

Decision of the FIBAA Accreditation and Certification Committee

7th Meeting on September 28, 2022



PROGRAMME ACCREDITATION

Project Number:	21/060, cluster 1
Higher Education Institution:	KIMEP University
Location:	Almaty, Kazakhstan
Study Programmes:	Bachelor of Two Foreign Languages (B.A.) Bachelor of Translation Studies (B.A.) Bachelor of Cognitive Science (B.A.)
Type of Accreditation:	initial accreditation

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 January 1, 2021, the study programmes are accredited.

Period of Accreditation: September 28, 2022 to September 27, 2027.

The FIBAA Quality Seal is awarded

Assessment Report

Higher Education Institution:

KIMEP University, Kazakhstan

Bachelor programmes:

1. Bachelor of Two Foreign Languages
2. Bachelor of Translation Studies
3. Bachelor of Cognitive Science

Qualification awarded on completion:

1. Bachelor of Arts in Foreign Language
2. Bachelor of Arts in Translation Studies
3. Bachelor of Arts in Cognitive Science

General information on the study programmes

Brief description of the study programmes:

Bachelor of Two Foreign Languages (B.A.) (BAFL)

The B.A. in Foreign Languages (BAFL) is designed to equip students with a high level of language proficiency in two languages, along with intercultural competence, and to develop skills for a wide range of career opportunities. The programme combines the academic study of language and communication with practical training in foreign language teaching, and emphasises leadership ability in curriculum development and instruction. This shall prepare students for a wide range of careers in the academic, corporate, administrative, and non-governmental sectors, including publishing, media, business or digital industries.

Bachelor of Translation Studies (B.A.) (BATS)

The B.A. in Translation Studies is designed for students who aspire to learn how to generate original or translated content that effectively communicates ideas and messages to a variety of audiences. The programme instructs students in the art of translation and interpreting, and trains students to accurately reproduce cultural, economic, legal, and technical texts in English/Russian/Kazakh. The programme aims to improve students' command of English and of a second foreign language, by developing their lexical repertoire and polishing their writing style. The programme shall prepare students for a wide range of careers in the academic, corporate, administrative, and non-governmental sectors, including publishing, media, business, or digital industries.

Bachelor of Cognitive Science (B.A.) (BACS)

The B.A. in Cognitive Science allows students to explore human (natural) language from a variety of perspectives, including the way that language is processed and produced in the mind, and the increasing role of computers in analysing language. This interdisciplinary programme provides students with a solid grounding in the theoretical principles, technical skills, and practical applications of the fields of linguistics, psychology, and computer science, with a focus on the interfaces of these fields. After completing this programme, students shall be qualified for careers in fields such as Cognitive Linguistics, Computational Linguistics, Natural Language Processing and AI, including improving or developing new software in areas such as grammar checkers, machine translation and information retrieval.

Type of study programme:

All study programmes: Bachelor programme

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

All study programmes: 4 years, 240 ECTS credits

Mode of study:

All study programmes: full-time

Didactic approach:

All study programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

All study programmes: no

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

All study programmes: approx. 50 students

Programme cycle starts in:

All study programmes: Fall and/or spring semester

Initial start of the programme:

BAFL: 2018

BATS: 2018

BACS: 2020

Type of accreditation:

All study programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Two Foreign Languages (B.A.), Bachelor of Translation Studies (B.A.), and Bachelor of Cognitive Science (B.A.) was made between FIBAA and KIMEP University on April 29, 2021. On February 21, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Dr. Anna Sergeyevna Buzelo

Turan University, Almaty, Faculty of Humanities and Jurisprudence
Head of Chair "Journalism and Translation Study"

Prof. Dr. Andrea Dlaska

Middlesex University London, Great Britain
Former Vice President and Professor em. of Language Studies

Maike Doll

University of Paderborn, Germany
Student Culture and Society (M.A.)

Prof. Dr. Juliane House

University of Hamburg, Germany
Professor em. of Language Teaching Research

Dr. Matthias Jung

Institute for International Communication e.V. (IIK) in Düsseldorf and Berlin
Managing Director

Prof. Dr. Bernd Müller-Jacquier

University of Bayreuth, Germany
Professor em. of Linguistics and Literature

Prof. Dr. Simone Schütz-Bosbach

Ludwig-Maximilians-University Munich, Germany
Professor for Experimental Neuro-Cognitive Psychology

FIBAA project manager:
Adriane Janosch

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on April 26-28, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of PhD in Foreign Language: 2 Foreign Languages. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 22, 2022. The statement on the report was given up on September 5, 2022. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Two Foreign Languages (B.A.), Bachelor of Translation Studies (B.A.), and Bachelor of Cognitive Science (B.A.) offered by KIMEP University fulfil the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 28, 2022 and finishing on September 27, 2027. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

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

Bachelor of Two Foreign Languages (B.A.)

- The panel recommends including educational technology as a subject in the curriculum and focusing more on the functions of different types of learning/educational technologies, using up-to-date examples that are regularly adapted to technological advances in the curriculum (see chapter 3.1).

Bachelor of Translation Studies (B.A.)

- The panel recommends including educational technology as a subject in the curriculum and focusing more on the functions of different types of learning/educational technologies, using up-to-date examples that are regularly adapted to technological advances in the curriculum (see chapter 3.1).
- The panel recommends integrating a course on pragmatics of translation into the curriculum (see chapter 3.1).

For all three Bachelor programmes

- The panel recommends the University consider quantitative research methods in its programmes (see chapter 3.1).
- The panel recommends precisely considering which elective courses should be offered in order to ensure a stable implementation of the courses (see chapter 3.2).

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.

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

- International orientation of the study programme design (see chapter 1.2)
- Positioning of the study programme on the job market for graduates („Employability“) (see chapter 1.3.2)
- Counselling for prospective students (see chapter 2.2)
- Ethical aspects (see chapter 3.1.5)
- Logic and plausibility of the didactical concept (see chapter 3.3.1)
- Lecturing tutors (see chapter 3.3.4)
- International contents and intercultural aspects (see chapter 3.4.1)
- Internationality of faculty (see chapter 3.4.3)
- Foreign language contents (see chapter 3.4.4)
- Multidisciplinary competences and skills (see chapter 3.5)
- Skills for employment / Employability (see chapter 3.6)
- Pedagogical / didactical qualification of faculty (see chapter 4.1.3)
- Student support by the faculty (see chapter 4.1.6)
- Programme Director (see chapter 4.2.1)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)
- Cooperation with business enterprises and other organisations (see chapter 4.3.2)
- Access to literature (see chapter 4.4.2)
- Alumni Activities (see chapter 4.5.2)
- Information on activities during the academic year (see chapter 5.3.2)

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

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Information

Information on the Institution

Kazakhstan has established four types of Higher Education Institutions (HEIs): universities, institutes, academies, and other equivalent organisations (conservatories, higher schools, and higher specialised schools). There are 128 HEIs in Kazakhstan, including 55 private institutions.

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

KIMEP University currently offers 34 degree programmes for students including 14 undergraduate and 20 graduate-level programmes in Business Administration, Accounting and Audit, Finance, Marketing, Management, Information Systems, Economics, International Journalism, Public and Municipal Administration, International Relations, International Law, Law in Jurisprudence, Cognitive Science, Foreign Languages, Education Policy and Management, and Translation and Professional Communication. KIMEP offers Doctoral programmes in Business Finance, Marketing, Management and Accounting and Audit, Economics, Public Administration and Education Policy and Management. The programmes are offered at KIMEP's four academic colleges: the Bang College of Business (BCB), College of Social Sciences (CSS), Law School (LS) and College of Humanities and Education (CHE) that are supported by various units on the university level.

Based on Fall 2021 data, there are 2,007 students at KIMEP. KIMEP students (including exchange students) historically originate from 88 different countries, representing about 50 different ethnicities and nationalities. Currently, there are 128 faculty members including 95 full-time faculties. The overall faculty/student ratio for KIMEP is 0.06 or 15.7 students per faculty. About 73 % of the University's full-time faculty members hold terminal degrees², and its 13,783 alumni work all over the globe.

From a legal viewpoint, KIMEP is a joint-stock company, a non-profit organisation, which offers higher education services (including further education). Although 60 % of KIMEP shareholders are private and 40 % shares belong to the government of Kazakhstan, KIMEP University does not receive any funding from the government.

In accordance with the Mission Statement, KIMEP is committed to delivering a world-class education experience to all its students. KIMEP's core values, comprising a fundamental commitment to honesty, integrity, transparency, meticulous care for the well-being of its students, and the delivery of academic excellence, are the foundation stones of this process. This includes developing well-educated citizens and improving the quality of life in Kazakhstan and the Central Asian region through teaching, learning, community service and the knowledge advancements in the fields of business administration and social sciences. KIMEP University seeks to enrol outstanding students who have demonstrated the potential to succeed through leadership and talent and who have also shown evidence of their capability to contribute to the community. The

² A *terminal degree* refers to the highest academic degree that can be awarded in a particular field.

programmes are highly regarded in the Eurasian region ranked first in the Central Asian region and are gaining increasing recognition in the global community.

Kazakhstan became the 47th signatory of the Bologna Process and the first Central Asian nation to join the European Higher Education Area (EHEA) under the 2010 Budapest-Vienna Declaration. This commits Kazakhstan:

- To the full and proper implementation of the Bologna Process, in close cooperation with HEIs, their faculty, staff, students, and other stakeholders; and
- To ensuring academic freedom as well as the autonomy and accountability of HEIs, in accordance with the governing principles of the EHEA, in recognition of the role played by HEIs in fostering peaceful democratic societies and strengthening social cohesion.

Kazakhstan signed the Lisbon Recognition Convention in 1999. The Ministry of Education and Science of the Republic of Kazakhstan (MES of RK), has instituted the European Credit Transfer System (ECTS).

Statistical data

Bachelor of Two Foreign Languages (BAFL)

Table 1: Statistical Data: Bachelor of Two Foreign Languages

		2020-2021	2021-2022
# Study Places offered by HEI		100	100
# Applicants	Σ	39	34
	f	36	31
	m	3	3
Application rate		39.00%	34.00%
# First-Year Students (<i>accepted applicants</i>)	Σ	12	14
	f	12	12
	m	0	2
Rate of female students		1	0.857142857
# Foreign Students	Σ	0	1
	f	0	1
	m	0	0
Rate of foreign students		0	0.071428571
Percentage of occupied study places		12.00%	14.00%
# Graduates	Σ	0	0
	f	0	0
	m	0	0
Success rate (<i>students who finished their studies</i>)		0.00%	0.00%
Dropout rate (<i>students who dropped their studies</i>)		18.20%	0.00%
Average duration of study		4	4
Average grade of final degree		0	0

Bachelor of Translation Studies (BATS)

Table 2: Statistical Data: Bachelor of Translation Studies

		2018-2019	2019-2020	2020-2021	2021-2022
# Study Places offered by HEI		100	100	100	100
# Applicants	Σ	62	74	104	73
	f	53	58	81	63
	m	9	16	23	10
Application rate		62.00%	74.00%	104.00%	73.00%
# First-Year Students (<i>accepted applicants</i>)	Σ	16	20	11	8
	f	14	16	9	6
	m	2	4	2	2
Rate of female students		0.875	0.8	0.818181818	0.75
# Foreign Students	Σ	19	28	47	0
	f	14	19	30	0
	m	5	9	17	0
Rate of foreign students		1.1875	1.4	4.272727273	0
Percentage of occupied study places		16.00%	20.00%	11.00%	8.00%
# Graduates	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Success rate (<i>students who finished their studies</i>)		0.00%	0.00%	0.00%	0.00%
Dropout rate (<i>students who dropped their studies</i>)		0.00%	13.30%	11.10%	0.00%
Average duration of study		4	4	4	4
Average grade of final degree		0	0	0	0

Bachelor of Cognitive Science (BACS)

Table 3: Statistical Data: Bachelor of Cognitive Science

		2018-2019	2019-2020	2020-2021	2021-2022
# Study Places offered by HEI		100	100	100	100
# Applicants	Σ	35	34	59	36
	f	30	28	48	28
	m	5	6	11	8
Application rate		35.00%	34.00%	59.00%	36.00%
# First-Year Students (<i>accepted applicants</i>)	Σ	20	13	13	11
	f	15	9	10	8
	m	5	4	3	3
Rate of female students		0.75	0.692307692	0.769230769	0.727272727
# Foreign Students	Σ	1	3	1	0
	f	0	2	1	0
	m	1	1	0	0
Rate of foreign students		0.05	0.230769231	0.076923077	0
Percentage of occupied study places		20.00%	13.00%	13.00%	11.00%
# Graduates	Σ	0	0	1	0
	f	0	0	0	0
	m	0	0	1	0
Success rate (<i>students who finished their studies</i>)		0.00%	0.00%	5.00%	0.00%
Dropout rate (<i>students who dropped their studies</i>)		14.30%	0.00%	20.00%	0.00%
Average duration of study		4	4	4	4
Average grade of final degree		0	0	0	0

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The undergraduate programmes lead to an award that signifies that students have completed the first cycle under the Qualification Framework for the European Higher Education Area (QF-EHEA). Since 2010, Kazakhstan has been a member of the EHEA under the Budapest-Vienna Declaration and is in accordance with the Ministry of Education and Science (MES) National Qualifications Framework (NQF). According to the NQF, the three Bachelor programmes correspond to level 6.

The programmes' objectives are reviewed and revised on an annual basis by the Undergraduate/Graduate Programme Committees, resulting in regular minor changes in the curriculum, ensuring that the programme is able to prepare students for leadership positions and service in business, public, and non-profit organisations, or for graduate/post-graduate study.

Bachelor of Two Foreign Languages (BAFL)

The Bachelor's degree in Two Foreign Languages (hereafter: BAFL) is designed to equip students with a high level of language proficiency in two languages, pedagogical training, and intercultural competence, as well as to develop skills for a wide range of career opportunities. The programme includes a strong liberal arts component, a sequence of professional courses, and the opportunity to minor in another discipline.

The programme combines the academic study of language and communication with practical training in foreign language teaching and emphasises leadership ability in curriculum development and instruction. This shall prepare students for a wide range of careers in the academic, corporate, administrative, and non-governmental sectors, including publishing, media, business or digital industries.

The programme sets out to prepare highly qualified instructors who are trained according to international standards. The programme focuses on up-to-date pedagogy, instructional design, and learning technology.

Graduates should be highly competitive not only in leadership roles in Kazakhstani public schools but also international schools in Kazakhstan as well as the global market.

The BA in Two Foreign Languages shall:

- prepare highly competent language professionals for field-related careers in Kazakhstan and abroad;
- provide an early entry into the job market, as well as further learning prospects in the humanities and social sciences;

- equip students with the necessary knowledge and skills of literary appreciation, linguistics, and applied linguistics analysis;
- encourage students to use modern technology that can enhance their language education and careers.

At the end of the programme, students are expected to:

- ILO³1 Demonstrate effective operational proficiency in English (CERF level B2-C1) and be independent users of a second foreign language⁴ (CERF level B1);
- ILO2 Demonstrate effective communication skills and proficiency in oral, written, and professional English in a variety of social and academic contexts;
- ILO3 Demonstrate core academic knowledge of major literary texts in English and in their second foreign/professional language;
- ILO4 Show understanding of the properties and analysis of human language;
- ILO5 Show a broad and coherent understanding of contexts and processes of language learning and teaching;
- ILO6 Apply high-level thinking skills in planning, delivering, and reflecting on instruction as well as assessing teaching and learning;
- ILO7 Apply ethical standards to teaching/ learning practice;
- ILO8 Demonstrate cultural competence and show openness to, and respect for, diverse cultures and backgrounds;
- ILO9 Adapt and transfer a range of subject specific and generic skills, including high order conceptual, research, critical, and lifelong learning skills of value in graduate studies and/or employment.

Bachelor of Translation Studies (BATS)

The Bachelor's degree in Translation Studies (hereafter: BATS) provides students with abilities in foreign language and the theory and practice of translation. BATS is designed for students who aspire to generate original or translated content that effectively communicates ideas and messages to a variety of audiences. The programme instructs students in the art of translation and interpreting, and trains students to accurately reproduce cultural, economic, legal, and technical texts in English/Russian/Kazakh. The programme aims to improve students' command of English and of a second foreign language (Chinese, Korean or German) by developing their lexical repertoire and polishing their writing style.

KIMEP University describes that there is a need to translate a wealth of literature and other documents into Kazakh as part of the national effort to modernize the Kazakh language. The programme emphasises critical thinking, operative communication skills, and strong interpersonal skills that empower students to be adaptable communicators with real world experience. It also provides the opportunity to deepen the mastery of specific skill sets through minoring in PR, Public Administration, Law, Marketing or International Relations. This should prepare students for a wide range of careers in the academic, corporate, administrative, and non-governmental sectors, including publishing, media, business, and digital industries.

³ Programme Intended Learning Outcome (ILO).

⁴ Students can choose from Chinese, Korean or German.

The BA in Translation Studies shall:

- prepare highly competent language professionals for field-related careers in Kazakhstan and abroad;
- provide an early entry into the job market, as well as open further learning prospects in the humanities and social sciences;
- equip students with the necessary knowledge and skills of translation and interpretation, literary appreciation, and linguistics analysis;
- encourage students to use modern technology that can enhance their language education and careers.

According to the Programme Learning Outcomes students of this programme should be able to:

- ILO1 Demonstrate effective operational proficiency in English (CERF level B2-C1) and be independent users of a second foreign language⁵ (CERF level B1);
- ILO2 Demonstrate effective communication skills and proficiency in oral, written, and professional English in a variety of social and academic contexts and genres;
- ILO3 Demonstrate core academic knowledge of major literary texts in English and in their second foreign/professional language;
- ILO4 Show comprehensive understanding of the properties and analysis of human language, and the theories and practice of language use;
- ILO5 Show comprehension of current theoretical thinking and linguistic theories on translation, and their relation to the practice of translation;
- ILO6 Demonstrate ability to draw on extra-linguistic knowledge to make sound decisions in translation;
- ILO7 Demonstrate an accurate and faithful translation/interpretation in a target text;
- ILO8 Demonstrate accuracy in translation/interpretation at all linguistic levels (phonemic, morphological, syntactic, semantic, and pragmatic);
- ILO9 Show openness to and respect for the variety of cultures, religions and political affiliations that they come in contact with;
- ILO10 Adapt and transfer a range of subject specific and generic skills, including high order conceptual, research, critical, and lifelong learning skills of value in graduate studies and/or employment.

Bachelor of Cognitive Science (BACS)

The Bachelor of Cognitive Science (hereafter: BACS) is an interdisciplinary programme designed to prepare students to work within the rapidly growing interfaces of linguistics, psychology and computer science. The BACS programme allows students to explore human (natural) language from a variety of perspectives, including how language is processed and produced in the mind, as well as the increasing role of computers in analysing language. This knowledge should be put to use through research and application, allowing students to address real-world problems related to language and language processing.

Students who study cognitive science should gain skills, knowledge, and critical thinking abilities to adapt and contribute to a rapidly changing world. After completing this programme, students

⁵ Students can choose from Chinese, Korean or German.

should be qualified for careers in a variety of related fields such as Cognitive Linguistics, Computational Linguistics, Natural Language Processing, and AI. Prospective applications include improving or developing new software in areas such as grammar checkers, machine translation, and information retrieval. The programme also provides a background for students who wish to pursue graduate studies in these areas.

According to the Programme Learning Outcomes students of this programme should be able to:

- ILO1 Demonstrate effective operational proficiency in English (CERF level B2-C1) and be independent users of a second foreign language (CERF level B1);
- ILO2 Demonstrate effective communication skills and proficiency in oral, written, and professional English in a variety of social and academic contexts;
- ILO3 Demonstrate and apply knowledge of theories of language and linguistics, including the ability to precisely describe and analyse empirical patterns found in sets of language data;
- ILO4 Demonstrate and apply knowledge of psychology and cognition, especially psychological and cognitive processes related to language processing;
- ILO5 Demonstrate knowledge of theory in computing, and implement practical programming skills and computational tools, including identifying problems and developing practical solutions, making use of computational tools and statistical analysis, and understanding and evaluating the organisation, design, and construction of software systems for computing;
- ILO6 Perform data analysis across a variety of data types, drawing on theories in linguistics, psychology, and computing and demonstrating critical thinking;
- ILO7 Develop and carry out practical applications of skills, including conducting original, ethical research.

Appraisal:

The qualification objectives of each of the programmes are explained and sufficiently presented in relation to the target groups, targeted professional fields and societal contexts of the related disciplines. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The described objectives and skills to be acquired correspond with the aspired bachelor level at graduation.

The programmes take into account the requirements of the Kazakh national qualification framework.

The expert panel was particularly impressed by the objectives of the Bachelor of Cognitive Science (BACS), which addresses a unique niche with its special focus on languages within the framework of cognitive sciences.

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

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

In line with KIMEP University's mission, strategy and core values, the University states that it is committed to educating and preparing students for careers in an international environment (see self-evaluation report p. 12). From the earliest stages of the programme designs, it is intended to prepare graduates who are internationally competitive. Therefore, KIMEP takes into account both international and Kazakh standards and frameworks. The programmes have a highly international faculty (for more information see chapter 3.4). Theory and practice are in line with international standards, readings and class resources are produced both within and outside Kazakhstan, internationally relevant research is disseminated abroad, and case studies and theories from around the world are implemented in the curriculum. The language of instruction for all programmes is English.

KIMEP University wants to achieve internationalisation through active recruitment of students and faculty from other countries; active collaboration with international partner institutions in fields such as student exchange, joint programmes, research activities and employer connections.

Additionally, the programme is aligned with European Higher Education Standards and follows the ECTS system to grant final qualifications. As a result of the programme's international orientation, the majority of graduates at the College of Humanities and Education find employment within local and multinational organisations operating in Kazakhstan and in foreign countries (see self-evaluation report p. 12). As mentioned in chapter 1.1, the goal for all programmes is to educate students to an international standard and enable them to become competent professionals in Kazakhstan or abroad.

Appraisal:

By talking to lecturers and students during the online conference and by reviewing the documents provided, the panel gained the impression that the international orientation of the study programmes is very advanced. A large proportion of the lecturers has an international educational background and can provide insights into their international experiences in their lectures (see for more information chapter 3.4 and its appraisal). In addition, all courses are offered in English, so the programmes not only provide students with an important language tool, but are also attractive to international guest lecturers and exchange students (see also chapter 3.4). Overall, the panel concluded that the orientation of the three study programmes enables graduates to competently handle international tasks in their future employment.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)	X				

1.3 Positioning of the study programme

Positioning of the study programme in the educational market

KIMEP University explains that there is a growing need in Kazakhstan for professionals with a deep knowledge of language, education, and technology (see self-evaluation report p. 13). KIMEP's BAFL, BACS and BATS programmes are not only offered in English, which is, according to KIMEP, a unique selling point in the local market, but they are internationally oriented and developed around the latest theories in their respective fields. This should suit the local need and demand due to policy changes that have drastically raised the profile of English in the Kazakhstani educational sector — English has become not only a required subject but the medium of education for a number of content courses in secondary schools (see self-evaluation report p. 13).

Globalisation is also a factor driving further engagement with Kazakhstan and the country's need to represent itself on the international stage. The graduates shall be suited to take up those roles. Furthermore, the programmes should place much greater emphasis on the development of critical thinking and independent inquiry than those of KIMEP's competitors do. Beyond receiving training in teaching, programming, translation, and other professional competencies, graduates should become leaders and innovators in their fields (see self-evaluation report p. 13).

Positioning on the Job Market for Graduates

Although the programmes are new and there is no graduate data available at this time, KIMEP explains that graduates will be highly competitive in the job market. This is reasoned by the fact that the University conducts market research before launching any new programme, and pursues only those most desired by students, parents, and employers. In addition, KIMEP regularly receives requests from companies to hire graduates (see self-evaluation report p. 13, for more information on cooperation with companies see chapter 4.3).

Graduates should be equipped to work in the following fields:

- **BAFL:** Teaching, educational administrations, or educational content creation.
- **BATS:** Translation, interpreting, editing of machine translation, media localisation, or subtitling.
- **BACS:** Technology for teaching and learning, natural language processing, data mining, media and telecommunications, or game design.

Positioning within KIMEP University's Overall Strategic Concept

On a fundamental level, KIMEP's mission is to provide top quality education. Beyond this, the faculty prepares students to become leaders and pioneer the future field of educational excellence (see self-evaluation report pp. 13).

KIMEP was founded as a Western-style University, so the institution ensures a strong focus on general education and a broad, holistic foundation for students. This is especially important in light of KIMEP's shift from its original status as an institute to a university, which necessitates more comprehensive educational offerings. For this reason, KIMEP offers many of the introductory courses in the undergraduate BAFL, BATS, and BACS programmes as general education courses, so that not only students from the College of Humanities and Education college but students from

across the University may benefit from these courses. Students from other colleges are also able to pursue minors in the subjects offered by the College of Humanities and Education.

Appraisal:

The expert panel evaluates the justifications for the positioning on the education market for all three study programmes as plausible. The arguments for the employability of graduates based on the stated qualification goals are also convincingly presented.

Furthermore, the panel positively emphasises that KIMEP has thoroughly analysed the labour market for graduates and comprehensively incorporated the results into the study programmes. In particular, the skills that students receive at the end of the programmes position the study programmes well in the labour market (see also chapters 3.4 and 3.6).

With regard to the positioning in the overall strategic concept of the University, the panel considers the three study programmes to be convincingly integrated. Accordingly, the qualification goals of the study programmes are in line with the mission and the strategic planning of KIMEP.

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

2. Admission

Kazakhstan has a national system of admission to higher education. The admission to Bachelor and Master programmes at all HEIs of Kazakhstan is performed on a competitive basis taking into account the scores of applicants in two national tests - the Unified National Test (UNT, for bachelor programmes) and the Comprehensive Test (CT, for master programmes). The test scores are also crucial for the distribution of state educational grants, which allow students to study at HEIs free of charge. Thus, the decision on admission and awarding state educational grants is made at the state level by passing the National Testing UNT/CT, after which, in accordance with the passing scores and the selected subjects for the exam, a student chooses a higher educational institution and educational programme.

KIMEP's admission requirements for all types of students are recorded in the Admission Policy, which is reviewed and issued on an annual basis and published in the University Catalogue. State admission legislation applies when making admission decisions, including the Law of the RK on Education, Standard Rules of Admission to Academic Institutions Offering Undergraduate Education, Standard Rules of Admission to Academic Institutions Offering Graduate Education, and Rules for Students' Transfer and Reinstatement, as well as the RK Government Order (as of July 9, 2013 #701). KIMEP University and its academic units review specific requirements for the submission of documents and criteria of admission of students to each programme on an annual basis. Requirements are approved by the University Academic Council (or its standing committee during the summer period) as well as by the President's Cabinet.

Admitted students will immediately receive notifications to their email address, indicated in their application form, as well as via the Applicant Portal in the section "Check your admission status".

Entry Requirements to BAFL, BATS and BACS Programmes

1. Completed secondary education
 - a) Attestat (diploma) for completion of high school or professional vocational school (authentic copy).
 - b) RK citizens: The original Unified National Testing (UNT) certificate issued for the current year with passing scores as set by the Ministry of Education and Science of the RK for the year of entry. Results of the entrance examinations with passing scores are required for the applicants to bachelor degree programmes.
 - c) Foreign citizens: interview with the programme is required for which the programme management is responsible.
2. Other requirements
 - a) The score of UNT subject "Math literacy" shall be not less than 50 % of the maximum score (8 points out of 15) for applicants to the **BACS** programme. A cumulative score of 4 out of 5 (or 70 % equivalent if other grading scale applies) in math subjects in high school or professional vocational school for those applicants who do not have to take UNT to fulfil admission requirements (international applicants, professional vocational graduates

following fast-track programmes, or students transferring or reinstating from abroad universities).

- b) KIMEP University recognizes secondary students' participation in the International Baccalaureate Programme (IB) and awards college credit for completion of standard and higher level courses that show grades of four, five, six, and seven corresponding to General Education courses offered at KIMEP. Moreover, direct placement to academic courses is granted to those IB diploma holders whose final score is 24 and above (out of 45). The maximum number of transfer credits per student is 27.
- c) KIMEP University awards college credit to graduates of Nazarbayev Intellectual Schools (NIS) possessing an NIS Grade 12 Certificate that reflects completion of higher and standard level courses with grades not lower than C. Direct placement to academic courses is granted as well. With some variation by degree programme, NIS graduates will be given credit for the following courses: Kazakh Language I, Kazakh Language II, Academic Listening and Note Taking, Academic Reading and Writing I, Academic Reading and Writing II (for students who obtain an IELTS score of 7 or higher), Information and Communication Technologies OR Business Computer Applications, Introduction to Financial Literacy, Mathematics for Business and Economics OR Calculus (BCB), Physics (ISB), Introduction to Economics (CSS). The maximum number of transfer credits per student is 30.
- d) Students may be transferred or reinstated after withdrawal from other universities if they have fully completed the first academic period of a programme of study according to their individual study plan (with a GPA of not less than 2.0 or not less than 50 %). The students may be transferred or reinstated to any programme of study and to any specialisation of undergraduate studies. Within three business days from the date of issuing the order on transfer or on reinstatement, a written request for student files is sent to the previous university of study.

KIMEP University provides counselling to prospective students both in-person as well as through a dedicated IT system. Prospective students can receive in-person counselling services from faculty and staff members at “Open House” events regarding admission procedure, programme information, scholarships and financial aid, exchange and academic mobility, dual degree opportunities, and career opportunities. Specialists in the Department of Student Recruitment and Admission (DSRA) provide assistance and answer all questions regarding the application process year-round. The DSRA organises more than 200 annual events such as open houses, educational fairs, exhibitions, and teacher days throughout Kazakhstan and abroad to provide information directly to prospective students and their parents. In addition to the DSRA, the University has appointed ‘KIMEP University Admission Liaison Officers’ in foreign countries, including China and South Korea. For distance counselling services, the DSRA has developed an IT system to provide information to prospective students. A 24-hour telephone service (*Smartcall*), online interactive service (*Chatra*), and applicant portal (*Check your admission status*) provide necessary information regarding admission, selection, and other counselling services.

The Department of Student Recruitment and Admission (DSRA) is responsible for all activities related to collection, review, and data entry from online applications of all programmes of KIMEP

University. The DSRA is also responsible for the review of all applicants to determine admission to or rejection from KIMEP programmes with the follow up communication that would lead to arrival, visa, registration and enrolment or re-application for the next intake.

In collaboration with Deans, faculty, and the DSRA Office, the Office of Academic Affairs plans, organises, conducts, and reports on entrance exams that lead to admission or rejection decisions.

There are no professional experience requirements for any students of the BAFL, BATS or BACS programmes.

Teaching at KIMEP University is conducted exclusively in English. To evaluate English-language proficiency, KIMEP University accepts international English proficiency test certificates according to the following tables:

Table 4: Requirements English proficiency Undergraduate Level

Level of English Foundation Course	KEPT	CEFR+	IELTS / IELTS indicator	TOEFL IBT	TOEFL PBT/ Institutional TOEFL	Revised TOEFL paper-delivered test	Duolingo English test
Academic English	80-100%	B2	5.5 (not less than 5.0 in the Writing section)	70	523	52	85-90
UF A	51-79%	B1	4.5	57-69	475-522	42-51	65 -84
UF B	30-50%	A1	3.5	27-56	380-474	19-41	45-64
UF C	< 30 %	Beginner or False Beginner	<3.0	<26	<379	<18	<44

CEFR - Common European Framework of Reference (Common European competencies of foreign language proficiency: studying, learning, assessment)*

KIMEP College of Humanities and Education (CHE) has developed a comprehensive Foundation English Programme for those students whose English proficiency must improve to succeed in their study programmes. The Foundation English Programme is a package of courses designed for students whose language is other than English and whose knowledge and use of English do not meet the standards for entry into regular first-year English courses. The programme focuses on developing four language skills (reading, writing, listening, and speaking), which prepare for academic subjects. Its goals are to encourage students' independent learning and critical thinking abilities. The Foundation Programme consists of three courses — levels A, B, and C, in descending order of proficiency. The total number of courses that a student needs to complete will depend on their proficiency in English.

Students who obtain less than 60 % on the KEPT (or equivalent) will be placed in the Foundation Phase according to their KEPT (or equivalent) score.

Although the tests are used as the primary reference for placement, new students can move to a higher level during the first week of their study. This can be done in accordance with an instructor's recommendation if the student's level of English proficiency has been proven to be higher, or if they submit their IELTS or TOEFL results before the semester starts or during the first week of study. Students that did not undergo evaluation of their English-language proficiency begin their studies at the beginner level (UF C / GRAD C).

The status of a submitted application may be reviewed using the applicant portal or the following link on the KIMEP website: <http://www.kimep.kz/prospective/en/check-your-admission-status-and-tests-results/>.

Student admission decisions are recorded in the form of an order specifying the grounds of admission. Each Admission Order has a list of requirements that admitted students shall fulfil to ensure eligibility for full admission. Those admitted students who did not comply with all requirements listed in the Admission Order are withdrawn as non-matriculated students. Students who comply with all requirements stipulated in the Admission Orders access to course registration in accordance with their programme and terms of study.

Upon completion of the process of admission, all applicants receive letters of admission, or letters of rejection. Admitted students will immediately receive notifications to their email address, indicated in their application form, as well as via the Applicant Portal in the section "Check your admission status". The order provides a list of requirements that each admitted student must fulfil before classes start. Admitted students who do not fulfil all requirements listed in the order shall be withdrawn from the university during the semester in which they are to commence studies.

Information packages are sent to all admitted students via the email indicated in the application form. The package includes the admissions letter, important contacts, information about orientation programmes, terms and conditions of tuition payment, registration for foundation and degree courses, medical requirements, nostrification requirements, and more.

Applicants who did not fulfil the admissions requirements may contact the DSRA in order to take part in the next admission round and to voluntarily participate in the special preparatory programme.

Applications for admission are reviewed separately from applications for financial aid (see also 3.2). Admission to academic programmes at KIMEP University does not guarantee provision of financial aid to applicants. The Admissions and Scholarship Committee is the standing committee of the KIMEP Academic Council responsible for setting policies and procedures for financial aid.

Appraisal:

The rules for admission to KIMEP's Bachelor programmes are developed on the basis of the state regulatory documents issued by the Government of the Republic of Kazakhstan. These rules are defined and comprehensible as well as documented and openly available for interested parties on the website of the University.

The panel is convinced that KIMEPs' counselling processes and services are strongly tailored to the needs and location of the target group. The possibilities for communication are diverse and accessible regardless of the place and time of the enquiries. By organising public events and the

associated creation of information opportunities, as well as by cultivating personal recruitment abroad, the University additionally promotes its international orientation.

The selection procedure for the admission of Bachelor students is transparently presented in the overarching information document "KIMEP Catalogue", which is available for download on the website and therefore accessible for everyone. It is based on clearly defined criteria and a proven procedure that is practised equally for every applicant.

As all lectures at KIMEP University are conducted in English, the regulations require a sufficient level of language proficiency. The Foundation English Programme for those students who need to improve their English language skills is designed to ensure that students are able to successfully complete the programme.

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

3. Contents, structure and didactical concept of the programmes

3.1 Contents

KIMEP University offers Bachelor, Master and PhD level degrees according to the Law of the Republic of Kazakhstan “On Education” #319-III as of July 27, 2007 (with amendments and additions as of July 11, 2017), the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019 (approved by the Decree of the President No. 205 on March 1, 2016 – SPDES), Resolution of the Government of the Republic of Kazakhstan No. 1080 as of August 23, 2012 “State Mandatory Standard of Higher Education”, “State Mandatory Standard of Post-Graduate Education”, as well as other regulatory legal acts of the MES of the RK.

Bachelor of Two Foreign Languages (BAFL)

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

This programme was established in 2018 in order to train highly qualified, reflective educators with strong leadership potential. The degree name was chosen to comply with standards set by the Ministry of Education in Kazakhstan, who maintain a list of available degree and subject names, as well as to function in parallel to KIMEP’s Master’s degree in Foreign Languages (MAFL). This programme was built on previously existing strengths and expertise at the College of Humanities and Education, already home to a number of specialists in applied linguistics and language education.

Table 5: BAFL Curriculum Overview

Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	i.e. lecture courses, seminar		
1st Year Fall semester													
LING/GEN1101 Fundamentals of Linguistics	5								45	90	L/S	Exam Paper/Project Essay / Presentation	40%
ENG1110 Academic Listening and Note-Taking	5								45	90	L/S		
ENG1120 Academic Reading and Writing 1	5								45	90	L/S		
GEN1000 Modern History of Kazakhstan									45	90	L/S		
KAZ/RUSxxxx Kazakh/Russian	5								45	90	S		
GENxxxx The module of socio-political knowledge	4								60	120	L/S		
GEN xxxx Physical Training	4								30	60	T		
1st Year Spring semester													
COGN/GEN1201 Introduction to Psychology		5							45	90	L/S	Exam Paper/Project Essay / Presentation	40%
ENG/GEN1100 Academic English Speaking		5							45	90	L/S		
ENG 1121 Academic Reading and Writing 2		5							45	90	L/S		
GEN/OPM1300 Information and Communication Technologies or Business Computer Applications		5							45	90	S		
The module of socio-political knowledge		4							60	120	L/S		
KAZ/ RUSxxxx Kazakh/Russian		5							45	90	S		
GEN xxxx Physical Training		4							30	60	T		
2d Year Fall semester													
LING/GEN2202 Linguistics Elective 1			5						45	90	L/S	Exam Paper/Project Essay / Presentation	40%
TFL/GEN2102 Approaches and Methods in			5						45	90	L/S		
LING2101 Language and its Structure I			5						45	90	L/S		
ENG/GEN2101 Introduction to Literary Studies			5						45	90	L/S		
KAZ/RUS22xx Professional Kazakh/Russian			5						45	90	S		
GENxxxx GE Elective (Category B)			5						45	90	S		
CHN/KOR/GERxxxx Foreign Language Elective 1			5						45	90	S		
2d Year Spring semester													

	TFL2201 Materials Development and Resources in ELT				5					45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	GEN/ IRL2510 Introduction to Philosophy or Principles of Ethics				5					45	90	L/S		
	LING2201 Language and its Structure II				5					45	90	L/S		
	LING2203 Linguistics Elective 2				5					45	90	S		
	ENG22xx Literature Elective 1				5					45	90	L/S		
	TFL2202 Academic Internship				4					45	90	L/S		
	3d Year Fall semester													
	LING3301 Foundations of Second Language Acquisition					5				45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	TFL3101 Introduction to Language Assessment					5				45	90	L/S		
	ENG33xx Literature elective 2					5				45	90	S		
	TFL3202 Teaching English Elective 1					5				45	90	S		
	LIT3301 Literature Elective 3					5				45	90	S		
	CHN/KOR/GER xxxx Foreign Language Elective 2					5				45	90	S		
	3d Year Spring semester													
	TFL3201 Introduction to Critical Pedagogy						5			45	90	L/S		40%
	LING33xx Linguistics Elective 3						5			45	90	S		
	ENG3303 Teaching English Elective 2						5			45	90	S		
	TFL32xx Teaching English elective 3						5			45	90	S		
	KAZ/CHN/KOR/xxxx Foreign Language Elective 3						5			45	90	S		
	KIMEP-wide Elective or Minor 1						5			45	90	S		
	4th Year Fall semester													
	TFL3205 Research Writing in Applied Linguistics							5		45	90	S		40%
	CHN/KOR/GER xxxx Foreign Language Elective 4							5		45	90	S		
	xxx KIMEP-wide Elective or Minor 2							5		45	90	S		
	TFL4102 Teaching Practicum							5		45	90	S		
	TFL 4204.1 Thesis I							6			120	S		

4th Year Spring semester													
CHN/ KOR/GERxxxx Foreign Language Elective 5									5	45	90	S	
KIMEP-wide Elective or Minor 3									5	45	90	S	40%
KIMEP-wide Elective or Minor 4									5	45	90	S	
KIMEP-wide Elective or Minor 5									5	45	90	S	
TFL 4204.2 Thesis II									6		120	T	

Elective Courses (55 ECTS credits)

Each student is required to take 55 ECTS credits of Programme Foundation electives, including:

- 15 ECTS credits of Linguistics courses
- 15 ECTS credits of Literature courses
- 25 ECTS credits of KIMEP-wide electives OR Minor courses

Linguistics Courses:

Course Code	Course Title	Credits	ECTS
LING/GEN2202	Latin	3	5
LING2203	Language Typology	3	5
LING3303	Introduction to Discourse Analysis	3	5
LING4101	Bilingualism and Bilingual Education	3	5

Literature courses:

Course Code	Course Title	Credits	ECTS
ENG/GEN2201	Introduction to British Literature	3	5
ENG/GEN2202	Introduction to American Literature	3	5
ENG3301	Masterpieces of World Literature	3	5
LIT3301	Survey of Russian Literature	3	5

KIMEP wide electives or minor courses:

Students may take 25 ECTS credits of electives from the wide electives list below or opt to obtain a minor at the College of Humanities and Education (CHE). To meet this requirement, students have to choose five courses from the list below or courses to fulfil minor requirements:

KIMEP-wide electives:

Course Code	Course Title	Credits	ECTS
COGN1202	Psycholinguistics: Language and Mind	3	5
CLP2201	Fundamentals of Programming I	3	5
CLP2202	Fundamentals of Programming II	3	5
ENG/GEN2100	Introduction to Creative Writing	3	5
ENG/GEN3102	Introduction to Rhetoric and Composition	3	5
LING 3305	Introduction to Computational Linguistics	3	5
LING3306	Corpus linguistics	3	5
TRN2101	Introduction to Translation	3	5
TRN3101	Introduction to Interpreting	3	5
TRN4101	Topics in Translation: Russian Stylistics	3	5

Minor in English:

Required courses (6credits/10 ECTS)

Course Code	Course Title	Credits	ECTS
ENG2101	Introduction to Literary Studies	3	5
ENG3102	Introduction to Rhetoric and Composition	3	5

Elective courses (6credits/10 ECTS)

Course Code	Course Title	Credits	ECTS
ENG2201	Introduction to British Literature	3	5
ENG2202	Introduction to American Literature	3	5
GEN/ENG2100	Introduction to Creative Writing	3	5

Minor in English Teaching:

Required courses (12 credits/20 ECTS)

Course Code	Course Title	Credits	ECTS
TFL2102	Approaches and Methods in English Language Teaching	3	5
TFL2201	Materials Development and Resources in English Language Teaching	3	5
TFL3101	Introduction to Language Assessment	3	5
TFL2202	Academic Internship	3	5

Minor in Russian:

Select FOUR courses from the list below (12 credits/20 ECTS)

Course Code	Course Title	Credits	ECTS
RUS3301	Survey of Russian Literature	3	5
RUS3302	Business Communication in Russian	3	5
RUS1301	Beginning Russian	3	5
RUS1302	Elementary Russian	3	5
RUS1304	Pre-Intermediate Russian	3	5
RUS1306	Intermediate Russian	3	5
RUS1308	Upper Intermediate Russian	3	5
RUS2001	Advanced Russian	3	5
RUS3302	Business Communication in Russian	3	5

Interdisciplinary Thinking

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

Bachelor of Translation Studies (BATS)

The programme curriculum includes a solid basis in linguistic theory as well as theory and practical aspects of different types of translation. This programme was established in 2018 in order to prepare students to work as translators or interpreters, or in other positions that require a strong knowledge of the structure of language as well as two or more languages. Like the BAFL, the name of the programme is in accordance with Ministry standards.

Table 6: BATS Curriculum Overview

	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
1st Year Fall semester														
	LING/GEN1101 Fundamentals of Linguistics	5								45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	ENG1110 Academic Listening and Note-Taking	5								45	90	L/S		
	ENG1120 Academic Reading and Writing 1	5								45	90	L/S		
	GEN1000 Modern History of Kazakhstan	5								45	90	L/S		
	KAZ/RUSxxxx Kazakh/Russian	5								45	90	S		
	GENxxxx The module of socio-political knowledge	4								45	90	L/S		
	GEN xxxx Physical Training	4								60		L		
1st Year Spring semester														
	xxxx KIMEP-wide Elective or Minor 1		5							45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	ENG/GEN1100 Academic English Speaking		5							45	90	L/S		
	ENG 1121 Academic Reading and Writing 2		5							45	90	L/S		
	GEN/OPM1300 Information and Communication Technologies or Business Computer Applications		5							45	90	L/S		
	The module of socio-political knowledge		4							60	120	L/S		
	KAZ/ RUSxxxx Kazakh/Russian		5							45	90	S		
	GEN xxxx Physical Training		4							60		T		
2d Year Fall semester														
	TRN 2101 Introduction to Translation			5						45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	LING2203 Linguistics Elective 1			5						45	90	L/S		
	LING2101 Language and its Structure I			5						45	90	L/S		
	ENG/GEN2101 Introduction to Literary Studies			5						45	90	L/S		
	KAZ/RUS22xx Professional Kazakh/Russian			5						45	90	S		
	GENxxxx GE Elective (Category B)			5						45	90	S		
	CHN/KOR/GERxxxx Foreign Language Elective 1			5						45	90	S		
2d Year Spring semester														

	TRN3101 Introduction to Interpreting				5					45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	GEN/ IRL2510 Introduction to Philosophy or Principles of Ethics				5					45	90	L/S		
	LING2201 Language and its Structure II				5					45	90	L/S		
	LING2203 Linguistics Elective 2				5					45	90	L/S		
	ENG22xxx Literature Elective 1				5					45	90	L/S		
	TRN 2202 Academic Internship				5					45	90	L/S		
	3d Year Fall semester													
	TRNxxx Interpreting Elective 1					5				45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	TRNxxx Translation and Interpreting Elective 1					5				45	90	L/S		
	ENG33xxx Literature elective 2					5				45	90	L/S		
	LIT3301 Survey of Russian Literature					5				45	90	L/S		
	CHN/KOR/GER xxx Foreign Language Elective 2					5				45	90	S		
	3d Year Spring semester													
	ENG/GEN 3102 Introduction to Rhetoric and Composition						5			45	90	L/S		
	TRNxxx Translation and Interpreting Elective 2						5			45	90	L/S		
	ENG3303 Business and Professional Writing						5			45	90	L/S		
	TRNxxx Translation and Interpreting Elective 3						5			45	90	L/S		
	KAZ/CHN/KOR/xxx Foreign Language Elective 2						5			45	90	S		
	xxx KIMEP-wide Elective or Minor 2						5			45	90	S		
	4th Year Fall semester													
	TRN xxx Interpreting Elective 2							5		45	90	S		
	CHN/KOR/GER xxx Foreign Language Elective 4							5		45	90	S		
	xxx KIMEP-wide Elective or Minor 3							5		45	90	S		40%
	TRN 4104 Professional Internship							5		45	90	S		
	Topics in Translation: Russian Stylistics							5		45	90	S		
	TRN 4204.1 Thesis I							6			120	S		

4th Year Spring semester														
	CHN/ KOR/GERxxx Foreign Language Elective 5								5	45	90	S		
	TRN 4103 Senior Project in Translation								5	45	90	S		
	xxx KIMEP-wide Elective or Minor 4								5	45	90	S		40%
	xxx KIMEP-wide Elective or Minor 5								5	45	90	S		
	TRN 4204.2 Thesis II								6		120	T	L	

Elective Courses

Each student is required to take 57 ECTS credits of Programme Foundation electives, including:

- 10 ECTS credits of Linguistics courses
- 10 ECTS credits of Literature courses
- 12 ECTS credits of Interpreting courses
- 25 ECTS credits of KIMEP-wide electives OR minor courses

Linguistics Courses:

Course Code	Course Title	Credits	ECTS
COGN1202	Psycholinguistics: Language and Mind	3	5
LING/GEN2202	Latin	3	5
LING2203	Language Typology	3	5
LING3303	Introduction to Discourse Analysis	3	5

Literature courses:

Course Code	Course Title	Credits	ECTS
ENG/GEN2201	Introduction to British Literature	3	5
ENG/GEN2202	Introduction to American Literature	3	5
ENG3301	Masterpieces of World Literature	3	5

Interpreting courses:

Course Code	Course Title	Credits	ECTS
TRN3302	Topics in Simultaneous Interpreting	3	6
TRN3301	Topics in Consecutive Interpreting	3	6
TRN4102	Voice & Diction	3	6

KIMEP wide electives or minor courses:

Students may take 25 ECTS credits of electives from the wide electives list below or opt to obtain a minor in CHE. To meet this requirement, students have to choose five courses from the list below or courses to fulfil the minor requirements:

KIMEP-wide electives:

Course Code	Course Title	Credits	ECTS
COGN/GEN1201	Introduction to Psychology	3	5
CLP2201	Fundamentals of Programming I	3	5
CLP2202	Fundamentals of Programming II	3	5
ENG/GEN2100	Introduction to Creative Writing	3	5
LING3305	Introduction to Computational Linguistics	3	5
LING3306	Corpus Linguistics	3	5
LING4101	Bilingualism and Bilingual Education	3	5
TFL2102	Approaches and Methods in English Language Teaching	3	5
TFL2201	Materials Development and Resources in ELT	3	5

Minor in Translation:

Required courses (6 credits/10 ECTS)

Course Code	Course Title	Credits	ECTS
TRN 2101	Introduction to Translation	3	5
TRN 4103	Senior Project in Translation	3	5

Elective courses (6 credits/10 ECTS)

Course Code	Course Title	Credits	ECTS
TRN 3201	Commercial Translation	3	5
TRN 3202	Legal Translation	3	5
TRN 3204	Technology for Translation	3	5
TRN 4101	Topics in Translation: Russian Stylistics	3	5
	Subtitles: Translation for Films and Television	3	5

Minor in Creative Arts:

Required courses (12 credits/20 ECTS)

Course Code	Course Title	Credits	ECTS
GEN/ ASC 2106.3	Art and Visual Culture	3	5
GEN/ASC 2105.3	Drawing 1: Visual Arts Studio	3	5
GEN/ASC 2119	Painting 1: Visual Arts Studio	3	5
GEN/ASC 2117	Design Foundations	3	5
GEN/ASC 2118	Applied Arts and Design, Summer Intensive	3	5
GEN/ASC 2103.3	Introduction to Drama	3	5
GEN/ASC 2104.3	Digital Photography	3	5

Interdisciplinary Thinking

Students in the BATS programme are given more than a basis in translation and interpreting — the programme provides students further opportunities to engage with other disciplines. Students are required to take courses in linguistics to achieve an understanding of how language works, and they take required courses in literature to gain a deeper knowledge of style and literary devices. Translation is a field that can be applied in many different domains, and accordingly the programme offers courses on translation in particular fields, for instance subtitles: Translation for Film and Television, Commercial Translation, and Legal Translation.

Bachelor of Cognitive Science (BACS)

The Bachelor of Arts in Cognitive Science allows students to explore human (natural) language from a variety of perspectives, including the way that language is processed and produced in the mind, and the increasing role of computers in analysing language. This programme provides students with a solid grounding in the theoretical principles, technical skills, and practical applications of the fields of linguistics, psychology, and computer science, with a focus on the interfaces of these fields. This knowledge will be put to use through research and application, allowing students to address real-world problems related to language and language processing.

This programme was established in 2020 to prepare students to engage with the rapidly growing interfaces of linguistics, psychology, and computer science. The name was chosen to reflect the programme's interdisciplinary focus (see self-evaluation report pp. 40-41).

Table 7: BACS Curriculum Overview

	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study			
1st Year Fall semester														
	LING/GEN1101 Fundamentals of Linguistics	5								45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	ENG1110 Academic Listening and Note-Taking	5								45	90	L/S		
	ENG1120 Academic Reading and Writing 1	5								45	90	L/S		
	GEN1000 Modern History of Kazakhstan	5								45	90	L/S		
	KAZ/RUSxxxx Kazakh/Russian	5								45	90	S		
	GENxxxx The module of socio-political knowledge	4								45	90	L/S		
	GEN xxxx Physical Training	4								60		L		
	1st Year Spring semester													
	COGN/GEN1201 Introduction to Psychology		5							45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	ENG/GEN1100 Academic English Speaking		5							45	90	L/S		
	ENG 1121 Academic Reading and Writing 2		5							45	90	L/S		
	GEN/OPM1300 Information and Communication Technologies or Business Computer Applications		5							45	90	L/S		
	The module of socio-political knowledge		4							60	120	L/S		
	KAZ/ RUSxxxx Kazakh/Russian		5							45	90	S		
	GEN xxxx Physical Training		4							60		T		
	2d Year Fall semester													
	CPL 2103 Introduction to Computer Science			5						45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	CPL1202 Calculus for Cognitive Science			5						45	90	L/S		
	LING2101 Language and its Structure I			5						45	90	L/S		
	XXXX Specialization Elective 1			5						45	90	L/S		
	KAZ/RUS22xx Professional Kazakh/Russian			5						45	90	S		
	GENxxxx GE Elective (Category B)			5						45	90	S		
	COGN1201 Psycholinguistics:Language and Mind			5						45	90	S		
	2d Year Spring semester													

	XXXX Psychology Elective 1				5					45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	GEN/ IRL2510 Introduction to Philosophy or Principles of Ethics				5					45	90	L/S		
	LING2201 Language and its Structure II				5					45	90	L/S		
	XXXX Computational Linguistics and Programming Elective 1				5					45	90	L/S		
	XXXX Computational Linguistics and Programming Elective 2													
	XXXX Specialization Elective 2				5					45	90	L/S		
	TRN 2202 Academic Internship				5					45	90	L/S		
	3d Year Fall semester													
	CLP2201 Fundamentals of Programming 1					5				45	90	L/S	Exam Paper/Project Essay / Presentation	40%
	LING3306 Corpus Linguistics					5				45	90	L/S		
	LINH3305 Introduction to Computational Linguistics					5				45	90	L/S		
	XXXX Linguistics Elective 1					5				45	90	L/S		
	XXXX Psychology Elective 2													
	XXX Specialization Elective 3					5				45	90	S		
	3d Year Spring semester													
	CLP2202 Fundamentals of Programming II						5			45	90	L/S		
	LING3303 Introduction to Discourse Analysis						5			45	90	L/S		
	XXX Linguistics Elective 2						5			45	90	L/S		
	xxxx KIMEP-wide Elective or Minor 1						5			45	90	L/S		
	xxxx KIMEP-wide Elective or Minor 2						5			45	90	S		
	XXXX Specialization Elective 4						5			45	90	S		
	4th Year Fall semester													
	xxxx KIMEP-wide Elective or Minor 3							5		45	90	S		40%
	xxxx KIMEP-wide Elective or Minor 4							5		45	90	S		
	xxxx KIMEP-wide Elective or Minor 3							5		45	90	S		
	TRN 4104 Professional Internship							5		45	90	S		
	XXXX Specialization Elective 5							5		45	90	S		
	CLP 4102 Thesis I							6			120	S		
	4th Year Spring semester													
	CLP4211 Senior Project								5	45	90	S	L	
	XXXX Specialization Elective 6								5	45	90	S		
	xxxx KIMEP-wide Elective or Minor 5								5	45	90	S		
	CLP4103 Thesis II								6		120	T		

Elective Courses

Each student is required to take 55 ECTS credits of Programme Foundation electives, including:

- 10 ECTS credits of Linguistics courses
- 10 ECTS credits of Psychology courses
- 10 ECTS credits of Computational Linguistics and Programming
- 25 ECTS credits of KIMEP wide electives or minor

Linguistics Courses:

Course Code	Course Title	Credits	ECTS
LING3301	Foundations of Second Language Acquisition	3	5
LING3203	Logic of Language	3	5
LING2203	Language Typology	3	5

Psychology courses:

Course Code	Course Title	Credits	ECTS
COGN2103	Introduction to Cognitive Psychology	3	5
COGN2201	Perception	3	5
COGN2202	Learning and Memory	3	5

Computational Linguistics and Programming courses:

Course Code	Course Title	Credits	ECTS
CLP2101	Introduction to Artificial Intelligence	3	5
CLP2102	Introduction to Data Structures and Algorithms	3	5
CLP2203	Introduction to Formal Languages and Finite Automata	3	5

KIMEP wide electives or minor courses:

Students may take 25 ECTS credits of electives from the wide electives list below or opt to obtain a minor in CHE. To meet this requirement, students have to choose five courses from the list below or courses to fulfil your minor requirements:

KIMEP wide electives:

Course Code	Course Title	Credits	ECTS
LING4101	Bilingualism and Bilingual Education	3	5
LING/GEN2202	Latin	3	5
TFL2102	Approaches and Methods of English Language Teaching	3	5
TFL2201	Materials Development and Resources in ELT	3	5
TFL3101	Introduction to Language Assessment	3	5
TFL3202	Learning Technology in FL classroom	3	5
TRN3204	Technology for Translation	3	5
TRN2101	Introduction to Translation	3	5
ENG3303	Business and Professional Writing	3	5

Minor in Psychology:

Psychology Minor Requirements

Required courses (6 credits/10 ECTS)

Course Code	Course Title	Credits	ECTS
COGN/GEN1201	Introduction to Psychology	3	5
COGN2103	Introduction to Cognitive Psychology	3	5

Elective Courses (6credits/10 ECTS)

Course Code	Course Title	Credits	ECTS
COGN1201	Psycholinguistics: Language and Mind	3	5
COGN2201	Perception	3	5
COGN2202	Learning and Memory	3	5

Interdisciplinary Thinking

The BACS programme is particularly interdisciplinary in its structure, with courses drawing on three main fields: linguistics, psychology, and computer science. Students in this programme are given a solid grounding in three fields but are particularly encouraged to examine the ways they interconnect and overlap. Numerous courses in the programme (e.g. Computational Linguistics, Natural Language Processing, and Psychology of Language) place interdisciplinary topics front and centre. Students also have the opportunity to take elective courses in translation or pedagogy. Student thesis projects are also expected to draw on the three main programme disciplines and possibly other fields as well.

For all three Bachelor programmes

Theory and practice are systematically integrated throughout the structure of each programme. In the overall course structure, there is a balance between courses that are practically (e.g. Commercial Translation) or theoretically-oriented (e.g. Language Typology). Even within those courses, faculty draw strong connections between theory and practice. Many of the courses include both theoretical and practical elements, and the coursework and assessment of these courses encourage students to engage with the links between the two.

Credit-bearing internships are a mandatory part of each programme. For the BAFL, since it is an education degree, the internship is a pedagogic practicum. The practicum requires students to engage in a combination of learning activities, which include teaching for six weeks either in their place of employment or in a local partner university, engaging in independent study, and participating in class seminars. For the BATS and BACS, the internship takes place with one of KIMEP's partner organisations. Some examples include *OYLA* magazine, *Dan Edition* magazine, Akimats (local governmental offices), and the online educational portal "Bilim Land". BACS students have completed internships with the Kazakh Institute of Linguistics.

KIMEP provides students with internship regulations in the form of the "CHE Internship Manual".

Interdisciplinary Thinking

Students in all three programmes are also able and encouraged to take courses in the other disciplines offered by the CHE or KIMEP. For instance, a Cognitive Science student may take courses in literature, or a Foreign Languages student may take courses in computer programming. All

Bachelor programmes have 15 ECTS credits available to either take a minor or take electives in fields outside their major.

All students at KIMEP also take 46 ECTS credits of General Education courses, which encourage the development of interdisciplinary thinking and skills of inquiry outside of their major. This coursework should help students to develop a critical and inquiring attitude, an appreciation of the interdisciplinary nature of subject areas, an acceptance of persons of different backgrounds or values, and a deepened sense of self. Students learn to comprehend complex material, evaluate moral and ethical issues, consider different and sometimes conflicting perspectives, derive solutions to problems, and communicate effectively throughout the process.

Ethical Aspects

A number of different ethical aspects are addressed by the bachelor programmes. Students of each programme also learn about ethical aspects of research and how to be an ethical professional in their courses.

Consideration of what it means to be an ethical professional and good citizen is integrated across the courses in all programmes. KIMEP's core values of citizenship and community service are built into the vision for each programme. In many of the courses, students are encouraged to reflect on ethical issues in their professions. In Introduction to Critical Pedagogy or Bilingualism and Bilingual Education, for instance, students discuss ethical issues in teaching and problems of equity of access.

Methods and scientific practice

Students acquire relevant methodological skills in both teaching and research across a number of courses in each programme, for instance: Academic Reading and Writing II; Approaches and Methods in English Language Teaching; Thesis I and Thesis II. Many other courses in the programmes also contain a research component and encourage the development of research skills, such as the course Introduction to Second Language Acquisition. All courses in the programmes involve the development and refinement of general academic skills, including finding and interpreting secondary literature, writing skills, academic discussion, and critical evaluation of sources.

Academic writing is an essential part of all programmes for undergraduate students. The courses Academic Reading and Writing I and II provide foundational skills in this area, but most courses include some kind of academic writing component. For instance, even the internship courses require a written report to be completed.

BAFL, BATS, and BACS students learn about research ethics in the Academic Reading and Writing II course as well as in their bachelor's thesis projects, when they collect data for independent research. All students must adhere to ethical research standards that are in line with international practice. KIMEP complies with Ministry of Education requirements to check all theses for plagiarism (see self-evaluation report p. 43).

Examination and Final thesis

Assessment for all courses is planned in order to reinforce course intended learning outcomes. Students are informed about the type and frequency of assessment for each course in the syllabus. The type of evaluation, procedures, and module performance are included in the respective syllabi along with the employed teaching methods and duration of studies. Student performance follows the syllabus requirements, including assessment types, duration and respective requirements as academically approved by CHE's Curriculum Development Committee.

Both continuous assessment (essays, in-class tests, mid-term examinations, projects, and oral presentations) and final assessment (final examinations, final term papers, practicum reports, defended thesis proposals, and defended theses) are used to evaluate academic performance in CHE courses. Formative and summative evaluation provides a balance of different assessments that are appropriate for individual student preferences for learning and for evaluating the programmes' ILOs.

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

Based on the requirements of the Ministry of Education and Science of the Republic of Kazakhstan, the course assessments of the study programmes are divided into three parts: two assessments/exams that constitute 60 % of the total points and the final assessments/exams that should not exceed 40 %.

The course assessment methods are explained in detail in the course syllabi. Moreover, suggested assessment-related learning activities are identified to guide students on their allocation of study time. When grades are assigned the assessment criteria and standards applied to written and oral presentations are those that have been incorporated into the internal degree validation documentation approved by KIMEP's Academic Council.

All three programmes have a dissertation component: Thesis I and II. Thesis I helps to formulate the topic, conduct literature review, and formulate research questions and proposals. Thesis II is independent work with guidance from supervisors. For Bachelor programmes, students first defend their thesis proposals to the leader of the Research Methods course and other KIMEP faculty. After completing their thesis research under their supervisor's guidance, they take part in a public oral defence, where KIMEP faculty including the supervisor and assigned examiner listen to the student present their work and ask questions; afterwards suggestions for revision are provided.

Appraisal:

For all three Bachelor programmes

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced and oriented towards the intended learning outcomes.

The naming of the study programmes is highly state regulated, so that the University cannot directly influence it and must choose from a nomenclature.

In terms of content, however, the panel found room for improvement for all three study programmes, which will be outlined individually below:

Bachelor of Two Foreign Languages (BAFL) and Bachelor of Translation Studies (BATS)

The panel would like to point out that the topic of E-Learning - i.e. the combined use of computer hardware, software and pedagogical theory and practice - is playing an increasingly important role and is of future importance, especially in teaching and translation professions, which seems to be missing in the curricula.

In the statement, the University pointed out that the course *TFL 3202 Learning Technology in FL Classroom* can be chosen as an elective course. The explanation given for why the course falls into the elective range was that the state standards (GOSO) dictate the distribution of credits across the curriculum. This is understood by the panel, however, after reviewing the course description, the panel would like to highlight that the list of technologies⁶ covered/used is too broad and not sufficiently focused on language learning, even though the course description explicitly states that it is about "technologies to enhance language learning". Therefore, the panel **recommends** including educational technology as a subject in the curriculum and focusing more on the functions of different types of learning/educational technologies, using up-to-date examples that are regularly adapted to technological advances in the curriculum.

Bachelor of Translation Studies (BATS)

The panel is of the opinion that linguistic components are only rarely addressed in the curriculum or can only be found in the Fundamentals of Linguistics course. In particular, a course on the pragmatics of translation is missing and thus an explicit discussion of it. Pragmatics deals with the contextualisation of what is to be translated and is therefore of great importance for translations. The panel therefore **recommends** integrating a course on pragmatics of translation into the curriculum. As this topic is a practical approach, this would also lead to a better connection between theory and practice.

For all three programmes

With regard to the connection between theory and practice, theoretical questions are combined with practical exercises and examples. The internship in particular enables students to put what they have learned into practice in a professional environment.

⁶ According to the course description, the following technologies will be addressed: Canva, FlipGrid, Gmail, Moodle, Nearpod, Padlet, Peardeck, Screencastomatic, slido and Zoom.

Electives and general education courses enable students to look beyond the study programmes and thus contribute to interdisciplinary thinking.

Ethical implications are not only adequately taught in the subject-specific courses of the study programmes and the general education required courses, but the panel considers ethical aspects to be strongly promoted and an integral part of the study programmes' qualification objectives. In addition to the treatment of ethical aspects in specific courses such as Introduction to Critical Pedagogy or Bilingualism and Bilingual Education, a large contribution is also attributed to inclusion.

Through the courses Academic Reading and Writing II, Approaches and Methods in English Language Teaching as well as Thesis I and Thesis II, students gain methodological competences and are thus enabled to do scientific work on the required bachelor level. However, the panel noted that the focus of scientific competence is strongly on qualitative research. However, students should be offered a balance between qualitative and quantitative research, and a course on statistics should be considered, as this is also a very important competence skill in language discourse. Therefore, the panel **recommends** the University consider quantitative research methods in its programmes.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

The panel initially had difficulty in identifying the difference between the Thesis 1 (in semester 7) and Thesis 2 (in semester 8) courses when reviewing the documents. The panel learned about the differences in content during the discussions with the programme management and the lecturers, so that it could be considered that for a clearer overview in the curriculum, the two courses could be given clearer names (for example, instead of Thesis 1, the course could be called Thesis Proposal).

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Bachelor of Two Foreign Languages (BAFL)

Projected study time	4 years
Number of Credit Points (CP)	240 ECTS credits
Workload per CP	27 hours
Number of modules/courses	52
Time required for processing the final thesis and awarded CP	2 semesters, 12 ECTS credits
Number of contact hours	9 hours per 1 ECTS credit

Table 8: Programme structure of BAFL

	Category of Courses	Credits	ECTS
1	General Education Requirements	36	56
a)	Required Courses	33	51
b)	Elective Courses	3	5
2	Program Foundation Requirements	68	112
a)	Required Courses	35	57
b)	Elective Courses	33	55
3	Program Specialisation Requirements	36	60
a)	Required Courses	12	20
b)	Elective Courses	24	40
4	Final Attestation	6	12
	Total Required for Graduation	146	240

Bachelor of Translation Studies (BATS)

Projected study time	4 years
Number of Credit Points (CP)	240 ECTS credits
Workload per CP	27 hours
Number of modules/courses	52
Time required for processing the final thesis and awarded CP	2 semesters, 12 ECTS credits
Number of contact hours	9 hours per 1 ECTS credit

Table 9: Programme structure of BATS

	Category of Courses	Credits	ECTS
1	General Education Requirements	36	56
a)	Required Courses	33	51
b)	Elective Courses	3	5
2	Program Foundation Requirements	68	112
a)	Required Courses	35	57
b)	Elective Courses	33	55
3	Program Specialisation Requirements	36	60
a)	Required Courses	12	20
b)	Elective Courses	24	40
4	Final Attestation	6	12
	Total Required for Graduation	146	240

Bachelor of Cognitive Science (BACS)

Projected study time	4 years
Number of Credit Points (CP)	240 ECTS credits
Workload per CP	27 hours
Number of modules/courses	52
Time required for processing the final thesis and awarded CP	2 semesters, 12 ECTS credits
Number of contact hours	9 hours per 1 ECTS credit

Table 10: Programme structure of BACS

	Category of Courses	Credits	ECTS
1	General Education Requirements	36	56
a)	Required Courses	33	51
b)	Elective Courses	3	5
2	Program Foundation Requirements	68	112
a)	Required Courses	35	57
b)	Elective Courses	33	55

3	Program Specialisation Requirements	36	60
a)	Required Courses	18	30
b)	Elective Courses	18	30
4	Final Attestation	6	12
	Total Required for Graduation	146	240

For all three Bachelor programmes

The average course in each programme is about 135 learning hours in total, which corresponds to 5 ECTS credits. Of these 135 learning hours, the student workload is divided between the minimum in-class activities of 45 contact learning hours or the “teaching period,” which includes lectures, seminars, theoretical and practical exercises, group discussions, and interaction with the course teachers and guest speakers, as well as 90 learning hours of student self-study or the “learning period,” including reading literature, independent research/problem investigations, homework, preparation of assignments, consultation with teaching faculty and other activities designed to be organised outside of the class.

The overall workload for a bachelor student is generally 60 ECTS credits per year, which corresponds to 1,620 learning hours per year. Students also have support from department staff and faculty in guiding them through the programme and providing assistance should they feel they are falling behind. The fact that all coursework involves continuous assessment (not just final assessment) also helps students to know where they stand in a course and gives them the opportunity to address any issues throughout the semester.

Regarding the workload, college administration, staff, and teaching faculty (a) guide their students throughout the programmes; (b) follow the status of their academic progression; and (c) provide assistance to students on-demand. Students are supported by faculty and administrative units to make sure that they successfully complete their studies on time. Faculty members maintain regular office hours to consult with students. Teaching assistants are assigned to each course to provide additional academic tutoring on subject matter. Beyond this, students have access to counselling services. KIMEP-wide, the Student Learning Support Center provides services of both academic and personal support to help students continue and complete their education. The support includes academic tutoring, psychological counselling, and a special programme to address at-risk students.

KIMEP has special examination regulations included in KIMEP Catalogue, course syllabi, and module descriptions. The University uses a letter grading system of A, B, C, D, F. Letter grades are further differentiated with “+” for the top of the grade range or “-” for the bottom of the grade range. Based on the grades assigned, a grade point average is calculated and recorded on the student’s transcript.

Table 11: KIMEP University's Grading System

Grade	Undergraduate	Masters	Points
A+	Highest grade	Highest grade	4.33
A	Excellent	Excellent	4
A-	Very good	Very good	3.67
B+	Good	Good	3.33
B	Good	Satisfactory	3
B-	Good	Passing	2.67
C+	Satisfactory	Failing or Passing*	2.33
C	Satisfactory	Failing or Passing*	2
C-	Satisfactory	Failing or Passing*	1.67
D+	Passing	Failing	1.33
D	Passing	Failing	1
D-	Lowest Passing	Failing	0.67
F	Failing	Failing	0

*Grade "C" for Master students can be considered as either passing or failing, depending on the specific programme.

Study courses and credit points from outside of KIMEP University coursework completed at other universities in Kazakhstan or abroad can be transferred to KIMEP University. The application to do so must be accompanied by a detailed course description showing the contents and outcomes of the course and an official transcript showing the number of credits and the grade or final assessment in the course. According to the subject, the courses can be transferred as regular courses, special topics or elective courses.

Equality of Opportunity

All programmes in the College of Humanities and Education (CHE) and across KIMEP are committed to equality of opportunity. KIMEP University is committed to a policy of equal opportunity for learning opportunities to all qualified individuals. There are clear University guidelines that set the boundaries of acceptable behaviour, and they are strictly enforced. The CHE does not condone discrimination based on race, ethnicity, nationality, religion, gender, social or sexual orientation, creed, marital status, physical disabilities, remote area location, age and/or any other subjective criteria. KIMEP University seeks to enrol students who have demonstrated the potential to succeed through leadership and talent as well as having shown evidence of their capability to contribute to the community. In line with the University's policies found in the KIMEP Catalogue, the CHE strives to ensure that no student with disabilities is disadvantaged in academic activities. Special assessment arrangements, especially in relation to final examinations, are also made on a case-by-case basis for students with confirmed physical disabilities or special learning needs.

Any information concerning an applicant's disability provided during the admissions process is voluntary and leads to the specific services once eligibility is proven through professional documentation to KIMEP Medical Centre. It is maintained in accordance with laws relating to confidentiality. No limitations are placed on the number or proportion of persons with disabilities who may be admitted or enrolled.

Appraisal:

The programmes' structure supports the implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. Practical components like the internship are designed and integrated in such a way that credits can be acquired. Furthermore, the course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

In the course of discussions with students and alumni, the panel learned that although KIMEP offers a variety of different elective courses to choose from, these can only actually be offered once a certain number of students have chosen this course. Among other things, this could lead to a risk for students in higher semesters that courses still needed for graduation might not take place. Although the students confirm that in most cases special arrangements are made - for example, special courses are made possible for an individual student so that the standard period of study can be ensured - the expert panel advises in this regard to implement a system that ensures that the majority of the courses can take place. Thus, the panel **recommends** precisely considering which elective courses should be offered in order to ensure a stable implementation of the courses. Sometimes it is more advisable to reduce the selection and thus better ensure that students can get the courses they choose and that there are not many special regulations for each student.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account the national requirements. The study programme is designed so that students can study for a certain time at other higher education institutions or do internships without any extension of their overall study time.

In the opinion of the panel, the structure of the courses and the workload in the study programmes is comprehensible and appears appropriate to enable the students to achieve the intended goals of the programme in the designated time. The general feasibility of the workload is ensured by a suitable curriculum design with plausible workload calculations as well as an appropriate number and frequency of examinations in the courses and overall in each semester. Support in academic and general matters is ensured by the lecturers and study advisors. In discussions with students, they were also positive about the required workload and consider it to be appropriate.

KIMEP ensures gender equality and non-discrimination. The University's regulations concerning admission also provide an appropriate treatment and special consideration of applicants with disabilities or disadvantages to ensure a fair assessment within the admissions process. Students with disabilities who are not able to take a specific examination or need other support are offered additional services and are provided with alternative examination forms and support if necessary. The panel noted positively that it was also clear from the discussions with various representatives of the University that this issue is taken seriously.

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

3.3 Didactical concept

The approach of all CHE programmes is firmly student-centred, so that students should take an active role in their own education. Accordingly, the classes do not simply rely on students passively listening to lectures but incorporate a wide range of opportunities for active learning like student discussion, hands-on projects, consideration of case studies, student reports and presentations, data analysis, practical exercises or learning games. Students should be active participants in the process and be equipped not only with relevant theory and knowledge in their disciplines but skills that enable them to become critical thinkers, problem solvers, and lifelong learners.

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

Course design and syllabi are reviewed by KIMEP's Curriculum Committee to ensure they are in line with institutional and international standards, use appropriate methods, diversify frequency and variety of assessment, and maintain reasonable policies, resources, and study plans. Bloom's Taxonomy is used as a tool to help design different types of learning activities as appropriate to different levels of instruction.

All programmes are supported by a range of supplementary material drawn from the latest and most influential research in their respective fields. According to the given information the new books are ordered regularly to supplement current holdings (see self-evaluation report p. 63). Additional journal articles, book chapters, or online resources are provided to students as needed. These course materials are available to students through the library and online, as well through platforms such as Moodle. Especially during the shift to remote teaching caused by the pandemic, KIMEP has ensured that all resources are available to students online via the library, Moodle pages, and the L-Drive. These materials are updated as needed to keep in line with current research.

Guest lectures

Instructors in CHE programmes invite guest speakers, both academics and industry professionals. Students also have the opportunity to interact with a range of scholars as part of research talk series and in conferences that the CHE holds, organised by the CHE Research Director. The research

talk series has, for example, recently included scholars working on postcolonial literature (FLAME University, India), and psycholinguistics and bilingual language processing (Linköping University, Sweden).

Guest lecturing is an active area of CHE collaboration and the faculty frequently invite colleagues to give guest lectures in the study programmes' classes.

Lecturing Tutors

The University operates a university-wide tutoring programme that all students may take advantage of. KIMEP's Tutoring Programme is designed for students who are seeking additional assistance to improve their academic performance. Tutors are available for almost all academic subjects in many of the introductory level courses, as well as some of the upper-level courses. Small group, drop-in, and by appointment tutoring are available at no additional cost to students.

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

Appraisal:

The teaching methods are adapted to the qualification level of the Bachelor study programmes. The University pursues a didactic concept that is oriented towards the principles of student-centred learning and is guided by the idea of integrating career entry, combining the acquisition of theoretical competences with their practical application. In this way, students learn various multidisciplinary competences and skills that play a role in employment (see appraisal in chapters 3.5 and 3.6). The panel is convinced that the measures taken and the conceptual structure of knowledge transfer are sufficient to encourage students to take an active role in their own educational development. The panel agrees that the didactic methods used are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of the respective course.

The course materials correspond to the teaching approach used and the respective qualification level of the course for which it is intended. Its style is suitable for encouraging students' individual learning initiative. Students can also access these resources online via Moodle (as part of the assessment, the panel was also given the opportunity to get an insight into the Moodle courses and the materials stored there).

Guest lecturers are invited and contribute to the students' qualification process with their special experience. In addition, lecturing tutors contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities of all three study programmes.

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

3.4 Internationality

In line with KIMEP's international goals, a priority of the programmes is to educate students to international standards and to facilitate students' international outlook. The programmes are taught by faculty from a range of international backgrounds; the courses draw on international case studies, research, readings, and theories; the students are from a range of international and intercultural backgrounds and have opportunities for international exchange.

The programmes attract students from a range of backgrounds. KIMEP's Admissions and Recruitment department is actively engaged in recruitment efforts in Kazakhstan, as well as Kyrgyzstan, Tajikistan, South Korea, and China. KIMEP has established a China Affairs Office, which is currently transitioning to an East Asian Affairs office, to establish closer relations with universities in China, South Korea, and Japan, one aspect of which is student recruitment. Currently, most international students in the CHE are from Central Asia (Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan) and China. A table with numbers of international students is provided below.

Table 12: Number of international students

<i>International students</i>		
ProgramID	Eligible to Enrol	Enrolled in F2021
BACS	2	1
BAFL	7	4
BATS	3	3
<i>Exchange Programme students</i>		
ProgramID	Enrolled in F2021	
BACS	1	
BAFL	3	
BATS	2	
Total CHE	6	

Out of the three programmes in this cluster, there is a total of 17 full-time faculty and three part-time faculty. Of that full-time faculty, ten are international and seven are Kazakhstani. Many of the Kazakhstani faculty members have obtained degrees abroad, mostly in the UK, US, and EU. Those with local degrees have gained international experience through academic mobility.

When recruiting new faculty, a global search is undertaken to ensure that the pool of candidates reflect the best available scholars. The holding of a doctoral degree from a recognized Western-style university in a field broadly related to language and language education is a necessary

requirement. The CHE collaborates with international, regional and local universities on improving language teaching, language teaching research, and the development of degree programmes.

The official language of all CHE programmes at KIMEP is English. Therefore, all course contents, learning materials, and course instruction are offered in English, which helps students develop strong foreign language competencies. In some cases, students with lower English language competencies need to complete additional foundational English language courses in the first year of studies. For undergraduate students, other foreign language courses such as Chinese, Korean, and German are offered. BAFL and BATS students are required to choose one of these languages to study.

Appraisal:

International content and intercultural aspects are an important part of the curricula of the study programmes. The acquisition of intercultural competences and skills is central to the learning objectives of the study programme and is strongly encouraged, for example, through the use of many international examples and the use of the international experience of the teaching staff. The acquisition of intercultural competences and skills is central to the programme's learning objectives and is strongly encouraged.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Due to the high presence of international lecturers in the programme management and regular teaching staff, the faculty CHE as a whole is very internationally staffed (lecturers from different countries as well as lecturers with international academic experience). In the opinion of the panel, these international experiences and backgrounds of the lecturers are a fundamental element, which contributes to further strengthening the intercultural competences of the students and shapes the profile of the study programmes at CHE. KIMEP is able to clearly demonstrate that it promotes the international experience of its lecturers.

In all three study programmes, the language of instruction is English and all course materials are available in English. The panel found it particularly noteworthy that KIMEP uses a high quality of measures for dealing in academic writing. This means that not only is the course content taught and learned in English, but the students are also prepared at the end of their study time to use English in an academic context and to write their thesis in English. This was particularly evident in the students' theses provided by the University.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4.4 Foreign language contents	X				

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The programmes are designed not only to create competent professionals but good citizens and community members. The Intended Learning Outcomes of each programme give emphasised attention to the development of soft skills and abilities that contribute to lifelong learning, such as public speaking, teamwork, cooperation, time management, critical thinking and reading, and independent research. The bachelor programmes include a strong general education and liberal arts component so that students are empowered to develop their interests beyond their professional capacities. As one example, the course Discourse Analysis, which is taken by students in the undergraduate programmes, involves a lot of data analysis of real-world materials that are relevant to students' lives, including journalism, political speeches and advertising. This allows students to not only learn the process of data analysis but to reflect on how social values are communicated overtly or covertly.

Appraisal:

The panel identified the acquisition of communication and public-speaking skills as well as cooperation and conflict-management skills as core elements of the programmes. Suitable didactical and methodological measures (see chapter 3.3) in accordance with the course descriptions support the acquisition of said skills. The acquisition of further multidisciplinary competencies, such as leadership skills and broad contextual knowledge, is ensured. Communication and speaking skills as well as cooperation and conflict management skills are central elements of the programme profile and go hand in hand with the main focus of the study programmes, which is on language.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The graduates of the study programmes are highly competitive in the job market – accordingly, KIMEP University emphasises the development of skills beyond the students' knowledge in their major subject. The students should get the abilities they will need to continue to learn, grow, and adapt even after graduation. In addition to the knowledge of their fields, the students take with them the ability to think critically, evaluate evidence, and process new information quickly, in addition to strong skills in English and potentially other languages.

KIMEP regularly conducts employer opinion surveys with regards to graduates' skill acquisition during their studies. The Corporate Development Department administers "The Survey of Employers Satisfaction with KIMEP Graduates". This survey is conducted once every four years. According to the results of the most recent employer survey, held in 2021, overall employers expressed a high level of satisfaction with KIMEP graduates' professional preparedness (3.45 out of 4.00). The portion of employers expressing a desire to continue to hire KIMEP graduates in the future has grown from 82 % in 2013 to 96 % in 2017 and 97 % in 2021⁷. KIMEP University annually takes 1st place among the humanitarian-economic universities according to nation-wide ratings of IQAA (Independent Agency for Quality Assurance in Education)⁸.

Appraisal:

The panel is convinced that the skills and multidisciplinary competences (see chapter 3.5) acquired in the programme will enable students to work towards the expected demands of the dynamic labour market. In addition, the programme is systematically geared to the expected demands of the labour market and the University conducts market research (see chapter 1.3) and uses cooperation contacts with business companies to keep the content of the curricula up to date (see for more information on the business cooperation and its added value for the study programmes chapter 4.3).

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

⁷ Cf. Report_Survey on Employer Satisfaction with KIMEP Alumni, Fall 2021, p. 18.

⁸ <https://iqaa-ranking.kz/rejting-vuzov/rejting-vuzov-kazakhstana-2020/natsionalnyj-rejting-luchshikh-humanitarno-ekonomicheskikh-vuzov-kazakhstana-4>, latest access July 18, 2022.

4. Academic environment and framework conditions

4.1 Faculty

Currently, a total of 17 full-time and three part-time lecturers teach courses in the three programmes. The minority of faculty members who do not hold a doctoral degree are either professionally qualified, have non-PhD terminal degrees⁹ (e.g. Master of Fine Arts¹⁰), or are currently pursuing a PhD degree at KIMEP or at a foreign university. Overall, only two part-time faculty do not have terminal degrees in their field. Junior faculty actively work to upgrade their academic qualifications: four faculty members are studying in KIMEP's new PhD programme in Education Policy and Management; one has an ABD status ("All But Dissertation" at East Finland University); another is on study leave pursuing her PhD at the Hong Kong Institute of Education, and two others are completing PhD degrees at local universities.

To ensure that they remain intellectually active, faculty members are strongly encouraged to continue conducting and publishing research; this is supported by institutional conference attendance and other research funding. They are given the possibility of taking research-based teaching remissions. Faculty members of any rank are normally required to teach four courses during both fall and spring semesters (summer teaching is voluntary). Those without doctoral degrees typically teach more at the undergraduate level and even then more foundational or general education courses.

More than two thirds of CHE full-time faculty have terminal degrees: 52 % of faculty have doctorate degrees (PhD, doctorate or Doctor of Business Administration), 21 % have Candidate of Science¹¹ or Master of Fine Arts degrees.

Table 13: CHE Faculty by Academic Degree

Degree	2019-20	2020-21	2021-22
PhD, DSc, DBA	13	12	15
CSs, MFA	7	6	6
MA	9	9	8
Total	29	27	29

Recruitment of CHE faculty follows KIMEP regulations called "KIMEP Employment Guidelines". CHE monitors teaching faculty concerning compliance with respective requirements including pedagogy and teaching activities. Overall, the policy is in compliance with Order No. 635 of the Ministry of Education and Science of RK as of 14.12.2007 on "Regulations of Competitive Hiring and Selection of Faculty and Researchers in the Institutions of Higher Education" and outlines approved

⁹ A *terminal degree* refers to the highest academic degree that can be awarded in a particular field.

¹⁰ Master of Fine Arts is an academically recognized terminal degree given to practitioners in the fine arts and performing arts.

¹¹ The *Candidate of Sciences* is a first post-graduate scientific degree in Russia and the Commonwealth of Independent States.

professional qualifications required for certain vacant positions. The academic qualifications of teaching faculty are aligned with requirements set by the CHE and follow programme objectives.

The CHE encourages faculty members to conduct scholarly research, to engage with the international research community, and to update their knowledge on a continuous basis. Through cutting edge research in their respective subject areas, faculty members disseminate the latest knowledge and research agendas to the students. CHE has created a scoring system for annual faculty evaluation that creates an incentive to target publications in more established academic journals. The CHE has also created the position of Research Director/Coordinator, who is responsible for working with faculty, students, and other departments to support research activities. KIMEP University allocates a research budget that is generally used for supporting faculty in participating in international conferences and in financial rewards for publications.

To be employed as a lecturer, the University requires three years minimum teaching experience in higher education, English proficiency, and evidence of remote instructional design. These are only the minimum required qualifications – interviews are conducted with all prospective faculty by a committee of CHE faculty, who ask more detailed questions about teaching philosophy, assessment style, and more. If needed, applicants are also asked to deliver demonstration lessons. Furthermore, at minimum a Master's degree and preferably a PhD is required to teach upper level bachelor's and master's courses; only doctoral degree holding faculty members teach in doctoral programmes.

KIMEP University provides regular training through the 'KIMEP Centre of Educational Excellence', housed within the CHE, to improve and hone pedagogical competencies. Additionally, faculty members regularly participate in international academic mobility programmes to learn and update their teaching and research qualifications. CHE faculty members attend international seminars and workshops to further improve their pedagogical qualifications in their respective areas.

All of the CHE faculty are actively engaged with teaching and continually develop themselves further through research, professional development, and collaboration with students and colleagues. Not only do faculty regularly attend professional development, as it is part of yearly evaluation criteria, the CHE provides professional development training on instructional design to other colleges within KIMEP.

Practical business experience

For the **BATS programme**, specialised courses in translation are taught by instructors with industry experience. For example, experience in literary translation or experience as professional interpreters/translators. Furthermore, the course on *Subtitling* is taught by a lecturer who owns a subtitling company. For the **BACS programme**, lecturers teach courses informed by their professional experience working in labs, where they have conducted projects on natural language processing and computational linguistics. For the **BAFL/BATS**, creative writing courses are taught by a published poet, and a lecturer who has experience in film production and screenwriting.

Internal cooperation

There are numerous opportunities for faculty to collaborate and interact. The college Dean convenes departmental meetings at a minimum once every semester and at the beginning of each academic year, the Dean assigns all full-time faculty to serve on departmental and university-level committees. These committees meet throughout the year as needed to decide on issues related to research, curriculum, hiring, promotion, social media, and more. Courses with multiple sections, such as *Academic Reading* and *Writing I* or *II*, also have regular meetings to coordinate between faculty teaching those classes. Departments also hold departmental meetings, and the College Council meets on a regular basis to discuss a variety of issues related to college administration and strategy. Chairs of different departments work together with the Dean to revise the academic catalogue as needed.

Professional development seminars represent another opportunity for faculty to share their experiences as professionals, and these take place on a regular basis. In addition to officially scheduled meetings, CHE faculty meet informally to share course materials and teaching experiences.

In terms of research, there are regular research seminars throughout the year where CHE faculty can share their own research or listen and discuss the research of other scholars both within KIMEP and from other Kazakhstani and international institutions. Additionally, CHE has a strong record of cooperation with the General Education programme — many CHE faculty have developed and teach courses for General Education, many courses for programmes at hand are cross-listed as General Education courses, and General Education faculty are also “housed” within the CHE. The college also cooperates with the Bang College of Business, particularly regarding Cognitive Science courses in the Information Systems in Business programme.

Student support

Student learning support is an integral part of the services provided by KIMEP and the CHE. Faculty all hold mandatory office hours, which are posted on Moodle, syllabi, and on office doors (when teaching in-person). For students completing their theses, supervising faculty are in regular contact with students via email and Zoom calls and/or face-to-face meetings. The CHE also arranges support activities like training sessions on how to write conference abstracts, or more informal help with research and conferences for graduate students.

Appraisal:

The structure and number of teaching staff corresponds with the programmes’ requirements. A list of all lecturers and of the University’s full-time staff in general shows the availability of the required capacity to implement the programmes. The faculty’s composition guarantees that both the academic standards and the requirements of professional practice are satisfied.

On the basis of the CVs provided, the panel was able to get an overview of the staff employed and came to the conclusion that the academic qualification of the faculties corresponds to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for further qualification of the faculty members are implemented.

In terms of pedagogical and didactical qualification of the faculty, the panel assesses the faculty's qualification as outstanding due to the fact that KIMEP, on the one hand, has high minimum requirements (including at least three years of teaching experience in higher education, knowledge of English and proof of distance learning), and, on the other hand, the teachers are offered a broad and regular range of further training to ensure that the teaching staff is always able to develop their competences and skills further. This contributes positively to the didactic concept of the study programmes.

In addition, the practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. During the interviews, the panel was also able to see that a regular interaction between faculty members takes place, in which the study programmes' contents are discussed in order to improve them.

Student support is crucial for KIMEP University. The lecturers are there for the students during and outside their office hours. In the conversation with the students, the panel got the impression that they are fully satisfied with KIMEP's open door policy and the support from the lecturers.

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

4.2 Programme management

The Programme Managers/Department chairs of the colleges coordinate the activities of everyone involved in the programme. The Programme Managers coordinate on an academic level with the Dean/Associate Deans, and on organisational level activities of everyone involved.

Activities of all programmes within the academic year are analysed and documented on a regular basis and reported to the Dean in terms of academic affairs. In addition, programme activities are also reported to the Associate Deans to monitor organisational performance of the programmes.

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

In the CHE, the programme is managed through the following CHE committees: College Curriculum Development Committee, College Council, and the university-level Academic Council. First, the Curriculum Development Committee periodically revisits the curricula, course contents, and the course management of programmes. Second, the College Council approves the management, operations, changes, and improvements of the programmes to align with the strategic vision, mission, and objectives of the CHE. Finally, at the university level, the Academic Council as the supreme academic policy making authority, provides final approval of programme management activities.

Intensive cooperation between the college administration and the faculty members of respective programmes are required for decision-making of all academic issues. To this end, the college programme management works closely with the Dean and the Registrar's Office to provide necessary support related to registration, course scheduling, classroom assignment, on-time grade submission, and more. Student course evaluation results are assessed regularly and future improvement plans are developed by the administrative support teams.

KIMEP has developed its own unique Online Registration System, which allows the students, faculty, the registrar, and administration to enjoy a number of web-based real-time services, and effectively supports the education process. Using the system, students can access the following features from any location in the world online:

- check their schedule for the upcoming semester,
- communicate with their academic advisors,
- choose and register for courses according to their descriptions and prerequisites,
- check their grades and GPA for the previous semester,
- review their financial obligations to KIMEP, and
- check their individual academic requirements.

Faculty members can access the following features directly from their offices online: check student registration, obtain rosters of registered students, carry out advisory services, and enter final grades. The Office of the Registrar can obtain the following current and exact information on any student directly from the office online: the number of credits obtained, GPA, lists of courses completed, individual schedules, and financial obligations.

For current students, the Department of Student Affairs, headed by the Associate Vice President of Student Affairs, provides support and counselling services for study plans, personal counselling needs as well as information about the social environment at KIMEP University and in Kazakhstan.

Appraisal:

In the discussions with the chair of the department, the panel gained the impression that the three study programmes are very well organised and that the overall programme organisation ensures effective and efficient management. In addition, the programme director successfully takes

initiatives to foster the systematic development of the study programme in a way that includes the input of all relevant groups.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Students and faculty members are able to access a wide range of services online with KIMEP's Online Registration System. KIMEP offers its administrative staff opportunities for continuous professional development. Above all, the administrative staff acts as a service provider for students and faculty.

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

4.3 Cooperation and partnerships

The University has established links and partnerships with more than 160 universities in North America, Europe and East Asia that offer exchange programmes, joint forums and research opportunities, faculty visiting, summer schools and study abroad programmes.

Cooperation agreements with HEIs also offer faculty and staff members a range of opportunities to study, carry out research, and experience international academic life at the partner universities worldwide. Faculty and staff members are able to gain experience at partner institutions in countries such as Germany, the Netherlands, Denmark, UK, US, Korea, China, Sweden, Spain, Slovenia, Romania, Hungary, Turkey, and Poland.

KIMEP has a defined policy for maintaining partnership programmes with Kazakhstani and international businesses, organisations, and donor agencies. To help select, manage, and maintain beneficial, long-term partnerships with the business community of Kazakhstan and abroad, the KIMEP Corporate Development Department, Business Advisory Council (BAC), KIMEP Alumni Association, and KIMEP Advising, Internship and Career Placement Centre (KAIC) were established.

The CHE has extended the list of its corporate partners with the National Center for Professional Development for Teachers in Kazakhstan – ORLEU, TALAP holding (oversees vocational schools in the country), and elite high schools such as Astana Garden School (AGS) and New Generation School (NGS).

Through such cooperation, students of BAFL, BATS, and BACS have opportunities to experience real business practises and challenges through internships. Faculty members conduct consulting services to industries to share academic experience and knowledge with society. Faculty members regularly participate in and organise seminars and conduct collaborative research and consulting activities with corporate partners in areas related to their expertise. These activities in conjunction with regular feedback from corporate partners, internship programmes, and career workshop/seminars help KIMEP to update its curriculum to ensure its relevance in Kazakhstan and within the CIS.

The importance of corporate partnerships is made evident by the presence of industry professionals among its teaching faculty and broad representation of key Kazakhstani organisations in KIMEP's Board of Trustees which is responsible for formulating the specifics of the institute's mission, establishing policies to fulfil this mission and strategic development of KIMEP, the utilisation of up-to-date international educational technologies, and the development of research activities and international academic collaboration.

The CHE is actively working to form new partnerships with companies like Cinglevue (educational technology), BTS Education (online education portal), and Halyk Bank, one of the largest financial institutions in Kazakhstan.

Appraisal:

The scope and nature of cooperation with HEIs, networks and organisations relevant for the programmes are plausibly presented. The agreements on which the cooperation is based are documented. Collaboration is actively pursued and has a clear impact on students' studies (e.g. exchange opportunities, case studies, guest lecturers).

Cooperation with companies and other organisations is actively promoted through regular meetings with those responsible for the study programme to jointly discuss the further development of the programmes' content. The cooperation has a formative effect on the content of the study programmes and on the profile of the graduates. Through targeted measures such as the provision of internships, they contribute significantly to the development of students' qualifications and competences.

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

4.4 Facilities and equipment

Due to the Covid-19 pandemic, the panel was not able to visit the University on-site. Therefore, the panel was provided with a video and descriptions of the University's premises and facilities. The total area available in KIMEP University is 6,370 square metres. The total number of classroom seats available is 3,003.

Table 45. Teaching Facilities

Building Location	Area sq. m.	Seating Capacity	Screens	IB	LCD	Computer	TV Set	Video	Telephone	Tribune
Valykhonov	3596,7	1771	37	15	37	176	4	3	0	37
EEC	169,7	56	3	0	3	3	2	2	2	3
Dostyk	155,2	67	2	0	2	13	1	0	2	2
Library	148,3	35	2	0	2	35	0	5	3	1
New Academic Building	2300,1	1074	24	11	24	110	2	2	0	21
Total	6370	3003	68	26	68	337	9	12	7	59

The computer, related hardware and facilities at KIMEP University include:

- 1,209 computers on campus, all are connected to LAN; all 1,209 are connected to the Internet;
- 411 printers;
- 29 scanners;
- 155 web-cameras;
- 68 LCD-projectors;
- 26 interactive boards;
- 6 servers; and
- 13 computer laboratories, all of which are connected to LAN and the Internet.

Classrooms are equipped with LCD-projectors, LCD-panels, interactive boards and computers, which allow multimedia presentations and access to file servers, electronic materials, and the Internet during lectures. A number of conference halls, such as the Great Hall and the High-Tech Conference Hall, are equipped with all necessary hardware to run multimedia presentations for groups of varying size. There are also eleven study rooms available with wireless Internet access (total space 250 square metres).

The University has two academic buildings and a residence hall. All three buildings are equipped with ramps and elevators; automatic sliding doors are installed at entrances to academic buildings. In addition, special buttons are installed at the entrances to all buildings to call staff if any assistance is needed. Since the buildings are of quite old construction, gradual reconstructions are carried out. Reconstructions are carried out in compliance with all newly established standards, including standards required for students with special educational needs. All entrances to buildings are equipped with tactile tiles and buttons to call staff for assistance. Each floor is equipped with specialized sanitary facilities for people with disabilities.

Library and access to literature

KIMEP Library is located in a separate building on the University campus with an area of 2,719 m² and can serve up to 350 students at a time. KIMEP Library facilities include public reading areas for the library's circulating collection and for reference, periodicals, and reserves materials, a

conference room, and two independent study laboratories with computer workstations, which provide access to electronic resources.

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

The library collection includes 102,795 print copies (of these 72,838 in English), and 18 international and local electronic databases, which comprise over 700.000 full-text documents (e-books, magazines, conference materials, legislative acts of Kazakhstan and foreign countries) and can be accessed from any computer on campus: CARD (library bibliographic database), Ebook Central, EBSCO EconLit, EBSCO Business Source Complete, EBSCO Ebooks, Emerald, JSTOR, Paragraph, Polpred, ProQuest One Business, Sage, Scopus, Taylor and Francis Ebooks, The Chronicle of Higher Education, TOL, Westlaw, Web of Science and Zakon. The remote access is organised to 14 electronic databases, so library users can access these resources from any place outside the campus. Bibliographic records of all print literature are entered into an electronic catalogue (KIMEP uses AMLIB), which is accessible to all users both in the library and through the KIMEP website.

The library is constantly developing its book collection and its electronic resources. Twice a year, the library orders textbooks, as well as reference and research titles requested by the faculty and students to keep the collection up-to-date.

In order to provide students with necessary literature for the study programmes, the KIMEP library provides a textbook rental service. The library typically acquires course titles at 30-50 % of overall enrolment. Three to five copies are put on reserve to make the course titles available for all students. Reserve titles can be used only in the library reading rooms and cannot be checked out for overnight loan. If students cannot rent a course title, there is always a copy in the library available for reading.

Library users are not only students, teachers and staff of KIMEP, but also university graduates and external users — students, teachers and researchers of other universities. Eleven library staff members provide a wide range of services to all users: open access to the entire book collection, assistance in selecting titles, individual consultations, presentations, training, orientation sessions to entering students and new faculty, seminars, and webinars on the use of the electronic catalogue and electronic databases. The library organises practical training for students together with teachers, provides printing for clients, scanning materials for teachers, draws up thematic exhibitions, regularly updates and places information on the website and on social networks, and provides unlimited Internet access.

Annually, the Department of Quality Assurance and Institutional Research at KIMEP conducts a survey among students and graduates that assess the work of all departments, including the library, and all their requests and comments are analysed and taken into account.

During the COVID-19 pandemic, the KIMEP library moved to a limited work schedule of 64.5 hours per week: on weekdays from 9.30 to 20.00 and Saturdays from 10.00 to 19.00. However, the

Library is ready to return to its usual working hours (7 days or 94.5 hours a week: on weekdays from 8.30 to 24.00, Saturdays from 10.00 to 19.00, and Sundays from 10.00 to 18.00) as soon as it will be permitted. During final examinations, the library also operates 24/7 based on student requests.

Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit the University on-site. Therefore, the panel was provided with a video and descriptions of the University's premises and facilities. According to that information, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the needs of the study programmes. Most of the rooms at the University are equipped for disabled students and give them barrier-free access. The courses where disabled students are participating are scheduled in barrier-free rooms.

The library is accessible during most of the day and takes students' needs into account. Access to the literature and journals as well as to digital media through various databases is ensured. Access to relevant digital media is available from the students' home and qualified library staff is there to advise students. It is particularly positive that students are offered the opportunity to visit the library at any time during the final examinations and that it is thus adapted to the needs of the students as much as possible.

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

4.5 Additional services

KIMEP established Career & Employment Services (CES) in 1996 with the purpose of building strong cooperation between the business community, alumni, and students of KIMEP University. CES provides students, starting from their first year of study, with all necessary tools to successfully manage professional development: career advising, career events, recruitment, employer outreach programmes, and networking opportunities.

Career and Employment Services concentrates its efforts on assisting leading companies around the world by becoming a source of successful and dynamic talent. Career and Employment opportunities are available for graduate and undergraduate students, as well as alumni. Assistance is provided to company partners seeking either full- or part-time employees. Students can access opportunities from the Career and Employment Services webpage, the University-life course, or by appointment either virtually or in person.

The staff of CES provides counselling on internship opportunities, preparation for job interviews, writing resumes, and job search techniques. Career and Employment Services organises an annual Jobs Fair and a lot of various events and training devoted to career skills development. The

department also runs a webpage for students, graduates and Alumni with job and internship opportunities, employment statistics, events calendar.

Alumni Activities

The Alumni Association was established to maintain a permanent relationship between KIMEP and its alumni, with the purpose of mutual service and support.

The goal of the Alumni Association is to keep Alumni conversant with the programmes and activities of KIMEP and provide support to the University and its programmes. The Alumni Association assists the University in the growth of its cultural and extracurricular activities and facilitates KIMEP's involvement in the community. Alumni currently serve on KIMEP's business advisory boards, as ambassadors, speakers in the LDP programme, alumni talks and career talks, and as mentors to students and various student organisations on campus. Alumni Association activities also include fundraising for current students through the Rakhmet Scholarship Fund and organising annual reunions, luncheons, and networking activities that recognise outstanding alumni in areas of professional development and community service.

Appraisal:

KIMEP'S Career & Employment Services (CES) offers students career guidance and placement services to promote their employability. Sufficient resources are provided by the University for this purpose.

The Alumni Association with the aim of developing an alumni network is well established. Alumni activities and events are planned on a long-term basis and performed regularly and play an active role for the improvement of the study programmes.

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

4.6 Financing of the study programme (Asterisk Criterion)

The BAFL, BATS, and BACS programmes are managed by the College of Humanities and Education (CHE). The current finance plan is transparent and relates to institutional level decisions. All programmes are part of KIMEP central accounting. The forecast for each programme is based on certain assumptions and includes an increase of students in the next academic year. Figures are calculated on the basis of fees multiplied by the number of admitted students. These calculations for the years of 2017-2021 are valid; the forecasts for AY 2021-2024 are based on the expected number of applicants. The financial sustainability of all programmes is included in the KIMEP Strategic Plan and is secured for the entire accreditation period (see self-evaluation report p. 75).

Appraisal:

The system of tuition fees and educational grants ensures that the University receives resources on the basis of student numbers and can thus finance its teaching activities. Hence, a general budget exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years, the panel concludes that financial stability is ensured for each current programme cycle and the entire accreditation period.

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

5. Quality assurance and documentation

KIMEP has established a framework for quality assurance that is compatible with mechanisms for institutional, departmental, and programme quality assurance. This framework is embedded in each college and in every department, whether academic or non-academic.

Each college or academic division is responsible for creating their own continuous quality improvement process to include annual and cyclical programme reviews of each aspect. Chairs work together with the Deans to revise the academic catalogue as needed. CHE programme faculty teaching new courses informally discuss their instructional decisions and the faculty consult with the CHE Dean regularly on course design.

Annual programme reviews are limited in scope to particular programme learning outcomes, but also include overviews of curriculum, faculty, finances, student learning, and programme effectiveness. Full programme reviews take place every three to five years and incorporate thorough assessments of the same information in addition to an overview of all programme learning outcomes and student learning assessments.

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

- The College Curriculum Committees review course design and syllabi to ensure they are in line with KIMEP's own and international standards, use appropriate methods and amount/type/variety of assessment, and have reasonable policies, resources, and study plans. KIMEP draws on Bloom's Taxonomy as a tool to help design different types of learning activities as appropriate to different levels of instruction. With the transition to distance learning necessitated by the pandemic, the HEI also draws on a variety of online tools, such as Moodle, Padlet, Kahoot, etc.
- The Department of Quality Assurance and Institutional Research (QAIR) is responsible for collaboration between different units at KIMEP – executive, management, departmental, and programme level – in order to provide necessary information to support strategic decision-making and quality assurance systems, which promote integrity and effectiveness across the University. The primary roles of the office are as follows:
 - Provide the information and analysis necessary to support decision-making at the institutional level and within colleges / divisions.
 - Undertake such reviews and audits as necessary to safeguard the integrity and quality of the institution's activities.
 - Advise the institution on quality implications of proposals, policies and strategic plans.

QAIR also acts as a liaison between state bodies, higher education institutions, and both national and international agencies to share best practices and develop strategies for the

benefit of the community as a whole. Additionally, they carry out various studies upon request that investigate particular quality aspects in individual programmes or separate areas of the University's performance.

- The Academic Council of KIMEP University manages general academic affairs, oversees academic quality assurance and curriculum review, and develops recommendations for further approval by the President's Cabinet and the Board of Trustees. College deans, the Director of the Admission and Financial Aid Office, and the Deputy to the President for Student Recruitment & Admission have representation on this committee. This committee reviews curriculum to ensure alignment with the National Qualifications Framework. The function of the committee is to evaluate, analyse, and determine the appropriateness of any new programmes or courses, or of changes in existing programmes, criteria to be established for quality assurance controls over all matters of academic import, and to make recommendations concerning admission and scholarship, including additional criteria and student enrolment rules not covered by state standards for each major.
- The President's Cabinet is the executive body of KIMEP University and consists of the President; Provost and General Deputy to the President; Vice President of Academic Affairs; Vice President of Finance; Associate Vice President of Student Affairs; Acting Dean of BCB, Dean of College of Social Sciences; Dean of Law School; Dean of General Education; and Dean of CHE. The Cabinet has the right to make decisions on any issues of KIMEP University operations that are not covered by legislative acts of the Republic of Kazakhstan and are not governed (according to the Charter) by other bodies and officials of KIMEP University, including financial management, strategic planning, development of organisational structure of the institution, and resolution of departmental or study programme issues.

Evaluation by Students

QAIR conducts the evaluation by students every semester. The Student Perception of Instruction Survey (SPIS, previously titled Faculty Teaching Evaluation Survey) is an important part of the general formal faculty evaluation process and is mandatory for each module taught in the Bachelor, Master and Doctorate Programmes as it allows retrieving valuable student opinion on their perceptions of the instructional effectiveness, quality of teaching, and their learning experience. In annual faculty evaluations, student interaction (both teaching and mentoring) is given a 40 % weight assuming a four-course load for the semester.

The Survey is conducted via an internet-based approach to assure higher rate of responses. Links to questionnaires are distributed via email, regular reminders are sent, and respondents are encouraged, but not obliged, to answer all questions. Questionnaires are processed and analysed by the Office of Quality Assurance and Institutional Research.

Starting with spring 2020, the questionnaire has been updated to reflect the transition to online mode of course delivery. The questionnaire covers the quality of teaching in three areas:

- Faculty: The first section consists of questions about instructional delivery and academic professional attitude towards students,
- Class sessions: The second part covers questions about management of class sessions and learning environment.

- Courses: The third part incorporates questions about students' understanding of course requirements and syllabus, workload, availability of course materials as well as overall level of satisfaction.

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

To ensure objectivity, students fill in the SPIS forms after the completion of final examinations but prior to issuance of final grades, and the survey is anonymous. Feedback to faculty members is provided on the basis of each module and in aggregated format on a semester level.

Evaluation by Faculty

- Course Management Forms: Filled out by faculty at the end of each semester.
- Faculty Satisfaction Survey: Conducted every spring semester since the 2005-06 academic year, the survey measures the level of faculty satisfaction pertaining to working conditions, professional development and leadership at KIMEP University. The survey is conducted on an anonymous and voluntary basis. Survey results are presented to management and faculty in the form of a report that highlights both strong and weak points of KIMEP's working conditions and compares overall satisfaction with data from previous periods.

Evaluation by Alumni, Employers and Third Parties

- KIMEP Alumni Survey (KAS): QAIR conducts the annual alumni surveys regarding employment and overall satisfaction with the quality of KIMEP's education. The KAS aims to assure the quality of professional preparation of graduates by collecting their feedback about working experience, job performance and level of satisfaction with the quality of KIMEP education, which would allow identifying areas for improvement.

The survey has been conducted each summer since 2005, targeting alumni who graduated the previous year. Since 2019, following a FIBAA recommendation, the target respondent group has been extended to simultaneously collect the opinions of three cohorts of alumni: those who graduated one, five and ten years ago. The aim is to track alumni career paths and gather their opinion on how their education influenced their current activity.

Survey results are reported to management and shared with KIMEP faculty and students. Key messages are taken as the basis for further enhancement of KIMEP's programmes, services, and overall environment.

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

- Advisory Boards/Councils: The CHE Advisory Board (CAB) (see chapter 3.1) provides the colleges an opportunity to incorporate industry suggestions on curricula improvements, strategic directions, and university-industry cooperation.

Programme Documentation

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

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

The MCPR staff operate several social media accounts (Instagram, Facebook, LinkedIn, YouTube, Vk.com, Telegram); disseminate mail and e-mail; place advertisement placards on building facades and billboards; design and print leaflets, brochures, and posters; photo-zones, press-walls, banners, flags, create digital campaigns (targeted and contextual ads), produce promo videos and conduct photoshoots, order KIMEP branded souvenirs, and organise the graduation ceremony. Among the main media partners of KIMEP University are Khabar channel, Kazakhstan national TV channels, and Forbes Kazakhstan.

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

The MCPR department also provides counselling and printing services for the KIMEP Times, the independent student newspaper, founded in 1995. It is the only student newspaper that has been awarded licence #1689-A by the Ministry of Culture and Information of the RK and is published in English and Russian. It is published every three months throughout the academic year. The newspaper publishes articles and commentaries on KIMEP University programmes, achievements of students, faculty and staff and many other things. The MCPR department coordinates the production and distribution of the yearbook for graduates, a student-driven project, founded in 2020.

At the beginning of each academic year, MCPR department develops the marketing activities plan and obtains a list of necessary advertisement and informational materials approved by all units of

KIMEP University. They also assess the efficiency of previous marketing activities and communication campaigns. These annual measures ensure that the MCPR department continuously and effectively reaches their target audiences.

Appraisal:

In the opinion of the panel team, a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. The panel is particularly positive about the various focus groups and committees that are involved in the Quality Management of the University.

Evaluations by the students, by the faculty, by alumni and employers are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated and provide input for the quality development process.

The study programmes' content, curriculum and examination scheme have been suitably documented and published. Press relations and network communication are actively maintained. In its reports and the KIMEP Times the University presents a summary of the activities of the academic year.

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

Quality profile

HEI: KIMEP University, Almaty, Kazakhstan

Bachelor programmes:

Bachelor of Two Foreign Languages (B.A)

Bachelor of Translation Studies (B.A.)

Bachelor of Cognitive Science (B.A.)

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

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

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