

# Decision of the FIBAA Accreditation and Certification Committee



4<sup>th</sup> Meeting on November 26, 2021

## PROGRAMME ACCREDITATION

**Project Number:** 20/055  
**Higher Education Institution:** M. Narikbayev KAZGUU University, Higher School of Liberal Arts  
**Location:** Nur-Sultan, Kazakhstan  
**Study Programme:** Applied Linguistics (Bachelor 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

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**Higher Education Institution (HEI):**

M. Narikbayev KAZGUU University, Higher School of Liberal Arts

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**Bachelor study programme:**

Applied Linguistics

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**Qualification awarded on completion:**

Bachelor of Arts (B.A.)

# General Information on the study programme

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**Brief description of the study programme:**

The Applied Linguistics programme is aimed to train a versatile, multi-skilled specialist in applied linguistics with language proficiency in two foreign languages, sound knowledge of research methodology, able to apply contemporary approaches to teaching foreign languages, and possess skills of editing and media writing.

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**Type of study programme:**

Bachelor programme

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**Projected study time and number of ECTS points assigned to the study programme:**

4 years, 248 ECTS points

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**Mode of study:**

full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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

100

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**Programme cycle starts in:**

winter semester

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**Initial start of the programme:**

2019

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**Type of accreditation:**

Initial accreditation

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

Bachelor of Service Management in Tourism  
Bachelor of Service Management in Hospitality  
Translation (B.A.)  
Translation (M.A.)

# Procedure

A contract for the initial accreditation of the study programme Applied Linguistics (B.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 Linguistics)  
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 14st – June 16nd, 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 study programme Applied Linguistics (B.A.) offered by M. Narikbayev KAZGUU University (Nur-Sultan, Kazakhstan) fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26<sup>th</sup>, 2021 and finishing on November 25<sup>th</sup>, 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:

- Logic and conceptual coherence (see Chapter 3.1.1)
- Examination and final thesis (see Chapter 3.1.7)

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)

# 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<sup>1</sup>. The University is a member of the Kazakhstani Association of Higher Education Institutions<sup>2</sup> and the Eurasian Association of Universities<sup>3</sup>. In 2011, the University signed the Magna Charta of the European Universities in Bologna<sup>4</sup>.

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”<sup>5</sup> 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”<sup>6</sup>. 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 programmes (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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<sup>1</sup> approved by Protocol No. 9 of the extraordinary General Meeting of Shareholders of «M. Narikbayev KAZGUU University» JSC dated March 06, 2019

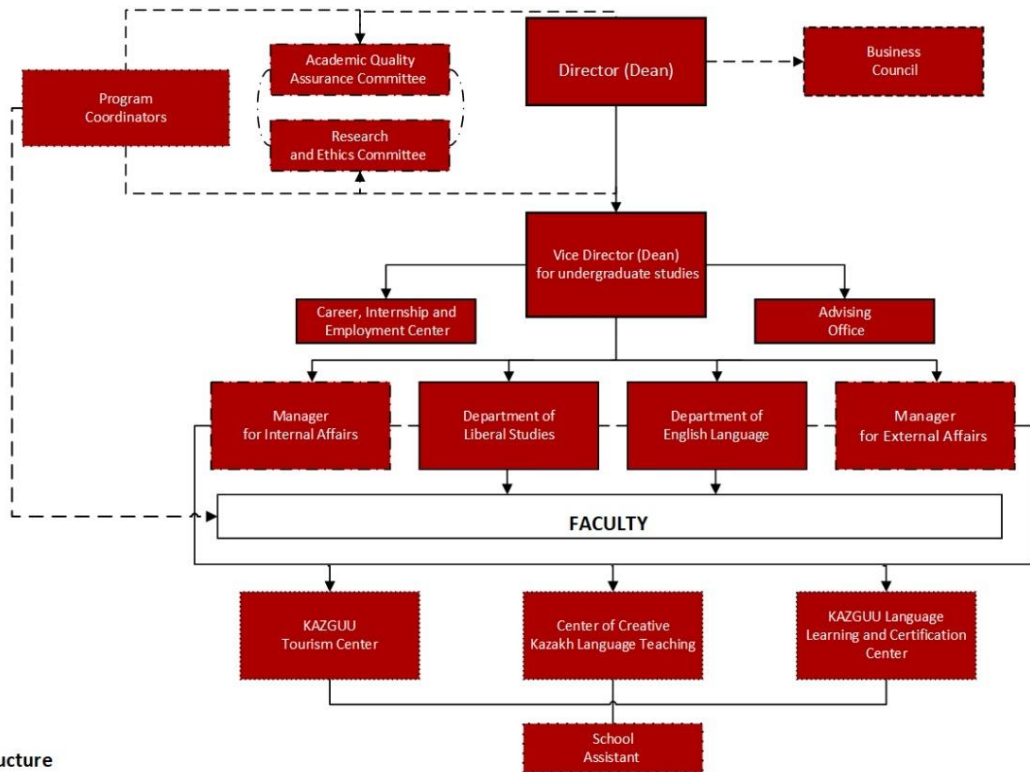
<sup>2</sup> <http://edurk.kz/>

<sup>3</sup> <http://www.eau-msu.ru/eng/>

<sup>4</sup> <http://www.magna-charta.org/magna-charta-universitatum/signatory-universities>

<sup>5</sup> <https://atameken.kz/ru/>

<sup>6</sup> <https://adaldyq.kz>



**Organizational structure**

School of Liberal Arts  
M.Narikbayev KAZGUU University

Regarding the number of students of Applied Linguistics, a significant increase from 39 to 55 students has been observed in the last two years. The attractiveness of the programme due to its novelty on the Kazakhstani educational market and growing need for highly qualified specialists in applied linguistics from the labour market has resulted in boosting interest among applicants for this major. In addition, the number of applicants for the Applied Linguistics programme at KAZGUU University has increased due to the state educational grants. The benefit of enrolling such students is that in order to obtain a state educational grant, they have to undergo intense competition and only the best students are selected. The dynamics of student enrollment can be seen in the table below:

**Number of students enrolled by major Applied Linguistics<sup>5</sup> (2019-2020)**

Applied Linguistics	2019	2020
Number of applicants	41	62
Number of students accepted	39	55



# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk-Criterion)

The Applied Linguistics programme is aimed to train a versatile, multi-skilled specialist in applied linguistics with language proficiency in two foreign languages, sound knowledge of research methodology, able to apply contemporary approaches to teaching foreign languages, and possess skills of editing and media writing. The programme is designed in accordance with the State Compulsory Education Standard of the Republic of Kazakhstan from 31 March 2018 #604 and National Qualification Framework by the order of 16 March 2016 which corresponds to the Qualification Frameworks in the EHEA and the levels of education determined by the “Law on Education” of the Republic of Kazakhstan from 27 July 2007. In accordance with Level 6 of the National Qualification Framework, the Applied Linguistics programme is focused on the development of theoretical and practical knowledge in the professional field of linguistics; students will be able to apply this theoretical and practical knowledge to analyze, develop arguments, solve problems, make decisions, manage processes, and conduct research on the chosen topic independently which will help them deal with professional tasks and achieve professional goals successfully.

The Applied Linguistics programme is targeted at those who aspire to become professionals in linguistics and choose the focus in teaching, translation, or media writing. The programme also takes into account societal context and promotes the knowledge of English language in the framework of trilingual policy of the Republic of Kazakhstan.

By the end of this programme, graduates shall be able to:

LO1 – apply theoretical bases of lexicology, grammar, phonetics, stylistics, history of English and other sections of foreign linguistics in language analysis;

LO2 – conduct research and work on a project in linguistics and other sciences;

LO3 – apply modern methods of language teaching and assessment;

LO4 – communicate effectively using first and second foreign languages in multilingual and multicultural contexts;

LO5 – possess analytical, decision making and problem solving skills;

LO6 – express ideas, facts, opinions or beliefs in ways that are relevant and appropriate to the audience, context, purpose or genre;

LO7 – use a variety of resources to locate, retrieve and evaluate relevant sources and information;

LO8 – apply the knowledge of language theory and practice in editing;

LO9 – demonstrate outstanding skills of media writing;

LO10 – manage emotional intelligence in professional and interpersonal communication.

### 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 Bachelor 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 Applied Linguistics educational programme is aimed to train a multi-skilled specialist in linguistics who will be able to successfully perform and complete tasks on the international level using language proficiency in two foreign languages, sound knowledge of research methodology, contemporary approaches to teaching foreign languages, and skills of editing and media writing. Internationalization is defined as Strategic goal 4 in KAZGUU Strategic Planning for 2021-20233 and is supported throughout the programme.

Programme`s content figured out in general education courses (Philosophy and Identity in Contemporary World, Basic Foreign Language) and major courses (Sociolinguistics, Cross-Cultural Communication, Literature, Terminology, History of Language, History of Teaching methods) cover international oriented issues.

International experience is also transferred by international academic faculty from the Netherlands, UK, India, Germany, France, Italy, and China. In addition, most of the local faculty either obtained a master`s degree abroad or had some international experience, so they are able to expose students to the international perspective as well.

### 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)					

## 1.3 Positioning of the study programme

Applied linguistics is a comparatively new field of study in the international arena and has not been represented in Kazakhstan among the fields of study as a separate study programme taught in English so far. The programme was launched with the following purposes:

1) to raise the awareness of interdisciplinarity of the field as it is interrelated with the various fields of study such as sociology, psychology, cultural study, cognitive science, forensic science in terms of examining written evidence and language of legislation, history in terms of language development, artificial intelligence in terms of natural language processing, political science;

2) to make the Applied Linguistics programme accessible on the local level as the programme is popular among the Bolashak applicants (the number of applicants is limited meaning that only a certain group of people has the opportunity to study this field);

3) to prepare the generation of specialists in applied linguistics who possess international knowledge of best practices in applied linguistics and to research language issues locally using this knowledge, apply the results of language studies in at least three fields that are language teaching, editing, and media writing.

The Applied Linguistics programme is included in the list of priority specialties for the award of international grants by the BOLASHAK programme. This is the most popular and prestigious scholarship programme in Kazakhstan for the graduate and postgraduate levels, the main aim of which is to train specialists in top international universities for priority sectors of the economy of the Republic of Kazakhstan. The Applied Linguistics programme on the bachelor level in Kazakhstan will equip students with necessary qualifications to successfully apply to the BOLASHAK programme and pursue their further graduate studies in a leading university abroad. Upon completion of their studies, according to the contract graduates return to Kazakhstan and apply their knowledge for the development of the country's economy.

The Applied Linguistics programme was initially developed based on the employers' demand and modern labour requirements as currently there is a lack of such specialists in Kazakhstan. It offers a wide range of career perspectives to its graduates as they are equipped with necessary knowledge and skills in linguistics and gain additional qualifications from the minor programmes. Upon completion of the programme, students can seek employment in:

- higher and secondary education institutions;
- governmental agencies;
- non-governmental organizations;
- communications agencies;
- language service providers;
- international companies;
- translation and business interpreting in the private and/or public sector;
- tourism and event agencies;
- translation offices;
- embassies and foreign missions;
- cultural centers;
- research and analytical centers;
- publishing houses.

In order to keep the programme up-to-date and satisfy the employers' requirements the Business Council meets annually to provide consultation and feedback on the educational programme from leading experts and professionals in the field. These experts are representatives of different companies and organizations which are partners of KAZGUU University and can also provide employment for our successful graduates.

The importance and relevance of specialists in Applied Linguistics is also reflected in the tri-lingual policy of Kazakhstan. Graduates of the minor programme in TESOL with the knowledge of CLIL methods will be able to deliver quality language training and meet the need for highly-qualified English language teachers in Kazakhstan.

The study programme is aligned with KAZGUU Strategic planning for 2021-2023 and the University mission. 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 international 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 by developing this programme based on the given needs of their business partners.

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 accordance with the MES requirements, to be enrolled for the undergraduate programme a secondary school leaver must take the Unified National Test (UNT). The test consists of two blocks:

The admission policy and requirements for applicants are based on the SLA Academic Policy 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.

First and second subjects and minimum test score to enter a HEI are defined by the state centralised regulations. For the SLA programmes first and second subjects are foreign language and Geography. Minimum UNT score is 50 out of 140. KAZGUU requires at least 27 points for English language and at least 5 points in World History.

From 2016 enrolment, the SLA fully switched to English as a mean of instruction and set minimum language requirements for applicants as follows:

- IELTS 3.0 or
- KEPT (KAZGUU English Placement Test) 40 points – equal to A2 of the CEFR level

KAZGUU English Placement Test (KEPT) is administered by the School of Liberal Arts to KAZGUU applicants during July 11th- July 16th. It includes listening, reading, writing and speaking sections. A minimum score of 40 generally corresponds with IELTS 3.0. If an applicant does not meet the required level of English, he or she can attend Intensive Classes (scheduled to July 18 – August 27) enabling to achieve required level up to the last enrolment date (August 29). In 2020, the preparatory English course took place online via Zoom.

In the first year 20 ECTS credits (General English and Academic English) are allocated in order to improve students’ English language proficiency by one CEFR level. In their second year of study 5 more credits are allocated to Professional English course to improve their language skills further for successful submission of their written assignments and oral presentations. In addition, all students can request individual consultations with their English language instructors if they have additional queries during office hours outlined in the course syllabus.

The eligible candidate must apply directly to the University Admission Office and submit required paper documents (including the UNT certificate); the list of them is available at the SLA website.

Foreigners wishing to apply to an undergraduate academic programme at KAZGUU according to the MES requirements must present their secondary school completion documents and have an interview with the Admission Committee appointed by the SLA comprising of the SLA academics and administrators. The criteria of selection via interview are established as follows:

- Motivation

- Critical thinking and openness
- Readiness for academic study.

Additionally, the website reveals all information for applicants along with an opportunity to gain the university scholarship. The latter information is updated annually. For example, in 2020, there were 30 scholarships available in addition to the scholarships for vulnerable students distributed by the Corporate Fund "KAZGUU Endowment". These additional scholarships called M. Narikbayev Scholarship were awarded based on applicants' academic and extra-curricular performance. Since the tuition fee is credit (ECTS) based, and it differs slightly across majors, the scholarship amount is calculated based on ECTS. For example, in 2020, 7440 ECTS were granted to the most talented applicants, particularly, 15 scholarships (3720 ECTS) were granted to the applicants from the Bilim Innovation lyceums (<https://bil.edu.kz/en/>), 5 scholarships (1240 ECTS) were granted to the applicants from other secondary schools, 10 scholarships (2480 ECTS) were granted to the applicants from Uzbekistan. The decision to grant the scholarship based on the criteria set is annually taken by the KAZGUU Management Board.

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.

## 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 Applied Linguistics programme consists of general education courses, university required professional courses, programme required professional courses and elective courses.

The first unit comprises a cycle of general education courses in accordance with the State Compulsory Education Standard of the Republic of Kazakhstan from 31 March 2018, and course as for example Basic Foreign language and Introduction to Linguistics provide a smooth transition to the professional courses in linguistics. The second unit develops their basic professional competences in linguistics and includes university required professional courses. In Academic Writing C1, C2 students develop their level of English language by working with academic texts, reading scholarly articles, writing a variety of academic essays, and learning formatting and referencing appropriately, which prepares them for the course in research.

A significant attention is paid to the development of research skills through Research methods courses. These courses help students progressively enhance their knowledge and skills in qualitative, quantitative, and mixed-methods research designs which also trains them to write research papers in their major courses and prepares them for their final bachelor thesis. Research skills are also vital upon graduation for their future employment as it trains them to collect, interpret, and analyze data effectively which is necessary in almost any professional field.

To apply theoretical knowledge in practice the programme provides introductory, industry-based and on-the-job training internships in their 1, 3 and 4-year of studies.

from the 4th to the 7th semester students can choose from the list of elective courses such as Mass Media and Society, Functional Type and Genre of the Media Text, Fact Checking, Speech Writing, Communication Ethics, News Writing and Reporting, Translation and Interpreting Theory, Terminology, Translation Tools and Practice, Business Translation, Technical Translation, Legal Translation, TOLES Foundation, TOLES Higher, Translation I,II,III Consecutive and Simultaneous Interpretation I,II,III Technology in L2 teaching and learning, Content and Language Integrated Learning, Research methods III, Basics of Lexicography, Creative Writing, Literature. The courses are the components of three minor programmes offered by the School of Liberal Arts: Minor in TESOL(Teaching English to Speakers of Other Languages), Minor in Media linguistics, Minor in Translation and Minor in Conference Interpreting that allow students to gain the complementary knowledge and skills in teaching foreign languages, translation and media writing.

In **Minor in TESOL** (Teaching English to Speakers of Other Languages) students develop theoretical and practical knowledge of modern methods and approaches in teaching a foreign language, apply technology in teaching a foreign language, and design study materials. Therefore, this programme is oriented towards the current needs of the country and provides the labour market with innovative and competent English language teachers.

**Minor in Translation** is designed for those who want to possess knowledge and skills in translation and be able to apply technology and translation memory tools. **Minor in Conference Interpreting** is developed for students who want to acquire the strategies and skills of consecutive and simultaneous interpretation to enhance their employment opportunities. Media-linguistics is a relatively new area of study in Kazakhstan but rapidly-developing as local and foreign media play an increasingly important role in the information flow and influence a lot of aspects of people's lives. The minor programme in Media Linguistics aims to study the functioning of the language in media. Students learn to determine the status of the media language in terms of functional stylistics. This course



covers methods for describing media texts of various types, the influence of sociocultural factors and language techniques on people's minds.

## Curriculum Overview



6B02302 - Applied Linguistics (Full-time, 4 years, 2020 cohort)

Course code	Course title	Credit points per semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	Weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in class	Hours Self Study			

## Semester 1

General Education Disciplines														
GED 1102	Kazakh / Russian Language (A1, A2, B1, B2, C1)	5								45	105	L/T/S	Final Assignment (Writing task)	40%
BFL 1108	Basic Foreign Language (B1)	10								90	210	T/S	Speaking and Opinion Essay (200 min)	30%
IKT 1105	Information and Communication Technologies	5								45	105	L/T/S	Final Project (Take home assignment)	40%
PICW I 1105	Philosophy and Identity in the Contemporary World I	4								30	60	L/T/S	Final Essay (Take home assignment)	40%
GrU 1107	Grammar In Use	5								45	105	L/T/S	Final Grammar Test (75 min)	40%
FK (1)(2)(3)(4)	Physical Education	2								20	40	L/T/S	N/A	

TSOIR (1) (2)	CSI (Creativity. Service. Intelligence)	0							0	0	L/T/S	Community service projects	Pass /Fail
	<b>Total</b>	<b>31*</b>											
	<b>Semester 2</b>												
	<b>General Education Disciplines</b>												
PICW II 1106	Philosophy and Identity in the Contemporary World II		4						30	60	L/T/S	Group Project	40%
GED 1103	Kazakh / Russian Language (A1+, A2+, B1+, B2+, C1+)		5						45	105	L/T/S	Final Assignment (Writing)	40%
IL 1109	Introduction to Linguistics		5						45	105	L/T/S	Final exam: Language Analysis (90 min) Use of language (90 min)	40%
GED 1101	Contemporary History of Kazakhstan		5						45	105	L/T/S	State Examination: Essay	40%
FK	Physical Education		2						20	40	L/T/S	N/A	
	<b>Basic Disciplines - Core (university) component</b>												
BFL 1201	Basic Foreign Language (B2)		10								T/S	Speaking and Opinion Essay (200 min)	40%
	<b>Total</b>		<b>31*</b>										

		Semester 3												
		General Education Disciplines												
FK (1)(2)(3)(4)	Physical Education			2						20	40	L/T/S	N/A	



		Basic Disciplines - Core (university) component												
GA 2202	Grammar Awareness			5						45	105	L/T/S	Final assignment (80 min): Multiple-choice test Definitions Practical questions	40%
FL I 2208	Foreign Language I (A0,A1)			10						90	210	T/S	Speaking, Reading, Writing, Grammar/Vocabulary Test	40%
AW C1 2206	Academic Writing (C1)			5						45	105	T/S	Research Proposal (Take home examination)	40%
		Major Disciplines - university component												
RM I 2301	Research Methods I			5						45	105	L/T/S	Small scale research presentation (3 hours)	40%
HL 2303	History of English Language			5						45	105	L/T/S	Final assignment (75): Multiple-choice questions Open questions Analysis of a period	40%
		<b>Total</b>		<b>32*</b>										

Semester 4														
General Education Disciplines														
FK (1)(2)(3)(4) )	Physical Education				2					20	40	L/T/S	N/A	
Basic Disciplines - Core (university) component														
MSL 2203	Morphology, Syntax and Lexis				5					45	105	L/T/S	Final assignment (75 min): Multiple-Choice Test Open Questions Oral Part	30%
AW C2 2207	Academic Writing (C2)				5					45	105	T/S	Final Assignment: Research Paper (take home examination)	30%
FL II 2209	Foreign Language II (A2)				10					90	210	T/S	Final examination (200 min): Speaking, Reading and Use of Language, Writing	40%
Major Disciplines - university component														
RM II 2302	Research Methods II				5					45	105	L/T/S	Theory and practice test (3 hours): Open questions	50%

													Findings Interpretation tasks	
HTM 2304	History of Teaching Methods - M4				5					45	105	L/T/S	Final assignment Critical Essay on Experimental Practice	40%
	<b>Total</b>				<b>32*</b>									

<b>Semester 5</b>														
<b>Basic Disciplines - Core (university) component</b>														
PP 3204	Phonetics and Phonology				5					45	105	L/T/S	Final assignment (3 hours): Theory Test Phonetic analysis	40%
FL III 3210	Foreign Language III (B1)				5					45	105	L/T/S	Final examination (200 min): Speaking, Reading and Use of Language, Writing	40%
LE 3205	Literary editing				5					45	105	L/T/S	Final assignment (take home examination): Editing project	40%

Basic Disciplines - elective component														
MMS 3215	Mass Media and Society - M1					5				45	105	L/T/S	Final assignment (take home examination): Critical Essay	40%
FTGMT 3216	Functional Type and Genre of the Media Text - M1					5				45	105	L/T/S	Final assignment (take home examination): Genre analysis paper	40%
TIT 3221	Translation and Interpreting Theory - M2, M3					5				45	105	L/T/S	Oral examination (3 hours): Theory of Translation open questions	40%
Major Disciplines - university component														
LA 3305	Language Acquisition (Language L, Language T) - M4					5				45	105	L/T/S	Final assignment (75 min): Language learning and teaching problem sets	30%
Total						35*								

Semester 6

Basic Disciplines - Core (university) component													
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FL IV 3211	Foreign Language IV (B2)						5			45	105	T/S	Final examination (200 min): Speaking, Reading and Use of Language, Writing	40%
CCC 3213	Cross-cultural communication						5			45	105	L/T/S	Analytic paper - analysis of an interaction (take home examination)	40%
<b>Basic Disciplines - elective component</b>														
CE 3218	Communication Ethics - M1						5			45	105	L/T/S	Final Essay (take home examination)	40%
SW 3217	Speech Writing - M1						5			45	105	L/T/S	Final Assignment: Creating and Presenting own speech on the chosen topic (15 min presentation per person)	40%
Term 4222	Terminology - M2, M3						5			45	105	L/T/S	Final Terminology Project – submitting and presenting glossaries (3 hours)	40%



Tran I 3229	Translation I - M2						5			45	105	T/S	Final translation assignment Reflective essay submission (take home examination)	20%
CSI I 3230	Consecutive and Simultaneous Interpretation I - M3						5			45	105	T/S	Final Assignment (6 hours): Consecutive interpreting task Simultaneous interpreting task	20%
TL2TL 3233	Technology in L2 Teaching and Learning - M4						5			45	105	L/T/S	Presentation of developed computer-based materials (15 min per pair)	40%
CLIL 3234	Content and Language Integrated Learning -M4						5			45	105	L/T/S	CLIL demo lessons planning and presentations (15 min per pair)	40%
<b>Major Disciplines - university component</b>														
CDMD 3306	Course development and Material design - M4						5			45	105	L/T/S	Course syllabus presentation	40%
CL 3307	Corpus Linguistics						5			45	105	L/T/S	Research paper (take home assignment)	40%

Total								33*						
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Semester 7														
Basic Disciplines - Core (university) component														
FL V 4212	Foreign Language V (C1)							5		45	105	L/T/S	Final examination (200 min): Speaking, Reading and Use of Language, Writing	40%
Socl 4214	Sociolinguistics							3		30	60	L/T/S	Research paper (take home examination)	40%
Basic Disciplines - elective component														
NWR 4219	News Writing and Reporting - M1							5		45	105	L/T/S	News article submission	40%
FC 4220	Fact checking - M1							5		45	105	T/S	Final project (piece of news analysis) - take home examination	40%
BT 4224	Business translation - M2							5		45	105	T/S	Final examination: Translation assignment with glossary	30%
TT 4225	Technical translation - M2							5		45	105	T/S	Final examination: Translation assignment with glossary	30%

LT 4226	Legal translation - M2							5		45	105	T/S	Final examination: Translation assignment with glossary	40%
TF 4227	TOLES Foundation - M2							5		45	105	T/S	Final test with variation of tasks (gap completion, True/False etc.) (120 min)	40%
TH 4228	Toles Higher - M2							5		45	105	T/S	Final test with multiple choice and open questions	40%
Tran II 4231	Translation II - M2							5		45	105	T/S	Final examination: Translation assignment with glossary	40%
CSI II 4232	Consecutive and Simultaneous Interpretation II - M3							5		45	105	T/S	Final Assignment (6 hours): Consecutive interpreting task Simultaneous interpreting task	40%
TTP 3223	Translation tools and Practice - M3							5		45	105	T/S	Translation project (take home examination)	40%
<b>Major Disciplines - university component</b>														

Styl 4308	Stylistics - M1							5		45	105	T/S	Stylistic analysis of a public speech (take home examination)	40%
LTA 4309	Language Testing and Assessment - M4							5		45	105	T/S	Development of an assessment task with in-class presentation (3 hours)	40%
<b>Major Disciplines - elective component</b>														
RM III 4309	Research Methods III							5		45	105	L/T/S	Mixed research design presentation (6 hours)	40%
BL 4310	Basics of Lexicography							5		45	105	L/T/S	Compilation of an explanatory dictionary (take home examination)	40%
CW 4311	Creative Writing							5		45	105	L/T/S	Writing a story ((take home examination)	40%
Lit 4312	Literature							5		45	105	L/T/S	Compiling a portfolio (take home examination)	40%
Tran III 4313	Translation III							10		90	210	T/S	Final examination: Translation assignment with glossary	40%

													(take home examination)	
CSI III 4314	Consecutive and Simultaneous Interpretation III							10		90	210	T/S	Final Assignment (6 hours): Consecutive interpreting task Simultaneous interpreting task	40%
<b>Total</b>								<b>33*</b>						
<b>Internship</b>														
UOP	Introductory Internship		1										Internship Report (take home examination)	100%
PP I	Industry based Internship						3						Presentation of internship diary and report (15 min per person)	50%
PP II	On-the-job training								8				Presentation of internship diary and report (15 min per person)	50%
<b>Bachelor's Thesis (Bachelor Senior Project)</b>														
BA	Research project/Bachelor thesis (Writing and defending a thesis (project) or passing state exams in two major disciplines)													
<b>Total</b>									<b>20*</b>					
<b>Total</b>		31	32	32	32	35	33	33	20	2555	5905			
<b>L:</b>	<b>Lecture</b>													
<b>S:</b>	<b>Seminar</b>													
<b>T:</b>	<b>Tutorial</b>													

The name of the programme is justified in its interdisciplinary nature as Applied Linguistics is closely related with sociolinguistics, cultural studies, media studies, education, communication and enables students to investigate real-life language-related problems in different contexts.

In the first year students study the courses from the general education cycle to receive a solid foundation for further study of the professional courses and they get some general understanding of research and project work in the courses of ICTs, Philosophy and Identity in the Contemporary World, Introduction to Linguistics. They also have an introductory internship in the first year, in which they learn to build their career plan and focus on the development of skills which will be necessary for their future employment. Internship also helps them develop their basic research and presentation skills as they will have to defend their presentations.

Most of the courses are taught by the specialists from the industry which enables students to receive hands-on knowledge and experience from professionals. In addition to the Research methods course, students are also exposed to conducting small-scale research and linguistic analysis in their major courses.

The courses from minor programmes are all centered around practical examples. Students of Media Linguistics develop the basic practical skills necessary for working in the field of media: editing, analysis, writing articles and reviewing events. Upon completion of a minor in TESOL, students demonstrate theoretical and practical knowledge of modern methods and approaches in teaching a foreign language, apply technology in teaching a foreign language, and design and develop teaching materials. They acquire this knowledge during their course of History of Teaching methods and apply in such courses as Course Development and Material Design, Language Acquisition, Language Testing and Assessment, Technology in L2 Teaching and Learning. To complete this minor programme, students should also pass teaching practice in which they apply this theoretical and practical knowledge gained in the above-mentioned courses. Minors in Translation and Conference Interpreting are 90% practically-oriented taught by experienced translators and interpreters who are able to transfer their hands-on experience and prepare students for successful employment as a translator / interpreter and specialist in the field of intercultural communication. Students of these minors undergo their internship in translation agencies and bureaus and often take part in conferences as translators and interpreters. In the third year of study students have an industry-based internship and in the last year of study they have on-the-job training to be fully-equipped for the labour market. The internship provides students with the opportunity to be involved in professional activities depending on the chosen study trajectory within the programme.

The main aim of this internship is to enable students to apply theoretical and practical knowledge in the professional field, gain experience and understand job responsibilities and basic requirements for the profession.

Applied Linguistics is an interdisciplinary field in itself as it investigates the language problems from real life in different fields. This interdisciplinary knowledge is developed in such courses as Cross-cultural Communication, Sociolinguistics, Corpus Linguistics, Basics of Lexicography, Literary editing, Creative Writing, Stylistics, Content and Language Integrated Learning which develop their multiple perspectives, creative thinking, analyzing and synthesizing, research skills and lead to broader, more profound and comprehensive understanding of their professional field.

The Applied Linguistics programme gives students the opportunity to complete at least two minors throughout their study.

The Applied Linguistics programme aims to teach students research and professional ethics and promotes these concepts in its courses with a particular focus in their professional courses.

Academic Writing C1 and C2 provide additional language support and teach essential skills of paraphrasing, summarizing, analyzing, synthesizing, and formatting. Research methods I,II,III provide an extensive theoretical and practical base for the acquisition of necessary competences to conduct research in social sciences.

Research methods I course introduces students with the qualitative methods in social science focused on investigation of concepts, meanings, and understandings via gathering and analyzing non-numerical data. The programme of the course involves the study of the qualitative data collection tools, interpretation of the results of research, and practical tasks.

Research methods II course acquaints students with quantitative methods in social science focused on systematic empirical investigation of observable phenomena via statistical analyses. The programme of the course involves the study of the main tools to collect quantitative data, types of statistical analyses as well as interpretation of the results of research, and practical tasks.

Research methods III course is designed to educate students about more sophisticated methods of mixed methods research to investigate more complex phenomena. As a result, there is a gradual progression from the basic to more advanced research methods to ensure students' thorough understanding and engagement in research.

The performance of the students in each module is evaluated by various examination forms such as paper based examination, reports, essays, summaries, reflection paper, projects, case-studies or presentations. The format depends upon the learning outcomes of the course and programme objectives and qualification level. Confidentiality is kept during the exam and after it when the instructor assesses the exam and gives feedback. The rules of behaviour during the exams and the consequences of their breach are described in the syllabi.

In ICTs course students have to develop a new group project using open source CAT tools, present and defend it in viva voce. In addition to developing their technical competencies, such final projects enable students to develop their team-work, time management and presentation skills.

Final assignment in the Introduction to Linguistics course involves writing a 1500-2000 word research paper to check students' understanding of the key issues in the field of applied linguistics, their knowledge of the most common concepts and terminology in applied linguistics. In Research methods I students need to conduct a small scale research and defend it via oral presentation which helps to evaluate students' understanding of research terminology, ethical principles, ability to apply research tools and conduct analysis. Since most of the assignments are delivered in written form, instructors provide students with detailed feedback on strengths and areas for improvement based on the rubrics outlined in the syllabus.

The final bachelor thesis that students have to submit at the end of the programme is regulated by the Bachelor's Senior project guidelines. The recommended size of the SP paper at the level of a bachelor's degree is approximately from 6,000 to 8,000 words in length, excluding endnotes, tables, appendices, and bibliography. Each SP paper is expected to meet all the requirements stated in the guidelines. The themes for the SP are suggested and approved by the employers along with the programme coordinator and graduates themselves during their meetings. SP is carried out in groups (up to four students). The authors of the SP defend their project within 15 minutes revealing the aim, objectives, novelty, findings explaining the process and implications for further development at the State Attestation Commission. The members of the State Attestation Commission should possess rich relevant academic and professional experience; their candidacies are first recommended by the Programme Coordinator and the Dean of the School for the consideration at the SLA Research and Ethics Committee and are then approved by the Academic and Research Council.

## Appraisal:

The panel formed the view that the curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The major electives enable students to acquire additional competences and skills. As the major Applied Linguistics is very broad and still not very well known in Kasachstan, the panel appreciates, that the programme contains the course "Introduction of Applied Linguistics" in order to sharpen student's view on the curriculum's content. Moreover, given the goal that graduates will be able to work as teachers, the panel saw the need for a course in contemporary/ modern methods of teaching. The university decided implementing such a course in the next academic year. Regarding the minor media linguistics, the panel recommends to replace it in favour to an elective general linguistics/theoretical knowledge in linguistics.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. Integration of theory and practice is ensured through 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 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. The panel appreciates the use of CAT- Tools.

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 examinations 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, it completely agrees 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 individual 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	4 years
Number of Credit Points (CP)	248
Workload per CP	30
Number of modules	9
Time required for processing the final thesis and awarded CP	12 ECTS credits (360 hours)
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.)	2555

The programme comprises university required basic courses, university required professional courses, programme required professional courses and elective courses. In addition students undertake introductory internship, industry-based internship, and on-the-job training (12 ECTS credits overall), and 12 credits are allocated for the final bachelor senior project. The programme is divided according to the modules that cumulatively create the graduates' profile. Thus, there are 9 modules<sup>9</sup> (See Annex 9 for more details):

- Module of General Education Disciplines
- Module of English Language Proficiency and Introduction to the Major
- Module of the Second Foreign Language Proficiency
- Module of English Language Theory
- Module of Minor in TESOL
- Module of Minor in Media Linguistics
- Module of Minor in Translation
- Module of Minor in Conference Interpretation
- Module of Writing and Research Skills

Throughout the projected study period students can choose their study trajectory by selecting from the compulsory and basic courses, university required professional courses, programme required professional courses and elective courses from every module.

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 to classmates' 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%  $\pm$  5% of "B+", "B" and "B-" grades; not less than 30%  $\pm$  5% of "C+", "C" and "C-" grades; not less than 25%  $\pm$  5% of "D+" and "D" grades; and not less than 10%  $\pm$  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		
P	-	-	Pass	<p>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".</p> <p>The maximum number of credits for the entire training period is 10 ECTS .</p> <p>Grades "pass"/"fail" do not have an expression in points and is not taken into account when calculating the GPA.</p> <p>Credits in the discipline in the case of obtaining a grade of "P" are counted.</p>
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

## 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

Each instructor independently develops their didactic materials except for the required courses for which the joint development of syllabus, exam and other assignments by the group of instructors teaching one course is recommended. Each course syllabus defines course objectives and learning outcomes and designs the programme and list of assignments in accordance with them. At the beginning of semester the syllabus is reviewed by the AQAC. At the end of semester instructors have a chance to evaluate how well the course programme and chosen didactical methods achieved stated objectives and how

efficiently the assignment helped to achieve learning outcomes when submitting the course evaluation form.

An important part of the programme studies involves group discussions, exchanging experiences with teaching faculty and other students on various issues beyond the module topics. This so-called networking opportunity is highly encouraged by both the students and teaching faculty. Instructors are encouraged not to limit their classes to lectures only but to use interactive techniques of student engagement and different types of conducting the class instead. For example, lecture-conference, lecture-conversation and seminars, debates. In addition, various types of assignments are encouraged depending on course objectives and learning outcomes: projects, case studies, presentations, reflections, comparative study, sightseeing cards, excursion defense. Overall, the courses are organized with the focus on student-centered learning. The Senior Project is designed as a practical work in which students can apply their knowledge and skills to solve the “real-life” issue to prepare them for future jobs. An important part of the didactical approach used is presented by guest lectures and events organized as part of the course.

The courses are structured in modules or weeks (depending on instructor’s preferences) and uploaded into the Canvas learning management system for effective use for both parties. In Canvas LMS teachers (instructors) publish and manage their courses (post syllabus, including expected learning outcomes and assessment criteria, upload video and text materials connected to the study course, distribute the weight of assignments and quizzes, etc.), check students’ homework (these works may be checked through similarity detection system “Turnitin”), keeps track of academic performance and attendance, communicates with students, etc. Students have access to the syllabus, study materials, look through the gradebook, calendar and other materials, communicate with teachers, submit homework, pass quizzes, etc. The use of this system enhances the academic process and proved to be efficient in the context of online learning during the pandemic in 2020.

The SLA supports its academic staff to diversify teaching methods used. For instance, during the 2019/20 academic year two didactical events were conducted: Workshop “CLIL”, October, 2019; “Inclusive Education”, October, 2019 with the assistance of partners from Leiden University, Netherlands. Moreover, annually the SLA organizes Winter Schools of pedagogical excellence where lecturers are able to discuss and share their skills and practices.

The learning materials are the area of responsibility for the teaching faculty who delivers classes. All learning materials are regularly updated and also available for students during their studies in the electronic format. The learning materials give the students different points of view including approaches, solutions to different academic aspects, vision from various angles. This enables a certain degree of versatility and avoids sticking to one theory or one opinion.

Course materials might include (but not limited to): syllabus which is developed by instructors themselves; textbooks, scientific and academic articles, cases; lecture notes/theses; class plan or outline; presentations, videos, interactive tools; additional materials: quizzes, exams. According to the KAZGUU Academic Policy, instructors are required to upload all course materials (syllabus, lectures’ presentations/notes, textbook (if appropriate), case-studies, assignments, etc.) to Canvas LMS, to provide availability for all students registered to the course. The Programme Coordinator has an individual access to Canvas and must review all course materials every semester to assure their relevance and quality. The literature recommended by the instructor shall be up-to-date and published at least during the last ten years (with the exception of specified disciplines such as History or Philosophy).

KAZGUU encourages the teaching faculty to invite guest lecturers to their class as they represent employers. Through bringing fresh and first hand cases to the class, they enhance students’ industry insights and increase their employability. The School took into consideration the recommendation of the panel in previous accreditation and made an effort

to invite more representatives of the different branches. The list of guest lecturers includes company representatives, public authorities, and international professors mainly from the tourism sector but also those who shared their experience in leadership and soft skills. Additionally, Tourism programme students can attend guest lectures organized by other departments and Schools, which are announced on the official website and social media accounts.

The position of the lecturing tutor is not common in the post-soviet countries, including Kazakhstan. Moreover, strict MES regulations do not assume such positions, requiring at the same time a narrow range of teaching-related jobs. According to the MES requirements, the position of the professor's assistant could be occupied by a person with a degree not less than the Master's. In accordance with the KAZGUU regulations, one instructor totally covers all course-related activities, and the help of an assistant is normally not provided. SLA assistants can help the instructors with some organisational activities, such as proctoring during the exams, printing class or exam materials, preparing the classroom, etc.

### 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 up to date and digitally accessible for the students. However, some materials and course descriptions are outdated regarding the currently available literature, the panel recommends to revise them. The panel recommends SLA to take attention to this, to include the latest literature on Second Language Acquisition and ensure that all course descriptions contain information on required literature with strong focus on latest international literature.

Guest lecturers are invited and contribute to the students' qualification process with their experience.

Since the position of the lecturing tutor is not common in Kazakhstan, this criterion is assessed as not relevant.

	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

Applied Linguistics is a fully English-taught programme. In the Basic Foreign Language course students are exposed to such international topics as people, foreign languages, hyperglots, feelings, tourism, technology, health, working life, rules and laws, education, and leisure around the world. Students discuss these topics from different perspectives and understand what is appropriate in one culture and not the other. Students learn how to ask

follow-up questions, respond to news, express different feelings, sympathise and give and respond to suggestions in English which will help them in t. Philosophy and Identity in the Contemporary World course aims to master abstract and concrete forms of thinking and create a model of rules for the moral and ethical development of the individual and the preservation of identity in a globalized world. Students study a Human in the range of contemporary issues and challenges that people face every day.he future when they work and communicate in multi-cultural environments.

Sociolinguistics examines the ways in which relationships and structures in society influence language and vice versa. It examines variations in language that are determined by region, sex, social level, and cultural groupings. Cross-cultural communication introduces students to the cross-cultural communication phenomenon as an important issue in the era of globalization and internationalization. Students study the peculiarities and the ways of effective communication between people from different cultures.

These are a few of the examples of courses which aim to train a multidisciplinary broad-profile linguist who is able to carry out effective communication in a multicultural and multilingual environment both in English and in a second foreign language; express thoughts, ideas and beliefs, focusing on the specifics of the audience, context, purpose and style; follow professional ethics; and manage emotional intelligence in personal and professional relationships achieving the programme learning outcomes.

The Applied Linguistics programme is a new programme launched in 2019, so it has not had international students so far. However, certain measures are taken to promote this programme on the international level and attract more international students. KAZGUU University has launched M.Narikbayev Scholarship programme to attract talented applicants and allocates 10 grants to promising applicants from CIS countries.

Three guest lecturers from abroad taught different courses in the newly launched programme:

Nº	Name of the guest lecturer	Course/topic	Date/Period
<b>Foreign faculty</b>			
1	Robert Sim, Co-director of Unicom Language and Education Consulting Services, the UK, CELTA-certified English language instructor	Basic Foreign Language B1	September-December, 2020
2	Sufyan Mustafa, MSc in Information Technology, India, Director of Parakozm Ltd, which is focused on Edtech, whitelable software development, bespoke enterprise-app development, MedTech, game development, etc.	Information Technologies	September-December, 2019-2020
3	Henk Frencken, Educational consultant, ICLON, Graduate School of Teaching, Leiden University, the Netherlands	Basic Foreign Language B1	September-October, 2019

In addition to foreign faculty, courses in Applied Linguistics are also taught by local faculty who have international academic and professional experience in leading world universities and are able to share this experience and knowledge with their students.

## Appraisal:

The panel appreciates the international experience of most of the faculty and that the programme`s management already succeeded in inviting foreign professors for teaching. This promotes students` intercultural competences. Thus, the international-related content of the curriculum is shared well.



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. This is a good framework for attracting international students. However, the panel thinks the student body might gradually feature more international students.

	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)

Soft skills including communication skills, teamwork, conflict resolution, and public-speaking skills are practiced throughout the whole period of studies in various disciplines via various didactical methods. Primarily, language courses (English, Kazakh/Russian and second foreign language) are designed to develop practical skills. During those courses students not only learn grammar and punctuation rules or expand their vocabulary, but also, they practice public-speaking by preparing speeches, presentations and projects. Secondly, both general education disciplines as well as specialized courses include group project assessments. This exercise helps students to develop their organizational skills, teamwork, time-management, conflict resolution, project management and other collaboration and communication skills. Presentations of various types, such as presentation of the city tour, presentation of the book, presentation on various topics help students to prepare a professional speech in different languages, including English language. Starting with the first year of education students prepare various projects the difficulty and complexity of which increases each year. By their fourth year students are expected to be ready for a professional presentation of their research findings in their Senior Project.

Main professional skills of communication, conflict management, teamwork are practiced during internships. Students find themselves in different environments, learn new rules and regulations, conduct behavior and have a chance to practice those skills in a genuine working environment.

#### 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.



		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 aims to open a wide array of employment opportunities for students upon graduation as it trains a multidisciplinary broad-profile linguist who will have specialization in either teaching, research, media linguistics, translation and interpretation, or foreign languages and will be able to work in educational organizations, language service providers, translation agencies, research and analytical centers, publishing houses, embassies and other areas where experts in applied linguistics are required.

12 ECTS credits are allocated for the internship in the programme. Students of the programme have their educational internship in their first year of study, the main aim of which is to enable them to build a career plan and develop initial practical skills forming their future professional competences.

In their third year students have an industry-based internship, which is aimed at their vocational training, the development of their critical thinking skills, and the formation of self-learning and self-development skills. The internship provides students with the opportunity to be involved in professional activities depending on the Minor programme being studied.

The final on-the-job training in their 4-year provides students with their first extensive practical experience and potential employment upon successful completion of the programme.

#### Appraisal:

The panel welcomes the internships integrated in the curriculum as well as the different minors.

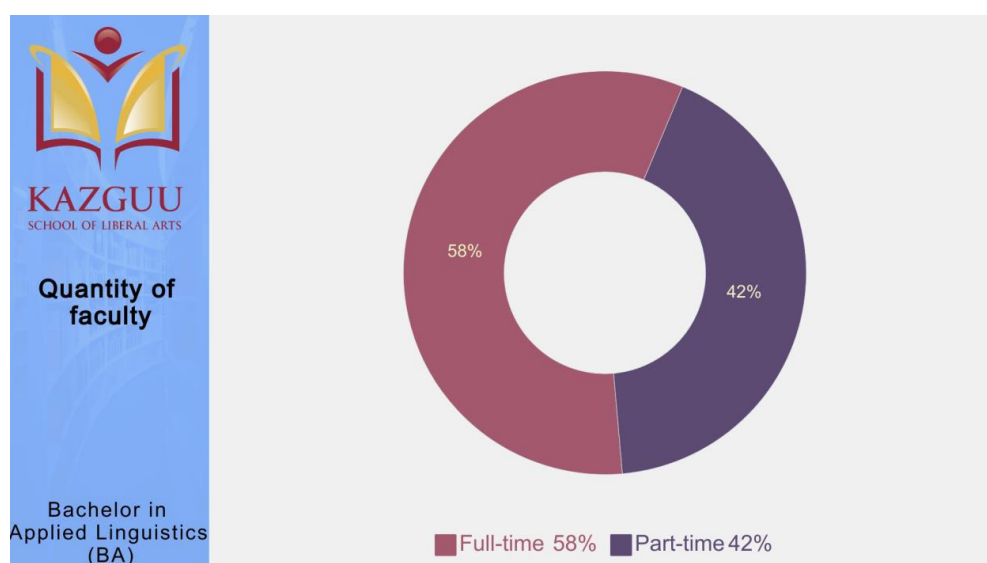
The development of the programme is strongly focussed on the potential employability of the graduates. The courses and minors are oriented towards developing working skills for students to strengthen their employability. However, given the content of the programme (see appraisal in chapter 3.1) the panel recommends SLA from the very beginning being aware of the added value of this programme for the professional field and ensure the linkage between the qualification goal of the programme and future employers.

		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 Applied Linguistics consists of 15 full-time and 11 part-time lecturers for bachelor level students. Most of the faculty hold a degree from a foreign university or possess academic or professional international experience. All full-time faculty have necessary academic qualifications in the field of linguistics and part-time faculty teaching major courses come with rich practical experience from their professional field. Faculty teaching major courses in Applied Linguistics all come with a rich professional background and use it in their teaching experience.



Many instructors in the programme are part-timers and some of them are new to teaching and the academic environment, the School and Programme Coordinator provide constant support and help them to adapt and strengthen their pedagogical skills for teaching. They have access to University facilities, including library and electronic databases. At the beginning of semester a series of workshops is organized to introduce the University procedures and regulations, and also to demonstrate the programme functions in Canvas LMS, Platonus. Instructors have access to workshops on pedagogical and didactic methodology organized by the School and are encouraged to seek additional resources that might help them enhance their teaching methods.

The recruitment process follows the policy of the University. The SLA 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 both the work of academic programme coordinator, Office of Academic Advisers, Internship, Career and Employment Centre, Academic Quality Assurance Committee (hereinafter QAC), Research and Ethics Committee and professors, lecturers, instructors inside the School. In addition, all above mentioned stakeholders collaborate with university units to assure the quality of academic services. The cooperation inside the school and outside is described in the business process section that can be found on KAZGUU SLA website.

Academic programme coordinator is in charge of developing course modules, which are then reviewed by potential employers. After that, course modules and course syllabi are discussed at QAC, which aims to monitor the course content to meet academic programme objectives and learning outcomes. Course syllabi are designed by professors and lecturers appointed by academic programme coordinators or department coordinators. Despite the fact that one person is responsible for syllabus design, both the content of syllabi and assessment criteria are discussed by the group of lecturers. The given group works at the selection of materials, course schedule, development of course objectives and learning outcomes, which align the programme outcomes, development of assessment criteria and recommendations for graded assignments.

At the moment, KAZGUU SLA actively recruits potential employers to read disciplines for students. These specialists are also involved in course module development, which helps to assure the hands-on connection between course content and real-life practice. In addition, school lectures are currently involved in making video content, which is successfully integrated into the course program.

There is no module evaluation, but the evaluation of the whole course at the end of the semester. The course is evaluated by faculty, who report their course reflection in Course Management Forms.

Any issues that arise during the course delivery are addressed by the academic programme coordinator and other stakeholders. In case of course enrollment issues, students apply to their correspondent advisor. If students somehow disagree with their grades, they apply to the school directory via university students' center to appeal the results of their assignments. Furthermore, a programme or department coordinator assigns an appeal committee, which consists of faculty teaching the same course. The given committee discusses students' appeals, rebuts or satisfies them. In terms of academic integrity issues, faculty or students apply to the Research and Ethics Committee.

To conclude, KAZGUU School of Liberal Arts involves all necessary persons and units to deliver a quality academic process. All course syllabi are designed and checked by the corresponding faculty.

Students' support by the faculty is provided within office hours in accordance with the schedule approved. Office hours' information is given in each syllabus. Additional consultancy might be provided by the faculty by appointment if needed. Consultations via email and Canvas could also be provided.

## 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 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 from 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 5 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.

On the basis of the online conference- especially the interviews with students, teaching and administrative staff 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.

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.

KAZGUU is also awarded the status of the Authorised British Council IELTS Registration Centre and helps students to prepare and register for the IELTS exam.

Cooperation agreement with Public Fund "Zeraina" is aimed to develop cooperation in education and research, realization of social projects, organization of professional development courses, seminars and workshops for students and teachers, short-term and long-term student internships.

Such kind of cooperation is important as it allows to exchange experience and knowledge with each other, develop innovative methods of teaching, keep up-to-date on what is necessary for businesses in terms of qualifications and competences, and involve businesses to cooperate on the development of the programme by being a member of the Business Council. The Business Council is an independent, consultative – advisory body which shares its expertise on developing the educational programmes taking into account best international experience and practices. One of the main priorities of the School of Liberal Arts is the improvement of educational programmes in accordance with the demands and views of employers, academic and strategic business partners which are shared during annual meetings of the Business Council.

## 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. It is clearly to be seen, how the huge network contributes to the development of qualifications and skills of the students in the running programmes of SLA. During the interviews with business partners and programme management, the panel could state the great interest and commitment of the employers in the university. They already participated in the development of Applied Linguistics.

The panel appreciates the big efforts of KAZGUU in developing and fostering cooperations with HEIs abroad.

		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](http://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.

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.

	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. The panel is confident that future graduates will also be part of these well established structures.

		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](http://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 results<sup>26</sup>, 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

Bachelor programme: Applied Linguistics (B.A.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
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		
<b>2</b>	<b>Admission</b>					
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		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
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		
<b>4. Academic environment and framework conditions</b>					
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)					
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		
<b>5 Quality assurance and documentation</b>					
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			