

Decision of the FIBAA Accreditation and Certification Committee



4th Meeting on November 26, 2021

PROGRAMME ACCREDITATION

Project Number:	20/055
Higher Education Institution:	M. Narikbayev KAZGUU University, School of Liberal Arts
Location:	Nur-Sultan, Kazakhstan
Study Programme:	Bachelor of Service Management with the Major Tourism
Type of Accreditation:	re-accreditation

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

According to § 7 (6) in conjunction with § 9 (1) and § 10 (2) 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 re-accredited.

Period of Accreditation: October 1, 2021 until September 30, 2028

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

M. Narikbayev KAZGUU University, Higher School of Liberal Arts

Bachelor study programme:

Bachelor of Service Management with the Major Tourism (BSM)

Qualification awarded on completion:

Bachelor of Service Management (BSM)

General Information on the study programme

Brief description of the study programme:

The programme is focused on providing essential skills and knowledge of management and business processes in the tourism industry at local and international level in accordance with up-to-date requirements of the field. Students of the programme will acquire theoretical foundation as well as hands-on experience in evaluating tourism field cases, organizing and managing cultural and business events, and developing operational and strategic plans in tourism-related projects. The programme is committed to preparing high-level professionals qualified for a career in the tourism industry both on national and worldwide scale.

Type of study programme:

Bachelor programme

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

4 years, 248 ECTS points

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

optional

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

220

Programme cycle starts in:

winter semester

Initial start of the programme:

2006

Type of accreditation:

Re-accreditation

Accreditation in one cluster (cluster 2) with:

Applied Linguistics (B.A.)

Translation (B.A.)

Translation (M.A.)

Bachelor of Service Management with the Major Hospitality

last accreditation period:

September 30, 2016 to September 30, 2021

Provisional extension until November 25, 2021

Procedure

A contract for the initial accreditation of the study programme Bachelor of Service Management with the Major Tourism (BSM.) 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 Sergejevna 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 Bachelor of Service Management with the Major Tourism (BSM.) offered by M. Narikbayev KAZGUU University (Nur-Sultan, Kazakhstan) fulfils the FIBAA quality requirements for bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on October 1st, 2021 and finishing on September 30th, 2028 without condition. 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.

The panel members identified several areas where the programme could be further developed:

- Examination and final thesis (see Chapter 3.1.7),
- Course materials (see Chapter 3.3.2),
- Guest lecturers (see Chapter 3.3.3)

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),
- Logic and conceptual coherence (see chapter 3.1.1)
- Foreign language content (see Chapter 3.4.4),
 - Internal cooperation (see Chapter 4.1.5),
 - Student support by the faculty (see Chapter 4.1.6),
 - Programme director (see Chapter 4.2),
 - Process Organisation (see Chapter 4.2),
 - Cooperation with business enterprises (see Chapter 4.3.2),
 - 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 University¹. The University is a member of the Kazakhstani Association of Higher Education Institutions² and the Eurasian Association of Universities³. In 2011, the University signed the Magna Charta of the European Universities in Bologna⁴.

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

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

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

¹ approved by Protocol No. 9 of the extraordinary General Meeting of Shareholders of «M. Narikbayev KAZGUU University» JSC dated March 06, 2019

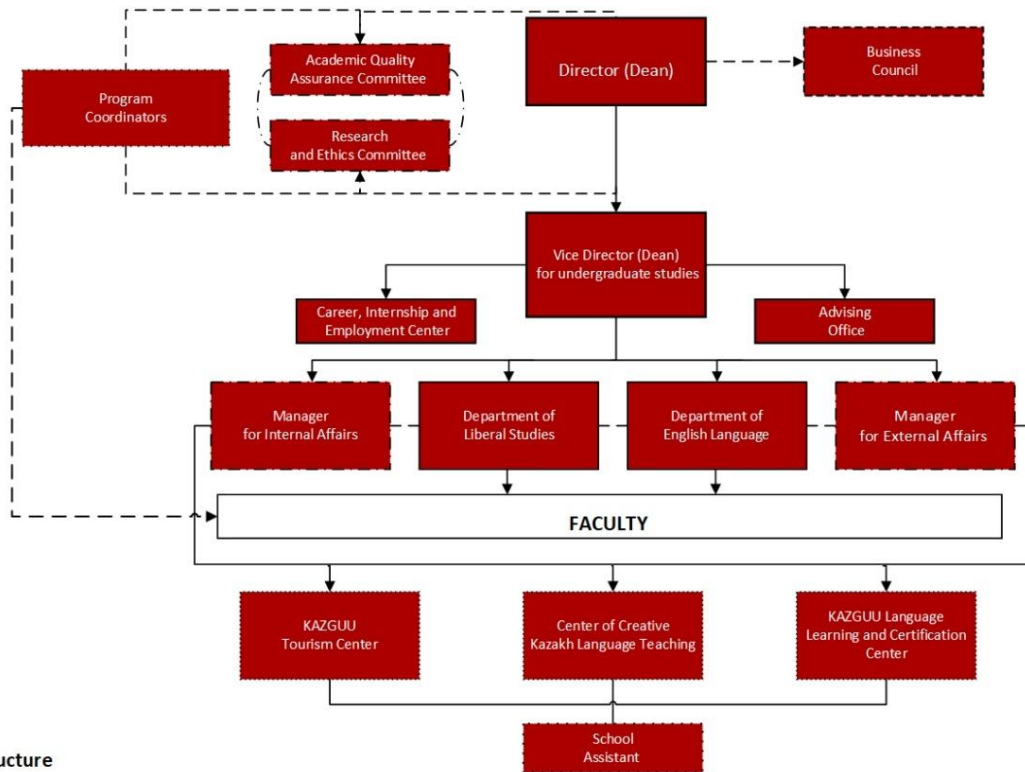
² <http://edurk.kz/>

³ <http://www.eau-msu.ru/eng/>

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

⁵ <https://atameken.kz/ru/>

⁶ <https://adaldyq.kz>



Organizational structure
 School of Liberal Arts
 M.Narikbayev KAZGUU University

Further development of the programme, implementation of recommendations from previous accreditation, statistical data and evaluation results

In 2016, the Programme "Tourism" received FIBAA accreditation and appraisal with recommendations for improving the content of the program. Among them was a recommendation to diversify branches of the programme to expand the network of partners. To work on this recommendation, cooperation and interaction with partners of the University was strengthened, the range of skills that potential employers would like to see in the profile of a future graduate were analyzed. To correspond to the updated profile and diversify the branches within the programme, new disciplines were added to the curriculum. Numerous agreements were signed with several international hotels in Nur-Sultan, with local companies and associations, as well as with governmental and semi-governmental organizations.

The programme received more academic freedom in terms of offering disciplines relevant to the labor market and with regard to didactic approaches used. The programme was transferred from the Higher School of Economics to the School of Liberal Arts in 2020, which allowed the programme to shift away from rather general Economics related disciplines and to shape a more specialized tourism-industry oriented programme.

The content of the EP "Tourism" was expanded as a result of consultation with employers and partners, and in accordance with the best practices of international Tourism programmes in the world. The curriculum was supplemented with a list of elective disciplines such as Rural Tourism, Tourism Industry Analysis, MICE Tourism, Sustainable Tourism, Art and Museum Management, Marketing and management of tourist destinations, Urban Tourism, Entrepreneurship and Innovation in Tourism & Hospitality and others. Those courses help students to build a trajectory in the main directions of the tourism industry and become in-demand specialists after completing their studies. Nevertheless, economics, management and business related disciplines were not lost either in the curriculum but now they are

offered specifically with the focus on Tourism: Tourism Marketing, Tourism Management, Consumer Behavior, Hotel and Restaurant Management, Project Planning in Tourism and Hospitality, HR in Tourism and Hospitality, Tourism Economics, Introduction to Accounting in Tourism and Hospitality.

Updated curriculum now offers a wider range of elective disciplines that allow students to obtain a specialization (minor) in such areas as Minor in Marketing for Tourism and Hospitality, Minor in Tour Guiding, Minor in Hotel and Restaurant Business, Minor in Domestic and Inbound Tourism. Taking into consideration consultations with partners of the University, especially in the hospitality industry, their recommendation to increase the number of hours allocated for the study of a second foreign language was embodied. Knowledge of a second foreign language, in addition to English, today is one of the urgent requests of international hotels operating in Kazakhstan and around the world.

Regarding the number of students, a significant increase from 27 students to 89 has been observed in the period from 2016 to 2020. The reforms of 2014-2015 have influenced the perception of Tourism Major on the market and recent years have shown an increase in the overall number of enrolled students, except for 2019. In 2019 University decided to concentrate only on independently funded students due to the lack of state financial support. In 2020, the government of the country decided to increase the average funding of state educational grants from 420 thousand tenge to 1 million tenge (Official Information Source of the Prime Minister of the Republic of Kazakhstan). Also in 2020, the number of government educational grants was increased, in particular, in the direction of programmes preparing specialists for the service industry - 500 grants were allocated for training specialists in "Tourism". All this, in turn, increased the number of applicants for the programme "Tourism" at the KAZGUU University. Nevertheless, in order to maintain the quality and competitiveness of the programme, the SLA sets foreign language entrance requirements which are not set by other HEIs, which might also affect the number of applicants. The dynamics of student enrollment can be seen in the table below.

Table 1. Number of students enrolled by major Tourism (2016-2020)⁴

SLA Bachelor Programme	2016	2017	2018	2019	2020
Number of applications	30	44	94	34	93
Number of students accepted	27	43	86	31	89

The overall performance rate indicated by GPA of students in the programme varies from 2,87 in 2016 to 3,07 in 2019 and to 2,96 in 2020. The average GPA requirement for admission to graduate school in different countries is around 3.0 out of 4 which demonstrates good performance of students considering adequate level of workload and programme difficulty. Current performance of students is close to that indicator and allows programme graduates to pursue further studies in universities around the world. On the other hand, the lack of inflated or overly high level of GPA close to 4.0 indicates that the level of difficulty of requirements corresponds with the desired quality of education and requires students to take effort in their studies. Table 2 below illustrates the Tourism major graduates' average GPA in the period from 2016 to 2019.

Table 2. Average GPA of Tourism Programme Graduates in 2016-2020

Bachelor Programme	2016 (enrollment 2012/2013)	2017 (enrollment 2013/2014)	2018 (enrollment 2014/2015)	2019 (enrollment 2015/2016)	2020 (enrollment 2016/2017)
Tourism	2,87	2,99	3,0	3,07	2,96

Another improvement of the programme based on recommendations from the previous accreditation concerns the Senior Thesis. The rules, regulations and guidelines for the project were closely reviewed by the SLA Research and Ethics Committee. Presently, together with submission of the research paper the students are defending their work during the VIVA presentation. Introduction of oral examination helps students to balance out the final grade for the project and to practice presentation skills in an academic environment to be prepared for similar tasks during their professional career.

Appraisal

The panel appreciates the efforts of the university further developing the programme and encourages the university with the following recommendations to keep on that path.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The programme is focused on providing essential skills and knowledge of management and business processes in the tourism industry at local and international level in accordance with up-to-date requirements of the field. Students of the programme will acquire theoretical foundation as well as hands-on experience in evaluating tourism field cases, organizing and managing cultural and business events, and developing operational and strategic plans in tourism-related projects. The programme is committed to preparing high-level professionals qualified for a career in the tourism industry both on national and worldwide scale.

Target group is represented mostly by the secondary school graduates from Nur-Sultan and several regions of the country. The programme graduate will be able to seek employment at international hotels such as The Ritz-Carlton Astana, Hilton Astana, Wyndham Hotels and Resorts, St.Regis Astana, Radisson Hotel Astana, Astana Marriott Hotel, Sheraton Nur-Sultan Hotel and their branches abroad; at local tourist companies and agencies “Kazunion”, “Triumph Travel”, “SkyWay”; in tourist associations and professional organizations such as Eurasian Association of Tourism and “Astana-Invest”. After acquiring fundamental knowledge and basic skills, at their third year of study students may independently shape their future profile by getting access to the range of elective courses and consultancy from programme coordinator, advisor and academic staff. At the same time, the academic programme is flexible enough to provide students with an opportunity to get exposed toward related professions in a future if necessary and be able to acquire additional skills independently. Together with professional skills and knowledge in the sphere of tourism, students develop personal skills such as time-management, project-management, teamwork, discipline, leadership skills in the course of all four years of studies. Moreover, with the help of CSI project, students develop personal and social consciousness and responsibility.

Upon completion of the programme the graduates of BSM in Tourism are expected to be able to:

- LO1 – identify the main strengths and weaknesses of local and regional tourism management organizations;
- LO2 – conduct case-study analysis to solve managerial and marketing related issues in tourism industry;
- LO3 – evaluate and assess tourism field cases;
- LO4 – solve tourism-related issues taking into account the principles of sustainable development;
- LO5 – communicate effectively in at least two or more foreign languages;
- LO6 – organize and manage events of any scale and theme, including cultural, business and mega-events;
- LO7 – use best marketing practices to develop business, operational and strategic plans in tourism and travel industry;
- LO8 – conduct empirical research;
- LO9 – apply knowledge of law and regulations related to tourism and services spheres;
- LO10 – develop strategies for planning and developing tourist destinations and tourist zones;
- LO11 – possess teamwork and interpersonal communication skills.

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)

According to the KAZGUU University Strategy international orientation of the study programmes is considered to be one of the main priorities. To achieve it, the University undertakes the following steps:

- The academic programmes were reviewed in order to revise the desirable employers' profile. The bachelor programmes are focused on delivering knowledge and skills demanded first of all by the international and national employers, such as Hotels, Tour Operators, Online Travel Agencies, Destination Management Organizations, international companies and institutions operating in Kazakhstan, etc.
- The instructor's profile was also examined, and academic staff changed significantly. For the SLA in general, majority of the academic staff members are those with the degree gained from internationally recognized universities; for the faculty members teaching in the academic programme in Tourism – 99%. There is one instructor without a foreign degree, but having obtained internationally recognized professional certification in a relevant field.
- The number of the courses taught in English increased - if in 2013/14 only one was provided in English, now - all courses (except language courses) are taught in English language and they are grounded on the internationally recognised textbooks, case studies, and other didactical materials and to have strong international context.
- The academic mobility programme is realized in the framework of agreements of international cooperation with the following universities: Anyang University (South Korea), Batumi Shota Rustaveli State University (Georgia), Corvinus University (Hungary), The University of Piraeus (Greece), Turība University (Latvia), University of Ostrava (Czech Republic). The students studying Tourism participate in academic mobility programs including Erasmus+ programme and their number has gradually increased. However, due to the pandemic in 2020, students were not able to participate in the academic mobility program.
- Dual-degree programme agreements⁸ with North Arizona University (School of Hotel and Restaurant Management, USA) and Exelia Group (La-Rochelle School of Tourism & Hospitality, France) are signed and in the process of realization. In 2020 one student of Tourism Major applied to the Exelia Group (La-Rochelle School of Tourism & Hospitality, France) and plans to complete Programmes of both HEI.

Appraisal:

International orientation of the programme is maintained and strengthened by fully English-language education, strong international partnership network of SLA and KAZGUU University which offers students and faculty members experience abroad as well as benefits of being located in capital city which hosts a great number of foreign embassies, international agencies and companies. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

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

1.3 Positioning of the study programme

The programme offered by the KAZGUU SLA is one of the strongest in the Kazakhstani educational market. It is accredited on a local and international level. It has been accredited by the local agency Independent Kazakh Agency for Quality Assurance in Education in 2016 (IQAA Accreditation (SA #0080/2)). Also, it has FIBAA Accreditation certificate starting 2016, which distinguishes it from the Kazakhstani educational market and serves as a competitive advantage.

In the last 3 years the programme has been highly evaluated in the rating presented by "Atameken", the national chamber of entrepreneurs of the Republic of Kazakhstan. 42 HEI participated in 2018, 22 HEI in 2019 and 27 in 2020.

According to the official statistics of the Bologna Process and Academic Mobility Center there are 132 HEIs in Kazakhstan, 19 of which are located in Nur-Sultan. According to Atameken Rating of Educational Programmes of Universities, in September 2020, five HEIs in Nur-Sultan, including KAZGUU, trained students in Tourism and Hospitality. Among them one national and three private universities.

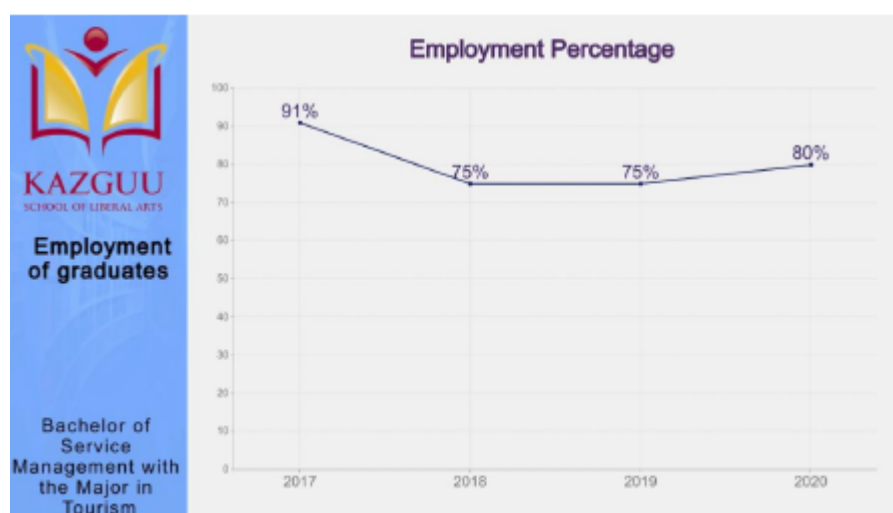
The most competitive advantage of the programme is that it is offered fully in English language, which allows access to the most up-to-date knowledge and international experience in the field, as well as increased career opportunities after graduation.

Another comparative advantage of the programme is that the SLA Tourism programme uses relevant and up-to-date materials and teaching methods, provides access to international databases via library services, provides modern and innovative equipment and environment for education, attracts best practitioners in the field with degrees from international universities and international instructors - all of which ensure high quality of educational services. The next comparative advantage of KAZGUU Tourism programme is internationality and partnership with foreign universities. While most Kazakhstani universities offer partnership programs with universities of neighboring countries and CIS countries, KAZGUU offers a double-degree programme with North Arizona University (School of Hotel and Restaurant Management, USA), Exelia Group (La-Rochelle School of Tourism & Hospitality, France). Currently, after signing up MoU, the development of a new dual-degree programme with IU (Germany) is in progress.

With the aim to maintain high rates of employment of the graduates, SLA develops business networking, annually conducts Business Council meetings, collects employers' requests for Senior Project, develops KAZGUU Tourism Center (<https://sla.kazguu.kz/en/kazguu-tourism->

centre/) and provides opportunities for internships. Moreover, the Internship, Career, and Employment Centre (ICEC) manager analyses the rate of employment of graduates and helps students to pursue their career goals. The Internship, Career, and Employment Centre promotes student professional development and effective cooperation with employers and other stakeholders in order to prepare professionals with well-developed critical thinking skills and overall high academic level. It is a resource for undergraduate and graduate students in all areas of career planning and professional development including exploring interests, applying to graduate or professional schools and pursuing employment, internships, fellowships and other experiential learning opportunities. The employment rate of Tourism Programme graduates can be found below.

Graduation year	Number of graduates	Number employed/ percentage	Number of unemployed/ percentage
2020	15	12/80%	3/20%
2019	19	14/75%	5/25%
2018	16	12/75%	4/25%
2017	11	10/91%	1/9%



Graph 2. Employment percentage. Source: "Atameken" Rating of Educational Programs of Universities, https://atameken.kz/en/university_ratings

Within the past four years the employment rate of the programme graduates remained high (more than 75%). In 2017 the employment rate for KAZGUU Tourism Major graduates was reaching 91% which can be explained by the high demand in tourism specialists for Astana-EXPO-2017. In the following years, 2018 and 2019, the rate of employment slightly dropped to 75%. This trend changed in 2020, when the employment rate of KAZGUU Tourism programme graduates made up 80% in 2020 with a 2.1 month average job search duration (According to the rating of educational programs of National Chamber of Entrepreneurs "Atameken"). Among the organizations where programme graduates were employed, there are companies closely related to the field of tourism, for example, The Ritz-Carlton Almaty, Radisson Hotel Astana, The St.Regis Astana, Sheraton Nur-Sultan. Unemployment of graduates in most cases can be explained by personal motivation of students by taking a gap year, having maternity leave or other reasons. In the cohort of 2020 some graduates decided to continue their education to get a master's degree, other graduates were changing their

permanent location to another city, two graduates had personal reasons related to family and health issues that motivated them to postpone the start of their career.

The KAZGUU School of Liberal Arts pays attention to the promotion of the Tourism programme as a blend between inbound tourism, history and culture of Kazakhstan with international standards, experience and approaches. It provides the quality of the programme in accordance with its mission to create and maintain a high quality educational environment that meets the requirements of the current time. Programme’s learning outcomes to produce professionals in the field of Tourism coincides with the aim of the School to train highly qualified specialists in the field of social sciences, humanities and languages, as well as help them form strong language and academic skills.

Moreover, the programme “Tourism” is an integral part of the broader scope of programmes offered by the University. The programme prepares highly-qualified specialists who are fluent in English, able to conduct research, apply innovative methods and effectively communicate in different languages. The programme fits into the University strategy for 2021-2023 and pays particular attention to providing high quality and affordable education focusing on internationalization, innovation and research, and student satisfaction.

Appraisal:

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

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

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

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

2. Admission

The School of Liberal Arts is interested in enrolling applicants with high academic performance who in the future will be able to achieve high results in their professional field. In this regard, the School developed the rules for admission of applicants on the basis of the “Standard rules for admission to study in educational institutions that implement academic programmes of higher and postgraduate education” (order of the MES RK dated 10/31/2018 No. 600). The applicant must follow the SLA rules and requirements within the chosen program. The requirements are defined in the Admission Policy¹¹ of M.Narikbayev KAZGUU University and the School’s Academic Catalog. The University admits students without discrimination of any kind, such as race, sex, language, religion, or other status.

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:

Block 1	Subjects	Number of MCQs	MCQ type
	Numeracy	20	One correct answer from five choices
	Literacy	20	One correct answer from five choices
	History of Kazakhstan	20	One correct answer from five choices
Block 2	First subject	20	One correct answer from five choices
		10	One or more correct answers from many choices
	Second subject	20	One correct answer from five choices
		10	One or more correct answers from many choices

Source: The National Testing Centre, <http://testcenter.kz/>

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 BA in International Relations 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 programme is designed to prepare professionals in the tourism industry qualified for work on local and international levels who can use theoretical knowledge and practical skills for effective decision-making. In order to achieve those goals the programme balances out the workload between theoretical and practical knowledge, general education and specialized courses, local and global contexts, as well as aspires to respond to up-to-date requirements of the field.

Tourism programme offers four minors - Minor in Tour Guiding, Minor in Domestic and Inbound tourism, Minor in Hotel and Restaurant Business, Minor in Marketing in Tourism and Hospitality.

The **Minor in Tour Guiding** enables students to acquire practical skills in planning and organizing city and thematic tours of any format, to master the principles of travel guides, namely, etiquette, roles and responsibilities; understand the behavior of tourists, learn how to manage unexpected situations, master the principles of interpreting sights, gain substantial knowledge of culture (traditions and customs), and other, necessary for Tour Guide, skills. Also, students participate in excursions to the tourist attractions of Nur-Sultan, they study prominent tourist destinations of Kazakhstan, and objects of natural and cultural-historical significance (tangible and intangible), inscribed in the UNESCO World Heritage List. Real practical workshops and master classes from the leaders of the tourism and hospitality industry of Kazakhstan (from the specialists of museums, professionals of JSC National Company “Kazakh Tourism” and representatives of other tourism organisations and companies), demonstrate challenges of tour guiding as a profession and help them to acquire skills of creating and providing a real excursion.

The **Minor in Domestic and Inbound Tourism** becomes relevant in the current global situation with coronavirus when we understand that the country cannot anymore rely on tourist flows from abroad only. At the University we understand the momentum and therefore decided to offer a new Minor which helps our Tourism industry to receive specialists with understanding the principles of organising inbound and domestic tourism. Kazakhstan has great chances to utilise its significant recreational resources for development of its own domestic tourism. Same time, it is essential to learn how to deal with the demands of international visitors as it requires specialist knowledge and cultural understanding. Thus, the content of the Minor will help students to learn how to develop local tourist products and to market travel experiences to the inbound and domestic travellers.

The **Minor in Hotel and Restaurant Business** offers a student an opportunity to get both theoretical and practical knowledge of one of the largest industries in the world. This programme is tailored to the needs and interests of the students who are interested in the hospitality management career. The programme is designed in a way that helps to practice principles of hospitality within different courses and through the internship. At the end of the programme students should be able to: understand the basic concepts related to hotel and restaurant management; assess the leadership and management skills within the hospitality industry; perform food and beverage management skills; recognise various challenges of the hotel and restaurant management; demonstrate writing, presentation and communication skills.

The **Minor in Marketing in Tourism and Hospitality** offers a student an opportunity to get both theoretical and practical knowledge of one of the fast-growing directions of tourism and

hospitality industries. This programme is tailored to the needs and interests of the students who are interested to explore the marketing theory and practices in the tourism and hospitality management career. The programme is designed in a way that helps to practice principles of hospitality within different courses and through internships. At the end of the programme student should be able to: understand the basic marketing concepts related to tourism and hospitality management; assess the leadership and management skills within the tourism and hospitality industry; apply best practices skills in marketing of tourism and hospitality products; demonstrate writing, presentation and communication skills; apply knowledge of legislation and regulations in the field of tourism.

In addition, the intended learning outcomes for the Bachelor in Tourism include the competences reflecting soft skills such as communication skills, collecting and processing information, leadership, team work, interpersonal communication sense of responsibility, sharing core values of ethics. All of them are taught and practiced by students throughout all four years of education in both core and elective courses as well as internship.

Upon completion of the Bachelor programme, KAZGUU awards the title “Bachelor of Service Management in Tourism”. The programme name follows the classification used by the Ministry of Education and Science of the Republic of Kazakhstan, e.g. for the educational grant system. The name of the programme has changed from “Tourism Management” to “Tourism” because the focus was shifted from economics and business disciplines in the curriculum to more tourism oriented disciplines and inbound tourism. The name of the programme accurately reflects the study programme and coincides with learning outcomes, skills and knowledge of students. The new name of the programme is wider and allows students to seek more work opportunities upon completion of their studies.

Part of the programme is a ten week internship. The internship provides students with an opportunity to grow professionally, identify personal strengths and weaknesses, apply learned theory to practical situations, and gain an appreciation of the role, duties, and responsibilities of the work that the student has chosen as a career. The internship is designed cooperatively with the university, field professionals, and the student to provide an experience that is mutually beneficial to both the Intern and the organisation. An Internship Placement Process Orientation is held to inform senior students of the internship requirements and the placement process procedures. Following this meeting, students are asked to list three to five potential organisations on the “Intent to Intern” form. After completing the form and related materials, the student schedules an individual meeting with the internship coordinator. At this meeting the student’s internship eligibility is determined and possible internship organisations are selected which will meet the student’s professional development objectives and an agreement between the receiving organisation and KAZGUU is signed. At the end of their internship the students have to write an internship report.

The curriculum in Tourism is as follows:

Curriculum Overview

6B11101 - Tourism (Full-time, 4 years, 2020 entrants, English speaking groups)



FIBAA

Course code	Course title	Credit points per semester								Workload		Metho	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	i.e. lecture course.			
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%	
GED 1104	Cambridge English (B1, B2, C1)	10								90	210	L/T/S	Speaking and writing assignments (75 minutes)	40%	
IKT 1105	Information and Communication Technologies	5								45	105	L/T/S	Final Project	40%	
GPI I 1106	Global Perspectives and Identity I	4								30	60	L/T/S	Final Essay (Take home assignment)	40%	
GED 1101	Contemporary History of Kazakhstan	5								45	105	L/T/S	Written assignment (75 minutes)	40%	
FK (1)(2)(3)	Physical Education	2								20	40	L/T/S	N/A		
TSOIR (1)	CSI (Creativity, Service, Intelligence)	0								0	0	L/T/S	Community service projects	Pass /Not pass	
	Total	31*													
Semester 2															
General Education Disciplines															
GPI II 1107	Global Perspectives and Identity II		4							30	60	L/T/S	Group Project	40%	
GED 1103	Kazakh / Russian Language (A1+, A2+, B1+, B2+,	5								45	105	L/T/S	Final Assignment (Writing)	40%	
BTS 2203	Basics of Tourism Studies	5								45	105	L/T/S	Source Analysis Paper	40%	
IH 2204	Introduction to Hospitality - M3, M4	5								45	105	L/T/S	Group Project Assignment	40%	
TSOIR (1)	CSI (Creativity, Service, Intelligence)	0								0	0	L/T/S	Community service projects	Pass /Not pass	
FK (1)(2)(3)	Physical Education	2								20	40	L/T/S	N/A		
Basic Disciplines - Core (university) component															
GED 1201	Cambridge English (B1+, B2+, C1+)		10							90	210	L/T/S	Discursive essay with sources	30%	
	Total		32*												
Semester 3															
General Education Disciplines															
FK (1)(2)(3)	Physical Education			2						20	40	L/T/S	N/A		
Basic Disciplines - Core (university) component															
ITG 2207	International Tourism Geography		5							45	105	L/T/S	Project (Take home task)	30%	
IATH 2231	Introduction into Accounting for Tourism &		5							45	105	L/T/S	Endterm assignment	30%	
BETH 2202	Business English in Tourism and Hospitality		5							45	105	L/T/S	Project Presentation	30%	
RMTH I 220	Research methods in Tourism & Hospitality I		5							45	105	L/T/S	Source Analysis Paper (Take home task)	40%	
FL I 2209	Foreign Language I (A0,A1)		10							90	210	L/T/S	Speaking and Writing Assignments (75 minutes)	40%	
	Total			32*											
Semester 4															
General Education Disciplines															
FK (1)(2)(3)	Physical Education			2						20	40	L/T/S	N/A		
Basic Disciplines - Core (university) component															
RMTH II 22	Research methods in Tourism & Hospitality II		5							45	105	L/T/S	Source Analysis Paper (Take home task)	40%	
TMan 2208	Tourism Management		5							45	105	L/T/S	Group project	40%	
FL II 2210	Foreign Language II (A2)		10							90	210	L/T/S	Speaking and Writing Assignments (75 minutes)	40%	
CB 2217	Consumer Behaviour - M2, M3		5							45	105	L/T/S	Essay writing (75 minutes)	40%	
Basic Disciplines - elective component															
TTAT 2217	Techniques and Tactics of Active types of Tourism		5							45	105	L/T/S	Group Project (Take home task)	30%	
BWS 2216	Buisness Writing Skills (Kazakh/Russian)		5*							45*	105*	L/T/S	Written assignment (Composing Letter)	30%	

Semester 7

Basic Disciplines - Core (university) component													
FL V 4213	Foreign Language V (C1)							5	45	105	L/T/S	Written assignment (75 minutes)	40%
EM 4216	Exhibition Management							3	30	60	L/T/S	Group project (Take home assignment)	30%
Basic Disciplines - elective component													
CHT 4223	Cultural heritage and Tourism - M2							5*	45*	105*	L/T/S	Project Delivery (75 minutes)	30%
DM 4226	Digital Marketing - M3							5*	45*	105*	L/T/S	Source Analysis Paper (Take home assignment)	40%
TL 4228	Tourism Law							5	45	105	L/T/S	Final assignment (Take home task)	30%
Major Disciplines - university component													
EITH 4305	Entrepreneurship and Innovation in Tourism & Hospitality							5	45	105	L/T/S	Source Analysis Paper (Take home assignment)	40%
HRM 3301	Hotel and Restaurant Management							5	45	105	L/T/S	Group Project (75 minutes)	30%
Major Disciplines - elective component													
MICET 4314	MICE tourism							5*	45*	105*	L/T/S	Written assignment (75 minutes)	40%
AMM 4315	Arts & Museum Management - M2							5*	45*	105*	L/T/S	Student Exhibition - class project	30%
CC 3308	Crosscultural communications - M2							5	45	105	L/T/S	Project delivery (75 minutes)	40%
FBCO 4304	Food, Beverage & Catering Operations ***							5	45	105	L/T/S	Assignment	30%
Total								33*					

Semester 8

Internship														
UOP	Introductory Internship												1	1
PP I	Industry based Internship I													2
PP II	Industry based Internship II													8
Bachelor's Thesis														
BA	Research project/Bachelor thesis (Writing and defending a thesis (project) or passing state exams in two major disciplines)													12
Total													20*	

Total		31	32	32	33	35	32	33	20	2015	4645		
L:	Lecture												
S:	Seminar												
T:	Tutorial												

In addition to the courses related to the fields of tourism, it is closely related to the field of hospitality and includes several courses from marketing, management, economics, business, as well as a huge emphasis on study of foreign languages, mostly within the confines of electives.

Interdisciplinarity strives to ensure the research findings 'between disciplines' to solve common goals through interactions across various approaches and disciplines. The interdisciplinarity of the programme is based on the development of terminology, concepts and methods that are applicable across different fields of study, such as economics, management, hospitality, marketing. The programme curriculum is planned in a way to deliver knowledge that is not reducible to particular disciplines but rather is evolved and developed through various courses over the period of all four years of study.

Along with the major centred topics, several inter-major topics require problem-solving from various professional perspectives are part of the Senior Project. Students from different majors are keen to work in teams and accumulate data-based research in one project. They need to apply their knowledge of difference disciplines including business, urban planning, event management, media studies, hotel business. Among the examples the following topics could be listed:

- Business models of glamping abroad and mechanisms of "transfer" of their successful experience into the Kazakhstani natural realities;
- Urban event project to attract residents and tourists;
- The project of the event strategy development in Turkestan;
- The impact of TV series on the image of a tourist destination;
- Influence of film / literature / TV series / TV programs on tourists' motivation to travel;
- Strategy for implementing sustainable tourism principles in a hotel business;
- Study of Kazakhstani tourist profile.

In addition, the students of the Tourism programme have an opportunity to receive minors from other KAZGUU Schools. The list of available minors includes: Minor in International Relationships, Minor in Public Relations, Minor in Marketing, Minor in Entrepreneurship and Innovation, Minor in Business Journalism, Minor in Human Resource Management. These minors help students to diversify their skills and expand the scope of employment opportunities after graduation to spheres that are not directly related to Tourism. For example, the graduate of the programme in 2020 Amanova Zarina is now employed at a managerial position in "Retail Kazakhstan Group" LLP. Tokenova Aigerim, another graduate of 2020 now works as a manager in "Sberbank Kazakhstan".

In accordance with the Code of Conduct and Handbook on Ensuring Academic Integrity, SLA considers integrity as a core principle. All our actions are aimed to follow academic honesty and high ethical standards, creating an ethical environment for our students.

The Code meets ethical obligations, shares and observes the KAZGUU values, creates and protects the students' and faculty' reputation. The Code is disseminated among the faculty and students and should be complied with selected academic integrity issues such as honesty, plagiarism, cheating on an exam, etc. found at the Assessment Policy (Examination Regulations)¹⁵, and every course syllabus. Additionally, particular courses like Learning how to learn (3 ECTS), Introduction to Computer Science (5 ECTS), Contemporary History of Kazakhstan (5 ECTS), and Global Perspectives and Identity (3 ECTS) in the 1st academic year integrate ethical thinking providing a framework for future decision-making.

Students discuss contemporary debates in ethics of marketing and Introduction to accounting in Tourism on a conceptual as well as practical level to prepare the financial statements in accordance with generally accepted accounting principles and review moral behaviour in tourism and understand the need of order aspects in ethics to empower conduct for ethical

culture to produce transparent and useful management statements for the outside users. The framework of each module addresses the impact of codes of ethics, tourism industry standards, regulations and the challenges.

The students acquire methodological competence within the study of a number of courses of the curriculum. The courses: Research in tourism and hospitality I-II (5 ECTS), Analysis of tourism industry (5 ECTS), are of the particular importance for the research methodology in tourism and hospitality, where students are taught how to manage the research question, assemble the evidence, select suitable method(s) of the research and organize the analysis and discussion, dealing with scientific databases, the APA style and academic accuracy. These skills are necessary for the incubation of research projects in various levels of complexity.

Students have a chance to take part in research projects organized by the Department. For instance, in a joint project between KAZGUU University and Eurasian Tourism Association is the Study of Kazakhstani tourist profile. By the use of qualitative research methods students of Tourism Major will study main motivations which drive tourists to visit Kazakhstan and understand main pull-factors for travellers.

Students are also able:

- to consult with the faculty member on a literature review, specific topic and selected methodology, which intended to improve the learning process and make it easier to comprehend some complex concepts and learning materials.
- to take the initiative in raising problems or difficulties concerning thesis writing, research responsibly and ethically;
- to develop responsibility for the direction and implementation of the research project as it progresses.

The mastery of the researched skills acquired during the programme is tested during the Senior Project that students submit in their final year of studies.

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.

At KAZGUU School of Liberal Arts, the exam is taken only within the “Contemporary History of Kazakhstan” course. In accordance with the National Standard of Education of the Republic of Kazakhstan for Higher Education, “Contemporary History of Kazakhstan” is a compulsory course, which is delivered in the first year of study and finished with a state exam. The form of the exam and members of the exam board are confirmed by the University Academic and Research Council.

All other courses are based on summative assessment in accordance with which students' final grade is built upon the grades received during the course. These grades are gained for assignments and have different proportions of final grade.

At the beginning of each semester, the Academic Quality Assurance Committee approves the form of assessments. The form gives information on the types of assessment included in the courses and their proportions of final grade. Moreover, the guidelines, requirements and assessment criteria for exams are provided in the syllabus. Students' works are evaluated based on those criteria and students receive the feedback that helps them to address the difficulties and improve their further performance.

Regarding the final thesis, to complete the programme students are expected to submit the Senior Project and defend it during VIVA. A Senior Project (SP) is aimed to systematize, consolidate and deepen theoretical and practical knowledge of students, apply this knowledge for solution of specific practical tasks as well as to develop skills of carrying out independent applied investigation. The topics of the SP are suggested by the employers together with programme coordinator, supervisors and graduates during their meetings. Important criteria regarding research into the topic of the degree project are:

- Interdisciplinarity, the choice is made due to the interaction of different disciplines and legal trends;
- Topic correspondence to priority areas of science at KAZGUU approved by the SLA Research and Ethics Committee (hereinafter referred to as REC).
- Potential practical significance of the results of future research.

Methodological recommendations for the Senior Thesis have been elaborated according to the State Compulsory Educational Standards of the higher education approved by the Government of the Republic of Kazakhstan, dated 23 August, 2012 under No. 1080, Standard of Academic programme of the graduate and postgraduate education approved by the Republic of Kazakhstan Government dated October 31, 2018, under No. 604 and included the requirements and norms for completing and presenting the thesis (projects) by bachelor students.

The Senior project guidelines include the requirements to the Bachelor students' final paper together with the recommendations on how to organise the project. Students should use academic English language while writing the Senior Project and give well-reasoned and scientifically based ideas and suggestions. The SP is carried out in groups (up to four students), in compliance with the academic workload standards of M. Narikbayev KAZGUU University. Implementation of a graduate project in groups helps to assess such additional skills as teamwork, ability to manage group work, ability to define and to use their strengths to achieve common goals, etc. Every student passes all SLA ethical review procedures and needs to meet all the requirements to complete the Senior project. The recommended size of the SP at the level of a bachelor's degree includes approximately 6,000 to 8,000 words in length, excluding endnotes, tables, appendices, and bibliography. Each SP should meet the requirements stated in special sections of the guidelines. Thesis is supervised by the School of Liberal Arts faculty members. A principal supervisor is appointed to each student by the decision SLA REC. The supervisor oversees the design and implementation of the SP, as well as the SP writing process. In the event of the departure or absence of the supervisor or in the event of an irreconcilable breakdown in the supervisory relationship between supervisor and undergraduate, another faculty member will take over the main supervisory role by the decision of SLA REC.

Appraisal:

The panel formed the view that the content of the modules, especially the language oriented and the theoretical approach, consistently reflect the strategic orientation of the study programme. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability. The degree and programme name correspond to the contents of the curriculum and the programme objectives.

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

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

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

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

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

3.2 Structure

Projected study time	4 academic years, 8 semesters
Number of Credit Points (CP)	248
Workload per CP	30
Number of modules	10
Time required for processing the final thesis and awarded CP	12 ECTS credits (360 hours)
Number of contact hours	2015

The duration of the Tourism programme is 4 years, each year consists of 2 semesters. Upon completion of the programme students acquire 248 ECTS credits. One semester incorporates 30-35 ECTS credits, except for the 8th semester which incorporates 20 credits (8 for internship and 12 for senior project). The programme is divided according to the units of basic core disciplines, basic elective disciplines, major core and major elective disciplines, as well as general education disciplines. In addition students undertake educational internship, industry-based internship, and on-the-job training¹⁷ (12 ECTS credits overall), and 12 credits are allocated for the final bachelor senior project. If students enter the programme after college, they study 3 years and complete the programme after acquiring 192 ECTS credits.

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% ± 5% of “B+”, “B” and “B-“ grades; not less than 30% ± 5% of “C+”, “C” and “C-“ grades; not less than 25% ± 5% of “D+” and “D” grades; and not less than 10% ± 5% of fails. In case of a deviation, the Policy requires to initiate “a personal hearing of the case in order to assess the quality of teaching of particular instructor”, which could lead to an instructor’s dismissal and cancellations of the results of an exam. All KAZGUU University instructors are “obliged to ensure the methodological diversity of assignments and exams that allows differentiated assessment of students taking a course”.

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

		(%)		
A	4.0	95-100	Excellent	A candidate shows the mastery of content at the highest level of the academic programme. This grade clearly shows an outstanding performance in critical and independent thinking, analysis, and synthesis.
A-	3.67	90-94		
B+	3.33	85-89	Good	A candidate shows a very good level of academic performance. These grades indicate a good academic programme, a good performance in critical thinking, analysis, and synthesis.
B	3.0	80-84		
B-	2.67	75-79		
C+	2.33	70-74	Satisfactory	A candidate demonstrates a poor level of academic achievement. This assessment indicates a partial mastery of critical thinking skills.
C	2.0	65-69		
C-	1.67	60-64		
D+	1.33	55-59		
D	1.0	50-54	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.
FX	0.5	25-49		
F	0	0-24		A candidate poorly demonstrates a very low level of the academic programme. This grade signifies a seriously deficient performance in authenticity, deficient performance in critical thinking, analysis, and synthesis.
P	-	-	Pass	<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

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

Table 13. Number of students receiving discounts (2015-2020)

Academic Year	Number of student
2015-2016	10 students - 10% discount; 7 students - 20% discount; 1 student - 100% grant.
2016-2017	1 student - 5% discount; 6 students - 10% discount; 1 student - 15% discount; 9 students - 20% discount; 7 students - 100% grant.
2017-2018	6 students - 10% discount; 4 students - 20% discount; 2 students - 50% discount.
2018-2019	11 students - 7% discount; 4 students - 10% discount; 4 students - 50% discount; 1 student - 100% grant.

2019-2020

6 students - 10% discount in the amount of 418 475 tenge;

7 students - 99% discount in the amount of 5,725,161 tenge.

The Tourism programme was designed in such a way that students have a chance to complete 2 minors in the framework of their programme without exceeding their workload. Students can find information on their minors with the list of learning outcomes, prerequisites, core and elective courses in their Academic Catalog. The Academic Catalog of the School of Liberal Arts contains information on all courses of the programme with defined prerequisites which ensures that students have the required prior knowledge to complete the course successfully and provides a smooth transition from basic to more advanced knowledge and skills.

In terms of the distribution and frequency of examination, most of the programme courses follow summative assessment and distribute assignments evenly throughout 15 weeks of the semester. Students accumulate their final grade gradually starting from their first assignment to the final assessment. In accordance with the MES requirements the eighth semester is organized to be free of classes and only the internship along with thesis preparation is allowed to be allocated upon it (12 credits for Senior Project + 8 credits for internship). 12 ECTS credits (360 hours) are allocated for their final bachelor senior project, the amount of which is appropriate to do literature review, design research tools, collect and analyze data, format and present the project. The main criterion of successful completion of the programme is the acquisition of 248 ECTS credits. When reviewing the workload, the Programme Coordinator takes into account the results of the survey on students' satisfaction with the educational programme and the programme's success rate. In autumn semester 2020, the School conducted the survey among students of the Tourism undergraduate program. The survey was conducted by the Academic Quality Assurance Committee through the link that students get via email. According to the survey conducted, 76% of students agreed that the education programme is logically structured, while about 4% disagreed. 73% of students indicated that they are satisfied with their schedule, while 19% are not satisfied. Based on results, QAC assessed the study workload of the programme as adequate.

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 KAZGUU University often organises specific events such as Job Fairs, presentations from partners, meetings with alumni. On April 28, 2018, KAZGUU University together with Hilton Astana held a series of master classes for students, graduates and undergraduates throughout Astana as part of the "Job Fair 2018". The event was held in an interesting format – each "station" was presenting different departments of the hotel, so moving from one station to another, students got acquainted with all operations and functions of the modern hotel. On June 3, 2019, the Hilton-Astana Hotel hosted an Award ceremony event for students of "Tourism" and "Translation" Majors of KAZGUU University, who successfully completed the internship program Hilton-Astana. On October 9, 2019, the presentation of the Sheraton Nur-Sultan Downtown Hotel was held at the KAZGUU University. The representatives of the hotel talked about the Marriott company, provided information about the future of the Sheraton hotel, as well as talked about career opportunities.

On October 25, 2019, was organised the Alumni Career Talks, where KAZGUU alumni shared their experience and gave practical advice that they themselves would have used at the University. Among the speakers was a graduate of Tourism Major'2018 - Sarmanova Aizhan, who shared her experience of working as a Guest Service Agent at Hilton Astana. On November 29, 2019, a presentation of Air Astana was held at the University of KAZGUU named after M. Narikbayev, where representatives spoke in more detail about the advantages of working both in the ground handling department and in the marketing and sales departments. Students discovered that they have an opportunity to complete an internship for the period of 4 months in this company, with the possibility of further employment.

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

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

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

Internationality is ensured in different directions, including English language of teaching, up-to-date literature and materials in English, access to the library and databases with the most

recent publications, teaching of international content, international students and lecturers with international background.

Intercultural competences and skills are promoted through courses such as Global Perspectives and Identity 1 and 2. The course is aimed at studying the Human in various phenomena, both on macro and micro levels. It focuses on theoretical and practical study of individual behavior and interaction/interinfluence with global processes. Understanding of liberal, sociocultural experience allows a student to adequately react to contemporary challenges and build personal, professional, academic and ethnic identity. During the course, students work independently and in a group, participate in discussions, learn, unlearn and relearn, find information, analyse and use it to construct their own opinion.

In later semesters students increase and expand their knowledge of the global world because almost every course offered within the academic programme stimulates discussions on intercultural and multinational environments. The courses like Event management, Marketing and Management of Tourist Destinations, Cross- Cultural Communications and some others contain topics on intercultural issues. In addition, intercultural communication competencies are developed within the framework of cooperation with the partner institutions.

In addition to the English language, students master a second foreign language of their choice (French, Spanish, German, Italian, or Chinese) throughout their study and improve their level from A1 to C1 in order to become a linguist who has deep knowledge of two foreign languages and is more competitive on the labour market.

At the moment there are four foreign students in the programme at KAZGUU coming from three countries: Turkey, Russia and Uzbekistan. To promote internationalization the School gradually offers courses in English and develops cooperation and academic mobility programmes with the partner universities.

One of the strategic goals of the University is to promote internationalization and to attract foreign faculty with outstanding academic credentials which would promote students' acquisition of international competences and skills. Currently, all instructors working in Tourism programme have international educational background.

Appraisal:

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

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

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

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

mobility. This is a good framework for attracting international students. However, the number of international students is still low. Thus, it still might develop in the right direction.

	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 behaviour 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.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

The programme opens a wide array of employment opportunities for students upon graduation as it trains a multidisciplinary broad-profile professionals who will have specialization in tourism and related industries, business, management, marketing, event-organization, governmental and non-governmental institutions, as well as research institutions in Kazakhstan and abroad.

12 ECTS credits are allocated for the internship in the Tourism 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.

Guest lecturers are invited to share their expertise, talk about the skills required in the modern labour market and offer advice on how to develop professionally. Leading experts in the field of tourism industry talk about the skills required in the modern labour market and offer advice on how to develop professionally. Students also gain practical tips on writing a successful CV from the experts. Guest lectures serve as a way of building a network of professional contacts for students as the experts are open to provide assistance and support.

School of Liberal Arts has the cooperation agreements with a number of tourist companies, associations, and bureaus where students can familiarise themselves with the activities of an organization and practise hard and soft skills related to their future profession. In particular, 3rd and 4th year students do 2 to 7 week-internships in organizations with the possibility of subsequent employment.

In addition, during the programme students have a chance to choose at least two minors under the programme. This in turn can guarantee students to become more competitive in the labour market. Well-developed level of the second language proficiency similarly increases their competitiveness and strengthens their profile.

Appraisal:

The panel welcomes the internships integrated in the curriculum as well as the minors and considers it as beneficial for students' professional orientation.

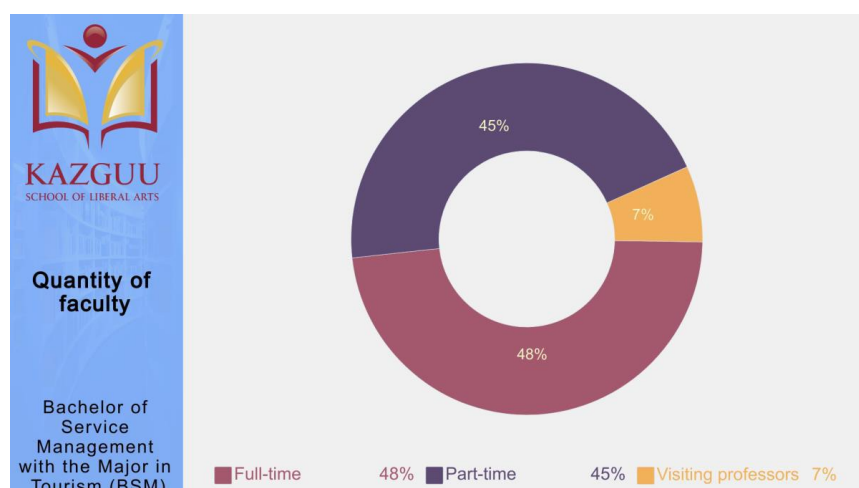
SLA has a strong focus on employability and its programmes are oriented towards developing working skills for students to strengthen their employability. The programme is strong-linked to the cooperating companies by providing internship places, developing further programme's content, especially the electives. The high employability rate of the graduates shows that the focus of the university pays off in a long run.

		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

Currently there are 17 full-time faculty 21 staff for the Tourism programme, 16 part-time staff members and 2 visiting professors who teach certain courses according to their practical experiences and expertise in the field of tourism industry. The ratio faculty members is presented in the graph below:



Most of the instructors hold a degree from foreign universities or have international professional experience. By inviting part-time lecturers the School strives to give essential practical skills to students, which coincides with the programme objectives, so that they can gain firsthand experience and knowledge from the industry experts. Moreover, all of them bring diversity and various perspectives as all of them graduated from different HEI around the world. One of the faculty members is holding a PhD degree in Management and teaches the Research methods for Tourism and Hospitality. Two other members of the Tourism teaching faculty are currently enrolled as PhD students and planning to complete their studies in the nearest future. The rest of the faculty is holding master's degrees of international HEIs.

Since 2018 the teaching staff of Tourism Major participates in different research projects. One of them - Project "Authenticity, interpretation and ideology: the case of GULAG tourism in Kazakhstan". This project was organised by Dr. Guillaume Tiberghien from Glasgow University (UK), College of Social Sciences and Dr. John Lennon, Glasgow Caledonian University (UK). The aim of the project was to study understandings of the roles authenticity and ideology play in the management of GULAG museum and its impact for Kazakhstani strategic and niche tourism development. Recommendations and feedback in the form of a report were made available to all stakeholders (tourism operators, government officials, museum curators and guides) who participated in the research. Results of the study were presented in the KAZGUU University in the format of the workshop. Students of Tourism Major also actively participated in the workshop and completed their study of dark tourism potential in Kazakhstan. The second project which aims further to study the potential of dark tourism has been shifted to 2022 due to coronavirus pandemic.

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:

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

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

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

4.2 Programme management

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

- examining the educational market, studying the most recent trends, and designing the strategy for development of the educational programme;
- developing and updating the curriculum in accordance with the state and international standards and employers' demands;
- distributing the teaching load among faculty and monitoring their quality delivery of the learning process;
- contributes to programme faculty recruiting and selection process;
- controlling the process of development of the course syllabi, course materials, assessment methods;
- analyzing academic performance of students of the programme and their success rate to make necessary adaptations and improvements in the programme;
- promoting cooperation with organizations and companies which can be potential employers for the graduates;
- establishing communication with foreign higher educational institutions to promote internationalization, academic and staff mobility, dual-degree programmes and minors;
- organizing the work of the Business Council and involving more experts and highly-qualified specialists from the field to contribute to the development of the programme.

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

Faculty members and students are supported by the administration in the organisation of the study programme. Administration acts as a service provider for students and faculty and makes all necessary accommodations to ensure an effective and efficient learning process.

Administration of the School of Liberal Arts has the following structure:

- Director of the School (Dean)
- Vice Director (Dean) for undergraduate studies
- Programme Coordinator
- Department Coordinator
- Manager for Internal Affairs
- Manager for External Affairs
- Advising Office
- Internship, Career and Employment Centre
- SLA Business Council
- Academic Quality Assurance Committee
- Research and Ethics Committee
- School Assistant

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

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

All standards, policies, procedures, academic calendar and other documents regulating the educational activities of M.Narikbayev KAZGUU University are published on the university website <http://kazguu.kz>. Faculty and students are encouraged to check incoming mail and messages in information systems daily to keep up-to-date with any changes and news.

If there are some issues which cannot be handled via M.Narikbayev KAZGUU University application, faculty and students can approach the School Director or Provost directly by writing to their emails which are also available on the university website.

Appraisal:

The programme coordinator coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Faculty members and students are

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

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

Based on 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.

Students in Tourism can strive for a dual degree with

- Exelia Group (La-Rochelle School of Tourism & Hospitality, France) and
- North Arizona University (School of Hotel and Restaurant Management, USA).

All partnerships are based on detailed contracts and brought to life by the collegial cooperation between the SLA programme manager and the corresponding responsible of the university abroad as well as between the teaching staff. SLA and the universities compared their syllabi and chose several courses to complete the prerequisites for their degree. When students chose one cooperation partner and fulfil the necessary admission requirements of the university abroad, the proven competencies will be recognized based on the Lisboa convention. In each cooperation contract, admission requirements, fees, accommodations and counselling/ support of the students are defined and legally binding. The contracts are made with the goal of a long-term cooperation.

KAZGUU agreed upon different models of dual degrees. In the cooperation with the Excelia-Group, students may choose students can earn a dual degree by studying in the 1+2 or 2+1 model, starting after their first or second year at KAZGUU, depending on their choice and the fulfilling of the requirements (for example sufficient English skills).

In North Arizona, students can earn a dual degree by studying in the 2+2 model, starting after their second year at KAZGUU, depending on the fulfilling of the requirements (for example sufficient English skills).

After completing their studies, the students receive the degree both of KAZGUU and the partner university.

Moreover, KAZGUU has signed several partnership agreements for academic mobility (students, teachers, administrative staff, joint projects, R&D purpose) with a notable number of HEIs abroad. Currently, after signing up MoU, the development of a new dual-degree programme with IU (Germany) is in progress.

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. During the interviews with business partners and programme management, the panel could state the great interest and commitment of the employers in the study programme.

The panel appreciates the big efforts of KAZGUU in developing and fostering cooperations with HEIs abroad. The interview partners from each cooperation were apparently very engaged, few graduates of and students in the dual degree programme served the panel with an insight into their study journey and the close contact to both universities during their time abroad. The panel hopes, that KAZGUU will increase the number of foreign students after the Covid pandemic

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

4.4 Facilities and equipment

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

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

The online portal of the University has the e-mail address www.kazguu.kz. It has links to Platonus, Canvas, the system of electronic documents management 1C Enterprise and university Outlook.

Platonus – an electronic system designed by the MES and obligatory for use by all Kazakhstani HEIs – is integrated with Canvas and used by students for registering for the courses. It serves as a tool for student academic records. Canvas is used for all other academic purposes, such as exchanging the course materials and reaching students, conducting quizzes and exams, recording students' marks and attendance, running conferences and meetings.

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.

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

4.6 Financing of the study programme (Asterisk Criterion)

The University's sources of funding are:

- Income from educational activities (commercial basis);
- Income from the Ministry of Education and Science;
- Scientific and fundamental research;
- Income from rental of residential and non-residential premises.

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

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

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

Appraisal:

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

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

5. Quality assurance and documentation

Quality Assurance (QA) is achieved and managed by QA Policy and the following QA documents:

- Academic and Research Council bylaws
- School Committees bylaws
- Academic Policy
- Handbook on Ensuring Academic Integrity
- Inclusive Education Policy
- Examination Regulations
- Thesis Guidelines
- Academic Integrity League Standards.

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

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

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

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

QA mechanisms are divided into two groups: internal and external.

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

External QA Mechanisms are represented by the following:

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

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

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

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

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

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

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

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

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

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

Instructors are expected to take into account the feedback provided by students and implement necessary changes into the course programme for the next semester or academic year. Consideration and revision of students' feedback is documented in the Course Management Form (CMF) as recommendations for the next course. Implementation of

necessary changes in a modified and adapted form is tracked by the Quality Assurance Committee of the SLA during the process of affirmation of syllabi.

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

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

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

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

The programme description, terms, conditions, regulations and other essential information is provided in the following documents:

- Quality Assurance Policy
- KAZGUU Academic Policy
- Handbook on Ensuring Academic Integrity
- The SLA Catalogue
- Programme curriculum
- Admission Policy
- Inclusive Education Policy
- KAZGUU Assessment Policy (Examination Regulations)
- Course syllabi
- Senior Project guidelines
- Internship Policy
- Code of Conduct
- Course Schedule (Platonus)

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

News about current events, activities, internships or any other information about the programme or School is regularly published and brought to notice of students using several

means of communication. The official website of M. Narikbayev KAZGUU University with a separate page dedicated to School of Liberal Arts regularly publishes news, reports and announcements that are available to current students but also to the general public as well.

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

Appraisal:

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

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

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

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

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

Quality profile

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

Bachelor programme: Bachelor of Service Management with the Major Tourism (BSM.)

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

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

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