

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 Programme:	PhD in Foreign Language: Two Foreign Languages (PhD in Foreign Language)
Type of Accreditation:	concept accreditation

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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 9 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited.

Period of Accreditation: September 1, 2023 to August 31, 2028

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

KIMEP University, Kazakhstan

Doctoral programme:

PhD in Foreign Language: Two Foreign Languages

Qualification awarded on completion:

PhD in Foreign Language

General Information on the Study Programme

Brief description of the study programme:

The PhD in Foreign Language: Two Foreign Languages (PhD in FL) belongs to KIMEP's College of Humanities and Education. The programme aims to nurture and train highly qualified scholars and language teaching leaders who have excellent research skills, demonstrate the ability to make significant, original scientific contributions to the science of language teaching, and who are capable of transforming the education system to improve the quality of language teaching and research on language teaching.

Type of study programme:

PhD programme

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

3 years, 180 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

Approx. 8-10 students

Programme cycle starts in:

fall and/or spring semester

Initial start of the programme:

The PhD in FL programme is slated to begin in fall 2023

Type of accreditation:

concept accreditation

Accreditation in one cluster (cluster 1) with:

Bachelor of Two Foreign Languages (B.A.), Bachelor of Translation Studies (B.A), Bachelor of Cognitive Science (B.A)

Procedure:

A contract for the concept accreditation of the PhD in Foreign Language 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

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 clus-

¹ The panel is presented in alphabetical order.

ter included an appraisal of Bachelor of Two Foreign Languages (B.A.), Bachelor of Translation Studies (B.A.) and Bachelor of Cognitive Science (B.A.). 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 26, 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

The PhD in Foreign Language offered by KIMEP University fulfils the FIBAA quality requirements for doctorate programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on January 10, 2023 and finishing on January 9, 2028. 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 areas where the programme could be further developed:

- The panel recommends that exchanges with other doctoral students in Kazakhstan and especially abroad should be more strongly included in the networking concept of the study programme (see chapter 3.4).
- The panel recommends that more professors be appointed and/or that the promotion of associate professors be promoted with greater support (see chapter 4.1).
- The panel recommends that the participation of PhD students in international conferences be more strongly encouraged and emphasised in the programme's networking concept (see chapter 4.2).

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 criteria in which the programme exceeds the quality requirements:

- Positioning of the Doctoral Programme in the education market (see chapter 1.2)
- Pedagogical Qualification of the Teaching Staff (see chapter 4.1)
- Internationality of the Teaching Staff (see chapter 4.1)

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

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. 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 2007 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 degrees, 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 programmes are highly regarded in the Eurasian region ranked first in the Central Asian region and are gaining increasing

recognition in the global community. The latest IQAA rating re-confirmed BCB programme rankings as some of the best in the country².

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).

² <https://www.kimep.kz/about/en/kimep-rankings-accreditation/>, last access on July 27, 2022.

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Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The PhD in Foreign Language: Two Foreign Languages (hereafter: PhD FL) belongs to KIMEP's College of Humanities and Education (CHE). It was designed to address the issue of how to improve language education in Kazakhstan (see self-evaluation report p. 8). The PhD programme leads to an award that signifies that graduates have completed the third cycle under the Qualification Framework for the European Higher Education Area (QF-EHEA), which is the overarching framework for qualifications in the European Higher Education Area (EHEA). According to the NQF, the PhD is located at level 8.

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

The University explains that Kazakhstan is facing major challenges in education in relation to equality of access and second language acquisition (see self-evaluation report p. 8). Since Kazakhstan is a multilingual country, language affects many aspects of society such as socioeconomic equality and access to particular spheres like business, politics, and journalism. Therefore, KIMEP views it as key to strengthen this sector.

Furthermore, the University explains that since the collapse of the Soviet Union, there has been a decline in the number of advanced degree holders in Kazakhstan who are well prepared to tackle these challenges (see self-evaluation report p. 8). Therefore, this programme shall produce researchers who will lead the field both locally and internationally. The PhD FL will graduate scholars ready to contribute to global scholarship and the advancement of knowledge.

Upon completion of the programme a doctorate student has to obtain and to demonstrate the following Learning Outcomes:

- ILO1: Have a deep knowledge of the discipline, critically apply theories, methodologies and knowledge to solve fundamental scientific issues in their main area of specialization - in the field of education and language teaching.
- ILO2: Conduct research under the guidance of a consultant, while developing as an intellectually independent scientist.
- ILO3: Demonstrate professional oral and written communication skills sufficient to publish and present work internationally and to prepare grant applications.
- ILO4: Strictly and impeccably follow the principles of scientific and pedagogical ethics.

- ILO5: Demonstrate professional knowledge of the discipline and mastery of teaching methods and teaching skills at the level required for teaching at the university.
- ILO6: Use the knowledge and skills of a methodologist, an expert in evaluating language educational programmes and teaching materials to improve the quality of language education in the country.
- ILO7: Contribute to the development of society through scientific and educational activities and management leadership.

Appraisal:

The doctoral programme corresponds with the goals of the European and national qualification framework. The doctoral programme and the pursued qualification and competency goals are matched with each other. The programme takes into account the students' ability to do independent scientific work and also contains key competences in order to ensure graduate employability inside and outside the research fields (see also chapter 1.3).

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

1.2 Positioning of the Doctoral Programme in the education market

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. 9). KIMEP's PhD FL programme is not only offered in English, which is according to KIMEP a unique selling point in the local market, but they are much more internationally oriented and developed around the latest theories in their respective fields. This is well suited for 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. 9).

During the digital site visit KIMEP explains that the doctorate programme has a special focus on research methodology, theory and methods because these are the areas of the major weakness in local academia. With this programme KIMEP build a whole educational sequence from Bachelor in FL to Master in FL to PhD in FL to create a thriving academic and learning environment for faculty and students specialising in the field of language pedagogy – more faculty, more varied research topics, opportunity for collaboration and discussion.

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 shall place much greater emphasis on the development of critical thinking

and independent inquiry. Beyond receiving training in teaching, programming, translation, and other professional competencies, graduates shall become leaders and innovators in their fields (see self-evaluation report p. 9).

Appraisal:

The University was able to convincingly demonstrate the relevance and positioning of the programme in Kazakhstan's education sector through the profile and competency goals described. With the new PhD programme, KIMEP is attempting to fill a research gap in Kazakhstan, improve language education in Kazakhstan and thus generate significant added value in the Kazakh education market.

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

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

The PhD programme in Foreign Language: Two Foreign Languages (PhD FL) aims to prepare scholars and leaders in the area of language education. The mission of the programme is to nurture and train highly qualified scholars and leaders in education and language teaching who have excellent research skills, demonstrate the ability to make significant, original scientific contributions to the science of language teaching, and who are capable of transforming language education, and improving the quality of language teaching and the quality of research on language teaching.

The programme prepares graduates to independently teach and conduct research at the highest academic international standards. The aim is that the doctoral graduates will lead local and regional universities and research institutes in the near future. Training university teachers locally will reduce dependence on foreign teachers, who are difficult to attract given local economic conditions. Additionally, local candidates can advance their education and career goals at a lower cost through the programme. KIMEP also sees this opportunity as a cost-effective way to improve the skills of the University's own lecturers and researchers (see self-evaluation report p. 9).

Graduates of the PhD FL programme shall be prepared to become researchers and academics in the area of language education/applied linguistics, as well as to move into jobs in educational administration or policymaking. Students will develop their research skills not only through required course work, research internships and thesis writing, but also through academic socialisation by active engagement in faculty research projects, writing groups, organisation and participation of conferences, research seminars, and other academic events.

Although the programme is 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 (see self-evaluation report p. 10).

The programme, in addition to developing teaching and research skills, prepares its graduates to have a deep systemic knowledge of the discipline, use the knowledge and skills of a methodologist, an expert in evaluating language educational programs and teaching materials to improve the quality of language education.

Graduates of the KIMEP programmes are, in general, highly sought after in the job market due to the strong qualifications gained during their studies, including but not limited to (see self-evaluation report p. 10):

- English language and learning skills proficiency in reading, writing, speaking, quantitative reasoning, and digital communications;
- Analytical reasoning, research conducting and writing skills;
- Professional internship experience and the application of theory to praxis;
- Soft skills (such as communication and presentation skills) and oral and social competencies (such as inter-personal and group working skills); and
- Personal development through internships and opportunities to study abroad via KIMEP's mobility programmes.

Upon completion of the programme, PhD FL graduates are qualified to work in the field of teaching, education leadership, programme evaluation and consulting, corporate training, research and analytics for international, state and private organisations.

Appraisal:

In the panel's view, the PhD programme is convincingly positioned within the research field due to the profile described and the research focus pursued. In this programme in particular, KIMEP is attempting to fill a longstanding research gap in Kazakhstan (see also chapter 1.2).

The doctoral programme is also positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus of research.

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

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

The PhD programme is delivered in the College of Humanities and Education (CHE). The CHE's vision and mission are consistent with KIMEP University's vision and mission statements. It provides excellence in education management and language education through its innovative curricula and student-centred learning experience. On a fundamental level, KIMEP's mission is to provide top quality education. The CHE aspires to become an influential, world-class graduate college of languages and education, effecting change in educational thinking, policy, and practice at all levels of education through scholarly research, quality teaching, and persuasive argument through its Bachelor, Master and PhD programmes, its research, teaching, and scholarships.

KIMEP has also shifted over recent years from an institution primarily focused on teaching to one with a much greater emphasis on research. The PhD FL is seen as an integral part of this shift — this programme is designed to enable the development of a stronger research culture at KIMEP and aims to put the University at the forefront of developing work in areas not traditionally studied in the post-Soviet context (see self-evaluation report p. 11).

Appraisal:

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

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

1.5 Gender Equality and Equal Opportunities

KIMEP's values include building an inclusive environment for students, their parents, alumni, staff, faculty, and the wider community, blind to nationality, gender, age, religion, or other factors not related to the purposes of the University. It aims at increasing opportunities for students needing assistance with their academics in order for students to successfully complete their courses (KIMEP Strategic Plan 2018-21).

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 dis-

crimination 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 outstanding students who have demonstrated the potential to succeed through leadership and talent as well as having shown evidence of their capability to contribute to the community.

The University has created clear and transparent procedures for applying and accepting individuals with a diverse academic history and academic needs. 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.

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 (see KIMEP Catalogue 2021-22, p. 7).

KIMEP provides disadvantage compensation in exams for students who have registered as disabled with the Student Affairs Office. KIMEP thereby establishes equal opportunities to the extent that its own entrance tests and examinations are concerned.

Appraisal:

KIMEP fulfils its tasks in this doctoral programme by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students in terms of temporal and formal requirements in the programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured. The panel noted positively that it was also clear from the discussions with various representatives of the University that this issue is taken seriously.

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

2. Admission

Admission requirements for all types of students are recorded in the Admission Policy. KIMEP University and its academic units review the Admission Policy, 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.

Admission to the PhD programme is highly competitive. Admission is granted to the applicants deemed most likely to complete and benefit from the programme. The final decision on admission is based on a comprehensive assessment of the applicant's overall qualifications and commitment to the programme.

In addition to international considerations when working with applicants, State admission legislation must be considered when making admission decisions³.

The Department of Student Recruitment and Admission (DSRA) was created to recruit and admit students to KIMEP academic programmes in accordance with admission policies, strategic and operational plans. Annually, the DSRA organises relevant recruitment activities in Kazakhstan, Central Asia and internationally. The DSRA is empowered and responsible for all activities related to collection, review and data entry from online applications of all programmes of KIMEP.

Entry Requirements for admission to the PhD in FL include:

- A master's degree or equivalent from a nationally attested or internationally recognized university.
- Proficiency of English language (TOEFL IBT at least 46, TOEFL PBT at least 453 or IELTS scores of at least 5.5). Applicants who have received their Master's degrees from the universities located in the countries where English is the state or official language, and these universities have specialized accreditation from the accreditation agencies officially recognized by OECD member states, are exempted from English proficiency requirement (if the master degree diploma is not older than five years). Graduates of double degree programmes between KIMEP and partner universities are also exempted.
- At least three years of experience in a corporate, government, academic or non-profit organisation.

The documentation needed for the application procedure includes:

- the online application form for doctoral admission,
- copy of transcripts (diploma supplement) with grades,
- valid international certificates proving the knowledge of the English Language,
- at least two professional letters of recommendation,
- a typed statement of purpose (500 words or less) that states the applicant's academic and professional interests; how the applicant will benefit from the PhD programme professionally and personally; the applicant's strengths and qualities that will enable him/her to complete a rigorous Doctoral Programme; and the specific reasons for choosing KIMEP. This proposal should state the applicant's area of research interests, research questions and methodological approach to undertake research. For a successful and original research proposal, the University expects the applicant to familiarise themselves with current research through literature review in the area and identify research gaps.

³ This includes 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).

- a professional resume,
- for Kazakh citizens only: COMPLEX EXAM by the Ministry of Education and Science of the RK. Detailed information about exam requirements and passing scores are available on the National Testing Center website⁴.
- Foreign citizens shall submit the following documents before registration for any courses (according to the Law on Migration, chapter 5):
 - Financial statement on availability of funds to cover accommodation and tuition in accordance with the educational services contract.
 - Criminal history form.
- In some cases, especially with foreign applicants, the DSRA has a right to request additional documents (licenses for educational activity of organizations issuing the diplomas, confirmations of attestation and accreditation, confirmations of degree, specialization and diploma, etc.).

Doctoral Programme applicants who meet the above criteria must be interviewed by Doctoral Programme Council or Doctoral Programme Admissions Committee members and other faculty members in person, by phone or video conference. Applicants who have successfully completed the initial interview processes via phone or video conference are highly encouraged to visit campus for a face-to-face interview.

Extracts from the “KIMEP University Policy for Application and Admission in 2021-2022 Academic Year” regulating the rules of admission of applicants to Doctorate programmes are also published on the KIMEP University website.

Upon completion of the process of admission, all applicants receive letters of admission or letters of rejection. Appropriate orders are approved by the President and serve as grounds for the start of study at KIMEP University.

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

Applicants who do 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.

The status of a submitted application may be reviewed using the applicant portal. 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”.

KIMEP’s standard student contract can be found in the Acceptance Package. The contract must be signed prior to the end of the course registration period. In order to receive consultation on how to

⁴ <http://testcenter.kz/ru/postupayushchim-v-magistraturu-i-doktoranturu/>, last access on July 29, 2022.

choose and register for courses, each admitted student receives the contacts of college programme managers and programme chairs.

Appraisal:

The admission requirements for PhD students are properly defined and set out transparently. The selection procedure is carried out in accordance with the national law and therefore satisfies the legal requirements. The selection procedure for the admission of doctoral students is transparently presented in the overarching information document "Doctoral Programmes Handbook" and can be downloaded. It is based on defined criteria and a proven procedure that is practised equally for every applicant. Admission decisions are communicated in writing. The responsibilities are also clearly regulated.

By publishing the current KIMEP Handbook on its website every year, the KIMEP University ensures that all students and interested parties are informed about all questions regarding the requirements, responsibilities and procedures of admission.

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

3. Implementation

3.1 Structure

Projected study time	3 years
Number of Credit Points (CP)	180 ECTS credits
Workload per CP	27 hours
Number of courses	3 modules of theoretical study
Number of contact hours	288 contact hours (for theoretical study)

Table 1: Programme Structure

Category of Courses	ECTS
1. Course Work	45
Program Foundation Courses	10
Program Specialization Courses	15
Teaching Internship	10
Research Internship	10
2. Research Component	123
Research project 1-5	75
Dissertation 1-3	33
Seminars	15
3. Final Attestation	12
Total Required for Graduation	180

The PhD Degree Regulations are in conformity with relevant instructions and standards issued by the Ministry of Education and Science. The regulations contain the rules on the following elements: doctoral degree requirements to complete the programme, the Doctoral Committee, admission requirements and procedure, enrolment as a doctoral student, dissertation supervision and guidance (respective duties), standard completion time, the dissertation and its constituent components, Examination Commission, evaluation procedure, and publishing obligations of the doctoral student – in accordance with the requirements of the Ministry of Education and Science’s (MES) Order #604 of 31 October 2018.

The duration of the PhD programme is a minimum of three years. By the State Compulsory Education Standards for Higher and Postgraduate Education (GOSO), a PhD programme consists of 180 ECTS credits.

All faculty members who teach foundation and specialisation courses at the doctoral level are required to produce syllabi for their respective courses. They are guided by academic freedom in organising the content and format of their respective courses. Syllabi describe the following important aspects of the course: ILOs, course content, instructor’s class methodology, and assessment techniques, attendance policies, required or recommended course literature.

The details of the duration, mentoring, examinations, dissertation, thesis defence and other elements are elaborately specified in the PhD programme handbook approved by the Doctoral Council and the Academic Council of KIMEP. The minimum requirements for graduation are:

- Admission to candidacy.
- Complete the curriculum requirements with a minimum cumulative 3.33 Grade Point Average (GPA). Have no incomplete coursework.

- Two research papers published or accepted for publication in a peer reviewed journal⁵.
- Complete all course and research publication requirements for the PhD degree within three years⁶ or request an extension from the Doctoral Council. Extensions can be offered in exceptional cases with strong justification.
- Registration for at least three dissertation hours the semester of the defence. The student does not need to be registered the semester of graduation if the student has defended the dissertation in a previous semester.
- Successful defence of the dissertation.

Doctoral Programmes Students may request exceptions to the published policies and procedures by filing a proper petition with the Doctoral Programmes College Council.

Status of Doctoral Students

According to the State Compulsory Education Standards for all levels of education (GOSO, point 109), the requirements for the level of preparation of a doctoral student are determined on the basis of the Dublin Descriptors of the third level of higher education and reflect the acquired competencies, expressed in the achieved learning outcomes. KIMEP PhD students have the status of full-time students. Their status, rights and obligations are stated in the contract; policies of the programme are described in the KIMEP Catalogue and the PhD Handbook.

Course Descriptions

The PhD programme study contents, objectives, ILOs, requirements, study plans, and course descriptions (including course codes, credits, and prerequisites) are fully documented and described in the KIMEP Catalogue each year. Detailed module descriptions are provided in the Course Syllabi, which are made available to students before or during the first course meeting. Course syllabi are posted on the course Moodle pages and university L-Drive for easy access.

All KIMEP syllabi must contain the following information: course code; course title; credits; instructor contact information; class time and location; office hours and location; netiquette; module description; course objectives; ILOs; teaching methodology; assessment scheme and grading scale; brief description of major tasks; required and additional readings with access links; weekly schedule, course duration; policies (attendance, academic honesty).

Appraisal:

The structure corresponds with the objectives of the doctoral programme and it properly connects the range of courses with the research tasks of the doctoral students. The structure of the pro-

⁵ Which peer reviewed journals are accepted depends on the list of scientific journals recommended by the ministry. The list of recommended journals is updated annually by the ministry and can be accessed here: <https://www.internauka.org/blog/perechen-zhurnalov-rekomendovannyh-kkson-mon-rk>; last access on August 26, 2022.

⁶ See Order No. 127 of the Minister of Education and Science of Kazakhstan about approval of the rules for awarding degrees registered in the Register of State Registration of Normative Legal Acts under No. 6951.

grammes takes into account the national requirements (state educational standards) in terms of programmes' components. In terms of law the status of the Doctoral students is regulated properly.

Course descriptions for the PhD programme were provided and were subject to review by the expert panel. They contain all necessary information on the content, duration, requirements, recommended reading and the learning outcomes to be achieved.

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

3.2 Content

This programme represents a natural extension of KIMEP's Bachelor (BA FL) and Master programme (MA FL) in Foreign Language. Effectively, this is a PhD programme in applied linguistics; the name of the PhD in Foreign Language: Two Foreign Languages was selected to fit the existing Classifier of Specialties issued by the Ministry of Education of Kazakhstan.

The programme aims to nurture and train highly qualified scholars and language teaching leaders who have excellent research skills, demonstrate the ability to make significant, original scientific contributions to the science of language teaching, and who are capable of transforming the education system to improve the quality of language teaching and research on language teaching. KIMEP explains that since Kazakhstan is a multilingual country, language affects many aspects of society such as socioeconomic equality and access to particular spheres like business, politics, and journalism. Therefore, the University considers it of key importance that this sector is strengthened.

The research methods requirements consist of coursework in research design and techniques, which will assist the doctoral student in developing a research proposal and conducting empirical research. The elective courses shall provide the breadth necessary to function as an academic conducting both discipline-based and interdisciplinary research in the context of the doctoral programme. The major courses are designed to provide in depth disciplinary knowledge and understanding, critical for developing the dissertation proposal and conducting dissertation research. Different components of the programmes require a different set of analytical, writing and research skills that are required for a

doctoral degree. Although the coursework is designed to prepare the students for their dissertation, the successful completion of coursework does not assure completing the dissertation.

Table 2: 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.	Hours in Class	Hours Self-Study			
1st Year Fall semester		30	30	30	36	26	14	12					
	EPM/TFL 6101 Academic Writing	5							45	90	L/S	Exam Pa- per/Project Essay / Presentation	40%
	EPM/TFL 6103 Qualitative Research Methods	5							45	90	L/S		
	TFL Elective 1	5							45	90	L/S		
	TFL6601.1Research Project 1	15							45	90	S		
	1st Year Spring semester												
	EPM/TFL6205 Quantitative Research Methods		5						45	90	L/S	Exam Pa- per/Project Essay / Presentation	40%
	EPM?TFL6102 Philosophy of Education		5						45	90	L/S		
	TFL Elective 2		5						45	90	L/S		
	TFL6601.2 Research Project 2 Project 2		15						45	90	S		
	2d Year Fall semester												
	TFL6203 Teaching Internship			10					45	90		Exam Pa- per/Project Essay / Presentation	40%
	EPM/TFL6202 Advanced Program Evalu- ation			5					45	90	L/s		
	TFL6601.3 Research Project 3			15					45	90	S		
	2d Year Spring semester												
	TFL6302 Research Internship				10				45	90		Exam Pa- per/Project Essay / Presentation	40%
	TFL6601.4 Research project 4				15				45	90	S		
	TFL 6602.1 Dissertation 1				11				45	90	T		
	3d Year Fall semester												
	TFL6601.5 Research project 5					15			45	90	S	Exam Pa- per/Project Essay / Presentation	40%
	TFL6602.2 Dissertation 2					11			45	90	T		
	3d Year Spring semester												
	EPM/TFL 6303 Seminar in Advanced Research Methods						5		45	90	L/S		

	TFL6602.3 Dissertation 3						11		45	90	T		
	EPM6603 Dissertation defense							12					

The elective courses are as follows:

- **TFL 6304 Advanced Second Language Acquisition** (3 credits/5 ECTS)
- **EPM/TFL 6204 Policy Development and Implementation** (3 credits/5 ECTS)
- **EPM/TFL6204 Language Policy and Planning in Education** (3 credits/5 ECTS) (*Prerequisite: EPM/TFL6102 Philosophy of Education*)
- **TFL6201 Seminar in Applied Linguistics** (3 credits/5 ECTS)

The Pedagogic Internship gives PhD students an opportunity to put into practice the knowledge acquired during their studies, get teaching and academic experience and be better prepared for their future career. Pedagogic internships can be held during theoretical learning, not interrupting student's academic process. In this event Doctoral Programmes students may be required to conduct classes in undergraduate and graduate programmes or they may conduct professional development trainings for school teachers and university instructors while shadowing school or university administrators. Those students who have limited teaching experience receive short training in teaching methods and instructional design. Initial teaching is guided by pre-observation, observation, and post-observation sessions in order to develop effective teaching practices. Students with extensive teaching experience are mentored to conduct professional development trainings and workshops for various audiences.

The Research Internship is aimed at the introduction to the newest theoretical and applied of domestic and foreign science, application of practical skills, up-to-date scientific research methods, processing and interpretation of experiment data in dissertation research. Content of research internship is determined by the topic of thesis research. Here students undertake appropriate research activities that lead to conference presentations and journal publications.

Science and Research Based Teaching

The PhD FL programme offers multiple opportunities for students to experience research based learning. Faculty who will teach in the PhD programme are active researchers, authors, and international conference presenters who often share and discuss their research findings with the students in their classroom (see self-evaluation report p. 21). Current research will be discussed during lectures and benefits from the close interaction of doctoral students and faculty scientists. The students will be strongly encouraged to attend and participate personally with peers, faculty, and at research talks and international conferences organised by the CHE faculty and other colleges. Faculty members are encouraged to invite guest speakers—scientists who inform the doctoral students of their current research findings and network for future research activities.

The courses introduce PhD students to a variety of ways of conducting research and use research findings in the programme design and evaluation, planning, decision making in educational settings and work on research-informed policy projects. The students acquire relevant methodological skills in both teaching and research across a number of courses, for instance: *Academic Writing, Qualitative Research Methods, Seminar in Advanced Research Methods, Research Projects 1-5* including research seminars and publications; *Dissertation I, II, III*. Many other courses in the programmes also contain a research component and encourage the development of research skills such as *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.

Quality teaching materials disseminate best practices and encourage investigative and inquiry-based learning. Finally, faculty teach subject content using evidence-based practises to support effective instruction — e.g. they provide feedback and scaffolds, monitor independent work, and engage in

materials revision. In other words, research based teaching is up-to-date and is implicitly integrated into the programme structure, courses, and practises.

The courses are aimed at achieving qualification and competency development. They are offered in such a way that allows building upon knowledge and skills acquired in the core courses. Furthermore, there are courses that specifically focus on building competence in qualitative and quantitative research methods. In addition, all courses require some sort of research work. Overall, the ultimate aim of the doctoral programme is to prepare students to carry out independent research and contribute to knowledge.

No	Name of discipline	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7
		Have a deep knowledge of the discipline, critically apply theories, methodologies and knowledge to solve fundamental scientific issues in their main area of specialization - in the field of education and language teaching.	Conduct research under the guidance of a consultant, while developing as an independent, intellectually independent scientist.	Demonstrate professional oral and written communication skills sufficient to publish and present work internationally and to prepare grant applications.	Strictly and impeccably follow the principles of scientific and pedagogical ethics.	Demonstrate professional knowledge of the discipline and mastery of teaching methods and teaching skills at the level required for teaching at the university.	Use the knowledge and skills of a methodologist, an expert in evaluating language educational programs and teaching materials to improve the quality of language education in the country.	Contribute to the development of society through scientific and educational activities and management leadership.
1	Academic Writing for PhD students in two foreign languages	V	V	V	V			V
2	Qualitative research methods	V	V		V			V
3	Quantitative research methods	V		V	V	V		V
4	Philosophy of education	V	V		V			V
5	Seminar in Advanced Research Methods	V	V	V	V			V
6	Language policy and planning in education	V		V	V	V	V	V
7	Advanced program evaluation	V	V	V	V	V	V	V

8	Advanced Second Language Acquisition	V		V	V	V	V	V
9	Policy Development and Implementation	V		V	V	V	V	V

Table 3: Programme courses and their intended learning outcomes

The goals of a doctoral programmes are coherent with the National Qualification Framework for PhD graduates. The programme curriculum combines study of theoretical concepts, research methods, and their practical application and education leadership knowledge and skills in course contents and learning materials.

The curriculum of the PhD programme is designed in such a way that students receive sufficient training on different research methods: students attend 15 ECTS credits of research methodology modules (Qualitative Research Methods, Quantitative Research Methods, and Seminar in Advanced Research Methods). Students are required to take an academic writing course and to prepare journal and conference papers to be submitted to international reputed publications and conferences. Students are expected to cover 75 ECTS credits of experimental research work, individually directed research studies, called Research Projects, including research seminars.

Doctoral students shall be encouraged to concentrate and focus on their area of research interests from the very beginning of their studies in the PhD Programme. A faculty member teaching EPM/TFL6103 will be requested to direct students to concentrate on their research proposal. This research proposal may be presented later, in the fall semester of Year 2 of studies in the Programme. From the second semester of year 2, the students dive into 33 ECTS credits of dissertation work.

While training to become independent researchers, students are also taught to conduct policy and programme evaluation. The overall aim of the programme to equip students with a set of technical skills in academic writing, research methods and tools, policy analysis, programme evaluation, education leadership, and teaching that will help them in the future career choices and work.

Multidisciplinary Qualifications

The programme is designed not only to create competent professionals but good citizens and community members. The ILOs of each degree give a lot of 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.

In addition to the interdisciplinary skills described above, the programme systematically promotes the development of multidisciplinary skills throughout the course of study. The PhD programme provides students with not only a solid grounding in the theory and methods of applied linguistics but related fields, including management, educational psychology, theoretical linguistics, and others. Due to the nature of the PhD programme, the interdisciplinary elements are more specific to individual students and their research areas. The PhD FL programme engages students with the fields of education/pedagogy and others relating to language, including linguistics and second language ac-

quisition. Students engage with both fields and the connections between them throughout the degree programme, and in their dissertation many students' research explores the relationships between language and educational theory.

The PhD FL programme provides opportunity to select the courses that support the fulfilment of their academic and career goals. It allows students to learn in different ways. In a few courses, students are asked to work together to solve a problem or handle a situation that requires knowledge and skills from multiple disciplines. These types of tasks develop the skills required to work in teams and negotiate opinions and ideas to solve problems. In education leadership courses, students are trained to manage teams and develop strategies; in education policy courses they are taught to identify problems and offer solutions.

Moreover, students are given opportunities to speak to different audiences. PhD students are expected to present and discuss their research work and findings with their colleagues and audiences at various research and academic conferences and give talks for teachers and the general public. A number of aspects of the programmes involve engagement with research, concepts, and methods of an interdisciplinary nature.

Appraisal:

The concept of the doctoral programmes regarding the contents and the concrete implementation of the learning objectives are matched with each other. The competency concerning enhanced participation in research is the main issue of the implementation.

During the review process, the panel noted that the programme's content focus is particularly on general management and research skills. As a result, the programme name was initially critically questioned by the panel. The University explained that "foreign language" can be understood as a general term that covers various disciplines such as applied linguistics, language didactics, foreign language acquisition, ESL and multilingualism. However, all these discipline names cannot be found in the state classifier. Therefore, "foreign languages" is the only pedagogical programme in the classifier that would fit the mission and ILOs of the PhD programme. Furthermore, the University pays special attention to research methodology, theory and methods, as these are, according to KIMEP, the biggest weaknesses in the local academic world in Kazakhstan. It was explained that students will be asked to analyse language-related issues in these courses and the research focus will be on these issues. Through PhD sessions and research talks, PhD students will be also exposed to research in language teaching and pedagogy. Accordingly, the panel considers the explanation and consequently the choice of programme title to be understandable.

The teaching presents the current status of scientific knowledge in accordance with the objectives and it takes into account the associated relevant research. The course offer covers the relevant requirements to achieve the pursued research competency of the doctoral students.

The goals of a doctoral degree according to the National Qualifications Framework of Kazakhstan and the European Qualifications Framework are fulfilled.

The PhD programmes ensure that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature. Methodological competences are acquired by students in a number of courses on research methods and approaches, during the scientific and research work, the research internship as well as in the process of preparing the PhD thesis under the guidance of scientific supervisors and foreign scientific consultants.

Multidisciplinary contents are part of the programme. The development of multidisciplinary competences and skills is promoted through the respective courses, the teaching and the research internship. Additionally, students develop communication and rhetorical skills by taking part at conferences and scientific workshops. Students are enabled to present their work and to discuss the knowledge gained in the specialised fields with their colleagues.

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

3.3 Examination Procedures

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.

All doctoral programmes have a dissertation component: *Qualitative Research Methods*, *Research Project*, and *Dissertation I, II, III*. The courses help to formulate a topic, conduct literature review, formulate research questions and proposals, and write the dissertation independently under the guidance of their supervisors. The dissertation is both a demonstration of the doctoral student's research proficiency and their original contribution to knowledge. It is a comprehensive research project that addresses an original research question through the design and execution of a study.

All doctoral programme students must develop a dissertation where students must clearly demonstrate that they have acquired the skills and competencies to produce high quality research⁷. Each student will prepare a formal, written dissertation proposal, which will be evaluated in terms of problem significance, suitability of theories applied, research design, and expected data collection and analysis.

The PhD programme's doctoral dissertation is directed at identifying and addressing practical organisational issues that have broad implications for the educational sphere and for society. It also demonstrates a doctoral student's knowledge of the field, and ability to conduct independent scholarly research, to think critically, and to write effectively. The doctoral dissertation is expected to make a contribution to the field of study. Contributions may include, among others, novel approaches to organisational issues; the generation and utilization of new data sets for addressing organisational issues; innovative applications of existing theory; application of theory, principles and concepts to new issues; and original multidisciplinary approaches to complex issues.

Doctoral students normally undertake the writing of a dissertation during the third or fourth years of their time as doctoral students. Dissertation topics are usually identified through coursework, through research projects with faculty, and from a student's own interests. It is important that the dissertation topic have the support and interest of the faculty in the student's research area in order to make good progress toward its completion. Students select a dissertation advisor from the faculty whose research and interests match those of the proposed dissertation.

Upon the requirements⁸ of the Ministry of Education and Sciences of the Republic of Kazakhstan, the overall research work of the PhD student should be:

- 1) in compliance with the main research topics of the doctoral programme, on which the doctoral dissertation is defended;
- 2) relevant and contain scientific novelty and practical significance;
- 3) based on modern theoretical, methodological, and technological achievements of research and practical work;
- 4) based on modern methods of processing and interpreting data using computer technology;
- 5) carried out using modern methods of scientific research;
- 6) contain research (methodological, practical) sections on the main provisions of defence.

The final result of the research work is a doctoral dissertation. The PhD also provides regulations on structure, format and style of the thesis.

After successfully passing the Dissertation 1, 2, and 3 courses, a student is allowed to register for Thesis Defence. The thesis defence is organised in accordance with the State Mandatory Standards of Higher and Post-Graduate Education, as laid out in the Doctoral handbook, which stipulates the minimum qualification requirements for the members of the thesis defence committee. The PhD students

⁷ State Obligatory Standard of Postgraduate Education – GOSO for Doctorate programmes, MES Order No. 182 dated 05.05.2020.

⁸ State Obligatory Standard of Postgraduate Education – Doctorate programmes, section 77 (MES Order No.182 dated 05.05.2020).

will present an oral defence of their dissertation in front of the members of the dissertation committee in a public forum.

For each course, the instructor is responsible for defining expectations in accordance with the course syllabus and to choose an appropriate form of examination. KIMEP policies permit students with a disability to register with the Student Affairs Office. For a student who has registered, compensatory measures will be offered.

The PhD handbook also describes the Financial Aid opportunities KIMEP provides (chapter 3 PhD Handbook). The financial aid opportunities also include regulations for sick leave and family caring responsibilities.

Appraisal:

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. The certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. In addition, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national/international assessment carried out by scientists.

The examinations are properly organised in terms of number, distribution, process and form registration; the disadvantage compensation is also regulated.

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

3.4 Didactic Concept

The approach of all CHE programmes is firmly student-centred; the HEI states its strong belief that students should take an active role in their own education. Classes incorporate a wide range of opportunities for active learning — student discussion, hands-on projects, consideration of case studies, student reports and presentations, data analysis, practical exercises, and more. This is also done in accordance with the programme ILOs. Students are active participants in the process of learning and should be equipped not only with relevant theory and knowledge in their disciplines but also skills that enable them to become critical thinkers, problem solvers, and life-long learners.

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

Course design and syllabi are reviewed by the 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.

Diversity of Teaching Methods

Faculty should make sure they offer a suitable mix of theory and practice, incorporate practical examples, and ask students to analyse practical problems using a variety of theoretical models and utilize case studies to illustrate overriding principles. They also allow students liberty to engage in discussions of theoretical approaches and examples. In addition, faculty incorporate international perspectives in their teaching and promote intercultural awareness among their students by sharing their personal study examples, inviting international guest lectures, or assigning contemporary literature. Faculty are encouraged to accommodate different learning types, take gender and diversity aspects into account, and facilitate students in experiencing different forms of learning. This includes utilizing a variety of e-learning features on Moodle, Padlet and Kahoot to develop flexibility of educational opportunities and enhance digital competencies of students.

Faculty members employ a wide variety of teaching methods for active learning such as academic journal article reviews, project work (team and individual), class discussions, case studies, self-study reading, chapter reviews, problem solving assignments, presentations, different course papers, exams, tests and quizzes, class and home assignments on verbal presentations, lectures, guest lectures, conferences, written assignments, field work, and research on course related topics.

Many instructors in CHE programmes invite a range of guest speakers, both academics and industry professionals. Students also have the opportunity to interact with a range of scholars as part of KIMEP's research talk series and in conferences that CHE holds, organised by the CHE Research Director. The research talk series is organised by the CHE Research Director and has recently included scholars working on postcolonial literature (Ragini Mohite of FLAME University, India), and psycholinguistics and bilingual language processing (Lari-Valtteri Suhonen of Linköping University, Sweden), as examples.

Networking of the Doctoral Students

KIMEP states to pay great attention to the development of partnerships with international universities around the world, including opportunities of academic and research mobility, experience sharing, taking internship courses, joint research projects and attending research conferences to provide scientific networking opportunities to/among KIMEP doctoral students (see self-evaluation report p. 28). For the last 14 years, KIMEP has regularly organised the annual KIMEP International Research Conference (KIRC) and the College of Humanities and Education organizes CALE — its annual Central Asia Language and Education research conference, where the doctoral students are strongly encouraged to present their research papers. Doctoral students take advantage of this opportunity to develop their professional and scientific networks with the CALE and KIRC participants from all around the world, including well-known scientists, as well as international doctoral students.

To assist students in collaborating with their peers and other faculty as well as to enhance their academic writing skills and support their studies, students and faculty are encouraged to participate in weekly meetings of the Writing Club. Other examples of students' collaborations are informal end-of-the-semester meetings with PhD faculty and WhatsApp chats with college managers.

Since the programme is new, the following networking activities are to be implemented: Students will be invited to get involved in the CHE Centre for Educational Excellence activities. Students are expected to work together with faculty in designing research projects, organising research workshops, and conducting research for interested parties internally and outside of KIMEP. In the future, the HEI also considers organising PhD project groups where students from other programmes can share their insights and work on interdisciplinary projects.

Scientific Supervision

To ensure sustainable progress in the PhD programme, an internal scientific adviser/ doctoral supervisor from KIMEP is assigned to each doctoral student at the beginning of their first year in the programme. A student normally works with the faculty member whose research interest and expertise best matches the student's dissertation project. The College Council appoints the supervisor upon the applicant's identification. The supervisor executes a doctoral supervision agreement with the doctoral candidate, wherein the dissertation topic, mutual rights and obligations, and as a rule a general tentative study plan are stipulated. The mutual rights and obligations include, inter alia, an obligatory and periodic consultation regarding the progress of the doctoral project, periodic feedback about the doctoral candidate's performance and potential, and the obligation regarding compliance with the PhD Degree Regulations. The scientific advisor/doctoral supervisor works with the doctoral student to design a degree plan that best meets students' research interests. Completed degree plans should be submitted to the College Council for approval by the end of the student's first year in the doctoral programme.

During the first year or beyond, a student's research may diverge from the advisor's area of expertise or specialization, or irreconcilable differences may occur between the student and the faculty advisor. In such cases, the student or the faculty member may request a change of advisor. The process for changing advisors requires the submission of an advisor change form in free format to the chair of their department. This form requires the approval of the new Advisor, Chair, and College Dean. Students typically select and initiate contact with a new advisor, but in cases where this is not possible, the Chair or CHE Dean will assign a new advisor.

According to MES Order № 182, point 82 requirements⁹, each student must be assigned an additional external foreign supervisor from an international university, who will be involving the doctoral student in their scholarly projects.

Being allocated a supervisor secures continual and intensive professional, methodological, and scientific supervision of the doctoral student. Because of KIMEP's academic reputation, local advisors are able to recruit established researchers with successful supervisory experience who can make

⁹ <https://adilet.zan.kz/rus/docs/V1800017669> , last access on August 8, 2022.

valuable contributions to student development. In the first year of study, the student and the internal supervisor meet occasionally to develop a research topic and plan upon student's request. Once the student registers in the dissertation course, the supervision meetings become formal and regular. Students are advised to keep records of the meetings either using the CHE supervision form or in a free form.

Appraisal:

The didactical concept of the doctoral programmes is developed in accordance with the respective programmes' objectives. The mandatory and elective courses as well as the research activities are particularly aimed at enabling doctoral students to be able to carry out critical analyses and research regarding the students' individual research ideas.

The main focus of course activities and assessment is on enabling the students to carry out critical analysis, evaluations, and syntheses of new and complex ideas. For example, in almost all courses, the students are asked to critically read, evaluate, and integrate research ideas and findings, and assess research methods and data. Apart from the opportunity to test ideas, the students communicate and defend their research and, thereby, prepare for the defence of their thesis. The research internships serve the same purpose, i.e. to expose the student's ideas to the scientific community. The pedagogic internship prepares doctoral students for teaching. Therefore a mix of methods is ensured.

In accordance with the objectives, the programme promotes the exchange of experiences and research results among the doctoral students and it contributes towards the broadening of the research based knowledge. However, the interaction so far seems to be largely limited within the University. In order to ensure greater interaction between doctoral students also outside KIMEP, the panel **recommends** that exchanges with other doctoral students in Kazakhstan and especially abroad should be more strongly included in the networking concept of the study programme. Here, the panel sees, for example, the possibility of having the students participate in international research conferences (see also recommendation in chapter 4.2).

With the assignment to a supervisor and the responsibility for the design of an adequate doctoral committee, continuous and intensive professional, methodological and scientific supervision of doctoral students is conceptually ensured. Furthermore, KIMEP approaches international experts to co-supervise doctoral theses.

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

3.5 Professional Competencies/Employability

PhD students undertake coursework, research internships and a dissertation to graduate from the programme. By completing those components of the programme, students gain professional competencies to work both in academia (as teachers and researchers at universities) as well as in the industry (in administrative roles in the higher education sector, in government and business, or in research institutes). The doctoral programme is structured in such a way that they promote the careers of doctoral students and give them the opportunity to reach a higher level and take on more professional responsibility. The qualification goals of the programme include transferable skills which are sought in sectors outside of academia. The range of electives enables students to gain an overview of modern developments in the field of education and policy making and the pedagogic internship prepares them for work as teachers.

The PhD programme is designed to broaden the horizons of students by offering fundamental knowledge that can be applied to all kinds of situations while also supporting personal and leadership development. Recognizing the diversity of student goals, the college also invests in a range of career development activities — including the Centre of Educational Excellence professional development seminars for students, one-on-one coaching by faculty members and KIMEP Career Centre administrators on career issues, assistance with job search activities, access to on-campus recruiting, online resources and more.

The programme encourages students to think about their career goals very early on so that they can take advantage of opportunities that will bring them closer to those goals. The CHE, in partnership with educational organisations and other institutions, and with the participation of CHE students and faculty, pursues various other initiatives aimed at improving the quality of educational policy and programme administration, promoting the employability and professional success of its graduates, and contributing to the overall socio-economic development of society.

Appraisal:

The doctoral programme is intended to equip the doctoral students with professional qualification in the scientific and research oriented fields of activity. In doing so, the professional qualification is aimed both at a research oriented activity (including teaching) as well as a practical vocational activity.

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

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

There are currently a total of 17 full-time faculty and three part-time faculty teaching in courses for the PhD programme. Of those faculty, ten are international and seven are Kazakhstani. Overall only two part-time faculty do not have terminal¹⁰ degrees in their field. The minority of faculty members who do not hold a doctoral degree are either professionally qualified, have non-PhD terminal degrees (e.g. Master of Fine Arts¹¹), or are currently pursuing a PhD degree at KIMEP or at a foreign university.

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.

Table 4: Total CHE Faculty Composition in AY 2021-22

Core faculty	Full-Time Faculty
Number of academic staff members	29
Number of staff members by academic rank (e.g., full professors, associate professors, etc.):	

¹⁰ A *terminal degree* refers to the highest academic degree that can be awarded in a particular field.

¹¹ Master of Fine Arts is an academically recognized terminal degree given to practitioners in the fine arts and performing arts.

Full professors	1
Associate professors	1
Assistant professors	14
Other	13
Full-time equivalent (FTE)	26,5
% of female core faculty	83%
% holding a doctoral degree	52%
Number of different nationalities	6
% of core faculty with foreign professional or study experience	72%
Ratio FTE students / FTE core faculty	24 (all courses) and 4,5 (CHE degree students)
Number of core faculty hired (FTE) in last 3 years	6
Number of core faculty departed (FTE) in last 3 years	6 (4 of them retired)
<u>Adjunct faculty</u>	
Total number of adjunct faculty	15
Full-time equivalent	9
<u>Teaching and research assistants</u> <u>- on short-term contracts</u>	0

More than two thirds of CHE full-time faculty have terminal degrees: 52 % of faculty have doctorate degrees (PhD, doctorate or DBA), 21 % have Candidate of Sciences¹² or Master of Fine Arts degrees. 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.

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

¹² The *Candidate of Sciences* is a first post-graduate scientific degree in Russia and the Commonwealth of Independent States.

Recruitment of CHE faculty follows KIMEP regulations called “KIMEP Employment Guidelines”. The 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 professional qualifications required for certain vacant positions.

All faculty are expected to engage in scholarly research on a continuous basis. KIMEP has established a ranking system for journals and created a scoring system for the annual evaluation that creates an incentive to target publications in more academically established 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. The aggregated results of CHE faculty scholarly activities are shown in the following table.

Table 5: CHE Faculty Research Output

Research Type	AY 2018-2019	AY 2019-2020	AY 2020-2021
1. Peer-reviewed international journal articles	2	4	8
2. International book publication	1	1	2
3. International book chapters	3	3	3
4. Textbooks approved by MES		4	2
5. Local MES approved journals	2	9	11
6. Other Publications	9	12	7

The CHE employs only the doctoral degree holders to teach in doctoral programmes. The majority of faculty degrees were obtained from the UK, US, EU, and from other internationally accredited universities. Faculty teaching doctorate courses are active in research and publish regularly. 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.

KIMEP University provides regular training through the ‘KIMEP Centre of Educational Excellence’, housed within the CHE, to improve and hone our 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.

According to the QS World University Rankings 2021¹³ (QS WUR 2021), the *International Faculty ratio* of KIMEP is 82.9, the highest among universities in Kazakhstan. KIMEP is planning to further increase the number of international faculty (visiting and exchange faculty). International faculty represent 31 % of all full-time faculty in the CHE. Moreover, many of the Kazakhstani faculty members have obtained terminal degrees abroad, mostly in the UK, US, and EU. Those with local degrees have gained international experience through academic mobility. Faculty publish internationally and regularly participate in international conferences.

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 issues related to research, curriculum, hiring, promotion, social media, and more. 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 of the programmes 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.

Appraisal:

The range of the teaching body appointed for lecturing and supervising within the doctorate programmes is deemed sufficient by the panels to ensure the currently expected sizes of the programmes. Based on information and the CVs of the lecturers involved in the PhD programme, qualifications and competencies of staff are rated well to meet the requirements for good teaching.

As there is only one full professor available in the study programme and in order to more strongly implement researched-based lectures, the panel **recommends** that more professors be appointed and/or that the promotion of associate professors be promoted with greater support. Particularly after discussions with various lecturers of KIMEP, the panel sees a high potential to support the

¹³ <https://www.topuniversities.com/university-rankings/world-university-rankings/2021>, last access on July 29, 2022.

teachers even more academically, so that they can advance from associate professor to full professor.

Due to the high presence of international lecturers in the programme management and regular teaching staff, the CHE faculty 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 the CHE. KIMEP is able to demonstrate clearly that it promotes the international experience of its lecturers.

In terms of the 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 improve. This contributes positively to the didactic concept of the study programmes. Internal collaboration and coordination are ensured by the regular meetings of the teaching staff.

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

4.2 Cooperation and Partnership

Scientific integration is one of the priorities of the Doctoral programmes at the CHE. In addition to a local PhD supervisor, all PhD students are required to have a foreign supervisor from an international university, who will be involving the doctoral student in their scholarly projects¹⁴. A research stay abroad will also be recommended. The doctoral students are also encouraged to participate in inter-

¹⁴ According to para. 82 Annex 8 (as amended on 5 May 2020) to the Order No. 604 "On approval of State Compulsory Education Standards at all levels of education".

national conferences and network. The University has established links and partnerships with more than 165 universities from North America, Europe, and Eastern Asia that offer exchange programmes to provide doctoral students opportunities to attend joint research projects, visiting and exchange programmes, summer schools, and study abroad programmes. KIMEP is also a partner of the Erasmus Mundus international educational consortium, operating with the support of the European Commission. Projects have been aimed at developing academic cooperation between partner universities, students, and faculty and staff mobility between European and the Central Asian universities, with the overall goal of enhancing the quality of education and services rendered.

KIMEP University is also an associate member of the New Market project of the Marie Curie Research International Staff Exchange (RISE) within the Horizon 2020 programme. Doctoral students can go to European Universities and receive financial support.

Networking as part of internationalisation is a primary goal for the newly established PhD programme. PhD workshops and opportunities for academic mobility serve as a starting point in networking for doctoral students. Students are encouraged to attend academic conferences to develop professional networks with researchers from other countries and write joint journal articles. They actively participate in the CHE Research Talk series, the annual Central Asia Language and Education research conference, and the annual KIMEP International Research Conference, where doctoral students are strongly encouraged to participate to present their latest results and research projects in progress.

KIMEP has established a ranking system for journals and created a scoring system for the faculty annual evaluation that creates an incentive to target publications in more academically established journals. Through cutting-edge research in their respective subject areas, faculty members disseminate the latest knowledge and research agendas to students.

During the COVID-19 pandemic, to some extent, online talks have taken over this role. Internally, KIMEP colleges organised online research talks during the pandemic through CHE Research Talks and CALE.

Appraisal:

Doctoral students will be encouraged to participate in relevant conferences and further scientific events. In order for the PhD students of the programme to be more exposed to and connected with an international and not only local network, the panel **recommends** that the participation of PhD students in international conferences be more strongly encouraged and emphasised in the programme's networking concept.

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

4.3 Programme Management

The Programme 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. Faculty members and students are well informed about the programme, schedule, course requirements and expectations, and other necessary details. Student course evaluation results are assessed regularly and future improvement plans are developed by the administrative support teams.

KIMEP has developed its own Online Registration System, which allows the students, faculty, the registrar, and administration to enjoy a number of web-based real-time services, and effectively supports the education process. Using the system, students can exercise the following features from any location in the world online: check their schedule for the upcoming semester, communicate with their academic advisors, choose and register for courses according to their descriptions and prerequisites, check their grades and GPA for the previous semester, review their financial obligations to

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

The programme requirements in terms of content, structure, design, duration, study process, and examination regulations are described in the KIMEP Catalogue, available online. The Handbook and all forms are downloadable from the Department Chair's L-drive (internal storage system). The catalogue and forms are updated annually.

Appraisal:

The organisation of the study process is based on the university-internal regulations and ensures the smooth operation of the study programmes. The structural organisation, the decision-making processes, competencies and responsibilities are established and implemented accordingly. Those involved are included in the decision-making process.

Faculty members and students are supported by the administration in the organisation of the study programme. During the online conference the panel talked to several persons from administration providing students with academic and non-academic support and formed the view that sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined.

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The interested parties also have access to the documentation in electronic form and it provides transparency.

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

4.4 Material Resources

Due to Covid-19 pandemic, the panel was not able to visit the University on-site. Therefore, the The total area available in KIMEP University is 6,370 square metres. The total number of classroom seats available is 3,003.

Table 6: Teaching Facilities

Building Location	Area sq. m.	Seating Capacity	Screens	IB	LCD	Computer	TV Set	Video	Telephone	Tribune
Valykanov	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

Notation:

Air-conditioning systems are installed in all classrooms.

IB – Interactive board

LCD – Display

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).

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

The library has 87 computers at the disposal of students (renewed by 17 % in 2020-21 AY), unlimited access to the Internet via high speed 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 72838 in English), and 18 international and local electronic databases, which comprise over 700 thousand full-text documents (e-books, magazines, conference materials, legislative acts of Kazakhstan and foreign countries) and can be accessed from any computer on campus: CARD (library bibliographic database), Ebook Central, EBSCO EconLit, EBSCO Business Source Complete, EBSCO Ebooks, Emerald, JSTOR, Paragraph, Polpred, ProQuest One Business, Sage, Scopus, Taylor and Francis Ebooks, The Chronicle of Higher Education, TOL, Westlaw, Web of Science and Zakon. The remote access is organized to 14 electronic databases, so now 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 KIMEP website.

The library is constantly developing a 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 enrollment. 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. So if students can't 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 or researchers of other universities. Eleven library staff members provide a wide range of services to all users: open access to the entire book collection, assistance in selecting titles, individual consultations, presentations, trainings, orientation sessions to entering students and new faculty, seminars, and webinars on the use of the electronic catalogue and electronic databases. The Library organises practical training for students together with teachers, provides printing for clients, scanning materials for teachers, draws up thematic exhibitions, regularly updates and places information on the website and on social networks, and provides unlimited Internet access.

Annually, the Department of Quality Assurance and Institutional Research at KIMEP conducts a survey among students and graduates that assesses 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 need 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' homes 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.

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

4.5 Finance Planning and Financing

The PhD FL programme is managed by the College of Humanities and Education (CHE). 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.

KIMEP University discusses and approves its own scholarship plan annually. In fall 2022 a current plan has been approved, assigning up to two full scholarship places to each KIMEP PhD programme. KIMEP Doctoral scholarships are conditional on maintaining full-time enrolment in courses at KIMEP.

PhD researchers who enrol as fulltime students are expected to devote a minimum of 35 hours per week to their candidature. However, it is possible to undertake a limited amount of paid work (e.g., teaching fellowships or assistantships) providing that the supervisor and college is satisfied with the progress of the student and it does not impact the timely completion of the dissertation.

In Kazakhstan, doctoral studies can be paid or free of charge under a state educational order (grant). A doctoral grant can be received only once. Foreigners can pursue a doctorate in Kazakhstan on a paid basis if no grant is provided by international agreements.

Doctoral stipends are awarded in the form of a Teaching or Research Assistantship. Teaching Assistants (TAs) are employed for a maximum of 20 hours per week to help meet the instructional needs of the University. Research Assistants (RAs) are employed a maximum of 20 hours per week to assist research efforts of the faculty in a capacity that relates to the student's educational goals. Typically, students awarded assistantships receive a full tuition waiver.

Graduate Assistantships (GA) are awarded on a yearly basis; they are not renewed automatically. Continuation of financial support is based on academic merit and satisfactory progress toward the degree, with the recommendation of the student's departmental supervisor. The PhD programme office sends award letters to students each year. Graduate assistants will receive specific assignments from their major department. It is important that the doctoral students be assigned GA responsibilities commensurate with this vision and mission, meaning that doctoral students will have both research-related and teaching-related responsibilities throughout their tenure in the Doctoral programmes.

Appraisal:

Based on the information provided, the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies. Scholarship programmes and financial support are available.

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

5. Quality Assurance

KIMEP has established a framework for effective 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, 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, 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 programmatic – in order to provide necessary information to support strategic decision-making and quality assurance systems, which promote integrity and effectiveness across the university. The primary roles of the office are as follows:
 - Provide the information and analysis necessary to support decision-making at the institutional level and within colleges / divisions.
 - Undertake such reviews and audits as necessary to safeguard the integrity and quality of the institution's activities.

- Advise the institution on quality implications of proposals, policies and strategic plans.

QAIR 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 programmatic issues.
- The College Council oversees all college PhD programmes and sets the overall guidelines for programmes. The overall aim of the Council is to ensure excellence in research training and the timely completion of dissertations and courses of study. The committee is responsible for administering the relevant regulations and for advising on all matters of policy relating to these degrees.

The routine operational activities of the PhD programme are performed by the Chair of the Department of Education in the CHE and the Associate Dean. The Doctoral Committee, CHE College Council and the Academic Council of KIMEP review the policies and practices of the PhD programme.

Evaluation by Doctoral Students

Doctoral students' satisfaction with the quality of academic programmes is measured via the Student Perception of Instruction Survey (SPIS, previously titled Faculty Teaching Evaluation Survey). The SPIS is mandatory for each module taught in the Bachelor, Master, and Doctorate programmes and accessible via the online portal. The SPIS is completed via an evaluation sheet, which includes professionalism of faculty, methods of teaching, and content and relevance of the discipline, all of which

is evaluated according to a 5-point scale. Survey results are presented in the form of a report, which is submitted for consideration to the top management of the university. The average scores are entered into the Intranet, accessible to each faculty member, department chair, and KIMEP's top management. This procedure helps faculty members to constantly enhance course contents, work with students, and teaching methodology.

Evaluation by Supervisors

The number of doctoral supervisors represents only a part of the total number of full-time faculty at the CHE and it is the intention of the college to employ the same type of survey for doctoral supervisors. The Faculty Satisfaction Surveys measure the level of faculty satisfaction pertaining to working conditions, professional development and leadership at KIMEP University to further develop the University's status as an outstanding employer and academic institution. The survey is conducted every spring semester on an anonymous and voluntary basis. All faculty members are invited to take part in the survey. Survey results are presented to top management and the faculty in the form of a report that highlights both strong and weak aspects of KIMEP's working conditions and compares overall satisfaction with data from previous periods. The collected responses are crucial components of efforts to create a better working and learning environment.

Evaluation by Third Parties

KIMEP organises regular alumni surveys of graduated students and employer surveys. The Advisory Board of each department comprises academic peers and stakeholders. KIMEP collects evaluations by third parties mainly through two instruments provided by the Office of QAIR: the KIMEP Alumni Survey (KAS) and the Employer Satisfaction Survey (ESS).

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

Alumni Surveys are conducted by Institutional Research including KIMEP alumni who graduated five and ten years ago. Following FIBAA advice, since 2019, the Office has started conducting an extensive Alumni Survey aiming to simultaneously collect opinions of 3 cohorts of alumni – those graduated 1, 5, and 10 years prior to survey conducting.

The Employer Satisfaction Survey (ESS) seeks to obtain the candid opinions of employers on the perceived levels of KIMEP graduates' professional preparedness in terms of knowledge, skills, and attitudes. The survey has been conducted every four years since 2007 through different channels: email, fax, post and visits.

However, these instruments have not been applied in the PhD programmes yet due to their recent development.

Appraisal:

There is a quality assurance procedure in place which is systematically used for continuous monitoring and further development of quality in terms of content, processes and results. The responsibilities are clearly defined. The quality assurance of the doctoral programme is systematically embedded in the quality concept for the research of the faculty and the higher education institution. Additionally, graduates and representatives from the business world are included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process.

There is a plan for a regular evaluation concerning the implementation of the programme carried out by the doctoral students as well as supervisors according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

Finally, there is also an involvement of third parties; the results find their way into the process of quality development as well.

Due to the recent start of the PhD programme not all of the instruments have been fully implemented and transferred yet.

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

Quality Profile

Institution: KIMEP University, Kazakhstan

Programme: PhD in Foreign Language



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

3.2	Contents					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5	Professional Competencies/Employability			X		
4.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff		X			
4.1.4	Internationality of the Teaching Staff		X			
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

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