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FOR THE STUDY PROGRAMME

6B02305 KAZAKH PHILOLOGY
- BACHELOR OF LINGUISTICS -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 6TH OF MARCH 2026.

BAYREUTH, 6 JUNE 2024

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FOR THE STUDY PROGRAMME

7M02313 KAZAKH PHILOLOGY
- MASTER OF PHILOLOGICAL SCIENCES -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 6TH OF MARCH 2026.

BAYREUTH, 6 JUNE 2024

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FOR THE STUDY PROGRAMME

8D02208 TURKOLOGY
- DOCTOR OF PHILOSOPHY (PHD) -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

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FOR THE STUDY PROGRAMME

8D02307 KAZAKH PHILOLOGY
- DOCTOR OF PHILOSOPHY (PHD) -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

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FOR THE STUDY PROGRAMME

6B02207 ORIENTAL STUDIES
- BACHELOR OF HUMANITIES -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

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FOR THE STUDY PROGRAMME

6B02302 TRANSLATION (ORIENTAL LANGUAGES)
- BACHELOR OF LINGUISTICS -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

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FOR THE STUDY PROGRAMME

7M02217 ORIENTAL STUDIES
- MASTER OF ARTS -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

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FOR THE STUDY PROGRAMME

7M02302 TRANSLATION (ORIENTAL LANGUAGES)
- MASTER OF PHILOLOGICAL SCIENCES -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 6TH OF MARCH 2026.

BAYREUTH, 6 JUNE 2024

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FOR THE STUDY PROGRAMME

7M02310 FOREIGN PHILOLOGY (ORIENTAL LANGUAGES)
- MASTER OF PHILOLOGICAL SCIENCES -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

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BAYREUTH, 6 JUNE 2024

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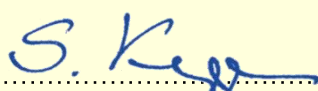
FOR THE STUDY PROGRAMME

8D02209 ORIENTAL STUDIES
- DOCTOR OF PHILOSOPHY (PHD) -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 6TH OF MARCH 2026.

BAYREUTH, 6 JUNE 2024


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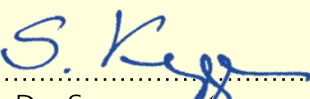
FOR THE STUDY PROGRAMME

8D02301 TRANSLATION (ORIENTAL LANGUAGES)
- DOCTOR OF PHILOSOPHY (PHD) -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

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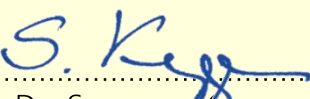
FOR THE STUDY PROGRAMME

8D02305 FOREIGN PHILOLOGY (ORIENTAL LANGUAGES)
- DOCTOR OF PHILOSOPHY (PHD) -

AT THE AL-FARABI KAZAKH NATIONAL UNIVERSITY

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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

6B02305 КАЗАХСКАЯ ФИЛОЛОГИЯ

- БАКАЛАВР ЯЗЫКОЗНАНИЯ -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 Июня 2024

ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

ACQUIN

ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

7M02313 КАЗАХСКАЯ ФИЛОЛОГИЯ
- МАГИСТР ФИЛОЛОГИЧЕСКИХ НАУК -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 Июня 2024

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ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

8D02208 Тюркология
- ДОКТОР ФИЛОСОФИИ (PHD) -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 Июня 2024

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ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

8D02307 КАЗАХСКАЯ ФИЛОЛОГИЯ
- ДОКТОР ФИЛОСОФИИ (PHD) -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 Июня 2024

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

6B02207 ВОСТОКОВЕДЕНИЕ
- БАКАЛАВР ГУМАНИТАРНЫХ ЗНАНИЙ -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 ИЮНЯ 2024

ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
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6B02302 ПЕРЕВОДЧЕСКОЕ ДЕЛО (ВОСТОЧНЫЕ ЯЗЫКИ)

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АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 Июня 2024

ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

7M02217 ВОСТОКОВЕДЕНИЕ
- МАГИСТР ГУМАНИТАРНЫХ НАУК -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 ИЮНЯ 2024

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ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
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ACQUIN

ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

7M02302 ПЕРЕВОДЧЕСКОЕ ДЕЛО (ВОСТОЧНЫЕ ЯЗЫКИ)

- МАГИСТР ФИЛОЛОГИЧЕСКИХ НАУК -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

ACQUIN

ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

7M02310 ИНОСТРАННАЯ ФИЛОЛОГИЯ (ВОСТОЧНЫЕ ЯЗЫКИ)

- МАГИСТР ФИЛОЛОГИЧЕСКИХ НАУК -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

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ACQUIN

ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

8D02209 ВОСТОКОВЕДЕНИЕ
- ДОКТОР ФИЛОСОФИИ (PHD) -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 ИЮНЯ 2024

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ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

N. 00101450 -230193-0

Зарегистрированное общество ACQUIN внесено в Европейский Регистр EQAR (апрель 2009 года) и
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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

ACQUIN

ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

8D02301 ПЕРЕВОДЧЕСКОЕ ДЕЛО (ВОСТОЧНЫЕ ЯЗЫКИ)
- ДОКТОР ФИЛОСОФИИ (PHD) -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

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ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

N. 00101450 -230194-0

ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

ACQUIN

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

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- ДОКТОР ФИЛОСОФИИ (PHD) -

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 6 МАРТА 2026.

БАЙРОЙТ, 6 Июня 2024

A handwritten signature in blue ink, appearing to read "S. Kempgen", is written over a horizontal dotted line.

ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
Председатель Аккредитационной Комиссии

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Зарегистрированное общество ACQUIN внесено в Европейский Регистр EQAR (апрель 2009 года) и
в Национальный реестр аккредитационных агентств Республики Казахстан (июнь 2012 года)

Accreditation Report

Programme Accreditation at the
Al-Farabi Kazakh National University
Republic of Kazakhstan

Oriental studies (Bachelor), Oriental Studies (Master), Oriental Studies (PhD), Translation (Bachelor), Translation (Master), Translation (PhD), Turkology (PhD), Foreign Philology (Master), Foreign Philology (PhD), Kazakh Philology (Bachelor), Kazakh Philology (Master), Kazakh Philology (PhD)

I Procedure

Date of contract: 24 September 2021

Date of the submission of self-assessment report: 15 November 2022

Date of site visit: 7-9 February 2024

Attendance by ACQUIN office: Dr. Lyazzat Nugumanova/Maria Zinsmeister/Dr. Hanna Schösler

Accreditation scheduled: 06 June 2024

Peer review experts:

- **Professor Monika Gaenssbauer**, PhD, Stockholm University, Professor of Chinese Language and Culture , Head of Department, Department of Asian and Middle Eastern Studie
- **Professor Dr. Sebastian Maisel**, Leipzig University, Professor for Arabic language and translations
- **Gulnara Omarbekova**, Nazarbayev University, Associate professor, School of Sciences and Humanities
- **Professor Dr. Julian Rentzsch**, Johannes Gutenberg University Mainz, Institute of Slavic, Turkic and Circum-Baltic Studies , Professor of Turkology
- **Professor Zahia Smail Salhi**, PhD, Professor of Modern Arabic Studies, Arabic Language and Literature, University of Sharjah
- **Madina Shalabekova**, Freelancer Translator
- **Leon Grausam**, University of Bremen, Student of Linguistics/Sociolinguistics

The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study programme(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. For PhD study programmes the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study programme(s), study programme(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. They are completed with criteria for structured doctoral programmes (Salzburg Recommendations). In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programme(s).

1 Short profile of HEI

Al-Farabi Kazakh National University, also known as KazNU, is a leading multidisciplinary university located in the Republic of Kazakhstan. Established in 1934, the university is set to celebrate its 90th anniversary in 2024. KazNU is the only university in Kazakhstan and Central Asia to rank among the top 150 universities in the world, as per the QS WUR global ranking.

The university offers a wide range of educational programs at all levels of education, from bachelor's to doctoral studies. It is focused on integrating scientific activity and the educational process at all levels of higher and postgraduate education. The university has a strong emphasis on internationalization, with over 500 international agreements in place, facilitating mobility and joint programs with partner universities.

KazNU is committed to transforming into a world-class research university and has a strong focus on scientific and innovative infrastructure. The university has seen significant growth in

its contingent of foreign students and has actively engaged foreign professors and scientists from various countries.

The university has 16 faculties and 68 departments, covering a wide range of academic disciplines and fields of study. It has a highly qualified teaching staff of 2,430 persons, including 27 academicians, 289 professors, 528 associate professors, 1,189 senior lecturers, and 424 lecturers. The contingent of students at the university is 24,165 persons, including 19,565 undergraduates (bachelors), 3,377 masters, and 1,223 doctorates (PhDs).

2 General information on the study programmes

Bachelor										
Title of the educational programme		Oriental studies 6B02207			Translation (Oriental Languages) 6B02302		Kazakh Philology 6B02305			
Department / Faculty		Oriental Studies					Philology			
Date of introduction		2002			2009		2009			
Capacity per year (number of students to be admitted)		80			305		100			
Number of students currently enrolled	1st	273	87		117	12		225	31	
	2nd		75			23			46	
	3rd		45			33			80	
	4th		66			49			68	
Average number of graduates per year	2019	38			6		49			
	2020	26			15		59			
	2021	30			37		92			
	2022	58			22		103			
	2023	66			49		68			
Master										
Title of the educational programme		7M02217 Oriental studies		7M02302 Translation (Oriental Languages)		7M02310 Foreign Philology (Oriental Languages)		7M02313 Kazakh Philology		
Department / Faculty		Oriental Studies					Philology			
Date of introduction		2002		2012		2012		2012		
Capacity per year (number of students to be admitted)		35		60		70		80		
Number of students currently enrolled	1st	40	24		8	42		16	6	
	2nd		16			6			10	
Average number of graduates per year	2019	7		12		2		6		
	2020	8		5		2		15		

	2021	12	5	3	14
	2022	19	10	1	28
	2023	16	6	10	26

PhD											
Title of the educational programme		Oriental studies 8D02209		Foreign Philology (Oriental Languages) 8D02305		Translation (Oriental Languages) 8D02301		Turkology 8D02208		Kazakh Philology 8D02307	
Department / Faculty		Oriental Studies						Philology			
Date of introduction		2006		2015		2015		2012		2015	
Capacity per year (number of students to be admitted)		10		19		16		7		42	
Number of students currently enrolled	1st	24	3	4	1	3	2	5	2	17	6
	2nd		8		1		0		2		6
	3rd		13		2		1		1		5
Average number of graduates per year	2019	6		2		1		1		1	
	2020	2		3		1		2		No graduates	
	2021	12		No graduates		3		2		No graduates	
	2022	8		No graduates		1		3		5	
	2023	13		2		1		1		5	

III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

The Quality Assurance Policy defines the basic concepts, approach, tasks, procedure and criteria for ensuring the quality of teaching and learning at KazNU. It is carried out according to the following guidelines at the university: the Academic Policy, the Regulations on the procedure for the development and approval of educational programmes, the Academic Integrity Policy, the Policy for assessing learning outcomes and other documents, the Quality Assurance Policy and the Development programme of the NJSC “al-Farabi Kazakh National University” for 2022-2026.

For effective management at the University since 2005, a quality management system (QMS) has been operating, which is developed on the basis of international standards ISO 9001 and has a certificate of compliance with the requirements of ISO 9001:2015, which was recertified in 2021 by the certification association Russian Register. Within the framework of the QMS, all processes of educational, research, innovation, social, educational activities are regulated by documented procedures, which include the Quality Policy. To achieve the goals and vision of the university, the policy and documented procedures have an official status and are posted on the portal of the university.

The University has a published quality assurance policy reflecting the institutional vision and strategy that is part of its strategic management made available on the website of al-Farabi KazNU: It corresponds to the main goals and objectives of the university, includes a commitment to meet requirements and continually improve quality performance and it creates the basis for setting and analyzing quality goals. It is communicated to internal and external stakeholders and systematically analyzed and improved.

The implementation policy in the field of quality assurance of the university is aimed at ensuring the high qualification of graduates and their competitiveness, as well as improving the quality of education and research activities and meeting consumer requirements. The implementation is ensured by the following components:

1. Planning activities for the provision of educational services
2. Monitoring of scientific researches

3. Internal evaluation of the effectiveness of the Educational Programme (EP) and scientific research
4. External evaluation of the effectiveness of the EP and scientific research

The main provisions of the Policy are detailed in the Academic Policy of the University (<https://univer.kaznu.kz/user/login>), Rules of academic integrity (<https://www.kaznu.kz/en/20586/page/>), Internal quality assurance standards, Indicative plans of faculties and departments, and other documents regulating quality assurance procedures.

The internal quality assurance policy of the University is based on two approaches to the concept of quality, the quality of educational process and the quality of teaching.

The university policy in the field of quality assurance complies with international approaches, and is based on the European standards of the European Association for Quality Assurance in Higher Education (ENQA). The University emphasizes the involvement of the administrative staff and learners to a successful quality culture.

All stakeholders are informed about the results of the implementation of the quality assurance policy. There is access to the University Development Strategy, Quality Assurance Policy, Academic Policy, which are posted on the websites of the university, faculty, department www.kaznu.kz. Information posted on portal. <https://www.kaznu.kz/en> available to all employees, teaching staff and all members of the KazNU team without exception.

Information resources for external and internal stakeholders include the newspaper "Kazakh University", which allows you to familiarize stakeholders and the general public with scientific and cultural achievements and events held at all levels (<https://www.kaznu.kz/en/3737/page>), and live online broadcast of all meetings of the administration (<https://www.kaznu.kz/en/15232/page>).

Feedback from stakeholders is carried out through the rector's blog and constant monitoring of the educational environment.

Internal stakeholders (students) are informed through the association of student organizations - the Committee of Youth Organizations, which is part of the structural unit of the University - the department for working with youth organizations.

1.2 Assessment

The HEI has a publicly available formal policy for quality assurance. It is a comprehensive all-encompassing approach that covers all relevant areas.

The HEI's administration, staff and students were all involved in the development and implementation of the policy.

The internal policy of quality assurance is implemented, monitored and revised by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

From the conversations with the stakeholders it was apparent that the HEI has a good understanding of those concepts and strives to implement them.

The HEI is keenly aware of the importance of quality assurance and developed and implemented appropriate measuring tools for both their internal and external policies.

As it stands for the entire HEI, so do their PhD programmes fulfill the requirements for appropriate quality assurance policies that include internal and external standards and measures.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

An Academic Committee develops the educational programme (EP), which is formed in the areas of training of higher and postgraduate education. The Academic Committee consists of academic staff, employers and students.

The content of the bachelor's degree programme consists of disciplines of the three cycles general education disciplines, core disciplines and major disciplines. The general education disciplines cycle includes the disciplines of the compulsory component, the university component and (or) the elective component. The core disciplines and major disciplines cycles include the disciplines of university component and elective component.

The regular study period of the bachelor's degree programme is 4 years and comprises of 240 ECTS-points.

The content of the EP of the master's programme consists of three parts: theoretical training, including the study of cycles of core and major disciplines, practical training of graduates: various types of practices, scientific or professional internships and research work, including the implementation of a master's thesis or master's project

The theoretical training includes the disciplines of university components, elective components, and practice. The regular study period of the master's degree in a full-time studies is 2 years with 120 ECTS-points.

The content of the doctoral study programme consists of four parts:

- theoretical training, including the study of cycles of core and major disciplines
- practice (pedagogical and research - for students in the Ph.D. programme, industrial - for students in the specialized doctoral programme)
- research work of a doctoral student, including the completion of a doctoral dissertation, scientific internship, scientific seminars, publication of scientific results of a dissertation
- qualification examination

The theoretical training includes the disciplines of university components, elective components, and practice. The doctoral programme is designed for 3 years full-time with a workload of 180 ECTS.

Each PhD student has two supervisors, domestic and foreign, which implies a mandatory foreign scientific internship to work with the supervisor and collect materials that are not available on domestic resource bases.

Oriental studies (Bachelor)

The main aim of the study programme Oriental Studies (240 ECTS-Points) is to train qualified practitioners in Oriental Studies, who have knowledge of state and development of eastern society in different periods and, based on this framework, trends in the economy, politics, history, and culture of the East. The program is aimed at the formation of an educated, socially responsible, and active personality of a specialist who is interested in his development and the prosperity of society.

Due to the complex nature of Oriental studies, the programme includes various areas of specialization - the humanities and social sciences, including linguistics, literary studies, cultural studies, history, economics, politics, international relations. Special trajectories of the EP are Arabic Studies, Iranian Studies, Indology/Urdu Studies, Chinese Studies, Turkish Studies, Korean Studies and Japanese Studies.

The study programme has a practical orientation, with a strong component of communication and interpersonal skills in relevant (Western and Eastern) languages.

Oriental Studies (Master)

The main aim of the study programme is to train specialists with higher professional education in the field of Oriental Studies, who have a broad critical knowledge of relevant modern developments in this field and a high level of general and professional culture, who are able to practically apply their research skills in various fields of social activity in accordance with the current needs of the development of the economy and human capital. The programme is aimed at developing a thinking personality capable of self-improvement. and making positive changes in the progress of society.

The complex nature of Oriental Studies allows and even requires at the master level to expand and deepen the interdisciplinary focus of this complex of sciences, the programme includes various areas of interaction between the humanities and social sciences, including theories and concepts of linguistics, cultural studies, history, economics, religious studies, politics, international relationship in terms of Eastern countries.

Oriental Studies (PhD)

The purpose of the programme is to train specialists and researchers in the field of Oriental studies who are able to deeply and professionally understand the social, cultural, political, and economic problems relevant to the countries of the East, as well as to seek and find ways to solve the main problems facing these countries, using research methodology. Upon completion of the programme, they are expected to possess the most advanced knowledge in research and related fields, as well as critical and creative independent thinking.

The PhD programme includes various areas of specialization, the main feature of which is the focus on the interests and choice of students, who, as a rule, came with a clear understanding of their direction, field, and topic. Special EP trajectories - Arabic Studies, Iranian Studies, Indology / Urdu, Sinology, Turkish Studies, Korean Studies, Japanese Studies. Every year, research interests and objects of study are expanding, covering the most pressing problems of development of target countries and societies, acquiring multidisciplinary, which is one of the main vectors for the development of social and human sciences in modern times.

The core disciplines include Fundamental problems and concepts of Modern Oriental Studies, the methodology of eastern written sources study and Intellectual History of the East.

Major disciplines include Methodology of Area Studies, Modernization of spiritual and material culture of Eastern societies, Eastern language for scientific purposes, Language and Identity in the East: Discourse Analysis, Discursive analysis of the oriental text in the modern context, The Great Silk Road: the interaction of Eastern and Western civilizations, Eurasian peoples in the context of the dialogue of civilizations: Culture and Religion, Integration processes of the

countries of Central Asia and the world community in the framework of international organizations and associations and Integration processes in the economies of the East.

Translation (Bachelor)

The purpose of the study programme is training of specialists, training of highly qualified comprehensively developed specialists - translators, fluent in native and foreign oriental languages. The implementation of the educational program is aimed at the formation of the personality of a specialist capable to demonstrate theoretical positions in the field of translation studies; own all types of translation; master the basic methods of translational research and the genre-stylistic classification of translation, to make independent translations, conduct research on linguistic phenomena; know the typology of translation matches, to assess the quality of translation, to prepare and present various forms of detailed interpretation and translation and to be able to carry out all types of translation as an intermediary in interlingual and intercultural communication.

Bachelor students must be able to demonstrate theoretical positions in the field of translation studies; own all types of translation; master the basic methods of translational research and the genre-stylistic classification of translation. describe the basic concepts of intercultural communication; system of value orientations in native and foreign culture;

The mandatory courses of the program include: Basic Foreign Language (level A1), Basic Foreign Language (level A2), Basic Foreign Language (level B1), Basic Foreign Language (level B2), Basic Foreign Language in Context of Intercultural Communication, Culturology, Foreign Language, History of the Studied Language Country, Information-communication Technologies, Kazakh (Russian) Language, Modern Literature of the Country of the Studied Language, Theory and Practice of Intercultural Communication, Theory and Practice of Intercultural Communication, Theory of Translation (credit transfer), Translation Theory

Translation (Master)

The goal of the EP is to provide training for competitive specialists with a set of system knowledge capable of generating new approaches in the field of translation studies; formulating professional tasks and solving them using modern technologies.

The mandatory courses of the programme include: Foreign Language (professional), History and Philosophy of Science, Innovative Technologies and Methodology of Teaching Translation, Modern methodology of translation theory and practice, Organization and Planning of Scientific Research (in English), Pedagogy of Higher Education, Psychology of management, Specificity of Interpreting of Eastern Language.

The programme's general focus is a component of the research-conducting skills of master students. Master degree candidate must be able to carry out research tasks and perform professional functions as an interpreter, to operate modern linguistic theory of translation with the scientific provisions; to conduct a comparative analysis of the native and eastern language, to assess the quality of translation and research in their subject area, to provide qualified translation using translation tactics and strategy, to use the basic compositional speech forms and create an oral, written text in the native and eastern language, to show respect for the uniqueness of a foreign language culture and the value orientations of a foreign-language society, to develop models of communicative situations, typical scenarios of interaction between participants of intercultural communication.

Translation (PhD)

The goal of the programme is to prepare highly qualified and competitive specialists in the field of translation science who are able to carry out professional activities in the field of translation theory and practice based on an understanding of the social, cultural and national characteristics of the countries of the East and Kazakhstan.

The mandatory courses of the programme include: Academic Writing, Modern Translation Concepts, PhD thesis writing and defence, Scientific Research Methods, Theory and practice of the scientific speech, Actual Problems of Text and Discourse, Comparative studies and methodology of translation studies, Culture and Translation: Effective Translation Strategies, East Language for the Research Purposes.

The programme's general focus is a component of the research-conducting skills of doctoral students. PhD candidate must be able to contribute in science by conducting independently both theoretically oriented and empirical research.

The specialist focus is on the field of Foreign Philology (Oriental languages) as applied and interdisciplinary including Translation Studies, Oriental Studies, Pedagogy, and Cultural Studies.

Turkology (PhD)

The EP Turkology (180 ECTS-Points) is designed to train specialists in Turkic languages and cultures, both modern and those that existed in the early and late Middle Ages. The programme includes a full cycle of historical Turkology: ancient Turkic runic, Chagatai written monuments, and the Old Ottoman language are studied. A number of courses are devoted to the history and culture of the Turkic peoples of Southern Siberia, Central Asia, the Ural-Volga region and the North Caucasus.

Moreover, students who have been educated in Turkology often have the opportunity to continue their studies in Turkey. In this regard, Turkish language studies are given high priority in the programme. The students acquire both written and spoken communication skills.

The uniqueness of the doctoral programme Turkology lies in:

1. Quality teacher training
2. Tenured teaching staff
3. Cooperation with research institutes and major companies of the Republic of Kazakhstan
4. Relatively small language groups
5. Two tracks in the curriculum: Linguistics and Literary Studies, which allows specialization

The main purpose of the EP is training new generation of Kazakh Turkologists to work in scientific institutions in the scientific and pedagogical direction; training of university teachers and graduates for research, teaching and expert activities.

The programme includes following subjects: Actual Problems of Textual Studies of Turkic Written Monuments, Fundamental problems of source study and historiography of Turkic studies, History, theory and methodology of Turkic studies, Research areas of Turkic linguoculturology and Theoretical problems of ethnolinguistics of Turkic languages.

Foreign Philology (Master)

The main purpose of the study programme is qualitative training of specialists-philologists for scientific and educational sphere with knowledge of oriental languages. The program is aimed at forming a professional personality of a specialist capable to interpret and summarize in-depth contemporary knowledge of the latest theories in the field of foreign (Eastern) linguistics and literary criticism, to independently carry out scientific research, to integrate the knowledge of related scientific fields in the context of own scientific research, to interpret the results of your own research and communicate them to both specialists and non-professionals, to ensure the effectiveness of the educational process based on classical and innovative teaching methods and to build their own program of further education and research.

Core disciplines and university component include History and philosophy of science, Foreign Language (professional), Pedagogy of higher education, Psychology of management, Organization and Planning of Scientific Research (in English), The main Oriental language for professional purposes, Cognitive and communicative aspects of language, Theory and practice of social linguistics in the East, Modern methodology of Foreign Philology Studies.

The major disciplines include Discourse analysis of the text in the studied language, Stylistics of the text in the studied Oriental language, Modern trends in the literature of the studied language, Linguistic analysis of the text in the studied Oriental language, Computer linguodidactics, Comparative studies and literary translation, Methods of studying written monuments of the countries of the studied, Comparative cultural linguistics, Translation and principles of interpretation of the text in the studied Oriental language, Specifics of business communication in the studied language, Modern trends in teaching methodology of the studied language and literature, Theory and practice of speech communication, Introduction to IoT(in English), IoT Fundamentals: Big Data & Analytics (in English), Programming Essentials in Python (in English).

Foreign Philology (PhD)

The main purpose of the study programme is qualitative training of highly qualified specialists in the field of Oriental language and literature who will be capable to interpret the basic principles of modern linguistics and literary criticism, to systematize and interpret scientific theories and concepts of the newest directions of oriental philology in order to further apply this knowledge in the course of dissertation research, to carry out independent scientific researches on the basis of the material adequate to the object of research, the choice of methodology with a projection on the development of promising new directions of foreign philology, to evaluate and determine the significance of a product of his or her scientific activity, to argumentatively represent and defend their own scientific opinion in scientific discussions, using the Eastern language.

The mandatory courses of the program include: Basic paradigms and methodology of foreign philological research, Computational Technologies in Philology, Comparative Study of Literatures, Literary Criticism and Theory, Corpus Linguistics and Automation of Lexicographical Works. Students select the individual educational trajectory between the six courses: Macrosociolinguistic Research in Modern Linguistics, Language Impact and Linguopragmatics: the Language of Mass, Linguistic Doctrines and Theory of Linguistics, MetaDictionary and Linguistic Terminology, The local and global context of Eastern literatures, Existentialist imagination in contemporary Eastern literature.

Kazakh Philology (Bachelor)

The main aim of the study programme is the formation of a philologist-researcher who owns the scientific and theoretical basis of Kazakh linguistics at the bachelor's level, a clerk in the state language in state and public organisations, a proofreader, editor, copywriter, PR manager in the media, a specialist working in Internet communication centers and language learning centers.

Kazakh Philology (Master)

The main aim of the Master's programme is to train a researcher who has mastered the scientific and theoretical foundations of Kazakh philology, innovative research methods, a highly qualified academic teacher who can use modern technologies in educational institutions, an editor in mass media, a manager in science, education and management administration.

The mandatory courses of the program include: Organization and planning of scientific research (eng.), Scientific paradigms of Kazakh speech, New directions of Kazakh literature, Kazakh language: the paradigm of national values.

Students select the individual educational trajectory between four courses: Fundamentals of linguistic poetry, Ecology of speech and language, Linguistics of XXI century: problems and methods, Kazakh Discourse Research Technologies, General problems of language and literature, Alash studies: Kazakh linguistics of 20th century, Poetic world of Abai, M. Auezov's Literary world, Cognitive grammar of the Kazakh language, Psycholinguistic aspects of communicative units, Etymological foundations of development of the Kazakh lexicon, Turkic linguistic cultural phenomenon, Pragmatics of the Kazakh media text, Linguistic aspects of texts analysis, Philosophy of national idea in the Kazakh literature, Artistic and aesthetic world of Kazakh literature.

Kazakh Philology (PhD)

The purpose of the study programme is qualitative training of highly qualified specialists in the field of Kazakh philology who are able to conduct research on topical problems of philology and related scientific fields, to master the object of study in cultural and educational analytical field of activity as well as in the research, teaching and organizational-managerial sphere, to master the methodology of setting the optimal experiment and processing the measurement results, to form a holistic system of understanding Kazakh speech linguistics, basic concepts, theoretical foundations and directions of research in the field of modern Kazakh/Russian linguistics and literary studies, to understand the scientific knowledge underlying the periodization and systematization of methodological approaches of the history of Kazakh literature, to form the ability of doctoral students to assess the relationship between language and national, spiritual and material culture, mentality, religion, the function of language in the social environment and the development of literature of Kazakhstan in the context of the global historical and cultural process, to formation of doctoral students of a holistic systemic understanding of the causes of phonological changes in the Turkic languages and diachronic laws describing them.

The mandatory courses of the programme include: Academic writing; Scientific Research methods; The actual problems of Speech Studies; Scientific dominants of the Kazakh philology of the second half of the 20th century – the beginning of the 21st century; Kazakh mentality: national code, science and problems of Textology; Historical foundations of sound systems

2.2 Assessment

The university has a documented system of design and approval of study programmes. All relevant stakeholders are involved in this process, as was also confirmed by the teaching staff, students and graduates. The process seems to be well-structured and implemented.

All study programmes under review have defined learning outcomes, which correspond to the academic level to be achieved. The curriculum consists of mandatory and elective modules. Based on the information provided and the interviews, the expert panel assumes that the learning outcomes can be achieved with the provided curriculum.

The curriculum is modularized, and each study programme has a module handbook which describes each module. Forms of examinations and teaching however should be described in detail in the module handbook. For all study programmes the module handbook in English must be revised and updated and checked for the consistency and transparency of the information provided. The use of the terminology in the module handbooks must be systematic.

In the Bachelor and Master study programmes it was not always clear what type of examinations are used in the language courses. In case of Chinese language it was clear that internationally accepted examination is used, but for other languages it was not clear. Therefore, the expert panel would recommend that examinations of the languages courses in BA/MA should be standardized and controlled and observed by the special commission. Standards and concepts for testing should be developed and implemented.

Furthermore, the PhD degree and the admissions process to it do need to be reviewed. Expert panel believes that by all quality assurance standards the requirements for being admitted to the PhD programme are rather overwhelming. The university should consider relaxing the recruitment criteria in order to widen and diversify the knowledge base researched by the students and encourage a more diverse and inclusive research environment within the HEI.

PhD students are required to publish quite a high number of articles in order to graduate. Though this was not expressed as a concern from the interviewed students and graduates, the peer-review experts would recommend to reconsider the number of publications required for graduation. In this regard, more emphasis should be placed on quality vs. quantity.

Condition:

- The module handbooks in English must be revised and updated and checked for the consistency and transparency of the information provided. The use of the terminology in the module handbooks must be systematic.

General recommendation:

- Forms of examinations and teaching should be described in detail in the module handbook.
- Examinations of the languages courses in Bachelor and Master programmes should be standardized and controlled and observed by the special commission. Standards and concepts for testing should be developed and implemented.

Recommendation PhD study programmes:

- Admissions criteria to the PhD programmes should be revised.
- Number of publications required during the doctoral studies should be reconsidered and be reduced.

Oriental studies (Bachelor/Master /PhD)

The expert panel was impressed by the dedication and diligence of the members of the Al-Farabi Kazakh National University, be they administrative staff, academic faculty in managerial roles and as teaching faculty, current students, and alumni. Their passionate support for the discipline and their loyalty to the institution is unique. The expert panel was impressed on their concerted efforts to speak the praises of their institution while at the same time accepting constructive criticism as a way to improve their performance.

The first impression is that the HEI is selling itself short through its literature and how it presents itself to the outside world. Thankfully, the discussions with its representatives have shown a much better picture of what actually takes place in the institution. Peer-review experts would therefore recommend the HEI to review the literature, make it more up-to-date and more true to the operations that are taking place in the institution.

The starting point, therefore, is the in name 'Oriental Studies', which poses many fundamental disciplinary problems:

Oriental Studies in this context lumps together subjects as diverse as Arabic Studies, Iranian Studies, Turkish Studies, Indology/Urdu Studies, Chinese Studies, Korean Studies, and Japanese Studies. While the expert panel is aware that there still exist institutions across Europe that call themselves 'Oriental' despite the political incorrectness of the appellation, they would not lump up such a wide array of studies under one umbrella. It is therefore recommended that the HEI reconsiders this very opaque classification and possibly divide the one category into

three main areas: Middle Eastern Studies (Arabic Studies, Iranian Studies, Turkish Studies), Asian Studies/Far Eastern Studies (Chinese Studies, Korean Studies, Japanese Studies). Indology/Urdu Studies would constitute a third category.

Another area of development is the inconsistency in the use of terminology (Orient, East, Middle East ...) which generates a considerable level of confusion. The experts would recommend a thorough revision of the literature and adherence to consistency throughout the degrees.

Having one Bachelor's degree in Oriental studies that is generalised for all the study areas and languages with the same description of transferable skills and assessment criteria does not do justice to the discipline, in fact it obscures the specificities of each and every studied language bearing in mind that these languages do require different approaches to teaching them and even different levels of contact hours etc.. The expert panel recommends that each and every subject/language has its own programme and module descriptor and that they are not simply referred to as 'studied country of the East'. The same applies to the study programme Translation Studies (Oriental languages).

The same issue concerns the Master's degree in Oriental Studies, but concern even more the deeper specialisation, which would also have effect on employability. A degree in Oriental Studies would not be so market oriented as a specialised degree.

Concerning the PhD in Oriental Studies, again, the same level of generalizations, and while the programme proposes to train "specialists and researchers in the field of Oriental studies", this is defeated by all modern methodologies; no one can specialize in the 'Oriental Studies' field, which led to many methodological deficiencies in the past and hence the need for narrow specialization. Although the peer-review experts understood from the discussion that the reality is not as advertised, we believe the two should match. It is therefore, recommended that each programme is presented separately and is named accordingly.

The expert panel would like to commend the HEI's adherence to the ESG and the Salzburg Recommendations, in terms of students' employability and a deep understanding of the market dynamics and the skills required for their students to be fully employable. The expert panel hails the HEI's internationalisation approach and the multiple exchanges they have secured for their students at all levels of their studies, as well as their staff. They also attract a good number of international students and visiting researchers.

Another area where the HEI should be commended is its inter-and multidisciplinary teaching and research at all levels of the delivery.

There is ample evidence in the presented literature and from the discussion that students are part of the evaluation processes of teaching, and that their feedback is taken seriously by the HEI.

On the positive side, it is evident that KazNu PhD students are provided with good supervisory teams made of two supervisors one of whom is from an international institution where they are offered the opportunity of an internship guaranteeing therefore their mobility experience while at the level of a postgraduate student.

Furthermore, PhD students are trained to become early-stage researchers through their research collaboration with their supervisors and the condition of publishing high quality articles.

The expert panel would like to stress that the Al-Farabi Kazakh National University an impression as a very dynamic and highly energetic institution that presents all the necessary ingredients for success.

Recommendations:

- The university should review the literature used in the study programmes, make it more up-to-date and more true to the operations that are taking place in the institution.
- The university should reconsider using the classification “Oriental Studies” and consider dividing the one category into three main areas: Middle Eastern Studies (Arabic Studies, Iranian Studies, Turkish Studies), Asian Studies/Far Eastern Studies (Chinese Studies, Korean Studies, Japanese Studies). Indology/Urdu Studies would constitute a third category.
- The use of terminology (Orient, East, Middle East etc.) in the study programme documents should be more consistent.
- It is recommended that each and every subject/language has its own study programme and a module handbook.

Translation (Bachelor /Master/PhD)

The faculty of Philology has a long history at the HEI. The faculties to which the study programme contributes are according to the university management “strategically important and build the university’s reputation”. The study programme reaches a high employability ranking according to the self-assessment report.

In our meetings it was pointed out that the Ministry of Higher Education and Science is the main stakeholder. It is the HEI’s Board that decides on the design of the study programme. As one member of the HEI’s management put it: “The Board does not follow interests, but knows what qualifications are needed in the country”. Many Board members are Alumni of the HEI so they are well acquainted with HEI’s strategies and programmes.

Students participate in discussing the educational program. Satisfaction surveys are implemented. Educational programmes are rated on an electronic platform.

For the Bachelor's programme 11 learning outcomes are named. There is a focus on research and analyzing theoretical concepts of translation studies and Eastern philology. One focus is also on "acting as a translator of the national-cultural identity of the Eastern communities being studied."

For the Master's programme 12 learning outcomes are named. When completing the programme students are expected to be able to put forward scientific hypotheses and consistently develop arguments in their defense. Creating, editing and reviewing of professional texts is also one of the learning outcomes.

The study programmes contain regular language practices. The expert panel was presented with many concrete and interesting examples for such practices at partner universities or in the field where language abilities are further trained. The peer-review experts were especially impressed by the project of "mock interpretation" at events. In the language exams it would be desirable in the view of the experts that the teachers of the HEI design their own exams. In the case of Chinese language it seems that currently the Confucius Institute's HSK tests are dominating.

For the PhD 12 learning outcomes are named. Here a focus is on being able "to apply a modern oriental language, as well as Kazakh, Russian and Western languages at a level sufficient for research and professional practice." PhD students are also expected to contribute by means of original research to the framework of existing knowledge in the field of translation studies.

There is no doubt in the view of expert panel that the learning outcomes reflect adequately the requirements from the professional field as well as the demands on Bachelor/Master/PhD level. Possibly the challenge of AI could be more systematically addressed in the future. A row of teachers also expressed the wish to develop a focus on literary translation and conference interpreting.

The structure of the programme contributes absolutely to meeting the defined objectives. Still the English versions of the module handbooks could improve in quality. The expert panel was impressed by the variety of teaching formats that are used and the high engagement of the teachers/researchers.

As career opportunities the documents mainly defined the following: work in government bodies, mass communication systems (BA); work in research institutes, pedagogical and research activities as well as managerial work (MA); work as highly qualified translation specialists, as translator, diplomat, consultant, teacher and researcher (PhD).

In the exchange, also with the students, many of these career opportunities were named. They seem very adequate in the country context. The HEI also has a department of career orientation.

The student workload that is named in the module handbooks is sufficiently defined and transparent.

There are more than 50 programs in Oriental Studies to enhance student mobility. The Erasmus+ programme is also part of the picture, and students can apply for scholarships at foreign universities.

Adding to their PhD thesis the doctoral students have to write quite a few articles. Besides the supervisor from the HEI they have a second, international supervisor which gives them the possibility to expand their networks and gather experiences abroad. There also exists a Young Scientists organization in the frame of which the more advanced students support the less advanced ones. One student mentioned that s/he participated in 5 international conferences during the course of PhD studies. The students were highly content with the supervision and support they received from their teachers/supervisors.

A recommendation from the last accreditation was to reduce the theoretical input from 3 terms to 1. This has been implemented. Now the PhD students have much more time for their own research.

Students need to publish quite a few articles in important international and local journals.

Especially re. Translation Studies one recommendation would be to enable more students access to the PhD study programme. The self-assessment report showed that the HEI's capacity for the admission of PhD students is only used partially. The HEI is a renowned research university. In our meetings we heard that employers are demanding more experts with a PhD and quite a few students also expressed their wish to pursue PhD studies. Therefore it might be advisable to rethink the PhD admissions criteria in order to strengthen the study programme, realize a critical mass of PhD students and create a substantial cohort of HEI PhD Alumni for the job market.

In the PhD programme the internationalization strategies of the HEI appear to be very successful and mobility experiences are guaranteed.

The students expressed a high satisfaction with the degree of supervision which was impressive. Still some students and also researchers see it as problematic that the process of writing, submitting and reworking a row of articles is very time-consuming and can also influence the planned time frame of the PhD studies negatively. It would therefore be a recommendation to arrive at more feasible demands re. the amount of article publications in the PhD study programme.

Turkology (PhD)

Like all doctoral programmes under review, the PhD programme Turkology is designed as a six-semester programme, in which the lessons are concentrated in the first semester, while the rest of the terms consist of thesis research, thesis writing, publication activities, and two research seminars in each semester. Additional components in Semesters 2–6 are a teaching internship in the second semester, a course unit labelled “Research Practice” in the third and fourth semester, and a scientific internship in the fifth and sixth semester. The fundamental design of the doctoral education with a one-term teaching/education phase and a subsequent five-term research phase is conditioned by Kazakhstan state legislation and does not seem to leave room for creative freedom. The specific design of the individual terms, including the proportion between research seminars and graduate seminars, seems to be flexible, as comparison with the module handbooks of the other doctoral programmes reveals.

Generally, the concentration of the course programme to basically one semester seems too massive in the view of the expert panel. Moreover, a three-year doctoral phase is relatively short. For example, in Germany four years are considered standard, with the option to extend to a total of six years (this, at least, is the legally permitted time slot for employment in qualification positions). Also in the USA, it is common that doctoral studies take significantly longer. Needless to say, each country has every right to define its own rules and regulations, but in the meeting with the students the expert group obtained the feedback that also the students would welcome a longer doctoral phase (4 years) and an extended course period (1 year). In the long perspective, it would be desirable to adjust the length of the course period and the doctoral programme.

Embeddedness in the national and international research landscape: Kazakhstan is one of the largest Turkic nations in terms of population, and Turkology has a natural status as a discipline of national relevance in this country. While in the Soviet Union, Moscow and Saint Petersburg (Leningrad) were the major centres of Turkic Studies, the post-Soviet Turkic republics face the challenge to build up their own, “national” Turkic Studies, with their specific local perspectives, and at the same time preserving or rebuilding the old networks and establishing new academic relations on an international level. Both from the self-assessment report and the meeting with the faculty it becomes clear that KazNU is aware of this task and the challenges connected to it, and that KazNU considers itself the centre and driving force of Turkology in Kazakhstan. This specific situation is also mirrored in the teaching languages of the Turkology programme, which according to the module handbook is predominantly Kazakh, with English components such as the course unit “Methods of Scientific Research”: This anchors the Turkology programme both in a national and an international perspective. The thematic profile of the Turkology programme is also partly determined by the status of Turkology as a discipline of

national interest, with foci on historical linguistics (extending from the Old Turkic Runic inscriptions via Middle Turkic to modern Turkic languages) and comparative ethnolinguistic research of Turkic languages. Another important component is Turkish (i.e., the national language of Turkey as the largest Turkic language in terms of speakers). An issue which is not very clearly addressed in the self-assessment report is the relation to other Turkic republics. It would be desirable if KazNU would develop a strategy to expand its Turkological network at least to the immediate neighbouring republics of Uzbekistan and Kyrgyzstan (if this has not already happened).

There is a Department of Turkology and Language Theory in the Faculty of Philology and a Türksoy Department in the Faculty of Oriental Studies. From what can be gathered from the written report and the online sessions, the Turkology study programme seems mainly to be carried by the Department of Turkology and Language Theory, while the Türksoy Department seems to contribute the Turkish dimension.

According to the self-assessment report, there are fifteen full-time teaching staff in the Turkology programme, including six full professors and five candidates of sciences. In the staff handbook of Turkology eleven teachers are mentioned. It does not become totally clear how these figures can be reconciled; however, the teaching staff appears to be highly qualified and sufficient in number to mentor the five doctoral students currently enrolled in the programme, and also the seven students per year potentially to be accepted (cf. p. 8 of the self-assessment report).

From the module handbook it can be gathered that the main teaching language in the course programme (first term) is Kazakh, with some courses taught in English. The programme description (p. 2, entry “Distinctive features”) lists Kazakh, Turkish, Russian, and English as languages of training; it can be inferred that Turkish and Russian may be used in individual mentorship, internships, and in the course reading material. It is praiseworthy that Kazakh functions as the main language of instruction as this will in the long run contribute to the establishment of a Kazakh scientific terminology, which is less firmly developed as the Russian terminology; furthermore, English as the teaching language in some courses mirrors the commitment to internationalization beyond the old Soviet networks. Russian is an important academic language in Turkic Studies, with a huge stock of relevant and valuable publications, while Turkish is gaining importance as a second language of international academic communication in the field of Turkology. Taking these aspects together, the selection of teaching languages and languages of instruction appears fully appropriate.

Generally, the difference between “modules” and “course units” is not clear in the Module Handbook. According to the “traditional” Anglo-Saxon and European conceptualization, modules comprise one or several courses of a related thematic design and are completed with one

examination. Considering the survey of the first semester on page 7 of the Module Handbook together with the detailed plans on pages 11–45, it seems as if modules and courses are situated on the same level, and as if there is no difference between a course and a module. To give an example, No. 2 in the plan on page 7 consists of a “module” entitled “Research methodology of written monuments” (described in detail on pp. 19–21) and a “course unit” entitled “Actual problems of the textology of Turkic written monuments”, described in detail on pp. 29–30 and classified as “module” there. The module “Problems of researching the history of the Turkic world” (described in detail on pp. 31–32) probably refers to the module entry in No. 4 in the plan on page 7 (here, only “Problems of” is readable), whereas the “course unit” in No. 4, “History, theory and methodology of Turkic Studies” seems to operate as a module in the description on pp. 23–27. In toto, the affiliation of a given unit to the categories “module” and “course unit” appears erratic and opaque. As the Module Handbook is the guideline for both teachers and students, it must be made transparent what a module is and what a course unit; of which courses any given module consists, and what kind of examination is made to assess the learning success of each module. (In the present version of the Module Handbook, both modules and courses have exams.) The composition of the modules and the affiliation of courses to their modules must be clear and intelligible to both teachers and students. The detailed module descriptions (pp. 11–45) must correspond to the surveys (pp. 7–10), and the relationship should be clear at first sight (e.g., through numbering or another convenient way marking).

At least in the degree programmes which the reviewers have seen so far elsewhere, it would be highly uncommon to have more than three or four modules in one semester (each module comprising 8–15 ECTS credits, with an average total of 30 ECTS credits in one semester). This has also implications for the number of exams, which should range somewhere between 3 and 5 per semester.

On the other hand, the expert panel thinks that the module descriptions (and the course descriptions) should not contain concrete references, as the selection of literature should be flexible depending on the participants in a concrete class, the preferences of the teacher, and the availability of new publications.

The Module Handbook lists two oral exams, seven written examinations, and three learning diaries (in the Research Seminar, in the 1st, 2nd and 4th semester, according to the Module Handbook pp. 44–45). In terms of plurality of examination types, this is sufficiently variegated. As a recommendation, one of the written exams might be replaced by an oral student paper (to be presented in classroom) as this would be a good preparation for conference papers, which the doctoral candidates will have to present at national and international conferences and symposia throughout their academic career.

In terms of number, given that most of the courses fall into the first semester, the examination load appears extremely high. The reviewer thinks that there should be no more than maximally (!) five examination events in one semester. It is recommendable that the number of examinations be reduced; in doing so, the overweight of written examinations could be reduced as well.

The course programme of the first semester seems highly ambitious. On page 7 of the Module Handbook, we count ten “course units”. Should the number “40” in the “Total” line signify the weekly contact hours (which is not totally clear), then there are way too many lessons per week. It would be desirable to distribute this dense course programme to at least two semesters. From the meeting with the students, and from the fact that there are students that actually complete their doctoral education, we gather that the study programme can actually be completed, but students did in fact complain about the high workload.

A problem which the doctoral programme in Turkology shares with the other doctoral programmes under evaluation is that in semesters 2–6, there are components “Publications in journals” and “Publications in proceedings”. Should this mean that the students must publish two articles in every semester (i.e., 10 articles during the doctoral period), this would be far too much, especially considering that the main task of the doctorate must be writing a dissertation. Such a publication output can only be generated at the expense of quality, and it will actually damage the international reputation of the prospective scholars if they have publications of a poor quality. This problem can be avoided if not actual publications are demanded, but “term papers in the sense of a journal article”; i.e., the students practice writing scientific articles but are not necessarily obliged to publish them.

The courses cover the theory and methodology of Turkic studies, theory and practice of ethnolinguistics, research history, general research methodology, academic writing, and recurring research seminars. The Turkology courses have a thematic focus on linguistics and philology. Within this framework, the thematical breadth is considerable, and the design of the programme in terms of topics and content appears sound.

The expert panel do not wish to comment on individual choices of references to the courses, as this should lie in the responsibility of each teacher, and it should be subject to the concrete necessities of each cohort of students. An overall view of the reading lists and references to the individual courses reveals that academic literature in Kazakh, Russian, English and Turkish is represented, and there are many valuable references that are broadly recognized in international Turkic Studies. The reading list of the module “Scientific Research Methods” (p. 23) is missing. It is important that the reading lists should not be statal but there must be legroom to develop and modify the reading lists over the years, according to the individual needs of the concrete students, and depending on the publication of new works.

On page 5 of the Module Handbook, the terms “ethnolinguistics” and “linguoculturology” stand side by side. Although the term Лингвокультурология has some dissemination in Russian and (post-) Soviet academic circles, its delimitation of ethnolinguistics (Этнолингвистика) remains vague, and the preference for “linguoculturology” seems to be peculiar to individual scholars. From the description on page 28 of the Module Handbook, it does not become clear what the course on “linguoculturology” is dealing with concretely. The expert panel suggests treating “linguoculturology” as ethnolinguistics in order to avoid terminological chaos.

On page 21 of the Module Handbook, mention is made of “Turkic Arabic sources in the Middle Ages”. The reviewers assume that what is actually meant is “Middle Turkic sources in Arabic script”.

Both in the Programme Description and in the Module Handbook, mention is made several times of “Ancient Turkic writing”, “Ancient Turkic literary monuments”, etc. This may be a purely translational issue (from Russian древний and Kazakh көне), but at least in English the term should be “Old Turkic”.

In sum, the thematical design of the degree programme is very sound, with a visible focus on linguistics and philology, and with theoretical, practical, and methodological components. The concentration of courses in the first semester is not ideal but implements requirements of Kazakh law. The number of examinations in the first semester is very high; it would be desirable if this can be reduced. The plurality of examination types must be mentioned positively. Generally speaking, the workload for the students seems to be quite high, with a very tight course programme in the first semester, and too ambitious publication requirements in the subsequent semesters. Yet, there is little doubt that the Turkology doctoral programme will produce very able scholars, as the students go through a very intensive and multi-faceted education.

Recommendations:

- One of the written exams should be replaced by an oral student paper, which should be presented in class-room.
- The number of examinations in the first semester should be reduced.

Foreign Philology (Master/PhD)

The HEI mission statements states that “the mission of Al-Farabi Kazakh National University is the formation of human resources – competitive and demanded specialists in the national and international labor markets, achieving a qualitatively new effect in the formation of citizens of the country and the world, and contributing to the sustainable development of society through the transfer and multiplication of knowledge.” This overall strategy is also reflected in the mission of the study programs under review.

External stakeholders are consulted in the design of the study programmes, especially alumni and from the job market.

The study programmes list many learning outcomes. They seem to align with the requirements from the academic and job market. The curriculum is well-structured and allows achieving the defined learning outcomes.

Based on the information provided, a graduate can work as a specialist in all areas of Oriental studies and international relations, an expert analyst, a researcher in scientific organizations, a translator, an employee in the field of international analytical and information services, an employee of international organizations, an employee of state bodies and local governments, national security and Defence of the Republic of Kazakhstan, an employee in the field of ideology and culture, a teacher of disciplines related to the East and the corresponding Oriental language in higher educational institutions. This seems to be an appropriate assessment.

Student expectations and workload are clearly defined in the documents.

Some international internship opportunities at partner institutions are listed.

Students of the PhD programme are provided with sufficient resources and time to conduct research. Part of the study programme is dedicated to acquiring further theoretical and methodological knowledge, which should assist students in conducting their research. Each student has two supervisors, one domestic and one foreign. Students are able to publish articles and attend conferences. Within the framework of PhD studies, students also conduct foreign internship, usually at the university of the foreign supervisor, this way they get view of how research is conducted in other countries and settings.

Kazakh Philology (Bachelor/Master/PhD)

The study programmes at all three levels are well designed and the learning outcomes are defined. The structure and curriculum of the programme allows meeting the learning objectives. However, the programmes' learning outcomes in English should be formulated and translated more precisely and using proper academic language conventions.

Over the past few years, at all levels of the EP "Kazakh Philology," there has been a tendency towards a decrease in the number of students. It is advisable to address factors affecting student attraction and retention. Strategies to promote the program and attract more students should be considered to ensure its sustainability.

Generally for these study programmes it would be desirable to improve the productivity of research of faculty as well as of PhD students. Students especially of PhD studies often find publishing articles in Scopus and web science journals challenging. This is mainly due to their insufficient knowledge of the English language. In today's globalized world, young researchers

must showcase their scientific achievements and gain recognition on an international stage in humanitarian science. The university should provide more support and opportunities for students to improve their English language skills in order to be able to conduct research and publish in English.

Community involvement in education is widely acknowledged as a crucial factor in efforts to eliminate barriers to achieving quality education for all. However, the EP "Kazakh Philology" does not collaborate with any enterprises, organizations, or professional, pedagogical, public, or professional associations. Information related to Kazakh Philology is not provided at any level, and there is no document on the Memorandum of Agreement provided. Establishing partnerships and agreements with relevant stakeholders could enrich students' learning experiences and provide valuable opportunities for the practical application of knowledge.

The Kazakh National University's program design and approval process focuses on ensuring that the institution offers high-quality academic programs that are relevant and aligned with student and social needs. The content of the degree programs builds on the defined entry qualifications and entry requirements and leads rigorously to the intended qualification objectives. The course names are consistent with the specific course content, and the chosen degrees are appropriate for the course content.

The forms of teaching and learning used are more traditional and adapted to the learning formats. The proposed curriculum allows students to find qualified work. The curriculum features student-centered teaching and learning; students can choose elective courses. Internships related to research practice and scientific internship are well-organized at all levels of the EP program. However, there is no information available on the implementation of scientific research internships for doctoral students (8D02307- Kazakh Philology).

Examination forms in the study programmes Kazakh Philology (Ph.D) include written examinations such as project work, scientific article, test and case study, oral examination: discussion and interpreting cases and project-based. To further develop the study programmes, the expert group recommends that the faculty proactively develop rubrics for each type of assessment, the grading guidelines for formative as well as summative assessments, and performance criteria that will be used to assess student skills; these should be provided to students in the educational programs, and syllabi to ensure transparency and competency-based assessment.

While the study programmes generally align with the university's mission statement and overall strategy, incorporating broader institutional goals related to innovation, sustainability, fostering community engagement or other strategic priorities would enhance alignment.

For the study programmes Kazakh Philology the experts would like to recommend to further expand cooperations and enter into cooperation agreements with employers, domestic and foreign universities, research centers, and institutes.

Recommendations:

- The study programmes should incorporate broader institutional goals such as innovation, sustainability, foster community engagement and other strategic priorities.
- The learning outcomes of the study programmes should be formulated more clearly and properly translated into English.
- The types of assessment should be specified in the study programmes relevant documents.
- The research activities of faculty and PhD students should be intensified. The university should offer more opportunities to acquire English language skills which would be sufficient to conduct research and publish in English.
- The study programmes should expand cooperations with employers, domestic and foreign universities, research centers and institutes.

2.3 Conclusion

The criterion is **partially fulfilled**.

The module handbooks in English must be revised and updated and checked for the consistency and transparency of the information provided. The use of the terminology in the module handbooks must be systematic.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach

3.1 Implementation

The student-centered learning environment of the university is aimed at enhancing the activities of teachers and students to meet their personal aspirations and social needs through effective learning activities. Joint activities of teachers, students, employers are envisaged to formulate learning outcomes that are relevant to the qualification requirements of higher education levels as well as the labour market. The qualitative transformation of personnel training in the implementation of educational programmes is built on student-centered learning.

Students independently form individual modular training based on the expected learning outcomes and competencies that will be acquired as a result of mastering the educational programme. The student chooses to study the required number of compulsory, university and optional components (modules), which are reflected in the individual curriculum (IC). The student chooses disciplines to study in the upcoming academic year under the guidance of an advisor. The student is personally responsible for drawing up his individual curriculum and the completeness of mastering the course of study in accordance with the requirements of the curriculum of the educational programme. In order to fulfil the study requirements, it is necessary to pay the tuition fees on time. Therefore, the graduating department and advisers are responsible for timely informing students with academic debts.

To assess the educational achievements of students and the formation of expected learning outcomes, the following types of control are provided:

- current control
- evaluation assessment: divided in assessment 1 for the progress in the first part of the semester and assessment 2 for the remaining semester
- final control (final exam)

The form of current control and midterm examination is established by the teacher, included in the syllabus of the discipline, and brought to the attention of students. The final control in the discipline is carried out as a final exam. The final exam in the discipline is held during the period of intermediate certification (examination session), lasting at least 2 weeks.

The final control in the discipline is carried out, as a rule, by the teacher of this discipline. The form/platform of the final exam for each academic discipline is determined by the teacher, included in the syllabus of the discipline, brought to the attention of students and submitted by Univer IS. The results of the final exam are entered into Univer. The assessment of learning outcomes is carried out in accordance with the Policy for assessing learning outcomes of the University. The assessment of the current control is 60% of the final assessment of knowledge in the discipline, the assessment of the final exam is 40% of the final assessment of the discipline.

All types of control involve evaluation within the 100-point scale. The maximum indicator of progress for the boundary control of the discipline is 100 points maximum for each boundary control, including the results of current controls. Students who scored at least 50 points according to the results of two midterm controls are allowed to the final control. The maximum score for the final exam is 100 points.

For students who have registered for the discipline as a student and attend the discipline without receiving a final grade, the mark "Audit" (AU) - "listened" is set. The assessment AU can

be entered into the transcript of the student following the results of training in another educational programme of higher and (or) postgraduate education. The transcript records all the final grades of the student, including the positive results of re-taking exams. The duration of examination sessions and the number of examinations is determined in accordance with the approved working curriculum of the EP and the academic calendar. Students must pass all exams in strict accordance with the working and individual curriculum according to the approved curriculum of disciplines. The procedure for conducting the examination session is specifically regulated depending on the format (e.g. online or mixed).

Objective recognition of higher education qualifications, periods of study and prior education, including recognition of non-formal education, is an integral component of student achievement in the learning process and promotes mobility. The compatibility of the university's degree programmes with partner universities offers the opportunity to study within the framework of exchange programmes. The university supports the recognition of credits achieved at partner universities.

The responsibility for organizing and conducting the examination session rests with the Dean's Office of the Faculty in cooperation with further departments. Control and monitoring of compliance with the Rules for the final control, as well as the requirements of the Academic Integrity Policy, is carried out by the Situational Management Center of the University.

Furthermore, the university established and documented mechanisms for resolving conflicts by students, employees and other interested parties in the code of corporate culture of a teacher and employee. A conciliation commission has been created to resolve conflict situations at the University, consisting of members qualified in conflict management.

3.2 Assessment

The teaching and learning methods in all to be accredited study programmes do not show a big didactic variety. The handbooks do not differentiate sufficiently between different styles of teaching but leave the lecturers sufficient room for innovation. The classes are evaluated by students after every term and faculty shows interest in improving the quality of classes. Students during the interview expressed their satisfaction with the system of learning and examinations. There does not seem to be an institutionalized system of academic relief, which can be a hinderance for students with special needs. However, staff and faculty show a huge interest in making their classes as accessible as possible for students with any kind of impairment.

Teaching methods in Translation studies seem to be lacking practical parts. During the interviews faculty has reported, that, even though students have virtually no practice in translation,

they are able to work as translators. The peer-review experts would encourage the university to add more practical classes to this study programme.

As the provided documentation has been poorly translated and the general documentation lacks depth and actuality, there is no detailed information about criteria of assessment. Methods of assessment are described vaguely but there are no details on length and amount provided. The forms of assessment are traditional, the lack of details however enables innovation in assessment methods. The lecturers have assured the expert panel that the details on examinations are communicated to the students in the beginning of the semester. A system of appeals seems to be in place.

The PhD programmes are different from the European system of doctoral studies and course work from the view of the expert panel is generally high. PhD students are treated as students and not as fellow researchers, with a rather classroom-based study, which might lead to a lack of intellectual development and critical thinking in their field of study. The students seem to be supervised well enough and do not complain of any lack of assistance. It could be helpful to lower the amount of course work and give the PhD students room for their own research and intellectual development.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Implementation

Persons with a general secondary, technical and vocational, post-secondary, higher education can be admitted to bachelor's degree programmes of higher education of the university. Applicants must achieve a passing threshold score established by the university. This score is determined based on the specific training direction and is a key factor in the admission process.

For certain programmes, applicants are required to pass the Unified National Test (UNT) and score a minimum number of points.

For educational programmes of postgraduate education (master's, doctoral) the university accepts persons who have mastered educational programmes of higher / postgraduate education. In this case, persons who have not mastered at the previous level of education prerequisites, necessary for the successful development of educational programmes of postgraduate

education are allowed to submit documents with the condition of mastering the necessary disciplines on a fee-paying basis after enrolment. Persons with a master's degree and at least 9 (nine) months of work experience are eligible for admission to the doctoral programme.

Acceptance of applications for master's degree and doctoral PhD programmes is carried out online/offline by the University Admissions Committee or through the information system. To apply, the applicant must register on the website.

Persons who have mastered educational programs of higher education are eligible for admission to master's and PhD level studies.

Applicants are required to demonstrate proficiency in a foreign language in accordance with the Common European Framework of Reference for Languages.

Admission to master's and PhD programs is based on comprehensive testing (CT) and/or entrance examinations. The passing score for admission to the programs is determined based on the results of comprehensive testing and/or entrance examinations.

The authenticity and validity of certificates submitted by applicants are verified by the Admissions Committee. The University Admissions Committee has the right to refuse to accept a document whose authenticity is not verified.

The university has established processes and IT systems to collect, monitor, and act on information related to student progression. The system is in place for managing the educational process, including features for monitoring student progression, generating reports on the educational process, and analyzing the results of student assessments.

The Univer 2.0 Information System serves as a central portal to support processes related to assessing students' knowledge, examinations, filling the rating journal, and monitoring students' knowledge. It includes services for user management, general information, electronic document management, support for the learning process, educational process organization, system administration, and social and educational process services.

The Open KazNU Online Educational Platform offers students the opportunity to choose an alternative form of studying disciplines, including studying within the online course of another teacher from KazNU or another university.

Also, the cloud-based Microsoft Power BI Cloud Business Intelligence Service is utilized to analyze student progression and academic performance data.

The university participates in the recognition of qualifications obtained from foreign universities in countries whose state or official language is English. This process may involve the recognition of credit points earned by students from foreign educational institutions.

The university's quality assurance system is based on European standards and recommendations, indicating a commitment to ensuring the recognition of credit points in accordance with international standards.

KazNu also has collaborations with other educational institutions and national ENIC/NARIC centers to ensure comparable recognition of qualifications.

The transfer of credits is carried out by the Registrar's Office on the basis of the student's application and certificates to the Department of Academic Affairs. The department is responsible for objectively establishing the equivalence of the volume and content of the studied disciplines or the research work carried out to the requirements of the curriculum.

The maximum number of credits allowed to be transferred from foreign educational organizations is set individually, taking into account the rating of the foreign educational programme of higher and (or) postgraduate education and the profile of the EP.

A European Diploma Supplement is automatically provided to every university graduate in English along with the main document of education. The Diploma Supplement includes various sections such as information identifying the holder of the qualification, details about the qualifications, information about the level and duration of qualifications, information about the program and obtained results, qualification function information, additional information, application certification, and information about the national higher education system.

The Diploma Supplement contributes to the implementation of the obligations undertaken by Kazakhstan in the framework of the RK Law "On Ratification of the Convention on the Recognition of Qualifications in Higher Education in the European Region" (Lisbon, 1997) and the implementation of the parameters of the Bologna process. According to paragraph 36 of the State standardization system of the Republic of Kazakhstan: "Persons who have completed the educational programme of higher education and successfully passed the final attestation are awarded the degree of "bachelor" and (or) are assigned the appropriate qualification and issued a diploma of higher education with a supplement (transcript) and (or) a European-wide diploma supplement (Diploma Supplement) free of charge".

4.2 Assessment

Overall, the university should collect more data on their students, admissions and alumni. Generally, the admissions are traditional and in accordance with the European Qualifications Framework (EQF) and the national law.

The admission requirements are communicated clearly. The PhD programs are treated the same as the bachelor's and master's programs and there is no general differentiation.

Students are closely guided by the faculty and mentors during their studies. Each group of students is appointed a curator, who controls the progression of studies of the students and their performance. Students can get the information on their grades and examinations in the internal database.

Recognition process is implemented and is generally in line with the state requirements and regulations.

The university did not provide graduation documents about qualifications. This should be added to adhere to European standards. There should be a form of Diploma Supplement – not translated by a machine or laypeople – helping students to achieve international recognition.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

Teachers of the university are the main guardians of the values of academic culture that form the educational environment of the university. Professional standards and ethics of teachers are reflected in the "Regulations on the teacher of Kazakh National University named after Al-Farabi" and "Code of Corporate Culture of a teacher and employee of Kazakh National University named after Al-Farabi". The formation of the teaching staff of the university is carried out on a competitive basis. The human resources policy is implemented in accordance with the main priorities of the strategy of the university. The most important procedures are aimed at ensuring the quality implementation of educational programmes. The formation of teaching staff capable of ensuring the quality of education through the level of their scientific qualification and the ability to use modern teaching methodologies within their specialty is enhanced.

The current Rules ("Rules of competitive filling of positions of teaching staff and scientific personnel of al-Farabi Kazakh National University") determine the procedure for competitive recruitment of the faculty, research assistants, and other categories of university employees. The requirements for the selection of faculty members are:

- Educational Qualifications: Persons with postgraduate or higher education of the relevant profile, degree, and/or academic title are allowed to compete for the positions of teaching staff and scientists

- **Work Experience and Research Activities:** The selection of candidates for faculty positions considers work experience in educational and/or scientific organizations and participation in scientific research and/or international projects.
- **Language Proficiency:** As a rule, knowing a foreign language (IELTS 6.0 or equivalent) is a requirement for candidates competing for teaching staff positions.
- **Publications and Research Impact:** A strong publication record and research impact (scientific publications recommended by CCES MES PK, international scientific journals included in Web of Science (Clarivate Analytics) and Scopus)

The Competition Commission determines the forms, procedures, specific terms of the competition, analyzes the competition documentation, and makes a decision on the results of the competition.

The university has a focus on the professional development of teaching staff and employees. This includes opportunities for advanced training, retraining, and updating of theoretical and practical knowledge and skills. The university provides opportunities for faculty to improve their skills within the Institute for professional development and additional (non-formal) education of the university, as well as in other domestic and foreign educational institutions.

Teaching staff at the university are trained in using innovative technologies, the development of distance learning and modular technology, the introduction of innovative forms of education. To encourage innovative teaching methods and technologies, master classes with teaching staff are held. Various forms of moral and material encouragement are established for active research and teaching work, and participation in public work.

In accordance with the Education Act, all teachers have their qualifications upgraded at least once every 5 years at national and international level. The university and the faculty encourage academic staff research activities to strengthen the link between teaching and research and to implement innovative methods of teaching and assessment of learning outcomes.

The university promotes international collaboration and academic mobility for teaching staff. This includes attending international conferences, seminars, and short-term internships at leading universities both domestically and abroad. The academic mobility of teachers contributes to the qualitative growth of the teaching staff through partnership exchanges and the development of joint international programs.

The university provides support for scholarly activities through the management of grant financing projects. This includes involvement in national cooperation and international grants for internships and scientific management of grant financing projects. It also ensures the

growth of joint international programmes, the development of an exchange system and collaboration of teachers and students, including internships at leading foreign universities and incoming top foreign professors and scholars.

Departments hold meetings with employers to discuss internships, introduction of new disciplines, development of EP, and encouragement of students.

5.2 Assessment

According to the self-assessment report, the Faculty of Oriental Studies has over 120 teaching staff, and the Faculty of Philology 190 teaching staff. Regarding the staff teaching in the five study directions under evaluation, the staff handbooks give the following figures:

Oriental Studies: 77

Turkology: 11

Foreign Philology: 32

Translation Studies: 73

Kazakh Philology: 37

As some of the teachers are involved in more than one study direction, the total number of full positions for the teaching programmes cannot be assessed straightforwardly; but seen in relation to the number of enrolled students, which is 765 (BA: 612, MA: 100, PhD: 53), a positive faculty-student ratio can be determined. To give an example, in Turkology, which is taught on the doctorate level only, five doctoral students are mentored by (at least) eleven teaching staff. Even considering that some of the latter may also be involved in other study programmes, the figures suggest that the study programmes are sufficiently, even well supplied with teaching staff. This impression is supported by statements during the meeting with students and alumni, where supervision and mentoring was generally evaluated positively. The local teaching staff is further supplemented and supported by invited visiting researchers from abroad, which teach lessons to the students and enter into an exchange of ideas with the local staff.

According to the self-assessment report, staff is recruited through transparent procedures after public announcement of vacancies in media and other publicly accessible platforms. Employment criteria include suitability for the job profile, which in turn is oriented towards the requirements of the teaching programmes, and foreign language skills corresponding to IELTS 6.0. There is a possibility to appeal for rejected applicants at the chairperson of the finding commission or the rector of the university. Kazakhstan law stipulates discussion of such cases in a commission on labour disputes. From the interviews with the staff members, it became clear that education of prospective teaching staff is one of the purposes of the doctoral programmes of KazNU; in other words, part of the teaching staff is recruited internally.

The university displays a high commitment to the professional development and the qualification of its employees. There are training programmes in new technologies and in teaching methods. Coaching programmes are offered by an “Institute of Advanced Training”, and annual winter seminars are held at the School of Curators and Advisors. Some departments have regular training activities, e.g., in the Department of Turkology there are qualification courses every three years. The university encourages participation in international conferences and seminars and supports internships at partner institutions within Kazakhstan and abroad. Teaching staff can apply for state scholarships (e.g., within the Bolashak programme) for qualification abroad. Generally, a strong support of academic mobility, both teaching mobility and staff training mobility, can be noticed. Besides coaching programmes and qualification through internationalization, the university and the faculties encourage participation of their staff in research projects, which also further the individual academic qualification and development, and places high demands on the publication output of their academic staff. Here, both from the written report and the oral interviews the expert group got the impression that quantity might enjoy priority over quality, as on various career levels, the pure number of publications seems to be in focus.

Concerning the challenges of artificial intelligence, an awareness of the challenges and problems is noticeable from the answers to the experts’ questions but – like virtually everywhere in the world – no concrete strategy seems to have (yet) been developed.

From the self assessment report, it is understood that the quality monitoring of educational programmes is implemented by deans’ offices and heads of the departments, while a “Department of Academic Affairs” supervises the concrete monitoring activities and issues strategic recommendations. In the meeting with the faculty and the study programme managers, it became clear that the students are also involved in the quality management, e.g., by students’ evaluations and by surveys at the beginning and the end of courses. Students can get in touch with the teaching staff during the office hours and discuss educational issues. Complaints can be addressed to the deans’ offices. There is an ethics board that discusses complaints by students and other education related issues. Excellent teachers are awarded with state grants for internships at prestigious international universities within the “Best teachers programme”. There is also a “Best university employee” prize. It is also noteworthy that during the meeting with the students, the students’ opinion about their teachers was overwhelmingly positive.

The teaching load of academic staff differs depending on qualification levels: Staff with lower degrees have a higher teaching load than those with higher degrees. Consequently, staff with higher degrees have more time for research. Faculty staff is encouraged to engage in research and to participate in research projects. There are high expectations on publication output, starting from the doctorate and continuing throughout subsequent career stages. The university

expects a continuous publication output in national and international journals. The experts got the impression that here quantity might be bought at the expense of quality. Much emphasis is put on Scopus listing etc., which, however, tells relatively little about the actual quality of a given publications. Publication output naturally affects career and promotion prospects. In the experts' meetings with faculty, the staff did not complain about the workload and stated that the duties and responsibilities are manageable. The subjective impression on behalf of the expert reviewers was that competition and the work pressure is relatively massive, which may have positive motivating effects and produce excellence as a result of competition but may also bring about negative side effects such as frustration, burnout, etc. if exaggerated. Here, one-on-one interviews on site could have provided further clues.

The issue of gender equality and equal opportunities is not raised in the self assessment report but was addressed during the meetings. According to the information obtained there, the KazNU University Development Charter supports female researchers. Until 2030, the proportion of female heads of departments is aimed to be raised to 30% in the entire university. In the Faculty of Philology and the Faculty of Oriental Studies, the gender ratio has a clear bias towards female employees and students. This is also true on the leadership level (deans etc.). No discrimination was noticeable to the expert group. On the other hand, there does not seem to be a strong awareness of issues of diversity, plurality, equalization of disadvantages, etc., neither on the staff level nor on the student level. From the information that could be gathered, equal opportunities do exist to a large extend in practice, but there seem to be few institutionalized measures and contact points (such as ombudspersons) for conflict cases.

In sum, the teaching staff and their involvement in the degree programmes under evaluation leave a positive impression. The teaching staff belongs to the best in the country and appears to be competitive both in the region and internationally. The university leadership has high ambitions to offer the best possible education to their students and to raise the qualification of their staff. The staff themselves are also aware of their elevated status within the higher education landscape of Kazakhstan. The opportunities for international teaching and training mobility are good, and there exist university-internal qualification measures. As an upper intermediate level of competence in at least one foreign language is a prerequisite of employment, there are good prospects for a further increase of international cooperation and visibility of KazNU research in the academic community, and for a growing attractiveness of KazNU for international students. A clear advantage is a favourable faculty-student-ratio. Potential risks and weaknesses concern a potential high workload and publication pressure that might go at the expense of quality, and a lack of institutionalized equality measures. As a whole, the teaching staff can be evaluated as adequate to the implementation of the study programmes under review.

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

The infrastructure of the university includes a total area of buildings and structures of 1,000,000 m², the area of academic buildings – 165,000 m²; fourteen dormitories – with a total area of 81,000 m² for 5034 places.

The financing of the implementation of the EP is carried out both at the expense of budgetary funds and at the expense of the organization's own funds attracted under contracts for the provision of paid educational services. In addition to mandatory expenses, the University finances activities aimed at expanding opportunities for students and the prestige of the EP, i.e., attracting leading foreign scientists from partner universities. The formation of personal qualities is also provided by an extensive system of extracurricular activities and resources that provide them. In particular, there are equipped assembly halls, a library, gyms, specialized rooms for extracurricular activities. The House of Young Scientists is the first residential complex in Kazakhstan designed for doctoral and master's students. In total, it provides 500 seats and rooms for guests from foreign universities. During the entire period of study, students are provided with access to various facilities large in area like a Library and Information Center with or a Sports complex of the university.

The educational programmes of this cluster are implemented in the Faculty of Philology and Oriental Studies located in different academic buildings. The Faculty of Oriental Studies has 39 classrooms and an additional hall for large streams of students containing 925 seats. In addition, there are 4 computer labs with 40 seats and 13 laboratories. The classroom fund of the Faculty of Philology has 16 classrooms and an additional hall for large streams containing 672 seats. In addition, there are 2 computer classes with 22 seats and one laboratory on sociolinguistics, theory and practice of translation.

To implement the EP, this cluster has at its disposal a volume of material and technical support, which includes multimedia equipment, projectors, monoblocks, specialized cabinets, computers with printers, scanners, monochrome MFPs, laptops, and a language lab.

The University has organized unlimited and free access to Internet resources with an Internet speed of 100 Mb / s in buildings. The computer park is regularly updated and the university

has installed an electronic system Univer 2.0 to improve the reliability and completeness of the information received (e.g. Schedules etc.).

The educational process management system based on MOODLE DLS is designed to provide the students with full-featured interactive digital resources in the format of electronic courses including online teacher-student interaction.

OPEN KazNU is the platform for distance learning technologies. It provides students with the opportunity to choose an alternative form of studying the discipline if necessary to study on a flexible schedule or to participate in an online course of another teacher of KazNU, another university of Kazakhstan and the world.

The library has a website and offers textbooks, educational and methodological and scientific literature on paper and electronic media on the EP. At the moment, the Al-Farabi Library has access to the materials of 9 databases on a regular basis and offers media in Kazakh, Russian and other languages.

The University library subscribes to various databases such as the Web of Science, Springerlink, Elsevier, Scopus, Oxford academic journals, Oxford Medicine and Oxford Scholarship. The IPR books is one of the common Russian library systems integrated into the electronic catalogue of KazNU that promotes Russian as a foreign language. With ELS Lan and Epigraph the library offers access to domestic library systems with publications in Kazakh, Russian and English. The university library for this cluster has 3,361 copies of educational and scientific literature:

- educational literature – 2788 copies (in Kazakh - 1978, in Russian - 736, foreign language - 74)
- scientific literature – 382 copies (in Kazakh – 248, in Russian - 115, foreign language - 19).
- fiction - 191 (in Kazakh - 86, in Russian - 43, foreign language - 62).

Via the university computer network students have access to the website of the Scientific Library of Al-Farabi Kazakh National University and the above listed literature databases and open access journals and encyclopaedic resources.

The university operates various student support services, for instance the academic support, social support and the technical support for students and staff. A website version for visually impaired persons has been created. Comprehensive support is provided to students throughout their studies in form of additional consultations of the teaching staff, involvement in research work, scientific student clubs, conference and academic event participation. Benefits are provided to stimulate excellent students, as well as to provide social support to students from socially vulnerable segments of the population.

The University provides free medical care for students and teaching staff, and the international Kazakh-Korean Diagnostic center “Smart Health” has been opened for this purpose. Treatment and consultations are carried by medical specialists.

The University has a student service center "Keremet", whose functions include DSP Services: Educational process organization services, Medical services, youth center services, e-government services, social and household services, cultural and leisure services.

At the University, online training can be conducted through the AIS system Univer, Zoom, Free Conference Call, Microsoft Teams. The university has created all the necessary conditions for the implementation of academic mobility in accordance with the basic principles of the Bologna Declaration. Agreements have been concluded with partner universities for the development of EP (domestic and abroad).

Student self-government organisations act at the University, representing the interests of students before the administration of the university, as well as at the inter-university, national and international level. At present, the Al-Farabi Kazakh National University for instance has a Student Senate, the Student Union "Sunkar", the Student Bureau of the Bologna Process, the Higher Student Council of Dormitories, and the Scientific Student Society. The Students Bureau on Bologna Process (SBBP) is an independent organization of students that has been established at al-Farabi KazNU for the purposes of supporting students, protecting their interests and solving their academic problems. Within the framework of SBBP, there operates a student support center as a medium of dialogue between students and administration. Furthermore, there are different clubs at the University which enable participation of students in the social life of the university and the city.

6.2 Assessment

Learning resources are provided by the university and they rely on modern e-learning platforms, adding meaningfully to classes. The university seems to have all the resources to offer such study programmes.

Student mobility is generally supported by the university, the university has an extensive international cooperations. However, most faculty are alumni from the very same study programs of the KazNu, adding to the difficulties of intellectual development of the programs.

As mentioned before, there is no institutionalized system of academic relief and systematic support for students with any kind of impairment(s). There seem to be not general understanding of such systems and the intersectionality of discrimination. It is highly recommended to implement such systems from university management and communicate types of support and relieves to the student body.

Provision of information has not been an issue to the students, but the lack of sufficient translation of study documents into English is a hinderance for more internationalization.

Doctoral students can receive a state grant which would cover their tuition, monthly stipend and other costs such as attending conference etc. Most of the students who study PhD have such grant. Foreign students finance their studies themselves.

Recommendation:

- Institutionalized system of academic relief and systematic support to students with disabilities and impairments should be implemented.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Implementation

The Al-Farabi Kazakh National University has a modern system of informing employees, faculty, students and doctoral students through both paper and electronic mailing. An integral part of the educational process of the university is the AES Univer version 2.0. In this system, the students are exposed to the weekly current, which covers milestone ratings of the student. Having a login and password, the student, can monitor the process of his own work during the semester in the teacher's assessment. The AES Univer version 2.0 developed by the university ensures confidentiality and integrity of information stored in databases of information systems. Official and personal information is protected by security means, since users need to authenticate to access.

The Al-Farabi Kazakh National University has established classical management and information transfer processes. Information management involves the following activities: organization of information flows in the university, both from management to performers and interested persons, and from interested persons, including students and teachers to management. The collection, analysis, and provision of reports on the activities of the university is facilitated. Around 20 automated workstations (AWS) are provided for electronical services.

The university has defined the procedure for ensuring the protection of information and appointed responsible persons from the Department of Information and Communication Technologies and other departments. The reliability and timeliness of information analysis and data

provision is ensured. Only IT specialists of the university have access to the administration of the electronic education management system.

The university uses AES Univer version 2.0 as modern information and communication technologies and software tools for information processing. This university management software includes subsystems for student administration, educational process support, and integrated systems. Univer, which is a portal designed to support the student related processes. It acts as the University's main information service and includes the following services:

- User management services: Admissions Campaign, etc.
- General information services: News, Announcements, etc.
- Electronic document management services: Scholarship Orders, etc.
- Support services for the learning process: Catalogue of disciplines, etc.
- Educational process organization services: Management of teaching materials, etc.
- System administration services: Reference Information Management, Role Policy, etc.
- Social and educational process services: Record of activities, etc.
- Services for monitoring, control and analysis of the educational process: Indicative plan, Faculty Rating, Student Rating, etc.
- Services for filing electronic applications
- Integration services: Downloading data on personnel, etc.

The Situation Management Center (SMC) provides integrated management of the educational process, research, social, economic, administrative and managerial activities.

IS Univer solves the main problems associated with the educational process i.e. the personal student/teacher accounts or the electronic schedule. In the IS Univer the Monitoring option generates automated reports. Data visualization reports are also generated in Microsoft Power BI. Further systems used are Moodle distance learning system, Open KazNU online educational platform, Microsoft Power BI cloud business intelligence service and Salem Office document management system.

Questionnaire surveys of teaching staff and students reflect the effectiveness and efficiency of structural units. The EP management systematically uses data from surveys and questionnaires to improve the internal quality assurance system. Managers evaluate the effectiveness of planned activities for improvement, develop and implement the necessary corrective actions. To monitor educational activities and provide a feedback system for students at KazNU,

the results of several research projects conducted on a regular basis by the Center for Sociological Research and Social Engineering are used since 2010.

Documentary approval of procedures for processing information on personal data of employees and teaching staff is enshrined in the internal rules of KazNU. Therefore, personal data is protected in accordance with paragraph 22 of the internal rules. There is a system of monitoring educational activities, including several types of research via surveys. Surveys are conducted through the corporate system "UNIVER", providing the possibility to form differentiated results and reporting materials in the context of all structural units of the university. The surveys are organized and processed by the Sociological Research Center of the University. Participation of students, faculty and staff of the University in the surveys is voluntary. Students, faculty and staff of the University have the right at any time to send their comments, complaints and suggestions on any issues related to the organization and quality of the scientific and educational process at the University.

The information and educational systems OPEN KazNU provides reporting and monitoring functions, including annual reports of the teaching staff. Thereby, insights can be gained on the following spheres:

- on the implementation of individual work plans, the annual reports of departments and faculties on research and development, educational work
- analysis of the results of the implementation of development plans on the Faculty Council
- analysis of internal audits

7.2 Assessment

The procedures for collecting and analysing information on study programmes are centralised and regulated. The university collects data on applicants, admitted students, progression of students, drop-outs and on alumna.

Students participate in the evaluations through surveys which are conducted anonymously. Employees are also involved in the quality assurance process through various channels, participating in developing and updating study programmes, teaching courses, supervising thesis, taking part in committees and participating in surveys. The university seems to be particularly dedicated to provide education which meets the modern requirements of the labour market.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

The Al-Farabi Kazakh National University activities and news are covered on the university's website which operates in Kazakh, Russian and English. The website presents the mission, goals and objectives of the university as well as information of a scientific and educational nature. The site's news section contains links to news, events and announcements. The education section of the website contains news and links to other Web resources, including websites of state bodies, university partners, information, and scientific portals. KazNU is using the media, the Internet, the official website, and other means to inform the society, applicants and interested parties. Along with this, the KazNU organizes various marketing, career guidance, and other events, where the general public can get acquainted with its activities. An assessment of the satisfaction with information about the University activities is regularly carried out through opinion polls and other feedback channels.

The rector's blog (<http://virtualreception.kaznu.kz/>) openly publishes rector's reports, speeches, and articles, as well as feedback from the university management. The University Alumni Association helps to keep graduates in touch with the university and with each other through different events. Applicants or interested persons have the opportunity to carry out a virtual university tour, ask questions, leave feedback, or make suggestions online. To create an effective system to promote the employment of graduates, an annual job fair is held.

In addition, KazNU employs social media accounts as information channels and building a dialogue with the public. Via common social networks, information on the results of the department's and university's educational activities is published. The University is represented in social media accounts such as Facebook, Instagram, V Kontakte, YouTube, and TikTok.

The University publishes the scientific and educational journal "Al-Farabi", the periodical scientific publications "Bulletin of KazNU" and two international magazines. The university's own newspaper "Qazaq universiteti" has become a republican newspaper with the right to subscribe since January 2022.

8.2 Assessment

The university is very active in publishing information about the HEI through various channels. The main source of information on the HEI is the official website, which is available in several languages including in English. The website publishes up-to-date information on the study programmes, including learning outcomes and curriculum.

Prospective students and other stakeholders can also learn about the activities of the university through social media such as Facebook, Instagram etc. The university also publishes press releases, articles in the newspapers and on TV.

The information is freely available and transparent.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

KazNU established procedures for monitoring and evaluating the quality of educational programmes. Therefore, the University carries out a detailed analysis both annually and cyclically monitoring of the results of the evaluation of the EP by the academic staff of the University, employers, and students which takes into consideration the following aspects:

- financial and economic viability of the EP
- compliance of the teaching staff with the qualification requirements
- the content of the EP in the light of the latest scientific research
- periodically changing needs of society and the labor market in graduates' competencies
- academic work load of students, academic performance, and graduation
- effectiveness of student assessment procedures
- expectations, needs and satisfaction of students with the EP
- teaching conditions at faculties
- student support services and their compliance with the goals of the EP

With the cyclic monitoring of the EP, which is carried out every 3-5 years, depending on the duration of the training in the EP, an overview of the results and an assessment of the development are added to the annual monitoring procedure. The assessment of the quality of the EP is carried out on the basis of an analysis of curriculum, a catalogue of elective disciplines, schedules, individual plans of students, and internal regulatory documents. The monitoring and evaluation of EPs by employers is carried out both at the stage of EP development and during

their implementation. Leading practitioners are involved in the educational process as teachers of disciplines and leaders of professional practice.

The monitoring and evaluation of the EP by students is carried out as part of the assessment of the EP using formal questionnaire and informal survey types of research.

The Members of the Academic Committees analyze the EP in order to harmonize the content of the EP relative to national and international equivalents. Based on the results of the analysis, the University concludes cooperation agreements with organizations of higher postgraduate education in the near and far abroad. Internal technical expertise for compliance with the requirements of the State Educational Standard for Higher and Postgraduate Education is carried out by employees of the Office for the Design of Educational Programmes.

After being included in the Register of Educational programmes of Higher and Postgraduate Education, EPs are examined by experts Higher Professional Education Center of the Bologna Process and Academic Mobility of the Ministry of Science and Higher Education of the Republic of Kazakhstan. The EP is subject to re-consideration if there are comments and recommendations from the experts regarding inclusion or updating in the EP Register.

Successful employment of graduates is one of the positive indicators of the implementation of educational programmes. The dynamics of employment indicators at the Faculty of Philology is as follows: for 3 years (bachelor's degree – 69%, master's degree -83%, doctoral studies – 91%), at the Faculty of Oriental Studies 2019 – 85%, 2020– 90%, 2021 – 95% (employment of graduates for 2021-2022).

9.2 Assessment

KazNu regularly monitors and updates study programmes so that they meet the needs of the labor market and society. Students are represented in university committees and are able to express their opinion.

The university uses various ways to ensure that, for example through surveys of teachers, students and employers. Faculty keeps close contact with many graduates and thus is able to gather valuable information on the further employment of graduates and the needs of the labor market. Faculty is intensively involved in the research and implements their research in the curriculum.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

KazNU conducts external quality assessment procedures through international accreditation. The quality of its educational programmes are regularly reviewed in accordance with European standards and quality assurance recommendations. International accreditation is seen as a means of improvement of the university's international reputation and partnership, as well as a mechanism for creating solid bonds with foreign labor markets. The university cooperates with international accreditation agencies such as ASIIN, ACQUIN, AQA and FIBAA.

The Center for Accreditation of Institutional Studies of the University coordinates the work on the organizational and methodological support of external quality ensuring procedures of educational programmes. The Center furthermore supports teaching staff, departments, faculties, and the University on improving education quality management.

Global rankings of universities are important for the development of national education systems and are, as a result, closely monitored by the KazNU. The participation of the University in international rankings has become an important competitive advantage and serve as a Quality Mark. The university, ranked 175 in the QS world rankings in 2022, is the only Kazakhstani university in the top 200 universities in the world. The university is also progressively developing in the special rating QS by subject, reaching high rates for the second year in a row. In 2021, the group of the best areas of training included 11, in 2022 their number increased to 16. Thus, this year in QS by Subject 2022, the University has strengthened its position.

Moreover, the University for the first time was included in the QS rating of the Asian University region with the 44th place. It was recognized as the first university in Central Asia with the 1st place in the ranking "QS Asia University Rankings 2023: Central Asia". The 2023 edition ranked the University among 6% of the top in the QS Asia University Rankings.

Overview of the global rating results of the University:

- QS World University Rankings 2023 (KazNu ranking: 150)
- QS Asia University Rankings 2023: Central Asia (KazNu ranking: 1)
- QS World University Rankings 2022 (KazNu ranking: 175)
- QS EECA University Rankings 2022 (KazNu ranking: 11)
- QS World University Rankings by Subject 2022: Social Sciences & Management (KazNu ranking: 293)

- QS World University Rankings by Subject 2022: Natural Sciences (KazNu ranking: 451–500)
- QS World University Rankings by Subject 2022: Engineering & Technology (KazNu ranking: 451–500)
- Times Higher Education (THE) WUR – 2023 (KazNu ranking: 1001–1200)

10.2 Assessment

All study programmes at the KazNu are regularly accredited either by Kazakh national or international accreditation agencies. The university has also passed successfully institutional accreditation. The recommendations provided during the evaluations are considered by the university and if necessary are implemented.

The university also participates in national and international rankings and has been constantly improving its rankings.

10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)**

The study programmes Oriental studies (Bachelor o), Oriental Studies (Master), Oriental Studies (PhD), Translation (Bachelor), Translation (Master), Translation (PhD), Turkology (PhD), Foreign Philology (Master), Foreign Philology (PhD), Kazakh Philology (Bachelor), Kazakh Philology (Master), Kazakh Philology (PhD) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations (applicable for doctorate programmes), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are partially fulfilled.

[The expert group concludes that the **Salzburg Recommendations** 1 (Research as the basis and the difference), 2 (Critical mass and critical diversity), 3 (Recruitment, admission and status), 4 (Supervision), 5 (Outcomes), 6 (Career development), 7 (Credits), 8 (Quality and accountability), 9 (Internationalisation), 10 (Funding) 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) are partially fulfilled.

Comprehensive evaluation of the expert group

It must be shown from the previous evaluation criteria that / how criteria are fulfilled and / or which deficiencies exist, if any.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

For PhD programmes additionally apply

- Salzburg Recommendation 8: Quality and accountability
- Salzburg Recommendation 12: Legal framework

- Salzburg Recommendation 13: Intersectoral collaboration

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

For PhD programmes additionally apply

- Salzburg Recommendation 11: Autonomy
- Salzburg Recommendation 1: Research as the basis and the difference
- Salzburg Recommendation 2: Critical mass and critical diversity
- Salzburg Recommendation 5: Outcomes
- Salzburg Recommendation 7: Credits
- Salzburg Recommendation 9: Internationalisation
- Salzburg Recommendation 6: Career development

The criterion is **partially fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

For PhD programmes additionally apply

- Salzburg Recommendation 4: Supervision

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

For PhD programmes additionally apply

- Salzburg Recommendation 3: Recruitment, recognition, and certification

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

For PhD programmes additionally apply

- Salzburg Recommendation 10: Funding

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately taken into account.

2 Accreditation Recommendation

The peer-review experts recommend accreditation with conditions of the study programmes Oriental studies (Bachelor), Oriental Studies (Master), Oriental Studies (PhD), Translation (Bachelor), Translation (Master), Translation (PhD), Turkology (PhD), Foreign Philology (Master), Foreign Philology (PhD), Kazakh Philology (Bachelor) Kazakh Philology (Master), Kazakh Philology (PhD).

Unconditional accreditation: Compliance with the standards

The institutional structures and performance fulfil all criteria. In case of substantial compliance, the experts may express recommendations for further improvement. These recommendations may be taken into account by the HEI with regard to the further improvement of quality.

Accreditation with conditions: Partial compliance with the standards

The institutional structures and performance do not completely fulfil at least one criterion. Certain aspects must be revised to ensure compliance with the standards. Unfulfilled criteria are likely to be met and must be fulfilled within the specified time period. As soon as condition(s) are fulfilled, the accreditation is granted for the complete accreditation period.

Refusal of accreditation: Non-compliance regarding one or more standards

The institutional structures and performance do not fulfil one or more standards. Major deficiencies and weaknesses are so significant that they are unlikely to be rectifiable within a reasonable period of time. In this case, the Accreditation Commission refuses the accreditation.

The HEI can suspend the procedure in order to extend the timeframe for rectifying the major deficiencies.

The peer group **proposes the following accreditation:**

- Accreditation with conditions

The peer-review experts recommend following **condition and recommendations:**

General condition:

- The module handbooks in English must be revised and updated and checked for the consistency and transparency of the information provided. The use of the terminology in the module handbooks must be systematic.

General recommendations

1. Forms of examinations and teaching should be described in detail in the module handbook.
2. Examinations of the languages courses in Bachelor and Master should be standardized and controlled and observed by the special commission. Standards and concepts for testing should be developed and implemented.
3. Institutionalized system of academic relief and systematic support to students with disabilities and impairments should be implemented.

Recommendations PhD study programmes:

- Admissions criteria to the PhD programmes should be revised.
- Number of publications required during the doctoral studies should be reconsidered and be reduced.

Recommendations for study programme „Turkology“ (PhD)

- One of the written exams should be replaced by an oral student paper, which should be presented in class-room.
- The number of examinations in the first semester should be reduced.

Recommendations for study programme „Kazakh Philology“ (Bachelor/Master/PhD)

1. The study programmes should incorporate broader institutional goals such as innovation, sustainability, foster community engagement and other strategic priorities.
2. The learning outcomes of the study programmes should be formulated more clearly and properly translated into English.
3. The types of assessment should be specified in the study programmes relevant documents.
4. The research activities of faculty and PhD students should be intensified. The university should offer more opportunities to acquire English language skills which would be sufficient to conduct research and publish in English.
5. The study programmes should expand cooperations with employers, domestic and foreign universities, research centers and institutes.

Recommendations for study programme „Oriental Studies“ (Bachelor/Master/PhD)

1. The university should review the literature used in the study programmes, make it more up-to-date and more true to the operations that are taking place in the institution.
2. The university should reconsider using the classification “Oriental Studies” and consider dividing the one category into three main areas: Middle Eastern Studies (Arabic Studies, Iranian Studies, Turkish Studies), Asian Studies/Far Eastern Studies (Chinese Studies, Korean Studies, Japanese Studies). Indology/Urdu Studies would constitute a third category.
3. The use of terminology (Orient, East, Middle East etc.) should be more consistent.
4. It is recommended that each and every subject/language has its own study programme and module handbook.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on the 06 June 2024:

The study programmes are accredited with the following general and specific conditions and recommendations:

General condition

- **The module handbooks in English must be revised and updated and checked for the consistency and transparency of the information provided. The use of the terminology in the module handbooks must be systematic.**

General recommendations for all study programmes:

- Forms of examinations and teaching should be described in detail in the module handbook.
- Examinations of the languages courses in Bachelor and Master should be standardized and controlled and observed by the special commission. Standards and concepts for testing should be developed and implemented.
- Institutionalized system of academic relief and systematic support to students with disabilities and impairments should be implemented.

General recommendations for all PhD study programmes:

- Admissions criteria to the PhD programmes should be revised.
- Number of publications required during the doctoral studies should be reconsidered and be reduced.

Oriental studies (Bachelor, Master, PhD)

The study programmes “Oriental studies” (Bachelor, Master, PhD) are accredited without any specific conditions.

The accreditation is valid until the 04th of March 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 4th of July 2025. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2029. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 4th of August 2025.

The following recommendations are given for the further development of the study programmes:

- The university should review the literature used in the study programmes, make it more up-to-date and more true to the operations that are taking place in the institution.
- The university should reconsider using the classification “Oriental Studies” and consider dividing the one category into three main areas: Middle Eastern Studies (Arabic Studies, Iranian Studies, Turkish Studies), Asian Studies/Far Eastern Studies (Chinese Studies, Korean Studies, Japanese Studies). Indology/Urdu Studies would constitute a third category.
- The use of terminology (Orient, East, Middle East etc.) should be more consistent.
- It is recommended that each and every subject/language has its own study programme and module handbook.

Translation (Oriental Languages) (Bachelor, Master, PhD)

The study programmes “Translation (Oriental Languages)” (Bachelor, Master, PhD) are accredited without any specific conditions.

The accreditation is valid until the 04th of March 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 4th of July 2025. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2029. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 4th of August 2025.

Turkology (PhD)

The study programme “Turkology” (PhD) is accredited without any specific conditions.

The accreditation is valid until the 04th of March 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 4th of July 2025. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2029. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 4th of August 2025.

The following recommendations are given for the further development of the study programme:

- One of the written exams should be replaced by an oral student paper, which should be presented in classroom.
- The number of examinations in the first semester should be reduced.

Foreign Philology (Master, PhD)

The study programmes “Foreign Philology” (Master, PhD) are accredited without any specific conditions.

The accreditation is valid until the 04th of March 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 4th of July 2025. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2029. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 4th of August 2025.

Kazakh Philology (Bachelor, Master, PhD)

The study programmes “Kazakh Philology” (Bachelor, Master, PhD) are accredited without any specific conditions.

The accreditation is valid until the 04th of March 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 4th of July 2025. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2030. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 4th of August 2025.

The following recommendations are given for the further development of the study programmes:

- The study programmes should incorporate broader institutional goals such as innovation, sustainability, foster community engagement and other strategic priorities.
- The learning outcomes of the study programmes should be formulated more clearly and properly translated into English.
- The types of assessment should be specified in the study programmes relevant documents.

- The research activities of faculty and PhD students should be intensified. The university should offer more opportunities to acquire English language skills which would be sufficient to conduct research and publish in English.
- The study programmes should expand cooperations with employers, domestic and foreign universities, research centers and institutes.