Decision of the FIBAA Accreditation and Certification Committee

4th Meeting on November 26, 2021

Project Number:	20/055
Higher Education Institution:	M. Narikbayev KAZGUU University, Higher School of Liberal Arts
Location:	Nur-Sultan, Kazakhstan
Study Programme:	Translation Studies (Master of Arts)
Type of Accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited.

Period of Accreditation: November 26, 2021 until November 25, 2026

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):
M. Narikbayev KAZGUU University, Higher School of
Liberal Arts

Bachelor/Master study programme:
Translation Studies

Qualification awarded on completion:
Master of Arts (M.A.)

General Information on the study programme

Brief description of the study programme:
The programme is aimed to train professionals in interpreting and audiovisual translation who are proficient in technology for rendering high-quality translation, consecutive and simultaneous interpretation, able to conduct research in the field of translation and other linking fields. The programme load is a blend of research and practical translation and interpretation disciplines for those seeking for the careers in academia.

Type of study programme:
master programme

Projected study time and number of ECTS points assigned to the study programme:
2 years, 120 ECTS

Mode of study:
full-time

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
optional

Scope (planned number of parallel classes) and enrolment capacity:
30

Programme cycle starts in:
winter semester

Initial start of the programme:
2010

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the study programme Translation Studies (M.A.) was made between FIBAA and M. Narikbayev KAZGUU University (Nur-Sultan, Kazakhstan) on 2nd of December, 2020. On 19th of April, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Bagila Akhatova
Kazakh Ablai Khan University of International Relations and World Languages
Professor of the Department of International Communications
(Communication Theory and Practice, Intercultural Communication, Psycholinguistics, Sociolinguistics, Linguoculturology)

Dr. Anna Sergeyevna Buzelo
Turan University, Almaty
Head of Chair "Journalism and Translation Study"
(Stylistics of Russian language, Language of Mass media, future Journalists' Training)

Prof. Dr. Bibiana Grassinger
IUBH Internationale Hochschule, University of Applied Sciences, Bad Reichenhall, Germany
Professor of Marketing and Tourism Management
(Tourism Management, Destination Management, Hospitality Management,
Sustainability Management in Tourism, Tourism Marketing, Sales, Innovation, Management)

Professor Dr. D. h.c. Juliane House
University of Hamburg, Germany
Professor em. of Applied Linguistics
(Translation theory, contrastive pragmatics,discourse analysis, intercultural communication, misunderstanding in intercultural discourse, English as a lingua franca)

General Manager Sebastian Kühn
NH Hotel Group, Cologne, Germany
Director of Operations Control for the Central
Europe division of the NH Hotel Group
(Human Resources Management, Personnel Development, Cost and Performance Accounting, Revenue Management, Quality Management)

Julian Döpp
University of Bochum, (RUB), Germany
Student of History/ Anglistics/ American
Studies (M.A.) and Public History (M.A.)
(Broad experience with courses in Translation and Lingustistics)
Completed: History/ Anglistics (B.A.)

FIBAA project manager:
Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on June 14 – June 16, 2021 via the video conferencing tool Zoom. At the end of the online

conference, the panel gave a short feedback on its impressions to representatives of the University.

The assessment report based on this was delivered to the HEI for comment, it has been taken into account in the report on hand.

Summary

The programme Translation Studies (M.A.) offered by M. Narikbayev KAZGUU University (Nur-Sultan, Kazakhstan) fulfils the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting starting on November 26th, 2021 and finishing on November 25th, 2026. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

Quality requirements that have not been fulfilled – Internationality of the student body (3.4.2)– are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members identified several areas where the programme could be further developed:
- Examination and final thesis (see Chapter 3.1.7),
- Course materials (see Chapter 3.3.2),
- Guest lecturers (see Chapter 3.3.3)
- International content and intercultural aspects (see Chapter 3.4.1)

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:
- Internationality of faculty (see Chapter 3.4.3),
- Foreign language content (see Chapter 3.4.4),
- Practical business experience of faculty (see Chapter 4.1.4),
- Internal cooperation (see Chapter 4.1.5),
- Student support by the faculty (see Chapter 4.1.6),
- Programme director (see Chapter 4.2),
- Internal cooperation (see Chapter 4.2),
- Cooperation with business enterprises (see Chapter 4.3.2),
- Quantity, quality, media and IT equipment of teaching and group rooms (see Chapter 4.4.1),
- Access to literature (see Chapter 4.4.2),
- Programme description (see Chapter 5.3.1),
- Information on activities during the academic year (see Chapter 5.3.2)

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

Information

Information on the Institution

The Joint-Stock Company "M. Narikbayev KAZGUU University" (hereinafter interchangeably referred to as KAZGUU or the University) is a higher education institution established on the strategic initiative of the First President of the Republic of Kazakhstan N.A. Nazarbayev on March 14, 1994. The University performs its activities in accordance with the Constitution of the Republic of Kazakhstan, the Laws "On Education", "On Science" and other laws and regulations governing the educational, scientific and labour activities, the Standard Rules of higher and postgraduate education and other normative documents of the Ministry of Education and Science of the Republic of Kazakhstan (MES), as well as the Charter of the University[1]. The University is a member of the Kazakhstani Association of Higher Education Institutions[2] and the Eurasian Association of Universities[3]. In 2011, the University signed the Magna Charta of the European Universities in Bologna[4].

The University conventionally occupies the top positions at the Ranking of Higher Education Academic Programmes conducted by the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken"[5] that accounts for the recent university graduates' career perspectives (entry salaries, employment rate, and job search duration), and the rating based on the industry representatives' assessments.

In 2018, with a mission to promote the quality of the country's higher education through the academic integrity principles, KAZGUU initiated the Association of HEIs "Academic Integrity League"[6]. A year after, the University commenced the Adal Bilim project office aimed at detection and prevention of corruption crimes in education supported by the Ministry of Education and Science of the Republic of Kazakhstan (MES) and other government bodies.

Currently, the University's community comprises around 500 academic and administrative staff and more than 3,000 students. The University includes four faculties called Schools: KAZGUU Law School (KLS), Higher School of Economics (HSE), School of Liberal Arts (SLA) and Business School (BS). In total, KAZGUU offers 66 study programmmes (25 Bachelor, 37 Master, four PhD programmes).

The School of Liberal Arts transformed from the School of General Education in 2019 to a degree-awarding school. It currently runs undergraduate programmes in Applied Linguistics, Translation Studies, Tourism, Hospitality, Kazakh-English Languages and Linguistics. Below is the structure of KAZGUU School of Liberal Arts:

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[1] approved by Protocol No. 9 of the extraordinary General Meeting of Shareholders of «M. Narikbayev KAZGUU University» JSC dated March 06, 2019
[2] http://edurk.kz/
[3] http://www.eau-msu.ru/eng/
[4] http://www.magna-charta.org/magna-charta-universitatum/signatory-universities
[5] https://atameken.kz/ru/
[6] https://adaldyq.kz

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programme (Asterisk-Criterion)

The programme is aimed to train professionals in interpreting and audiovisual translation who are proficient in technology for rendering high-quality translation, consecutive and simultaneous interpretation, able to conduct research in the field of translation and other linking fields. The programme load is a blend of research and practical translation and interpretation disciplines for those seeking for the careers in academia.

120 academic credits include 13 credits of theoretical disciplines, 63 credits of the practical disciplines (core and elective component), 4 credits of research internship, 4 credits of teaching internship, 24 credits of thesis seminars and 12 credits of master thesis defense.
Upon successful completion of the programme graduates are expected to achieve the following learning outcomes:
– integrate knowledge of qualitative, quantitative, and mixed methods approaches
into developing a research design;
– demonstrate expertise in audio-visual translation;
– apply a range of modern translation software, utilities and tools;
– evaluate, revise, edit and produce high-quality translations in both the source
and target languages;
– possess advanced skills in simultaneous interpreting in the fields of economics,
politics, oil and gas field, jurisprudence and etc.;
– express ideas, facts, opinions or beliefs in the ways that are relevant and
appropriate to the audience, context, purpose and genre;
– apply standardization and quality management processes in terminological
projects;
– use a variety of resources to locate, retrieve and evaluate relevant sources and
information;
– follow professional ethics of a translator and an interpreter.
The programme objectives and learning outcomes are regularly reviewed and adapted in accordance with the recommendations of the employers and experts at the annual meetings of the Business Council to ensure it meets the requirements of employers and is up-to-date.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the Master level. They take into account the requirements of the national qualification framework.

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

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

The faculty possess international academic qualifications, international working experience, or internationally recognized certifications from Russia, Czech Republic, Switzerland, Spain, UK and are able to integrate this international perspective in their courses. This is reflected in such courses as Thesis Writing, Research Methods, Leadership Psychology, Sociolinguistics and Dialectology, CAT tools and terminology, Introduction to dubbing and voice-over, Localization and Terminology, Simultaneous Interpretation, Translation and Intercultural Communication, and others.

Intercultural Communication encourages students to scrutinize various cultures, norms, traditions to identify similarities and differences with their own culture. This course contributes to the knowledge of a professional interpreter/translator, as being aware of international contexts might help to avoid obstacles and misunderstanding in the professional context. In History and Philosophy of Research students dive into the world of research before writing a study of their own. This course covers the origins of the nature of research, the notions and terminology, which are internationally recognized, thus, upon completion of this programme, students are able to conduct research being fully aware of the research paradigms, tools, and techniques. Moreover, the course called "CAT tools and Terminology" is based on the European standards of translation.

Appraisal:

International orientation of the programme is given by fully English-language education, international content and an international faculty. Thus, the programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

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

1.3 Positioning of the study programme

A significant milestone in positioning of the study programme was the acquisition of the certificate of the specialized accreditation issued by the Independent Agency for Quality Assurance in Education in 2016, which proved the compliance of the master's programme in Translation Studies with high standards of quality in education, excellence in teaching, and competitiveness of its graduates. There is also a strong concentration on the academic integrity in research and avoiding plagiarism strategies such as teaching the programme students various citation and formatting styles. The KAZGUU MA in Translation Studies is the only graduate programme in the country that prepares specialists in audiovisual translation. The specialists in the sphere of audiovisual translation are of high demand in and beyond Kazakhstan. Close cooperation with the employers gives the programme an opportunity to meet the demands of the modern labour market. Employers are frequently invited to review the programme for its quality and relevance in the framework of Business Council meetings. The Association of Translators, Interpreters, and Translation Companies in Kazakhstan is taking an active part in the development and updating of the programme.

Upon consideration of the recommendations given by the Business Council, the programme was updated to be in line with current trends. Namely, the course CAT tools and Terminology and a system of courses on audiovisual translation were introduced to raise the graduates' competitive advantage. These changes were made due to the fact that the work with terminology projects, programmes of translation memory and computer-aided translation are the most required skills of a contemporary translation specialist. In addition, these courses were recommended by the members of the Business Council. In addition, students have a teaching (4 ECTS) and research (4 ECTS) practice in their second year of study. Here is the list of partners that provide internship sites and potential employment for Translation Studies graduates:
● Translation Bureau LLP «Gala translations»
● Translation Company «GMC Translations»
● Agency of JSC "Kazmortransflot" in Nur-Sultan
● Private institution «University Jana Service Management»
● Kazakhstan International Bureau for human rights and control over
compliance
● Ministry of Foreign Affairs of the Republic of Kazakhstan
● Translation Company «Gala Translations»
● Translation Agency «OLS»
● Translation Bureau «Enjoy Service»
● Translation Bureau «Astana-Translations»
● Engineering Centre «Sensys Engineering»

The graduates of the programme can be employed as translators, interpreters, localizers, and editors in translation in the following organizations:
● publishing houses;
● translation bureaus and agencies;
● communications agencies;
● international companies;
● embassies and foreign missions;
● travel and event agencies;
● governmental and non-governmental organizations

The study programme takes into account KAZGUU Strategic planning for 2021-2023. The mission of the University is to provide high quality and affordable education which complies with the international educational standards satisfying modern labor market demands.

Appraisal:

In the view of the panel the study programme's position within the Kazakh education market is plausible. The internationality and the orientation of KAZGUU towards the western European education systems are aspects that foster the attractiveness of the institution and the programme within Kazakhstan.

During the online conference the University has shown that it has taken into account the potential future fields of employment for graduates. The high employment rate shows the added value of this programme for the professional field and ensure the linkage between the qualification goal of the programme and future employers.

The study programme is convincingly integrated into the SLA`s overall strategic concept and qualification goals are in line with the University's and SLA's mission and strategic planning.

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

2. Admission

Admission and enrolment to the Bachelor, Master and PhD programmes is regulated by the Order of the Ministry of Education and Science of the Republic of Kazakhstan (MES) dated 31 October 2018 No. 600 "On approval of the Model Regulations for admission to undergraduate and postgraduate educational programmes" (Order 2018).

In the accordance with MES requirements, to be enrolled for the Master's programme a candidate should earn Bachelor degree or 240 ECTS equivalent and take Complex Test. The test consists of the four blocks:
- Foreign language proficiency
- Test on readiness to study (Critical Thinking and Analytical reasoning)
- Major related specific subjects (For MSc in Translation the subjects are Translation and Interpreting Theory" and "Professional English Language",).

According to MES requirements, a candidate applying for the state scholarship will be based on the results of the Complex Test (CT). In case if the candidates have the same CT results, results of the "Major related specific subjects" section will be compared as well as the results of the "Foreign language proficiency" section, GPA during previous level of education, and work experience.
Students might be exempted from CT in case they are able to present results of GRE or GMAT certificate. Students might be exempted from CT English proficiency section if they present results of IELTS (5.5 and above), TOEFL ITP (163 and above), TOEFL IBT (46 and above), TOEFL PBT (453 and above), TOEFL PDT (65 and above). These students automatically earn maximum points possible for the language proficiency section.

Foreign citizens willing to study in Kazahstani Master's programme have to pass the interview within the chosen university, and provide results of IETLS (5.5 and above) and TOEFFL ITP (460 and above).

The admission policy and requirements for applicants are based on the SLA Academic Policy[7] and the above mentioned Standards of the Ministry of Education and Science (MES) The admission requirements for the programme are published at the school webpage and in the SLA Catalogue, which is annually updated and openly published. The website and the SLA Catalogue also contain information about the structure, content and academic staff of the programme.
All appropriate information on admission rules and procedures is available and regularly updated at the university and school websites. In addition, University and SLA booklets and brochures containing this information are distributed among participants of the KAZGUU Open Days. Open Days usually take place three times during an academic year. The date, time, and venue are announced on the website and social media.

The counselling service could be reached by the Call Centre special phone number or the website on-line consultant. It is managed by the Admissions Office at the Marketing and Sales Department. In addition, an applicant could apply with specific inquiries directly to the SLA Dean, Vice Deans, Students Advisers, and SLA Academic Quality Council by email.

The admission decision is based on above-mentioned criteria and communicated to applicants on the website and by email/phone.

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Appraisal:

The admission requirements as presented in the Admission Policy which can be found on School's website. Thereby national requirements and the needs of the programme are taken into consideration. Currently, the selection of the candidates is based on the quantitative indicators as the programme is not enjoying yet a large number of applicants. Thus, a specialised selection procedure is not necessary.

Standardised language tests or a different formalised and documented language test with the requirement of a minimum score ensure that the students enrolled are able to actively participate in the classes held in a foreign language.

KAZGUU ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The applicants receive detailed information about the admission process and the programme they are applying for as well as an individual counselling options according to their personal needs.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated to the students.

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

3 Contents, structure and didactical concept of the programme

3.1 Contents

The two-year programme is developed for those seeking for careers in academia apart from enhancing their translation and interpreting skills and divided into the units (series) of university required core and elective courses and programme required core and elective courses. The unit of university required core courses is aimed to develop analytical, critical thinking and research skills, educational process awareness and teaching skills, awareness of professional ethics and standards. It includes such courses as Leadership Psychology, History and Philosophy of Research, Research Methods, Higher Education Pedagogy, Teaching Practice,
Research Practice.
The elective courses from the university required unit such as Academic Writing, and Thesis Writing build the core skills and knowledge necessary in research papers' writing, develop analytical skills, make students aware of the conventions of academic writing styles and formatting, contribute to raising awareness of academic integrity and provide students with tools to avoid plagiarism.

The programme is suitable for master students with little or no experience in translation and interpreting as the courses provide the necessary background knowledge and skills to become aware of the specifics of the sphere. Those having solid work background in translation and interpreting have the chance to enhance their professional expertise through being trained by professionally qualified instructors with more than 10 years of experience in the field.
Moreover, the master students have an exclusive opportunity to improve their employability by acquiring the knowledge and skills of audiovisual translation. The MA in Translation Studies at KAZGUU University is the only educational programme in the field of translation and interpreting in the country that has the focus on training specialists in audiovisual translation that is considered to be rare profession even in the CIS countries. Below is the table of courses in accordance with the learning outcomes they cover:

Course title	LO1 – gain and integrate the knowledge of qualitative, quantitative, and mixed methods approaches into developing a research design;	LO2 – demonstrate expertise in audio-visual translation;	LO3 – apply a range of modern translation and interpretation software, utilities and tools;	LO4 – evaluate, revise, edit and produce high-quality translations in both the source and target languages;	LO5 – possess advanced skills in consecutive and simultaneous interpretation in the fields of economics, politics, oil and gas field, jurisprudence and others;	LO6 – express ideas, facts, opinions or beliefs in the ways that are relevant and appropriate to the audience, context, purpose and genre;	LO7 – apply standardization and quality management processes in terminological projects;	LO8 – use a variety of resources to locate, retrieve and evaluate relevant sources and information;	LO9 - develop awareness about key goals, issues, and initiatives in the higher education system of the country to apply in teaching practice	LO10 – follow professional ethics;
Core courses (University required)										
Leadership Psychology						+			+	+
Higher Education Pedagogy						+				+
History and Philosophy of Research	+									
Research Methods	+									
Internship (Teaching)						+			+	+
Elective courses (University required)										
Academic Writing						+		+		
Professional communication skills						+				+
Introduction to Audiovisual Translation		+								
Thesis Writing	+					+		+		
Strategies and Tools in Audiovisual Translation		+	+							
Core courses (Programme required)										
Advanced Translation			+	+		+				+
Research Internship	+					+		+		
Elective courses (Programme required)										
Applied Interpreting and Translations Studies				+						
Translation tools and practice			+	+			+			
Subtitling		+	+			+				
Practice of audiovisual translation		+				+				
Translation and Intercultural Communication						+				
Consecutive Interpretation I			+		+	+				+
Simultaneous Interpretation I			+		+	+				+
Consecutive Interpretation II			+		+	+				+
Simultaneous Interpretation II			+		+	+				+
Localization and Terminology			+	+	+	+	+			

The curricular structure can be seen here:

Course code	Course title	Credit points per semester				Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1	2	3	4	Hours in class	Hours Self Study	i.e. lecture course, seminar		
	Semester 1									
	Basic Disciplines - core (university) component									
LP 1201	Leadership Psychology	3				30	60	L/T/S	**Final assignment: Portfolio presentations (3 hours)**	30%
HFRM 1202	History and Philosophy of Research	3				30	60	L/T/S	**Final essay (take home assignment)**	40%
HEP 1203	Higher Education Pedagogy	5				45	105	L/T/S	**Course reflection paper**	30%
	Basic Disciplines - elective component									
AW 1206	Academic Writing	5				45	105	T/S	**Final assignment: Critical Review (take home assignment)**	50%
SD 1207	Sociolinguistics and Dialectology	5				45	105	L/T/S	**Final essay (take**	40%

									home assignment)	
IC 1208	Intercultural Communication	5				45	105	L/T/S	Final project presentations (3 hours)	40%
IAT 1209	Introduction to Audiovisual Translation	5				45	105	L/T/S	N/A	Pass/Fail
Major Disciplines - core (university) component										
AT 1301	Advanced Translation	5				45	105	T/S	Final assignments: Translation of texts Essay writing	30%
Major Disciplines - elective component										
CATT 1303	CAT tools and terminology	5				45	105	L/T/S	Final examination: Final Terminology Project (take home assignment) Theoretical test CAT (75 min) Practical examination CAT (take home examination)	40%
	Total	31*								
	Semester 2									
Basic Disciplines - core (university) component										
RM 1204	Research Methods		5			45	105	L/T/S	Final examination: Test (75 min) Research proposal (Topic, Lit.review, Methodology	40%

									assignment
	Major Disciplines - core (university) component								
TW 1210	Thesis Writing	**5**			45	105	L/T/S	**Final assignment: Critical review (take home assignment)**	40%
	Major Disciplines - elective component								
STAT 1211	Strategies and Tools in Audiovisual Translation	**5**			45	105	L/T/S	**Film analysis (take home assignment)**	40%
TAT 1304	Technologies in audiovisual translation	**5**			45	105	L/T/S	**Final project**	40%
IDVO 1305	Introduction to dubbing and voice-over	**5**			45	105	L/T/S	**Dubbing and voice-over examination (take home assignment)**	40%
Scr 1306	Script-discourse	**5**			45	105	L/T/S	**Final script analysis**	40%
ICI 1311	Consecutive Interpretation I	**5**			45	105	T/S	**Final examination: Interpreting performance skills test Vocabulary quiz (3 hours)**	40%
ISI 1312	Simultaneous Interpretation I	**5**			45	105	T/S	**Final examination: Interpreting performance skills test Vocabulary quiz (3 hours)**	40%
LT 1316	Localization and Terminology	**5**			45	105	L/T/S	**Final assignment: Terminology project (take**	40%

								home assignment)	
	Total		**32***						
Major Disciplines - elective component									
PrAT 2309	Practice of audiovisual translation			**5**	45	105	T/S	**Subtitling examination (take home examination)**	40%
TIC 2310	Translation and Intercultural Communication			**5**	45	105	L/T/S	**Final essay**	40%
ACI 2313	Consecutive Interpretation II			**5**	45	105	L/T/S	**Final examination: Interpreting performance skills test Vocabulary quiz (3 hours)**	40%
ASI 2314	Simultaneous Interpretation II			**5**	45	105	T/S	**Final examination: Interpreting performance skills test Vocabulary quiz (3 hours)**	40%
	Total			**27***					

Semester 4									
Scientific-research work									
	Research Project I		2					**N/A**	
	Research Project II			4				**N/A**	
	Research Project III				18			**N/A**	
Internship									
TI 1205	Internship (Teaching)				4			**Internship Report Presentation**	100%

										(take home examination)	
RI 2302	Research Internship			4						Internship Report Presentation (take home examination)	50%
Bachelor's Thesis											
MA	Master' thesis (Writing a thesis and VIVA defence)				12						
	Total										

Total		31	47	32	30	855	1995				

L:	Lecture
S:	Seminar
T:	Tutorial

Students of the programme have teaching practice in the second year, in which they develop competencies in the field of teaching and translation. As a result of the teaching practice students become aware of:
- teaching skills and methods;
- the methodology of class (lessons) analysis;
- assessment of students', instructors' and trainee's performance;
In the second year of study students of the programme have research practice in which they familiarize themselves with the latest theoretical, methodological and technological achievements of domestic and foreign science, modern research methods, processing and interpretation of experimental data. Upon successful completion of the research practice students will be able to formulate the objectives of scientific research, select and justify the research methodology, document the results of scientific research (writing scientific articles and theses of reports).

Translation Studies is an interdisciplinary field in its nature as it is closely intertwined with linguistics, cultural aspects, research, cognition and a variety of professionally-oriented areas. Students of Translation Studies develop their interdisciplinary perspectives in such courses as Leadership Psychology, Higher Education Pedagogy, Sociolinguistics and Dialectology, and Intercultural Communication. Overall, it is clear that the Translation Studies master's programme prepares professional translators and interpreters who possess interdisciplinary
knowledge in language systems, research, communication, culture, education and leadership to be able to work in various language environments and professional fields.
Apart from working as translators and interpreters, graduates of Translation Studies master's programme 2020 are employed as English language teachers in language centres, managers in educational centers, marketing and sales departments, and international departments.
The programme also aims to teach students research and professional ethics and promotes these concepts in most of the professional major courses.

In Research methods students study quantitative, qualitative and mixed methods research designs, beginning with a discussion of the different forms, roles and uses of these forms of research, moving through design, sampling, data collection and analysis, ethics, literature review and writing up results. It also aims to prepare students to think about how to formulate research questions, match them to designs, and elaborate on the application of the different types of analyses that are common in the scholarly published work in their field of interest.

Thesis Writing course provides an introduction to and application of key principles of effective and efficient thesis writing for research. The course provides key techniques, guidelines and suggestions to improve student's research papers and written communication. Students receive hands-on experience in argumentative writing that incorporate sound reasoning and appropriate data, logical development, organizing referencing and learn a self assessment process while revising thesis.

All this knowledge provides a solid foundation for writing their final graduate project. In their final year students apply all the acquired knowledge and skills in research to perform a high quality graduate project in which students carry out individual research work. As a result, methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in their professional field.

In the final year students of the Translation Studies programme defend a master's thesis. Master's thesis is carried out in groups (up to four students), in compliance with the academic workload standards of M. Narikbayev KAZGUU University. When writing a

master's thesis students are expected to use academic English language and give well-reasoned and scientifically based ideas and suggestions.

The recommended size of the SP at the level of a bachelor's degree includes approximately 6,000 to 8,000 words in length, excluding endnotes, tables, appendices, and bibliography. Each SP should meet the requirements stated in special sections of the guidelines. Thesis is supervised by the School of Liberal Arts faculty members. A principal supervisor is appointed to each student by the decision SLA REC. The supervisor oversees the design and implementation of the SP, as well as the SP writing process. In the event of the departure or absence of the supervisor or in the event of an irreconcilable breakdown in the supervisory relationship between supervisor and undergraduate, another faculty member will take over the main supervisory role by the decision of SLA REC.

Appraisal:

Integration of theory and practice is ensured through both internships as well as the use of practical examples in classes and during guest lectures. Ethical implications are appropriately communicated in several courses.

The content of the curriculum, which combines marketing, management, economics, business as well as different multidisciplinary skills reveals the promotion of students' interdisciplinary thinking.

Students acquire methodological competences and are enabled to do scientific work on the required level. During the online conference the panel learned that KAZGUU's goal is a transformation from a teaching to a research university. Given this goal, the panel encourages the University/ the School to hire more faculty with corresponding experience in research and thus, enhance the integration of research results in classes. Moreover, the panel recommends to teach courses like scientific work earlier.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The panel appreciate the assessed theses and the possibility to do a group thesis improving the student`s additional skills. However, they encourage the university to develop further the thesis guideline even more oriented on the international standards in terms of length (characters) and in order to set out the individual contribution of each student to the group thesis. This recommendation goes along with the university`s transformation goal. The university stated that, so far, completely agree with the recommendations regarding the final thesis. New criteria of assessment will be designed which will assess the individual contribution of each student to the group thesis. Moreover, the length of the thesis will be extended to provide more scope for each student to write their part.

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

3.2   Structure

Projected study time	2 years
Number of Credit Points (CP)	120
Workload per CP	30
Number of modules	
Time required for processing the final thesis and awarded CP	12 (360 h)
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	855

The projected duration of the MA in Translation Studies programme is 2 years, each year consists of 2 semesters. Upon completion of the programme master students acquire 120 ECTS credit. The average study workload comprises 30 ECTS credits (60 ECTS per year). In addition to the theoretical and practical required and elective courses students are involved in the continuous work on their research from the second semester on the topics of their interest within Research projects I,II,III (24 credits), and 12 credits are allocated for the Master's thesis defence. The programme is divided according to the modules that contribute to the achievement of the programme learning outcomes and cumulatively create the graduates' profile. Thus, there are 4 modules (See Annex 9 for more details):
● Module of Basic Disciplines
● Module of Academic Writing and Research Skills
● Module of Interpretation and Translation Theory and Practice
● Module of Audiovisual Translation

KAZGUU Academic Policy explains ECTS adopted by Kazakhstan in 2019 and stipulated by the SCES. Study workload is calculated in ECTS. The vast majority of the courses are appointed as 5 ECTS courses. Instructors are requested to design their courses to ensure the course workload corresponds to 5 ECTS in accordance with the ECTS Users' Guide. ECTS credits for thesis writing-up and defence and internship are assigned based on SCEC requirements.

According to the regulation, the recommended workload of a full-time student during the academic year is 60 ECTS, which on average corresponds to 1800 hours per year (30 hours per one ECTS credit); the actual time to complete learning outcomes may vary.

Study regulations are defined at both university and SLA level and published within the University Academic Policy and the SLA Catalogue available for students at the Student Service Centre webpage From 2018/2019 the exam regulations are defined by the Examination Regulations published at Canvas.

The University Academic Policy was revised and approved by the decision of the University Academic and Research Council (minutes No. 10 of August 15, 2019). Section 2.1. describes the study regulations and corresponding policies: autumn, spring, winter and summer terms, attendance policy, official means of communications (Platonus for course registration, Canvas serving as a mean for communication between instructor and students, and Outlook), Student Service Centre, marking and grading system, ECTS and study workload.

Most of the regulations are adopted based on the MES requirements, such as ECTS and study workload. Other regulations are developed under the Association of HEIs "Academic Integrity League" (https://www.adaldyq.kz/). The League was initiated by KAZGUU University in 2018 and currently includes eleven university-members. The League requires its member to integrate the academic integrity principles and practices and strictly follow them. For example, these principles include routine plagiarism check of all written works, provision and guarantee of the quality of education under the principle "only the best students should get a degree awarded". The latter is expected to be achieved through a "bell-curve" grading system. The bell curve is documented by the KAZGUU Academic Policy. According to the Policy, it is "a method of assigning grades to students based on their relative performance in comparison toclassmates' performance" used to "analyse the quality of teaching and grading". It obliges an instructor to keep the percentage of the grades within the defined interval, for example, there should not be more than 10% of "A" grades; not less than 25% ± 5% of "B+", "B" and "B-" grades; not less than 30% ± 5% of "C+", "C" and "C-" grades; not less than 25% ± 5% of "D+" and "D" grades; and not less than 10% ± 5% of fails. In case of a deviation, the Policy requires to initiate "a personal hearing of the case in order to assess the quality of teaching of particular instructor", which could lead to an instructor's dismissal and cancellations of the results of an exam. All KAZGUU University instructors are "obliged to ensure the methodological diversity of assignments and exams that allows differentiated assessment of students taking a course".

The "bell-curve" grading policy was introduced at KAZGUU in 2018 as a recommendation and imposed as a requirement from Spring 2020. The policy does not apply to courses taught in small groups (less than 30 students) and the courses covering the content of the professional accreditations (ACCA, CFA, ICAEW, CIMA). Generally, the SLA faculty shares opinion that the grading should not be mechanical and the main criteria for grading should be an achievement of the course learning outcomes. To analyze the quality of teaching and grading, a normal distribution diagram is constructed. When assessing all assignments and exams, instructors adhere to the ratios, indicated in the table below, except for small classes (less than 30 students) and courses included in certification programs (ACCA, CFA, FRM, CIMA, HRCI, etc.):

		(%)		
A	4.0	95-100	Excellent	A candidate shows the mastery of content at the highest level of the academic programme. This grade clearly shows an outstanding performance in critical and independent thinking, analysis, and synthesis.
A-	3.67	90-94		
B+	3.33	85-89	Good	A candidate shows a very good level of academic performance. These grades indicate a good academic programme, a good performance in critical thinking, analysis, and synthesis.
B	3.0	80-84		
B-	2.67	75-79		
C+	2,33	70-74		
C	2.0	65-69	Satisfactory	A candidate demonstrates a poor level of academic achievement. This assessment indicates a partial mastery of critical thinking skills.
C-	1,67	60-64		
D+	1.33	55-59		
D	1,0	50-54		
FX	0.5	25-49	Unsatisfactory	A candidate demonstrates a poor level of the academic programme. These grades indicate a partial or some level of performance in authenticity, partial performance in critical thinking, analysis, and synthesis.
F	0	0-24		A candidate poorly demonstrates a very low level of the academic programme. This grade signifies a seriously deficient performance in authenticity, deficient performance in critical thinking, analysis, and synthesis.
P	-	-	Pass	Full-time students who are not on an academic probation may, with the permission of the Committee on Academic Quality, choose elective discipline with a grade of "P". The maximum number of credits for the entire training period is 10 ECTS . Grades "pass"/"fail" do not have an expression in points and is not taken into account when calculating the GPA. Credits in the discipline in the case of obtaining a grade of "P" are counted.
PF	-	-	Not pass	Credits in the discipline in the case of obtaining a grade of "PF" are not counted.

This information is articulated in the KAZGUU Academic Policy and each course syllabus. The final total mark is calculated as a weighted average based on semester quizzes, midterms (1-3), participation, attendance and final exam. An instructor independently assigns the weights and the number and type of assignments according to course learning outcomes and in agreement with the corresponding Programme Coordinator. The final total mark calculation scheme must be shown at a course syllabus.

KAZGUU Examination Regulations set rules and procedures, such as examinations' forms, deadlines, Examiners and Board of Examiners, Evaluation Criteria, Appeal Procedure, for all examinations including the State Exit Exam.
In 2019, the KAZGUU University adopted the Policy for Inclusive Education. The Policy states that the University provides equal opportunities to all students and demonstrates zero tolerance towards any form of discrimination. Specifically, the Policy defines the inclusion of the students with special educational needs.

In 2016, KAZGUU has founded the Corporate Fund "KAZGUU Endowment". The aim of the Fund is to consolidate external financial resources to fund the university's research, social, and infrastructure projects. For example, a number of classrooms have been refurbished thanks to financial support from Kazakhstani banks and international investors. Additionally, the Fund supports students in need through charitable assistance. Students eligible for support:
- students from single-parent families;
- students from multi-member families (4 or more children in a family);
- students from low-income families with confirmed status;
- orphans and children left behind;
- students with special needs;
- students whose parent(s) are those with special needs or retirees

The table below displays the total amount of financial support provided to the eligible SLA students by the "KAZGUU Endowment".

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns ECTS credits per course on the basis of the necessary student workload. Internships are designed and integrated in such a way that ECTS credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The diploma supplement contains the grading system and a grade distribution table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

3.3 Didactical concept

The courses within the programme apply a student-oriented approach and assessed based on group projects, portfolios, and class participation. The courses on Simultaneous Interpretation, CAT tools and Terminology, Subtitling use high-tech approach through practice of using remote simultaneous interpretation technology, automated translation tools and translation memory platforms, and subtitling software.

Each course fulfills several learning outcomes of the programme. This is also reflected in learning how to work in translation booths, what CAT tools are needed in order to be successful translators/interpreters. The courses within the programme use a variety of class delivery methods to enhance students' engagement and success towards achieving the learning goals and objectives. Thus, within the course Leadership Psychology class facilitations by the students were effectively implemented.

Team teaching was practised in the courses on CAT tools and Terminology and Introduction to Audiovisual Translation. The course on CAT tools and Terminology was taught by Gulshan Aliyeva-Tufek who specializes in terminology projects management and Loyenko Anna who has profound work experience working with various translation memory tools and platforms such as SmartCAT and SDL Trados and managing translation projects. The course on Introduction to Audiovisual Translation was taught by three lecturers by modules. Alexey Kozulyaev was the leading lecturer of most of the modules and the module on dubbing and voice-over were taught by the professionals in these two types of audiovisual translation Darya Astashina and Yekaterina Milekhina.

It is also essential to note that the course programmes are built in that way, so that students are gradually introduced to theoretical aspects of each subject, and only then they have to practice this knowledge through practical assignments (group projects, presentations).

Course materials are carefully chosen and developed at the stage of designing the course syllabus by faculty. If the course is taught by several lecturers, the content of the course is discussed as a group and a syllabus is jointly developed to include the best practices and to achieve the intended learning outcomes. Before publishing the course programme, it should be approved by the Academic Quality Assurance Committee. It is online accessible for the students.

The university organized a lot of guest lectures, where students had an opportunity to participate in discussions with various international specialists. The majority of lecturers were ambassadors, government officials, and speakers. This contributed to the intercultural communication competence, as the lecturers raised awareness of human rights, cultural peculiarities, and global cooperation. Moreover, students were able to ask questions that covered various subjects such as cultural commonalities and differences, professional development, and historical events. It is undoubtedly apparent that the organization of such guest lectures has become an integral tradition of the University, as the lectures have been on a regular basis throughout the years.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or team projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are mainly up to date and digitally accessible for the students. However, some materials and course descriptions are outdated regarding literature, the panel recommends to revise them. The panel recommends SLA to take attention to this and ensure that all course descriptions contain information on required literature with strong focus on latest international releases.

Guest lecturers are invited and contribute to the students' qualification process with their experience. The panel recommends to invite more programme-specific guest lecturers.

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

3.4   Internationality

Translation Studies is a fully English-taught programme and international contents are an integral part of the curriculum implemented through various courses. Since the programme is practically-oriented, students have the opportunity to enhance their knowledge and skills of the English language further in such translation specialized courses as Simultaneous Interpretation, Consecutive Interpretation, Practice of audiovisual translation, Localization and Terminology, CAT tools and terminology, Advanced Translation, and others.

The course Terminology and CAT tools investigates globally recognized terms in the field of translation studies. The course covers learning terminology tools and resources used by the international translators community. This will allow graduates to fit in the international labour market, as they will be aware of the global trends in translation and interpretation.

Translation and Intercultural Communication is devoted to considering interrelation between translation and intercultural communication by covering such areas as anthropology and translation, translation and representation, translation and myths, translation and ideology, etc. Students advance their communicative, translation and cross-cultural competencies by learning theories and concepts of translating cultures.

In Sociolinguistics and Dialectology students draw examples from the international contexts of language use to examine the interrelationship of language and social context, how language is actually used, people's language attitudes, and how language use and language attitudes are compared; they consider such factors as age, gender, social class, race, ethnicity and style and the relationship of these factors to linguistic differentiation and the construction and display of identities.

Higher Education Pedagogy introduces students to national and international perspectives on higher education, main policy documents and concepts, and key issues of educational change.
In the Subtitling course students learn how the audience perceives subtitles and common mistakes in creating subtitles; they also study a universal style guide by Netflix.
These are a few of the examples of courses which aim to train a multidisciplinary broad-profile translator or interpreter who is able to work effectively in the multicultural and multilingual environment.

One of the main aims of the University Strategy is the promotion of internationalization. However, Kazakhstan is not yet a very popular destination for the international community and thus the overall number of international students is not very high. Nevertheless, certain measures are taken to promote internationality and attract more foreign students. The University is actively working on attracting and encouraging international students via networking activities, promotional events, and advertising.

The proportion of international experienced teaching stuff is above average through local staff with international education and professional development certificates.

Appraisal:

The programme contains international contents, corresponding English literature as well as English language courses. The international academic experience of the faculty staff, proven in the CV`s, promotes the acquisition of international competencies and skills.

The panel welcomes the international experience of faculty staff and sees potential that SLA might invite also more foreign professors for teaching for a longer term. This would promote students' intercultural competences.

Lectures and course materials for the programme are completely in English. Internationality is clearly a key element of the SLA and thus study programmes' profile.

Regarding the international composition of the student body, it must be seen in the context of Kazakhstan and KAZGUU's main target group, which consists rather of national students. SLA has put efforts in increasing the numbers of student body by switching to English as medium of instruction, by creating collaboration with foreign HEIs and promotion of academic mobility.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

In order to develop multidisciplinary competences and skills, apart from the core skills of translation and interpretation, students take such courses as Higher Education Pedagogy, Leadership Psychology. Here is the outline of the abovementioned courses with their brief description.

The course of Higher Education Pedagogy is designed to provide graduates with an overview of Kazakhstani educational context and reforms, getting both theoretical and practical understanding of educational issues such stakeholders role, higher education concept, reform goals, and factors affecting the formulation and implementation of reforms.

Leadership Psychology is a course aimed to look at different concepts and models of leadership, discover psychological explanations of the key determinants of leadership success or failure. The topics covered include: characteristics of a leader, destructive vs effective leadership, leadership in higher education, leadership development, and change management. Students become aware of the mechanisms of self-regulation and control to become better negotiators and achieve desired results in practice. In Module "Change" of this course students learn why leaders actually become leaders, and what kind of responsibilities they take when becoming leaders, i.e. to bring positive changes. Thus, starting with concepts of change, they will be able to try on the De Bono's "Six Thinking Hats", and after a while learn what is needed to become change agents.

Appraisal:

Content and learning outcomes of the curriculum and the didactical and methodological measures show that the students can acquire multidisciplinary competencies and skills. This is supported by means of suitable didactical and methodological measures.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The programme trains professional translators and interpreters who are proficient in CAT tools and other technology for rendering high-quality translation, consecutive and simultaneous interpretation, possess the sound knowledge of the theory and practice of the first and the second foreign languages in various language environments. The programme fills the lack of highly-qualified translators and interpreters in Kazakhstan. The programme is annually reviewed at the KAZGUU Business Council and necessary changes are made accordingly. For example, following the results of the last Business Council meeting such courses as "Cat tools terminology" and "Audiovisual Translation Module" have been added to the programme of study.

8 ECTS credits are allocated for the internship in the Translation Studies programme. Students of the programme have their teaching practice in their second year of study, the main aim of which is to develop competencies in the field of teaching and translation. Under the teaching practice students of the programme are involved in delivering classes for undergraduate students. The final research practice in their second year familiarizes students with the latest theoretical, methodological and technological achievements of domestic and foreign science, modern research methods, processing and interpretation of experimental data.

The rate of employment of Translation Studies graduates 2017-2020:
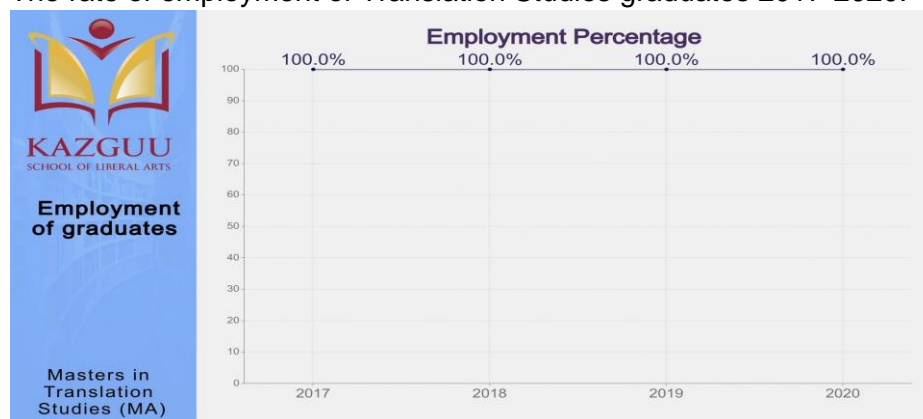
Appraisal:

SLA has a strong focus on employability and its programmes are oriented towards developing working skills for students to strengthen their employability. The programme is strong-linked to the cooperating companies by providing internship places, developing further

programme´s content, especially the electives. The high employability rate of the graduates shows that the focus of the university pays off in a long run: The programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

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

4.Academic environment and framework conditions

4.1   Faculty

The faculty of Translation Studies master's programme consists of 3 full-time and 7 part-time lecturers. Most of the faculty hold Master and PhD degrees in Translation Studies or related majors. All faculty members have a rich experience in translation and interpreting (audiovisual translation, consecutive and simultaneous interpretation). Moreover, they have participated in various conferences, seminars, and courses for professional development. Some of the faculty have published articles on the topic of translation studies and teaching.

Requirements for academic qualification of faculty are outlined in the University Regulation for Faculty Members. All candidates undergo the recruitment process through a Hiring Committee. In the first stage, CVs from HR Office are reviewed and short-listed by the Programme Coordinator whether they meet the essential criteria of education and professional experience, then the selected candidates are invited for an interview to the School Hiring Committee which consists of the School Director, Deputy Director, Programme Coordinators and Coordinators of the departments. If a candidate passes this stage successfully, he/she is invited to the University Hiring Committee with the participation of the Provost, Directors of other Schools and Representatives of the departments. The hiring procedure is highly competitive, the job requirements are high and only the most competent candidates are selected.

The faculty of the Translation Studies Master's programme hold degrees from local and international universities. The majority of the instructors have master's degree from Kazakhstani or Russian universities, and one of the faculty members gained a PhD degree in the field of education. Thus, among the programme faculty there are Masters of Arts and Sciences in Translation Studies, Education, Public Policy, a Candidate of Pedagogic Sciences, and PhD holders.

The faculty contribute to the performance of the programme by being highly qualified lecturers and instructors, which includes participation in various events as professional translators and interpreters, and publishing articles. Specifically, Alexey Kozulyaev, a member of the European Association for Studies in Screen Translation, has been a lecturer in sixteen international universities, and he is the author of publications of cognitive processes in translation and teaching of audiovisual translation for scientific journals of the United States, Great Britain, China. Moreover, Alexey Kozulyaev is the author of courses on Neurosemantic Marketing, Translation of Audiovisual Immersive Content. He has also published eight articles on cognitive processes in translation.

It is worth noting that one hundred percent of teaching staff have practical experience in the field of translation and at least five years of experience.

The recruitment process follows the policy of the University. The university monitors the academic requirements of the teaching faculty concerning the compliance with respective requirements including pedagogy and teaching activities.

The overall policy is framed by the Law on Education granting the HEIs the freedom for hiring policies. The Faculty Qualification and Appointment Criteria distinguish between requirements for Academically (AQ) and Professionally Qualified (PQ) status.

To qualify for an AQ status and be eligible to teach in the undergraduate programme a faculty member should possess:
- A PhD degree from an internationally recognised university

- At least one published article in internationally recognised journals, such as Emerald journals, Springer journals, Interdisciplinary journals.

To qualify for the PQ status at the undergraduate level a faculty must produce the following:
- At least a Master's degree from an internationally recognised university.
- At least five years of industry experience.
- Internationally recognised professional certifications.
- Be a member of professional organisations (optional).
- Ability to teach in English.
- Active consulting practice.
- Working with relevant community organisations

The Programme coordinator verifies the qualifications of the faculty members during the process of competitive selection, examines the CVs of applicants, their professional experience and achievements, and any other additional information they might provide.

The internal collaboration involves the work of the Programme coordinator, Academic Advisory Office, Internship, Career and Employment Centre, Academic Quality Assurance Committee, Research and Ethics Committee, and faculty inside the school. All above mentioned stakeholders collaborate with the university units to ensure the quality of academic services.

The Programme coordinator is in charge of developing the programme curriculum, which is then reviewed by potential employers. After that, course modules and course syllabi are discussed at the Academic Quality Assurance Committee, which aims to monitor the course content to meet the programme objectives and learning outcomes. Course syllabi are designed by faculty appointed by the Programme coordinator. Despite the fact that one person is responsible for syllabus design, the content of the course and assessment criteria are discussed and developed in a group. The group of faculty work on the selection of course materials, course programme, development of course objectives and learning outcomes, which align with the programme outcomes, development of assessment criteria and recommendations for graded assignments. After the syllabus is approved by the Committee, faculty continue to meet regularly and collaborate with each other during the teaching process by sharing materials, presentations, assignments, tools and ideas to improve the course programme. The Academic Quality Assurance Committee together with faculty members conduct lesson observations of their colleagues and have a discussion afterwards to help the teacher improve their methodology and approaches to achieve the intended learning outcomes.

Course evaluation by faculty takes place at the end of the semester. Faculty report their course reflections in Course Management Forms giving their opinion on the textbook, outlining learning outcomes and evaluation devices, assessing students' quality of knowledge and preparation and providing any other relevant comments. Programme Coordinator conducts analysis of Course Management Forms which is then discussed at the Academic Quality Assurance Committee and with the faculty to make necessary amendments in the next courses.

Faculty members are available during office hours to all students if they need additional help. During office hours students can approach the teacher face-to-face to help with understanding of the assignment, literature, concepts, rules, and etc. In addition, all students have the instructor's corporate email given in the syllabus or they can send a message directly to the instructor in Canvas, which are checked on a regular basis.

Students receive support in their educational process from faculty and other University services with the help of platforms such as "Platonus", "Canvas", "Outlook", "M. Narikbayev KAZGUU University" mobile application. A corporate "Platonus" account is created for each

student through which the student registers for courses, views the schedule of classes, an individual curriculum, a transcript and financial balance. In LMS "Canvas" teachers create an electronic course (a syllabus that includes expected learning outcomes, assessment criteria, teaching materials, distribution of the weight coefficient of grades, etc.), check students' submissions via the anti-plagiarism system "Turnitin", keep track of students' progress and attendance, maintain correspondence with them. In Canvas students get access to the syllabus, educational materials, monitor their grades, view calendar, submit their assignments and maintain correspondence with the teacher in case of any questions. With the help of this system, students are always aware of all upcoming events, assignments, deadlines and are able to communicate with instructors and peers and have access to all the materials necessary for a successful completion of the course.

Corporate mail (Outlook) is a means of official communication at the M.Narikbayev KAZGUU University. Students and teachers also use corporate mail for correspondence. School telegram bot is used as an additional tool for informing and communicating with students, used to send announcements, receive applications for transcripts and help from the place of study, and consult students. Overall, KAZGUU students are provided with all necessary means of communicating with faculty and other services when they need support and help.

Appraisal:

Based on the CV`s , the panel formed the view, that structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are satisfied. The faculty members have above-average business experience and use them in their teaching activities.

The School verifies the academic as well as pedagogical and didactical qualifications of the faculty members by means of an established procedure and in line with the University's regulations. Specific measures for the further qualification of the faculty members are implemented. For example, during the online conference the faculty staff confirmed that e.g. in 2020, several training seminars and webinars were held for faculty members on methodological aspects of online teaching.

Internal collaboration and coordination is ensured by the programme's coordinator and can be seen in the meetings of the teaching staff. The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. As affirmed by students of the programme during the online conference, the counselling of students by teaching staff is intensive. Student support is an integral part of the services provided by the full-time and part-time faculty. The lecturers are available for the students outside specified office hours as well and e-mails are answered fairly quickly. Hence, the students are "fully content" with the support they receive by the faculty.

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

4.2 Programme management

The programme director (coordinator) coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. This is an independent position that cooperates with QAC, Business Council, Dean, stakeholders, and other parties concerned. The programme director develops positive working relationships with the faculty, students and staff and serves as a resource person and connecting link between interested parties. The main job responsibilities of the programme director include:

● examining the educational market, studying the most recent trends, and designing the strategy for development of the educational programme;

● developing and updating the curriculum in accordance with the state and international standards and employers' demands;

● distributing the teaching load among faculty and monitoring their quality delivery of the learning process;

● contributes to programme faculty recruiting and selection process;

● controlling the process of development of the course syllabi, course materials, assessment methods;

● analyzing academic performance of students of the programme and their success rate to make necessary adaptations and improvements in the programme;

● promoting cooperation with organizations and companies which can be potential employers for the graduates;

● establishing communication with foreign higher educational institutions to promote internationalization, academic and staff mobility, dual-degree programmes and minors;

● organizing the work of the Business Council and involving more experts and highly-qualified specialists from the field to contribute to the development of the programme;

The programme director is committed to enhancing the quality of the programme, ensuring effective implementation of the programme delivery and evaluating its organizational performance to keep leading positions in the educational market. Thus, the programme director successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

Faculty members and students are supported by the administration in the organisation of the study programme. Administration acts as a service provider for students and faculty and

makes all necessary accommodations to ensure an effective and efficient learning process. Administration of the School of Liberal Arts has the following structure:
· Director of the School (Dean)
· Vice Director (Dean) for undergraduate studies
· Programme Coordinator
· Department Coordinator
· Manager for Internal Affairs
· Manager for External Affairs
· Advising Office
· Internship, Career and Employment Centre
· SLA Business Council
· Academic Quality Assurance Committee
· Research and Ethics Committee
· School Assistant

All faculty members and students are involved in the decision-making processes where their areas of work are involved through their participation in the School Committees. The Academic Quality Assurance Committee consists of the selected faculty members of different departments of the School and a student representative. The same is applied to the Research and Ethics Committee. Top administration does not have a vote in the decision-making processes of the Committee, thus there is no external pressure, and faculty and students are able to make the decisions independently.

To ensure the prompt consideration of applications and transparency of documents, the electronic document management system has been introduced at M.Narikbayev KAZGUU University. All official appeals (including complaints) are submitted by students electronically to the Student Service Centre via Smart KAZGUU in 3 steps. Step 1: Students may submit academic enquiries to SLA QAC ,appeals addressed to the SLA director, applications of ethical nature to SLA REC. Step 2: Chairpersons of the Committees receive these applications via 1C and present them for consideration. Step 3: Chairpersons of the Committees respond to these applications via 1C, with an indication of the Committee's resolution. The conceptual idea of the Student Service Centre is that the students can address any issues related to the learning process at the University and get appropriate assistance. To make the process more efficient an application Smart KAZGUU was developed which allows students to submit academic, financial, or social enquiries and order necessary documents. The relevant bodies review and respond to applications within five working days. Students receive notification of the decision to their emails.

All standards, policies, procedures, academic calendar and other documents regulating the educational activities of M.Narikbayev KAZGUU University are published on the university website http://kazguu.kz. Faculty and students are encouraged to check incoming mail and messages in information systems daily to keep up-to-date with any changes and news.
If there are some issues which cannot be handled via M.Narikbayev KAZGUU University application, faculty and students can approach the School Director or Provost directly by writing to their emails which are also available on the university website.

Appraisal:

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

Teachers and students are included in the decision-making processes where their areas of work are involved. KAZGUU offers the administrative staff opportunities for continuous professional development.

Out of the online conference- especially in the interviews with students, teaching and administrative stuff and the business partners- the panel was impressed by the whole management of the programme`s daily business which leads to a full- service provision for the students.

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

4.3   Cooperation and partnerships

Partnership with academic institutions has become a high-profile issue engaging an increasing number of students and staff. KAZGUU and SLA have signed several partnership agreements with HEIs abroad. Some of them gave grounding to develop dual degree and academic mobility in the touristic programme. Additionally, students may participate in academic mobility programmes in the context of the Erasmus+ programme.

One of the SLA`s goals according to its Strategy is improving Employer/SLA cooperation. Following this goal, SLA strengthens cooperation with companies that are considered to be the key employers and business partners. Memorandums of understanding for developing long-term mutually beneficial partnerships, future implementation of joint programmes and projects in the field of education and research, as well as specific short-term agreements for designing students' internships were signed. SLA regularly involves employers, business partners, and other stakeholders in curricula review and takes into consideration feedback from them.

SLA has the cooperation agreements with a number of educational, language, and translation agencies where students can familiarise themselves with the activities of an organization and practise hard and soft skills related to their future profession. Translation Studies students can undergo internship in the following leading organizations in Kazakhstan with which the University has signed memorandum of cooperation or contract on internship:
- Ministry of Foreign Affairs of the Republic of Kazakhstan
- Translation Company «Gala Translations»
- Translation Agency «OLS»
- Translation Bureau «Enjoy Service»
- Translation Bureau «Astana-Translations»
- Engineering Centre «Sensys Engineering»
- Public Fund «Zeraina» (Project «Open English»)
- JSC «KazAgroFinance»
- Art Space «Talan Gallery»

Appraisal:

The scope and nature of cooperation with HEIs abroad as well as with enterprises are plausibly presented and documented as well as aligned with the strategy of the SLA.

The School has very close relationships with employers and involves them in the implementation and development of SLA study programmes. Moreover, they serve as future employer for the graduates of the programme.

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

4.4 Facilities and equipment

41 out of 78 university classrooms are equipped with stationary projectors. The University uses the VIA Go multimedia content system in 20 classrooms, which allows transferring images and video content from laptops and iOS / Android mobile devices to the projector wirelessly. Additionally, departments have movable projectors and laptops for teaching in classes without stationary equipment. There are 15 computer classes with 250 desktop and All-In-One computers with Internet access. The University has a free Wi-Fi network for all classrooms.

In 2021 the University opened the Atrium named after the second rector of the university Professor Shaikenov. It includes refurbished and furnished co-working areas, free zones and classrooms occupying more than 1200 square meters and equipped with computers, LCD panels and other equipment.

The online portal of the University has the e-mail address www.kazguu.kz. It has links to Platonus, Canvas, the system of electronic documents management 1C Enterprise and university Outlook.
Platonus – an electronic system designed by the MES and obligatory for use by all Kazakhstani HEIs – is integrated with Canvas and used by students for registering for the courses. It serves as a tool for student academic records. Canvas is used for all other academic purposes, such as exchanging the course materials and reaching students, conducting quizzes and exams, recording students' marks and attendance, running conferences and meetings.

There is special equipment to conduct practice in consecutive and simultaneous interpretation for students of Translation Studies. There are two language labs with necessary equipment for consecutive interpretation (accommodates 30 students) and one language lab for simultaneous interpretation which contain:
● 4 Processors (Intel Core i5 3330, HP Pro 35000MT)
● 85 computers
● 85 monitors (19 LG E1941S BN Black, 19,5 Acer V206HQL, Black, 18,5 Aser V193HQVBb Black)
● 85 System Units (HP Pro 3500 MT (B5H15ES) CDC G540, Intel Core i5 2400 3.1GHz/LGA-1155, HS-02B/mause netscroll120)
● 7 laptops (HP 620 Celeron 900-2.2GHz/15.6 HD250Gb/Intel GMA)
● 10 Projectors (Epson EB-S12 3LCD 2800, Epson EB-S18)

- 28 linguaphone tables for consecutive interpretation practice ● 1 interpretation booth
- 1 Central control unit (DSN-CCU2)
- 1 Medium power digital IR emitter (LBB)
- 1 4-channel digital transmitter optical interface for DCN NG INT-TX04
- 100 Digital IR receivers for 4 channels (LBB4540/04)
- 3 DCN-DISCS discussion channel selectors
- 2 DCN-IDESK channel interpreter consoles

M.S. Narikbayev Library (Library) space is multifaceted, with different social, cultural, and objective meanings, while also fostering, motivating, and inspiring collaborative and informal learning processes. There are nine halls at the library and open rooms. There are more than 60 Computer Workstations with Internet Access and Wi-Fi in the Library. Online booking service for Open Room is provided as well.

The Library provides access to the print collection (including textbook collection for students), licensed electronic book collection, digitized materials collection, rare books collection, periodicals collection and licensed electronic databases collection. The size of the print collection is around 39,000 unique titles of books on a wide variety of subject topics. The total number of copies is around 180,000 copies. Currently, the Library provides access to the following databases (Scopus, Web of Science, Science Direct, Westlaw, Westlaw UK, Paragraph and Best Profi). Throughout the year Library organizes trial access to the wide variety of scientific Databases in order to expand access to high quality scientific literature. As of the date of preparation of the report October 9, 2020 Library provides trial access to 9 high quality databases of scientific journals and books. Among them are Wiley Online Library, Cambridge Core, JSTOR, Hein Online, NexisUni, UNWTO, EL «Lan». All these resources all together provide access to thousands and millions of scientific articles, and other types of documents.

Remote access to the library e-resources is accessible to all University users with additional proxy-server settings. Instruction on additional proxy-server settings is uploaded on the library web-site.

Library physical space consists of nine reading halls, Open Rooms and "Abonement" department. Literature Circulation is conducted in "Abonement" department. There is special Hall for PhD students and Professors. Library is open for KAZGUU community members and public from Monday to Saturday, from 9 am until 8 pm. Before the pandemic times the library was opened until 10 pm. During the academic sessions library is opened during 24 hours.
Library provides such services as instructional sessions both online and offline, reference service by online chat, email, online form or phone. Representatives from different Information resources providers are also invited as a guest trainer. Series of short Video instructions on how to use and access electronic catalogue is available on the Library YouTube channel.

Appraisal:

Since an online conference was conducted, the panel did not have the opportunity to visit the University's building. The University has provided a virtual tour presenting the University's premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of the University is ensured with regard to the capacities for research, studies, teaching and administration as well as the available rooms and facilities.
The labs are equipped with state-of-the-art translation technology. Thus, the HEI contains appropriate rooms which possess the specific technical components needed for specific parts of the curriculum. The panel had the possibility to "see" this equipment through a Video-tour on the campus.

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

4.5 Additional services

Students and graduates can approach the Internship, Career and Employment Centre for career counselling and employment or internship opportunities. There are regular sessions on how to write a CV, a cover letter and how to pass an interview offered by the Centre. In addition, students and graduates can get their CVs and cover letters proofread by the Centre.

The Internship, Career and Employment Centre pays special attention to job placement for graduates and provides individual consultations on enhancing graduates' profiles with respect to requirements of the labour market. In addition, the centre works on a partnership between domestic and foreign companies for employment opportunities and internships for SLA students and alumni.

The centre monitors the employment of graduates on an annual basis and works on promoting their employment. One of the most important events for promoting the recruitment of students and graduates is the Job Fair. It is held every spring with an eye to introduce students and graduates to employers and is considered as a unique chance for them to pass an interview and interest potential employers, and also ask questions. In addition, the Centre advertises job openings and internships on its formal communication channels.

There is an alumni club which serves as a platform for uniting SLA graduates on a voluntary basis and building relationships with them. The club's main objective is providing all possible support and assistance to graduates in strengthening their social status and contributing to achieving success within the professional field.

As a member of this club, graduates have access to training programmes in order to enhance their professional skills on a pro bono basis.

SLA alumni reunion is held every autumn with a view to exchanging information on graduates' achievements and building alumni connections. In addition to that, graduates can be a part of Job Fair which is held every spring

KAZGUU alumni club was set up in 2008 with the aim to unite KAZGUU graduates of all generations, develop connections between them and preserve the unity of values and interests. In April 2020, KAZGUU initiated the creation of the KAZGUU Ambassadors Club programme, which includes volunteers from the most outstanding graduates from 1998 to 2009. Ambassadors serve as an important link between KAZGUU and its alumni, informing them about the events held at the university, uniting and encouraging them to actively participate in the life of the University.

KAZGUU alumni club holds a number of events on a regular basis to provide all possible support and assistance to graduates in strengthening their social status, achieving success within the professional field, and giving access to training programmes to enhance their professional skills. A variety of seminars on such topics as current changes in Kazakhstani legislation, persuasion skills, public speaking, emotional intelligence, etc. are held for

KAZGUU alumni. Every year alumni reunion is organized at KAZGUU to share information on graduates' achievements and build alumni connections.

KAZGUU alumni are also active participants of job fairs where they either search for relevant vacancies themselves or seek candidates for vacancies in their companies as potential employers. In addition, Higher Schools hold alumni meetings with students of the university to share their experiences and motivate students to strive for the better. A new online project "I am a graduate of KAZGUU" was set up in October 2020, in which a video interview about success story of our alumni is recorded. Finally, an alumni journal "KAZGUU ALUMNI" has been published this year for the first time and is planned to be released annually which contains interesting interviews with alumni, their achievements and success stories.

Appraisal:

Career counselling and placement services are offered to students and graduates on an individual basis and promote their employability. Such activities are planned on a long time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the university-wide corporate network. The School brings its graduates in contact with representatives from business enterprises at regular events.

Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient resources are available for this purpose.

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

4.6 Financing of the study programme (Asterisk Criterion)

The University's sources of funding are:
• Income from educational activities (commercial basis);
• Income from the Ministry of Education and Science;
• Scientific and fundamental research;
• Income from rental of residential and non-residential premises.

Expenditure planning is carried out in accordance with the internal cost classification and legislation of the Republic of Kazakhstan. The central budget is formed by combining the expenditure parts of the local budgets of the units, which is then integrated into a single form by the Department of Financial Development and Control.

One of the main factors of the University, in particular, deficit-free budget, and, at the same time, competitiveness, is the price of educational services. Therefore, each year, before the admission campaign, the Board approves the Register of the cost of educational services.

The Financial Development and Control Department monitors the effectiveness of the university's financial resources. An annual financial report on actual performance is prepared and is publicly available on www.gosreestr.kz (register of state enterprises and institutions, legal entities with state participation in the authorized capital), after approval by the Board of Directors.

Appraisal:

Based on the information provided to the panel, the panel formed the view that the study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies

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

5.   Quality assurance and documentation

Quality Assurance (QA) is achieved and managed by QA Policy and the following QA documents:
- Academic and Research Council bylaws
- School Committees bylaws
- Academic Policy
- Handbook on Ensuring Academic Integrity
- Inclusive Education Policy
- Examination Regulations
- Thesis Guidelines
- Academic Integrity League Standards.

Three QA Units are responsible for the implementation of the QA Documents: Academic and Research Council, School Committees and QA Manager (QAM).

Academic and Research Council is the highest academic body of the University that determines the development of academic and research activity at the university level, approves all QA Documents, creates, modifies and eliminates academic units. All powers and responsibilities of the Academic and Research Council are listed in the Academic and Research Council bylaws approved by the Management Board.

School Committees are the collegiate bodies of Schools that determines the development of academic and research activity at the school level, review students' appeals and ensures the quality of the content of all courses taught by school faculty. A school committee is composed of faculty members, one student and school administration.

QAM is responsible for monitoring the implementation of all QA Mechanisms, publishing the latest versions of all QA documents on the official website, reporting data analysis and interpretation to the Academic and Research Council, School Committees, Provost and Chairman of the Management Board. QAM may request any information relating to the academic process from Schools and other departments and provides recommendations to the Academic and Research Council and School Committees.

QA mechanisms are divided into two groups: internal and external.
Internal QA Mechanisms are assured by the QA Documents and include academic programmes' development, course design, registration process, inclusive education, teaching quality, assessment quality, examinations, credit-bearing internships, students' final projects, master theses and doctoral dissertations, student appeal, student satisfaction survey, teacher motivation and job satisfaction survey, alumni survey and employer feedback. Each Internal QA Mechanism represents a cycle consisting of four stages: Plan, Do, Check and Act. In order to ensure quality control and enhancement, at least two QA Units participate in Check and Act stages.

External QA Mechanisms are represented by the following:
- participation of external stakeholders in the design and review of academic programmes
- compliance with the Academic Integrity League's principles and regular monitoring
- participation at the national Ranking of Educational Programmes' carried on by the National Chamber of Entrepreneurs
- international accreditations.

KAZGUU School of Liberal Arts has two committees - Academic Quality Assurance Committee and Research and Ethics Committee.

At KAZGUU SLA School, Quality Assurance is coordinated by the Academic Quality Assurance Committee. The Committee is composed of seven school faculty who are elected at school meetings at the beginning of the academic year. The main aim of QAC is to monitor the quality of education programs, general education disciplines and compliance with the rules and regulations of the university's academic policy. To be specific, QAC functions are as follows:

● correction, development and approval of common standards for syllabi, which include transparent assessment criteria, taking into account the Handbook on Ensuring Academic Integrity at KAZGUU University.
● approval of the forms of the final control in the disciplines of the SLA.
● consideration of current issues on educational and methodological work on the recommendation of the directorate of the SLA and the coordinators of the departments.
● monitoring and analyzing the progress of the educational process, developing recommendations for improving the quality of the organization of the educational process at the SLA. At the end of the academic year, course management forms, faculty evaluation survey results26, examination results analysis are heard.
● approval of the catalog of elective disciplines.
● consideration of current issues on the organization of the educational process (credit transfer, retake of assignments and other students' and parents' applications).
● Quality Assurance Tools on the school level.
● Evaluation by Students.
● Evaluation by Faculty Members.
● Evaluation by Alumni, Employers and third parties.

The Research and Ethics Committee is the executive and policy-making body regulating research, corporate and business ethics at the SLA. The main objectives of the Science and Ethics Committee are:

1. Development of policy and ethics of research activities of the School.
2. Development of corporate and business ethics at the School, maintaining a positive business image of the School and resolving conflict situations associated with violation of ethical norms and rules for conducting educational activities.

Until the end of each academic period, the school administration conducts an anonymous survey of students to assess the quality of teaching.

The form of the questionnaire is approved by the Quality Assurance Committee members and reflects the most important moments of student-teacher interaction. The survey also includes open-ended questions in which students can describe their negative or positive opinions about teaching and the teacher, as well as their wishes and recommendations for improving the quality of teaching.

The questionnaire is launched in the second half of the semester, the results of the questionnaire, namely the average score given by the students, are taken into account when conducting the rating assessment of the teaching staff.

The generalized results of the questionnaire are transmitted to the coordinators of departments and heads of educational programs for analysis and possible subsequent recommendations to specific teachers. Instructors receive the results of the anonymous student survey after the semester is finished and grades are finalized.

Instructors are expected to take into account the feedback provided by students and implement necessary changes into the course programme for the next semester or academic

year. Consideration and revision of students' feedback is documented in the Course Management Form (CMF) as recommendations for the next course. Implementation of necessary changes in a modified and adapted form is tracked by the Quality Assurance Committee of the SLA during the process of affirmation of syllabi.

Faculty regularly participate in programme evaluation. They are interviewed or asked to fill in the course management form where they share the experience and evaluate their own experience and satisfaction with the teaching process. All the ideas are discussed during the QAC meetings and are reflected in the semester report. Moreover permanent peer observations and QAC lesson assessment are conducted each semester by the QAC of the SLA.

At the end of the semester, all faculty members are to fill in the Course Management Form. The form aims to evaluate the course and suggest any recommendation for improvement. The assigned person analyses the forms and submits to QAC, where it is discussed. The Chairman of QAC sends the protocol with further recommendations to school faculty. These recommendations are taken into account while developing the syllabi for the corresponding semester.

In terms of classroom observation, faculty and QAC members hold formal classroom observation each semester. The results of formal observation go to final faculty attestation that takes place twice per year. The purpose of classroom observation is not only to evaluate faculty by faculty but to exchange the professional pedagogical experience.

The Business Council was established to promote the development of quality education and formation of SLA students' knowledge and skills essential for today's labour market. The members of the Business Council are representatives of companies which carry out their activities within the framework of SLA' s study programmes. The meetings are held on an annual basis where the company representatives can participate in the development and modernization of Bachelor's and Master's degree programmes operating in SLA. Following a meeting, recommendations for updating the content of study programmes are transferred to the educational programme Leader, which in turn reviews recommendations and transfers them to the Academic Quality Committee of SLA for approval.

The programme description, terms, conditions, regulations and other essential information is provided in the following documents:
● Quality Assurance Policy
● KAZGUU Academic Policy
● Handbook on Ensuring Academic Integrity
● The SLA Catalogue
● Programme curriculum
● Admission Policy
● Inclusive Education Policy
● KAZGUU Assessment Policy (Examination Regulations) ● Course syllabi
● Senior Project guidelines
● Internship Policy
● Code of Conduct
● Course Schedule (Platonus)

The documents are regularly updated and revised by the School. The documents (except for Committees' minutes) are available in the open access to students and University community on the website or via Platonus system. Internal documentation is also coordinated with the Office of the Registrar.

News about current events, activities, internships or any other information about the programme or School is regularly published and brought to notice of students using several means of communication. The official website of M. Narikbayev KAZGUU University with a separate page dedicated to School of Liberal Arts regularly publishes news, reports and announcements that are available to current students but also to the general public as well.

Communication with students is also ensured in social media platforms such as Telegram channel kazguu_sla, Instagram account kazguu_sla and Facebook. There is a manager within the School structure who is in charge of timely and regular publication of the news. Social media is an essential part of the School's marketing and brand building strategy which also allows effective student engagement and their instant feedback. Therefore, SLA takes the function of communicating with and informing the student body and public seriously.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. Additionally, graduates and representatives from the business world participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

Evaluation by the students, quality control by the faculty as well as external evaluation by alumni is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

The panel is convinced that the members of SLA/KAZGUU as well as external stakeholders and the public are informed on University's activities on a regular basis and through diverse channels (internal communication platforms such as LMS Canvas, Platonus and meetings as well as social media). The announcements on the website as well as the use of social media ensure that the prospective and current students, faculty, staff, parents, alumni, partners as well as the general audience are provided with information on School's activities and services.

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

Quality profile

HEI: M. Narikbayev KAZGUU University, Higher School of Liberal Arts

Master programme: Translation (M.A.)

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

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

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