

# Decision of the FIBAA Accreditation and Certification Committee



7<sup>th</sup> Meeting on September 28, 2022

## PROGRAMME ACCREDITATION

|                                      |                                        |
|--------------------------------------|----------------------------------------|
| <b>Project Number:</b>               | 21/060, Cluster 2                      |
| <b>Higher Education Institution:</b> | KIMEP University                       |
| <b>Location:</b>                     | Almaty, Kazakhstan                     |
| <b>Study Programmes:</b>             | PhD in Education Policy and Management |
| <b>Type of Accreditation:</b>        | initial accreditation                  |

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

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

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

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution (HEI):**

KIMEP University, Almaty, Kazakhstan

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**Doctoral programme:**

PhD in Education Policy and Management (PhD in EPM)

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**Qualification awarded on completion:**

PhD in Education Policy and Management

# General Information on the Study Programme

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**Brief description of the study programme:**

The PhD in Education Policy and Management aims at training highly qualified scholars and leaders in education policy and management. Graduates should have excellent research skills and demonstrate the ability to make significant as well as scientific contributions to knowledge in the field of education policy. Graduates are capable of transforming the education system at the level of single organisations, larger regions, and the country as a whole. The programme aims at developing the following qualifications: systemic and critical understanding of education policy and education management, advanced leadership, research skills, strategic planning, evaluation, communication and interpersonal skills.

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**Type of study programme:**

PhD programme

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

3 years, 180 ECTS credits

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**Mode of study:**

full-time

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**Didactic approach:**

study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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

8-10 students

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**Programme cycle starts in:**

Fall/spring semester

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**Initial start of the programme:**

Fall 2020

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**Type of accreditation:**

Initial accreditation

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**Accreditation in one cluster (cluster 2) with:**

- Bachelor of Information Systems in Business
  - Master of Management
  - Master of Education Policy and Management
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## Procedure:

A contract for the initial accreditation of the PhD in Education Policy and Management (PhD in EPM) was made between FIBAA and KIMEP University on April 29, 2021. On February 18, 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 panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Stefanie Dorner**

SAP SE, Germany, Walldorf, Germany

Senior Marketing Specialist

(Business Administration, Marketing, Human Resources, Business Information Systems, Recruiting, Training and Development of dual students and Master students, Design and implementation of Master programs)

**Prof. Dr. Karin Halbritter**

IU Internationale Hochschule, Germany

Professor of Business Education, especially Competence Development and Aptitude Diagnostics (Educational Management, Counseling Sciences, Coaching/Business Coaching, Business Education, Human Resource Development, Organizational Management)

**Prof. Dr. Holger Hinz**

University of Flensburg, Germany

Professor of Business Administration, in particular Finance

(General Business Administration, Economics, Finance, Controlling, Consulting)

**Kerstin MÜthing**

University of Paderborn, Germany

Student of Management Information Systems (M.Sc.)

(completed: Dual study B.Sc. Business Information Systems, DHBW Stuttgart (major in Application Management, logistics focus through practical assignments at Miele))

**Dr. Loretta O'Donnell**

Nazarbayev University, Kazakhstan

Vice Provost Academic Affairs

(Management, Change Management, Managerial Skills, Human Capital Analysis, ESG Investing, Leadership, Managerial skills, Change Management, Human capital Analysis in Financial Markets, Corporate Sustainability)

**Prof. Dr. Wolfgang Renninger**

Ostbayerische Technische Hochschule Amberg-Weiden, University of Applied Sciences, Germany

Professor of Organization and Business Informatics

(Business Process Management, Performance Management, Quality Assurance in IT, Business Informatics, IT & Business Value, Organizational Impacts of Information Technology, Business Intelligence Systems, IT-supported Teaching)

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

FIBAA project manager:  
Michael Stephan

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 to April 28 2022 via the video conferencing tool Zoom. The same cluster included an appraisal of the programmes Bachelor of Information Systems in Business; Master of Management and Master of Education Policy and Management. 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 17, 2022. The statement on the report was given up on September 2, 2022. It has been taken into account in the report at hand.

## Summary

The PhD in Education Policy and Management offered by KIMEP University fulfils with one exception 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 September 28, 2022 and finishing on September 27, 2027. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members also identified several areas where the programme could be further developed. The panel recommends

- to assess the distribution of ECTS credits per semester (see chapter 3.1);
- the University to ensure appropriate software support (eg. Stata, MaxQ, SPSS) in the curriculum (see chapter 3.2);
- to further promote exchange with other doctoral students in Kazakhstan and abroad (see chapter 3.4);
- that the University increase its encouragement for doctoral students to attend conferences abroad (see chapter 4.2);
- to further improve the ratio of premises with barrier-free access (see chapter 4.4).

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 is one criterion in which the programme exceeds the quality requirements:

- 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.

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# Information

## Information on the Institution

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

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

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

Based on Fall 2021 data, there are 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<sup>2</sup>, 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.

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<sup>2</sup> highest achievable degree in an academic field or professional discipline, usually doctorate degree.

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

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

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

## Statistical data

Table 1: Statistical data PhD in Education Policy and Management (PhD in EPM)

|                                                    |          | 2020-2021 | 2021-2022 |
|----------------------------------------------------|----------|-----------|-----------|
| # Study Places offered by HEI                      |          | 10        | 10        |
| # Applicants                                       | $\Sigma$ | 20        | 8         |
|                                                    | f        | 15        | 6         |
|                                                    | m        | 5         | 2         |
| Application rate                                   |          | 200.00%   | 80.00%    |
| # First-Year Students (accepted applicants)        | $\Sigma$ | 8         | 3         |
|                                                    | f        | 7         | 3         |
|                                                    | m        | 1         | 0         |
| Rate of female students                            |          | 87.50%    | 100.00%   |
| # Foreign Students                                 | $\Sigma$ | 0         | 0         |
|                                                    | f        | 0         | 0         |
|                                                    | m        | 0         | 0         |
| Rate of foreign students                           |          | 0         | 0         |
| Percentage of occupied study places                |          | 80.00%    | 30.00%    |
| # Graduates                                        | $\Sigma$ | 0         | 0         |
|                                                    | f        | 0         | 0         |
|                                                    | m        | 0         | 0         |
| Success rate (students who finished their studies) |          | -         | -         |
| Dropout rate (students who dropped their studies)  |          | 0.00%     | 0.00%     |
| Average duration of study                          |          | -         | -         |
| Average grade of final degree                      |          | -         | -         |

\*transfer students are included into the calculation

# Description and Appraisals in Detail

## 1. Goals and Strategy

### 1.1 Objectives of the Doctoral Programme

The PhD in Education Policy and Management (hereafter: PhD in EPM) belongs to KIMEP's College of Humanities and Education (CHE).

The overall strategic objective of the programme is to affect the education system in Central Asia and foster a high standard of international research and management practises in the development of Kazakhstan's educational system. 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 in EPM is located at level 8.

The educational objective of the programme is to train highly qualified scholars and leaders in education policy and management. They should have excellent research skills, demonstrate the ability to make significant, original scientific contributions to knowledge in the field of education policy, and are capable of transforming the education system at the level of single organisations, larger regions, and the country as a whole. This interdisciplinary programme aims at developing the following qualifications in its graduates: systemic and critical understanding of education policy and education management, advanced leadership, research skills, strategic planning, evaluation, communication and interpersonal skills.

In consideration of the programme's mission and goals the PhD programme has established a set of learning objectives. Upon completion of the programme, graduates should:

- ILO1 - Demonstrate systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline, engage in critical reflection, synthesis and evaluation of theories, methodologies and empirical results for solving fundamental research issues in the area of specialisation – educational policy and management.
- ILO2 - Demonstrate expertise, specialised cognitive, technical and research skills in the discipline to function as an independent and intellectually autonomous researcher who is able to make a substantial contribution to a discipline or area of professional practice in the sphere of education.
- ILO3 - Ethical and transformative leadership: Become critical leaders, policymakers and scholars who are able to apply theory of education policy and management in professional practice.
- ILO4 - Contribute to the development of society and the improvement of the education system through scientific and educational activities and managerial leadership; interpret and communicate knowledge of education that informs research, policy, and managerial practice to professional and expert community to promote quality and equity in education.

- ILO5 - Strictly follow academic, pedagogical and leadership ethical principles in research, teaching and managerial practice.

The HEI points out that the graduates gain further qualifications due to the structure and the conception of the PhD programme:

- 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 communications and presentation skills) and oral and social competencies (such as inter-personal and group working skills);
- personal development through internships;
- opportunities to study abroad via KIMEP's mobility programmes.

## Appraisal:

The doctoral programme corresponds with the goals of the European and national qualification framework. The doctoral programmes 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 contain key competences in order to ensure graduate employability inside and outside the research fields (see chapter 1.3). The programme goals and intended learning outcomes (ILOs) are in line with KIMEP's mission and core values.

| 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

The national education framework recognises the need to improve the performance of the higher education sector of Kazakhstan by increasing its internationalisation (for example, by requiring thesis supervisors and PhD candidates to have publications in international journals and by requiring overseas advisors to be involved in the supervision of PhD theses). KIMEP is well-placed to contribute to this goal because of its international orientation. Recognising its role in Kazakhstan, KIMEP has made a commitment to offer PhD programmes as a way of promoting excellence in higher education in Kazakhstan. As KIMEP University aims at strengthening its status as a research institution, the PhD programme correspond to the University's vision and supports its long term strategies.

Because of its international orientation KIMEP is able to offer the programmes entirely in English language, thus differentiating their positioning from programmes of other universities and to attract international student body.

## Appraisal:

The panel team sees the positioning of the PhD programme in the education market with regard to the (at the moment just) described profile and the pursued qualification and competency goals as convincingly presented.

| 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

Due to the recent start of the programme there is not yet a graduating cohort. Because of its large number of international faculty members and its English-language curriculum, KIMEP is placed to train internationally competitive graduates that match the government's vision for the future of Kazakhstan's higher education sector.

The PhD in EPM prepares graduates to independently teach and conduct research at the highest academic international standards. These terminal degree holders are expected to lead local and regional universities and research institutes in near future. The main objective of the PhD in EPM programme is to train faculty and educational professionals to gain systemic and critical understanding of the discipline, make original and significant contribution to knowledge in the field by conducting quality research, and actively publish for local and global audiences. This should help to achieve Kazakhstan's goals of improving the quality of Higher Education and the quality and quantity of research output.

The graduates of the CHE PhD programme will be expected to act as key players in education reform and policy development in Kazakhstan, Central Asia, the CIS, and beyond. 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.

Professional-level English proficiency of KIMEP graduates will allow them to effectively communicate and disseminate their research to a global audience, which according to the National Qualifications Framework is one of the personal and professional competences for doctoral studies.

In addition to developing teaching and research skills, the programme prepares its graduates to take on leading management roles in education, government, or international organisations. PhD in EPM graduates will gain the knowledge and skills required to enhance leadership and administration

roles within the educational field. They will get advanced leadership management and strategic planning skills, instructional design and evaluation, communication, and interpersonal skills.

Upon completion of the programme, PhD in EPM graduates are qualified to work as senior administrators, experts in government and private agencies, lobbyists, curriculum designers, advisors in legislative and legal settings, and analysts. They can pursue careers in education leadership, programme evaluation and consulting, corporate training, and research and analytics for international, state, and private organizations, among others. Possible job titles include school principal, education policy analyst, director of education policy and University Dean.

## Appraisal:

In the opinion of the panel the PhD programme the doctoral programme with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research. 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. Therefore, the panel has no doubt that the programme's graduates can compete successfully on the job market.

| 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 mission of KIMEP University is to develop well-educated citizens and to improve the quality of life in Kazakhstan and the Central Asian region through providing quality teaching and learning, community service and the advancement of knowledge in the fields of business information systems, business administration, law as well as social sciences and education.

The PhD in EPM programme is delivered in the College of Humanities and Education (CHE). CHE vision and mission are consistent with the KIMEP University vision and mission statements. It aims to provide 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. 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 BA, MA and PhD programmes, its research, teaching, and scholarship (see self-evaluation report p. 67f.).

The PhD in EPM is developed within the strategic alignment of KIMEP's overall strategic goals, KIMEP has been gradually shifting from a predominantly teaching oriented institution to a University that emphasises research. In KIMEP University's Strategic Plan for 2022-2025, KIMEP emphasises its status as a research institute, so new doctoral programmes are a necessary step to support this strategic orientation. In addition to developing qualified industry professionals, teachers, translators, and educational leaders, the University started its PhD programmes to meet the growing demand of pedagogically trained academics and researchers for Kazakhstan and the region as whole. The PhD in EPM will equip specialised postgraduates to pursue future academic careers that transform the education system of the country and the region.

## Appraisal:

The University has an overall development strategy, also with regard to its study programmes. The study programme's qualification goals are in line with the University's mission and strategic planning. The integration of the PhD programme in the strategic concept of KIMEP is described and presented in a comprehensive manner.

| 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).

KIMEP University is committed to a policy of equal opportunity for learning opportunities to all qualified individuals for PhD programmes. The University is also committed to the principles of continuing life-long education. It does not discriminate against any individual or group on the basis of race, ethnicity, nationality, religion, gender, social or sexual orientation, creed, marital status, physical disabilities, remote area location, age and/or any other subjective criteria. KIMEP 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 accepting and promoting the success of individuals with diverse academic histories and academic needs.

Any information concerning an applicant's disability provided during the admissions process is voluntary and leads to the specific services once eligibility is proven through professional documentation submitted to the 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 (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:

The University fulfils its tasks to promote gender equality and the enforcement of general prohibitions on discrimination, also with regard to the doctoral programme at hand. Students in special circumstances are particularly assisted through University scholarships. 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.

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

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 opera-

tional plans. Annually, the DSRA organizes 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 on-line applications of all programmes of KIMEP.

Entry requirements for admission to the PhD in EPM 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, academia or non-profit organisation.

The documentation needed for the application procedure includes:

- the online application form for doctoral admission: <https://www.kimep.kz/ext/application/online/>,
- 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 with current research through literature review in the area and identify research gaps.
- a professional resume,
- 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 website<sup>3</sup>.
- 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.

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<sup>3</sup> <http://testcenter.kz/ru/postupayushchim-v-magistraturu-i-doktoranturu/>, last call August 3rd, 2022

- Criminal history form.
- In some cases, especially with foreign applicants, DSRA has a right to request additional documents (e.g. licenses for educational activity of organisations issuing the diplomas, confirmations of attestation and accreditation, confirmations of degree, specialization and diploma).

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 or by phone or videoconference. Applicants who have successfully completed the initial interview processes via phone or videoconference 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 at KIMEP University’s website<sup>4</sup>.

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. The order provides a list of requirements that each admitted student must fulfil before classes start. Admitted students who do not fulfil all requirements listed in the order shall be withdrawn from the University during the semester in which they are to commence studies.

Information packages are sent to all admitted 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, nostrification requirements.

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

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

## Appraisal:

The admission requirements for PhD students, based on the regulations of the Kazakhstan Ministry of Education and Science, 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

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<sup>4</sup> <https://www.kimep.kz/prospective-students/en/admission/admission-to-phd-programs/>, last call August 3rd, 2022

decision on admission is based on transparent criteria and it is clearly communicated. The responsibilities are clearly regulated.

| Quality Ratings |                                           | Excellent | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|-------------------------------------------|-----------|------------------------------|----------------------------|------------------------------------|--------------|
| 2.              | <b>ADMISSION</b>                          |           |                              |                            |                                    |              |
| 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         | 6 semesters                                                               |
| Number of Credit Points (CP) | 180 ECTS credits                                                          |
| Workload per CP              | 30 hours                                                                  |
| Number of courses            | 8 modules of theoretical study                                            |
| Number of contact hours      | 360 contact hours (for theoretical study, one contact hour is 50 minutes) |

Curriculum requirements for the PhD programme are as follows:

Table 2: PhD in EPM Curriculum

| Category of Courses                  | ECTS       |
|--------------------------------------|------------|
| <b>I. Course Work</b>                | <b>45</b>  |
| Programme Foundation Courses         | 10         |
| Programme Specialization Courses     | 15         |
| Teaching Internship                  | 10         |
| Research Internship                  | 10         |
| <b>II. Research Component</b>        | <b>123</b> |
| Research project 1-5                 | 75         |
| Dissertation 1-3                     | 33         |
| Seminars                             | 15         |
| <b>III. Final Attestation</b>        | <b>12</b>  |
| <b>Total Required for Graduation</b> | <b>180</b> |

The following schedule is suggested to ensure that students make orderly progress towards degree completion.

**Table 3: PhD in Education Policy and Management Study Plan**  
**1<sup>st</sup> year**

| Code    | Fall Semester                | ECTS      | Code    | Spring Semester               | ECTS      |
|---------|------------------------------|-----------|---------|-------------------------------|-----------|
| EPM6101 | Academic Writing             | 5         | EPM6205 | Quantitative Research Methods | 5         |
| EPM6103 | Qualitative Research Methods | 5         | EPM6102 | Philosophy of Education       | 5         |
| EPMxxxx | Elective 1                   | 5         | EPMxxxx | Elective 2                    | 5         |
| EPMxxxx | Research Project 1           | 15        | EPMxxxx | Research Project 2            | 15        |
|         | <b>Total</b>                 | <b>30</b> |         | <b>Total</b>                  | <b>30</b> |

**2<sup>nd</sup> year**

| Code        | Fall Semester                               | ECTS      | Code    | Spring Semester     | ECTS      |
|-------------|---------------------------------------------|-----------|---------|---------------------|-----------|
| EPM6203     | Teaching Internship: Educational Leadership | 10        | EPM6302 | Research Internship | 10        |
| EPM/TFL6202 | Advanced Programme Evaluation               | 5         | EPMxxxx | Research Project 4  | 15        |
| EPMxxxx     | Research Project 3                          | 15        | EPMxxxx | Dissertation 1      | 11        |
|             | <b>Total</b>                                | <b>30</b> |         | <b>Total</b>        | <b>36</b> |

**3<sup>rd</sup> year**

| Code    | Fall Semester      | ECTS      | Code        | Spring Semester                      | ECTS      |
|---------|--------------------|-----------|-------------|--------------------------------------|-----------|
| EPMxxxx | Research Project 5 | 15        | EPM/TFL6303 | Seminar in Advanced Research Methods | 5         |
| EPMxxxx | Dissertation 2     | 11        | EPMxxxx     | Dissertation 3                       | 11        |
|         |                    |           | EPM6603     | Dissertation defense                 | 12        |
|         | <b>Total</b>       | <b>26</b> |             | <b>Total</b>                         | <b>28</b> |

**Total for Programme: 180 ECTS**

The PhD Degree Regulations are in conformity with relevant instructions and standards issued by the Ministry of Education and Science (MES). 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, publishing obligations of the doctoral student – in accordance with the requirements of the Ministry of Education and Science’s (MES) Decree #604 of 31 October 2018 [hereinafter MES Decree #604].

The duration of the PhD programme is three years. By the State Mandatory Standards of Higher and Post-Graduate Education, a PhD programme consists of 180 ECTS credits. KIMEP Doctoral students have to complete all requirements of the degree within three years. The student may petition the Doctoral Programmes Council, requesting a maximum two-year extension to complete all degree requirements. The petition must request that the student be allowed to continue in the PhD programme, give evidence of adequate progress in the programme, and be endorsed by the College Council.

Each semester comprises between 26 and 36 ECTS credits which represent the principle of modularisation where each module includes certain number of subject units to be completed by students. Courses are delivered through a series of taught modules on specialist topics and structured around independent research projects.

To ensure sustainable progress in the Doctoral Programme and meet MES requirements, two supervisors (one internal, one international) will be assigned to each doctoral student at the beginning of the first year in the programme. The internal supervisor will work with the doctoral student to design a degree plan that best meets the student's needs according to his/her backgrounds and goals.

The details of the duration, mentoring, examinations, dissertation, thesis defence and other elements 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 international peer reviewed journals.
- Complete all course and research publication requirements for the PhD degree within three years (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), 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 in the semester of the defence. The student does not need to be registered in the semester of graduation if the student has defended the dissertation in a previous semester.
- Successful defence of the dissertation.

The Doctoral Council of KIMEP sends the dissertation and the required documents to the Committee for Quality Assurance in Education and Science (CQAES) of the Ministry of Education and Science of the Republic of Kazakhstan (MES RK) for a final approval from the MES Expert Council (an advisory body under the MES CQAES Committee for the relevant scientific direction, which examines the dissertation for compliance with the MES RK requirements).

Based on the results of the examination by the MES Expert Council, the degree of Doctor of Philosophy (PhD) is awarded to the PhD students and a diploma (and a transcript) is issued in accordance with Order No. 127 of the MES RK.

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 student contract; policies of the programme are described in the KIMEP Catalogue and the PhD Handbook.

A student's enrolment in the doctoral programme may be terminated if the student fails to make satisfactory progress towards the degree (in accordance with the termination conditions as stipulated in the Regulations: failure to achieve satisfactory progress, failure to complete all degree requirements, as well as proven academic dishonesty and/or unethical conduct). If a student's enrolment in the programme is terminated, he or she will be notified in writing, and the reasons for the termination will be clearly explained.

As the programme only started recently there is no evidence yet if students are able to finish within the given time frame.

The PhD programme study contents, objectives, ILOs, requirements, study plans, and course descriptions (including course codes, credits, prerequisites) are fully documented and described in the KIMEP Catalog each year. Detailed module descriptions are provided in the Course Syllabi (or the Description of Course Unit according to the ECTS User's Guide - FIBAA definition), which are made available to students before or during the first class meeting. Course syllabi are posted on course Moodle page 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 the links; Weekly schedule, course duration; Policies (attendance, academic honesty, other).

## Appraisal:

In the view of experts, the structure of the PhD programme corresponds with its objectives and it properly connects the range of courses with the research tasks of the doctoral students. The structure of the programme takes into account the national requirements (state educational standards) in terms of programmes' components. In terms of law and of fact the status of the Doctoral students is regulated properly. The programme consists of courses and assigns ECTS credits. Course descriptions for the PhD programme were provided and were subject to review by the expert panel. They are informative and contain all necessary information on the content, duration, requirements, recommended reading and the learning outcomes to be achieved. The panel highlights that a lot of support for students is integrated to ensure the success of their thesis and research project. In order to harmonize workload throughout the programme, the panel recommends the University to assess the distribution of ECTS per semester which currently ranges between 26 and 36 ECTS credits.

| 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

**Table 4a: Course Work (45 ECTS)**

Required courses (35 ECTS)

| Course Code | Course Title                                | ECTS |
|-------------|---------------------------------------------|------|
| EPM/TFL6101 | Academic Writing                            | 5    |
| EPM/TFL6103 | Qualitative Research Methods                | 5    |
| EPM/TFL6102 | Philosophy of Education                     | 5    |
| EPM6301     | Teaching Internship: Educational Leadership | 10   |
| EPM6302     | Research Internship                         | 10   |

Elective Courses (10 ECTS), Students may choose TWO courses from the list below:

| Course Code | Course Title                                       | ECTS |
|-------------|----------------------------------------------------|------|
| EPM6201     | Leadership and Management for Changes in Education | 5    |
| EPM/TFL6204 | Policy Development and Implementation              | 5    |
| EPM6211     | The Economics of Education                         | 5    |
| EPM/TFL6301 | Language Policy and Planning in Education          | 5    |

**Table 4b: Research Component (123 ECTS)**

Research projects and Dissertation (108 ECTS)

| Course Code | Course Title                                                     | ECTS |
|-------------|------------------------------------------------------------------|------|
| EPM6601.1   | Research Projects including research seminars and publications 1 | 15   |
| EPM6601.2   | Research Projects including research seminars and publications 2 | 15   |
| EPM6601.3   | Research Projects including research seminars and publications 3 | 15   |
| EPM6601.4   | Research Projects including research seminars and publications 4 | 15   |
| EPM6601.5   | Research Projects including research seminars and publica-       | 15   |

|           |                |    |
|-----------|----------------|----|
|           | tions 5        |    |
| EPM6602.1 | Dissertation 1 | 11 |
| EPM6602.2 | Dissertation 2 | 11 |
| EPM6602.3 | Dissertation 3 | 11 |

#### Seminars (15 ECTS)

| Course Code | Course Title                         | ECTS |
|-------------|--------------------------------------|------|
| EPM/TFL6205 | Quantitative Research Methods        | 5    |
| EPM/TFL6202 | Advanced Programme Evaluation        | 5    |
| EPM/TFL6303 | Seminar in Advanced Research Methods | 5    |

#### Table 4c: Final Attestation (12 ECTS)

| Course Code | Course Title         | ECTS |
|-------------|----------------------|------|
| EPM6603     | Dissertation Defense | 12   |

**Total: 180 ECTS**

#### Required Modules (170 ECTS in total)

- Academic Writing (5 ECTS)
- Qualitative Research Methods (5 ECTS)
- Philosophy of Education (5 ECTS)
- Teaching Internship: Educational Leadership (10 ECTS)
- Research Internship (10 ECTS)
- Seminar in Quantitative Research Methods (5 ECTS)
- Seminar in Advanced Programme Evaluation (5 ECTS)
- Seminar in Advance Research Methods (5 ECTS)
- Research Projects including Research Seminars and Publications; Dissertation (108 ECTS)
- Dissertation Defense (12 ECTS)

#### Elective Modules (10 ECTS in total)

- Leadership and Management for Changes in Education (5 ECTS)
- Policy Development and Implementation (5 ECTS)
- The Economics of Education (5 ECTS)
- Language Policy and Planning in Education (5 ECTS)

According to the self-evaluation report, Kazakhstan's education sector, which currently undergoes various reforms, needs knowledgeable, reform-minded, critical leaders who are committed to equity and excellence in Kazakhstan's schools. The graduates of the PhD in Education Policy and Management Programme are expected to join a cohort of system-level leaders in state government, national non-profits, policy think tanks, and school districts nationwide (see self-evaluation report, p.81).

The PhD in Education Policy and Management was established in 2020. The programme aims to train researchers and educational leaders who have systemic and critical understanding of the discipline, who are able to make original and significant contributions to knowledge in the field of education

policy and management as well as capable of qualitatively transforming the education system at the level of an organisation, region or country. Therefore, the coursework equally stresses the development of strong theoretical foundation and skills of quantitative and qualitative research methods, systemic understanding of education policy and management issues and education leadership skills. The programme is entirely taught in English to enlarge professional foreign language knowledge.

As the curriculum balances education policy research and management practices, a student will dive deeply into issues such as policy evaluation, programme evaluation, educational equality and achievement gaps, leadership in social-change organisations, and budgeting. The research methods requirements consist of coursework in research design and techniques, which will assist the student in developing a research proposal and conducting empirical research. Based on these foundations, the programme leads into research implementation directly in the first year.

The elective courses provide the breadth necessary to function as an academic conducting both discipline-based and interdisciplinary research in a context of an Education Policy and Management 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. The different components of the programme require a different set of analytical, writing and research skills necessary 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.

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. All courses in the programme involve the development and refinement of academic and research skills, including finding and interpreting secondary literature, writing skills, academic discussion, and critical evaluation of sources. KIMEP uses the range of academic resources available to its students to teach them to summarise academic sources, synthesise, and integrate what they have read, as well as comment on sources in a scholarly way.

Assigned readings are selected to make sure they are innovative and up to date.. 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.

PhD programme internship courses are also aimed at introduction to the newest theoretical, methodical, and technological achievements of domestic and foreign science, application of practical skills, up-to-date scientific research methods, processing, and interpretation of experiment data in dissertation research:

- Research Internship course is aimed as an introduction to the newest theoretical, methodical and technological achievements 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. Students undertake appropriate research activities that lead to conference presentations and journal publications. The course helps the students gain first-hand experience in data collection and analysis under the supervision of both local and international supervisors. In addition, students will have the opportunity to further develop their literature review. Upon completion of this course, students will be able to find and summarize studies in peer-reviewed literature, summarize the survey results related to the research, and identify and explain existing theories related to research. Students will also gain key academic skills such as utilizing ethical behaviour in research, practice basic research methods, and explain the research results. Finally, students will be able to share their findings with the public at large by discussing their research results verbally and in writing; these activities will entail explaining in detail the research process from research design to publication.
- The Teaching Internship Course is designed to help students apply research principles to make informed instructional decisions. It gives PhD students an opportunity to put into practice the knowledge they have acquired during their studies, to get academic experience and to be better prepared for their future career. The students work with Higher Education mentors and learn from them. This hands-on experience is then linked to research when the students carry their reflection journals and produce a report. The students are expected to demonstrate well informed and critically reflective study of their teaching experience. For the internship, Doctoral students may be required to conduct classes in KIMEP 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 PhD 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 Programmes students must develop a dissertation where students must clearly demonstrate that they have acquired the skills and competencies to produce high quality research. Each student will prepare a formal, written dissertation proposal, which will be evaluated in terms of problem significance, suitability of theories being applied, research design and expected data collection and analysis. Details of this requirement are specified in the PhD in EPM Doctoral Handbook.

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 matrix table below outlines the alignment of coursework and programme ILOs. 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.

**Table 5: Intended Learning Outcomes of the Courses of PhD in EPM Programme**

| No | Name of discipline                                | ILO1                                                                                                                                                                                                                                                                                                                                                | ILO2                                                                                                                                                                                                                                                                                          | ILO3                                                                                                                                         | ILO4                                                                                                                                                                                                                                                                                                                                                   | ILO5                                                                                                                   |
|----|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|    |                                                   | Demonstrate systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline, engage in critical reflection, synthesis and evaluation of theories, methodologies and empirical results for solving fundamental research issues in the area of specialization – educational policy and management. | Demonstrate expert, specialized cognitive, technical and research skills in the discipline to function as an independent and intellectually autonomous researcher who is able to make a substantial contribution to a discipline or area of professional practice in the sphere of education. | Become critical leaders, policymakers and scholars who are able to apply theory of education policy and management in professional practice. | Contribute to the development of society and the improvement of the education system through scientific and educational activities and managerial leadership; interpret and communicate knowledge of education that informs research, policy, and managerial practice to professional and expert community to promote quality and equity in education. | Strictly follow academic, pedagogical and leadership ethical principles in research, teaching and managerial practice. |
| 1  | Qualitative research methods                      | V                                                                                                                                                                                                                                                                                                                                                   | V                                                                                                                                                                                                                                                                                             |                                                                                                                                              | V                                                                                                                                                                                                                                                                                                                                                      | V                                                                                                                      |
| 2  | Quantitative research methods                     | V                                                                                                                                                                                                                                                                                                                                                   | V                                                                                                                                                                                                                                                                                             |                                                                                                                                              | V                                                                                                                                                                                                                                                                                                                                                      | V                                                                                                                      |
| 3  | Philosophy of education                           | V                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                               | V                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                        | V                                                                                                                      |
| 4  | Academic Writing                                  | V                                                                                                                                                                                                                                                                                                                                                   | V                                                                                                                                                                                                                                                                                             |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                        | V                                                                                                                      |
| 5  | Educational Leadership                            | V                                                                                                                                                                                                                                                                                                                                                   | V                                                                                                                                                                                                                                                                                             | V                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                        | V                                                                                                                      |
| 6  | Policy Development and Implementation             | V                                                                                                                                                                                                                                                                                                                                                   | V                                                                                                                                                                                                                                                                                             | V                                                                                                                                            | V                                                                                                                                                                                                                                                                                                                                                      | V                                                                                                                      |
| 7  | Leadership and Management for Change in Education | V                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                               | V                                                                                                                                            | V                                                                                                                                                                                                                                                                                                                                                      | V                                                                                                                      |
| 8  | Advanced Program Evaluation                       | V                                                                                                                                                                                                                                                                                                                                                   | V                                                                                                                                                                                                                                                                                             | V                                                                                                                                            | V                                                                                                                                                                                                                                                                                                                                                      | V                                                                                                                      |

|    |                                           |   |   |   |   |   |
|----|-------------------------------------------|---|---|---|---|---|
| 9  | The Economics of Education                | V | V | V | V |   |
| 10 | Language Policy and Planning in Education | V | V | V | V | V |
|    | Teaching Internship; Education Leadership |   |   | V | V | V |
| 11 | Research Internship                       | V | V |   |   | V |
| 12 | Seminar in Advanced Research Methods      | V | V |   | V | V |

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 are 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 Qualitative Research Methods is requested to direct students to concentrate on their research proposal. From the second semester of the second year, the students dive into 33 ECTS credits (11 ECTS credits per semester) 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.

The PhD in EPM programme provides opportunity to select the course that supports the fulfilment of one's academic and career goals. It allows students to learn in different ways. In Advanced programme evaluation, for example, students are asked to work together to evaluate a programme from various aspects as a team. 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, do Professional Development trainings, and give talks for teachers and the general public.

## Appraisal:

The experts formed the view that the curriculum of the study programme reflects the programme objectives, as described in chapter 1.1, in a way that allows students to develop their research skills based on the scientific state of the art in the respective field. The programme's curriculum aligns with the programme goals, learning objectives, and intended learning outcomes (ILOs). The competency concerning enhanced participation in the research field is the issue at the heart of the implementation.

There is a balanced mixture of courses in terms of content. They are arranged in a logical sequence and aimed at qualification and competency development. The modules included in the programme provide for an acquisition of an in-depth theoretical, methodological and multidisciplinary knowledge and also practical skills in accordance with the preferences of students and are sensible linked to one another.

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

The teaching presents the current status of scientific knowledge in accordance with the learning 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 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 modules on research methods and approaches, during the scientific and research work, the research internship, the scientific internship abroad, as well as in the process of preparing PhD thesis under the guidance of scientific supervisors and foreign scientific consultants. The internships and the high amount of research activities are aimed at qualification and competency development.

The programme covers the relevant requirements of discipline to achieve the pursued research competency of the doctoral students. It corresponds with the focus of research of the scientists and doctoral students involved in the programme. The courses on different research methods and approaches to science are part of the curriculum. During the assessment conference the panel team noted that relevant software could be extended. The panel therefore recommends that the University ensures appropriate software support (eg. Stata, MaxQ, SPSS) in the curriculum.

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, round tables and scientific workshops. Students are enabled to present their work and to discuss the knowledge gained in the specialised fields with their colleagues. The programme promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

| 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

#### Course examination procedure

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 doctoral students will be timely and properly notified by their course instructor about their exam format, assessment method, timing, place, and applicable exam rules and instructions. It is the duty of the instructor to reserve a corresponding room for an uninterrupted conduct of the examination as well as to make sure that the exam proctoring is properly and carefully organised. The doctoral students will be notified timely of their respective grades in accordance with applicable University rules for course assessment, with grade appeal procedure to be followed if necessary.

Assessment for all courses is planned in order to reinforce course intended learning outcomes. Students are informed about the type and amount of assessment for each course in the course syllabus. Module content concerning examination and learning outcomes demonstrate that they are in line with the programme's learning outcomes. The type of evaluation, procedures, and module performance are included in the respective syllabi along with the employed teaching methods and duration of studies. Modes of assessment include attendance, participation and contributions to discussion, (group) projects, papers, reports, case study and presentation.

#### Thesis

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 interest. It is important that the

dissertation topic has the support and interest of the faculty 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.

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 research (State Obligatory Standard of Postgraduate Education – GOSO for Doctorate programmes, MES Order No. 182 dated 05.05.2020). According to the PhD handbook, students are urged to think about a dissertation topic early in their studies. Concentrated work on a dissertation proposal takes place in the course Dissertation 1, at the end of which a student must submit a research proposal with an extended literature review and detailed methodology. In defining a dissertation topic, the student collaborates with her or his course instructor and dissertation advisor in the choice of a topic for the dissertation. The dissertation proposal will be evaluated in terms of problem significance, suitability of theories applied, research design, and expected data collection and analysis.

Upon MES requirements<sup>5</sup>, 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 defense.

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

After successful passing of 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 in EPM students will present an oral defense of their dissertation in front of the members of the dissertation committee in a public forum. For the procedure for Dissertation Defence see the PhD handbook<sup>6</sup> (p.12 of section 7.1.).

Rules and procedures for the defense and assessment of the thesis are in accordance with the State Mandatory Standards of Higher and Post-Graduate Education and specified in the PhD handbook. There is a thesis defense before a thesis defense committee which complies with State Mandatory Standards of Higher and Post-Graduate Education.

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<sup>5</sup> State Obligatory Standard of Postgraduate Education – Doctorate programmes, section 77 (MES Order No.182 dated 05.05.2020)

<sup>6</sup> CHE Doctoral Handbook (2022): 7.1. *The Guidelines and Procedures for the Dissertation Defense*

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

## Appraisal:

According to the panel's view, 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, form registration etc. The disadvantage compensation is 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, and practical exercises,. 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 lifelong 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.

The teaching faculty is expected to take into consideration subject-specific didactic requirements by choosing appropriate teaching and learning methodology, covered in the course descriptions. The

core of the methodology is training of competences among students using a learner-centred approach. The overarching didactical concept of the PhD programme is oriented towards the programme objectives and active learning. For example, in almost all courses, the students are asked to critically read, evaluate, and integrate research ideas and findings, assess research methods and data.

Active learning is achieved through numerous activities such as extensive reading, discussions, project work, course papers, case studies, presentations, academic journal article reviews, project work (team and individual), and field work. Faculty 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 reach out to different learning types, take gender and diversity aspects into account, and facilitate students in experiencing different forms of learning. This includes utilizing e-learning features on Moodle to develop flexibility of educational opportunities and enhance digital competencies of students.

Didactic methods and approaches include developing cognitive abilities in the subject matter, enhancing existing skills, and modelling professional behaviour. To reach these intended learning outcomes, a set of goals has been developed for each programme course. The emphasis is on the content, and the instructor provides scaffolding support to ensure students gain necessary skills and expertise.

Faculty members employ a variety of teaching methods such as lectures, text book learning, case studies, project work (team and individual), class discussions, self-study reading, problem solving assignments, presentations, field work, exams, tests and quizzes, irrespective of the teaching objectives and curricular requirements. The modules are executed according to the didactic concept and promote enhanced participation in research fields.

Using diverse range of teaching methods help the learners to meet their learning needs. The methodology and learning techniques, selected for each course and described in the course syllabus, are transparent (explained and given to students in advance, before the module begins), and aligned with the programme objectives stated in the catalogue.

According to the self-evaluation report, KIMEP pays great attention to the development of partnerships with international universities around the world, including opportunities of academic, research mobility, experience sharing, taking internship courses, joint research projects and attending research conferences to provide scientific networking opportunities to/among doctoral students (see self-evaluation report p.88). For the last 14 years, KIMEP has regularly organised the annual KIMEP International Research Conference (KIRC) and the College of Humanities and Education organises its annual Central Asia Language and Education research conference (CALE), where 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. The PhD in EPM promotes the exchange of experiences and research results among the doctoral students and contributes to the broadening of the reach based knowledge.

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 quite 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.

To ensure sustainable progress in the PhD programme, an internal doctoral adviser from KIMEP is assigned to each doctoral student at the beginning of his or her first year in the programme. The advisor works with the doctoral student to design a degree plan that best meets students' research interests and their advisor's research expertise. According to MES Order № 182, point 82 requirements<sup>7</sup> each student must be assigned an external foreign supervisor. The HEI states that because of KIMEP's academic reputation, local advisors are able to recruit established researchers with successful supervisory experience who can make valuable contributions to student development (see self-evaluation report p.89)

Completed degree plans should be submitted to the Doctoral Council for approval by the end of the student's first year in the doctoral programme. In the first year of study, the student and supervisor meet occasionally to develop a research topic 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 supervision form developed by the College or in a free form.

## Appraisal:

The didactical concept of the PhD programme is fully aligned with the programme's objectives. This concept takes into account a diversity of teaching methods. 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. When conducting scientific work independently or under the guidance of their supervisors and consultants, doctoral students develop skills of analysing, evaluating and synthesising theoretical concepts and practical material and forming professional judgement.

Using a diverse range of teaching methods, the teachers help the doctoral students develop critical thinking, research, analytical, synthesizing skills, advance knowledge, enhance values and promote participation of the students in research fields. The methodology and learning techniques are described in the course syllabi and are aligned with the programme objectives stated in the catalogue.

Being allocated to a supervisor ensures a continual and intensive professional, methodological and scientific supervision of the doctoral students. A corresponding planning in the time budget is ensured. The panel highlights that the HEI provided evidence that international experts are approached to co-supervise doctoral theses.

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<sup>7</sup> <https://adilet.zan.kz/rus/docs/V1800017669>, last call August 3<sup>rd</sup>, 2022

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. During the assessment conference, the panel learned that teachers encourage students to attend conferences. The panel also noted the PhD students are interested in increased networking and therefore recommends to further promote exchange with other doctoral students in Kazakhstan and abroad.

| 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 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, in research institutes, etc.). Doctoral modules are structured in such a way to promote the career of doctoral students, with a view to achieving higher goals and readiness for 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.

KIMEP helps Doctoral students to make significant career choices, find a job, or get a promotion. The College structures modules to aim a further the careers of our students, enabling them to seek more professional responsibility.

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 Carrier Centre administrators on career issues, assistance with job search activities, access to on-campus recruiting, online resources and more.

The programmes ask students to consider their career growth goals very early, which allows students to take advantage of opportunities that move them closer to those goals. CHE, in partnership with educational organisations and other entities and with the involvement of CHE students and faculty members, is pursuing various other initiatives that are intended to improve the quality of educational policy and management programmes, further employability and professional success of its graduates, and contribute to the overall socio-economic development of the society at large.

## Appraisal:

The doctoral programme is intended to convey 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

In the academic year 2021-22 there are 29 full time faculty members in the CHE. Three faculty are on leave: The share of adjunct faculty is 34 %. To reduce the share of adjuncts, CHE is actively hiring – there are five vacancies to fill by AY 2022-23.

More than two thirds of CHE full-time faculty have terminal degrees: 52% of faculty have doctorate degrees (PhD, doctorate or Doctor of Business Administration, 21% have Candidate of Science degrees or Master of Fine Arts (MFA). Junior faculty are currently upgrading their academic qualifications: four faculty members are studying in the PhD in EPM programme.

Table 6: CHE Faculty degrees

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

**Table 7: Faculty Composition teaching in the PhD programme**

|                                                                                               |      |
|-----------------------------------------------------------------------------------------------|------|
| <b>Core faculty</b>                                                                           |      |
| Number of academic staff members                                                              | 6    |
| Number of staff members by academic rank (e.g., full professors, associate professors, etc.): |      |
| Full professors                                                                               |      |
| Associate professors                                                                          | 1    |
| Assistant professors                                                                          | 5    |
| Other                                                                                         |      |
| Full-time equivalent (FTE)                                                                    | 4    |
| % of female core faculty                                                                      | 33%  |
| % holding a doctoral degree                                                                   | 100% |
| Number of different nationalities                                                             | 3    |
| % of core faculty with foreign professional or study experience                               | 100% |
| Ratio FTE students / FTE core faculty                                                         | 2    |
| Number of core faculty hired (FTE) in last 3 years                                            | 1    |
| Number of core faculty departed (FTE) in last 3 years                                         | 0    |
| <b>Adjunct faculty</b>                                                                        |      |
| Total number of adjunct faculty                                                               | 4    |
| Full-time equivalent                                                                          | 0.5  |
| <u>Teaching and research assistants - on short-term contracts</u>                             | 0    |

Teaching load for a faculty member is 12 ECTS credits per semester. Teaching reduction are given to faculty holding academic administrative positions: Dean, Associate Dean, Department Chairs, Research Director and Director of Centre of Educational Excellence. Faculty assigned to deliver courses at the PhD in EPM also teach Bachelor and Master courses.

The majority of faculty degrees were obtained from the UK, US, EU, and from other internationally accredited universities. According to the self-evaluation report, KIMEP University's faculty has the highest proportion of holders of terminal degrees from Western universities of all countries in the Commonwealth of Independent States (CIS). Those with local degrees have gained international experience through academic mobility (see self-evaluation report p.94).

Recruitment of CHE faculty follows KIMEP regulations called "KIMEP Employment Guidelines". CHE monitors teaching faculty concerning compliance with respective requirements including pedagogy and teaching activities. Overall the policy is in compliance with Order No. 635 of the Ministry of Education and Science of RK as of 14.12.2007 on "Regulations of Competitive Hiring and Selection of Faculty and Researchers in the Institutions of Higher Education"<sup>8</sup> and outlines approved professional qualifications required for certain vacant positions. The academic qualifications of teaching faculty are aligned with requirements set by the CHE and follow programme objectives. A doctorate degree is required for teaching in PhD programmes.

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 cre-

<sup>8</sup> [https://online.zakon.kz/Document/?doc\\_id=30157541&pos=5;-106#pos=5;-106](https://online.zakon.kz/Document/?doc_id=30157541&pos=5;-106#pos=5;-106), last call Aug. 5th, 2022

ates 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 9: CHE Faculty Research Output**

| Type                                | 2018-19 | 2019-20 | 2020-21 |
|-------------------------------------|---------|---------|---------|
| Peer-reviewed international journal | 2       | 5       | 8       |
| International book publication      | 1       | 1       | 2       |
| International book chapters         | 3       | 3       | 3       |
| Textbooks approved by MES           |         | 4       | 2       |
| Local MES approved journals         | 2       | 9       | 11      |
| Other publications                  | 9       | 12      | 7       |

A terminal degree and a minimum of three years of teaching experience in HEIs are required for new faculty. 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.

Experience with distant and online teaching is required. New full-time faculty and adjuncts who do not have online teaching experience are required to attend professional development training designed and conducted by the CHE Centre of Educational Excellence. The Centre of Educational Excellence also provides regular training for KIMEP faculty to improve pedagogical competencies. In addition, the CHE organises regular internal where faculty share and discuss best practises.

Moodle pages are regularly reviewed by the Associate Dean. Class observations are conducted, particularly in the case of newly hired faculty or in cases of complaints from students. At the end of each semester faculty fill out course management forms, which are reviewed by the administration.

The CHE is a highly collegial and cooperative environment. 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 also 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. Courses with multiple sections, such as Academic Reading and Writing I or II, also have regular meetings to coordinate between faculty teaching those classes. Departments also hold departmental meetings, and the College Council meets on a regular basis to discuss a variety of issues related to college administration and strategy. Chairs of different departments work together with the Dean to revise the academic catalogue as needed.

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

In terms of research, there are regular research seminars throughout the year where CHE faculty can share their own research or listen and discuss the research of other scholars both within KIMEP and

from other Kazakhstani and international institutions. Faculty are encouraged to invite guest lecturers to their classes. CHE Research Talk series and Professional development workshops is a way to institutionalize guest speaking. The HEI invites own faculty and external researchers, industry leaders to present the results of their studies or share their best practices with CHE faculty and students.

## Appraisal:

The current core CHE faculty are internationally well qualified, very experienced in teaching, and well published. Faculty members are strongly encouraged to continue conducting and publishing research; supported by institutional conference attendance and other research funding. The CHE employs only doctoral degree holders to teach in doctoral programmes. Faculty publish internationally and regularly participate in international conferences.

The structure and number of teaching staff corresponds with the requirements of the doctoral programmes. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the doctoral programme. Almost all teachers have relevant experience in international research and teaching abroad, nine out of ten have reached their doctoral degrees from UK or the United States. A balanced gender ratio is pursued among the teaching staff.

Scientific qualifications and competencies of staff are consistent with the focal points of this programme and the strategic planning of the HEI. Based on information in the self-evaluation report of the KIMEP and the CVs of the lecturers involved in the programme, the panel came to the conclusion that the research activities and the pedagogical qualification of the academic staff correspond with the requirements for PhD programme and support the scientific education of the doctoral students. The School verifies the academic as well as pedagogical and didactical qualifications of the faculty members by means of an established procedure and in line with the University's regulations.

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 |
|-----------------|------------------------------------------------------|-----------|------------------------------|----------------------------|------------------------------------|--------------|
| <b>4.</b>       | <b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b> |           |                              |                            |                                    |              |
| 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. Through research in their respective subject areas, faculty members disseminate the latest knowledge and research agendas to students.

All PhD students are required to have an external supervisor from an international university, and students are encouraged to participate in international conferences and networks. 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 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 internationality 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 Research Conference where doctoral students are strongly recommended to present their research papers.

### Appraisal:

Doctoral students are encouraged to participate in relevant conferences and further scientific events. In order to nurture the objective of fostering a high standard of international research and management practises in the development of Kazakhstan's educational system (see 1.1), the panel recommends that the University increases its encouragement for doctoral students to attend conferences abroad. Given the recent start of the programme, the scientific networking of KIMEP may result as a recognisable benefit for future doctoral students.

| Quality Ratings |                                                      | Excellent | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|------------------------------------------------------|-----------|------------------------------|----------------------------|------------------------------------|--------------|
| 4.              | <b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b> |           |                              |                            |                                    |              |
| 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

All major academic and administrative decisions are made collectively at the college level. There are several committees that make decisions: the College Council, Methodological Committee, Research Committee, Hiring, Promotion and Retention Committee, Academic Integrity and Appeals Committee, Professional Development. University-level decisions are made by university-level committees: Academic Council, Admission and Scholarships committee, Programme and Curriculum Development, Budget committee, Retention and Promotion, Retention and Promotion Appeals, Tender committee, Research, Disciplinary Committee, and others., which have student representatives as voting members.

The programme is housed by the Department of Education and the Chair of the department oversees the programme. Since the doctoral programme is interdisciplinary, key college-level decisions are made by the College Council, which consists of all academic administrators of the college – the Dean, Associate Deans, Chairs, the Research Director, and the Director of the Center of Educational Excellence.

Information about the College structure and contacts is available on the website and in the KIMEP Catalogue. The allocation of management tasks and persons is described in the KIMEP Catalogue and explained during orientation. During orientation, students are provided with information about college structure and administrative responsibilities, core processes, and contacts. Appeal and disciplinary policies and procedures are described in KIMEP Catalogue.

For advice on academic processes, students contact the CHE coordinator, who communicates with students in-person and electronically. With general enquiries, students contact their chair or CHE administrative manager who then forwards the task to a specialized unit or person.

The Dean meets with students at least twice a year to update on changes and hear their concerns and suggestions. The CHE administration also maintains close contact with CHE student representatives in the KIMEP student government.

Students may voice their grievances to the CHE Coordinator, Administrative Manager, Chairs, Associate Dean, and Dean. Major issues are discussed at the College Council or at the Academic Integrity committee of the College. In case students are not satisfied with a decision at college level, they can

address the topic to Student Affairs, Student Government, or the office of the Vice President of Academic Affairs.

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 available per download from the Department Chair's L-drive (internal storage system). Catalogue and forms are updated annually.

The College maintains routine documentation of all programme related issues. Faculty members submit grades and course management forms through the course management system which is mandatory to all faculty members at the end of the semester. All the course management documents are available electronically for administrative review and evaluation process. Details of course contents are available on Moodle, and the platform allows students to see their current standing in a course, as well as their finalized grades. At the institutional level, the Office of Quality Assurance and Institutional Research (QAIR) maintains documentation and regularly reports to the Ministry of Education and Science of RK and other national and international authorities.

## 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 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. During the online assessment conference the students proved to be informed about the programme organisation, schedule, module requirements and expectations, along with other necessary details.

| 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

As the assessment conference took place online, the panel did not assess the facilities on-site. KIMEP University provides adequate space for students to study and learn (see Table 10). The total area available in KIMEP University is 6,370 square metres. The total number of classroom seats available is 3,003. Air-conditioning systems (centralised) are installed in all classrooms.

**Table 10: Teaching Facilities**

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

Notation:

IB: Interactive board

LCD: LCD Display

The computer and related hardware and facilities at KIMEP University include 1,209 computers at KIMEP University, all of which are connected to LAN, and all 1,209 of which are connected to the Internet and 13 computer laboratories. The current student to computer ratio is 6.6 to 1. KIMEP also lists 411 printers, 29 scanners, 155 web-cameras, 68 LCD-projectors, and 26 interactive boards.

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.

According to the self-evaluation-report (p.98), the KIMEP Library is one of the largest university libraries and one of the largest English-language library collection in Central Asia. The library collection includes 102,795 print copies (of these 72,838 in English), and 18 international and local electronic databases, which comprise over 700 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. A remote access is provided to 14 of these databases. Bibliographic records of all print literature are entered into an electronic catalogue (KIMEP uses AMLIB), which is accessible to all users both in the library and through the KIMEP website.

KIMEP Library has an area 2,719 m<sup>2</sup> 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. The library has 87 computers and unlimited 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 is constantly developing its book collection and its electronic resources. There is a yearly budget reserved for the library that splits funds according to print and 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. The budget allocated for acquisition of learning resources for the 2021-2022 academic year will allow increasing the library collection by nearly 1,300 print books, renewing subscriptions for the existing electronic resources and subscribing to two new electronic databases.

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 and can only be used in the library reading rooms.

Eleven library staff members provide support and services to the users including seminars and webinars on the use of the electronic catalogue and electronic databases. The library is usually open seven days 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. Currently, due to the pandemic, library hours have been reduced to six days a week: on weekdays from 9.30 to 20.00 and Saturdays from 10.00 to 19.00. During final examinations, the library also operates 24/7 based on student requests.

## Appraisal:

Since an online conference was conducted, the panel did not have the opportunity to visit the University's building. Based on the materials provided, the panel formed the view that a smooth running of the University is ensured with regard to the capacities for research, studies, teaching and administration as well as the available rooms and facilities. The requirements for disabled students are taken into account. However, not all rooms are accessible barrier-free. Although the panel realized during the online conference that the University is well aware of this it recommends to keep up the

effort to further improve the ratio of premises with barrier-free access. A sufficient number of work-places are available for the doctoral students. The technical equipment corresponds to the requirements.

The library is accessible all day. Access to relevant literature and digital media is available. Qualified library staff is there to advise students and supports students doing research. Online access for technical literature is guaranteed. Outside of the University the doctoral students have digital access to a large section of the technical literature. The most important databases are accessible free of charge. During the online conference, the panel learned from the students that only in a very particular case a journal may not be available. The panel also learned that the University upon request subsidises 55 % of the cost of a book that a student buys.

| 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 current finance plan is transparent and relates to institutional level decisions. All programmes are part of KIMEP central accounting. The forecast for each programme is based on certain assumptions and includes an increase of students in the next academic year. Figures are calculated on the basis of fees multiplied by the number of admitted students. These calculations for the years of 2017-2021 are valid; the forecasts for AY 2021-2024 are based on the expected number of applicants. The financial sustainability of all programmes is guaranteed as it is included in the KIMEP Strategic Plan for 2017-2022, as well as for the entire accreditation period. Financial stability is ensured by KIMEP for the current academic year as well as for the entire period of the accreditation.

**Table 11: Financial Performance of the College (Actual)**

|                          | AY2017-18   | AY2018-19   | AY2019-20   | AY2020-21   |
|--------------------------|-------------|-------------|-------------|-------------|
| Revenue                  | € 1,584,423 | € 1,608,042 | € 1,733,543 | € 1,916,965 |
| Expenditure              | € 1,526,839 | € 1,514,309 | € 1,657,071 | € 1,529,621 |
| Surplus                  | € 57,58     | € 93,73     | € 76,47     | € 387,34    |
| Revenue relating to:     |             |             |             |             |
| Programme 1 (MA in EPM)  | 0%          | 0%          | 0%          | 3%          |
| Programme 2 (PhD in EPM) | 0%          | 0%          | 0%          | 3.5%        |

**Table 12: Financial Performance of the College (Forecast)**

|                          | AY2021-22   | AY2022-23   | AY2023-24   |
|--------------------------|-------------|-------------|-------------|
| Revenue                  | € 2,012,813 | € 2,063,133 | € 2,114,712 |
| Expenditure              | € 1,606,102 | € 1,646,255 | € 1,687,411 |
| Surplus                  | € 406,71    | € 416,88    | € 427,30    |
| Revenue relating to:     |             |             |             |
| Programme 1 (MA in EPM)  | 3%          | 3%          | 3%          |
| Programme 2 (PhD in EPM) | 3.5%        | 3.5%        | 3.5%        |

Notes: AY2017-18 – AY2020-21 are based on actual financial data and AY2021-22 is based on projections approved by Board of Directors (BOD). AY2022-23 – AY2023-24 are based on conservative assumption of 2.5% growth per year.

KIMEP offers full tuition fee scholarship to highly deserving applicants to the PhD programme. Details of the scholarship and financial supports for PhD programmes are available in the Financial Aid Office.

**Financial Aid Opportunities:** KIMEP Postgraduate 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 school is satisfied with the progress of the student and it does not impact the timely completion of the dissertation.

**Assistantship as Stipend Support:** 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** 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.

The Admissions and Scholarship Committee is the standing committee of the KIMEP Academic Council that sets the policies and procedures for financial aid. The Financial Aid Office sets the deadlines and requirements for submission of documents<sup>9</sup>.

## Appraisal:

Based on the information provided to the panel, the panel formed the view that 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.

<sup>9</sup> <https://www.kimep.kz/prospective-students/en/financial-aid/> , last call August 5<sup>th</sup>, 2022

| 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 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.

**Academic Quality Assurance:** The academic structure of KIMEP University ensures the appropriate oversight of all colleges and academic affairs departments, programmes and curriculum, faculty, budget, and assessment strategies. Each college or academic division is responsible for creating their own continuous quality improvement process to include annual and cyclical programme reviews of each aspect. 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 3-5 years and incorporate thorough assessments of the same information in addition to an overview of all programme learning outcomes and student learning assessments.

Information from both annual and cyclical reports is used to make revisions to the curriculum and programme effectiveness 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 Office of Quality Assurance and Institutional Research (QAIR):** The Office of QAIR is responsible for collaboration between different units at KIMEP University – executive, management, departmental, and programmes – in order to implement quality assurance systems which promote integrity and effectiveness across the University. The primary roles of the office are as follows:

- Develop and implement quality assurance systems and procedures across the full range of KIMEP's activities.
- Monitor the implementation of quality assurance procedures and processes institution-wide.

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

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

**Academic Council:** The purpose of the Academic Council of KIMEP University is to manage general academic affairs, oversee academic quality assurance and curriculum review, and develop recommendations for further approval by the President's Cabinet and the Board of Trustees. 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, directly or by proxy, and provide administrative support for the committee.

This committee reviews curriculum to ensure alignment with the National Qualifications Framework to ensure that each programme submits viable programme reviews and also oversees continuous academic quality assurance. 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 chairperson of the committee has the discretion to determine when a proposed change is sufficiently minor that it does not require full review by the committee.

**President's Cabinet:** The President's Cabinet is the executive body of KIMEP University and consists of the President; Provost, Vice Presidents and Deans of the different faculties. The Cabinet has the right to make decisions on any issues of KIMEP University operations that are not covered by legislative acts of the Republic of Kazakhstan and are not governed (according to the Charter) by other bodies and officials of KIMEP University, including financial management, strategic planning, development of organisational structure of the institution, and resolution of departmental or study programme issues.

The routine operational activities of the PhD programme are performed by the Chair of the Department of Education in CHE and the Associate Dean. The quality assurance process is maintained by periodic reviews of the Doctoral Council and other committees as mentioned in the preceding point. The Doctoral Committee and the Academic Council of KIMEP review the policies and practices of the PhD programme. 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.

Doctoral students' satisfaction with the quality of academic programmes is done via Student Perception of Instruction Survey (SPIS, previously titled Faculty Teaching Evaluation Survey). SPIS is man-

datory for each module taught in the Bachelor, Master, and Doctorate programmes and accessible via the online portal. The SPIS is completed via 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 of top management of the University. The average scores are placed 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.

The number of doctoral supervisors represents only a part of the total number of full-time faculty at CHE, 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 community 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.

The PhD in EPM is regularly updated in consultation with the CHE Advisory Board, corporate partners (e.g. the National Centre for Professional Development for Teachers in Kazakhstan – ORLEU) high schools, and partner universities. The programme administration discusses their academic-related recommendations with the CHE faculty members and introduces changes to assure the programme's competitiveness and market orientation.

Annually, the Department of Quality Assurance and Institutional Research (QAIR) 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.

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 three cohorts of alumni – those graduated one, five, and ten years prior to survey conducting.

**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 fourth year since 2007 through different channels: e-mail, fax, post and visits. The most recent evaluation was conducted in the fall of 2021. The latest ESS revealed that 98 % of employers are satisfied with the skills and qualities of KIMEP graduates. Moreover, the proportion of employers who expressed a desire to continue to hire graduates of KIMEP in the future increased from 82 % in 2013 to 97 % in 2021.

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 is systematically embedded in the quality concept for the research of the faculty and the higher education institution.

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, Almaty, Kazakhstan

**Programme:** PhD in Education Policy and Management (PhD in EPM)



| Quality Ratings |                                                                                                        | Excellent | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--------------------------------------------------------------------------------------------------------|-----------|------------------------------|----------------------------|------------------------------------|--------------|
| <b>1.</b>       | <b>STRATEGY AND OBJECTIVES</b>                                                                         |           |                              |                            |                                    |              |
| 1.1             | Objectives of the Doctoral Programme                                                                   |           |                              | X                          |                                    |              |
| 1.2             | Positioning of the Doctoral Programme in the education market                                          |           |                              | X                          |                                    |              |
| 1.3             | Positioning of the Doctoral Programme in the Job Market for Graduates                                  |           |                              | X                          |                                    |              |
| 1.3.1           | In the research fields                                                                                 |           |                              | X                          |                                    |              |
| 1.3.2           | Outside the research fields                                                                            |           |                              | X                          |                                    |              |
| 1.4             | The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution |           |                              | X                          |                                    |              |
| 1.5             | Gender Equality and Equal Opportunities                                                                |           |                              | X                          |                                    |              |
| <b>2.</b>       | <b>ADMISSION</b>                                                                                       |           |                              |                            |                                    |              |
| 2.1             | Admission conditions and procedures                                                                    |           |                              | X                          |                                    |              |
| 2.2             | Selection procedure                                                                                    |           |                              | X                          |                                    |              |
| 2.3             | Transparency of the Decision on Admission                                                              |           |                              | X                          |                                    |              |
| <b>3.</b>       | <b>IMPLEMENTATION</b>                                                                                  |           |                              |                            |                                    |              |
| 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         |  |  | X |  |  |
| 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 |  |  |