents confirming compliance with these requirements.

#### **BA programmes in Applied Linguistics and Translation Studies**

Entry to these study programmes is competitive and based on English-language proficiency and prior educational background. The four-year programme (for high school graduates) requires a minimum UNT (Unified National Test) score of 70 for admission and 130 for a state-grant competition, with World History and Foreign Language as profile subjects. Applicants must also demonstrate English proficiency at IELTS 5.0 or equivalent (TOEFL iBT  $\geq$  35; PET/FCE  $\geq$  154; CAE  $\geq$  160). The three-year accelerated track (for applicants with secondary vocational education) is based on an interview and requires higher English proficiency IELTS 5.5 or equivalent (TOEFL iBT  $\geq$  46; PET/FCE/CAE  $\geq$  162). Both study programmes are delivered in English.

#### **Translation Studies (MA) and Applied Linguistics (MA)**

Applicants for Master programmes must meet national admission requirements and prove their eligibility through the official Comprehensive Testing (CT) process administered by the National Testing Center (NTC). Applications are submitted online through the NTC website within the established admission periods announced by the Ministry of Science and Higher Education of Kazakhstan. To be admitted to the Master programme, applicants must hold a relevant or related higher education degree of at least 248 ECTS credits (240 ECTS credits + eight ECTS credits of Physical Education). All applicants take the CT, which includes a foreign language test, a subject-area test, and a test assessing readiness to study in Kazakh or Russian. CT results are issued in the form of a certificate and cannot be retaken within the same year.

---

<sup>29</sup> As of 2025.

## Psychology (BSc)

Admission to the Bachelor programme in Psychology is based on the Unified National Test (UNT) or an admission interview, depending on the study track. For the four-year Psychology programme, applicants must obtain a minimum score of 70 on the UNT out of 140. To compete for a state educational grant, they must score at least 120 points out of 140. The required UNT profile subjects are Geography and Biology, with a minimum of five points in each.

Biology as the first profile subject and Geography as the second one are fixed at the national level and are mandatory for all applicants, regardless of the university which they apply to. The National Testing Center administers the UNT but does not determine subject requirements; it implements the rules approved by the Ministry.

National authorities are not involved in the allocation of fee-paying study places. For such places, the University's Admissions Office reviews applications and makes decisions on enrolment. Transparency and fairness are ensured through the University-wide Student Admission Policy.

The admission of foreign citizens to Bachelor programmes is based on an application and a successful entrance interview conducted by the University Admissions Committee. Academic requirements are equivalent to those for domestic applicants, with additional migration, visa, and recognition requirements. Application deadlines for foreign citizens are earlier than for domestic applicants and depend on migration status. Interview results are communicated within three days.

## 2.2 Ensuring foreign language proficiency

As all courses in the Applied Linguistics and Translation Studies programmes are delivered in English, students are expected to study and complete academic assignments fully in English. As for the Psychology programme, some courses such as Research Methods and Clinical Psychology are delivered in English, Russian and Kazakh languages. Students may choose the language of instruction.

To support students' language development, the University offers a structured English-language pathway. Basic English course and Academic English course are part of the curriculum. Academic English focuses on academic writing, paraphrasing, summarising, APA referencing, critical reading, and presentation skills, which helps students succeed in English-medium study. In addition, a compulsory first-semester module "Learning how to learn" is delivered in English and supports academic adaptation, digital literacy, academic integrity, and research skills.

The University also provides additional language support services and extracurricular activities. Free weekly Speaking Club sessions and a monthly Reading Club ("MNU Readers' Society") allow students to practise English in a real-life communicative environment. Students participate in English-language co-curricular events such as quizzes (UNIQUIZ) and public-speaking sessions (MNU Talks). These activities enhance fluency, vocabulary, critical thinking, teamwork, and public-speaking confidence. Additional language courses are available on a paid basis for students who wish to improve General English, prepare for IELTS or TOEFL, or take Cambridge exam preparation. The University is an authorised centre for Cambridge

English, IELTS (British Council), and TOEFL iBT testing, and therefore provides all necessary conditions for official English-language certification.

## 2.2 Professional Experience

Professional experience is not required for the admission to one of the relevant study programmes. As far as an applicant has finished secondary vocational education, he or she can choose a three-year accelerated track for a Bachelor programme in Applied Linguistics and Translation Studies.

## 2.3 Selection procedure

Once all requirements are verified, applicants are admitted in accordance with the above-mentioned internal admission rules and scoring criteria.

They are informed of their admission status by the University Admissions Committee. Those who apply in person are notified on site; applicants submitting documents electronically are informed by phone or email. In case of non-admission, applicants receive feedback and, where applicable, recommendations for retaking tests or improving qualifications.

For programmes with testing or interviews, students receive their results after the examination. All procedures, deadlines, passing scores, and supporting rules are published in University Student's Admission Policy, on the official website, and in public communications to ensure clarity and transparency.

## 2.5 Counselling for prospective students

Information about admission requirements is publicly available on the official MNU website, through the University's social media channels, brochures, programme catalogues, and during open days and online information sessions. Importantly, information about the start of the admission cycle is published five to six months before the application procedure begins, allowing prospective applicants sufficient time to prepare.

Counselling services are designed to support all prospective students, including international applicants, first-generation students, individuals applying after vocational or post-secondary education, and those considering short-track pathways. Interested individuals can learn about the University's programmes through the website, informational materials, education fairs, school visits, webinars, and consultations arranged by the Admissions Committee and Schools of the University. Applicants are informed about the availability of counselling services through official communication channels, the website, and during information events. Support may be obtained by phone through the admissions hotline, by e-mail, and via virtual counselling sessions, such as online consultations or webinars. In addition, digital communication tools and social media are used to answer questions and provide timely updates, ensuring that applicants have accessible and comprehensive support throughout the admission process.

The counselling service for applicants also includes information about impairments or disabilities, special situations of students with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds are particularly assisted. If necessary, they are particularly assisted. The information is based on the University's Inclusive Education Policy, published in 2020.

MNU regularly updates the admission procedures which is approved through internal governance bodies and communicated promptly to academic units, Admissions Committee staff, and publicly through the University website and official announcements.

## Appraisal:

The MNU admission requirements and procedures are comprehensibly described and defined. Also, they are documented and accessible for interested parties. The national requirements are presented and considered.

The admission requirements are transparent in terms of the required language proficiency level regarding the language mainly used for instruction of the programme and the required result in a language test. If relevant, preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature and extracurricular activities).

Dependent on the study places available, the selection procedure is based on transparent criteria. Once all requirements for admission are verified, applicants are admitted in accordance with the internal admission rules and scoring criteria. The selection procedure is described, documented, and accessible to interested parties. The selection decision is communicated to all applicants.

Moreover, as shown above, the selection procedure considers the programmes objectives to select qualified students, for instance through specific skills such as in World History and Foreign Language for Translation Studies. The panel is convinced that this ensures qualified students are admitted. The panel welcomes that MNU regularly updates the admission procedures which is approved through internal governance bodies and communicated promptly to academic units, Admissions Committee staff, and publicly through the University website and official announcements.

Applicants can directly turn to a student counselling service at the HEI for clarification of specific questions, of personal aptitude, or of career perspectives. A personal dialogue between applicants and the HEI is provided. Vulnerable students, such as those in special circumstances like impairments or disabilities, students with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds are particularly assisted.

The panel welcomes that MNU reacts to incoming enquiries in a timely manner which was also confirmed during the on-site visit. The counselling options are based on the target group's needs, such as international applicants or disabled applicants.

|                |                                                                                                                             | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|----------------|-----------------------------------------------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>2.1*</b>    | Admission requirements (Asterisk Criterion)                                                                                 |             |        | X    |               |      |                |
| <b>2.2 (*)</b> | Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language) |             |        | X    |               |      |                |
| <b>2.3 (*)</b> | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)        |             |        |      |               |      | X              |
| <b>2.4</b>     | Selection procedure (if relevant)                                                                                           |             | X      |      |               |      |                |
| <b>2.5</b>     | Counselling for prospective students                                                                                        |             | X      |      |               |      |                |

### 3. IMPLEMENTATION OF THE STUDY PROGRAMME

#### 3.1 Structure and Content

##### Structure of the study programmes

The Bachelor programmes regularly comprise eight semesters (four years) with a workload of 251 ECTS credits. Students finish their studies with a thesis or a final project.

| <b>Study programmes:<br/>BA in Translation Studies, BA in Applied Linguistics, BSc in Psychology</b> | <b>Comments</b>                                                                                     |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Projected study time (semesters, months/trimesters, years)                                           | <i>8 semesters, 4 years</i>                                                                         |
| Number of credits (national credits and ECTS credits)                                                | <i>BA in Translation Studies: 251<br/>BA in Applied Linguistics: 251<br/>BSc in Psychology: 251</i> |
| Workload per national credit                                                                         | <i>1 credit - 30 hours</i>                                                                          |
| Workload per ECTS credit                                                                             | <i>1 credit – 30 hours</i>                                                                          |
| Conversion from national credits to ECTS credits, if applicable                                      | <i>1 national credit = 1 ECTS credit</i>                                                            |
| Weeks per semester                                                                                   | <i>15</i>                                                                                           |
| Credits for the final thesis/ final project and time awarded for writing                             | <i>No less than 8 credits (10 credits for <u>BSc. in Psychology</u>); 6 months</i>                  |

The Master study programmes have a regular duration of four semesters (two years) with a workload of 120 ECTS credits. As a professional Master programme, MNU alternatively offers the Translation Studies programme with a duration of two semesters (one year) and a workload of 60 ECTS credits.

| <b>Study programmes:<br/>MA in Translation Studies, MA in Applied Linguistics</b> | <b>Comments</b>                                   |
|-----------------------------------------------------------------------------------|---------------------------------------------------|
| Projected study time (semesters, years)                                           | <i>4 semesters, 2 years / 2 semesters, 1 year</i> |
| Number of credits (national credits and ECTS credits)                             | <i>120 / 60</i>                                   |
| Workload per national credit                                                      | <i>1 credit - 30 hours</i>                        |
| Workload per ECTS credit                                                          | <i>1 credit – 30 hours</i>                        |
| Conversion from national credits to ECTS credits, if applicable                   | <i>1 national credit = 1 ECTS credit</i>          |
| Weeks per semester                                                                | <i>15</i>                                         |
| Credits for the final thesis/ final project and time awarded for writing          | <i>8 ECTS credits; 18 months</i>                  |

As Kazakhstan is a member of the European Bologna Process, the country's national credit system is fully aligned with the European Credit Transfer and Accumulation System (ECTS). One national credit corresponds to 1 ECTS credit and equals 30 hours of student workload. This equivalence is regulated by national higher education standards and MNU's Academic Policy.

The student workload for each course is calculated based on intended learning outcomes, the types of learning activities, and the time required for independent study. Heads of the programmes verify that the assigned credits accurately reflect the expected workload, and adjustments are made through annual reviews and student feedback. The workload is balanced across core courses, electives, research components, and internships. Core courses provide foundational knowledge, while electives and minors allow specialisation.

During the syllabus development, instructors calculate the total number of hours required for all learning activities to ensure consistency with the allocated credits. Also, faculty members distribute the intended workload across the semester. Weekly topics, required readings, written assignments, projects, presentations, and examination preparation are planned in advance, reflected in the syllabus, and learning management system.

For monitoring the student workload, the SLA collects student feedback through mid-term and end-of-semester evaluations, academic advising, and informal consultations. If feedback indicates that workload is disproportionate to the assigned credits, instructors revise the volume of readings, scope of assignments, or assessment structure. Such adjustments are reviewed at programme committee meetings to maintain coherence across cohorts.

SLA publishes for every academic year an "Academic Catalog", at present for the academic year 2025-2026 with descriptions of every study programme, its intended learning outcomes, its minors and courses. Based on this, the study programmes are divided into general education / basic courses, professional or specialised courses and elective courses.

External stakeholders are included in the evaluation of the study programmes<sup>30</sup>. Feedback from alumni, employers, and industry partners is gathered regularly and with a defined procedure through interviews and particularly during Business Council meetings<sup>31</sup>. These discussions systematically focus on the relevance of the curriculum, the preparedness of graduates, and the alignment of the programmes with current industry needs and the anticipated requirements of a dynamic job market.

Programme Heads review this feedback and implement measures for ongoing improvement. Curriculum changes are made regularly to enhance industry relevance, and updates are shared at the following Business Council meeting.

As described below in chapter 5.1, the quality of courses and teaching is controlled by approving syllabi, reviewing LMS course content, analysing satisfaction surveys, attending

---

<sup>30</sup> See also below chapter 5.2 and the University's QAP, chapter 4.1.12 „Alumni Feedback“ and chapter 4.1.13 „Employers Feedback“

<sup>31</sup> See below chapter 5.2.

classes, and using instructors' Course Management Forms for self-reflection. The School Committees are responsible for these actions.

All BA students may choose minor programmes. Each minor includes a certain set of courses with 25 to 30 ECTS credits. Minors are classified according to their relationship with the major: (1) those that deepen specialisation within the related programme (first category), and (2) those that are complementary but not related to the core areas of the relevant majors. The latter expand knowledge beyond the major field, fostering interdisciplinary and professional flexibility.

As to the first category,

- for Translation Studies (BA), the minors are Media Linguistics and Teaching English to Speakers of Other Languages (TESOL),
- for Applied Linguistics (BA), minors include Media Linguistics, Teaching English to Speakers of Other Languages (TESOL), Written Translation, and Conference Interpreting,
- for Psychology (BSc), minors comprise Cognitive Behavioural Therapy (CBT), Applied Behaviour Analysis (ABA), HR Analytics, Brand Analytics, and Legal Psychology.

Each minor integrates core discipline knowledge with complementary fields, for example, Brand Analytics combines psychology with marketing and communication, and TESOL combines linguistics, education, and digital pedagogy. These minors are offered as part of the curriculum and selected according to the Academic Policy, which regulates elective choices and credit requirements.

As to the second category, students may also choose minors offered by other Schools of the University. These can include Human Resources, International Relations, Marketing or others.

Elective courses allow students to form an individual learning pathway in accordance with their academic interests and professional goals. Electives are offered by the University on a regular basis within the approved curriculum. However, the actual opening of specific courses in a given academic period depends on academic feasibility and student demand. If the number of students registered for a particular elective course is insufficient to form a study group, the course may be postponed to the next academic period or replaced with an alternative course from the same elective block. In such cases, students are offered other courses that allow them to meet curriculum requirements without delaying their progress in the programme.

The Bachelor programmes also include an obligatory internship with a workload of eight ECTS credits in the Psychology programme, while in the other Bachelor programmes it equals ten ECTS credits. One credit corresponds to one week of practice. Industrial (professional) practice usually requires approximately 6 hours of work per day, which is about 30 hours per week. In addition, students complete an introductory practice with a workload of one ECTS credit.

To ensure timely programme completion, MNU provides a curriculum structure with prerequisites, academic advising, regular monitoring of student progress, and support

mechanisms for those requiring additional guidance. These measures aim to ensure that students can successfully complete their studies within the prescribed time.

### **Rationale for degree and programme name**

According to MNU<sup>32</sup>, the programme names and degrees were chosen to accurately reflect the academic content, objectives, and disciplinary focus of each programme. The awarded degrees correspond to the National Qualification Framework for Higher Education (NQF) and are aligned with the State Standards. All programme titles and degrees are registered on the Unified Higher Education Platform of the Central Asian Association for Education Accreditation (CAAEE).

### **Translation Studies (BA, MA)**

The BA in Translation Studies covers translation, interpreting, linguistics, cultural mediation, and terminology. The programme offers theory, research, and practical training in both consecutive and simultaneous interpreting. The MA is based on this by including advanced translation technologies, audiovisual translation, and more intensive research courses. Research makes up over 30% of studies, equipping students with strong methodological and analytical skills for academic and career advancement.

### **Applied Linguistics (BA, MA)**

The programme name reflects the field's practical, interdisciplinary nature. Applied Linguistics combines sociolinguistics, cultural studies, media studies, education, and communication. The BA prepares students in two foreign languages, research methodology, and language-teaching approaches, while the MA deepens expertise in corpus linguistics, academic process management, and the design of teaching materials. The name corresponds directly to the programme's objectives and learning outcomes.

### **Psychology (BSc)**

The Bachelor of Science in Psychology covers the key branches of contemporary psychology: general, cognitive, developmental, social, clinical, counselling, and diagnostic psychology. The programme name represents its academic content and aims to prepare graduates for work in psychological counselling, HR analytics, and education.

The Bachelor of Arts (BA) and Bachelor of Science (BSc) degrees are based on the expected NQF level outcomes: understanding of fundamental theories, ability to apply knowledge in professional contexts, use of research methods, decision-making, and collaboration. The BSc degree for Psychology is a usual degree also in many other countries<sup>33</sup>.

The Master of Arts (MA) study programmes correspond to higher-level NQF outcomes: advanced theoretical knowledge, independent research skills, problem-solving in unpredictable contexts, critical evaluation of new developments, and responsibility for the scientific and social impact of their work.

---

<sup>32</sup> See SER p. 21.

<sup>33</sup> Such as in UK, Austria, Germany, the Scandinavian countries, USA, Canada, Australia, New Zealand, India, Singapore and others.

## Conceptual coherence of the curriculum

The curricula of the **Bachelor programmes**<sup>34</sup> are designed as a structured progression from foundational to advanced competences. Each curriculum is divided into general and basic courses, major or specialised courses and elective courses. Based on this structure, students can first acquire broad academic and communication skills, then build core disciplinary knowledge, and finally develop specialised competences.

The unit of basic disciplines for all BA programmes includes courses such as Contemporary History of Kazakhstan, Information and Communication Technology, Kazakh or Russian languages, Module of Social and Political Studies, Basic Foreign Language, Grammar in Use, and Learning How to Learn. The unit is focused on developing the students' learning autonomy, critical thinking, enhancing the skills of using technology for study purposes and strengthen students' knowledge of the English language.

### Translation Studies (BA)

The unit of major courses covers key subjects including translation and interpreting theory, language fundamentals, sociolinguistics, cross-cultural communication, stylistics, and professional English. The courses aim to train core theoretical and linguistic skills, enhance research and writing abilities, and provide essential knowledge of translation methods, grammar, lexicology, phonetics, and language history. Collectively, they form the foundation for applying linguistic principles in diverse types of translation and interpreting, while introducing professional standards for translators and interpreters.

The specialised courses unit covers subjects such as Translation, Consecutive and Simultaneous Interpreting, Multilingual Terminology Management, and Translation Tools and Practice. These classes emphasise developing translation and interpreting skills through computer-assisted technology and translation memory systems. Additionally, students must complete a compulsory industry internship as well as state examinations in two major areas (eight ECTS credits), both scheduled for the eighth semester.

### Applied Linguistics (BA)

The group of major courses includes courses such as Grammar Awareness, Academic Writing, Sociolinguistics and Research Methodes I and II, History of Teaching Methods, and History of the English Language. The units of specialised courses offer courses such as Language Acquisition, Phonetics and Phonology, Cross-cultural Communication, Corpus Linguistics, Language Testing and Assessment, and Second Foreign Language training. These courses aim to develop basic linguistic competences, provide a comprehensive understanding of language systems, and strengthen academic English for research. This aligns with programme objectives related to linguistic analysis, intercultural competence, and academic communication. Students are also being prepared for independent research and the Bachelor final thesis / final project, directly supporting qualification objectives related to research competence and critical data analysis.

---

<sup>34</sup> See Annexes at the end of this report.

## **Psychology (BSc)**

The unit of major courses aims to convey professional knowledge and skills to students, underlying all programme learning outcomes. Courses such as General Psychology, Developmental and Life-span Psychology, Social Psychology, Neuropsychology, Cognitive Processes and AI, Psychoanalytic Diagnostics, and Research Methods in Psychology with Artificial Intelligence Technologies build the theoretical, methodological, and ethical foundations required by the profession. These courses support qualification objectives related to understanding human behaviour, applying diagnostic methods, conducting research, and acting ethically.

Research methods are taught so that every student gains both essential theoretical and practical knowledge - including ethics - to help them create research questions, design and conduct studies, and conduct qualitative, quantitative, and statistical analyses.

Specialised courses develop applied and practice-oriented competences for work in counselling, therapy, education, organisational settings, and clinical contexts. Courses in Family Psychology and Psychotherapy, Psychological Counselling, Social-Psychological Training and Group Correction, and therapeutic approaches strengthen professional dialogue, communication skills, empathy, ethical responsibility, and evidence-based decision-making. They also support research and analytical competence relevant for evaluating psychological interventions.

The programme's design shall ensure that the intended learning outcomes are fully reflected in the curriculum and learning activities. In order to reach the programme objectives, the curriculum includes theoretical coursework, methodological training, and an industrial internship.

## **Master programmes**

The Master study programmes on Translation Studies and on Applied linguistics are offered in two designs: as the regular programme with a duration of four semesters (two years) and for those who had taken a vocational training at the secondary school as a concentrated version of two semesters (one year)<sup>35</sup>. At present, the one-year Master programme is being held only in Translation Studies.

## **Translation Studies (MA)**

The curriculum of the Master programmes in Translation Studies with a regular duration of four semesters (two years)<sup>36</sup> is designed progressively, starting with basic academic and research-oriented courses and moving toward advanced specialised courses, electives, internships, and the Master thesis. In the first year, students develop fundamental research and linguistic skills through core University disciplines and introductory courses such as in Consecutive Interpretation and Introduction to audiovisual Translation. The second year focuses on advanced interpreting, specialised audiovisual translation courses, research internships, and thesis preparation.

This framework is closely aligned with the programme's qualification objectives: research competencies are cultivated via Research Methods and Scientific Research Work I-IV;

---

<sup>35</sup> See already above chapter 3.1.

<sup>36</sup> See Attachment of this report.

advanced interpreting abilities are fostered through consecutive and simultaneous interpreting modules; and technological as well as audiovisual translation expertise is refined through specialised courses including Audio Description and Subtitling, Localisation and Terminology, and Introduction to Dubbing and Voice-over. Although no formal concentration tracks exist, the elective courses enable students to establish a targeted profile in specific fields such as interpreting or audiovisual translation.

The one-year programme with 60 ECTS credits includes few courses (seven compulsory and 3 elective) on basic and specialised courses and an internship of 2 ECTS credits. Students prepare their final graduation project during the second semester.

### **Applied Linguistics (MA)**

The Master's programme in Applied Linguistics features a progressive curriculum, starting with essential and research-based courses before advancing to specialised linguistics, pedagogy, electives, ongoing research, and a thesis. Students cover core subjects and foundational research in the first year, then build skills in intercultural communication, grammar, language policy, and contemporary linguistic research. Courses support research, corpus analysis, modern teaching methods, curriculum design, and learner-centred environments, while also developing analytical, communicative, and ethical competencies.

### **AI for Translation Studies and Applied Linguistics (BA and MA)**

MNU has elaborated a Guide on the Use of Artificial Intelligence (AI) in Academic Activities<sup>37</sup>. This Guide describes principles, responsibilities and accountabilities for the use of AI at MNU. As specifically to the relevant study programmes, MNU<sup>38</sup> has developed two principal ways of including AI-based technology within the BA and MA Applied Linguistics and Translation Studies programmes. Firstly, throughout the courses such as Multilingual Terminology Management, Translation Tools and Practice, Translation I, II, III, IV, Consecutive and Simultaneous Interpretation I, II, III, IV. Secondly, there are two courses developed specifically for these programmes: AI for Language Professionals (Translation & Terminology) and AI for Language Professionals (Teaching Module).

In the **Multilingual Terminology Management** course, students use AI tools to extract, analyse, and validate industry-specific terminology from specialised texts. They learn to build terminology databases and incorporate them into translation projects, gaining insight into how AI enhances terminology management and improves translation quality.

Within the **Translation I, II and Translation Tools and Practice courses**, students learn to use AI-based translation tools as part of the translation and transcreation process. AI technologies are applied to assist in drafting translations, generating alternative translation variants, and supporting creative translation tasks. Students critically evaluate AI-generated content and learn to refine and post-edit outputs to achieve professional quality standards.

Within the **Translation III and Translation IV courses**, particular emphasis is placed on Audiovisual Translation (AVT) as a key component of modern translation practice. Students use AI-based translation tools to support the translation and transcreation of audiovisual and marketing content. AI tools assist in generating initial translation drafts, suggesting alternative lexical and stylistic options, and supporting the adaptation and localisation of content for

---

<sup>37</sup> As of 2023.

<sup>38</sup> Given as additional information.

specific target audiences. Students learn to apply AI tools critically when translating multimodal texts that combine verbal, visual, and cultural elements making creative translation decisions and adjusting register, style and tone according to communicative purposes and target audience.

The objective of integrating AI in these courses is to develop students' competence in using AI technologies for terminology management, translation, localisation, and transcreation, while maintaining critical awareness and professional responsibility.

The AI-based training component in the **Consecutive and Simultaneous Interpretation** (CSI I–IV) sequence is implemented as a structured pedagogical instrument designed to enhance interpreter competence, professional preparation skills, and technological literacy. AI is not used as a substitute for human interpreting performance; rather, it functions as a training amplifier that supports cognitive development, terminological precision, anticipatory processing, and reflective practice.

The course **AI for Language Professionals (Translation Studies)** serves as a specialised course in which the knowledge and practical skills related to AI technologies, introduced across other courses, are systematically consolidated and further developed. In the course **AI for Language Professionals (Translation & Terminology)**, students are trained not only to use AI-based tools for translation, localisation, and transcreation tasks, but also to develop a deeper understanding of how generative AI systems function and improve through human interaction.

**For the study programme Psychology BSc** artificial intelligence (AI) technologies are implemented within two specialised courses: “**Research Methods in Psychology Using Artificial Intelligence Technologies**” (five ECTS credits) and “**Artificial Intelligence in Psychology**” (two ECTS credits). The integration of AI is pedagogically grounded and aligned with the programme's learning outcomes, while strictly following the principles of academic integrity and research ethics.

### Study and exam regulations

All study programmes at the University are governed by two main MNU documents: the Academic Policy and the Examination Regulations. The Academic Policy outlines the complete framework for studying, assessment, progression, mobility, graduation, and academic integrity while the Examination Regulations focus on assessments. Both are available to students and faculty on the University website and through the internal LMS (Canvas), where additional information about programme requirements, course structures, and examination formats can be found.

The Academic Policy also covers regulations on course registration, ECTS credits allocation, the recognition of study periods abroad in accordance with the European Lisbon Recognition Convention, and the issuance of transcripts and Diploma Supplements (DS), which graduates receive automatically for free. The DS closely corresponds to the requirements of the ECTS User's Guide 2015. In particular, it includes an ECTS grading table. The Academic Policy also regulates the use of AI tools, allowing them only in cases explicitly permitted by the instructor, and treating unauthorised use as a violation of academic integrity.

The University Assessment Policy (Examination Regulations)<sup>39</sup> defines the structure and criteria of assessment across the University. It establishes the types of examinations, grading procedures, GPA calculation, the responsibilities of examiners and proctors, and the rules governing online and in-person assessments. It also outlines the procedures for reviewing examination results, filing appeals, and resolving disputes. Students receive a final grade for each course and a cumulative GPA; a relative grade distribution is also provided to indicate performance in comparison with their cohort. The policy also includes provisions for re-sitting examinations.

MNU's ratings are based on the Grading Scale relevant for all study programmes that is recommended by the Ministry of Education and Science<sup>40</sup>.

| Grade Points | Rating       | Percentage | Points |
|--------------|--------------|------------|--------|
| A            | Excellent    | 95 - 100   | 4.00   |
| A-           | Very Good    | 90 - 94    | 3.67   |
| B+           | Good         | 85 - 89    | 3.33   |
| B            | Good         | 80 - 84    | 3.00   |
| B-           | Good         | 75 - 79    | 2.67   |
| C+           | Good         | 70 - 74    | 2.33   |
| C            | Satisfactory | 65 - 69    | 2.00   |
| C-           | Satisfactory | 60 - 64    | 1.67   |
| D+           | Satisfactory | 55 - 59    | 1.33   |
| D            | Satisfactory | 50 - 54    | 1.00   |
| FX           | Failing      | 26 - 49    | 0.5    |
| F            | Failing      | 0 - 24     | 0.00   |

Both policies include detailed measures to prevent and address cheating, plagiarism, and other violations of academic integrity. These include the use of plagiarism-detection systems, strict examination procedures, and sanctions ranging from grade cancellation to academic probation and expulsion.

Study and examination regulations are reviewed annually and updated as needed, with changes approved by the Academic Council and communicated through official channels. The programmes permit a study-abroad semester, fully recognised for credit transfer if students submit their learning agreement and transcript, supporting timely graduation and international mobility.

### Examination and final thesis

To pass a course, students must show that they met the course's learning objectives and the benchmark necessary to eventually graduate from the programme. The forms of examinations are defined in the Examination Policy as well as in the individual syllabus of each course. Examinations are conducted in a variety of forms like written examinations (open book, closed book, case study, essay) and oral examinations. Also, mid-term assessments of students are conducted in the form of exams. Reports on professional practice with mandatory assessment

<sup>39</sup> As of 2020

<sup>40</sup> See MNU Examination Regulations chapter 6.1.

are defined as an examination session. The syllabi of the courses reflect the criteria for assessing the knowledge of students, including information on the interim and final exams. The final programme assessment can be a state examination (for Translation Studies (BA), a Bachelor or a Master thesis or a project.

To ensure fairness and objectivity, all assessments follow the Academic Policy and Examination Regulations, undergo anti-plagiarism checks, and comply with academic integrity requirements and the Guide on the Use of AI in Academic Activities.<sup>41</sup> Examination papers are anonymised and independently graded by an Examination Commission using published criteria and documented procedures. Annual monitoring confirms consistently high pass rates, indicating the reliability of the system. MNU also has in place a binding regulation on Inclusive Education<sup>42</sup> which stipulates the identification of needs and evaluation of learning outcomes of students with special educational needs that must be conducted on an annual basis or by semester.

### **Translation Studies (BA)**

The Translation Studies (BA) programme uses translation and interpreting state exams (consecutive and simultaneous), which directly assess professional competencies and learning outcomes. Students do not write a project. The requirements are defined in the State Examination Translation Studies Programme<sup>43</sup>. These forms reflect real translation and interpreting tasks. Students are required to demonstrate accuracy, terminology mastery, analytical decisions, and communication skills. The level of difficulty is ensured through authentic texts, complex terminology, and strict timing typical of professional settings. The programme ensures fair and objective assessment by anonymising all examination papers before grading and having each paper evaluated independently by every member of the State Examination Commission.

### **Applied Linguistics (BA)**

The Applied Linguistics (BA) programme uses a written state exam consisting of 20 multiple-choice questions and eight open-ended analytical questions, designed to measure students' theoretical knowledge and their ability to analyse linguistic units across grammar, phonetics, morphology, syntax, lexis, and the history of English. The requirements are defined in the State Examination Applied Linguistics Programme. This exam form aligns with the programme's learning outcomes and national standards. The difficulty level corresponds to cumulative course content and qualification requirements. Students prepare using detailed topic lists, methodological guidelines, and course materials. Final attestation also includes a Senior Project, which includes 6,000-8,000 words and follows published structural requirements. Evaluated are students' ability to conduct research or develop a practical linguistic project. These requirements are defined in Senior Project Guidelines<sup>44</sup>.

---

<sup>41</sup> See the MNU Guide on Artificial Intelligence (AI) for Academic Activities, as of 2023.

<sup>42</sup> „Inclusive Education Policy“, as of 2020.

<sup>43</sup> This regulation refers to “**Translation and Interpretation (Consecutive and Simultaneous)**”, dating 2025.

<sup>44</sup> Bachelor's Senior Project Guidelines, as of 2025.

### **Translation Studies (MA) and Applied Linguistics (MA)**

The two-year Master programmes require a thesis (15,000-18,000 words for research, excluding tables, appendices, and bibliography), while one-year programmes finish with a graduate project (6,000-8,000 words for professional tracks). The thesis must follow a set structure including cover page, declaration, abstract in three languages, main chapters, references, and appendices; it must justify research methods and have ethical approval. Defence is formal before the State Attestation Commission, incorporating supervisor and reviewer feedback. Full requirements are provided in the Master Thesis guidelines.

### **Psychology (BSc)**

The Bachelor in Psychology assesses students through exams, practical tasks, projects, and research assignments. Written and oral exams evaluate theory and analysis, while practical and project work test method application, ethics, and communication. Exam difficulty increases with course level and is reviewed annually for curriculum alignment. Requirements are outlined in the State Examination Psychology Programme.

The final attestation consists of either a State Examination or a Bachelor thesis with an oral defence. Only the top 10% of students, determined after the 6th semester based on GPA and research involvement, are eligible to write a thesis. The thesis requires students to formulate a research question, apply appropriate methods, analyse data, and present findings according to academic standards; all requirements and evaluation criteria are published in the Academic Policy. The defence includes a formal presentation and a question-and-answer session before an Examination Commission. The State Examination assesses readiness across key areas of psychology through a written, case-based format requiring the interpretation of psychological situations and the proposal of evidence-based interventions.

Thesis supervision includes scheduled consultations, methodological guidance, plagiarism checks, feedback on drafts, and a preliminary defence stage to ensure quality.

### **Appraisal:**

The study programmes' structures support the smooth implementation of the curricula and help students to reach the intended learning outcomes. The study programmes consist of courses and assign credits per course based on regularly conducted workload assessments. Each of them can be completed within the projected study time. Internships are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed explanations of intended learning outcomes, and the information defined in the ECTS Users' Guide 2015.

The degree and study programme names correspond in each case to the content of the curriculum and the study programme's qualification objectives. Also, they are in line with the national requirements.

The curriculum of each study programme adequately reflects the qualification objectives. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Electives are an integral part of the curriculum that enable students to gain additional competences and skills. The panel particularly welcomes that MNU

carefully and adequately includes AI aspects some courses as well in didactics and examinations.

In addition, since many students of the Psychology study programme after completing their Bachelor degree start working with children in different fields, from the panel's point of view it might be worth considering installing an additional major course on child and adolescent development and mental health and/or pedagogical psychology. When it comes to CBT certifications, the panel recommends ensuring that the CBT certifications include not only cognitive therapeutic approaches but also sufficient behavioural approaches.

The content of each study programme is regularly and pro-actively reviewed for its adequacy and up to dateness involving relevant stakeholders. It is adapted accordingly. The study programmes are systematically oriented towards meeting the anticipated requirements of a dynamic job market. The panel also appreciates, that MNU in all study programmes (TSBA, TSMA, ALBA, ALMA, PsyBSc) systematically incorporates research and knowledge developments of the relevant fields in the study programmes, in particular with courses such as Research Methods and Scientific Research.

Particularly with the Academic Policy, there are regulations in place which contain all necessary rules and procedures for teaching, studies and examination. They also take AI developments into account. The faculty has available solutions to detect forms of plagiarism. For all relevant study programmes, specific policies and tools are in place how to address AI-generated content.

The final theses or final projects are evaluated based on previously published and coherently applied criteria, rules, and procedures, and are checked for the prevention of plagiarism.

Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the study programme and examinations. This is stipulated in a binding document.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention.

The University provides a Grade Distribution Table including a ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This is stipulated in a binding document.

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

The students - especially in their thesis or the final project - prove their ability to undertake scientific work and the achievement of the study programme's qualification objectives.

|               |                                                              | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>3.1</b>    | <b>Structure and content</b>                                 |             |        |      |               |      |                |
| <b>3.1.1*</b> | Structure of the study programme (Asterisk Criterion)        |             |        | X    |               |      |                |
| <b>3.1.2*</b> | Rationale for degree and programme name (Asterisk Criterion) |             |        | X    |               |      |                |
| <b>3.1.3*</b> | Conceptual coherence of the curriculum (Asterisk Criterion)  |             | X      |      |               |      |                |
| <b>3.1.4*</b> | Study and exam regulations (Asterisk Criterion)              |             |        | X    |               |      |                |
| <b>3.1.5*</b> | Examination and final thesis (Asterisk Criterion)            |             |        | X    |               |      |                |

## 3.2 Intended competences and skills

### Methods and scientific practice

#### Translation Studies and Applied Linguistics (BA and MA)

The curricula of the relevant study programmes include courses on Research Methods as core and elective components. These courses provide a theoretical and practical base for the acquisition of necessary and analysing non-numerical data. The courses involve the study of qualitative and quantitative data collection tools, interpretation of the results of research, and practical tasks.

Within courses such as Sociolinguistics, Cross-cultural Communication, and Theory of Language students learn to formulate research questions, select suitable methods of research, collect data, analyse and interpret it, work with a variety of research databases, apply APA style referencing format<sup>45</sup> and academic accuracy. Furthermore, students are trained to present their findings and defend their presentations utilizing a range of techniques and visual aids, effectively communicating results to distinct target audiences. They also acquire foundational knowledge in project and time management. Additionally, students become familiar with research ethics and develop accountability for guiding and executing their research projects as they advance.

The Master programmes are implemented in two formats: oriented (1) at research (scientific-pedagogical) or (2) at professional activities (profile-oriented). Both differ in orientation, duration, and graduate profile. The two-year research programme is designed to prepare graduates for careers in academia, research, and higher education teaching. It focuses on

<sup>45</sup> The American Psychological Association (APA) publishes citation methods that are used world-wide across the disciplines.

developing advanced research competencies, academic writing skills, and methodological expertise. Graduates are trained to conduct independent research and contribute to scientific development in their respective fields. While the one-year professional Master programme provides advanced, practice-oriented training focused on applied competencies and managerial skills. This short-track Master programme is designed for graduates seeking leadership, expert, or top-management positions in their professional field rather than academic careers.

### **Psychology (BSc)**

This study programme develops students' academic and research skills through a structured, two-stage sequence. From the second year, students take "Research Methods in Psychology Using Artificial Intelligence", learning the basics of scientific research, hypothesis building, methods selection, data handling, and AI-based analysis, as well as principles of open science. In the third year, "Research Designs in Psychology" advances planning and evaluation skills for empirical studies, covering various research designs and quality assessment. Both courses feature projects and practical data analysis, ensuring progressive skill development for independent research and thesis writing. Methodological competence is assessed through integrated projects, assignments, and exams before students begin their thesis.

Courses such as Cognitive Processes and AI, Social Psychology, Personality and Individual Differences, and Clinical Psychology incorporate assignments involving the analysis of scientific articles and mini projects focused on designing original research protocols. These activities aim to develop students' ability to work critically with empirical sources. The course Data Analysis in HR and Social Research (an elective within the HR Analytics minor) trains competencies in statistical modelling, factor analysis, and cluster analysis. Students learn to interpret both quantitative and qualitative data and to formulate conclusions based on empirical evidence. Students also have a chance to work on individual and group research projects, many of which are presented at university and international conferences.

As mentioned above<sup>46</sup>, MNU has elaborated a Guide on the Use of Artificial Intelligence (AI) in Academic Activities. This Guide describes principles, responsibilities and accountabilities for the use of AI at MNU. In its Section 4 binding "Rules for the Use of AI in Academic Activities" describe particularly ethical aspects and defines the responsibilities and for the use of AI in research and training.

### **Integration of theory and practice**

The integration and combination of theory and practice is a vital component for all five relevant study programmes.

### **Translation Studies (BA) & Applied Linguistics (BA)**

Theory and practice are seamlessly integrated across the curriculum through the ongoing incorporation of real cases, authentic materials, and practice-based activities. Foundational theoretical courses provide essential insights into linguistic, translational, and communicative concepts, which are then implemented within practice-focused modules. Students engage in the analysis of genuine texts, assess language usage in actual communicative contexts, and

---

<sup>46</sup> See chapter 3.1.

address practical challenges related to translation, interpreting, and language by means of simulations and project-based tasks.

Students complete an introductory internship in the first year to explore professional roles in the language, communication, and translation industries. Industry-based internships in later years allow them to work with authentic linguistic data, translate and edit real documentation for partner organisations, participate in interpreting tasks, or engage in applied linguistic research projects. Training is supported by digital tools, remote interpreting platforms, and specialised linguistic software, aiming that students acquire relevant professional competencies.

### **Translation Studies (MA) & Applied Linguistics (MA)**

Both programmes integrate theory and practice by combining foundational practice-oriented courses such as Simultaneous and Consecutive Interpretation, Audio Description and Subtitling, Localisation and Terminology, Professional Communication Skills, Second Language Teaching and Pedagogy, and Curriculum Development. These practical courses use authentic materials, case studies, corpus data, and real professional tasks. Every semester applied components are included through internships (Teaching Internship, Research Internship).

### **Psychology (BSc)**

Psychology students can combine theory and practice by participating in triadic counselling formats (involving a counsellor, client, and observer), reviewing recorded therapy sessions, working on psychodiagnostic case studies, and engaging in supervised training during courses such as Fundamentals of Psychological Counselling, Clinical Psychology, and Systemic Family Psychology and Psychotherapy.

Lecturers in Translation Studies, Applied Linguistics, and Psychology with their professional backgrounds embed real-world practices into teaching. In Translation and Interpreting, instructors simulate conferences, use technical documents, and teach industry CAT tools. Applied Linguistics experts use corpus tools, media, and AI technologies. Psychology instructors share anonymised cases to show practical and ethical approaches. Industry professionals teach most courses, covering up-to-date tools, standards, and workplace expectations.

Also, MNU involves practice-related stakeholders in programme design and monitoring across all three subjects. Translation companies, interpreting agencies, media organisations, child development centres, and psychological service providers participate in curriculum review, provide authentic materials, host internships, and contribute to feedback cycles.

### **Interdisciplinary and transdisciplinary thinking**

The study programmes provide general courses such as Philosophy, Effective Thinking, Learning How to Learn, and History, designed to strengthen students' understanding of science, culture, society, and critical thinking. These courses aim to encourage consideration of psychology, linguistics, translation, and education within wider contexts. Students can also choose subjects outside their main discipline, with Bachelor of Arts students able to take minors from other Schools. Minor programmes approved by Academic Policy integrate core knowledge with related fields; for example, Brand Analytics combines psychology with

marketing and communication, while TESOL blends linguistics, education, and digital pedagogy.

The Bachelor programmes on Translation Studies and on Applied Linguistics also incorporate interdisciplinary core courses: Students take courses such as Cross-cultural Communication, Sociolinguistics, Corpus Linguistics, and Multilingual Terminology Management, which connect linguistics with sociology, cultural studies, Technology in Teaching and Learning, and industry practice. Also, students work on interdisciplinary projects such as multilingual glossary creation, corpus-based language analysis, and social media text analysis.

The Master programmes of both disciplines include courses on “Translation and Intercultural Communication” or (for Applied Linguistics) “Intercultural Communication”.

In Psychology, interdisciplinary courses are part of the curriculum, such as Fundamentals of Psychological Counselling, Systemic Family Psychology and Psychotherapy, and Clinical Psychology, where students analyse real cases, interpret diagnostic data, and apply methods borrowed from education, medicine, and social sciences.

### International contents

All programmes at MNU integrate international standards, global issues, and intercultural competence in accordance with their qualification objectives. International topics, global case studies, and English-language materials are used across disciplines, preparing students to operate in international professional contexts. Academic mobility opportunities, participation in international conferences, and joint activities with partner universities support further exposure to global trends. Moreover, students develop international academic writing skills (APA 7<sup>47</sup>) and they work with international research through the University Library’s access to global databases (EBSCO, ProQuest, ScienceDirect, APA PsycINFO<sup>48</sup>).

### Translation Studies (BA/MA) and Applied Linguistics (BA/MA)

These programmes are taught fully in English and prepare students for multilingual and multicultural environments. International content is integrated into courses such as Translation and Interpreting Theory, Terminology, Cross-Cultural Communication, Sociolinguistics, Technical Translation, and Consecutive/Simultaneous Interpretation. Students use materials from international publishers and practice remote interpreting via SPEAKUS<sup>49</sup> and ZOOM platforms. A second foreign language is studied with levels between A1 to C1 (IELTS scores). Faculty with international degrees introduce global perspectives and case studies. Academic mobility within the Bologna Process can further support international experience. Students work with authentic global materials (National Geographic, Harmer, Thornbury, Swan) and analyse multilingual and intercultural communication.

### Psychology (BSc)

---

<sup>47</sup> APA 7th Edition which is primarily used for social sciences.

<sup>48</sup> This is APA’s indexing and abstracting resource with more than 5 million bibliographic records.

<sup>49</sup> SpeakUS is a cloud-based platform for remote simultaneous interpretation.

International standards and tools are incorporated through the application of the Diagnostic and Statistical Manual of Mental Disorders, APA Ethical Principles, EFPA/BPS codes, and globally recognised assessment instruments. Courses such as Cognitive Processes and AI, Clinical Psychology, Social Psychology, and Neuropsychology use international case studies to enhance learning. Students are introduced to global psychotherapy models—including CBT, ACT, Gestalt, TA, and Systemic Family Therapy—and systematically compare international ethical frameworks in the Legal and Ethical Foundations of Psychological Practice module.

### **Professional ethics and societal issues**

As described above<sup>50</sup>, ethical aspects and standards of professional conduct are integrated in several courses of the study programmes and the institutional framework of MNU. At the programme level, ethical behaviour is addressed both explicitly and implicitly. Core ethical principles relevant to the professional field are embedded in courses such as Academic Writing and Research Methods, Professional Communication, Business Ethics, and discipline-specific applied courses. Within these courses, students examine issues such as academic integrity, responsible decision-making, professional accountability, data protection, conflict of interest, and ethical behaviour in workplace and public communication. Ethical considerations are also discussed in the context of case studies, project work, presentations, and assessment tasks, ensuring that students learn to apply ethical principles in practical and professional situations.

### **Appraisal:**

Students acquire methodological competences and are enabled to do scientific work on the required level. Students are trained to use AI technologies ethically to support their learning and research process and to reflect critically the influence of AI on their studies. The challenge here remains to learn how to use AI, whilst being able to independently assess its results in order to apply it effectively.

As to the programmes TSBA, TSMA and ALBA and ALMA, the panel appreciates that methodological competences and skills are state of the art. In addition, digital literacy and scientific practice are key elements of the study programme. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

In the PsyBSc programme, research skills play a key role, particularly with regard to international competitiveness. The panel notes that several courses are part of all relevant study programmes to train students in research methods and scientific research. However, in Psychology, this should be a clearer part of the study programme's curriculum outline. Therefore, the panel recommends MNU in the curriculum of the Psychology (BSc) programme clearer defining the research components, so that all students can acquire a structured and comprehensive set of competencies, both theoretical and practical. Ideally, all students should conduct a small empiric project on their own, e.g. in the field of experimental or other empirical research.

---

<sup>50</sup> See chapter 3.1.

In all study programmes theory and practice are systematically interrelated throughout the curriculum, also promoting students' ability to transfer theoretical knowledge to solve problems in practice. Moreover, the expert panel welcomes that theoretical discourse and practical application are closely interwoven, particularly through internships, so that they complement each other in developing the students' qualification profile.

The participants acquire interdisciplinary and/or transdisciplinary qualifications in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures.

International contents are anchored in the curriculum and in accordance with the qualification objectives to prepare students for working in an international environment.

Ethical implications, intercultural perspectives and current societal issues are appropriately integrated in the study programme.

|               |                                                                       | Exceptional | Exceed          | Meet            | Does not meet | n.r. | Recommendation |
|---------------|-----------------------------------------------------------------------|-------------|-----------------|-----------------|---------------|------|----------------|
| <b>3.2</b>    | Intended competences and skills                                       |             |                 |                 |               |      |                |
| <b>3.2.1*</b> | Methods and scientific practice (Asterisk Criterion)                  |             | X <sup>51</sup> | X <sup>52</sup> |               |      | X              |
| <b>3.2.2*</b> | Integration of theory and practice (Asterisk Criterion)               |             | X               |                 |               |      |                |
| <b>3.2.3*</b> | Interdisciplinary and transdisciplinary thinking (Asterisk Criterion) |             |                 | X               |               |      |                |
| <b>3.2.4*</b> | International contents (Asterisk Criterion)                           |             |                 | X               |               |      |                |
| <b>3.2.5*</b> | Professional ethics and societal issues (Asterisk Criterion)          |             |                 | X               |               |      |                |

### 3.3 Teaching and Learning Methodology

#### Logic and plausibility of the Teaching and Learning Methodology

According to MNU<sup>53</sup>, the didactical concept of the study programmes in Translation Studies (BA and MA), Applied Linguistics (BA and MA) and Psychology (BSc) is based on a competence-oriented and student-centred approach that combines theoretical grounding with practical application. Teaching and learning methods are selected to ensure the gradual

<sup>51</sup> For the study programmes TSBA, TSMA and ALBA, ALMA.

<sup>52</sup> For the study programme PsyBSc

<sup>53</sup> See SER p. 30 ff.

development of academic, professional, and transferable skills in line with the intended learning outcomes and labour-market expectations.

For all relevant study programmes, the University uses lectures, seminars, workshops, group work, and guided study to teach. Lectures cover theory, while seminars, workshops, and group tasks build discussion, analysis, and practical skills like teamwork and problem-solving. Practicums, simulations, and project work link theory with professional practice. These methods aim to enable students actively engage with content and develop relevant skills. They are described in the syllabus of each course.

Technology is fully integrated into teaching and learning. Students use digital tools relevant to their field, including learning management systems, corpora, translation and language technologies, research databases, and AI tools as needed. Faculty consistently employ technology-enhanced methods. All instructors are trained in using digital assessment platforms and AI tools for feedback and learning, as well as Canvas LMS for sharing course materials.

Face-to-face instruction is complemented by online components, including digital learning platforms, virtual classrooms, and online consultations. Distance learning elements are integrated through recorded lectures, online assignments, discussion forums, and digital assessment tools, allowing flexibility and supporting different learning paces. This approach proved particularly effective for project supervision, practicum reflection, and interdisciplinary collaboration.

### **Translation Studies (BA and MA) and Applied Linguistics (BA and MA)**

In the study programmes of Translation Studies and Applied Linguistics, students develop professional competencies through translation and interpreting tasks, linguistic analysis, teaching simulations, and applied research projects. Students use professional translation software, language analysis tools, and digital teaching resources. Lecturers integrate CAT tools, terminology management systems, audiovisual translation platforms, and remote simultaneous interpreting technologies. In Applied Linguistics and TESOL-focused courses (BA/MA), instructors apply digital tools for language teaching, corpus analysis, automated feedback systems, and online collaborative platforms.

### **Psychology (BSc)**

In Psychology, students apply theoretical models through case studies, diagnostics, intervention design, and practicum experience. The progressive complexity of tasks supports the development from basic knowledge acquisition to independent professional performance. Technology is used for diagnostics, data analysis, project development, and ethical AI applications. Teaching is supported by multimedia resources, digital simulations, and psychometric software used for case-based analysis and research training.

In all programmes, assessment methods are matched with both the teaching approach and learning objectives. Programmes incorporate a mix of written exams, coursework, project work, presentations, portfolios, practical assignments, and final qualification projects. Written examinations assess students' grasp of theoretical concepts, while projects, presentations, and practical exercises assess their analytical abilities, professional skills, and capacity to

apply knowledge practically. Final projects and theses are used to exam the students' independent thinking, research proficiency, and readiness for professional practice, underlining the programmes' emphasis on practical experience and competency development.

MNU maintains ongoing renewal and advancement in learning and teaching through systematic curriculum reviews, comprehensive feedback from students<sup>54</sup>, alumni, and employers, and coordinated discussions at both programme and school levels.

### **Acquisition of future and soft skills**

**The Translation Studies (BA)** programme focuses on multilingual communication, public speaking, cooperation, conflict management, project work, and an important level of proficiency in CAT tools and remote interpreting platforms. These skills are trained in courses such as Cross-Cultural Communication, Communication Ethics, Sociolinguistics, Translation Practice, Technical Translation, Business Translation, and all interpreting courses. Cooperation and conflict-handling skills are developed in Communication Ethics, Translation group projects, and Sociolinguistics. Leadership and other future skills are trained in the courses CSI<sup>55</sup>, Learning How to Learn, and a variety of extracurricular activities.

**Applied Linguistics (BA)** provides a foundation in linguistics, academic writing, multilingual communication, media writing, teaching methodology, and digital literacy. Courses like Translation I-II, Terminology, Translation Tools, Speech Writing, Creative Writing, CLIL, and Course Development equip students with skills relevant to linguistics, education, translation, and media. Students acquire advanced Kazakh and English proficiency, academic and media writing, interdisciplinary translation, public speaking, intercultural communication, and classroom teaching through Foreign Language I-V, Academic Writing (C1-C2), Cross-Cultural Communication, Communication Ethics, Technology in L2 Teaching, and TESOL. Leadership, adaptability, digital literacy, and pedagogical decision-making are further developed via CSI, Learning How to Learn, Technology in L2 Teaching and micro-teaching tasks in TESOL courses.

Both programmes include mandatory internships with a workload of up to 13 ECTS credits, allowing students to gain practical experience in translation, teaching, editing, and media environments. The third-year industry internship develops field-specific competences to be acquired in organisations such as the Ministry of Foreign Affairs, Gala Translations, OLS<sup>56</sup>, Intergas Central Asia, and the French Alliance. The fourth-year on-the-job training provides extensive practical experience, often leading directly to employment opportunities.

### **Master programmes in Translation Studies and Applied Linguistics**

Both Master programs equip graduates with key workplace skills, including communication, teamwork, leadership, academic writing, digital literacy, and intercultural competence. Skills such as public speaking and cooperation are taught in courses like Intercultural Communication, Professional Communication Skills, and Teaching Internship, as well as

---

<sup>54</sup> See below chapter 5.2.

<sup>55</sup> Creativity.Service.Intelligence

<sup>56</sup> OLS is an Online Language Studio, authorised by the British Council for IELTS examinations in Kazakhstan.

interpreting modules in Translation Studies. Leadership and professionalism are enhanced through Leadership Psychology and project responsibilities. Conflict resolution, collaboration, and problem-solving are fostered via group discussions, case studies, projects, presentations, and role-plays throughout the curriculum.

### **Translation studies (MA)**

This Master programme equips students with professional translation and interpreting skills through advanced theory and practical training. Courses include Audio description, Subtitling, Audiovisual Translation, Localisation, Terminology, and Applied Interpreting. The interpreting focus covers Consecutive and Simultaneous Interpretation, fostering essential abilities like real-time communication and intercultural mediation for careers in international organisations, media, and the private sector.

Students also build research and academic expertise through Research Methods I, Pragmatics, and Thesis Writing I-II and strengthen their professional communication through Intercultural Communication and terminology courses. The programme includes a mandatory Teaching Internship and a Research Internship, which together form the required practical component offering students professional environments in translation, interpreting, and multilingual communication.

### **Applied Linguistics (MA)**

The Master programme in Applied Linguistics prepares students for careers in education, academic research, curriculum development, media communication, and language policy. Profession-oriented courses Second Language Teaching and Pedagogy, Curriculum Development and Academic Process Management, Language Policy and Planning, Language Acquisition, and Innovative Technologies in Language Learning and Assessment align the programme with current needs in higher education, curriculum design, and language planning sectors.

Professional communication and soft skills are strengthened through Intercultural Communication, Professional Communication Skills, and Scholarly Editing. Students conduct advanced research in Research Methods in Linguistics and complete Thesis Writing modules. The mandatory Teaching Internship and the Research Internship provide practical experience in teaching, curriculum work, and academic research environments.

### **Psychology (BSc)**

This programme aims to ensure that students gain practical, employment-ready skills through the curriculum combining general education, specialised minors, and mandatory internships. Professional competences are formed through five specialised minors that aim to match current labour-market needs.

Students benefit most from skills in communication, case analysis, psychological assessment, counselling tools, HR evaluation, marketing communication, and behavioural intervention. These are developed through presentations, case studies, group projects, and practice-oriented assignments. Moreover, upon completing an internship students submit a structured report reflecting on achieved learning outcomes, acquired professional competences, and practical challenges encountered.

Communication and public speaking are trained in Cambridge English, Effective Thinking, CSI, and across minor courses with regular presentations. Cooperation and conflict-handling are strengthened through group tasks in Organisational Psychology, and HR/marketing modules.

Leadership skills are developed in CSI, Organisational Psychology, and project-based minors. Future skills such as digital literacy, decision-making, and stress management are taught in Data Analysis in HR, Usability Audit of Websites.

In all study programmes, faculty support students through mentoring, consultations, continuous feedback, and supervision during internships. Students also use University resources such as the Writing Centre, digital labs, and practice rooms. Teaching methods include discussions, joint projects, case studies, presentations, and role-plays, especially within therapy, HR, marketing, and forensic courses.

### **Course materials and recommended literature**

In all programmes course materials are selected and developed by faculty during the syllabus design stage. Lecturers provide students with a full set of learning resources, including textbooks, lecture slides, recommended readings, case studies, practical examples, and assignment instructions. If a course is taught by several instructors, its content is jointly discussed, and a unified syllabus is prepared to ensure consistency and share best practices. All materials are made available to students through Canvas LMS, where instructors upload the readings, and additional resources. Printed books and hard-copy materials are also accessible through the MNU Library, which offers a wide collection of publications from international publishers, as well as access to major academic databases such as Scopus, ScienceDirect, Oxford Scholarship Online, and Cambridge University Press journals. These resources aim to support both in-class learning and independent study. Also, the library is equipped with assistive technologies and specialised software, ensuring equal participation in the learning process for students with disabilities and others who need to have barrier-free access to the learning environment.

The development and quality assurance of course materials follow a defined institutional process. Before a course is published, the syllabus must be approved by the Academic Quality Committee. The Head of the Programmes reviews course materials on Canvas each semester to ensure relevance, accuracy, and alignment with learning outcomes. According to Academic Policy, recommended literature must be current and published within the last ten years.

Course materials are reviewed and ongoingly updated each semester to reflect new research, industry practices, latest developments and educational best standards. Instructors are responsible for revising their course content, while the Heads of Programmes and Academic Quality Committee oversee compliance with institutional requirements and ensure that all materials remain current, relevant, and of high quality.

### **Extracurricular events**

Guest lectures form an important part of the learning environment at MNU. They offer students direct insights from experts and practitioners, connecting academic study with real-world developments. Distinguished speakers, including Presidents, Prime Ministers, Chancellors, political leaders, Ambassadors from European and Asian countries, representatives of major Kazakhstani and international corporations, and the Minister of Science and Higher Education, provide first-hand perspectives on topics such as international relations, digital education, national development strategies, cross-cultural communication, and business innovation.

At the School of Liberal Arts, across the 2021-2025 academic years, the programmes in Translation Studies, Applied Linguistics, and Psychology regularly invited specialists from universities in Kazakhstan and abroad, experts from the language-services industry, HR and organisational psychology practitioners, representatives of cultural institutions, and officials from governmental bodies. Guest lectures typically occur several times each semester within each programme. SLA presented a list of names of guest lecturers that include guests from politics, foreign universities abroad, from business and industry as well as alumni, most of whom are specialists for one of the subjects translation, linguistics or psychology. They cover topics such as simultaneous and consecutive interpreting, CAT tools and translation technologies, cross-cultural communication, media and corpus linguistics, academic writing, psychotherapy methods, organisational behaviour, HR analytics, or mental health interventions. These topics are linked to the curriculum and help students connect theoretical knowledge with professional contexts.

Guest lecturers are selected based on their professional relevance, academic qualifications, and alignment with programme learning outcomes. Priority is given to individuals with recognised expertise in translation, interpretation, education, psychology, or related fields, as well as those who can demonstrate current industry practices and technological trends. Their backgrounds ensure that the content they provide directly supports the development of students' professional, analytical, and intercultural competencies.

Alongside academic and professional sessions, the SLA provides a range of extracurricular activities that strengthen students' communication, teamwork, and leadership skills. These include debate clubs, public-speaking competitions, creative contests, psychological workshops, research seminars, writing seminars hosted by the Writing Center, and team-building events organised across programmes. For example, MNU operates among others two free English clubs throughout the academic year, the weekly "Speaking Club" and the monthly "MNU Reader's Society". The Speaking Club is facilitated by English Language Department lecturers and aims to develop students' speaking fluency, communicative competence, and confidence through interactive activities and thematic strands such as general speaking, writing, IELTS speaking, and grammar. The Reading Club focuses on extensive reading and the development of receptive academic skills using authentic texts. Moreover, there are several other student clubs such as Ceteris Paribus (Dataclub), the IRx Club, Research Lab club, and MNU Model UN.

Such activities contribute to personal development, intercultural competence, and a supportive academic community.

## Appraisal:

The panel members consider the teaching and learning methodology of the study programmes to be plausible and oriented towards the qualification objectives. It allows for application of varied teaching and learning methods, including AI. Students are encouraged to take an active role in creating the learning process. The teaching and learning methods are described for each course in the course descriptions. The HEI has installed a Canvas Learning Management System (LMS) as a practical tool that facilitates the delivery of the programmes.

Students acquire future skills that are currently in demand on the labour market and are expected to be even more sought-after in the future. Students are trained in digital literacy skills as well as communication and presentation skills in accordance with the intended qualification level. This is supported by means of suitable teaching and learning methods. The study programmes offer internships or practical work experiences.

As to the Psychology (BSc) programme, soft skills training is ahead of current standards and demands. The study programme enables the students to apply actively the acquired skills in new areas of work and to develop them further.

The accompanying course materials including literature recommendations are generally up to date and aligned with the intended learning outcomes. Although the panel notes that MNU regularly monitors the syllabi and curricula it is recommended carrying out a continuous review of the literature rigorously.

The course materials correspond to the required qualification level reflecting the research and trends in the areas of programme study. They are compatible with techniques of digital education, and access is barrier-free. They support the learning process according to students' needs and motivate students to engage in further independent studies.

The HEI systematically organises a variety of extracurricular events that contribute to the students' qualification process, by inviting external lecturers with their special experience, either from professional practice or scientific work, or for example, from culture and politics (on-campus or on-line). Moreover, to widen the students' general knowledge, competences and skills, there is a very wide range of subject related and recreational student clubs and societies, such as the "Speaking Club" and "MNU Reader's Society", University-wide co-curricular events such as "UNIQUE" and "MNU Talks", the Case Club, the Business Club, Ceteris Paribus (Dataclub), the IRx Club, Research Lab club, MNU Model UN, Demo Day where students pitch innovative start-ups in tourism and hospitality, and others. The study programmes regularly invite high-profile guest lecturers.

|               |                                                                                      | Exceptional | Exceed          | Meet            | Does not meet | n.r. | Recommendation |
|---------------|--------------------------------------------------------------------------------------|-------------|-----------------|-----------------|---------------|------|----------------|
| <b>3.3</b>    | Teaching and Learning Methodology                                                    |             |                 |                 |               |      |                |
| <b>3.3.1*</b> | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion) |             |                 | X               |               |      |                |
| <b>3.3.2</b>  | Acquisition of future and soft skills                                                |             | X <sup>57</sup> | X <sup>58</sup> |               |      |                |
| <b>3.3.3*</b> | Course materials and recommended literature (Asterisk Criterion)                     |             |                 | X               |               |      | X              |
| <b>3.3.4</b>  | Extracurricular events                                                               |             | X               |                 |               |      |                |

<sup>57</sup> For PsyBSc.

<sup>58</sup> For TSBA, TSMA and ALBA, ALMA.

### 3.4 International environment and mobility opportunities

#### Foreign language contents

The Bachelor and Master programmes in **Translation Studies** and **Applied Linguistics** are delivered primarily in English except for Kazakh and Russian language courses, which are taught in the official languages. All core, compulsory, and elective courses in Translation Studies and Applied Linguistics, including Academic Writing, Grammar in Use, English for Special Purposes, Theory of Translation, Consecutive Interpreting, Simultaneous Interpreting, History of teaching methods, Cross-cultural communication are taught in English and form the regular curriculum, except language-learning courses. In addition, students study a second foreign language (French, Spanish, German, Chinese, Korean, or Turkish) from A1 to C1 CEFR throughout their programme; these courses are mandatory and aim to build professional multilingual competence.

#### Psychology (BSc)

Psychology programme courses are taught in Kazakh and Russian. Students also take English-medium courses. They study English from A1 to C1 CEFR using the Cambridge English system. These courses support reading scientific literature, writing research papers, and participating in international academic activities.

All foreign-language courses use materials from international publishers such as Oxford University Press, Cambridge University Press, Pearson, National Geographic Learning, and Routledge. Lecturers use textbooks, online platforms, multimedia resources, and authentic academic texts. Examples include English File, Grammar in Use, National Geographic video materials, and international research articles in psychology.

Student proficiency in English and other foreign languages is assessed through placement tests at the start of the programme and continuous assessment throughout the course. Written exams, oral presentations, class participation, and project work are used to assess students in English-medium courses; alternative formats (e.g., extended preparation time or step-by-step assignments) may be offered to students who need additional support.

The University provides opportunities for language practice through language labs, online learning tools, conversation clubs, and language-centre activities. Translation students also practice foreign languages in interpreting labs and through authentic translation tasks.<sup>59</sup>

#### International mobility of students and teaching staff

Between 2022 and 2025, 36 students of BA Translation Studies, BA Applied Linguistics, and BA Psychology took part in semester-long and short-term exchanges at partner universities in the Czech Republic, Spain, Turkey, Russia, Georgia, Latvia, Denmark, Hungary, and Poland. The most frequent destinations include the University of Ostrava (Czech Republic), University of Huelva and University of Cádiz (Spain), Kastamonu University and Karabük University (Turkey), and the National Research University Higher School of Economics (Russia). Several students also completed exchanges at Kutaisi International University and University of

---

<sup>59</sup> See more about this in chapter 4.4 below.

Georgia (Georgia), Daugavpils University (Latvia), University College Copenhagen (Denmark), University of Miskolc (Hungary), and at University of Silesia in Katowice (Poland). MNU presented a respective list of the 36 outgoing students during the last three years.

Outgoing students can be financially supported by the School of Liberal Arts with scholarships. Funding sources include self-financing, Erasmus+, and the Grant of the Ministry of Science and Higher Education of Kazakhstan.

Staff mobility is promoted, with faculty participating in international conferences, guest lectures, and Erasmus+ exchanges. Academic staff from the School of Liberal Arts have taught in Portugal and Germany through Erasmus+, focusing on translation studies, intercultural communication, and applied linguistics in English. Faculty members also collaborate with global partners on research and publications, enhancing MNU University's international reputation.

### **International composition of students and teaching staff**

The numbers of Incoming foreign students are low but partly increasing<sup>60</sup>. Apart from this, MNU underlines<sup>61</sup> that all five study programmes are designed to attract international students, and several targeted strategies are used for this purpose. These include international advertising campaigns, publications aimed at foreign audiences, specialised presentations and printed materials for international applicants, branded materials for partner universities, participation in international education fairs, recruitment trips to CIS<sup>62</sup> universities, and competitive financial support for up to five international applicants.

The University maintains partnerships with 121 institutions across 40 countries in Europe, the United States, the United Kingdom, the CIS, and the Asia-Pacific region. These collaborations enable student and staff exchanges, joint research, double-degree opportunities, and participation in international academic events, strengthening the institution's global presence. The University currently hosts 204 international students enrolled full-time, in double-degree programmes, or through academic mobility. Students come from a wide range of countries, including the UK, Korea, Poland, the USA, Nigeria, the Kyrgyz Republic, Germany, Uzbekistan, Japan, and many others. Within the programmes, BA in Translation Studies includes around 20 international students from the UK, Germany, Korea, Poland, Russia, the USA, and Uzbekistan.

### **Translation Studies (BA/MA) & Applied Linguistics (BA/MA)**

The programmes are supported by an international academic team whose diverse education, research experience, and professional backgrounds in Europe, Asia, and the United States contribute to the quality of instruction. Faculty members apply global best practices in pedagogy, employ internationally recognised teaching methodologies, and offer professional training informed by their international work and study. These varied experiences enhance the curriculum through the integration of authentic multilingual resources, exposure to international research, and a deliberate focus on developing students' global competencies.

---

<sup>60</sup> See student statistics above in chapter Information.

<sup>61</sup> See SER p.37.

<sup>62</sup> Commonwealth of Independent States with nine countries including Kazakhstan.

Lecturers with experience in international organisations such as the UN Office in Geneva, the Ministry of Foreign Affairs, and EU institutions incorporate professional practices into teaching through interpreting simulations, diplomatic communication workshops, and analysis of authentic institutional documentation. Research internships for staff members to Russia, Germany, Spain, Greece, the Czech Republic, China, Japan, and Indonesia allow faculty to bring comparative linguistic perspectives, intercultural insights, and examples from multilingual contexts into the classroom.

Faculty participation in international scholarship programmes (e.g., Erasmus Mundus, Bolashak<sup>63</sup>, Darmasiswa<sup>64</sup>, Visiting Sinologists Programme) ensures access to authentic linguistic resources and global instructional materials. Students gain experience working with multilingual corpora, real linguistic data, and digital tools that reflect international standards in translation, linguistics, and language education.

BA in Applied Linguistics includes also around 20 international students from Nigeria, Russia, the Kyrgyz Republic, and Japan. Admission pathways open fee-paying options, internal university grants, intergovernmental scholarships, and the national Study in Kazakhstan programme, complemented by financial support offered through the University's Endowment Fund. At the institutional level, attracting foreign faculty is a strategic goal. International lecturers with strong academic and professional credentials teach in the programmes, contributing to students' acquisition of global competences and ensuring alignment with international academic and industry standards.

### **Psychology (BSc)**

Currently, the programme although taught in Kazakh / Russian has eight international students. The programme also involves four international lecturers from the Russian Federation, all working part-time. They teach in specialised areas such as cognitive-behavioural therapy, clinical psychology, psychological counselling, and cognitive psychology.

Several faculty members have studied or worked abroad. Their experience includes the United Kingdom, Russia, and Uzbekistan. Examples include:

- MSc degree from the University of Aberdeen (UK)
- Master's and postgraduate clinical training at Saint Petersburg State University (Russia)
- PhD studies at Lomonosov Moscow State University (Russia)
- Teaching experience at the International Islamic Academy of Uzbekistan
- Master's degree from the Higher School of Economics (Russia)

Students benefit directly from the international expertise of these lecturers.

---

<sup>63</sup> This Kazakh programme supports academic training (Master and doctoral studies) and scientific production with internships in leading companies and universities worldwide.

<sup>64</sup> This is a scholarship programme for foreign nationals to study Indonesian language and culture.

## Appraisal:

Students of the study programmes Translation Studies (BA and MA) and Applied Linguistics (BA and MA) benefit from the fact that these programmes are offered fully in English. Also, course materials and literature in English predominate whereas the Psychology programme courses are taught in Russian / Kazakh.

The HEI implements targeted measures to enhance international student exchange and mobility, fostering students' intercultural skills, particularly financial support, but also with study programmes taught in English.

Additionally, the HEI actively supports academic mobility for teaching staff, facilitating their participation in international conferences, teaching assignments, and research projects - both individual and collaborative. It also encourages the publication of work at an international level. All measures are strategically designed to achieve specific goals.

In this context, the panel takes the view that research activities of the academic staff are important for international exchange and international visibility, which also may intensify internationalisation.

The international composition of both the student body (consisting of incoming and outgoing students) corresponds to the study programme's concept and the teaching staff (lecturers from foreign countries, lecturers with international academic degrees and/or international professional experience) corresponds to the study programme's concept.

The expert panel acknowledges the University's efforts to improve the internationalisation of student body and staff. The panel recommends MNU fostering its ambitions and activities on internationalisation.

|              |                                                          | Exceptional | Exceed          | Meet            | Does not meet | n.r. | Recommendation |
|--------------|----------------------------------------------------------|-------------|-----------------|-----------------|---------------|------|----------------|
| <b>3.4</b>   | International environment and mobility opportunities     |             |                 |                 |               |      |                |
| <b>3.4.1</b> | Foreign language contents                                |             | X <sup>65</sup> | X <sup>66</sup> |               |      |                |
| <b>3.4.2</b> | International mobility of students and teaching staff    |             |                 | X               |               |      |                |
| <b>3.4.3</b> | International composition of students and teaching staff |             |                 | X               |               |      | X              |

<sup>65</sup> For the study programmes TSBA, TSMA and ALBA, ALMA.

<sup>66</sup> For the study programme PsyBSc.

## 4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

### 4.1 Teaching staff

#### Structure and quantity of teaching staff

|                                                               | TS (BA)   | TS (MA)  | AL (BA)   | AL (MA)  | Psy (BS)  |
|---------------------------------------------------------------|-----------|----------|-----------|----------|-----------|
| Full-time teaching staff                                      | 30        | 6        | 41        | 5        | 17        |
| Part-time teaching staff including visiting/adjunct lecturers | 2         | 3        | 9         | 3        | 9         |
| <b>Total number of teaching staff</b>                         | <b>32</b> | <b>9</b> | <b>50</b> | <b>8</b> | <b>26</b> |
| <b>Among them:</b>                                            |           |          |           |          |           |
| Teaching staff with professional experience                   | 30        | 8        | 41        | 9        | 26        |
| Teaching staff with international experience                  | 10        | 7        | 13        | 7        | 12        |
| PhD holders                                                   | 7         | 9        | 9         | 7        | 3         |
| Number of associate professors                                | 0         | 1        | 2         | 2        | 1         |
| Number of assistant professors                                | 0         | 1        | 0         | 1        | 1         |
| Number of teaching professors                                 | 7         | 5        | 7         | 4        | 9         |
| Number of senior lecturers                                    | 16        | 2        | 36        | 1        | 12        |
| Number of lecturers                                           | 9         | 0        | 3         | 0        | 3         |
| Master degree holders                                         | 21        | 0        | 39        | 1        | 9         |

Teaching across all programmes involves full-time and part-time faculty. Full-time faculty manage most core and elective courses, academic advising, curriculum development, research supervision, and serve on School and University committees. They also support internal and external research projects. Part-time faculty, usually industry professionals like interpreters or psychologists, teach specialised or applied courses such as CBT, counselling, CLIL, language testing, and advanced interpreting. While they do not take on administrative duties, they bring practical expertise and strong connections to the job market.

This structure of academic staff ensures full coverage of programme needs across Applied Linguistics, Translation Studies, and Psychology: from core linguistics, second language acquisition, curriculum design, and CAT tools to consecutive/simultaneous interpreting, audiovisual translation, neuropsychology, psychotherapy, and behavioural analysis.

Between 2023 and 2025, MNU had consistent growth in staffing levels and demonstrated an ongoing commitment to gender balance, as outlined in its Equality, Diversity and Inclusion (EDI) Policy. During this time, overall staff numbers increased from 612 to 700, with the proportion of women rising steadily from 59.2% in 2023 to 62.1% in 2025. Women constituted

a clear majority across most staff categories, including academic, support, and administrative roles. Notably, the percentage of female academic staff grew from 58.6% to 61.1%, reflecting continued advancement in gender equality within teaching and research positions.

### **Academic and comprehensive qualification of teaching staff**

At MNU, full-time and part-time lecturers and professors share the same academic requirements. Their appointments depend on their academic credentials, teaching and research background, and adherence to national standards. The only distinction between full-time and part-time roles is the amount of teaching they are expected to do each year. Additionally, academic staff are divided into two types of professorships: teaching professors and research professors.

Several faculty members hold a PhD, which is the highest academic degree in Kazakhstan. Lecturers with a Master degree may also teach if their qualifications meet national and institutional standards. Additional requirements apply in specific fields. In Translation Studies and Applied Linguistics, preferred qualifications include TEFL, TESOL, CELTA<sup>67</sup>, DELTA<sup>68</sup> and international language proficiency certificates such as IELTS, TOEFL, DELE and HSK. In Psychology, instructors must hold relevant professional certificates (e.g., Gestalt therapy, CBT), and membership in professional associations is an advantage.

Based on a regulated hiring procedure, the University posts academic vacancies on its website, on academic job platforms, LinkedIn, hh.kz, and via partner universities. To support internationalisation, it recruits faculty from varied backgrounds and evaluates candidates for both academic credentials and intercultural skills. Competitive conditions, relocation support and the wide use of English in teaching help attract international applicants.

Promotion follows the University's Teaching Career Track. Staff progress from teaching-only positions to roles that include research, supervision and academic leadership is possible. Promotion to professor requires a strong record of teaching quality, research output and service to the University. Professional development is supported through the University's Professional Development Programme (PDP) which offers annual training in pedagogy, assessment, research skills, academic integrity, syllabus design, AI in teaching and student support. Between 2022 and 2024, 98 lecturers completed PDP modules, and the programme now operates at both Basic and Advanced levels. Faculty also receive financial support to participate in international conferences, workshops and collaborative research projects.

MNU presented a list of research publications including those in Scopus Q1-Q2 journals that were written by members of the academic staff on subjects that are relevant for the fields translation, linguistics or psychology.

### **Pedagogical qualification of teaching staff**

All lecturers must demonstrate both subject expertise and pedagogical readiness in accordance with national qualification requirements and the HR Policy. Faculty are expected to show evidence of prior teaching experience, pedagogical training, or teaching certificates;

---

<sup>67</sup> Certificate in Teaching English to Speakers of Other Languages.

<sup>68</sup> Diploma in Teaching English to Speakers of Other Languages (NQF/EQF level 7).

in linguistics and TESOL related courses, international qualifications such as CELTA, DELTA, TESOL or equivalent certifications are considered strong professional assets. In Psychology, instructors must hold valid professional certificates corresponding to the subjects they teach (e.g., Gestalt therapy, CBT), which reinforces pedagogical and methodological relevance, academic integrity, digital pedagogy, ethics, student engagement, and the use of AI in teaching.

PDP training also acquaints instructors with key institutional resources such as the MNU Library, the MIND Research Center, and the faculty career track system. In October-November 2025, all SLA faculty participated in a series of University-wide seminars and practical workshops on interactive teaching methods, including active learning strategies, collaborative learning techniques, case-based and problem-based learning, digital facilitation tools, and methods for increasing student participation in multilingual and multicultural classrooms. These workshops were mandatory and served to harmonise methodological approaches across programmes, strengthening the interactivity and student-centred character of classroom instruction.

Across all SLA programmes, instructors are trained in the Canvas LMS, digital assessment tools, and AI feedback systems. Translation Studies uses CAT tools, terminology systems, AV translation platforms, and remote interpreting tech. Applied Linguistics and TESOL courses employ digital language teaching aids, corpus analysis tools, automated feedback, and collaborative online platforms. Psychology instruction incorporates multimedia, digital simulations, and psychometric software for research and case analysis.

### **Professional experience of teaching staff**

Across the relevant study programmes, lecturers bring substantial and current professional experience that can directly support the applied orientation of the curriculum.

#### **Translation Studies (BA and MA)**

In these study programmes, several instructors – as their CVs demonstrate - have careers in conference interpreting and multilingual translation for major international organisations, including the UN, OSCE, OECD, EU institutions, UNICEF, IOM, and various ministries and industrial companies. Many have 20 or more years of experience in simultaneous and consecutive interpreting, technical and legal translation, audiovisual translation, terminology management, and the use of CAT and AI-assisted technologies. Their active participation in diplomatic events, international conferences, and corporate projects ensures that students are exposed to authentic professional practices and real industry scenarios.

#### **Applied Linguistics (BA and MA)**

Similarly, in the Applied Linguistics programmes lecturers bring in their backgrounds in English language teaching, exam preparation, teacher training, curriculum design, and corpus analysis. Several of them worked abroad, participated in international educational programmes, or consulted for schools and universities. Instructors in Chinese, Spanish, German, Turkish, French, and Korean complement the programme with experience from international universities, business consulting, diplomacy, and multilingual communication. Their practical expertise allows them to incorporate authentic intercultural materials, corpora, and real communication tasks into language learning.

In the Applied Linguistics programmes, lecturers use their expertise in English language teaching, examination preparation, teacher training, curriculum development, and corpus analysis. Many have international experience, having worked abroad, participated in global educational initiatives, or served as consultants to schools and universities. Instructors of Chinese, Spanish, German, Turkish, French, and Korean further enrich the programme through backgrounds in international academia, business consultancy, diplomacy, and multilingual communication. Their practical knowledge enables them to integrate genuine intercultural materials, corpora, and authentic communication tasks into the language learning process.

### **Psychology (BSc)**

In the Psychology programme, several instructors are practising psychotherapists, counsellors, ABA supervisors, or organisational consultants. They contribute their ongoing experience from practicing, clinical work in university counselling centres, and applied behavioural programmes in autism centres. Specialists teaching in the Brand Analytics minor work directly in marketing, communications, and branding for major companies, bringing real campaign data, client briefs, and market research into the classroom.

Part-time lecturers in every programme are active professionals: interpreters work at diplomatic events, language teachers lead training for educators, psychologists manage their own practices, and marketing experts oversee branding initiatives. Their continual engagement with the industry keeps course materials up to date and connects academic content with current developments.

Faculty frequently use their specialised knowledge to revise the curriculum, bringing in real-world resources such as conference recordings, diplomatic addresses, technical papers, client notes, market research, behavioural strategies, and data on intercultural communication.

### **Internal cooperation**

Collaboration within the School of Liberal Arts (SLA) is integrated into academic processes for Translation Studies, Applied Linguistics, and Psychology programmes. Faculty work together to maintain consistent course content, continuity between semesters, and alignment with programme outcomes.

Academic exchange is conducted each semester through scheduled School- and programme-level meetings where lecturers review curriculum updates, student feedback, and teaching methods. These sessions help avoid content overlap, supported by annual curriculum reviews and quality committee evaluations. Faculty also collaborate on teaching materials, assessment design, and pedagogy, especially for skill-based courses like Research Methods, Academic Writing, Linguistics, Interpretation/Translation, and Psychological Counselling.

Cooperation includes semesterly peer exchanges during lesson observations by the Academic Quality Committee. Resulting reports are used with instructors to refine teaching and course alignment, improving quality across SLA programmes. Methodological seminars and internal workshops also promote consistent pedagogy among full-time and part-time faculty.

Multidisciplinary cooperation is also facilitated through the School's minor programmes (TESOL, Media Linguistics, Translation, Consecutive Interpreting, Legal Psychology, Brand Analytics, etc.), where lecturers from different specialisations develop and deliver complementary modules. These minors bring together instructors from linguistics, translation, media studies, educational psychology, and communication studies, creating natural interdisciplinary collaboration and shared academic responsibility.

Collaborative teaching is applied as needed. In Translation Studies, interpretation courses often use multiple lecturers to cover specialised areas like legal, economic, or technical topics. Applied Linguistics courses (Research Methods I-II and Academic Writing I-II) are coordinated by several instructors who align grading, assignments, and instruction for consistency. Also in this context, faculty can use promotion through the PDP project.

Research collaboration is an important part of academic cooperation in SLA and supported by the School. Faculty jointly supervise Bachelor and Master research projects, organise joint research seminars, and participate in cross-departmental initiatives in linguistics, translation, psychology, and education. Such interdisciplinary research areas as intercultural communication, sociolinguistics, corpus linguistics, research methodology, audiovisual translation, and pedagogy encourage and facilitate collaboration among faculty of Applied Linguistics, Translation Studies, and Psychology. Faculty sometimes co-author publications, collaborate on curriculum-based research projects, and participate in conferences and academic events hosted by SLA.

### **Student support by the teaching staff**

Student support in SLA is organised as a structured, accessible, and multi-layered system that aims to ensure consistent academic guidance, timely communication, and close supervision across all programmes, including Applied Linguistics (BA/MA), Translation Studies (BA/MA), and Psychology (BSc).

Lecturers adhere to an open-door policy, offering academic and universal support throughout the year. Faculty members remain accessible through scheduled office hours, individual consultations, in-person meetings before and after classes, email correspondence, and Canvas LMS messaging. In distance or blended learning environments, instructors additionally provide flexible online consultations via Zoom. This comprehensive approach ensures students can address academic inquiries, course-related matters, and programmatic concerns efficiently. Communication protocols and availability are outlined in each course syllabus and reiterated during the initial class session of every semester across all three programs. Full-time faculty maintain regular weekly office hours and extended consultation periods during assessments. Part-time lecturers demonstrate equal commitment to accessibility, typically scheduling consultations immediately following teaching sessions or by prior arrangement; programme directors manage their availability to enable consistent student support and continuity of instruction.

Academic advising is a core component of student support in SLA programmes. Each cohort receives guidance from academic advisors, usually full-time faculty, on planning, requirements, electives, mobility, and internships. In the Master programmes, the tutor-manager leads

advisory efforts, with additional mentor–supervisee interaction in research courses and thesis seminars.

Faculty play an essential role in supporting student engagement in research. Across the BA and MA programmes, instructors of Research Methods, Academic Writing, Thesis Writing, Senior Project, and Master Thesis Seminars provide systematic training in research design, academic integrity, methodology, data collection, and analysis. Students receive structured supervision during the writing of their Bachelor and Master theses or projects, including topic selection, methodological guidance, iterative feedback on drafts, and preparation for public defence. Students are also encouraged to participate in internal research events, conferences, internships with research components, and professional translation projects supported by faculty.

Teaching staff support students from diverse backgrounds by offering academic guidance, English-language help, and individualised adjustments for those with disabilities or special circumstances. Faculty use inclusive teaching methods, ensure course materials are accessible on Canvas, and communicate sensitively with underrepresented students. Mentoring through the “Learning How to Learn” module helps first-year students adjust academically and emotionally.

## Appraisal:

The structure and number of teaching staff in the study programmes ensure the achievement of the intended qualification objectives. MNU has a policy for a balanced gender-ratio of teaching staff.

The academic qualification of the teaching staff in the study programmes corresponds to the qualification objectives of the study programmes. MNU verifies the qualifications of the teaching staff by means of an established hiring procedure. Particularly with the University’s Professional Development Programme (PDP) specific measures for further academic qualification and comprehensive qualification of the teaching staff are implemented. Academic qualifications are also demonstrated by regular scientific publications.

The HEI offers and promotes pedagogical training for their teaching staff or verifies the pedagogical qualifications of the teaching staff by means of an established procedure. The pedagogical qualification of the teaching staff corresponds to the qualification objectives of the study programme. Specific measures for further qualification of the teaching staff are implemented.

The professional experience of the teaching staff corresponds to the qualification objectives of the study programmes. The teaching staff include their experience and practical examples in their teaching.

There is a regular process for internal cooperation between teaching staff of the study programmes, the programme management as well as external teaching staff (from other study programmes and guest lecturers). They cooperate with each other to tune the courses towards

the overall qualification objectives. Cooperation also takes place in form of joint teaching activities, joint research projects and regular exchange opportunities.

In addition, the panel welcomes that joint projects and/or courses are conducted cooperatively and that MNU promotes and motivates the teaching staff by offering corresponding opportunities and rewards.

Student support is offered on a regular basis and is an integral part of the services provided by the teaching staff. It serves to help students to study successfully. The teaching staff are available to students particularly by taking appropriate time to answer their inquiries and providing regular office hours for consultation.

Student support is an integral part of the services provided by the teaching staff. The services are target-group oriented. The teaching staff demonstrate exceptional dedication to students' individual needs. Also, there are options for online consultation to accommodate students remotely.

|               |                                                                                 | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|---------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>4.1</b>    | Teaching staff                                                                  |             |        |      |               |      |                |
| <b>4.1.1*</b> | Structure and quantity of teaching staff (Asterisk Criterion)                   |             |        | X    |               |      |                |
| <b>4.1.2*</b> | Academic and comprehensive qualification of teaching staff (Asterisk Criterion) |             |        | X    |               |      |                |
| <b>4.1.3*</b> | Pedagogical qualification of teaching staff (Asterisk Criterion)                |             |        | X    |               |      |                |
| <b>4.1.4</b>  | Professional experience of teaching staff                                       |             |        | X    |               |      |                |
| <b>4.1.5*</b> | Internal cooperation (Asterisk Criterion)                                       |             | X      |      |               |      |                |
| <b>4.1.6*</b> | Student support by the teaching staff (Asterisk Criterion)                      |             | X      |      |               |      |                |

## 4.2 Programme management and administrative support

### Programme management

The study programmes of the School of Liberal Arts are managed by heads of the programmes who hold full academic and organisational responsibility for programme management which includes academic leadership, strategic development of the curriculum, quality assurance of teaching and learning processes, and coordination of faculty involved in programme delivery. The head of the programme oversees the full cycle of programme implementation and ensures

the coherent functioning of all academic and administrative processes. In this role, the programme director maintains constructive collaboration with

- faculty through regular meetings, course planning consultations, lesson observations, and joint work within School committees. They guide instructors on syllabus development, assessment criteria, academic integrity standards, and pedagogical improvements.
- students through structured supervision, office hours, participation of student representatives in committees, and systematic use of feedback tools such as course evaluations, satisfaction surveys, and advisory meetings. Heads of the programmes also communicate with student groups regarding academic requirements, curriculum updates, and procedural matters to ensure transparency and timely support.
- external partners, translation agencies, educational institutions, internship sites, and employers, to ensure the relevance of programme trajectories and support graduate employability.

University administrative units, including the SLA Dean's Office, Registrar's Office, Admissions Office, International Office, and Library and IT Services, support the programme management with tasks such as registration, scheduling, exams, LMS assistance, mobility coordination, classroom allocation, and reporting.

Key responsibilities of the programme management include:

- analysing the educational market, monitoring current trends, and formulating the strategic direction of the programme;
- developing and regularly updating the curriculum in alignment with state regulations, international standards, and employer expectations;
- contributing to the recruitment and selection of qualified programme faculty;
- distributing faculty teaching load, monitoring the quality of teaching, and learning processes;
- overseeing the development of course syllabi, teaching materials, and assessment methods;
- analysing student academic performance and progression indicators to introduce data-driven improvements;
- fostering cooperation with companies and organizations that serve as potential employers for graduates;
- establishing partnerships with foreign higher education institutions to support internationalisation, academic and staff mobility, joint or dual-degree initiatives, and minor programmes;
- organising the work of the Business Council and expanding the involvement of external experts and industry specialists in programme evaluation and enhancement.

### **Administrative support**

Student support is provided by the Head of Programme, by the Office of Advisors, the Registrar's Office, and specialised University units. Assistance includes course registration, study planning, exam organisation, academic documentation, and ongoing counselling. The Registrar's Office manages transcripts, certificates, records, and scheduling, while Heads and advisors guide curriculum choices, electives, internships, and thesis timelines. New students

receive orientation and the course Learning How to Learn introducing University platforms like Platonus, Canvas LMS, and library services.

Teaching staff receive administrative support from the Dean's Office, programme heads, School Managers, Registrar's Office, IT Department, and logistics teams. These groups coordinate classroom assignments, provide technical equipment, prepare printed materials, and assist with scheduling. Faculty have institutional email accounts, Canvas LMS access, and technical support for hybrid and online teaching.

Students and lecturers can request services via the University website, SLA webpage, Academic Catalogue contact lists, Canvas, and institutional email. Each support type is managed by a specific office: School Manager for organisational issues, Registrar's Office for academic records, IT Helpdesk for technical needs, International Office for mobility and visa, and Library for accessing online and physical resources.

Specialised administrative support is available for students and faculty with specific needs. The Department of Student Affairs (DSA) provides accommodations for people with disabilities, ensuring accessible learning and customised programmes. The International Office assists international students and faculty with admissions, visas, housing, and cultural transition. For those involved in grant activities, the Maqsut Narikbayev Institute for Network and Development (MIND) offers guidance on compliance, documentation, and project management.

The University's Professional Development Program (PDP) offers administrative staff structured training in IT, digital technology, communication, customer service, and languages (Kazakh, English, Chinese). These initiatives, part of MNU's staff-development strategy, help staff maintain skills needed to support students and faculty effectively.

## Public information

Information about the School of Liberal Arts (SLA) and its study programmes, including the BA/MA Translation Studies, BA/MA Applied Linguistics, and BSc Psychology programmes are available on the University's main and SLA websites. These sites offer comprehensive, current information such as programme descriptions, admission requirements, academic calendars, internship rules, and support services for all stakeholders.

The University also publishes key information about each programme, including learning outcomes, curriculum structure, module descriptions, admission rules, qualification requirements, assessment regulations, and Internship Guidelines. This information is available in three languages: Kazakh, Russian and English. This applies particularly to English-medium programmes such as Applied Linguistics and Translation Studies, which provide full programme descriptions in English. The annual Academic Catalogue, updated and published on the SLA website, contains the full curricula of all SLA programmes, including detailed study trajectories, credit structures, and course prerequisites. Updates on programme modifications, schedules, and academic processes are communicated through official university channels.

Institutional and programme updates are communicated through official social media channels, including Instagram, Facebook, YouTube, LinkedIn, TikTok, and the SLA Instagram account

(@mnu\_sla). These platforms deliver consistent information regarding academic events, student accomplishments, guest lectures, extracurricular activities, mobility programmes, research activities, deadlines, examinations, conferences, internships, open lectures, and aspects of student life. Enrolled students additionally receive communications via the Learning Management System (LMS Canvas). Newsletters and announcements are disseminated through the website, social media networks, and internal communications to ensure timely and efficient access to essential information.

Students and faculty can provide feedback on the clarity and effectiveness of public communications through course evaluations, student satisfaction surveys, programme-level consultations, and feedback mechanisms integrated into Canvas. This feedback is reviewed by the heads of the programmes and the Academic Quality Committee and is used to improve future communication strategies and information materials.

### **Inclusive and equitable education**

The University's Inclusive Education Policy<sup>69</sup> establishes zero tolerance for discrimination on the grounds of age, sex, disability, marital status, pregnancy and maternity, race, religion or belief and applies to all members of the community, including students and employees across the School of Liberal Arts (SLA) and its programmes in Applied Linguistics (BA/MA), Translation Studies (BA/MA), and Psychology (BSc). These policies are communicated to students and staff through the University website, Student Handbook, course syllabi, orientation sessions, and the advisory support units responsible for student and staff affairs.

Embedded are the principles of equality, human rights protection, ethical conduct, and prevention of discrimination into all academic and administrative processes. Complaints related to discrimination or unfair treatment may be submitted confidentially to the SLA Ethics Committee (via Smart MNU) and Department of Student Affairs (for students) or the HR Strategy Department (for staff), with guarantees of impartial handling and protection from victimisation.

The principles of equality, human rights, ethics, and anti-discrimination are integrated into all academic and administrative activities. Discrimination complaints can be confidentially submitted to the SLA Ethics Committee, Student Affairs, or HR Strategy Department, with assurances of impartiality and protection from retaliation.

MNU ensures accessible learning environments for students with disabilities through a variety of measures. The academic building and residence hall meet all accessibility standards, featuring ramps, accessible bathrooms, adapted elevators with visual and acoustic signals, Braille signage, and designated parking with call buttons. The campus and website accommodate visual and hearing impairments, and Face-ID systems recognize wheelchair users. Classrooms, labs, and the library offer assistive technologies and specialized software for equal participation.

MNU supports students with disabilities also by offering individualised study plans, coursework adaptations, remote learning options, and flexible deadlines. During exams, alternative

---

<sup>69</sup> As of 2020.

assessments, extra time, and special accommodations are provided according to documented needs. These measures enable students in SLA programmes, including Applied Linguistics, Translation Studies, Psychology, to demonstrate their learning outcomes fairly.

The University also addresses the needs of students experiencing special life circumstances, including long-term illness, psychological distress, family responsibilities, or other exceptional conditions. These students receive individualised academic counselling, adjustments to attendance requirements, extended submission deadlines, and permission for temporary interruption or extension of studies. SLA programme coordinators play an active role in monitoring academic progress and ensuring that students in Applied Linguistics, Translation Studies, and Psychology receive timely support.

Professional development of administrative and support staff is an institutional priority. MNU provides training in inclusive practices, communication ethics, and psychological-pedagogical support, ensuring that all units are prepared to work effectively with diverse student needs.

### **Career counselling and placement service**

The School of Liberal Arts (SLA) provides career counselling and placement services for students in Translation Studies, Applied Linguistics, and Psychology through its Career, Internship, and Employment Center. This Center oversees career guidance, internships, job placements, and employer partnerships according to University regulations, while tracking student and graduate employment. Internship procedures for each programme are detailed in their respective Internship Regulations.

Students have access to a wide range of counselling services that support job-search readiness and career planning. The Center provides:

- Individual consultations on employment strategy, CV and cover-letter development, interview preparation, and personalised guidance for students seeking part-time employment during their studies, ensuring that such work does not negatively affect academic performance.
- Workshops and trainings led by internal and external specialists on resume writing, effective self-presentation, job-market navigation, interview strategies, and digital employability tools.
- Regular career events, including job fairs, employer presentations, career days, skills-based master classes, employer-led training sessions, and volunteer-service information sessions.
- An online vacancy database continuously updated with job and internship announcements from partner organizations across translation, education, research, media, tourism, social services, and psychology-related sectors.
- Career tools such as internship selection instruments, screening interviews, employer-specific competence assessments, and preparation activities for state employment exams delivered annually.
- Virtual channels, including online job boards, digital advisories, virtual employer meetings, and consultations arranged via the University's LMS or email systems.

In all relevant study programmes internship placement and external cooperation are supported administratively also by the Programme Directors and the School Managers, ensuring smooth interaction with partner organisations.

Students can book consultations or register for events at the Center's office, with programme heads, or via online forms. Details about workshops, employer visits, competitions, and deadlines are shared through University email, the website, Telegram, Canvas, and social media. Faculty advisers help match students to activities relevant to their academic focus, such as interpreting, TESOL, editing, media writing, research, or counselling.

The Center conducts systematic employment monitoring through weekly updated internal databases, regular employer feedback, graduate surveys, and direct communication with alumni. Data are cross-checked with industrial partners, enabling accurate tracking of job placement and employment quality throughout the year. These analytics feed into annual reports used for programme improvement and planning. International students receive targeted assistance with understanding local employment regulations, selecting internships suitable for visa requirements, and adapting their professional profiles to the Kazakhstani labour market. English-language advising, cross-cultural orientation, and guidance on residence-permit and employment documentation are provided when internships or jobs require formal compliance.

The Center tracks employment with weekly database updates, employer feedback, graduate surveys, and alumni communication. Data are verified with industry partners to ensure accurate job placement and quality monitoring, informing annual programme reports. International students receive support on local employment regulations, visa-friendly internships, market adaptation, and documentation for residence permits and jobs requiring compliance. English advising and cross-cultural guidance are also available.

The Center continues to support graduates beyond graduation by providing:

- full access to job postings and employer networks,
- participation in job fairs, guest lectures, and workshops,
- advisory support for job-search strategies and career transitions,
- mediation for internship-to-employment pathways in translation, teaching, psychology, and media sectors.

Graduates also benefit from direct employer recruitment campaigns facilitated via the Center's communication channels.

The SLA Career Center maintains a broad and growing network of employer partnerships. Its activities include particularly negotiating and renewing internship and dual-education agreements with companies, government agencies, educational institutions, NGOs, international organizations, psychological services, and media agencies.

### **Alumni activities**

The School of Liberal Arts (SLA) maintains an active and structured system of alumni engagement that supports graduates of Translation Studies (BA/MA), Applied Linguistics (BA/MA), and Psychology (BSc) and leverages their potential to assist current students. Alumni relations are coordinated centrally by the MNU Alumni Department and reinforced at the

School level in close collaboration with the Career, Internship, and Employment Center, ensuring continuity between study, early career development, and long-term graduate engagement.

MNU specifically supports alumni through its Alumni Loyalty Programme, offering an Alumni Card with financial and academic rewards, including tuition discounts, reduced fees for graduates' children, library access, certification programmes, and personal branding via university media. Alumni may also join professional clubs like the Alumni Lingua Club, Alumni Business Club, Alumni Women Club, and the Alumni Diplomatic Club to enhance networking, professional development and interdisciplinary collaboration.

In the opposite direction, alumni support the Career, Internship, and Employment Center e.g. by offering internships, listing job openings, participating in job fairs, joining Business Councils, and partnering at major University events. Graduates from SLA programmes, especially those in translation, education, media, and psychological services, return as speakers, guest lecturers, or mentors for projects, master classes, and career orientation meetings. Moreover, many SLA graduates contribute voluntarily by offering consultations to current students, helping them prepare CVs, sharing expertise on emerging trends, and supporting student-led initiatives within clubs and academic societies. These activities significantly reinforce the practice-oriented nature of SLA programmes.

## Appraisal:

The responsibilities for programme management in academic and organisational terms are defined and ensure that the programmes run smoothly.

Administrative staff support teaching staff and students in the organisation of the study programme. Decision-making processes for the administrative support services are clearly defined and consider special circumstances of students and teaching staff. MNU offers the administrative staff opportunities for continuous professional development.

The panel welcomes that the administrative staff's support services clearly go beyond the organisation of studies and teaching. The support structures are strategic, tailored, and designed, for example, to enhance teaching quality, research impact, student success, and the well-being of students and teaching staff (e.g. psychological services, remedial activities for disadvantaged groups). The administrative staff uses current tools (e.g. social media) to provide support services.

The study programmes' contents and qualification objectives are suitably communicated to the public and are available in Kazakh, Russian and English languages. MNU and SLA on their respective websites regularly publish current news and information about the study programmes as well as on social media channels.

The study programmes are described in detail. This documentation is constantly updated and easily accessible for interested parties in the relevant national languages Kazakh and Russian as well as in English. The study programmes also offer their curricula. MNU's network communication is actively maintained and particularly informative, both in the national languages and English.

The study programmes comply with principles of inclusive and equitable education, or non-discrimination policies. There are assistance and support for students in special circumstances, such as students with impairments or disabilities, with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds.

MNU offers students and graduates support in career counselling. Placement services (including internships) take place through available channels and events, such as job fairs, resume workshops. In addition to the standard services, career counselling and placement services (including internships) are offered to the students and graduates on an individual basis. Where required, alumni are also available for individual counselling sessions. Such activities are planned on a long-term basis, performed regularly, and are actively marketed. Students have access to the HEI-wide professional network.

To facilitate the career development, an alumni organisation has been established, at various levels within the HEI, if applicable. It connects graduates with current students and providing them with access to professional networks, mentorship opportunities, and job placement assistance tailored to their specific fields of study.

|               |                                                        | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>4.2</b>    | Programme management and administrative support        |             |        |      |               |      |                |
| <b>4.2.1</b>  | Programme management                                   |             |        | X    |               |      |                |
| <b>4.2.2</b>  | Administrative support                                 |             | X      |      |               |      |                |
| <b>4.2.3</b>  | Public information                                     |             | X      |      |               |      |                |
| <b>4.2.4*</b> | Inclusive and equitable education (Asterisk Criterion) |             |        | X    |               |      |                |
| <b>4.2.5</b>  | Career counselling and placement service               |             | X      |      |               |      |                |
| <b>4.2.6</b>  | Alumni activities                                      |             |        | X    |               |      |                |

## 4.3 Cooperation and partnerships

### Cooperation with HEIs and other academic institutions or networks

In 2025, MNU actively collaborated with 121 partner HEIs and various international stakeholders, governed by official documents like Memoranda of Understanding and bilateral agreements. The University's Development Strategy aims to sustain at least 120 active partnerships by 2027. Partnerships are monitored annually, with inactive agreements terminated to keep the portfolio aligned with institutional goals.

In 2026, MNU signed 27 Memoranda of Understanding with partner universities across multiple regions (Azerbaijan, Belarus, China, Croatia, France, Germany, Hungary, Indonesia, Jordan, New Zealand, Romania, Russia, Slovakia, Spain, Turkey, Uzbekistan, United States). Following these agreements, student exchange activities have begun with several institutions. The University of Paris Nanterre (France) and the Heilongjiang University (China) are scheduled to send students to MNU, while a student from Francisk Skorina Gomel State University (Belarus) is currently studying in Applied Linguistics at MNU.

Under the cooperation with Middlebury College (USA), students are regularly sent to MNU to study Russian as a foreign language for one year. Building on this collaboration, the University has also signed an agreement to participate in the Projects for Peace initiative.

### **Cooperation with professional fields**

#### **Translation Studies (BA/MA) and Applied Linguistics (BA/MA)**

Also, with partners from the professional field, including translation agencies, educational institutions, language centres, technology companies, legal organisations, and international examination bodies MNU maintains extensive cooperation. Partnership activities involve international organisations and embassies, professional associations, governmental bodies, and non-governmental organisations.

All forms of cooperation are formally regulated through Memoranda of Understanding, bilateral agreements, and institutional contracts, which specify responsibilities, available activities, and mechanisms for student participation. These agreements that are concluded per subject (Translation studies BA/MA, Applied Linguistics BA/MA and Psychology BSc) aim to achieve structured collaboration, transparency, and alignment with programme objectives. Partnerships provide significant benefits for students in Translation Studies and Applied Linguistics, offering internships, professional practice, guest lectures, project-based learning, and access to industry tools.

Translation Studies maintains cooperation with 42 professional partners across translation agencies (e.g., Gala Global Group, Kantai Translations, Sigma Translations, Center for Translations of Kazakhstan), legal firms (Vita Liberta, AIFC Legal Consulting), industrial companies (QazaqGaz, Intergaz, KazAeroSpace), media organisations, and government institutions (Ministry of Foreign Affairs Diplomatic Service, Sports Development Directorate). These partnerships provide opportunities for internships, authentic translation projects, interpreting practice at events, and exposure to specialised fields such as legal and technical translation.

The Applied Linguistics programme works together with 37 partners, including leading schools (Bilim-Innovation Lyceums, Haileybury Astana, BINOM Schools, NIS, QSI), language centres (LTC School, Easy Academy, French Alliance), and educational organisations where students gain teaching experience and observe pedagogical practices.

Cooperation with international organisations further strengthens professional training. MNU is the Cambridge Assessment English Official Exam Preparation Centre, the only TOLES Examination Centre in Central Asia, and an Authorised IELTS Registration Centre. Agreements with Cambridge Assessment English and the Professional Development Centre

support training for language instructors and enable students to prepare for international English examinations. The agreement with Global Legal English Ltd (UK) allows students to take TOLES Foundation and Higher exams and develop legal English skills. The partnership with the British Council includes collaboration on teacher development, training in English-medium instruction, and delivery of international computer-based tests.

Technology partnerships also directly influence curriculum development. The collaboration with Phrase, a global leader in localisation technology, provides access to the Phrase Localisation Platform through the Academic Plan, allowing students to learn industry-standard tools used in the localisation sector. Since 2023, the BA in Translation Studies has been an academic partner of SDL Trados<sup>70</sup>, receiving 243 annual licences for SDL Trados Studio and enabling students to work with advanced neural machine translation technologies. These partnerships have shaped the integration of CAT tools, terminology management, and localisation modules into the curriculum, ensuring strong alignment with industry expectations.

These cooperation agreements play a significant role in programme development. Feedback from employers and industry partners informs curriculum updates, practical tasks, and internship requirements. Industry tools (e.g., Phrase, SDL Trados) and authentic materials (legal, technical, educational) have been incorporated into coursework, while professional stakeholders contribute to discussions on competencies within the Business Councils.

### **Psychology (BSc)**

MNU works closely together with professional organisations and clinical institutions related to Psychology. Formal agreements specify each party's responsibilities, forms of cooperation, and student training standards. Key partners include the Professional Psychological League, University Medical Center (UMC), Kazakh Gestalt Association, and Association of Cognitive-Behavioural Therapy of Central Asia. These partnerships cover internships, supervision, guest lectures, practitioner teaching roles, and access to clinical settings.

Based on this cooperation students gain access to industry-based internships at distinct stages of their studies (introductory, production, and on-the-job practice) and participate in supervised work with real clients, including counselling, diagnostics, psychoeducation, and group therapy. Students also attend guest lectures, master classes, and workshops delivered by practicing psychologists, which exposes them to current therapeutic methods, ethical standards, and labour-market expectations. This ongoing engagement strengthens students' professional identity and prepares them for employment in clinical, educational, and organisational settings.

These partnerships also influence the curriculum's design and development. Real case materials and current professional practices from partner organisations inform syllabus updates and the integration of practice-oriented tasks. Industry experts participate in advisory processes and Business Council meetings, where they provide feedback on curriculum relevance and suggest improvements aligned with employer expectations.

---

<sup>70</sup> This is a computer programme for computer-assisted translation.

## Appraisal:

Cooperation with academic institutions/networks relevant for the five study programmes are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. In these cooperations the panel sees enormous potential for MNU, which could be used even more effectively to further expand the internationalisation of study programmes.

Cooperation with the professional fields relevant for the five study programmes are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. The panel is convinced that this cooperation with the professional fields is strategically implemented and promoted. They are a substantial element in the development of students' qualifications and skills. Regional cooperation perspectives with social and economic impact are actively considered. This includes, for instance, tailored partnerships with medical institutions, facilitating knowledge transfer, and supporting research.

|                  |                                                                                                                           | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|------------------|---------------------------------------------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>4.3</b>       | Cooperation and partnerships                                                                                              |             |        |      |               |      |                |
| <b>4.3.1 (*)</b> | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)         |             |        | X    |               |      |                |
| <b>4.3.2 (*)</b> | Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             | X      |      |               |      |                |

## 4.4 Facilities and equipment

### Quantity, quality, media and IT equipment of HEI's facilities

The University provides a variety of lecture and seminar rooms in varied sizes, allowing flexible scheduling for classes with 30-50 students, which is standard for SLA majors. Large lecture halls have a capacity 150 students and feature built-in sound systems, a 75-inch interactive LG touch panel, ceiling projectors, and high-definition displays to guarantee clear audio and visuals. Medium and small seminar rooms come with modular trapezoid desks that can be rearranged for round-table discussions, group work, or plenary sessions, supporting interactive and CLIL-based teaching methods common in Translation Studies and Applied Linguistics programmes.

All teaching rooms used by SLA offer stable wireless Internet access free of charge, wall-mounted whiteboards, projectors or interactive panels, and HDMI/USB connectivity. Computer classrooms provide individual workstations for data-based assignments, corpus linguistics tasks, CAT-tool practice, and statistical analysis relevant for students in Applied Linguistics and Translation Studies. Group rooms (Open Rooms) support teamwork and project-based learning and are equipped with TVs, whiteboards, and flexible seating arrangements. Students also have access to more than 70 computer workstations in the library and across campus, all connected to the institutional network and online academic resources.

The Psychology programme additionally incorporates advanced psycho-diagnostic and counselling tools. These include a versatile computer-based system (the Sovchik psychodiagnostics suite with SMIL, MCV, and MPV modules) as well as professional kits such as Rorschach-type frustration tests, Guilford social intelligence assessments, the Kelly co-therapy system, SIGMA suicide risk screening, Moroz variance chrono-reflexometry, and stress diagnostics modules. These resources are used during practical workshops and supervised training sessions focused on counselling, personality evaluation, organisational psychology, and clinical psychology.

All teaching buildings are equipped with ramps, elevators, wide corridors, and adapted sanitary facilities, ensuring full barrier-free access for students and staff with mobility limitations. Classrooms, computer labs, library halls, and group spaces are accessible without physical barriers via elevators and compliant pathways.

A campus-wide high-speed Wi-Fi network is available to all students and staff without additional fees. Software relevant to SLA programmes includes MS Office, SPSS, Jamovi, Zotero, Mendeley, online corpora, multilingual dictionaries, language-learning platforms, and specialised translation technologies (CAT-tool applications used in teaching, including cloud-based systems demonstrated through educational licences during classes). Psychology students additionally use licensed diagnostic software associated with their psychodiagnostics tools. Sustainability is ensured through the University's central infrastructure management practices, including energy-efficient LED lighting, automated heating and ventilation systems, and gradual replacement of projectors with low-energy LED panels. The campus adheres to waste-sorting procedures, and digital submission of coursework via LMS significantly reduces paper usage across SLA programmes.

Moreover, MNU has installed areas for working, sports and relaxation for students and separately for staff members. The working areas for students include separate rooms of varied sizes that enable them to work in small or larger groups, partly equipped with presentation technology such as whiteboards. Also installed are studios for University TV and Radio as well as for photo and film productions.

Cybersecurity is achieved with centralised firewalls, secure servers, multi-factor authentication for all digital platforms (LMS Canvas, OPAC, EZproxy), and regular data backups. Data privacy relies on role-based access, encrypted connections, and compliance with national standards. Students and staff use individual accounts to safely access materials and protect personal and academic records.

## Access to literature

The MNU Library provides print, electronic and digital resources that fully support the academic and research needs of the School of Liberal Arts (SLA) and its programmes in Translation Studies (BA/MA), Applied Linguistics (BA/MA), and Psychology (BSc). The print collection comprises 52,380 unique titles and 193,575 copies, covering all major disciplines relevant to SLA programmes, including linguistics, psychology, research methodology, cultural studies, and interdisciplinary humanities literature.

The collection of licensed electronic books exceeds 26,500 titles, including resources from Oxford Scholarship Online, Wolters Kluwer, and multiple EBSCO collections. In addition, students benefit from access to approximately 13.9 million electronic publications across leading academic databases such as Web of Science, Wiley Online Library, JSTOR, HeinOnline, Taylor & Francis Journals, EBSCO databases, KYOBO, BestProfi and Paragraph. These resources directly support the literature and research needs of linguistics, translation, psychology, and interdisciplinary courses.

Access to literature is ensured through open-stack reading rooms, allowing students to locate materials independently across nine library halls equipped with 746 study seats and 71 computers with full Internet and Wi-Fi access. The library operates Monday to Saturday, ensuring broad on-site access for all SLA students. All electronic resources are accessible both on campus and remotely via the EZproxy authentication service, ensuring uninterrupted use from any location for all members of the academic community. Each record in the Online Public Access Catalog (OPAC) includes links to e-books or instructions for off-campus access, enabling efficient retrieval of specialist literature.

To ensure the collection remains up to date, the library uses an annual permanent acquisition budget and a structured request system through which faculty from all schools, including SLA, submit literature needs aligned with programme curricula throughout the year; requests are reviewed and purchased in accordance with procurement procedures. Additionally, the library regularly organises trial access to new databases (ten in AY 2024-2025), ensuring continuous expansion of available scholarly sources.

Students are supported in finding and using specialist literature through email, online chat, Zoom, in-person guidance, and the Ask-a-Librarian service. On-demand training is available for first-year students and faculty on electronic resources, reference tools like Zotero, and OPAC, with additional publisher workshops and themed webinars. Academic services include Document Delivery for scanned articles, book digitization, and an Institutional Repository offering over 2,249 open-access research works.

## Appraisal:

The quantity, quality and equipment of the facilities correspond to the necessities described for the study programme. A sufficient number of workplaces (individual and for study groups) is available. Sufficient IT equipment and software appropriate for the programme are available.

Further, the technical equipment is adequate for online learning elements as applied by the study programme's concept and content. Technical support is offered to students during working hours.

The requirements for students with special needs are adequately provided.

Aspects of sustainability and cybersecurity are taken into account for the provision of the infrastructure.

Teaching and training rooms (such as simulation, laboratories) with advanced equipment are available for special curricular and extra-curricular activities. MNU operates a sustainable campus regarding, for example, architecture, location and consumption of energy.

The experts panel was particularly impressed by the devoted areas for students and separately for staff that serve group working, sports and relaxation with attractive environment. The panel also welcomes special facilities for the relevant study programmes, such as a laboratory for simultaneous translation and installations for the Psychology programme. Still, as to facilities specifically for to the Psychology programme, the panel recommends MNU considering installing additional spaces, particularly research labs e.g. for behavioural studies, experiments, and the ability to measure physiological parameters.

Students have access to relevant recent literature including in other languages, international and national magazines, licence subscriptions and databases required for the study programme. The opening hours and the facilities of the library take students' needs sufficiently into account. Relevant digital resources can be accessed from outside the campus, where possible outside normal working hours. A support system for students is available.

|               |                                                                                    | Exceptional     | Exceed          | Meet | Does not meet | n.r. | Recommendation |
|---------------|------------------------------------------------------------------------------------|-----------------|-----------------|------|---------------|------|----------------|
| <b>4.4</b>    | <b>Facilities and equipment</b>                                                    |                 |                 |      |               |      |                |
| <b>4.4.1*</b> | Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion) | X <sup>71</sup> | X <sup>72</sup> |      |               |      | X              |
| <b>4.4.2*</b> | Access to literature (Asterisk Criterion)                                          |                 |                 | X    |               |      |                |

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

MNU is financed by tuition fees (about 80 %), state grants (about 15 %) and other revenues (5 %). For the academic years 2025 until 2032, the University has adopted a financial strategy focused on addressing the needs of students, faculty, and staff while ensuring long-term financial sustainability.

<sup>71</sup> For the programmes TSBA, TSMA and ALBA, ALMA.

<sup>72</sup> For the programme PsyBSc.

The study programmes of the School of Liberal Arts (SLA): BA/MA in Translation Studies, BA/MA in Applied Linguistics, and BS in Psychology are financed through a stable, diversified model that combines tuition fees, state educational grants, support from the Endowment Fund MNU, and targeted sponsorship from corporate partners and alumni.

Tuition fees as the main source of income cover faculty salaries, programme administration, classroom and IT facilities, library resources, and other educational costs; additional income comes from paid educational services and commercial activities such as renting facilities, hosting conferences, and selling intellectual products. State educational grants, allocated annually as part of the national educational order, fully cover tuition for high-achieving applicants and provide guaranteed reimbursement from the state budget. The Corporate Foundation “Endowment MNU” is a key long-term resource: it collects donations from alumni, corporate partners, and private patrons, finances educational, research, and social initiatives, allocates over 50 million KZT annually for the Maqsut Narikbayev Scholarship, and, together with the Public Fund “Kazakhstan Khalkyna”, provides about 40 million KZT per year to support socially vulnerable students, including funding for wheelchairs, walkers, and other assistive equipment as well as crisis-related aid. In addition, SLA students benefit from a network of corporate and alumni sponsors, in total, 68.5 million KZT. Further support is provided through charitable and targeted schemes, including tuition reductions for specific social categories (“Family”, “Znay Nashikh”, “Corporate”, “School Graduate”, “Continuity of Generations”), granted on the basis of internal regulations.

MNU provides financial support to its employees through the Financial Support Fund, established in December 2023. When creating the Fund, the University drew on successful international practices, including elements of Singapore’s pension and social-support system, which prioritises long-term wellbeing and stability of citizens. The purpose of the Fund is to offer targeted assistance to employees experiencing socio-economic difficulties and to help improve their quality of life. Support is directed toward essential areas such as healthcare, housing, reduction of loan burden, and access to education for employees and their children.

Financial oversight is centralised within the Department of Financial Development and Control, which operates under the supervision of the First Deputy Chairman of the Management Board. Each School, including SLA, works within an annually approved budget, and expenditures are monitored through monthly and quarterly audits to ensure compliance with national legislation and internal financial policies.

## Appraisal:

The experts panel is convinced that MNU’s income related to the relevant study programmes ensures that each cohort of students starting within the accreditation period is able to complete the study programme.

|      |                                                       | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|------|-------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 4.5* | Financing of the study programme (Asterisk Criterion) |             |        | X    |               |      |                |

## 5. QUALITY ASSURANCE

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

The University has implemented a comprehensive quality assurance framework comprised of defined principles, methodologies, and procedures designed to systematically monitor and enhance the quality of its educational services and research activities. The primary governing document for quality management is the University's Quality Assurance Policy<sup>73</sup> (QAP), which delineates the central goals, units responsible for quality assurance, relevant documents, as well as the internal and external quality assurance mechanisms. The document serves as the centrepiece, guiding and governing most aspects of quality assurance practices and is universally applied across the University, particularly by the quality assurance units, schools, and other divisions and departments engaged in the educational process.

In addition to the QAP, there are normative documents (Quality Assurance Documents) that regulate various aspects of the educational process on the University level and serve as comprehensive guidelines and standards. These documents are the (1) Academic policy, (2) Handbook on Ensuring Academic Integrity, (3) Inclusive Education Policy, (4) Educational Program Development and Approval Policy, and (5) Assessment Policy (Examination Regulations). They are published on the official website.

There are three main Quality Assurance Units, the Academic and Research Council (ARC), School Committees and Quality Assurance Office (QAO), that serve as key entities dedicated to ensuring and improving the overall quality standards.

The ARC holds the highest academic authority within the University, comprising students, faculty members, Chairpersons of School Committees, Deans, Head of the Quality Assurance Office (non-voting member), Provost, as well as representatives from academic and non-academic divisions and departments; the Provost appoints students and faculty members. The Council operates under the ARC bylaws approved by the members of the Executive Board. The Academic and Research Council possesses exclusive powers to approve, modify, and revoke normative documents that govern the academic process and establish fundamental universal rules for the University's schools. Additionally, the Council is responsible for approving new academic programmes at all levels.

<sup>73</sup> As of 2019.

The ARC reviews annual reports from committees and the Quality Assurance office, then gives feedback on work processes. Previously, schools managed educational process monitoring separately, but now all academic units report to the Council to enhance transparency and consistency across the University.

At school level, School Committees are permanent bodies responsible for creating regulations on education and research, as well as monitoring programme quality. The Academic and Research Council determines each Committee's structure and mandate to clarify roles. Voting members include students and faculty; the Dean of the School appoints them. Administration members are non-voting.

The School Committees aim to ensure teaching quality by approving syllabi, reviewing LMS course content, analysing satisfaction surveys, attending classes, and using instructors' Course Management Forms for self-reflection. These actions aim to help maintain and improve teaching standards at the University.

The QAO, which operates under the authority of the University's Executive Board, monitors the implementation of quality assurance mechanisms, including universal processes, throughout the University. Its primary function is to provide an independent perspective on the academic process, distinct from the view of the academic management of the University.

In terms of regular operations, the QAO employs specific mechanisms such as conducting course satisfaction surveys on semester-term basis, and annual satisfaction surveys for students and faculty, monitors the course content in Canvas LMS, ensuring the proper upload of materials essential for the learning process such as syllabi, teaching materials, assignments, and attendance. The QAO prepares regular reports and analytics, which also include success rates and graduate employments, and which are disseminated to various stakeholders, including the University management, School management, and other interested parties.

A significant aspect of the Office's work involves projects and product development. One notable product developed by the Quality Assurance Office is MNU Data Analytics, which serves as a valuable tool for analysing and interpreting data within the University context. Currently, MNU Data analytics platform contains information on the student population (GPA distribution, regional distribution, distribution by majors etc.), distribution of course grades, visual analytics on satisfaction survey and other dashboards required for ensuring the quality.

Before the start of the academic period Course content, including the syllabus, is developed. During this process, instructors may consult with the head of the educational programme to improve course design and ensure alignment with programme learning outcomes. Each syllabus is reviewed by the head of the programme and approved by the Academic Quality Committee. Where necessary, instructors are required to revise course materials before final approval. In addition, all syllabi, teaching materials, and assignments must be uploaded to the LMS before the course begins.

Quality assurance of examinations and assessment is ensured through the Assessment Policy (Examination Regulations), which defines examination formats, grading criteria, GPA calculation rules, and the appointment of examiners. All assignments and examinations are assessed according to pre-defined criteria stated in the syllabus and relevant internal

regulations. Assessment outcomes are further monitored for consistency, including through analysis of grade distribution, and students have the right to appeal examination results to an independent committee. In addition, student course evaluations, instructor self-evaluation reports, and other surveys are regularly analysed by the School Committees, the Quality Assurance Manager, and the Academic and Research Council. Based on these results, improvement measures may include revision of course content, changes in teaching methods, additional monitoring, or updates to assessment procedures.

As described above<sup>74</sup>, SLA ensures that the students' workload is carefully planned, regularly monitored, and continuously adapted through internal quality assurance mechanisms, alignment with national educational standards, and adherence to ETCS principles.

## 5.2 Instruments of quality assurance

### Evaluation by students

Student evaluation of the educational process is a core element of the University's quality assurance system, gathered primarily through student surveys and on-campus feedback boards.

Based on the QAP<sup>75</sup>, two survey types are used.

1. At University level, for Bachelor / Master an annual "Student Satisfaction Survey" monitors academic integrity, teaching, feedback, resources, and infrastructure. The surveys use 33 questions in Kazakh, Russian, and English.
2. Course satisfaction surveys are run each semester (Fall and Spring) to collect feedback for every course taken, with emphasis on course content quality and teaching effectiveness.

Results from both survey streams are reported to the University leadership, School administrations, and collegial bodies (including School committees) to inform about decisions and continuous improvement actions. Key findings are communicated to students by School leadership via official channels. Students can also use KAIZEN Walls across campus to submit concerns and suggestions, which are reviewed for prompt action where possible. Examples: Requests for earlier class times resulted in a rotating time slot system between schools, ensuring fair scheduling. Suggestions for open lectures led to the creation of an Open Lecture Week (3-8 November 2025), allowing students from all programmes to attend cross-disciplinary lectures.

### Evaluation by teaching staff

Based on the QAP, two instruments of evaluation by teaching staff are used: an annual satisfaction survey and "Course Management Forms".

An annual Instructor Motivation and Job Satisfaction Survey is conducted at the end of the Spring semester and evaluates University activities by distinct categories. Its objectives are:

---

<sup>74</sup> See chapter 3.1.

<sup>75</sup> See there, chapter 4.1.7: Students Satisfaction Survey.

- 1) To identify the level of overall satisfaction of faculty members with the organisation of the educational process at KAZGUU;
- 2) To identify whether the faculty members are provided with a sufficient level of academic freedom;
- 3) To identify the level of satisfaction of faculty members with the grading policy;
- 4) To identify whether faculty members have enough opportunities for the development of their teaching and personal competencies;
- 5) To identify the level of involvement of faculty members in the process of decision-making;
- 6) To identify the level of satisfaction of faculty members with salaries;
- 7) To identify whether faculty members face corruption and (or) academic integrity violations;
- 8) To identify any issues that faculty members face while teaching and/or conducting research.
- 9) To provide recommendations based on the survey results to make KAZGUU a better place for faculty members.

The methodology and questionnaires are developed by the Quality Management and reviewed by the members of the ARC. A report containing the results and recommendations is available in May. The report is sent to the ARC, SC, the MNU Board and other departments and divisions that might be interested in results of the survey.

For analysing the course feedback, “Course Management Forms” aim at self-reflection of the instructor regarding the courses he or she taught. The University faculty use the course management forms to evaluate their own experiences and satisfaction with the teaching process and the course content, assessment procedures, students’ commitment and feedback. By analysing their courses through the course management forms, lecturers and instructors may suggest any recommendations for the course improvement. Course management forms are analysed by the Academic Quality Committee (AQC), and the results are further reported and discussed at the AQC. The AQC’s Chairman sends the protocol with further recommendations to the Head of the Programme. Thereafter, they are discussed with the faculty members of the programmes and can be taken into account while developing the syllabi for the corresponding semester.

Significant updates have already been implemented based on Course Management Form in all relevant study programmes. In its SER, MNU describes several examples that demonstrate the success of teaching staff recommendations. These cases of implementing the recommendations from the course management forms to further developments and modifications of the courses exemplify how teaching staff contribute to the programmes’ courses contents, management and organisation.

### **External evaluation by alumni, employers and third parties**

Usually twice a year, the University organises Business Councils, consisting of industry experts who offer feedback to help keep the study programmes current and relevant.

Based on MNU's "Quality Assurance Policy" (QAP), external stakeholders are included in the evaluation of the study programmes<sup>76</sup>. Feedback from alumni, employers, and industry partners is gathered regularly and with a defined procedure through interviews and particularly during the Business Council meetings. These discussions are documented and focus on the relevance of the curriculum, the preparedness of graduates, and the alignment of the programmes with current industry needs. During the on-site visit, the panel members took the opportunity to interview several employers who partly were alumni from relevant programmes. They underlined the importance of the Business Council meetings.

Programme Heads review this feedback and implement measures for ongoing improvement. Curriculum changes are made regularly to enhance industry relevance, and updates are shared at the following Business Council meeting. In response to employer input, Applied Linguistics (BA) added the "Play Pedagogy" course in year three, combining psychological and pedagogical theories, global practices, and game-based learning to foster critical, creative, and emotional skills. Also, the study programme Translation Studies (BA) added a specialised course "Audio Description and Translation of Visual Content." Moreover, the curriculum was updated to include a course on terminology and terminology management, as well as practical training with CAT tools to meet industry expectations for digital translation competencies. Employers also requested stronger language portfolios, which led to the introduction of Turkish as a second foreign language.

The Psychology (BSc) programme introduced a minor in Applied Behaviour Analysis, offering courses like Psychological Correction, Speech Therapy, Behavioural Analysis, and Assessment in ABA Therapy. A practicum was added for firsthand experience with special needs populations. New courses in Legal Psychology, CBT, HR Analytics, and Brand Analytics were also launched to meet employer demands in clinical, corporate, and consulting sectors.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the study programmes with respect to its contents, processes, and outcomes, has been established. The procedure takes into account the evaluation results and an analysis on student workload, success rate and graduate employment. Taking into account the partly high dropout rates in the Bachelor programmes Translation Studies, Applied Linguistics and Psychology, the panel recommends MNU more intensively monitoring the reasons for high dropout rates and install targeted measures, such as intensifying the supervisory functions of academic staff.

Responsibilities for quality management are clearly defined. MNU ensures that necessary measures and developments are implemented and documented in terms of regular reports.

The experts panel welcomes that MNU's activities in terms of quality assurance are based on the comprehensive "Quality Assurance Policy" (QAP), together with other basic documents. As the QAP was installed in 2019, the panel recommends MNU updating the QAP, also in the

---

<sup>76</sup> See QAP, chapter 4.1.12 „Alumni Feedback“ and chapter 4.1.13 „Employers Feedback“

light of Artificial Intelligence, and considering combining it with other documents that are relevant for QA. This aspect is also applicable to the Examination Regulations dating 2020.

Representatives of faculty members and students participate in the quality assurance and development procedures. The experts panel notes that student representatives in the Quality Assurance Committees are nominated by the Provost (for the University level) and the Dean (for the School level). However, it takes the view that this procedure does not sufficiently ensure an independent students' representation. Therefore, the panel recommends that the student representatives in the Quality Assurance Committees at University and at School level are elected by the respective student community.

Evaluation by the students of the study programmes, in particular of teaching and learning processes, are conducted on a regular basis (per course and annually) and in accordance with a prescribed procedure. The results are documented and communicated to the students. They provide input for the quality development process.

The survey includes questions that enable the HEI to identify and assess the types and frequency of special circumstances among its students.

Quality control of the programmes by the internal and external teaching staff is conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are documented and adequately communicated and provide input for the quality development process of programmes and the institution.

An external evaluation is conducted on a regular basis; the outcomes are documented and communicated and provide input for the quality development process of the University and the study programmes. The panel suggests conducting the evaluation procedure even more systematically and welcomes that MNU uses the discussions and ideas from external stakeholders to introduce modified or new courses oriented at the development of the labour market and industrial needs.

|       |                                                                                                                 | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-------|-----------------------------------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 5.1*  | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) |             |        | X    |               |      | X              |
| 5.2   | Instruments of quality assurance                                                                                |             |        |      |               |      |                |
| 5.2.1 | Evaluation by students                                                                                          |             |        | X    |               |      |                |
| 5.2.2 | Evaluation by teaching staff                                                                                    |             |        | X    |               |      |                |
| 5.2.3 | External evaluation by alumni, employers and third parties                                                      |             | X      |      |               |      |                |

# Attachments

## Translation Studies (BA)

| Modul No.    | Title of Module / Course Unit + Compulsory or elective           | Credit Points per Semester |    |    |    |    |    |    | Workload       |                  |
|--------------|------------------------------------------------------------------|----------------------------|----|----|----|----|----|----|----------------|------------------|
|              |                                                                  | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Hours Self-Study |
| 1st Semester |                                                                  |                            |    |    |    |    |    |    |                |                  |
|              | Basic disciplines - core (university) component                  | 33                         |    |    |    |    |    |    | 261            | 729              |
| KRL 1102     | Kazakh / Russian Language: Professional Writing and Text Editing | 5                          |    |    |    |    |    |    | 45             | 105              |
| BFL 1108     | Basic Foreign Language I                                         | 10                         |    |    |    |    |    |    | 90             | 210              |
| Phil 1107    | Philosophy                                                       | 5                          |    |    |    |    |    |    | 45             | 105              |
| SPK 1104     | Module of Social and Political Studies I                         | 4                          |    |    |    |    |    |    | 36             | 84               |
| GrU 1101     | Grammar In Use                                                   | 5                          |    |    |    |    |    |    | 45             | 105              |
| FK (1)       | Physical Education                                               | 2                          |    |    |    |    |    |    | 0              | 60               |
| TSOIR (1)    | CSI (Creativity. Service. Intelligence) I                        | 1                          |    |    |    |    |    |    | 0              | 30               |
| LHL 1110     | Learning How to Learn                                            | 1                          |    |    |    |    |    |    | 0              | 30               |
| 2nd Sem.     |                                                                  |                            |    |    |    |    |    |    |                |                  |
|              | Basic disciplines - core (university) component                  |                            | 33 |    |    |    |    |    | 291            | 699              |

|                 |                                                                           |  |    |  |  |  |  |    |     |
|-----------------|---------------------------------------------------------------------------|--|----|--|--|--|--|----|-----|
| KRL 1103        | Kazakh / Russian Language: Public Speaking and Professional Communication |  | 5  |  |  |  |  | 45 | 105 |
| SPK 1105        | Module of Social and Political Studies II                                 |  | 4  |  |  |  |  | 36 | 84  |
| ICT 1106        | Information and Communication Technology                                  |  | 5  |  |  |  |  | 45 | 105 |
| ITI 1102        | Introduction to Translation and Interpretation                            |  | 5  |  |  |  |  | 45 | 105 |
| BFL 1203        | Basic Foreign Language (II)                                               |  | 10 |  |  |  |  | 90 | 210 |
| FK (1)(2)(3)(4) | Physical Education                                                        |  | 2  |  |  |  |  | 0  | 60  |
| TSOIR (2)       | CSI (Creativity. Service. Intelligence)                                   |  | 1  |  |  |  |  | 0  | 30  |
|                 | Introductory Internship                                                   |  | 1  |  |  |  |  | 30 | 0   |

### 3rd Sem.

|                 |                                                                                 |  |  |           |  |  |  |            |            |
|-----------------|---------------------------------------------------------------------------------|--|--|-----------|--|--|--|------------|------------|
|                 | <b>Total</b>                                                                    |  |  | <b>36</b> |  |  |  | <b>306</b> | <b>714</b> |
|                 | <b>Major courses</b>                                                            |  |  | <b>31</b> |  |  |  | <b>261</b> | <b>669</b> |
| TIT 2203        | Translation and Interpreting Theory                                             |  |  | 5         |  |  |  | 45         | 105        |
| FLT 2204        | Fundamentals of Language Theory I                                               |  |  | 4         |  |  |  | 36         | 84         |
| AW C1 2208      | English for Special Purposes                                                    |  |  | 5         |  |  |  | 45         | 105        |
| CHK 1201        | History of Kazakhstan                                                           |  |  | 5         |  |  |  | 45         | 105        |
| FL I 2210       | Foreign Language I (A0, A1) (Spanish, Chinese, Korean, German, French, Turkish) |  |  | 10        |  |  |  | 90         | 210        |
| FK (1)(2)(3)(4) | Physical Education                                                              |  |  | 2         |  |  |  |            |            |
|                 | <b>Elective courses</b>                                                         |  |  | <b>5</b>  |  |  |  | <b>45</b>  | <b>105</b> |

|           |                    |  |  |   |  |  |  |    |     |
|-----------|--------------------|--|--|---|--|--|--|----|-----|
| RM I 2307 | Research Methods I |  |  | 5 |  |  |  | 45 | 105 |
|-----------|--------------------|--|--|---|--|--|--|----|-----|

#### 4th Sem.

|                         |                                                                              |  |  |           |  |  |  |            |            |
|-------------------------|------------------------------------------------------------------------------|--|--|-----------|--|--|--|------------|------------|
| <b>Total</b>            |                                                                              |  |  | <b>36</b> |  |  |  | <b>306</b> | <b>714</b> |
| <b>Major courses</b>    |                                                                              |  |  | <b>31</b> |  |  |  | <b>261</b> | <b>669</b> |
| Tran I 2301             | Translation I                                                                |  |  | 5         |  |  |  | 45         | 105        |
| FLT 2204                | Fundamentals of Language Theory II                                           |  |  | 4         |  |  |  | 36         | 84         |
| AW C2 2209              | English for Professional Purposes                                            |  |  | 5         |  |  |  | 45         | 105        |
| CSI I 2302              | Consecutive and Simultaneous Interpretation I                                |  |  | 5         |  |  |  | 45         | 105        |
| FL II 2211              | Foreign Language II (A2) (Spanish, Chinese, Korean, German, French, Turkish) |  |  | 10        |  |  |  | 90         | 210        |
| FK (1)(2)(3)(4)         | Physical Education                                                           |  |  | 2         |  |  |  | 0          | 60         |
| <b>Elective courses</b> |                                                                              |  |  |           |  |  |  |            |            |
| RM II 2308              | Research Methods II                                                          |  |  | 5         |  |  |  | 45         | 105        |

#### 5th Sem.

|                                |                                                                               |  |  |           |  |  |  |            |            |
|--------------------------------|-------------------------------------------------------------------------------|--|--|-----------|--|--|--|------------|------------|
| <b>Total</b>                   |                                                                               |  |  | <b>35</b> |  |  |  | <b>315</b> | <b>735</b> |
| <b>Specialised disciplines</b> |                                                                               |  |  | <b>20</b> |  |  |  | <b>180</b> | <b>420</b> |
| Term 3206                      | Multilingual terminology management                                           |  |  | 5         |  |  |  | 45         | 105        |
| FL III 3212                    | Foreign Language III (B1) (Spanish, Chinese, Korean, German, French, Turkish) |  |  | 5         |  |  |  | 45         | 105        |
| Tran II 3303                   | Translation II                                                                |  |  | 5         |  |  |  | 45         | 105        |
| CSI II 3304                    | Consecutive and Simultaneous Interpretation II                                |  |  | 5         |  |  |  | 45         | 105        |

|            | Elective courses                                   |  |  |  |  | 15 |  |  | 135 | 315 |
|------------|----------------------------------------------------|--|--|--|--|----|--|--|-----|-----|
| MMS 3217   | Mass Media and Society – M1                        |  |  |  |  | 5  |  |  | 45  | 105 |
| FTGMT 3218 | Functional Type and Genre of the Media Text – M1   |  |  |  |  | 5  |  |  | 45  | 105 |
| GA 3222    | Grammar Awareness                                  |  |  |  |  | 5  |  |  | 45  | 105 |
| TF 3112    | TOLES Foundation                                   |  |  |  |  | 5  |  |  | 45  | 105 |
| LA 3224    | Language Acquisition (Language L, Language T) – M4 |  |  |  |  | 5  |  |  | 45  | 105 |

### 6th Sem.

| Total                      |                                                                              |  |  |  |  |  | 33 |  | 360 | 630 |
|----------------------------|------------------------------------------------------------------------------|--|--|--|--|--|----|--|-----|-----|
| Specialised disciplines    |                                                                              |  |  |  |  |  | 23 |  | 270 | 420 |
| TTP 3207                   | Translation tools and Practice                                               |  |  |  |  |  | 5  |  | 45  | 105 |
| FL IV 3213                 | Foreign Language IV (B2) (Spanish, Chinese, Korean, German, French, Turkish) |  |  |  |  |  | 5  |  | 45  | 105 |
| Tran III 3305 /CSI II 3305 | Translation III / Consecutive and Simultaneous Interpretation III            |  |  |  |  |  | 10 |  | 90  | 210 |
| PP I                       | Industry based Internship I                                                  |  |  |  |  |  | 3  |  | 90  | 0   |
| Elective courses           |                                                                              |  |  |  |  |  | 10 |  | 90  | 210 |
| SW 3219                    | Speech Writing – M1                                                          |  |  |  |  |  | 5  |  | 45  | 105 |
| CDMD 3225                  | Course development and Material design – M4                                  |  |  |  |  |  | 5  |  | 45  | 105 |
| TL2TL 3227                 | Technology in L2 Teaching and Learning – M4                                  |  |  |  |  |  | 5  |  | 45  | 105 |
| CLIL 3228                  | Content and Language Integrated Learning – M4                                |  |  |  |  |  | 5  |  | 45  | 105 |

|           |               |  |  |  |  |  |   |  |    |     |
|-----------|---------------|--|--|--|--|--|---|--|----|-----|
| PPed 3237 | Play Pedagogy |  |  |  |  |  | 5 |  | 45 | 105 |
|-----------|---------------|--|--|--|--|--|---|--|----|-----|

**7th Sem.**

|                         |                                                |  |  |  |  |  |  |           |            |            |
|-------------------------|------------------------------------------------|--|--|--|--|--|--|-----------|------------|------------|
| <b>Total</b>            |                                                |  |  |  |  |  |  | <b>27</b> | <b>243</b> | <b>567</b> |
| <b>Major Courses</b>    |                                                |  |  |  |  |  |  | <b>17</b> | <b>153</b> | <b>357</b> |
| FL V 4214               | Foreign Language V (C1)                        |  |  |  |  |  |  | 5         | 45         | 105        |
| CCC 4215                | Cross-cultural communication                   |  |  |  |  |  |  | 4         | 36         | 84         |
| Socl 4216               | Sociolinguistics                               |  |  |  |  |  |  | 3         | 30         | 60         |
| Styl 4306               | Stylistics – M1                                |  |  |  |  |  |  | 5         | 45         | 105        |
| <b>Elective courses</b> |                                                |  |  |  |  |  |  | <b>10</b> | <b>90</b>  | <b>210</b> |
| RM III 4309             | Research Methods III                           |  |  |  |  |  |  | 5         | 45         | 105        |
| BL 4310                 | Basics of Lexicography                         |  |  |  |  |  |  | 5         | 45         | 105        |
| CW 4311                 | Creative Writing                               |  |  |  |  |  |  | 5         | 45         | 105        |
| Lit 4312                | English Literature                             |  |  |  |  |  |  | 5         | 45         | 105        |
| Tran IV 4313            | Translation IV                                 |  |  |  |  |  |  | 5         | 45         | 105        |
| CSI IV 4314             | Consecutive and Simultaneous Interpretation IV |  |  |  |  |  |  | 5         | 45         | 105        |
| NWR 4220                | News Writing and Reporting – M1                |  |  |  |  |  |  | 5         | 45         | 105        |
| FC 4221                 | Fact checking – M1                             |  |  |  |  |  |  | 5         | 45         | 105        |
| LTA 4226                | Language Testing and Assessment – M4           |  |  |  |  |  |  | 5         | 45         | 105        |
| BT 4229                 | Business Translation                           |  |  |  |  |  |  | 5         | 45         | 105        |
| TT 4230                 | Technical Translation                          |  |  |  |  |  |  | 5         | 45         | 105        |

|           |                                                    |  |  |  |  |  |  |   |    |     |
|-----------|----------------------------------------------------|--|--|--|--|--|--|---|----|-----|
| LT 4231   | Legal Translation                                  |  |  |  |  |  |  | 5 | 45 | 105 |
| TH 4233   | TOLES Higher                                       |  |  |  |  |  |  | 5 | 45 | 105 |
| IIPD 4233 | Artificial Intelligence for Language Professionals |  |  |  |  |  |  | 5 | 45 | 105 |

### 8th Semester

|                      |                                                    |           |           |           |           |           |           |           |           |              |              |
|----------------------|----------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|--------------|
|                      | <b>Total</b>                                       |           |           |           |           |           |           |           | <b>18</b> | <b>300</b>   | <b>240</b>   |
| <b>C</b>             | <b>Industry-based internship III</b>               |           |           |           |           |           |           |           | 10        | 300          | 0            |
| <b>BA</b>            | <b>State Examinations in Two Major Disciplines</b> |           |           |           |           |           |           |           | 8         | 0            | 240          |
| <b>Total credits</b> | <b>251 national / ECTS credits</b>                 | <b>33</b> | <b>33</b> | <b>36</b> | <b>36</b> | <b>35</b> | <b>33</b> | <b>27</b> | <b>18</b> |              |              |
| <b>Total hours</b>   | <b>7.530 hours</b>                                 |           |           |           |           |           |           |           |           | <b>2.382</b> | <b>5.148</b> |

*L: Lecture*

*S: Seminar*

*T: Tutorial*

### Translation Studies (MA) 4 Semesters

| Title of Module / Course Unit + Compulsory or elective | Credit Points per Semester |    |    |    | Workload       |                  | Method of Teaching           | Form and Duration of Examinations |
|--------------------------------------------------------|----------------------------|----|----|----|----------------|------------------|------------------------------|-----------------------------------|
|                                                        | 1.                         | 2. | 3. | 4. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar |                                   |
| 1 <sup>st</sup> Semester                               |                            |    |    |    |                |                  |                              |                                   |
| Basic disciplines - core (university) component        | 20                         |    |    |    |                |                  |                              |                                   |
| Leadership Psychology                                  | 3                          |    |    |    | 27             | 63               | L/T/S                        | Final Project                     |
| History and Philosophy of Research Methods             | 3                          |    |    |    | 27             | 63               | L/T                          | Final Project                     |
| Higher Education Pedadogy                              | 5                          |    |    |    | 45             | 105              | L/T                          | Final Project                     |
| Thesis Writing I                                       | 5                          |    |    |    | 45             | 105              | L/T                          | Final Paper                       |

|                                                  |           |  |  |  |     |     |     |                                          |
|--------------------------------------------------|-----------|--|--|--|-----|-----|-----|------------------------------------------|
| Scientific Research Project I                    | 4         |  |  |  | n/a | 120 |     | N/A                                      |
| <b>Basic disciplines - elective course</b>       | <b>4</b>  |  |  |  |     |     |     |                                          |
| Intercultural Communication                      | 4         |  |  |  | 36  | 84  | L/T | Final Project                            |
| <b>Specialized disciplines - elective course</b> | <b>5</b>  |  |  |  |     |     |     |                                          |
| Multilingual Terminology Management              | 5         |  |  |  | 45  | 105 | L/T | Final assignment:<br>Terminology project |
| <b>Total semester</b>                            | <b>29</b> |  |  |  |     |     |     |                                          |

## 2<sup>nd</sup> Semester

|                                                                |  |           |  |  |     |     |     |                                                       |
|----------------------------------------------------------------|--|-----------|--|--|-----|-----|-----|-------------------------------------------------------|
| <b>Basic disciplines - university component</b>                |  | <b>9</b>  |  |  |     |     |     |                                                       |
| Research Methods I                                             |  | 5         |  |  | 45  | 105 | L/T | Final Paper                                           |
| Scientific Research Project II                                 |  | 4         |  |  | n/a | 120 |     | N/A                                                   |
| <b>Basic disciplines - elective course</b>                     |  | <b>5</b>  |  |  |     |     |     |                                                       |
| Thesis Writing II                                              |  | 5         |  |  | 45  | 105 | L/T | Final Paper                                           |
| <b>Specialised disciplines - university component</b>          |  | <b>14</b> |  |  |     |     |     |                                                       |
| AUDIO DESCRIPTION, SUBTITLING FOR THE DEAF AND HARD OF HEARING |  | 4         |  |  | 36  | 84  | L/T | Final Project                                         |
| Consecutive Interpretation I                                   |  | 5         |  |  | 45  | 105 | L/T | Final examination:<br>Interpreting performance skills |
| Simultaneous Interpretation I                                  |  | 5         |  |  | 45  | 105 | L/T | Final examination:<br>Interpreting performance skills |
| <b>Specialised disciplines - elective course</b>               |  | <b>2</b>  |  |  |     |     | L/T |                                                       |
| Introduction to Audiovisual Translation                        |  | 2         |  |  | 18  | 42  | L/T | Final Project                                         |
| <b>Total semester</b>                                          |  | <b>30</b> |  |  |     |     |     |                                                       |

## 3<sup>rd</sup> Semester

|                                                 |  |  |           |  |    |    |  |        |
|-------------------------------------------------|--|--|-----------|--|----|----|--|--------|
| <b>Basic disciplines - university component</b> |  |  | <b>10</b> |  |    |    |  |        |
| Internship (Teaching)                           |  |  | 4         |  | 36 | 84 |  | Report |

|                                                       |  |  |           |  |     |     |     |                                                    |
|-------------------------------------------------------|--|--|-----------|--|-----|-----|-----|----------------------------------------------------|
| Scientific Research Project III                       |  |  | 6         |  | n/a | 180 |     | N/A                                                |
| <b>Specialised disciplines - university component</b> |  |  | <b>5</b>  |  |     |     |     |                                                    |
| Pragmatics                                            |  |  | 5         |  | 45  | 105 | L/T | Final Essay                                        |
| <b>Specialised disciplines - elective course</b>      |  |  | <b>20</b> |  |     |     |     |                                                    |
| Subtitling                                            |  |  | 5         |  | 45  | 105 | L/T | Subtitling examination                             |
| Translation and Intercultural Communication           |  |  | 5         |  | 45  | 105 | L/T | Final Paper                                        |
| Consecutive Interpretation II                         |  |  | 5         |  | 45  | 105 | L/T | Final examination: Interpreting performance skills |
| Simultaneous Interpretation II                        |  |  | 5         |  | 45  | 105 | L/T | Final examination: Interpreting performance skills |
| <b>Total semester</b>                                 |  |  | <b>35</b> |  |     |     |     |                                                    |

#### 4<sup>th</sup> Semester

|                                                                    |  |  |            |  |            |             |     |                                    |
|--------------------------------------------------------------------|--|--|------------|--|------------|-------------|-----|------------------------------------|
| <b>Specialised disciplines - university component</b>              |  |  | <b>14</b>  |  |            |             |     |                                    |
| Research internship                                                |  |  | 4          |  | 36         | 84          |     | Report                             |
| Scientific Research Project IV                                     |  |  | 10         |  | n/a        | 300         |     | N/A                                |
| <b>Specialised disciplines - elective course</b>                   |  |  | <b>4</b>   |  |            |             |     |                                    |
| Methodology of teaching translation and interpretation             |  |  | 4          |  | 36         | 84          | L/T | Dubbing and voice-over examination |
| Master Thesis                                                      |  |  | <b>8</b>   |  |            |             |     |                                    |
| Final certification (preparation and defense of the Master thesis) |  |  | 8          |  | n/a        | 240         |     | Dissertation                       |
| <b>Total semester</b>                                              |  |  | <b>26</b>  |  | <b>72</b>  | <b>780</b>  |     |                                    |
| <b>Total programme 120 ECTS credits</b>                            |  |  | <b>120</b> |  |            |             |     |                                    |
| <b>Total hours 3.594 hours</b>                                     |  |  |            |  | <b>792</b> | <b>2802</b> |     |                                    |

## Translation Studies 2 semesters Curriculum overview

| Title of Module / Course Unit + Compulsory or elective | Credit Points per Semester (national and ECTS) |    | Workload       |                  | Method of Teaching           | Form and Duration of Examinations                  |
|--------------------------------------------------------|------------------------------------------------|----|----------------|------------------|------------------------------|----------------------------------------------------|
|                                                        | 1.                                             | 2. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar |                                                    |
| 1 <sup>st</sup> Semester                               |                                                |    |                |                  |                              |                                                    |
| Basic disciplines - core (university) component        | 11                                             |    |                |                  |                              |                                                    |
| Leadership Psychology                                  | 3                                              |    | 27             | 63               | L/T/S                        | Final Project                                      |
| Experimental Research Work I                           | 8                                              |    | n/a            | 240              |                              | N/A                                                |
| Basic disciplines - elective course                    | 4                                              |    |                |                  |                              |                                                    |
| Pragmatics                                             | 4                                              |    | 36             | 84               | L/T                          | Final Essay                                        |
| Specialised courses - university component             | 10                                             |    |                |                  |                              |                                                    |
| Translation and Intercultural Communication            | 5                                              |    | 45             | 105              | L/T                          | Final Project                                      |
| Consecutive Interpretation II                          | 5                                              |    | 45             | 105              | L/T                          | Final examination: Interpreting performance skills |
| Specialized courses - elective component               | 10                                             |    |                |                  |                              |                                                    |
| Multilingual Terminology Management                    | 5                                              |    | 45             | 105              | L/T                          | Final assignment: Terminology project              |
| Thesis Writing I                                       | 5                                              |    | 45             | 105              | L/T                          | Final Paper                                        |
| Total semester                                         | 35                                             |    | 243            | 807              |                              |                                                    |
| 2 <sup>nd</sup> Semester                               |                                                |    |                |                  |                              |                                                    |
| Basic disciplines - university component               |                                                | 5  |                |                  |                              |                                                    |
| Research Methods I                                     |                                                | 5  | 45             | 105              | L/T                          | Final Paper                                        |
| Specialised disciplines - university component         |                                                | 12 |                |                  |                              |                                                    |

|                                                          |  |           |            |             |     |                                                          |
|----------------------------------------------------------|--|-----------|------------|-------------|-----|----------------------------------------------------------|
| Simultaneous Interpretation I                            |  | 5         | 45         | 105         | L/T | Final Project                                            |
| Industry based internship                                |  | 2         | 18         | 42          | L/T | Final examination:<br>Interpreting<br>performance skills |
| Experimental Research Work II                            |  | 5         | n/a        | 150         |     | N/A                                                      |
| <b>Master Thesis</b>                                     |  | <b>8</b>  |            |             | L/T | Final Project                                            |
| Final attestation (formatting and Master thesis defense) |  | 8         | n/a        | 240         | L/T | Final Project                                            |
| <b>Total semester</b>                                    |  | <b>25</b> | <b>108</b> | <b>642</b>  |     |                                                          |
| <b>Total programme 60 ECTS credits</b>                   |  | <b>60</b> | <b>351</b> | <b>1449</b> |     |                                                          |
| <b>Total hours 1.800 hours</b>                           |  |           |            |             |     |                                                          |

### Applied Linguistics Bachelor Programme, 8 Semesters

| Modul No.    | Title of Module / Course Unit + Compulsory or elective?          | Credit Points per Semester |    |    |    |    |    |    | Workload       |                  | Method of Teaching           |
|--------------|------------------------------------------------------------------|----------------------------|----|----|----|----|----|----|----------------|------------------|------------------------------|
|              |                                                                  | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar |
| 1st Semester |                                                                  |                            |    |    |    |    |    |    |                |                  |                              |
|              | Basic disciplines - core (university) component                  | 33                         |    |    |    |    |    |    | 261            | 729              |                              |
| KRL 1102     | Kazakh / Russian Language: Professional Writing and Text Editing | 5                          |    |    |    |    |    |    | 45             | 105              | T/S                          |
| BFL 1108     | Basic Foreign Language I                                         | 10                         |    |    |    |    |    |    | 90             | 210              | T/S                          |
| Phil 1107    | Philosophy                                                       | 5                          |    |    |    |    |    |    | 45             | 105              | L/T/S                        |
| SPK 1104     | Module of Social and Political Studies I                         | 4                          |    |    |    |    |    |    | 36             | 84               | L/T/S                        |
| GrU 1101     | Grammar In Use                                                   | 5                          |    |    |    |    |    |    | 45             | 105              | L/T/S                        |
| FK (1)       | Physical Education                                               | 2                          |    |    |    |    |    |    | 0              | 60               | T                            |
| TSOIR (1)    | CSI (Creativity. Service. Intelligence)                          | 1                          |    |    |    |    |    |    | 0              | 30               | T                            |

|          |                       |   |  |  |  |  |  |   |    |   |
|----------|-----------------------|---|--|--|--|--|--|---|----|---|
| LHL 1110 | Learning How to Learn | 1 |  |  |  |  |  | 0 | 30 | T |
|----------|-----------------------|---|--|--|--|--|--|---|----|---|

## 2<sup>nd</sup> Sem.

|            | Basic disciplines - core (university) component                           |  | 33 |  |  |  |  | 270 | 699 |       |
|------------|---------------------------------------------------------------------------|--|----|--|--|--|--|-----|-----|-------|
| KRL 1103   | Kazakh / Russian Language: Public Speaking and Professional Communication |  | 5  |  |  |  |  | 45  | 105 | T/S   |
| SPK 1105   | Module of Social and Political Studies II                                 |  | 4  |  |  |  |  | 36  | 84  | L/T/S |
| ICT 1106   | Information and Communication Technology                                  |  | 5  |  |  |  |  | 45  | 105 | L/T/S |
| ILing 1202 | Introduction to Linguistics                                               |  | 5  |  |  |  |  | 45  | 105 | L/T/S |
| BFL 1203   | Basic Foreign Language (II)                                               |  | 10 |  |  |  |  | 90  | 210 | T/S   |
| FK (2)     | Physical Education                                                        |  | 2  |  |  |  |  | 0   | 60  | T     |
|            | CSI (Creativity. Service. Intelligence)                                   |  | 1  |  |  |  |  | 0   | 30  | T     |
|            | Introductory Internship                                                   |  | 1  |  |  |  |  | 30  | 0   |       |

## 3<sup>rd</sup> Sem.

|            | Major courses                                                                   |  |  | 32 |  |  |  | 270 | 690 |       |
|------------|---------------------------------------------------------------------------------|--|--|----|--|--|--|-----|-----|-------|
| GA 2204    | Grammar Awareness                                                               |  |  | 5  |  |  |  | 45  | 105 | L/S   |
| RM I 2307  | Research Methods I                                                              |  |  | 5  |  |  |  | 45  | 105 | L/S   |
| AW C1 2208 | Academic Writing I                                                              |  |  | 5  |  |  |  | 45  | 105 | T/S   |
| HL 2303    | History of the English Language                                                 |  |  | 5  |  |  |  | 45  | 105 | L/S   |
| FL I 2210  | Foreign Language I (A0, A1) (Spanish, Chinese, Korean, German, French, Turkish) |  |  | 10 |  |  |  | 90  | 210 | L/T/S |
| FK (3)     | Physical Education                                                              |  |  | 2  |  |  |  | 0   | 60  | T     |

## 4<sup>th</sup> Sem.

|            | Major courses                                                                |  |  |  | 31 |  |  | 261 | 669 |       |
|------------|------------------------------------------------------------------------------|--|--|--|----|--|--|-----|-----|-------|
| Lex 2205   | Lexicology                                                                   |  |  |  | 4  |  |  | 36  | 84  | L/S   |
| AW C2 2209 | Academic Writing (II)                                                        |  |  |  | 5  |  |  | 45  | 105 | T/S   |
| RM II 2308 | Research Methods II                                                          |  |  |  | 5  |  |  | 45  | 105 | T/S   |
| FL II 2211 | Foreign Language II (A2) (Spanish, Chinese, Korean, German, French, Turkish) |  |  |  | 10 |  |  | 90  | 210 | L/T/S |

|          |                                  |  |  |  |   |  |  |    |     |       |
|----------|----------------------------------|--|--|--|---|--|--|----|-----|-------|
| HTM 2304 | History of Teaching Methods - M4 |  |  |  | 5 |  |  | 45 | 105 | L/T/S |
| FK (4)   | Physical Education               |  |  |  | 2 |  |  | 0  | 60  | T     |

#### 5th Sem.

|                                |                                                                               |  |  |  |  |           |  |            |            |       |
|--------------------------------|-------------------------------------------------------------------------------|--|--|--|--|-----------|--|------------|------------|-------|
| <b>Total</b>                   |                                                                               |  |  |  |  | <b>35</b> |  | <b>315</b> | <b>735</b> |       |
| <b>Specialised disciplines</b> |                                                                               |  |  |  |  | <b>25</b> |  | <b>225</b> | <b>525</b> |       |
| PP 3206                        | Phonetics and Phonology                                                       |  |  |  |  | 5         |  | 45         | 105        | T/S   |
| FL III 3212                    | Foreign Language III (B1) (Spanish, Chinese, Korean, German, French, Turkish) |  |  |  |  | 5         |  | 45         | 105        | L/S   |
| LE 3207                        | Literary Editing                                                              |  |  |  |  | 5         |  | 45         | 105        | T/S   |
| LA 3224                        | Language Acquisition (Language L, Language T) – M4                            |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| CHK 1101                       | History of Kazakhstan                                                         |  |  |  |  | 5         |  | 45         | 105        |       |
| <b>Elective courses</b>        |                                                                               |  |  |  |  | <b>10</b> |  | <b>90</b>  | <b>210</b> |       |
| MMS 3217                       | Mass Media and Society – M1                                                   |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| FTGMT 3218                     | Functional Type and Genre of the Media Text – M1                              |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| TIT 3124                       | Translation and Interpreting Theory - M2, M3                                  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| TF 3112                        | TOLES Foundation                                                              |  |  |  |  | 5         |  | 45         | 105        | L/T/S |

#### 6th Sem.

|                                |                                                                              |  |  |  |  |           |  |            |            |       |
|--------------------------------|------------------------------------------------------------------------------|--|--|--|--|-----------|--|------------|------------|-------|
| <b>Total</b>                   |                                                                              |  |  |  |  | <b>36</b> |  | <b>387</b> | <b>693</b> |       |
| <b>Specialized disciplines</b> |                                                                              |  |  |  |  | <b>26</b> |  | <b>297</b> | <b>483</b> |       |
| CCC 4215                       | Cross-cultural communication                                                 |  |  |  |  | 4         |  | 36         | 84         | L/S   |
| FL IV 3213                     | Foreign Language IV (B2) (Spanish, Chinese, Korean, German, French, Turkish) |  |  |  |  | 5         |  | 45         | 105        | T/S   |
| CDMD 3306                      | Language Testing and Assessment - M4                                         |  |  |  |  | 5         |  | 45         | 105        | T/S   |
| CL 3307                        | Corpus Linguistics                                                           |  |  |  |  | 5         |  | 45         | 105        | T/S   |
| IPr 3217                       | Introduction to Pragmatics                                                   |  |  |  |  | 4         |  | 36         | 84         | L/S   |
| PP I                           | Industry based Internship II                                                 |  |  |  |  | 3         |  | 30         | 60         | T/S   |
| <b>Elective courses</b>        |                                                                              |  |  |  |  | <b>10</b> |  | <b>90</b>  |            |       |
| SW 3219                        | Speech Writing – M1                                                          |  |  |  |  | 5         |  | 45         | 105        | L/T/S |

|            |                                               |  |  |  |  |  |   |  |    |     |       |
|------------|-----------------------------------------------|--|--|--|--|--|---|--|----|-----|-------|
| CDMD 3225  | Course development and Material design – M4   |  |  |  |  |  | 5 |  | 45 | 105 | L/T/S |
| TL2TL 3227 | Technology in L2 Teaching and Learning – M4   |  |  |  |  |  | 5 |  | 45 | 105 | L/T/S |
| CLIL 3228  | Content and Language Integrated Learning – M4 |  |  |  |  |  | 5 |  | 45 | 105 | L/T/S |
| CE 3219    | Communication Ethics - M1                     |  |  |  |  |  | 5 |  | 45 | 105 | L/T/S |
| PPed 3237  | Play Pedagogy                                 |  |  |  |  |  | 5 |  | 45 | 105 | L/T/S |

### 7th Sem.

|                                   |                                                            |  |  |  |  |  |  |           |            |            |       |
|-----------------------------------|------------------------------------------------------------|--|--|--|--|--|--|-----------|------------|------------|-------|
| <b>Total</b>                      |                                                            |  |  |  |  |  |  | <b>33</b> | <b>297</b> | <b>693</b> |       |
| <b>Major Courses</b>              |                                                            |  |  |  |  |  |  | <b>18</b> | <b>162</b> | <b>378</b> |       |
| FL V 4214                         | Foreign Language V (C1)                                    |  |  |  |  |  |  | 5         | 45         | 105        | T/S   |
| LTA 4309                          | Course development and Material design - M4                |  |  |  |  |  |  | 5         | 45         | 105        | L/T/S |
| Socl 4216                         | Sociolinguistics                                           |  |  |  |  |  |  | 3         | 27         | 63         | L/S   |
| Styl 4306                         | Stylistics – M1                                            |  |  |  |  |  |  | 5         | 45         | 105        | L/S   |
| <b>Elective courses</b>           |                                                            |  |  |  |  |  |  | <b>15</b> | <b>135</b> | <b>315</b> |       |
| RM III 4309                       | Research Methods III                                       |  |  |  |  |  |  | 5         | 45         | 105        | L/T/S |
| BL 4310                           | Basics of Lexicography                                     |  |  |  |  |  |  | 5         | 45         | 105        | L/S   |
| CW 4311                           | Creative Writing                                           |  |  |  |  |  |  | 5         | 45         | 105        | T/S   |
| Lit 4312                          | English Literature                                         |  |  |  |  |  |  | 5         | 45         | 105        | L/S   |
| Tran IV 4313                      | Translation IV                                             |  |  |  |  |  |  | 5         | 45         | 105        | T/S   |
| CSI IV 4314                       | Consecutive and Simultaneous Interpretation IV             |  |  |  |  |  |  | 5         | 45         | 105        | T/S   |
| NWR 4220                          | News Writing and Reporting – M1                            |  |  |  |  |  |  | 5         | 45         | 105        | L/S   |
| FC 4221                           | Fact checking – M1                                         |  |  |  |  |  |  | 5         | 45         | 105        | L/S   |
| LTA 4226                          | Language Testing and Assessment – M4                       |  |  |  |  |  |  | 5         | 45         | 105        | L/S   |
| BT 4229                           | Business Translation                                       |  |  |  |  |  |  | 5         | 45         | 105        | T/S   |
| TT 4230                           | Technical Translation                                      |  |  |  |  |  |  | 5         | 45         | 105        | T/S   |
| LT 4231                           | Legal Translation                                          |  |  |  |  |  |  | 5         | 45         | 105        | T/S   |
| TH 4233                           | TOLES Higher                                               |  |  |  |  |  |  | 5         | 45         | 105        | T/S   |
| <a href="#"><u>I IPL 4433</u></a> | AI-Technology for Language Professionals (Teaching Module) |  |  |  |  |  |  | 0         | 30         | 60         | T/S   |

### 8th Sem.

|           |                                                                             |           |           |           |           |           |           |           |           |              |              |  |
|-----------|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|--------------|--|
|           |                                                                             |           |           |           |           |           |           |           | 18        | 300          | 240          |  |
| <b>C</b>  | <b>Industry-based internship III</b>                                        |           |           |           |           |           |           |           | 10        |              |              |  |
| <b>BA</b> | <b>Bachelor Thesis (Senior Project) and State Comprehensive Examination</b> |           |           |           |           |           |           |           | 8         | 0            | 240          |  |
|           | <b>Total: 251 national / ECTS credits</b>                                   | <b>33</b> | <b>33</b> | <b>32</b> | <b>31</b> | <b>35</b> | <b>36</b> | <b>33</b> | <b>18</b> | <b>2.382</b> | <b>5.148</b> |  |
|           | <b>Total hours: 7.530</b>                                                   |           |           |           |           |           |           |           |           |              |              |  |

**L:** **Lecture**

**S:** **Seminar**

**T:** **Tutorial**

### Applied Linguistics MA 4 Semesters

| Modul No.                                       | Title of Module / Course Unit + Compulsory or elective? | Credit Points per Semester |    |    |    | Workload       |                  | Method of Teaching           |
|-------------------------------------------------|---------------------------------------------------------|----------------------------|----|----|----|----------------|------------------|------------------------------|
|                                                 |                                                         | 1.                         | 2. | 3. | 4. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar |
| 1 <sup>st</sup> Semester                        |                                                         |                            |    |    |    |                |                  |                              |
| Basic disciplines - core (university) component |                                                         | 20                         |    |    |    |                |                  |                              |
| LP 1201                                         | Leadership Psychology                                   | 3                          |    |    |    | 27             | 63               | L/T/S                        |
| HPRM 1203                                       | History and Philosophy of Research Methods              | 3                          |    |    |    | 27             | 63               | L/T                          |
| HEP 1208                                        | Higher Education in Pedagogy                            | 5                          |    |    |    | 45             | 105              | L/T                          |
| HL 1204                                         | History of Linguistics                                  | 5                          |    |    |    | 45             | 105              | L/T                          |
| SRW I                                           | Scientific Research Project I                           | 4                          |    |    |    | n/a            | 120              |                              |
|                                                 | Basic disciplines - elective course                     | 5                          |    |    |    |                |                  |                              |
| TW 1205                                         | Thesis Writing I                                        | 5                          |    |    |    | 45             | 105              | L/T                          |
|                                                 | Specialised disciplines - elective course               | 4                          |    |    |    |                |                  |                              |
| IC 1206                                         | Intercultural Communication                             | 4                          |    |    |    | 36             | 84               | L/T                          |

|                                                |                                                    |    |    |  |  |     |     |     |
|------------------------------------------------|----------------------------------------------------|----|----|--|--|-----|-----|-----|
| Total                                          |                                                    | 29 |    |  |  |     |     |     |
| 2 <sup>nd</sup> Semester                       |                                                    |    |    |  |  |     |     |     |
| Basic disciplines - university component       |                                                    |    | 9  |  |  |     |     |     |
| RM 1202                                        | Research Methods I                                 |    | 5  |  |  | 45  | 105 | L/T |
| SRW II                                         | Scientific Research Project II                     |    | 4  |  |  | n/a | 120 |     |
| Basic disciplines - elective course            |                                                    |    | 5  |  |  |     |     |     |
| TW 1207                                        | Thesis Writing II                                  |    | 5  |  |  | 45  | 105 | L/T |
| Specialised disciplines - university component |                                                    |    | 20 |  |  |     |     |     |
| GA 1301                                        | Language Awareness                                 |    | 5  |  |  | 45  | 105 | L/T |
| CLLT 2302                                      | Contemporary Research in Linguistics in Kazakhstan |    | 5  |  |  | 45  | 105 | L/T |
| LPP 1303                                       | Language Policy and Planning                       |    | 5  |  |  | 45  | 105 | L/T |
| LA 1304                                        | Language Acquisition                               |    | 5  |  |  | 45  | 105 | L/T |
| Total                                          |                                                    | 34 |    |  |  |     |     |     |

### 3<sup>rd</sup> Semester

|                                                |                                       |           |           |  |  |     |     |     |
|------------------------------------------------|---------------------------------------|-----------|-----------|--|--|-----|-----|-----|
| Basic disciplines - university component       |                                       |           | <b>10</b> |  |  |     |     |     |
| TI 2201                                        | Internship (Teaching)                 |           | 4         |  |  | 36  | 84  |     |
| SRW III                                        | Scientific Research Project III       |           | 6         |  |  | n/a | 180 |     |
| Specialized disciplines - university component |                                       |           | <b>15</b> |  |  |     |     |     |
| CDM 2303                                       | Course Design and Management          |           | 5         |  |  | 45  | 105 | L/T |
| LTP 2304                                       | Second Language Teaching and Pedagogy |           | 5         |  |  | 45  | 105 | L/T |
| PG 2305                                        | Pragmatics                            |           | 5         |  |  | 45  | 105 | L/T |
| Specialized disciplines - elective course      |                                       |           | <b>10</b> |  |  |     |     |     |
| SE 2306                                        | Scholarly Editing                     |           | 5         |  |  | 45  | 105 | L/T |
| RM 1302                                        | Research Methods in Linguistics       |           | 5         |  |  | 45  | 105 | L/T |
| <b>Total</b>                                   |                                       | <b>35</b> |           |  |  |     |     |     |

#### 4<sup>th</sup> Semester

|                                                |                                                                    |                    |           |           |           |           |     |  |
|------------------------------------------------|--------------------------------------------------------------------|--------------------|-----------|-----------|-----------|-----------|-----|--|
| Specialized disciplines - university component |                                                                    |                    |           |           | 14        |           |     |  |
| RI 2301                                        | Research internship                                                |                    |           |           | 4         | 36        | 84  |  |
| SRW IV                                         | Scientific Research Project IV                                     |                    |           |           | 10        | n/a       | 300 |  |
| Master Thesis                                  |                                                                    |                    |           |           | 8         |           |     |  |
| FC                                             | Final certification (preparation and defense of the Master thesis) |                    |           |           | 8         | n/a       | 240 |  |
| <b>Total Semester</b>                          |                                                                    | <b>22 credits</b>  |           |           |           |           |     |  |
| <b>Total Programme</b>                         |                                                                    | <b>120 credits</b> | <b>29</b> | <b>34</b> | <b>35</b> | <b>22</b> |     |  |

#### Psychology (BSc) (8 semesters)

| Modul No.                                        | Title of Module / Course Unit + Compulsory or electives | Credit Points per Semester |    |    |    |    |    |    |    | Workload       |                  | Method of Teaching           |
|--------------------------------------------------|---------------------------------------------------------|----------------------------|----|----|----|----|----|----|----|----------------|------------------|------------------------------|
|                                                  |                                                         | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar |
| General Education Courses (Required disciplines) |                                                         | 23                         |    |    |    |    |    |    |    | 171            | 519              |                              |
| CHK 1101                                         | History of Kazakhstan                                   | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/T/S                        |
| KRL 1102                                         | Kazakh / Russian Language: Professional Writing         | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/T/S                        |
| SPK 1104                                         | Module of Social and Political Studies I                | 4                          |    |    |    |    |    |    |    | 36             | 84               | L/T/S                        |
| CENG 1108                                        | Cambridge English (A1, A2, B1, B2, C1)                  | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/T/S                        |
| FK (1)                                           | Physical Education                                      | 2                          |    |    |    |    |    |    |    | 0              | 60               | T                            |
| TSOIR (1)                                        | CSI (Creativity. Service. Intelligence) - I             | 1                          |    |    |    |    |    |    |    | 0              | 30               | T                            |
| LHL 1110                                         | Learning How to Learn                                   | 1                          |    |    |    |    |    |    |    | 0              | 30               | T                            |
| Major courses (Required disciplines)             |                                                         | 10                         |    |    |    |    |    |    |    | 90             | 210              |                              |
| OP 1201                                          | General Psychology                                      | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/T/S                        |

|         |                                                                                       |           |  |  |  |  |  |  |  |            |            |       |
|---------|---------------------------------------------------------------------------------------|-----------|--|--|--|--|--|--|--|------------|------------|-------|
| NF 1202 | Neurobiology and Physiology of the Central Nervous System and Higher Nervous Activity | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
|         | <b>Total:</b>                                                                         | <b>33</b> |  |  |  |  |  |  |  | <b>261</b> | <b>729</b> |       |

## 2<sup>nd</sup> Semester

|                                                        |                                                                           |           |  |  |  |  |  |  |  |            |            |       |
|--------------------------------------------------------|---------------------------------------------------------------------------|-----------|--|--|--|--|--|--|--|------------|------------|-------|
| <b>Basic disciplines – core (university) component</b> |                                                                           | <b>27</b> |  |  |  |  |  |  |  | <b>216</b> | <b>594</b> |       |
| KRL 1103                                               | Kazakh / Russian Language: Public Speaking and Professional Communication | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| SPK 1105                                               | Module of Social and Political Studies II                                 | 4         |  |  |  |  |  |  |  | 36         | 84         | L/T/S |
| ICT 1106                                               | Information and Communication Technology                                  | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| Phil 1107                                              | Philosophy                                                                | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| CENG 1109                                              | Cambridge English (A1+, A2+, B1+, B2+, C1+)                               | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| FK (2)                                                 | Physical Education                                                        | 2         |  |  |  |  |  |  |  | 0          | 60         | T     |
| TSOIR (2)                                              | CSI (Creativity. Service. Intelligence) - II                              | 1         |  |  |  |  |  |  |  | 0          | 30         | S     |
| <b>Major courses (Required disciplines)</b>            |                                                                           | <b>6</b>  |  |  |  |  |  |  |  | <b>45</b>  | <b>105</b> |       |
| PLIR 1203                                              | Personality Psychology and Individual Differences                         | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| <b>Professional internship</b>                         |                                                                           | <b>1</b>  |  |  |  |  |  |  |  |            | 21         |       |
| UOP                                                    | Introductory Internship                                                   | 1         |  |  |  |  |  |  |  | 30         | 0          |       |
|                                                        | <b>Total:</b>                                                             | <b>33</b> |  |  |  |  |  |  |  | <b>291</b> | <b>699</b> |       |

## 3<sup>rd</sup> Semester

|                                                        |                                                         |           |  |  |  |  |  |  |  |            |            |       |
|--------------------------------------------------------|---------------------------------------------------------|-----------|--|--|--|--|--|--|--|------------|------------|-------|
| <b>Basic disciplines – core (university) component</b> |                                                         | <b>2</b>  |  |  |  |  |  |  |  |            |            |       |
| FK (3)                                                 | Physical Education                                      | 2         |  |  |  |  |  |  |  | 0          | 60         | T     |
| <b>Major courses</b>                                   |                                                         | <b>25</b> |  |  |  |  |  |  |  | <b>225</b> | <b>525</b> |       |
| VPPR 2204                                              | Developmental and Life-span Psychology                  | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| KPIsInt 2205                                           | Cognitive Processes and Artificial Intelligence         | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| PEOPP 2206                                             | Legal and Ethical Foundations of Psychological Practice | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| SocP 2207                                              | Social Psychology                                       | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |
| NP 2208                                                | Neuropsychology                                         | 5         |  |  |  |  |  |  |  | 45         | 105        | L/T/S |

|                         |                    |  |  |           |  |  |  |  |  |            |            |       |
|-------------------------|--------------------|--|--|-----------|--|--|--|--|--|------------|------------|-------|
| <b>Elective courses</b> |                    |  |  | <b>5</b>  |  |  |  |  |  | <b>45</b>  | <b>105</b> |       |
| EM 2111                 | Effective thinking |  |  | 5         |  |  |  |  |  | 45         | 105        | L/T/S |
|                         | <b>Total</b>       |  |  | <b>32</b> |  |  |  |  |  | <b>270</b> | <b>690</b> |       |

#### 4th Semester

|                                                        |                                                                          |  |  |           |  |  |  |  |  |            |            |       |
|--------------------------------------------------------|--------------------------------------------------------------------------|--|--|-----------|--|--|--|--|--|------------|------------|-------|
| <b>Basic disciplines – core (university) component</b> |                                                                          |  |  | <b>2</b>  |  |  |  |  |  | <b>0</b>   | <b>60</b>  |       |
| FK (4)                                                 | Physical Education                                                       |  |  | 2         |  |  |  |  |  | 0          | 60         | T     |
| <b>Major courses</b>                                   |                                                                          |  |  | <b>15</b> |  |  |  |  |  | <b>135</b> | <b>315</b> |       |
| OPd 2209                                               | Fundamentals of Psychodiagnostics                                        |  |  | 5         |  |  |  |  |  | 45         | 105        | L/T/S |
| MIP 2210                                               | Research Methods in Psychology with Artificial Intelligence Technologies |  |  | 5         |  |  |  |  |  | 45         | 105        | L/T/S |
| OKPT 2211                                              | Fundamentals of Cognitive Behavioural Therapy/ <b>CBT</b>                |  |  | 5         |  |  |  |  |  | 45         | 105        | L/T/S |
| <b>Specialised courses</b>                             |                                                                          |  |  | <b>15</b> |  |  |  |  |  | <b>135</b> | <b>315</b> |       |
| SSPP 2301                                              | Systemic Family Psychology and Psychotherapy                             |  |  | 5         |  |  |  |  |  | 45         | 105        | L/T/S |
| OPK 2302                                               | Fundamentals of Psychological Counselling                                |  |  | 5         |  |  |  |  |  | 45         | 105        | L/T/S |
| OSPTGK 2303                                            | Foundations of Social-Psychological Training and Group Correction        |  |  | 5         |  |  |  |  |  | 45         | 105        | L/T/S |
|                                                        | <b>Total</b>                                                             |  |  | <b>32</b> |  |  |  |  |  | <b>270</b> | <b>690</b> |       |

#### 5th Semester

|                            |                                                                          |  |  |  |           |  |  |  |  |            |            |       |
|----------------------------|--------------------------------------------------------------------------|--|--|--|-----------|--|--|--|--|------------|------------|-------|
| <b>Major courses</b>       |                                                                          |  |  |  | <b>10</b> |  |  |  |  | <b>90</b>  | <b>210</b> |       |
| PaD 3212                   | Psychoanalytic Diagnostics                                               |  |  |  | 5         |  |  |  |  | 45         | 105        | L/T/S |
| KRDU 3213                  | Conceptualisation and Restructuring of Dysfunctional Beliefs/ <b>CBT</b> |  |  |  | 5         |  |  |  |  | 36         | 84         | L/T/S |
| <b>Specialised courses</b> |                                                                          |  |  |  | <b>9</b>  |  |  |  |  | <b>81</b>  | <b>189</b> |       |
| TIPK 3304                  | Techniques of Individual Psychological Counselling                       |  |  |  | 5         |  |  |  |  | 45         | 105        | L/T/S |
| KPr 3305                   | Consultative Workshop-I                                                  |  |  |  | 4         |  |  |  |  | 36         | 84         | L/T/S |
| <b>Elective courses</b>    |                                                                          |  |  |  | <b>15</b> |  |  |  |  | <b>135</b> | <b>315</b> |       |

|            |                                                                          |  |  |  |  |           |  |  |  |            |            |       |
|------------|--------------------------------------------------------------------------|--|--|--|--|-----------|--|--|--|------------|------------|-------|
| KrP 3215   | Psychological Correction / <b>minor Applied Behaviour Analysis</b>       |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| OL 3216    | Fundamentals of Speech Therapy / <b>minor Applied Behaviour Analysis</b> |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| OMen 3221  | Fundamentals of Management / <b>minor HR Analytics</b>                   |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| OrgP 3222  | Organizational Psychology / <b>minor HR Analytics</b>                    |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| OMark 3227 | Fundamentals of Marketing / <b>minor Brand Analytics</b>                 |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| MIK 3228   | Marketing in Integrated Communications / <b>minor Brand Analytics</b>    |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| OTP 3233   | General Theory of Law / <b>minor Legal Psychology</b>                    |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| OPr 3234   | Fundamentals of Profiling / <b>minor Legal Psychology</b>                |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| UK 3310    | Conflict Management                                                      |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| MNAS 3311  | Metacognitive Skills in Situation Analysis                               |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
|            | <b>Total</b>                                                             |  |  |  |  | <b>34</b> |  |  |  | <b>306</b> | <b>714</b> |       |

### 6th Semester

|                                                   |                                                                                                  |  |  |  |  |           |  |  |  |            |            |       |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------|--|--|--|--|-----------|--|--|--|------------|------------|-------|
| <b>Major courses (Required Disciplines)</b>       |                                                                                                  |  |  |  |  | <b>10</b> |  |  |  | <b>90</b>  | <b>210</b> |       |
| KIP 3214                                          | Clinical Psychology                                                                              |  |  |  |  | 10        |  |  |  | 90         | 210        | L/T/S |
| <b>Specialised courses (Required Disciplines)</b> |                                                                                                  |  |  |  |  | <b>9</b>  |  |  |  | <b>81</b>  | <b>189</b> |       |
| IDP 3307                                          | Research Designs in Psychology                                                                   |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| KPr 3306                                          | Consultative Workshop-II                                                                         |  |  |  |  | 4         |  |  |  | 36         | 84         | L/T/S |
| <b>Elective courses</b>                           |                                                                                                  |  |  |  |  | <b>15</b> |  |  |  | <b>135</b> | <b>315</b> |       |
| OPA 3217                                          | Fundamentals of Behavioural Analysis / <b>minor Applied Behaviour Analysis</b>                   |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |
| OURP 3218                                         | Behavioural and Developmental Assessment in ABA Therapy/ <b>minor Applied Behaviour Analysis</b> |  |  |  |  | 5         |  |  |  | 45         | 105        | L/T/S |

|           |                                                                            |  |  |  |  |  |           |  |  |            |            |       |
|-----------|----------------------------------------------------------------------------|--|--|--|--|--|-----------|--|--|------------|------------|-------|
| MPOP 3223 | Recruitment and Personnel Assessment Methods / <b>minor HR Analytics</b>   |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| IMUP 3224 | Innovative Management in Personnel Management / <b>minor HR Analytics</b>  |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| UBR 3229  | Employer Brand Management / <b>minor Brand Analytics</b>                   |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| AVTR 3230 | Audiovisual Technologies in Advertising / <b>minor Brand Analytics</b>     |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| Vict 3235 | Victimology / <b>minor Legal Psychology</b>                                |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| MOLP 3236 | Methods of Offender Personality Assessment / <b>minor Legal Psychology</b> |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| REPT 3312 | Rational Emotive Behaviour Therapy / <b>CBT</b>                            |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| Kou 3313  | Coaching                                                                   |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| PL 3314   | Psycholinguistics                                                          |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
| IIP 3315  | Artificial intelligence in psychology                                      |  |  |  |  |  | 5         |  |  | 45         | 105        | L/T/S |
|           | <b>Total</b>                                                               |  |  |  |  |  | <b>34</b> |  |  | <b>306</b> | <b>714</b> |       |

### 7th Semester

|                            |                                                                           |  |  |  |  |  |  |           |  |            |            |       |
|----------------------------|---------------------------------------------------------------------------|--|--|--|--|--|--|-----------|--|------------|------------|-------|
| <b>Specialised courses</b> |                                                                           |  |  |  |  |  |  | <b>10</b> |  | <b>90</b>  | <b>210</b> |       |
| DKDP 4308                  | Diagnosis and Correction of Deviant Behavior                              |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| KPTTD 4309                 | Cognitive Psychotherapy for Anxiety and Depressive Disorders / <b>CBT</b> |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| <b>Elective courses</b>    |                                                                           |  |  |  |  |  |  | <b>25</b> |  | <b>225</b> | <b>525</b> |       |
| MIP 4219                   | Behavior Modification Techniques / <b>minor Applied Behavior Analysis</b> |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| PABAT 4220                 | ABA Therapy Practicum / <b>minor Applied Behavior Analysis</b>            |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| ADHRSI 4225                | Data Analysis in HR and Social Research / <b>minor HR Analytics</b>       |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| OUC 4226                   | Fundamentals of Management Consulting / <b>minor HR Analytics</b>         |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |

|            |                                                                                                   |  |  |  |  |  |  |           |  |            |            |       |
|------------|---------------------------------------------------------------------------------------------------|--|--|--|--|--|--|-----------|--|------------|------------|-------|
| PPRP 4231  | Psychology of Sales and Advertising Promotion / <b>minor Brand Analytics</b>                      |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| UAS 4232   | Usability Audit of Websites / <b>minor Brand Analytics</b>                                        |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| SPE 4237   | Forensic Psychological Examination / <b>minor Legal Psychology</b>                                |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| KRLDP 4238 | Correction and Rehabilitation of Persons with Delinquent Behavior / <b>minor Legal Psychology</b> |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| AT 4315    | Art Therapy                                                                                       |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| EP 4316    | Existential Psychology                                                                            |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| TA 4317    | Transactional Analysis                                                                            |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| OGT 4318   | Fundamentals of Gestalt Therapy                                                                   |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
| TPO 4319   | Acceptance and Commitment Therapy /CBT                                                            |  |  |  |  |  |  | 5         |  | 45         | 105        | L/T/S |
|            | <b>Total</b>                                                                                      |  |  |  |  |  |  | <b>35</b> |  | <b>315</b> | <b>735</b> |       |

### 8th Semester

|                                |                           |  |  |  |  |  |  |  |           |            |            |   |
|--------------------------------|---------------------------|--|--|--|--|--|--|--|-----------|------------|------------|---|
| <b>Professional internship</b> |                           |  |  |  |  |  |  |  |           | <b>240</b> | <b>300</b> |   |
| PP                             | Industry based Internship |  |  |  |  |  |  |  | <b>8</b>  | 240        | 0          | T |
|                                |                           |  |  |  |  |  |  |  |           |            |            |   |
| <b>C</b>                       | <b>Colloquium</b>         |  |  |  |  |  |  |  | <b>10</b> | <b>0</b>   | <b>300</b> |   |
| <b>BA</b>                      | <b>Bachelor Thesis</b>    |  |  |  |  |  |  |  | 10        | 0          | 300        |   |

|                              |                         |           |           |           |           |           |           |           |           |              |              |  |
|------------------------------|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|--------------|--|
| <b>Total study programme</b> | <b>251 ECTS credits</b> | <b>33</b> | <b>33</b> | <b>32</b> | <b>32</b> | <b>34</b> | <b>34</b> | <b>35</b> | <b>18</b> |              |              |  |
| <b>Total hours</b>           | <b>7.530</b>            |           |           |           |           |           |           |           |           | <b>2.259</b> | <b>5.271</b> |  |

**L:** *Lecture*  
**S:** *Seminar*  
**T:** *Tutorial*