Decision of the FIBAA Accreditation and Certification Committee

19th Meeting on September 5, 2025

PROGRAMME ACCREDITATION

Project Number:	24/016 Cluster 2
Higher Education Institution:	KIMEP
Location:	Almaty, Kazakhstan
Study programme:	Bachelor of Science in Psychology
	Master of Science in Psychology
Faculty	College of Human Sciences and Education
Type of accreditation:	initial accreditation

During its meeting, the FIBAA Accreditation and Certification Committee decided to lift Condition 2 for the Master of Science (see Summary). The Committee concluded that this condition is subject to the authority of the University. However, Condition 1 for both study programmes remains in place.

Thus, according to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1st, 2021, the study programmes are accredited with one condition.

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

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

Conditions:
- **Condition** for the Bachelor and Master of Science in Psychology: The University ensures credit transfer according to the Lisbon Recognition Convention, accepting also credit transfer applications filed at later stages of the study programme.

Proof of meeting this condition is to be supplied by June 4, 2026.

For the Bachelor of Psychology
Period of Accreditation: September 5, 2025 – September 4, 2030.

For the Master of Psychology
Period of Accreditation: November 26, 2025 – November 25, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

KIMEP, Kazakhstan

Bachelor/Master programme:

1. Bachelor of Science in Psychology
2. Master of Science in Psychology

Qualification awarded on completion:

1. Bachelor of Science
2. Master of Science

General information of the study programmes

Brief description of the study programmes:

Bachelor of Psychology (BSP)
The Bachelor of Science in Psychology is designed to train professionals in the theoretical foundations and basic methods of psychology and to give an insight into the applied branches of its disciplines such as possessing skills and techniques that can be used to measure, explore, and develop individuals, groups or organisations through scientific research. Students will obtain an integrated knowledge of education, communication, socialisation, learning, and human development. It is also aimed to provide modern knowledge and a true sense of vocation that supports further learning in any psychology Master's.

Master of Psychology (MSP)
The Master of Science in Psychology is designed to provide students with paradigmatic, conceptual, theoretical, methodological, and practical knowledge and skills in pure and applied psychology. The programme will be of interest to students who wish to gain both specific skills in the core pillars of psychology and their related research and professional applications in counselling and clinical practice, but also those interested in a broader base of knowledge and skills that may inform non-psychology employments such as human resources, management, and marketing. The programme has been designed as a conversion-style master's degree so that students with non-psychology undergraduate degrees can benefit from knowledge, skills, and training in psychology. The MSP focuses specifically on therapeutic delivery, which enables graduates to work in state organisations of the Republic of Kazakhstan providing psychological services.

Type of study programme:
Bachelor and Master programme

Projected study time and number of ECTS credits assigned to the study programmes:
BSP: 3.5- 4 years | 240 ECTS credits
MSP: 2 years | 91 ECTS credits

Mode of study:
full-time

Didactic approach:
study programme with obligatory class attendance

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
BSP:
- Capacity 30 students per class with two groups per course.
- Max number of courses/groups run per semester with current faculty: 12
- Max capacity: 360 students

MSP:
- Capacity 30 students per class with two groups per course.
- Number of courses/groups run per semester with current faculty: 5
- Max capacity: 150 students

Programme cycle starts in:
fall semester

Initial start of the programme:
BSP: 2022
MSP: Spring 2025

Type of accreditation:
initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Science in was made between FIBAA and KIMEP on March 6, 2024. The Master of Science was added to the cluster on September 6, 2024. On November 4, 2024, KIMEP submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. KIMEP has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Eva Bamberg
University of Hamburg
Professor emeritus of Work and Organisational Psychology

Dipl.-Psych. Ute Beyer
Business Coaching and Therapy
Senior Expert Personnel Development/Competence Management
Freelance psychologist (part-time)
[Professional practice]

Prof. Dr. Linn Kühl
MSB Medical School Berlin
Professor of Clinical Psychology and Psychotherapy

Hanna Noll
University of Regensburg
Psychology B.Sc.
[Students representative]

Prof. Dr. Gulmira Skabayeva
Kazakh National Agrarian Research University
Associate Professor of Psychology
[Country expert]

FIBAA project manager:
Lisa Lubomierski

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on February 5-6, 2025 at KIMEPS premises in Almaty, Kazakhstan. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of KIMEP.

The resulting assessment report was delivered to KIMEP for comments on August 13, 2025. KIMEP submitted its statement on the report on August 20, 2025. This feedback has been taken into account in the present document.

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[1] The panel is presented in alphabetical order.

After submission of this assessment report to the FIBAA Accreditation and Certification Committee, the Committee requested additional information. The University provided further material and information (see Addendum) which was considered by the Committee in its decision-making on November 26, 2025.

Summary

The **Bachelor of Science in Psychology** offered by KIMEP fulfils the FIBAA quality requirements for bachelor programmes with one exception and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 5, 2025, and finishing on September 4, 2030, under 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 as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The **Master of Science in Psychology** offered by KIMEP fulfils the FIBAA quality requirements for master programmes with two exceptions and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 5, 2025, and finishing on September 4, 2030, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

For the **Bachelor of Science in Psychology**, the panel members identified need for improvement regarding the following aspect:[2] Study and Exam Regulations. They recommend the accreditation on condition of meeting the following requirement:
- **Condition 1** (see chapter 3.2): The University ensures credit transfer according to the Lisbon Recognition Convention, accepting also credit transfer applications filed at later stages of the study programme.

For the **Master of Science in Psychology**, the panel members identified need for improvement regarding the following aspects[2]: Study and Exam Regulations and Rationale for degree and programme name. They recommend the accreditation on condition of meeting the following requirements:
- **Condition 1** (see chapter 3.2): The University ensures credit transfer according to the Lisbon Recognition Convention, accepting also credit transfer applications filed at later stages of the study programme.
- **Condition 2** (see chapter 3.1): The University aligns the name of the study programme with the contents of the curriculum.

Proof of meeting these conditions is to be submitted by June 4, 2026.

The panel members identified several areas where **both programmes** could be further developed:
- formalising the advice and guidance given to students when selecting electives to ensure students reach a bachelor's level education (see chapter 3.1)
- further integrating practical components into the Bachelor of Science in Psychology programme (see chapter 3.1)
- enhancing the scientific aspects of research within the final thesis (see chapter 3.1)

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[2] This aspect is an asterisk criterium which means that they are essential for the study programme.

- implementing guest lectures further and specifically inviting practitioners (see chapter 3.3)
- focusing on diverse research areas and practical experience (e.g. counselling) in the recruitment process (see chapter 4.1)
- strengthening the focus on practitioners giving lectures (see chapter 4.1)
- further strengthening and expanding partnerships with relevant stakeholders in professional practice (see chapter 4.3)
- ensuring that all facilities needed for the successful study at the DoP are fully accessible (for example labs and library) (see chapter 4.4)
- expanding the academic resources in the area of psychology in alignment with the growing student population (see chapter 4.4)

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

There is one criterion in which the **Bachelor of Science in Psychology** exceeds the quality requirements:
- Positioning of the study programme in the educational market (see chapter 1.3)

Additionally, there are several criteria in which **both study programmes** exceed the quality requirements:
- Counselling for prospective students (see chapter 2)
- Internationality of faculty (see chapter 3.4)
- Foreign language contents (see chapter 3.4)
- Process organisation and administrative support for students and faculty (see chapter 4.4)

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

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Information

Information on the Institution

Since the Republic of Kazakhstan (RK) gained independence on December 16, 1991, the Government has implemented large-scale educational reforms. For example, exposing the provision of education to the free market, decentralizing some elements of accountability and administrative oversight, and a closer alignment of the education system with the international community[3]. Kazakhstan signed the Lisbon Recognition Convention in 1999. This was accompanied by significant changes to the country's higher education system, including the restructuring of its qualification system, the introduction of external accreditation agencies, and a gradual introduction of institutional autonomy. The initiation of the European Credit Transfer System (ECTS) and the National Qualifications Framework (NQF) by the Kazakhstan Ministry of Science and Higher Education and Science (MSHE) is the basis for decentralizing control over course curricula and student workload. The framework also determines graduation credit requirements for academic degrees at the bachelor's and master's levels. In 2010, Kazakhstan became a member of the Bologna Process, taking 47th place out of 48 in the list of countries of the European Higher Education Area (EHEA).[4]

Established in 1992, KIMEP University (KIMEP) is an independent, non-profit higher education institution in Kazakhstan. KIMEP is licensed and has been attested by the MSHE as a higher education institution authorised to provide educational services. In 2012, KIMEP's status changed from an institute to a university. As of academic year 2024-2025, KIMEP offers 17 bachelor's programmes, 14 master's programmes, eight doctoral degree programmes, and two certificate programmes. Based on Fall 2024 data, there are 2623 students (including non-degree and exchange) at the University (including exchange students). 327 international students, or 13% (including non-degree and exchange), are from 34 different countries, representing about 61 ethnicities. Currently, the University employs 130 faculty members and 242 administrative staff. The overall faculty/student ratio for KIMEP is 20 students per faculty. 93 of the University's full-time faculty members hold terminal degrees (including different doctors and candidates of science). KIMEP University has 14951 alumni working all over the world.

KIMEP University is Central Asia's oldest and largest North American-style University. It is ranked #1 leading humanitarian and economic university in Kazakhstan in 2023 by the Kazakhstan Independent Agency for Quality Assurance in Education (IQAA).[5] The University states that it is committed to honesty, integrity, transparency, and meticulous care for the well-being of its students, faculty, and staff, and the delivery of academic excellence in line with internationally recognised standards of excellence such as the European Qualification

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[3] Lodhi, I., & Ilyassova-Schoenfeld, A. (2023). The Bologna process and its impact on the higher education reforms in Kazakhstan: a case of policy transfer and translations. *Studies in Higher Education*, 48(1), 204-219. https://doi.org/10.1080/03075079.2022.2124244

[4] Enic-Kazakhstan (2023). *Budapest-Vienna Declaration – 2010*. https://enic-kazakhstan.edu.kz/files/1661157566/8-2010-03-12_budapest-viennadeclaration.pdf

[5] IQAA (2023). *National ranking of leading humanitarian and economic universities in Kazakhstan*. https://iqaa-ranking.kz/item/15285, last accessed May 20, 2025.

Framework (EQF)[6], so that the well-being and education of global-local (glocal) citizens are improved. [7]

At KIMEP all the programmes are taught in English (apart from Kazakh and Russian language courses) aiming to integrate core knowledge and skills in subject-specific (e.g., concepts, theories, methods), transferrable (e.g., problem-solving, analytical, and presentations), soft (e.g., personal problem-solving, maintaining motivation), and green skills (e.g., socio-environmental changemaker and problem-solver) for professional practice and everyday life and with those key soft skills (e.g., motivation, overcoming challenges, context presence). This means that all students graduate with a range of core knowledge and skills to not only secure global employment but to be able to make positive impacts on the social environment. Around 95% of KIMEP University graduates are in employment within six months of graduation.[8]

KIMEP states that a key feature of its success is its glocal perspective where internationally recognised standards of excellence underpin all learning processes procedures and assessments.[9] Thus, subject content and assessments are contextualised to the needs of different student cohorts, the changing needs of employers, and other key stakeholders. This can be seen in how students study a range of glocal and interdisciplinary subjects in addition to those they specialise in.

The **Bachelor of Science in Psychology (BSP)** and the **Master of Science in Psychology (MSP)** programmes are designed so that their curricula link directly with KIMEP University's overall strategy of developing 'work-ready' graduates that can professionally and sensitively respond to the needs of glocal populations. Psychology as a discipline holds significant relevance in addressing mental health needs in Kazakhstan and other countries within the Commonwealth of Independent States (CIS), where the availability of services remains limited in relation to the growing demand. The programmes are designed to foster interdisciplinary engagement by allowing students to integrate their psychological studies with other academic fields offered at KIMEP University – such as politics, economics, marketing, and languages – thereby equipping them with a more comprehensive and nuanced understanding of human thought and behaviour. Thus, both psychology programmes respond specifically to the local and regional population needs through the development of 'work-ready' psychology graduates but also supporting psychology minors and other discipline studies and faculty research.

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[6] Europass (2024). *European Qualification Framework*. https://europass.europa.eu/en/europass-digital-tools/european-qualifications-framework, last accessed May 20, 2025.
[7] KIMEP University (2024). *Mission and Core Values*. https://www.kimep.kz/about/en/management-and-governance/, last accessed May 20, 2025.
[8] KIMEP (2023). *Employment Statistics*, https://www.kimep.kz/current-students/en/career-employment/#11, last accessed May 20, 2025.
[9] SER, p. 9.

Statistical data

The Bachelor of Science in Psychology (formerly Bachelor of Arts, Psychology)[10] had its first intake in 2022. The first cohort of students will graduate in August 2026. Although final statistical data is not yet available, the Department of Psychology (DoP) regularly reviews conversion, progression, and student attainment data.

There are currently around 60 students in the **BSP programme** with an annual Fall intake of around 20. The study programme plans to increase the number of enrolled students. The plan to increase enrolments includes:

- Offering 15 international and five local scholarships on the BSP, and five international and five local scholarships on the MSP.
- Developing a PhD in Psychology for the Fall 2026 so that there is feedthrough to retain students.
- Crafting a marketing campaign that focuses on different audiences. For example, the BSP intake is largely post-secondary school graduates, whereas the MSP intake is likely to be transfer students from other KIMEP University programmes, other universities, and those in employment at a senior level as it is designed a conversion master where those with non-psychology undergraduate degrees can enrol.
- By establishing a brand and awareness of the brand through the development of locally unique psychology teaching and research laboratories and equipment, and a counselling training room.
- Attracting the best students to the programmes by focusing on providing education and training in line with international standards of excellence and providing opportunities for a diverse student body by offering scholarships.

Despite not having data for one full cycle of graduates the DoP annually reviews the BSP to ensure:

- the programme and course content remains in line with public sector regulatory bodies such as the American Psychological Association and British Psychological Society. This ensures students are taught the gold standard in psychology programme structure and course content;
- that each course follows MSHE RK regulations ensuring that graduates are glocally fit for work;
- that each course's content speaks to the specific needs of each student cohort. For example, if a specific cohort of students aims to work in HR, Counselling, and Clinical settings then course content will have a greater focus on these professions.

Indeed, in the Spring Semester 2024, the BSP was redesigned to include qualitative research methods in psychology and therapy-related courses to this end. This was also a better fit with the APA (American Psychology Association) key pillars.[11] The MSHE RK has since signed off on these amendments so that the programme is on the state register.

The first intake of students on the **MSP** begun in the Spring 2025 semester due to late MSHE RK sign-off, although annual intake will typically take place in the Fall Semester. The

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[10] Programme name was changed to reflect the more scientific nature of the core content and assessments that were being delivered once programme revisions had been made in 2024.

[11] APA (2024). The APA Introductory Psychology Initiative. https://www.apa.org/ed/precollege/undergrad/introductory-psychology-initiative, last accessed May 20, 2025.

programme decided to launch a "soft start", enrolling three students in the MSP programme.[12] No further statistical data are currently available. The same review and evaluation process as the BSP will be followed as students' progress through their studies.

Table 1: Statistical data BSP

	AY 2022/2023	AY 2023/2024	AY 2024/2025
# Study Places offered by HEI	60	60	60
# Applicants	49	52	44
# Admitted	25	20	23
# Enrolled First-Year Students	23	19	21
# Foreign Students	3	1	1
# Graduates	*NA*	*NA*	*NA*
Success rate *(students who finished their studies)*	*NA*	*NA*	*NA*
# Withdrawls	3	7	1
Average duration of study	*NA*	*NA*	*NA*
Average grade of final degree	*NA*	*NA*	*NA*

Appraisal

KIMEP University with its more than 30 years of experience is well-established in Almaty and in Kazakhstan. KIMEP and its offerings have an outstanding reputation rooted in their international hiring policy that led to a diverse faculty composition, and KIMEP's interest in continuously developing their educational offers through various external evaluations (like FIBAA, EFMD, ISO).

The Bachelor of Science in Psychology has had its first intake in the academic year 2022/2023. Despite the recent opening of the programme, the number of applicants is consistently around 40-50 applicants. This shows a demand for the programme. Currently, there are no statistical data available for the Master of Science in Psychology.

The interviews during the site-visit underline that students and alumni[13] are satisfied with their education at KIMEP.

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[12] These students took the courses Academic Writing, Principles of Management and Research Methods in Psychology. These courses were offered as students could take them with other students from other programmes. Typically, seven students are needed per course for cost-effectiveness.

[13] As there are no graduates of the two study programmes yet, the expert panel interviewed alumni of comparable programmes taught at the College of Human Sciences and Education (CHSE).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Both the BSP and MSP ensure that students not only obtain a Western-style quality degree but that their degrees are taught in English whilst also developing students' local knowledge and skills, which are essential in engaging with a diverse population.

The **Bachelor of Science in Psychology** is designed to train professionals in the theoretical foundations and basic methods of psychology and also, to give an insight into the applied branches of its disciplines such as possessing skills and techniques that can be used to measure, explore, and develop individuals, groups or organisations through scientific research. Students will obtain an integrated knowledge of education, communication, socialisation, learning, and human development. It is also aimed to provide modern knowledge and a true sense of vocation that supports further learning in any psychology Master's.

The **Master of Science in Psychology** is designed to provide students with advanced paradigmatic, conceptual, theoretical, methodological, and practical knowledge and skills in pure and applied psychology. The programme will be of interest to students who wish to gain both specific skills in the core pillars of psychology and their related research and professional applications in counselling and clinical practice, but also those interested in a broader base of knowledge and skills that may inform non-psychology employments such as human resources, management, and marketing. The MSP offered is also unique in that it focuses specifically on therapeutic delivery at an advanced level, which enables graduates to work in RK state organisations providing psychological services. Private practice does not require a master's degree in Kazakhstan. The programme has been designed as a conversion-style master's degree so that students with non-psychology undergraduate degrees can benefit from knowledge, skills, and training in psychology.

Given this glocal context, the BSP and MSP have been designed in line with the European Qualification Framework (EQF) – ECTS Aligned (International Quality and Standards)[14], MSHE RK NQF (National Quality and Standards), and American Psychological Association (APA) (Subject-Specific Quality and Standards).

These frameworks can be mapped against the BSP programme's intended learning outcomes (ILO):

Table 2: ILOs BSP

Intended learning outcome	MSHE RK NQF	EQF	APA Competencies
1. Knowledge Base of Psychology. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology for analysing the	6	6	Readiness for Practicum 1, 8, 9, 10, 11, 12, 14 Readiness for Internships 1, 8, 14 Readiness for Practice 1

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[14] The BSP is designed as an EQF Level 6 programme, while the MSP is designed as an EQF Level 7 programme.

psychology of individuals, society, and cultures.			
2. Research Methods in Psychology Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation; use scientific reasoning to interpret psychological phenomena.	6	6	Readiness for Practicum 6, 9, 10, 11 Readiness for Internships 6, 9, 14
3. Critical and Creative Thinking Skills in Psychology Use critical and creative thinking, sceptical inquiry, and opt for the scientific approach for solving problems related to behaviour and mental processes; engage in innovative thinking and problem-solving for research and practical tasks.	6	6	Readiness for Practicum 7, 9, 10, 11, 12, 14, 16 Readiness for Internships 7, 14, 16
4. Application of Psychology and Practical Skills Understand and apply psychological principles to personal, social, and organisational issues; exhibit professional self-reflection, project-management skills, and teamwork capacity.	6	6	Readiness for Practicum 4, 9, 10, 11, 12, 16 Readiness for Internships 4, 16 Readiness for Practice 4
5. Values in Psychology Be familiar with international and national formal regulations that govern professional ethics in psychology; embrace values that contribute to positive outcomes in work settings.	6	6	Readiness for Practicum 1, 3, 16 Readiness for Internships 1, 3, 16 Readiness for Practice 1, 3
6. Information and Technological Literacy Students will demonstrate information competence and the ability to use computers and other technology for many different purposes.	6	6	Readiness for Practicum 4 Readiness for Internship 4 Readiness for Practice 4
7. Communication Skills Demonstrate effective professional and interpersonal communication skills and proficiency in oral and written communication in a variety of social, professional, and academic contexts.	6	6	Readiness for Practicum 4, 16 Readiness for Internship 4, 16 Readiness for Practice 4
8. Sociocultural and International Awareness Recognise and respect the complexity of sociocultural and international diversity; embrace values that contribute to building an inclusive society responsive to global challenges.	6	6	Readiness for Practicum 2, 14, 16 Readiness for Internship 2, 14, 16 Readiness for Practice 2, 14

Similarly, the frameworks guided the development of the MSP and can be mapped to the programme ILOs:

Table 3: ILOs MSP

Intended learning outcome	MSHE RK NQF	EQF	APA Competencies
1. Knowledge Demonstrate in-depth knowledge of the core areas of psychology, especially of human development and psychological assessment and their relevant treatments and preventive measures.	7	7	Readiness for Practicum 1, 6, 7, 8, 9, 10, 11, 14, 15, 16 Readiness for Internship 1, 6, 7, 8, 9, 10, 11, 14, 15, 16 Readiness for Practice 1, 6, 7, 8, 9, 10, 11, 14, 15, 16
2. Knowledge Integrate knowledge of developmental and biopsychosocial perspectives, including individual and cultural factors, in understanding mental health across the lifespan.	7	7	Readiness for Practicum 2, 4, 6, 8, 9, 10, 11, 14, 16 Readiness for Internship 2, 4, 6, 8, 9, 10, 11, 14, 16 Readiness for Practice 2, 4, 6, 8, 9, 10, 11, 14, 16
3. Scientific Mindedness Demonstrate scientific literacy, by applying appropriate techniques, and research methods to identify psychological issues, and develop appropriate research questions and methods, to provide culturally sensitive answers and solutions.	7	7	Readiness for Practicum 2, 6, 7, 9, 10, 11, 14, 16 Readiness for Internship 2, 6, 7, 9, 10, 11, 14, 16 Readiness for Practice 2, 6, 7, 9, 10, 11, 14, 16
4. Scientific Mindedness Critically evaluate and integrate academic literature to scientific research problems in psychology so that plausible explanations and appropriate solutions can be developed.	7	7	Readiness for Practicum 6, 7, 8 Readiness for Internship 6, 7, 8 Readiness for Practice 6, 7, 8
5. Application Demonstrate the ability to conduct assessments using standardised assessment tools, tests, interviews, observations, and other relevant sources for the needs of individual service users.	7	7	Readiness for Practicum 1, 2, 9, 10, 11 Readiness for Internship 1, 2, 9, 10, 11 Readiness for Practice 1, 2, 9, 10, 11
6. Application Apply skills in selecting, tailoring, and implementing culturally sensitive and appropriate interventions.	7	7	Readiness for Practicum 1, 2, 3.5, 9, 10, 11 Readiness for Internship 1, 2, 3, 5, 9, 10, 11 Readiness for Practice 1, 2, 3, 5, 9, 10, 11
7. Application Identify and develop appropriate strategies for working with individual service users at different developmental stages and from disparate backgrounds to facilitate individual and group therapy sessions.	7	7	Readiness for Practicum 1, 2, 9, 10, 11 Readiness for Internship 1, 2, 9, 10, 11 Readiness for Practice 1, 2, 9, 10, 11
8. Ethical and Social Responsibility	7	7	Readiness for Practicum 1, 2, 3, 4, 15

Articulate and apply ethical standards in psychological research and professional practices in a critically reflective way.			Readiness for Internship 1, 2, 3, 4, 15 Readiness for Practice 1, 2, 3, 4, 15
9. Communication Express ideas clearly and effectively in written and verbal formats for different aims and objectives and sociocultural contexts.	7	7	Readiness for Practicum 1, 2, 5, 12, 13, 15, 16 Readiness for Internship 1, 2, 5, 12, 13, 15, 16 Readiness for Practice 1, 2, 5, 12, 13, 15, 16

The design of the BSP and MSP also includes input from key stakeholders such as employers, students, faculty, and senior management[15] before being reviewed by the CHSE University's Assessment and Curriculum Committees. Once approved the programmes were submitted to the MSHE RK to be listed on the state register. This ensures not only key oversight, but also transparency for all key stakeholders. The key criteria in the design of the programmes ensured the following:

- Core subject-specific, transferrable, soft, and green skills are built into the design of each programme and the course content and assessments at an appropriate level.
- Course content and assessments develop student skills throughout their studies as key stages and benchmarks.
- That course content is glocal so that students can transfer skills to other (inter)national HEIs and that students graduate with glocal skills required for professional practice with employers, whatever students' chosen trajectories.
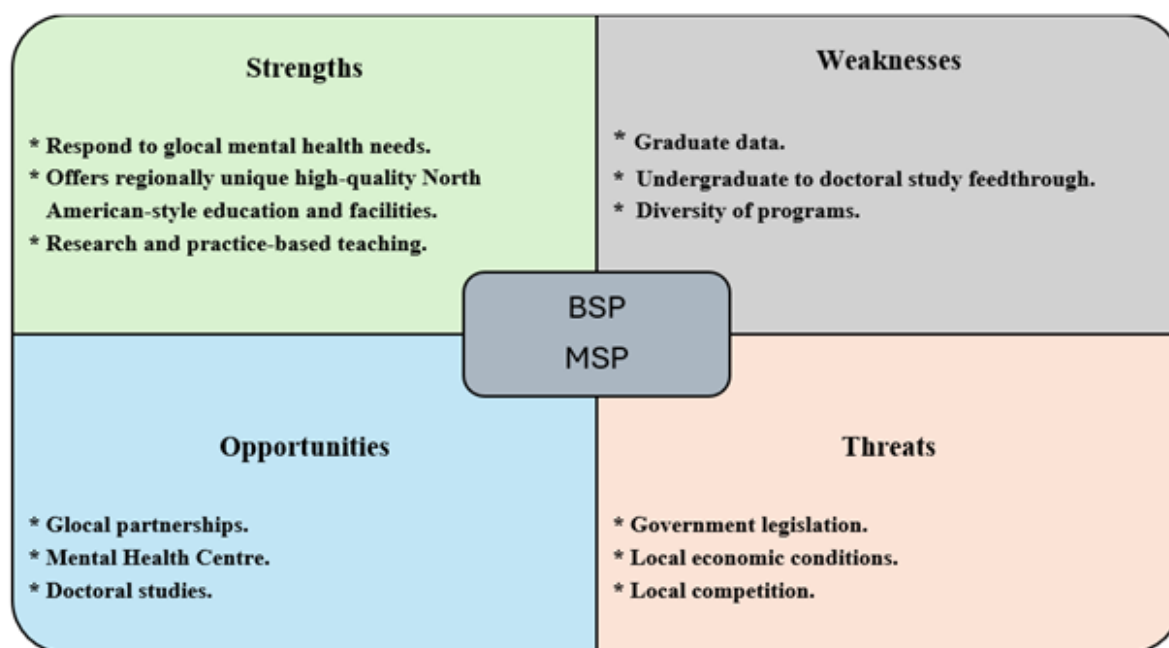- That international standards of excellence are maintained and delivered.

KIMEP states that designing each programme at an appropriate level ensures that students graduate with appropriate skills and knowledge for that level and can apply it ethically and responsibly in personal and professional contexts to meet glocal demands. It also ensures that on graduation students have met the same quality and standards expected of their peers in other HEIs and also those set out by national regulatory bodies such as the MSHE RK NQF. Combined with these broader level-based competencies, the design of the BSP and MSP adheres to the APA core subject-specific, transferrable, and soft-skill competencies.[16]

Below, a SWOT-Analysis conducted by the Department of Psychology (DoP) can be found:

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[15] KIMEP University (2024). *Management and Governance.* https://www.kimep.kz/about/en/management-and-governance/
[16] SER, p. 15.

Figure 1: SWOT-Analysis

Within the SWOT analysis, the DoP addresses the weakness "Diversity of Programmes" including the design of the MSP as a conversion Master programme. The Department observes that while this is a strength as it allows students from other undergraduate disciplines to study psychology at an advanced level, they do not have the diversity of master's or undergraduate programmes to attract and respond to a range of needs. The DoP is planning to expand its programme portfolio, including new master's specialisations in business, environmental, clinical, and marketing psychology from 2026–2027 onwards.

Appraisal:

The qualification objectives of the **Bachelor of Science in Psychology** and the **Master of Science in Psychology** 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 aspired level at graduation. They take into account the requirements of the national qualification framework.

Based on the review of programme documentation and insights gained during the interviews, the panel developed a clearer understanding of the **Master of Science in Psychology** as a conversion programme. The panel acknowledges that the programme is designed to accommodate students from a variety of academic backgrounds, while simultaneously aiming to meet the expectations of a traditional Master of Science degree in psychology for students who already hold a bachelor's degree in the discipline (feed-through from the BSP). This dual-purpose approach presents a significant challenge, as students without a background in psychology require foundational instruction that differs from the advanced content expected by those with three or more years of prior study in the field.

The panel recognises the programme's effort to balance these differing needs but notes that such an approach involves trade-offs in curriculum design and learning outcomes. Ideally, the DoP would consider offering two distinct tracks: one as a conversion master's programme for those entering the field of psychology from other disciplines, and another as a specialised Master of Science in Clinical Psychology for students with a solid undergraduate background in the subject. While the panel understands that this differentiation may be part of the institution's future development plans, it emphasises the importance of clarity in the current implementation. It is critical that all stakeholders, particularly prospective students and potential employers, have an accurate understanding of the programme's objectives, structure, and positioning as a conversion degree. This issue will be addressed in subsequent appraisals of this report.

	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)

In line with KIMEP University's mission, strategy, and core values, the University is committed to educating and preparing students for careers in an international environment. From the earliest stages of programme design, KIMEP seeks to obtain international accreditation aligned to (inter)national quality standards and frameworks so that graduates are internationally competitive.

KIMEP states that both the BSP and MSP are taught by high-quality, research-active, international faculty with qualifications from reputable European and North American universities.[17] This means that students are exposed to evidence-based teaching and learning techniques, so they remain competitive with their international peers. All DoP faculty members are actively publishing research which exposes students to recent research in the field.

Faculty of DoP are aware of the issue of colonialism in education. The curricula have been decolonised[18] so that although European and North American concepts, theories, methods, research, and perspectives are still covered and aligned with APA competency benchmark standards, these are locally and regionally contextualised. Indeed, where possible, local and regional concepts, theories, methods, research, and perspectives are compared, contrasted, and supplemented in teaching and learning so that the programme and course materials remain glocally relevant to all students.

Students in the programmes also frequently study abroad in exchange programmes, and graduates have a range of international trajectories. Additionally, the programmes align with European Higher Education Standards and follow the ECTS system to grant final qualifications.

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[17] SER, p. 16.

[18] Phiri, P., Sajid, S., & Delanerolle, G. (2023). Decolonising the psychology curriculum: a perspective. *Frontiers in Psychology*, 14, 1193241. https://doi.org/10.3389/fpsyg.2023.1193241

Appraisal:

Both the Bachelor and the Master of Science in Psychology are designed to appropriately takes into account the required international aspects. The panel appreciates that the programmes are oriented towards the international standards of the American Psychology Association while discussing topics in a local context. This design will enhance students employability within the country's labour market as well as in international settings.

		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

Positioning of the study programmes on the educational market

The 2024 APA trends report[19] sees an increasing demand for psychological service professionals. Indeed, demand for mental health services in Kazakhstan and other Commonwealth of Independent States (CIS) has increased for the treatment of stress and anxiety, sleep-related disorders, major depressive disorder, attention deficit hyperactivity disorders (ADHD), autism, bipolar disorders, conduct disorders, dysthymia, eating disorders, idiopathic intellectual disability, schizophrenia, psychosis, and others. Statista Market Insights[20] forecasts that mental health service provision revenues in Kazakhstan and other Commonwealth of Independent States (CIS) will rise from US$66.17 billion in 2024 to US$72.81 billion by 2028. Consequently, undergraduate and postgraduate psychology programmes are becoming some of the most popular in Kazakhstan.[21] However, there remains a clear paucity of mental health professionals in Kazakhstan with only 24.13 for every 100,000 citizens.[22]

Thus, to address the relative absence of mental health professionals, HEIs in Kazakhstan will need to offer a wider range of high-quality Western standard, and targeted undergraduate and postgraduate degrees. Whilst several universities in Kazakhstan provide both undergraduate and postgraduate degrees in psychology, many of these are geared towards pedagogy and psychology,[23] general and applied psychology,[24] or focused on education, business, and healthcare.[25] The psychology programmes at KIMEP University state that they are unique in that they teach a more comprehensive range of psychology topics at undergraduate level providing students with a wider range of knowledge and skills in preparation for work or for further specialised studies to become psychological professionals at postgraduate level.[26]

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[19] APA (2024). *12 emerging trends for 2024*. https://www.apa.org/monitor/2024/01/trends-report

[20] Statista Market Insights (2024). *Mental Health – Kazakhstan*. https://www.statista.com/outlook/hmo/mental-health/kazakhstan

[21] APA (2024). *12 emerging trends for 2024*. https://www.apa.org/monitor/2024/01/trends-report

[22] The Borgen Project (2022). *Government and NGOs Address Mental Health in Kazakhstan*. https://borgenproject.org/mental-health-in-kazakhstan/

[23] Abai Kazakh National Pedagogical University https://kaznpu.kz/en/1251/page/

[24] Farabi University https://farabi.university/department/71?lang=en

[25] Turan University https://turan.edu.kz/en/obrprogramms/psychology/

[26] SER, p. 11.

Overall, KIMEP prides itself in delivering the quality of education that is found in European and North American universities.[27] Although several other HEIs in Almaty and Kazakhstan offer psychology programmes as well, KIMEP claims that the overall quality of teaching and learning tends to be lower than the international standards of excellence that KIMEP University offers.[28] This is one reason why KIMEP University has been ranked number 1 by the IQAA for Kazakhstan universities delivering humanities and economic programmes for several years. The local reputation of the University is based on student, graduate, employer, faculty, and peer assessments.

Another important factor contributing to the University's glocal reputation is its local-to-international faculty ratio of 3:1, with all faculty having been educated in European and North American universities unless educated at KIMEP University. This ensures faculty are aware of international standards of excellence in teaching and learning but also many are active researchers in their fields publishing in Q1 journals and similar outlets.

Another uniqueness factor of all programmes offered at KIMEP is that they are taught in English and that their content and assessments are glocally oriented.[29] This is well suited for the needs and demands of an increasingly integrated world where a range of specific and transferrable English language skills are required. Moreover, due to policy changes[30] that have raised the profile of psychology taught in English in the Republic of Kazakhstan mental health sector, English has become not only a required subject but the medium of education for several content courses in secondary schools.

Having a BSP that feeds through to the MSP also encourages students who wish to study at the postgraduate level to continue their studies in Kazakhstan. This benefits students economically as they do not face the higher tuition fees and visa requirements associated with studying at Western universities. Having students' study locally also benefits local populations through graduates eventually practising locally. This is also a benefit to the local economy.

Positioning of the study programme on the job market for graduates („Employability")
The BSP and MSP are relatively new, therefore there is no graduate data available yet. However, there is evidence that psychology graduates will be competitive in the job market, not least because of the shortage of psychology-educated professionals.[31]

KIMEP conducts market research before launching any new programme through their advisory committee and KIMEP pursues only programmes needed and desired locally and regionally by students, parents, employers, and other key stakeholders. KIMEP regularly receives requests from the 207 organisations it has links with to hire graduates, for example, from Citibank Almaty, the American Chamber of Commerce in Kazakhstan, ICAP Kazakhstan, Novo Nordisk, and High-Tech Academy. Psychology graduates will be well-positioned to work in

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[27] SER, p. 16-17.

[28] SER, p. 17.

[29] See section 3.2 below.

[30] As part of its national strategy, Kazakhstan plans to enhance English proficiency. To address this, the government has implemented a trilingual language policy. Kazakh is recognised as the state language, Russian as the interethnic communication language, and English as the language of international communication. This policy is reflected in the RK's Constitution, Law on Languages, and other policy documents. English language tuition is now compulsory in secondary schools.

[31] See Section 1.1 above.

such organisations and many of the graduates will have undertaken internships in the organisations they eventually work in. Internship opportunities within the DoP for students to support faculty research projects are also offered.

Positioning of the study programme within KIMEP's overall strategic concept
The BSP and MSP programmes fit KIMEP University's strategic plan and mission in several respects. On a fundamental level, the University's mission is to provide a premier teaching and learning education to all its students promoting personal, social, and professional growth. Thus, students are prepared to become leaders, pioneers, and positive changemakers in their future trajectories.

KIMEP University was founded as a Western-style university, so the institution ensures a strong focus on general education as well as concentrations in specific disciplines. This is especially important considering the University's shift from its original status as an institute, necessitating more comprehensive educational offerings combined with core specialisations. For this reason, DoP offers some of the introductory psychology courses as general education elective courses. This way not only students taking psychology as a major benefit from the courses but also students from other programmes may benefit. Additionally, there is the option to take psychology as a minor.

KIMEP University has also shifted over recent years from an institution primarily focused on teaching to one with a much greater emphasis on research. The University sees research courses and final attestations in the BSP and MSP as an integral part of this shift allowing students to develop a research culture that they can take into their professional careers upon graduation.

The goals, learning objectives, and intended learning outcomes (ILOs) for the BSP and MSP programmes align with the University's mission and core values. Thus, students are expected to exit their qualification with behaviours such as integrity so that issues encountered are viewed from a glocal perspective, and they contribute to the growth of society by taking an ethical and inclusive approach to decision-making and problem-solving. By being transparent, honest, and trustworthy, they can be creative in addressing psychological and other issues in innovative ways. Finally, they will take ownership of their own learning and development becoming independent and autonomous lifelong learners and future leaders.[32]

Appraisal:

The reasons given for the positioning in the educational market of both study programmes are plausible. For the establishment of the Bachelor of Science in Psychology, the University has thoroughly examined the educational market and recognised a gap in the education in the psychological field. The Department of Psychology has used the results for establishing a unique and competitive profile. As a conversion Master of Science in Psychology, the programme is soundly positioned on the education market as it allows students from a variety of disciplines to enrol. As mentioned in 1.1, it is fundamental that students are aware of the conversion-style nature of the programme.

[32] SER, p. 18.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programmes are convincingly integrated into KIMEP's overall strategic concept. The study programmes' qualification goals are in line with KIMEP'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	BSC	MSC			
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

<u>Admission requirements (Asterisk Criterion)</u>
KIMEP is committed to a policy of equal opportunity for the admission of all qualified individuals. The University is also dedicated to the principles of continuing life-long education, and it does not discriminate against any individual or group based on ethnicity, nationality, religion, gender, social or sexual orientation, marital status, physical or mental impairment, location, age, or any other identity criteria. KIMEP aims to enrol outstanding students from diverse backgrounds who demonstrate leadership potential and the capability to complete their studies and contribute positively to global societies. The online application is developed in three languages – Kazakh, Russian, and English.

Admission requirements are recorded in the Admission Policy which is reviewed and issued on an annual basis. State admission legislation applies when making admission decisions, including the Law of the RK on Education, Standard Rules of Admission to Academic Institutions Offering Undergraduate Education, Standard Rules of Admission to Academic Institutions Offering Graduate Education, and Rules for Students' Transfer and Reinstatement, as well as the RK Government Order (as of July 9, 2013, #701).

Entry Requirements for Undergraduate Programmes:
- Completed secondary education
  - Attestat (diploma) for completion of high school or professional vocational school (authentic copy).
  - RK citizens: The original Unified National Testing (UNT) or Comprehensive Testing (KTA) certificate issued for the current year with passing scores as set by the MSHE RK for the year of entry. Results of the entrance examinations with passing scores are required for the applicants to bachelor's degree programmes.
  - Foreign citizens: an interview with the programme team is required.
- Other requirements
  - Admission for the fast-track study option for the best graduates of professional vocational schools is done based on the results of Comprehensive Testing (KTA) as well as the state classifier of related specialisations.
  - KIMEP University recognises secondary students' participation in the International Baccalaureate Programme (IBP) and awards college credit for completion of higher-level courses that show grades of four, five, six, and seven corresponding to GE courses offered at KIMEP. Moreover, direct placement to academic courses is granted to those IB diploma holders whose final score is 24 and above (out of 45).
  - Students may be transferred or reinstated after withdrawal from other universities if they have fully completed the first academic period of a programme of study according to the individual study plan (with a GPA of not less than 2.0). The student may be transferred or reinstated to any programme of study and any specialisation of undergraduate studies.

General Entry Requirements for Master-Level Programmes:
- Completed higher education
  - Copy of a diploma confirming the completion of undergraduate degree(s).
  - Copy of a transcript (diploma supplement) with grades
- Applications submission
- Foreign language proficiency entrance test
- Entrance examinations by specialisations
  - Entrance examination for Master programmes (KGET – KIMEP Graduate Entrance Test) – not less than 15 points.[33]
- International certificates
- Defining English proficiency level

Lastly, students of a graduate programme of other institutions of higher education can transfer to KIMEP University postgraduate programmes if their study programme conforms to the postgraduate programme being offered at the University.

Counselling for prospective students

KIMEP offers counselling to prospective students both in-person and through a dedicated IT system. Faculty and staff provide in-person counselling at 'Open House' events, covering admission procedures, programme information, scholarships, exchange and dual degree opportunities, and career prospects. The Department of Student Recruitment and Admission (DSRA) assists with the application process year-round and organises over 200 events annually in Kazakhstan and abroad.

KIMEP has Admission Liaison Officers in countries like China and South Korea. For distance counselling, the DSRA provides a 24-hour telephone service (Smartcall), an online interactive service (Chatra), and an applicant portal to check admission status.

The DSRA is also responsible for ensuring that the reviewing process complies with the KIMEP Admission Policy and that students are properly notified of their admission or rejection to KIMEP programmes with the follow-up communication that would lead to arrival, visa, registration, and enrolment or re-application for the next intake. The communication includes the admissions letter, important contact information, information about orientation programmes, terms, and conditions of tuition payment, registration for foundation and degree courses, medical requirements, nostrification requirements, etc.

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[33] The KGET measures various skills that should have been or will be developed in an educational and work environment. It does NOT measure knowledge of business, job skills, specific content in undergraduate studies, abilities in any other specific subject area, or subjective qualities, such as motivation, creativity, and interpersonal skills. The minimum grade should be no lower than 15 out of 50. The test is given in English, and it consists of three sections:
1. Problem-solving (There are 20 questions, and the recommended time is 30 minutes)
2. Data sufficiency (There are 20 questions, and the recommended time is 40 minutes)
3. Critical thinking (There are 10 questions, and the recommended time is 20 minutes)

Test takers have a maximum of 90 minutes to complete these 50 multiple-choice questions. Problem-solving is based on mainly quantitative questions. This section tests the knowledge of arithmetic, elementary algebra, and common geometry. Data sufficiency questions consist of a question and two statements. The critical thinking section is composed of questions testing reading comprehension and critical reasoning. The KGET test covers a wide range of topics.

Upon completion of the recruitment and admission process, the DSRA provides detailed reports to KIMEP departments and administration, and the State authorities (MSHE RK and the National Statistical Agency).

Applicants can check their application status via the KIMEP Applicant Portal.[34] Upon completion of the process of admission, all applicants receive letters of admission, letters of access to non-degree educational services, or letters of rejection.

Selection procedure (if relevant)
On behalf of the University, the Department of Student Recruitment and Admission (DSRA) oversees admission to academic programmes as per the Admission Policy approved by the President (or his designee) and issues the Admission Orders for students. In collaboration with deans, faculty, and the DSRA, the Office of Academic Affairs plans, organises, conducts, and reports on the entrance exams, which lead to admission or rejection decisions. The DSRA works closely with the MSHE RK on issues related to required state examinations. Student admission decisions are recorded in the form of an order specifying the grounds for admission. The final list of admitted students is approved by the KIMEP University President's Cabinet in the form of an order on admission to undergraduate programmes, graduate programmes, and non-degree programmes. Each admission order has a list of requirements that admitted students must fulfil to ensure eligibility for full admission. Those admitted students who do not comply with the requirements listed in the admission order are withdrawn as non-matriculated students. Students, who comply with the requirements stipulated in the admission orders, will have access to course registration by their programme and terms of study.

Admission consideration is separate from financial aid considerations. Admission decisions to academic programmes at KIMEP University do not imply any financial aid promise of any type to the applicant.

Ensuring foreign language proficiency (Asterisk Criterion)
Entrance examinations in state, Russian, and foreign languages follow the method developed by the National Testing Centre of the MSHE RK. Citizens of the Republic of Kazakhstan with international certificates proving knowledge of a foreign language per the Common European Framework (CEF) (standards) of a foreign language are exempt from the following entrance examination in a foreign language to graduate, residency, postgraduate, and doctoral programmes:
- English language: Test of English as a Foreign Language Institutional Testing Programme (TOEFL ITP – at least 460 points), Test of English as a Foreign Language Institutional Testing Programme Internet-based Test (TOEFL IBT, threshold score – at least 87), (TOEFL threshold score – at least 560 points), International English Language Tests System (IELTS, threshold score – at least 6.0).
- German language: Deutsche Sprachpruefung fuer den Hochschulzugang (DSH, Niveau C1/ level C1), TestDaF-Pruefung (Niveau C1/level C1);
- French language: Test de Français International™ (TFI – at least level B1 in reading and listening), Diplome d'Etudes en Langue française (DELF, level B2), Diplome Approfondi de Langue française (DALF, level C1), Test de connaissance du français (TCF – at least 400 points).

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[34] See https://www.kimep.kz/ext/application/online/en-US//, last accessed on May 21, 2025.

Non-Kazakhstani citizens are required to comply with the state standards in the English language (TOEFL/IELTS, above) because instruction at KIMEP University is done in English.[35] Citizens of former CIS may take a Russian or Kazakh entrance test through the National Testing Centre as required by the state admission rules. The following groups of applicants are exempted from the foreign language entrance test:

- Holders of completed undergraduate, graduate, or doctoral degrees from the universities with English medium of instruction (authentic diploma, transcript, and confirmation of English teaching from the university concerned), including KIMEP University Graduates with a GPA of 3.0 and above.
- Students of dual degree programmes of KIMEP University and Partner Universities

Because KIMEP University is an English Medium of Instruction (EMI) institution, students' English proficiency levels must be assessed before being admitted. KIMEP University has created two correspondence tables aimed at identifying levels of English proficiency for undergraduate and graduate-level students.

Table 4: English Level Assessment Undergraduate

Level of English Foundation Course	KEPT	CEFR+[36]	IELTS/IELTS indicator	TOEFL IBT	TOEFL PBT/ Institutional TOEFL	Revised TOEFL paper-delivered test	Duolingo English test
Academic English	80-100%	B2	5.5 (not less than 5.0 in the Writing section)	70	523	52	85-90
UF A	51-79%	B1	4.5	57-69	475-522	42-51	65 -84
UF B	30-50%	A1	3.5	27-56	380-474	19-41	45-64
UF C	< 30 %	Beginner or False Beginner	<3.0	<26	<379	<18	<44

Table 5: English Level Assessment Postgraduate

Level of English Foundation Course	KEPT	CEFR+	IELTS/IELTS indicator	TOEFL IBT	TOEFL PBT/ Institutional TOEFL	Revised TOEFL paper-delivered test	Duolingo English test
Direct to programme	60-100%	B1	4.5	70	523	52	65-70
Graduate English	50-59%	A2	4	41-69	437-522	37-51	55-64

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[35] Unless they are MSHE RK required foreign language courses such as KAZ2101-2103 Professional Kazakh, RUS2101-2103 Professional Russian.

[36] Common European Framework of Reference (Common European competencies of foreign language proficiency: studying, learning, assessment)

Foundation Level A							
Graduate English Foundation Level B	21-49%	A1	3.5	27-40	380-436	19-36	45-54

Although the KEPT (or its equivalent) is used as the primary reference for placement, new students can move to a higher level during the first week of their study. This can be done following an instructor's recommendation if the student's level of English proficiency has been proven to be higher, or if they submit their IELTS or TOEFL results before the semester starts or during the first week of study.

Transparency and documentation of admission procedure and decision (Asterisk Criterion)
Upon completion of the recruitment and admission process, the DSRA provides detailed reports to KIMEP departments and administration, and the State authorities (MSHE RK and the National Statistical Agency). KIMEP University and its academic units review specific requirements for the submission of documents and criteria for admission of students to each programme on an annual basis. Requirements are approved by the University's Academic Council (or its standing committee during summer periods) as well as by the President's Cabinet. Upon completion of the admission process, all applicants receive letters of admission, letters of access to non-degree educational services, or letters of rejection. Admitted students will receive notifications to their e-mail address, indicated in their application form, as well as via the Applicant Portal in the section "Check your admission status". Applicants who did not fulfil the admissions requirements may contact the DSRA to participate in the next admission round and voluntarily participate in the special preparatory programme.

Appraisal:
The admission requirements are defined on university level. They are comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at KIMEP, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and KIMEP is provided by defined office hours, by telephone and via e-mail. In addition, the HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements regarding required language proficiency level ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		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

Logic and conceptual coherence (Asterisk Criterion)

The **Bachelor of Science in Psychology (BSP)** and the **Master of Science in Psychology (MSP)** have required courses that cover the American Psychological Association (APA) core pillars in psychology:

- Domain 1: Biological (includes neuroscience, consciousness, and sensation).
- Domain 2: Cognitive (includes the study of perception, cognition, memory, and intelligence).
- Domain 3: Development (includes learning and conditioning, lifespan development, and language).
- Domain 4: Social and Personality (includes the study of personality, emotion, motivation, gender, and culture) offered as electives.
- Domain 5: Mental and Physical Health (includes psychopathologies, therapy, health psychology, and positive psychology).

Students also have the opportunity to take a range of courses that are sub-domains of these. Outside of these core domains, students can study elective psychology courses so that they can trial areas of psychology that they could train further in if they opt for postgraduate studies either at KIMEP University or elsewhere.

The **Bachelor of Science in Psychology** (BSP) comprises 240 ECTS credits, including general education and university-wide requirements. The programme curriculum combines the study of cultural and historical issues in psychology, theoretical and methodological concepts, ethical issues in research and professional practice, case studies, and the practical application of course contents and learning materials.

Students acquire knowledge of all the core pillars of psychology as set out by the American Psychological Association. In addition to the core pillars, students are taught a range of sub-disciplines that are in high demand in Kazakhstan such as organisational and educational psychology. At the advanced level, students acquire applied knowledge in both teaching and research as they participate in teaching practicums as well as independent research projects for their thesis. The curriculum overview of the BSP can be found below.

Table 6: Curriculum overview BSP

1st year					
Fall Semester			**Spring Semester**		
Course Code	**Course Title**	**ECTS**	**Course Code**	**Course Title**	**ECTS**
ENG/GEN 1110	Academic Listening and Note-Taking	5	ENG/GEN 1100	Academic English Speaking	5
ENG/GEN 1120	Academic Reading and Writing I	5	ENG/GEN 112	Academic Reading and Writing II	5
GEN1000	Modern History of Kazakhstan	5	KAZ/RUS XX	Kazakh/Russian 2	5
KAZ/RUS XX	Kazakh/Russian 1	5	GEN/CLP2 103	Introduction to Computer Science	5

GENXX	The Course of Sociopolitical Knowledge 1	3	GENXX	The Course of Socio-Political	3
GENxxxx	Physical Training 1	4	GENxxxx	Physical Training 2	4
			PSY1202	Human Biology	5
	TOTAL	**27**		**TOTAL**	**32**
2nd year					
COGN/ GEN1201	Introduction to Psychology	5	PSY2103	Introduction to Quantitative Research Methods and Statistics I	5
CLP1202/ MATH240 1	Calculus	5	COGN210 3	Introduction to Cognitive Psychology	5
GEN/PAD 2700	Fundamentals of Sociology	5	PSY2203	Developmental Psychology	5
KAZ/RUSXX	Professional Kaz/Rus	3	XXXX	FE* 1	5
GENXX	GE** Elective	5	XXXX	FE* 2	5
XXXX	Minor 1	5	XXXX	Minor 2 or WE 2	5
GENXX	The Course of Sociopolitical Knowledge 3	2	GEN/IRL2 500 or GEN/IRL2 510	Introduction to Philosophy or Principles of Ethics	5
	TOTAL	**30**		**TOTAL**	**35**
3rd year					
PSY2202	Introduction to Quantitative Research Methods and Statistics II	5	PSY4302	Experimental Methods and Data Analysis I	5
PSY3109	Neuropsychology	5	PSY3206	Academic Internship	4
PSY3110	Introduction to Clinical Psychology	5	XXXX	FE* 3	5
PSY3305	Fundamentals of Psychological Counselling	5	XXXX	FE* 4	5
PSY3207	Qualitative Research Methods and Writing in Psychology	5	XXXX	FE* 5	5
XXXX	Minor 3 or WE 3	5	XXXX	SE**** 1	5
	TOTAL	**30**		**TOTAL**	**29**
4th year					
PSY4104	Psychological Testing	5	PSY4203	Senior Project	8
PSY4303	Experimental Methods and Data Analysis II	5	PSY4304	Professional Internship	
XXXX	Minor 4 or WE 4	5	XXXX	SE**** 4	5
XXXX	SE**** 2	5	XXXX	SE**** 5	5
XXXX	SE**** 3	5	XXXX	WE*** 5	5
XXXX	FE* 6	5			
	TOTAL	**30**		**TOTAL**	**27**
Total for the programme: 240 ECTS					

*FE   – Foundational Elective
**GE   – General Education Elective
***WE – University-Wide Elective
****SE – Specialisation Elective

Table 7: BSP courses

Programme Foundation Requirements (117 ECTS)			
Course Code	**Course Title**	**ECTS**	**Prerequisite**
Required courses		**62**	
ENG/GEN1100	Academic English Speaking	5	ENG/GEN1110 Academic Listening and Note-Taking
ENG/GEN1121	Academic Reading and Writing II	5	ENG/GEN1120 Academic Reading and Writing I
COGN/GEN1201	Introduction to Psychology	5	ENG/GEN1120 Academic Reading and Writing I
PSY1202	Human Biology	5	None
CLP1202/ MATH2401	Calculus	5	None
KAZ2101-2103/ RUS2101-2103	Professional Kazakh/Russian	3	KAZ1502-2204 / RUS1301- 2001
COGN2103	Introduction to Cognitive Psychology	5	COGN/GEN1201 Introduction to Psychology
PSY2103	Introduction to Quantitative Research Methods and Statistics I	5	CLP1202/MATH2401 Calculus
PSY2202	Introduction to Quantitative Research Methods and Statistics II	5	PSY2103 Introduction to Quantitative Research Methods and Statistics I
PSY2203	Developmental Psychology	5	COGN/GEN1201 Introduction to Psychology
GEN/PAD2700	Fundamentals of Sociology	5	None
PSY3206	Academic Internship	4	Minimum 115 ECTS
PSY3207	Qualitative Research Methods and Writing in Psychology	5	COGN/GEN1201 Introduction to Psychology
Elective courses		**55**	
PSY2203	Developmental Psychology	5	COGN/GEN1201 Introduction to Psychology
GEN/PAD2700	Fundamentals of Sociology	5	None
PSY3206	Academic Internship	4	Minimum 115 ECTS
PSY3207	Qualitative Research Methods and Writing in Psychology	5	None
COGN2101	Social Psychology	5	COGN/GEN1201 Introduction to Psychology
PSY2206	Cyberpsychology	5	COGN/GEN1201 Introduction to Psychology
PSY2207	Introduction to Individual Differences and Psychopathologies	5	COGN/GEN1201 Introduction to Psychology
PSY2104	Philosophy of Science	5	None
PSY3103	Child Development	5	COGN/GEN1201 Introduction to Psychology
PSY3202	Introduction to Educational Psychology	5	COGN/GEN1201 Introduction to Psychology
PSY3204	Family Psychology	5	COGN/GEN1201 Introduction to Psychology
PSY2205	Introduction to Mental Health Promotion and Suicide Prevention	5	COGN/GEN1201 Introduction to Psychology
Programme Specialisation Requirements (59 ECTS)			
Required courses			
PSY3305	Fundamentals of Psychological Counselling	5	PSY2203 Developmental Psychology
PSY3109	Neuropsychology	5	COGN2103 Introduction to Cognitive Psychology
PSY3110	Introduction to Clinical Psychology	5	PSY2203 Developmental Psychology

PSY4104	Psychological Testing	5	PSY2203 Developmental Psychology
PSY4302	Experimental Methods and Data Analysis I	5	PSY2202 Introduction to Quantitative Research Methods and Statistics II
PSY4303	Experimental Methods and Data Analysis II	5	PSY4302 Experimental Methods and Data Analysis I
PSY4304	Professional Internship	4	PSY3206 Academic Internship
Elective courses		**25**	
PSY2201	Organisational Psychology	5	None
PSY3106	Seminar in Developmental Psychology	5	PSY2203 Developmental Psychology
PSY3107	Seminar in Educational Psychology	5	PSY3202 Introduction to Educational Psychology
PSY3309	Seminar in Social/Personality Psychology	5	COGN2101 Social Psychology
PSY3108	Seminar in Cognitive Psychology	5	COGN2103 Introduction to Cognitive Psychology
PSY4201	Psychopathology	5	PSY3110 Introduction to Clinical Psychology
PSY3310	Special Topics in Cognitive Psychology	5	COGN2103 Introduction to Cognitive Psychology
PSY3311	Special Topics in Social Psychology	5	COGN2101 Social Psychology
PSY3312	Special Topics in Counselling	5	PSY2203 Developmental Psychology
PSY3313	Special Topics in Neuropsychology	5	COGN2103 Introduction to Cognitive Psychology
Final Attestation Requirements (3 credits, 8 ECTS)			
Required course			
PSY4203	Senior Project	8	179 ECTS of coursework
Total Required for Graduation		**240**	

The **Master of Science in Psychology** (MSP) comprises 91 ECTS credits in psychology courses, including some required supporting courses in general education. The programme curriculum combines the study of advanced level study in cultural and historical issues in psychology, theoretical and methodological concepts, ethical issues in research and professional practice, case studies, and the practical application of course contents and learning materials. Students acquire knowledge of all the core pillars of psychology as set out by the American Psychological Association.

In addition to these core topic areas, students are taught key counselling and therapeutic skills, which are in high demand in Kazakhstan. At the advanced level, students acquire applied knowledge in both teaching and research as they participate in teaching practicums as well as independent research projects for their thesis. The curriculum overview of the MSP can be found below.

Table 8: Curriculum overview MSP

1st year					
Fall Semester			**Spring Semester**		
Module Code	**Module Title**	**ECTS**	**Module Code**	**Module Title**	**ECTS**
PSY5111	Research Methods in Psychology	5	PSY5123	Advanced Cognitive Psychology	5

TFL5103.2	Academic Writing	2	PSY5101	Principles of Management	2
PSY5113	Managerial Psychology	2	PSYXX	Programme Foundation Elective 1	5
PSY5114	Advanced Social Psychology	5	PSYXX	Programme Specialisation Elective 1	5
PSY5212	Core Counselling Skills	5	PSY5222	Theory in Practice: Internal Internship	5
	TOTAL	**19**		**TOTAL**	**22**
		2nd year			
PSYXX	Programme Specialisation Elective 2	5	PSYXX	Programme Specialisation Elective 3	5
PSY5121	Advanced Developmental Psychology	5	PSYXX	Programme Specialisation Elective 4	5
PSYXX	Programme Foundation Elective 2	5	PSY5131	Professional Internship	9
PSY5211	Research Internship and Thesis	8	PSY5229	Thesis Defense	8
	TOTAL	**23**		**TOTAL**	**27**
Total for the programme: 91 ECTS					

Table 9: MSP courses

Programme Foundation Requirements (16 ECTS)			
Module Code	**Module Title**	**ECTS**	**Prerequisite**
Required modules		**6**	
TFL5103.2	Academic Writing (Foreign Language)	2	None
PSY5101	Principles of Management	2	None
PSY5113	Managerial Psychology	2	None
Elective modules (two modules)		**10**	
PSY5115	Biological Psychology	5	None
PSY5124	Individual Differences and Psychodiagnostics	5	None
PSY5225	Adjustment and Well-Being	5	None
Programme Specialisation Requirements (29 ECTS)			
Required modules			
PSY5114	Advanced Social Psychology	5	None
PSY5121	Advanced Developmental Psychology	5	None
PSY5123	Advanced Cognitive Psychology	5	None
PSY5131	Professional Internship	9	None
PSY5212	Core Counselling Skills	5	None
Elective modules (four modules)		**20**	
PSY5213	Psychological Assessment	5	None
PSY5214	Family Counselling	5	PSY5121 Advanced Developmental Psychology
PSY5215	Child and Youth Counselling	5	PSY5121 Advanced Developmental Psychology
PSY5221	Managing Therapeutic Process	3	None
PSY5224	Community Counselling	5	PSY5121 Advanced Developmental Psychology

Experimental Research Work (18 ECTS)			
Required modules			
PSY5111	Research Methods in Psychology	5	None
PSY5211	Research Internship and Thesis	8	PSY5111 Research Methods in Psychology
PSY5222	Theory in Practice: Internal Internship	5	PSY5111 Research Methods in Psychology
Final Attestation Requirements (3 credits, 8 ECTS)			
Required module			
PSY5229	Thesis Defense	8	PSY5211 Research Internship and Thesis
Total Required for Graduation		**91**	

Additionally, extracurricular activities per year include, but are not limited to:
- Department of Psychology Cinematic Club, which is currently scheduled to run monthly typically up to 1 hour 30 minutes with 15-20 minutes for questions and answers on the psychology-related content. Showings include films (e.g., Good Will Hunting), TV series (e.g., UK 1990s series 'Cracker'; The Me You Can't See), and documentaries (e.g., A Class Divided).
- Specific annual psychology-related days (e.g., WHO's World Mental Health Day; UN's Annual Psychology Day; and UN Women's International Women's Day). Students are invited to do small-scale projects such as posters for an exhibition on the day.
- Writing short articles applying psychology concepts, theories, and methods to topical issues for publication in the KIMEP Voice magazine[37].

Rationale for degree and programme name (Asterisk Criterion)
The original programme name and corresponding degree of the undergraduate Psychology programme was Bachelor of Arts in Psychology. This designation reflected the context at the time, as the programme was housed within the College of Humanities and Education. The naming was therefore consistent with the broader disciplinary orientation and academic identity of the college.

However, the College underwent structural realignment, resulting in its renaming to the College of Human Sciences and Education. This change was motivated by the need to capture the increasingly scientific and research-oriented focus of teaching and research at the College. In line with this renaming, the Psychology programme was renamed as well.

Additionally, the DoP underwent infrastructural enhancements, including the establishment teaching, research, and counselling laboratories. To reflect the enhanced scientific focus, empirical methodology, and applied components embedded within the curriculum, it was deemed appropriate to transition the undergraduate programme to a Bachelor of Science in Psychology. Consequently, the postgraduate programme is a Master of Science in Psychology to ensure coherence in programme titling.

Integration of theory and practice (Asterisk Criterion)
Theory and practice are systematically integrated throughout the structure of each programme. In the overall course structure, there is a balance between courses that are practice-orientated (e.g. Counselling and Therapy) or theoretically oriented (e.g. Cognitive Psychology). Even

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[37] See chapter 5.3.

within those courses, faculty draw strong connections between theory and practice. Many of the courses include both theoretical and practical elements, and the coursework and assessment of these courses encourage students to engage with the links between the two.

Credit-bearing internships are a mandatory part of each programme. Since both the BSP and MSP are practice-orientated, the internship will be both a shadowing and mentored practicum. The MSP also includes a pedagogic practicum where students are required to engage in a combination of learning activities, which include teaching either in their place of employment or in a local partner university, engaging in independent study, and participating in class seminars. For the BSP and MSP, the internship takes place with one of KIMEPs partner organisations. Some general examples may include Citibank Almaty, the American Chamber of Commerce in Kazakhstan, ICAP Kazakhstan, Novo Nordisk, and High-Tech Academy. Psychology-specific organisations that DoP is currently developing relationships with where students can obtain observational and hands-on internship experience include Almaty International School, the Kazakh Society of Analytical Psychology (KSAP), Haileybury Almaty, and the Teach and Speech Therapy Centre, Almaty.

For postgraduates, these are likely to be more practice-based and specialist (non-)psychology-related roles such as therapy, social work, junior positions in education and clinical practice, sports, teaching, and research. Indeed, on the MSP, students will have the opportunity to undertake teaching and research support roles with faculty in the DoP.

There is a clear practical focus to the BSP and MSP programmes, which is to develop students' subject-specific skills and knowledge, transferrable skills, soft skills,[38] and green skills.[39] For undergraduates, these are geared to a range of (non-)psychology-related occupations such as human resources, education, advertising, marketing, sales, career guidance, media, and research. At the undergraduate level, these are likely to be more support-based / observation roles. Indeed, on the BSP, students can assist in faculty research, support the writing of blogs, podcasts, and newsletter content, and peer-to-peer mentoring in the DoP. For postgraduates, these are likely to be more practice-based and specialist psychology-related roles such as therapy, social work, junior positions in education and clinical practice, sports, teaching, and research. Indeed, on the MSP, students will have the opportunity to undertake teaching and research support roles with faculty in the DoP. Therefore, students get a solid grounding in psychological theory with direct practical application as they learn to update and refine their psychology-related skills, practices, and knowledge, for example by studying organisational psychology theory and practices and applying them to their specific internship experiences, whether in a specific psychology profession or not.

Interdisciplinary thinking
All undergraduate students at KIMEP take 46 ECTS in General Education courses, which encourage the development of interdisciplinary thinking and skills of inquiry outside of their major fields. This coursework helps students to develop a critical and inquiring attitude and an appreciation of the multidisciplinary nature of subject areas. Students must learn to comprehend complex material, evaluate moral and ethical issues, consider different and

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[38] UK QAA (2023, September). *Subject Benchmark Statement: Psychology*:
https://www.qaa.ac.uk/docs/qaa/sbs/sbs-psychology-23.pdf?sfvrsn=5b58ae81_3
[39] UN (2024, July). *Green Skills and Green Jobs Youth Consultation*. https://sos.earth/wp-content/uploads/2024/07/20240717-Green-Skills-and-Green-Jobs-Youth-Consultation-Report_FINAL.pdf

sometimes conflicting perspectives, derive solutions to problems, and communicate effectively throughout the process.

Because KIMEP University follows a USA-style of Higher Education, students on the BSP and MSP are also exposed to research, concepts, and methods from other, often disparate disciplines, when they take Elective Courses, from disciplines such as journalism, linguistics, IT, and business.[40] In doing so, students learn about the (dis)similarities in theories, methods, practices, and topic areas. For example, students studying business and IT courses can apply their learning in Organisational Psychology to understand the psychology behind the design, development, and marketing of products for workspaces and the potential impacts on workers such as emotional attachment to office equipment and spaces, increases in productivity due to ergonomic design, and overall well-being of the workforce. Students can, if they wish, use their multidisciplinary knowledge in their final attestation. The benefit of obtaining multidisciplinary knowledge for students is that it prepares them well for the often-multidisciplinary nature of the workplaces they will encounter, increasing their competitiveness.

<u>Ethical aspects</u>
Ethical considerations in research, professional practice, and everyday life are foundation competencies taught throughout students' studies. In research, students are taught the APA and BPS[41,42] ethical considerations for face-to-face and online psychological research (e.g., confidentiality, anonymity, data management, honesty in result reporting, etc.). Students are also taught about ethical issues such as equality and equity in the workplace and sensitivity to disparate needs (e.g., neurodivergence and physical challenges) and how to accommodate them (e.g., modes of interaction, working practices, environmental changes). Students are continually assessed throughout their studies and assessments might include ethical considerations in research design or case studies of workplaces. For example, in a past exam in Organisational Psychology students were asked to compare and contrast the working practices of Google and Kaspi to identify the ethical issues and potential outcomes.

<u>Methods and scientific practice (Asterisk Criterion)</u>
A core competency in students' studies is scientific thinking and working practices. In both quantitative and qualitative psychological research methods courses and in courses that draw upon scientific peer-reviewed empirical research students are taught how to identify the key components for planning, conducting, and thinking about psychological issues and tasks. Core components include the methodological competencies above, and below, but also what differentiates scientific thinking and research from, for example, journalistic-style research. That includes considerations about objectivity/subjectivity, designing appropriate methods for conducting research, identifying relevant cohorts of participants, modes of data collection and data analysis, drawing good conclusions and making recommendations, and considering outcomes, and ethical issues.

The skills they develop throughout their studies culminate in them demonstrating them in the final attestation thinking about a glocal psychological issue that needs addressing, designing

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[40] KIMEP University (2024). *Catalog 2024-2025*. https://www.kimep.kz/about/files/2024/10/Catalog-2024-2025_final-25-06-24.pdf

[41] BPS (2021, December). *Code of Ethics and Conduct*. https://www.bps.org.uk/guideline/code-ethics-and-conduct

[42] BPS (2021, June). *Ethics guidelines for internet-mediated research*. https://www.bps.org.uk/guideline/ethics-guidelines-internet-mediated-research

and carrying out a small-scale study, and drawing some conclusions and recommendations. Both the BSP and MSP final attestation require students to consider psychological issues from a glocal perspective. This is an important skill to develop with an increasingly interconnected world where local issues such as body image can have global roots, such as 'idealised' notions of the 'perfect' body that circulate in the (social) media. This can be seen, for example, in the growth in Kazakhstan's cosmetic surgery and beautification industries. A key skill for any student to develop is to consider the implications of their research project and what recommendations they could make, so that they are well-prepared for the world of work should they be required to make these. There are different expectations between undergraduates and postgraduates. Undergraduates would be expected to consider implications as themes, whereas postgraduates would be expected to demonstrate how to operationalise these.

Students acquire relevant academic working practice skills (e.g., systematic rigour and ethical considerations in scientific thinking and practices - noted above) and science-based teaching across all BSP and MSP courses. These are taught at the outset of BSP students' studies in courses such as Academic Reading and Writing II, and for MSP students, Academic Writing (Foreign Language). These provide students with core skills to identify potential issues to address; conduct literature reviews of peer-reviewed and grey literature synthesising findings and writing them into a coherent rationale for designing and conducting a piece of research; identifying and applying appropriate theories, methods, and analytical techniques; considering ethical issues, and writing up findings in clear, honest, and accessible forms for a range of audiences. These skills are developed throughout students' studies in all courses, where students are taught to evaluate the empirical research that is taught, and where relevant for that course, design their own research that they may later conduct fully in their final attestation.

The KIMEP University library provides a range of online databases and is a useful resource for students.[43] As mentioned above, all faculty members are research active. Therefore, students also have opportunities to see how research is carried out first-hand, which can be incorporated into students' assessments, internships, and final attestations. Specific assessments that measure students' development of academic working practices and scientific thinking can be seen in the assessment matrix in Section 3.2. below.

Examination and final thesis (Asterisk Criterion)
Most courses in the study programmes have final cumulative exams. Examples of assessment methods used are:
- Written/oral projects (e.g., critical reviews of journal articles/PowerPoint presentations),
- Podcasting,
- Changemaker posters,
- Annotated bibliographies,
- Designing quantitative/qualitative research projects,
- Semester projects,
- Multiple choice tests, short answer, and case study questions as part of examinations,
- Open book exams.

The evaluation type follows the description of the respective syllabus and conforms to university-level policies and procedures for examination, which, in turn, have been set

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[43] See section 4.4 for further information about KIMEP University library.

according to the standards approved by the MSHE RK. The MSHE RK requires that assessments be reported at certain intervals throughout the semester recommending 30% for each of the two mid-term assessments and a 40% final assessment.

The assessments may be either formative or summative. As the ILOs cover several areas of psychology, a variety of different forms of examinations are conducted. In courses that have ILOs of application and synthesis of knowledge, the instructor will have questions relating to how to apply psychology to hypothetical and applied 'real-life' contexts. In this regard, however, the study programmes state that in some cases limitations have arisen when numbers of students make the more labour-intensive grading less feasible due to time constraints.[44] The work of the KIMEP University Centre for Educational Excellence (CEE) and the conduct of pedagogical development seminars are intended to address some of the issues of matching assessments with intended learning outcomes.

Especially in their final thesis students will demonstrate their ability to undertake rigorous scholarly work aligned to the programme's qualification objectives. Both the BSP and MSP theses require students to identify a relevant psychological issue that needs addressing (not just a gap in the literature) and demonstrate their understanding of the psychological topic area, their critical thinking skills, and, in particular, the specific psychological issue, and how that might be addressed. They will also have to demonstrate their competency in conducting psychological research to international standards of excellence and within ethical standards as set out by both the APA and BPS.

The **MSP** postgraduate thesis, however, requires more depth than the undergraduate thesis, and thus, more originality and a more focused research topic of how to operationalise the findings from the project, and how these might also contribute to the broader academic discourse in that psychological domain (and inter- and trans-disciplinary). The scope of the MSP thesis is expected to be more in-depth, and thus, the psychological paradigm from which the student is researching, literature review, methodology, results, conclusions and discussion, implications, limitations, self-reflections, etc. The word count for the BSP is 10,000-12,000, whereas the MSP is 20,000 words. Thesis guidelines will be discussed in the research internship and writing for psychology programme courses. The guidelines are also available on the KIMEP University LAN (L-Drive), and each supervisor must ensure that the student is familiar with the thesis requirements.

The final theses will be evaluated on: (a) the student's ability to reflect on a psychology-related issue of interest that has contemporary relevance either locally or internationally and apply either quantitative or qualitative psychological research methods; and (b) on previously published and coherently applied criteria, rules, and procedures. The student's thesis should show that the study programme's qualification objectives have been achieved.

To support students in their examinations, faculty provide several opportunities for students to obtain formative feedback. For example, during formal class teaching knowledge checks and feedback are provided to the class and individual students. Students can obtain formative feedback on assignment drafts under the formative feedback scaffolding that is on offer. Formative feedback scaffolding is provided on individual students' progress throughout the course so that in year one teaching staff can provide more general unmarked feedback on a

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[44] SER, p. 37.

full draft of the student's assignment. In year two students may only submit up to 30% of an assignment for formative feedback before submitting for summative feedback and grading. In year three students can only submit a plan for formative feedback, and by year four students do not have this opportunity as they should by that stage be well-versed in what is required for each assessment type.

Appraisal:

The curriculum adequately reflects the qualification objectives of the **Bachelor and Master of Psychology**. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of electives enable students to acquire additional competences and skills. However, for the **BSP**, the expert panel noticed that some fundamental aspects of psychology are taught exclusively as electives. One example of this would be the course Social Psychology, an elective which should be available for every student. Therefore, the panel **strongly recommends** formalising the advice and guidance given to students when selecting electives to ensure students reach a bachelor's level education. For bachelor's and especially master's students, it would also be helpful if students were given support on how best to combine and cluster electives in order to specialise in specific professional fields within psychology.

The degree and programme name of the **Bachelor of Science in Psychology** corresponds to the contents of the curriculum and the programme objectives. This is not the case for the **Master of Science in Psychology**. As outlined in the appraisal of chapter 1.1, the MSP is designed as a conversion master which became clear in the Self-Evaluation Report as well as in interview rounds with KIMEP, DoP, and MSP representatives. However, in the documentation of programme designed for stakeholder information (website and KIMEP catalogue), the nature of the conversion master is never made explicit. The website states that "[t]he Master of Science in Psychology (MSP) program[me] is designed to train students to become professional psychologists, equipped with essential counsel[l]ing and psychological health skills. The curriculum offers a broad and comprehensive introduction to counsel[l]ing psychology theory, research, and clinical practice. Students will explore cultural, historical, paradigmatic, conceptual, theoretical, and methodological issues in psychology within a global and local (glocal) context."[45]. While the website mentions the introductory nature of the programme, this is not explicitly contrasted with a typical Master of Science in Psychology. To enhance clarity for all stakeholders – especially prospective students – the expert panel recommends the following **condition**:

> **The University aligns the name of the study programme with the contents of the curriculum.**

Within the courses, theoretical questions are, where possible, explained by means of practical examples. The review panel **recommends** further integrating practical components into the Bachelor of Science in Psychology programme. Additionally, the panel commends the Master of Science in Psychology for its efforts thus far and encourages continued progress in incorporating practical elements into course delivery. The plans currently outlined appear promising, particularly with the ongoing development of laboratory facilities, which are expected to significantly support hands-on learning.

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[45] Master of Science in Psychology (MSP), About the Programme available at » Master of Science in Psychology (MSP) College of Humanities and Education, last accessed on June 30, 2025.

There is evidence that **both psychology programmes** qualify for interdisciplinary thinking. They incorporate general courses into the curriculum. In the **BSP** students can choose to take a minor, or general electives offered university-wide.

Ethical implications are appropriately communicated to students. The expert panel observed and appreciated that this is an important topic not only on programme, but also on college and university level.

Students in the BSP acquire methodological competences and are enabled to do scientific work on the required level. The students in the MSP also acquire methodological competences and scientific skills on the level that can be expected for a conversion master programme in Psychology.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. Assessment methods include written and oral projects (e.g., critical reviews of journal articles/PowerPoint presentations), designing quantitative/qualitative research projects, Semester projects, and multiple-choice tests, short answer, and case study questions as part of examinations as well as open book exams. The exams are thus characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. Students are provided with guidelines to ensure transparency.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of qualification objectives of both programmes. The expert panel **recommends** enhancing the scientific aspects of research within the final thesis. This could be done, for example, by involving students in data collection, involving them in research projects, or providing options and tools to do their own small-scale research.

	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)			BSC	MSC **Condition**	
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

Table 10: Structure of BSP and MSP

	BSP	**MSP**
Projected study time	4 years	2-5 years
Number of credits (national credits and ECTS credits)	240 ECTS credits	91 ECTS credits
Workload per credit	1 ECTS credit is equal to 28 learning hours per week	1ECTS credit is equal to 28 learning hours per week
Number of courses	6 per semester	2-5 per semester
Time required for processing the final thesis/project and awarded credits	3 months	3 months
Number of contact hours	225 hours per semester or 550 hours per year	131.25 hours per semester or 262.5 hours per year

Modular structure of the study programme (Asterisk Criterion)
The MSHE RK instituted the European Credit Transfer System (ECTS) along with their National Qualifications Framework (NQT) to decentralise control over course curricula and student workload and determine the graduation credit requirements for Bachelor and Master academic degrees. These have been incorporated in the design of both the BSP and MSP so that the BSP learning outcomes and course structure and assignments are designed to provide a gradual development to achieve level 6. Similarly, the MSP learning outcomes and course structure and assignments – year 1 to year 2 – are created to provide a gradual development to achieve level 7.

Students on the **Bachelor of Science in Psychology** will accumulate 240 ECTS credits during their undergraduate degree, which translates to 56 ECTS credits in their General Education studies (51 ECTS credits of required courses and 5 ECTS credits of an elective course). In their foundation years, students will accumulate 117 ECTS credits (62 ECTS credits of required courses and 55 ECTS credits of elective courses). In their specialisation year, students must obtain 59 ECTS credits (34 ECTS credits of required courses and 25 ECTS credits of elective courses). And, finally, they must complete eight ECTS credits in their final attestation.

The BSP is designed to ensure that students can complete their studies within the given timeframe for each course according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).[46] That is, 1 ECTS credit is equal to 28 learning hours per week, and on average students will study 60 ECTS credits per year, or an average study workload of 1,680 learning hours per year across 2 x 15-week semesters of 6 x 5-ECTS courses per semester. Thus, a BSP student taking a four-year 240 ECTS programme of study will have a study workload average of 6,720 study hours to graduate. These calculations are set out in simplified form in the catalogue for students.[47]

Students on the **Master of Science in Psychology** will accumulate 91 ECTS credits in the course of their postgraduate degree, which translates to 16 ECTS credits in their first year of

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[46] ESG (2015). *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
[47] Available at kimep.kz/about/files/2024/10/Catalog-2024-2025_final-25-06-24.pdf, last accessed May 22, 2025.

study (6 ECTS credits of required courses and 10 ECTS credits of elective courses). In their second year of study, students will accumulate 49 ECTS credits (29 ECTS credits of required courses and 20 ECTS credits of elective courses). Students must complete eight ECTS credits in their final attestation and 18 ECTS credits in their experimental research.

<u>Study and exam regulations (Asterisk Criterion)</u>
Both continuous assessment (e.g., essays, in-class tests, mid-semester examinations, projects, and oral presentations) and final assessment (e.g., final examinations, final term papers, practicum reports, defended thesis proposals, and defended theses) are used to evaluate academic performance in the College of Human Sciences and Education (CHSE) and DoP programmes and courses.

Formative and summative evaluations are used. Individual faculty are responsible for designing appropriate assessments of student's academic progress in their courses. Each faculty member is asked to make suitable learning outcome evaluation decisions in light of the course's ILOs and each programme's ILOs. Faculty members evaluate the appropriateness of the assessment methods in each course to support quality assurance across the programme. The DoP Chair also oversees this process to ensure that summative assessment modes are appropriate for that level of study, build students' skills as they progress through their studies, and map to skills desired by glocal employers.

Final or mid-semester assessments are required in all CHSE and DoP courses. This is typically in the form of an examination, which is either scheduled by the Office of the Registrar (end of semester) or between the Chair and teaching faculty (mid-semester). In the case of a final exam, it covers either the entirety of course content or a significant portion of it, lasting for up to two hours, and is usually weighted at 40% of the total course assessment. The specific faculty member responsible for delivering the course, assisted as necessary by other CHSE/DoP faculty, supervises the examination. Students found cheating are subject to disciplinary hearings at the CHSE College Council level and then, upon appeal, at the KIMEP University level. A definition of cheating offenses and their respective sanctions are detailed in the annual KIMEP University Catalogue.

If a final examination is not given, a final assessment in the form of a paper, project, or portfolio needs to be submitted within one week of the last class of the semester and is graded according to the rubric provided to students during the semester.

The course assessment methods are explained in detail in the course syllabi. Moreover, suggested assessment-related learning activities are identified to guide students on their allocation of study time. When grades are assigned according to KIMEP University's Grading System[48], the assessment criteria and standards applied to written and oral presentations are those that have been incorporated into the internal degree validation documentation approved by KIMEP University's Academic Council. The review of course assessment methods is undertaken annually to ensure they align with each programme's ILOs. This is an integral part of the syllabus and course review processes embedded in the programme's quality assurance arrangements.

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[48] KIMEP University (2024). *KIMEP Catalogue*. (p.45) https://www.kimep.kz/about/files/2024/10/Catalog-2024-2025_final-25-06-24.pdf

<u>Feasibility of study workload (Asterisk Criterion)</u>

The **Bachelor of Science in Psychology** is designed to ensure that students can complete their studies within the given timeframe for each course according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).[49] A BSP student workload calculates to 12 x 5-ECTS courses per year (six per semester), which equates to 2,5 hours of direct teaching contact time per course per week and 37,5 hours for each course per 15-week semester. Thus, a direct teaching contact study load of 225 hours per semester or 550 hours per year. Direct teaching, or contact hours, includes, for example, lectures, seminars, theoretical and practical exercises, group discussions, and interaction with the course teachers and guest speakers. The remaining 1,130 hours per year are allocated to self-study that includes reading literature, independent research/problem investigations, homework, preparation of assignments, consultation with teaching staff, and extracurricular activities. These calculations are set out for students in simplified form in the Catalogue.

Master of Science in Psychology students tend to average 10 courses per year (five per semester), which equates to 1,75 hours of direct teaching contact time per course per week and 26,25 hours for each module per 15-week semester. Thus, a direct teaching contact study load of 131,25 hours per semester or 262,5 hours per year. The remaining 1,130 hours per year are allocated to self-study similar to the BSP although at postgraduate level students are expected to undertake more directed independent study than undergraduates. The DoP offers the option to study part time.

<u>Equality of opportunity</u>

KIMEP's core values include a commitment to ethical issues and support for students with physical disabilities or special needs, providing assistance on a case-by-case basis. Typically, students with physical disabilities or other special needs are given support, at KIMEP's expense, by paid student assistants to facilitate their physical mobility or meet their particular learning needs (such as being a reader). On certification,[50] KIMEP University can mutually develop a support plan for accessing services that faculty can draw upon in course content and delivery and assessments such as providing additional time for exams, a scribe, specialist digital support, and other condition-related resources.[51] Students with mental health concerns can access psychological services with a trained counsellor through the on-campus Medical Centre. The Psychological Services Centre is currently being reviewed in terms of the range of therapies provided and the number of counsellors. Priority access to on-campus student accommodation is given to disabled and orphaned students.

KIMEP does not condone discrimination of any individual or group based on race, ethnicity, nationality, religion, gender, social or sexual orientation, creed, marital status, physical disabilities, remote area location, age or any non-academic subjective criteria.

Appraisal:

The structure of the BSP and MSP supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. Both programmes consist of courses and assign credits per course on the basis of the necessary student workload. Practical

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[49] ESG (2015). *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

[50] KIMEP University (2024). *Medical Documents*. https://www.kimep.kz/prospective-students/en/medical-documents/, last accessed May 28, 2025.

[51] See Special needs policy KIMEP University, last accessed on May 28, 2025.

components such as internships are designed and integrated in such a way that 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. However, according to the Lisbon Recognition Convention, there is no specific time constraint for credit transfer applications and KIMEP has stipulated that students can only apply for credit transfer once before transferring to KIMEP. All later applications will be denied. This does not agree with the Lisbon Recognition Convention. Hence, the panel recommends the following **condition**:

> **The University ensures credit transfer according to the Lisbon Recognition Convention, accepting also credit transfer applications filed at later stages of the study programme.**

The feasibility of the study programmes' 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. Advisors are accessible to students to help them when choosing courses. Additionally, the DoP gives students the option to study part-time as many students are already working. The panel notes that this is especially helpful for students studying in the conversion master. When reviewing the workload, KIMEP also takes into account evaluation findings, including student feedback and the programme's success rate.

KIMEP ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout both programmes as well as examinations within the courses. Students in special circumstances, such as single parents, foreign students, students with a migration background and from so-called non-academic backgrounds, are particularly assisted. The panel commends KIMEP for its attention to students with special needs. They emphasise the importance of formalising these support mechanisms to ensure consistent, high-quality assistance that is maintained regardless of changes in leadership.

		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

<u>Logic und plausibility of the didactical concept (Asterisk Criterion)</u>
The didactical approach of all CHSE programmes is student-centered. CHSE believes that students should take an active role in their education. Accordingly, classes do not simply rely on students passively listening to lectures but incorporate a wide range of opportunities for active learning such as student discussions, hands-on projects, consideration of case studies, student reports and presentations, data analysis, practical exercises, and learning games. Students are seen as active participants in the process and should be equipped not only with relevant theory and knowledge in their disciplines but skills that enable them to become critical thinkers, problem solvers, and lifelong learners.

In the same vein, assessments are not meant to simply test knowledge acquired in class but also build and reinforce that knowledge, as well. Assessment may take the form of tests and essays, analytical projects, problem-solving exercises, process writing tasks, creative projects, independent research, teaching demonstrations, presentations, and group investigations.

Course design and syllabi are reviewed by the Curriculum Committee to ensure they are in line with institutional and international standards, use appropriate methods, diversify the frequency and variety of assessment, and maintain reasonable policies, resources, and study plans. The programmes draw on Bloom's Taxonomy as a tool to help design different types of learning activities as appropriate to different levels of instruction. They also draw on a variety of online tools, such as Moodle, Padlet, and Kahoot.

<u>Course materials (Asterisk Criterion)</u>
Both the **Bachelor of Science in Psychology** and **Master of Science in Psychology** are supported by a range of supplementary materials drawn from the latest and most influential research in the field of psychology. The KIMEP University library has a large academic collection and faculty regularly order new, and where possible, the latest books to supplement current holdings. Additional journal articles, book chapters, or online resources are provided to students as needed. These course materials are available to students through the library and online, as well as through platforms such as Moodle. Especially during the shift to remote teaching caused by the pandemic, KIMEP ensured that all resources are available to students online via the library, Moodle pages, and the L-Drive. These materials are updated as needed to keep in line with current research.

Due to the large expense charged by many academic publishers, DoPs collections are not as large as the department or students might like. DoP is seeking opportunities to grow the collections while being mindful of budget restrictions.

DoP is currently in the process of equipping two psychology laboratories. One will be geared toward teaching and be equipped with computer towers and monitors, eye-tracking devices, and virtual reality headsets. These will be supplemented with software packages such as SPSS, Gorilla, and NVivo. This software and others will support students' learning and assessments, particularly in research methods. Students using virtual reality headsets will be able to practice, for example, new skills, face fear in a safe environment or become more confident in social interactions. The second psychology laboratory will be equipped for learning and research and have equipment such as an electrocardiogram and supporting software and

devices so that students can learn about and be involved in research on brainwave activity in differing contexts (e.g., visual, audio, haptic).

<u>Guest lecturers</u>
Faculty members have wide international networks of colleagues. They invite guest speakers, both academics and industry professionals. For example, a Professor of Sociology from the University of Huddersfield (UK), recently gave a talk to students and interested faculty entitled 'Why studying organisations is fascinating: An autoethnographic approach.' DoP and CHSE faculty also give guest talks, which expose students to (non-)psychology disciplines, topic areas, and so on. Having the opportunity to listen and interact with a range of scholars, and attending guest lectures is a key learning and support for students.

Appraisal:

The didactical concept of the **Bachelor and Master of Science in Psychology** are described, plausible, and oriented towards the respective programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. As the **MSP** programme has just had its first intake, most courses are currently only developed as concepts. Taking this into account, the panel emphasises the importance of the programme gaining practical experience and engaging in ongoing course enhancement, with continued incorporation of student feedback as a critical component of the improvement process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The expert panel observed that while this is an established practice on university-level, importance should be placed on inviting specialists in psychology as well. They **recommend** implementing guest lectures further and specifically inviting practitioners. In their statement, KIMEP states that faculty members have begun to invite guest speakers from their networks and give guest lectures themselves on their research. One recent example is a researcher from PXL University who delivered the talk "From Challenge to Co-creation: Collaborating for Sustainable Solutions" at the departmental conference in April 2025. DoP has also begun to invite local practitioners, and two gave talks at our departmental conference in April 2025 as well. They contributed to a panel talk on "Licensing, Training, and Professional Standards in Psychological Practice, Kazakhstan". However, DoP recognises that more can be done, and state that they will continue to work with international networks, local NGOs, members of local psychological associations, and other industry professionals, such as those in local teaching organisations.

	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 International outlook

<u>International contents and intercultural aspects (Asterisk Criterion)</u>
In an increasingly interconnected and multicultural world, it is important to prepare students to be internationally and interculturally competent so that when they graduate, they are 'work ready', whatever their chosen trajectory.[52][53] The APA (2024)[54] also stipulates international and intercultural diversity as core responsibilities in the design and delivery of programmes so students develop glocally recognised professional practices during their studies that are sensitive to intercultural needs, attitudes, beliefs, and behaviours. The DoP of KIMEP embeds international and intercultural perspectives and intercultural interaction competencies in the BSP and MSP curricula involving course content, in-class activities, and assignment tasks. For example, when teaching courses such as Introduction to Mental Health Promotion and Suicide Prevention, students will be exposed to glocal empirical research showing (dis)similarities in prevalence rates for types of mental health conditions, the diagnosis and delivery modes of support, cultural beliefs about mental health, attitudes to help-seeking, modes of mental health promotion, interactional differences and cultural sensitives during consultations and therapies, and others. Students will have in-class activities to consolidate their knowledge and develop key employability skills such as observation of video recordings, reverse role play, brainstorming, discussion group tasks, and self-reflection. The aim is to heighten students' awareness of their own culture and intercultural behaviours, attitudes, and beliefs, and those of others. They learn how they may develop and hone their emotional intelligence to better manage interactions in their professional and personal lives. The course content and class activities are designed to support students' assignments, where they have an opportunity to demonstrate their international and intercultural competencies. There is a wide range of assignments that may be deployed to this end such as keeping a self-reflection diary, designing a culturally specific health promotion poster, or undertaking a case study aetiology with glocal therapeutic consultation considerations. In addition to this, students have opportunities to study and travel abroad in student exchange programmes.

<u>Internationality of the student body</u>
Currently, the majority of the BSP students is Kazakh. Additionally, there are five foreign students participating in the programme full-time. These students are from neighbouring

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[52] Mak, A. S. (2012). Embedding intercultural competence development in the psychology curriculum. *Psychology Learning & Teaching*, *11*(3), 365-369.

[53] Bikos, L. H., DePaul Chism, N. F., Forman, R. L., & King, D. R. (2013). Internationalizing the US undergraduate psychology curriculum: A qualitative investigation of faculty perspectives. *International Perspectives in Psychology*, *2*(2), 116-131.

[54] APA (2024).

countries such as Russia and Uzbekistan as well as from Tajikistan, Ukraine, and the USA. All current MSP students are from Kazakhstan.

Faculty tries to ensure that course content, materials and teaching style are adequate for the current student body. This means taking into consideration different national, cultural, religious, ethnic, gender, etc., ways of interacting and learning. For example, the needs of Sunni, Shia, and Ahmadi Muslims in Central Asia, where the majority of our students live. This is part of the decolonisation of teaching and learning, whilst maintaining European and North American concepts, theories, methods, research, and perspectives aligned with APA competency benchmark standards. DoP monitors student cohorts and adapts teaching and materials to the needs of each cohort.

The measures taken to promote internationalisation of the student body both in the psychology programmes and across the University are set out in KIMEP's 2024-2025 International Recruitment Strategy Summary. KIMEP University's international recruitment strategy aims to increase the number of fee-paying international undergraduate and graduate students while enhancing global visibility and accessibility.

Internationality of faculty
All faculty members who will, or currently, teach on the BSP and MSP programmes are full-time, with nine out of ten being international. Faculty come from Canada/Slovakia, Kazakhstan, Pakistan, Russia, South Africa, the USA, and the UK. In the academic year 2024-2025, 100% had substantial teaching experience, and 90% have terminal degrees and substantial research experience. The CHSE also has two Princeton in Asia interns who provide support to faculty.

The DoP faculty members are diverse in language, ethnicity, religion, and personal background, reflecting Kazakhstan's multicultural society. They have also taught at a range of global universities, bringing international insights on best practices and standards of excellence in teaching, research, and professional practice. Their research has been published in higher-quality (Q1-2) international journals, books, book chapters, industry publications, the media, and conference proceedings. The Department organises an annual psychology conference that aims to bridge teaching, research, and professional practice, both in Central Asia and beyond.

Foreign language contents
All the programmes at KIMEP are taught in English (apart from Kazakh and Russian language courses). Consequently, the language of instruction, course materials, and referenced literature are all in English. However, many Psychology students will practice in non-English languages. Given that the majority of Psychology students are from Central Asia, this is likely to be in Russian or Kazakh. This is one of the reasons why the Ministry of Science and Higher Education has made the learning of Russian and Kazakh compulsory courses as part of undergraduate study. This ensures that graduates from psychology are competent trilinguals.

Appraisal:
As the curricula are based on international standards, international contents are an integral part of both the BSP and MSP curriculum. Students are thus prepared for the challenges in an international working environment. Additionally, through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the concept of the programmes. There are goal-oriented measures on KIMEP level to promote internationality within the student body.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. It is a fundamental element shaping the profile of the study programmes and is promoted by KIMEP. The panel expressed appreciation for the international composition and commended the integration of diverse cultural perspectives in the application of psychological theories. They particularly valued the fact that the faculty's international makeup extends beyond Western contexts, enriching the academic environment and fostering a more globally relevant understanding of psychological concepts.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Lectures and course materials in English predominate. Internationality is clearly a key element of the study programmes' profiles.

		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)

Both programmes are designed to develop students' subject-specific, transferrable, and soft methodological competencies so they can autonomously apply them in a range of multi-faceted, dynamic situations, in glocal employments, learning scenarios, and personal lives. The development of methodological competencies is embedded in the programmes and their course ILOs[55], teaching content[56], and formative and summative assessments[57].

Specific methodological competencies include, for example:

Dialogical:
Students are taught and assessed on their ability to understand when to advocate and enquire so that conversational interactions can be appropriately moved forward. A key feature is their understanding of conversational patterns. Simple forms include learning appropriate turn-taking in class discussions, listening to other's opinions and perspectives, evaluating them, and then understanding when to advocate their ideas or ask further, probing questions to aid their understanding. This is a key skill students learn when working in groups on summative

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[55] See chapter 1.1.
[56] See chapter 3.1.
[57] See chapter 3.1.

assessments such as paired presentations and is a valuable employability skill when working in teams. On a more complex level, students learn the importance of dialogical competence during therapy sessions with service users so that specific non-confrontational and teasing questions and tones of delivery help in understanding the cause(s) of the service user's mental health condition and are assessed in activities such as role-play or conversational or textual analysis. Similar interactional forms are taught and assessed with students' designing research questions and mental health promotion materials such as posters.

Social-emotional:
Students also learn how to recognise and understand their and other's emotional states during interactions, whether face-to-face or remotely. Emotional intelligence is introduced in introductory psychology courses and taught in-depth as a core component of more advanced courses such as Developmental Psychology. The development of emotional intelligence is a key employability skill linked to dialogical competency with an international and intercultural understanding of how different people(s) express themselves. This competency is summatively assessed, for example, in self-reflexive diaries, where students are asked to document their interaction with a person of choice that they frequently see (e.g., parent, sibling, partner) and identify and analyse the interactions highlighting the context, emotional states of themselves and the other person, how the interaction went, why it did so, how future interactions could be managed better, and so on. The development of emotional intelligence is important for students' mental health, especially if their chosen trajectory is to work in therapeutic occupations.

Planning:
Learning how to plan their work and work-related projects is a key competency students learn during their studies. At the start of each course, faculty discuss the syllabus and assessment briefs in-depth so that students understand what is required and the steps to do so, so they can schedule and allocate appropriate time and seek resources to complete the tasks. They are shown planning strategies to employ such as incremental staging for each task component so they can get formative feedback from the instructor on, for example, appropriate resources and assessment plans. They are also taught how project planning schedules should be flexible and how to prioritise so that they can manage assessments from different courses with competing deadlines.

Analytical and Problem-solving:
Having the ability to analyse what is required in a psychological-related task or problem to be solved is a key competency for the successful completion of assessments, but also, a core employability skill. Linking to sound assessment planning, students are set formative tasks and problems in class such as watching a short video (e.g., Stanley Milgram Experiment), and then asked to analyse and identify the key components and the problems with it, and how they might go about doing a similar experiment. In summative assessments, students might be given a case study of someone with anorexia and asked to analyse the key symptoms (e.g., body weight, dietary habits, poor self-perception) and consider how this person could be treated (e.g., medical, psychological, psychosocial interventions). This provides students with opportunities to apply their knowledge to 'real world' scenarios that they may experience.

Evaluation:
Students are provided with visual, audio, and written resources throughout their studies and asked to evaluate them highlighting their strengths and weaknesses with opposing paradigms,

theories, perspectives, research methods, and so on, by drawing upon empirical evidence to support their assertions. This is a core component in all formative and summative assessments and feedback because students learn to be critical of the information they encounter.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	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 relative scarcity of highly trained mental health professionals in Kazakhstan means that graduates will most likely be well-positioned to fill some of those needs. But it is not just Kazakhstan where graduates will have a competitive advantage, there remains a global shortage of mental health professionals, especially since COVID-19.

The two programmes are designed in line with APA quality assurance and standards of content, delivery, and competency benchmarks, which are internationally recognised as the gold standard for psychology programmes. Psychology-specific employers are aware of this and thus, graduates trained to these standards are more sought after.[58] Because students are being trained to internationally recognised standards of excellence in methodological competencies, they can demonstrate the application of their competencies through assessment skills mapping and internships when applying for work. The demonstrability of skills at the application stage (form, interview) is essential in securing employment.

One of the benefits of following a USA-style system of Higher Education is that students are provided with opportunities to gain a breadth of knowledge and skills in other non-psychology courses as electives. The multidisciplinary nature of some of their studies provides graduates with a competitive advantage to work in non-psychology-specific occupations if that is their chosen trajectory. This is important because although data is unavailable in Kazakhstan, other data indicates that as many as 50% of graduates do not work in the discipline area they studied.[59]

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[58] APA (2013). *What employers seek in job applicants: You've got the skills they want.* https://www.apa.org/ed/precollege/psn/2013/09/job-applicants

[59] Fuhrmans, V. & Ellis, L. (2024, February). Half of College Grads Are Working Jobs That Don't Use Their Degrees. *The Wall Street Journal*. https://www.wsj.com/lifestyle/careers/college-degree-jobs-unused-440b2abd

Furthermore, employer demand for graduates having a solid grasp of professional English continues to grow exponentially.[60] Because KIMEP University is a mandatory English as medium of instruction HEI but also with courses in professional Kazakh and Russian, graduates will be in a much stronger position than their counterparts at other universities in the region such as Al-Farabi Kazakh National University where English is optional and not the primary medium of teaching.

Lastly, organisations are becoming increasingly multicultural.[61] Therefore, because the programmes are designed with glocal and intercultural dimensions in mind in terms of content, application, and standards, the BSP and MSP graduates will be well-positioned to work in a range of organisations where cultural awareness, sensitivity, and diversity are key skills.

Appraisal:

The establishment of the psychology programmes is grounded in the recognition of a need for well-trained and competent psychologists in Kazakhstan. Consequently, the promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all their courses. As mentioned in chapter 3.1, a suitable combination of electives would further strengthen students' skills for employment. Another suggestion is to extend the duration of the internships to enhance students' capabilities.

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

[60] Meticulous Research (2024, July). *English Language Learning Market by Methodology (Blended Learning, Offline Learning, Online Learning), Learning Mode, Age Group, End User (Individual Learners, Educational Institutes, Government Bodies, Corporate Learners), and Geography - Global Forecast to 2031.* https://www.meticulousresearch.com/product/english-language-learning-market-5127?

[61] Wood, J. M., Zeffane, R. M., Fromholtz, M., Wiesner, R., Morrison, R. R., Factor, A., & McKeown, T. (2024). *Organisational Behaviour Core Concepts & Applications.* John Wiley & Sons.

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

Table 11: Teaching staff of BSP and MSP

	Bachelor of Science in Psychology	Master of Science in Psychology
Full-time teaching staff	4	4
Part-time teaching staff incl. visiting/adjunct lecturers	1	2
Total number of teaching staff	5	6
Among them:		
Teaching staff with professional experience	4	4
Teaching staff with international experience	4	4
Number of professors	3	3
Number of associate professors	1	1
Number of assistant professors	0	0
Number of senior lecturers	0	0
Number of lecturers	1	2
PhD holders	4	6
Master degree holders	1	0
Guest lecturers	0	0

The Department of Psychology (DoP) is steadily growing to meet the needs of an increasing number of students on the BSP and the expected demand for the MSP. Only those faculty at the doctoral level teach on the MSP, although most will teach on both the BSP and MSP. The number of teaching faculty corresponds to the number of BSP psychology students, the anticipated number of MSP students, and the average anticipated number of students opting to take a psychology course as electives. This provides a current faculty-student ratio of 1.20, well within the maximum APA[62] recommended ratio of 1.29. The faculty-student ratio is calculated on the average class size of 25. Although classes can accommodate up to 30 students on introductory-level courses because they can be taken as electives without prerequisites, the more specialised psychology courses with prerequisites tend to have far fewer numbers of students (from a minimum of seven to make it economically viable to run the course).

Academic qualification of faculty (Asterisk Criterion)
The table above shows that currently, four BSP and six MSP teaching faculty have terminal degree qualifications. Recruitment of the DoP faculty is regulated on university-level with the "KIMEP Employment Guidelines". CHSE and the DoP monitor teaching faculty concerning

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[62] APA (2022). *Office of Programme Consultation and Accreditation*.
https://apps.apa.org/AccredComment/attachments/Master's%20Accreditation%20IRs%20(Section%20C)%20[Part%20II]%20and%20IR%20D.4-7(b).pdf

compliance with respective requirements including pedagogy and teaching activities. Overall, the policy complies with national regulations [63] and outlines approved professional qualifications required for certain vacant positions. The academic qualifications of teaching faculty are aligned with requirements set by the CHSE and DoP following programme objectives, for example, specialism in psychological quantitative research methods.

CHSE and the DoP also monitor teaching faculty through the annual work plans they are required to complete. These have the following criteria:

- Current career goals such as promotion to a higher rank, successful completion of a research grant, publications, etc.
- Goals for teaching such as the development of a new course, improving discussion-leading skills, using (new) technology in the classrooms, etc. Faculty are encouraged to align these to feedback from students, lesson observations, annual performance reviews, and professional training offered either by the University or from an external provider. Goals for scholarship such as current research and pedagogical projects, media work, industry outreach, commercial consultancy, peer-reviewing and editing, grant applications, etc.
- Goals for professional development such as membership in professional associations (e.g., APA/BPS).
- Goals for service such as maintaining current service level in department, college, university, or community outreach, and work on accreditation, curriculum development, committee participation, and organisation of special projects/events.
- Longer Range Plans (3–5 years) such as identifying and developing new research avenues, promotion to a higher rank, completing a book on sabbatical, visiting lecturer/professorship, etc.

Faculty are encouraged to participate in conferences and publish research. The annual evaluation forms add points to the performance evaluation for publications, the amount of which are dependent on the nature of the publication, and for conference attendance. Further, faculty may be awarded financial rewards for publications depending on a set of criteria distributed to the faculty annually.

The DoP and CHSE encourage faculty to conduct scholarly research and other activities such as outreach, peer-reviewing, working with the media, and so on, so that they engage with a range of glocal communities (e.g., research, media, industry, public, policymakers, educators) so that they keep their knowledge updated but also reach a range of stakeholders. Through research and other scholarly activities in their respective subject areas, faculty members disseminate the latest knowledge and research agendas to students. CHSE has created a scoring system for faculty annual evaluation that creates an incentive to target high-quality journals and other relevant outlets (e.g., industry, policy). CHSE has also created the position of Research Director/Coordinator who is responsible for working with faculty, students, and other departments to support research activities. KIMEP University allocates a research budget that is generally used for supporting faculty in participating in international conferences, funding small-scale projects, and allocating financial rewards for publications.

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[63] Order No. 635 of the MSHE RK as of 29/01/2009 on Regulations of Competitive Hiring and Selection of Faculty and Researchers in the Institutions of Higher Education.

<u>Pedagogical / didactical qualification of faculty (Asterisk Criterion)</u>
The DoP hires and retains only academically and professionally qualified faculty members to teach its undergraduate and graduate programmes. As minimum requirements, DoP requires at least three years teaching experience in higher education, English proficiency, and evidence of remote instructional design. Interviews are conducted with all prospective faculty by a DoP and CHSE faculty committee, who ask more detailed questions about teaching philosophy, assessment style, research, and others. If needed, applicants are also requested to deliver demonstration lessons.

In 2016, MSHE RK began to require continuing development in pedagogy. KIMEP University created a Centre for Educational Excellence to offer seminars in pedagogy. Faculty are encouraged to attend 80% of these unless teaching. The DoP considers professional development an integral part of academia so that faculty stay up to date with the latest pedagogical developments and also those in their respective fields. Thus, attendance forms part of faculty evidence of annual reviews. Furthermore, faculty undertake peer evaluations of teaching, whereby faculty members attend lectures taught by colleagues, and submit a report based on a standardised form. The DoP and CHSE also provide professional development training on course content and assessment design, course evaluation and monitoring, modes of instructional delivery, managing classroom behaviour, managing workloads (e.g., SMART working), and documenting and storing information. The latter has been a key feature in the DoP as a means of risk management. The DoP has a secure cloud-based Departmental SharePoint page where all documents are stored for easy retrieval and cross-faculty usage, where relevant (e.g., access to PPT slides to cover faculty absences).

Faculty members regularly participate in international academic mobility programmes to learn and update their teaching and research qualifications. Faculty members attend international seminars and workshops further to improve their pedagogical qualifications in their respective areas.

<u>Practical business experience of faculty</u>
Several faculty members of the Department of Psychology have specific business experience, such as (non-)commercial consultations. Faculty backgrounds allow the programmes to complement the theoretical foundations with a practical approach based on ongoing professional experience. Faculty enliven the instruction by discussing cases from their professional practices. Student learning benefits from the opportunity to develop a understanding and the skills related to the 'real life' application of psychological concepts, theories, and methods, such as in psychological and therapeutic consultations, and the value discipline of psychology has in commercial contexts such as improving business practices (e.g., through policy development and practices) or changing consumer and social behaviours and attitudes (e.g., toward the environment or a particular product). Furthermore, a hands-on approach may increase student motivation by making evident the relation between abstract concepts and theories and real-life consequences such as discriminatory behaviours.

Disseminating this commercial knowledge and skills to students is valuable not only in showing the application of psychological concepts, theories, and methods to everyday contexts, but also in providing students with an insight into various industries where psychology has relevance, and thus, supporting the development of their employability on graduation. For example, experience in the publishing industry helps students understand editorial decision-making, criteria for rejecting submitted papers, which they will need to know if they aim to, or

must publish,[64] what constitutes a quality submission, which helps them in their selection of journal papers for the assessments and projects, and what a typical day in the publishing industry looks like if that is their chosen trajectory. In commercial consultations, too, such as with Happen® Innovation Agency's *Sasquatch Project*, students learn about how psychological knowledge of gender issues has relevance for the design of chocolate bars or whiskeys for specific categories of men (e.g., ageing, working class) and the marketing of these. In doing so, students not only learn additional skills and insights but also that a psychology degree opens a range of employment possibilities.

Internal cooperation (Asterisk Criterion)
The Department of Psychology (DoP) and the College of Human Sciences and Education (CHSE) more broadly, state that they are collegial and cooperative environments.[65] There are opportunities for faculty to collaborate and interact. The Chair of the DoP conducts monthly meetings, providing a forum for faculty to share feedback on the programme and individual courses, exchange new ideas, and receive important updates from the Chair. Additionally, the Dean of CHSE holds faculty meetings at least once per semester and at the start of each academic year, covering similar topics and objectives.

The Dean assigns all full-time faculty to serve on departmental and university-level committees. These committees meet throughout the year as needed to decide issues related to research, curriculum, hiring, promotion, social media, and more. Courses with multiple sections, such as Academic Reading and Writing II, also have regular meetings to coordinate between faculty teaching those classes. The College Council meets regularly to discuss a variety of issues related to college administration and strategy. Chairs of different departments work together with the Dean to revise the academic catalogue as needed.

Professional development seminars represent another opportunity for faculty to share their experiences as professionals. In addition to officially scheduled meetings, CHSE faculty meet informally to share course materials and teaching experiences.

In terms of research, at regular research seminars throughout the year, CHSE faculty can share their research or listen and discuss the research of other scholars both within KIMEP and from other Kazakhstani and international institutions. CHSE also fosters cross-college and interdisciplinary pedagogical learning and research. For example, a DoP faculty team led by the Chair will commence a CHSE-funded project entitled 'The digital provision of sexual health information and advice in Kazakhstan' that will involve working with other members of CHSE (e.g., translation) and members of the School of Computer Sciences and Mathematics (e.g., app design), and the Bang College of Business (e.g., marketing materials). Once the protocol of the app has been designed, they will also draw upon colleagues' business knowledge of applying for patents, in Kazakhstan and the wider regions.

Student support by the faculty (Asterisk Criterion)
Supporting students is an integral part of the services provided by KIMEP University, the CHSE, and the DoP. Faculty all hold mandatory office hours, which are posted on Moodle, syllabi, and office doors (when teaching in-person). Office hours are an important opportunity for students to obtain feedback and ask questions related to their courses. Whilst office hours

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[64] Publishing is a requirement for graduation on the MSP programme.
[65] SER, p. 51.

are geared toward programme and course-related questions, students do at times request pastoral support. Where a faculty member is unable to provide that support, students will be referred to the Student Affairs office where appropriate support can be provided. Students are also able to access a range of other on-campus means of support such as accommodation, financial support, and non-psychology extracurricular activities. There are on-campus Psychological Services where students can access confidential support.[66]

In addition to office hours, students can contact the course leader either via email or through Moodle messaging. Responses are usually the same day but maybe the next working day. Faculty do not typically respond during weekends and annual and national holidays. However, faculty are flexible when a student is unable to attend office hours (e.g., due to work) and in such circumstances, a virtual, and sometimes out-of-office hours, meeting can be scheduled at a mutually convenient time.

The DoP offers students additional support opportunities with their assessments. There is a formative feedback scaffolding process in place. This is level-related support, so for example, a student in their first year of psychology study (specialised) can obtain generalised feedback (to avoid preassessment marking) on up to 50% of their assessment up to two weeks before submission. A second-year student may obtain such feedback on, for example, an essay or project plan. This opportunity is not offered to final-year students as it is presumed that by that stage in their studies students should know what is expected of different assessment types, unless, of course, a new assessment is introduced, and in this case, it is the decision of the respective course leader. For the MSP, a student can submit a plan and/or up to 30% of their assessment for general formative feedback for the first year only.

Students embarking on their final attestation project have around twelve hours of one-to-one support by face-to-face or digital means as requested, although faculty supervisors will maintain regular contact with the student. CHSE also arranges support activities like training sessions on how to write conference abstracts, journal papers, or more informal help with research and conferences, for graduate students.

Appraisal:

The structure and number of the faculty within the Department of Psychology correspond to requirements of the programmes and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The expert panel considers the current number of lecturers to be adequate. However, they emphasise that staffing levels must grow in proportion to student enrolment to maintain programme quality. At present, certain elective courses are unable to be offered due to staffing limitations or the absence of faculty with specific subject-matter expertise. The panel acknowledges that the Department of Psychology is aware of this issue and is actively taking steps to address it through ongoing recruitment. The panel **recommends** focusing on diverse research areas, knowledge of different evidence-based psychotherapy models, and practical experience (e.g. counselling) in the recruitment process. In their statement, KIMEP explains that they have recently (fall 2025) recruited two additional members of faculty in the department who have academic and industry experience. One new faculty member is a specialist in cognitive psychology and neuropsychology, with research in areas such as Parkinson's

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[66] These are not offered by DoP faculty as it would be unethical and a conflict of interest.

disease and adjunctive repetitive transcranial magnetic stimulation of the left prefrontal cortex for depression. The other new hire is a clinical therapist and counsellor with specialisms in, for example, evidence-based clinical guidelines for immigrants and refugees, and understanding the cultural diversity in clinical practice with Russian speaking service users. DoP states that the additional faculty will allow them to deliver all scheduled and required modules for the coming academic year, and offer students access to additional and culturally relevant specialisations. They are aware that as student numbers grow, they will need to recruit additional faculty and adverts will commence in the spring of 2026.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. KIMEP verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The panel would like to emphasise the importance of academic further qualification and research output of faculty members. In addition, they note that research could be even more closely linked to practical teaching.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. KIMEP verifies the qualifications of the faculty members by means of an established procedure. KIMEP ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. The panel **recommends** a stronger focus on practitioners giving lectures as mentioned in the appraisal regarding guest lecturers above.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

		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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

<u>Programme Director (Asterisk Criterion)</u>
The BSP and MSP courses are managed by the DoP Chair. The Chair is the official channel of communication for all matters affecting the DoP and reports directly to the CHSE Dean. The Chair also liaises with and advises other University staff such as the Associate Dean of Undergraduate Studies, the CHSE Administrative Manager, and the Undergraduate Programme Manager.

In particular, the Chair is responsible for the following:[67]
- The development of the DoP Strategic Plan,
- The implementation of the University and CHSE learning, teaching, and assessment strategies at the programme level,
- Performance management of course leaders including annual reviews and teaching observations,
- Preparation and writing of periodic reviews,
- Monitoring and management of programme conversion rates, student progression, retention, and achievement,
- Interviewing and recruiting as part of the DoP recruitment plan,
- Leading the process of programme development and courses in line with international quality and standards of excellence,
- Teaching two courses per semester and supervising final-year student projects,
- Reporting to relevant KIMEP University and CHSE committees. These committees provide oversight ensuring pedagogical, management, research, and student experience follows guidelines and standards.[68]

The Chair and CHSE management also work closely with representatives of the President's Cabinet, Admissions Department, Student Affairs, Student Representatives and Associations, the Registrar's Office, employers, and other key stakeholders so that fair and accurate evidence-based decisions are taken on all issues relating to pedagogy, research, management, and the overall student experience. Through this process, student registration, programme schedule, classroom assignments, on-time grade submission, and others are delivered in line with international standards of excellence.

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[67] KIMP University (2022, August). *Faculty Code of Practice*. https://www.kimep.kz/about/files/2024/10/Faculty-Code-of-Practice-FCP-approved-on-September-1-2022.pdf, last accessed June 2, 2025.
[68] KIMEP University 2024). *Management and Governance*. https://www.kimep.kz/about/en/management-and-governance/, last accessed June 2, 2025.

<u>Process organisation and administrative support for students and faculty</u>
Cooperation between the college administration and the faculty members of respective programmes is required for decision-making on all academic issues. To this end, the CHSE programme management works closely with the DoP Chair, CHSE Dean, and the Registrar's Office to provide necessary support related to registration, course scheduling, classroom assignments, on-time grade submission, and more. Faculty members and students are well informed about the programme, schedule, course requirements and expectations, and other necessary details. Student course evaluation results are assessed regularly, and future improvement plans are developed by the administrative support teams. Students evaluate the performance of their instructors after the completion of every course.

KIMEP University has developed its own Online Registration System, which allows students, faculty, the Registrar, and administration to use several web-based real-time services. Using the system, students can exercise the following features from any location online:
- Check their schedule for the upcoming semester,
- Communicate with their academic advisors,
- Choose and register for courses according to their descriptions and prerequisites,
- Check their grades and GPA for the previous semester,
- Review their financial obligations to the University,
- Check their academic requirements.

Faculty members can access the following features directly from their offices online:
- Check student registration,
- Obtain rosters of registered students,
- Carry out advisory services,
- Enter final grades.

The Office of the Registrar can obtain the following current and exact information on any student directly from the office online:
- The number of credits obtained,
- GPA,
- Lists of courses completed,
- Individual schedules,
- Financial obligations.

KIMEP University provides services through the Learner Support Centre,[69] which provides mentoring and advisory services. Each student has access to an advisor, who can assist with, for example, practical information about understanding the Catalogue and administrative help with class selection, registration, and policies and procedures, and inform them of any new ones and revisions to existing ones. They can also provide comprehensive information about university-wide student support services, notify students of changes either in the university's curricula or students' academic standing, so they may evaluate their options, highlight study and internship opportunities, and successfully plan the completion of educational goals. Advisors guide students in developing decision-making skills, refer them to the various academic and student support services/programmes on campus, help them make the best of their educational opportunities, review student academic records and any deficiencies, assess

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[69] KIMEP University (2024). *Learning Support Centre*: https://www.kimep.kz/current-students/en/student-affairs/learning-support-center/, last accessed June 2, 2025.

student progress and performance, resolve academic difficulties, and provide information on how to prepare for final exams. The student and their advisor are mutually responsible for establishing and maintaining communication. Newly admitted students are encouraged to communicate with their advisors as soon as possible.

International students and those students travelling from other parts of Kazakhstan can also access a buddy.[70] The KIMEP University Buddy System is geared to help students with practical everyday issues such as accessing medical services, banking services and paying for services, grocery stores, purchasing SIM cards and obtaining a local number, initial translation issues, university and local orientation, and the social opportunities for students such as University and local events, student organisations, introductions to friendship groups.

Students can also join and seek a range of advice and guidance on the various student organisations[71] on the arts, sports, charity and volunteering, media, the environment, and specific intellectual and educational such as JARQYN KIMEP[72] for students interested in psychology.

Appraisal:

The programme director 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. 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. The administrative staff acts as a service provider for students and faculty. During the on-site visitation, the expert panel observed that KIMEP staff are highly motivated to support students and students are satisfied with the support they receive.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. KIMEP offers the administrative staff opportunities for continuous professional development.

		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		

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[70] KIMEP University (2024). *Buddy System*. https://www.kimep.kz/diam/en/international-students-coming-to-kimep/#panely4, last accessed June 2, 2025.

[71] KIMEP University (2024). *Student Organisations*. https://www.kimep.kz/current-students/en/organizations/, last accessed June 2, 2025.

[72] Students have serval opportunities throughout their studies to join student organisations such as JARQYN for psychology students. These are an important way for students to connect with like-minded peers. These organisations also provide valuable opportunities to meet professionals, attend events, and gain hands-on experience.

4.3 Cooperation and partnerships

<u>Cooperation with HEIs and other academic institutions or networks</u>
On University-level, KIMEP has established links and partnerships with more than 190 universities in North America, Europe, and East Asia that offer exchange programmes and dual degree programmes for undergraduate and postgraduate students, joint forums and research opportunities, faculty visiting and exchange programmes, summer schools, and study abroad programmes.

Students may complete part of their studies at international partner universities such as: Aarhus University, Denmark; Beijing Normal University, China; Chonnam National University, South Korea; Lorand University, Hungary; Middle East Technical University, Turkey; Oxford Brookes University, UK; Tilburg University, the Netherlands; RPTU Kaiserslautern-Landau, Germany; University of the Basque Country, Spain; University of Nebraska at Omaha, USA; University of Glasgow, UK; and Beaconhouse National University, Pakistan. More than 200 international students from more than 20 countries studied and contributed to the social and academic life on campus in Fall 2024. There were degree students, non-degree students, exchange students, dual degree students, intensive Russian language programme students, and summer short-term programme students.

Cooperation agreements with HEIs also offer faculty a range of opportunities to study, carry out research, and experience international academic life at partner universities worldwide. Faculty and other staff, gain valuable experience, live in an international environment, challenge themselves and learn something new at partner institutions in countries as diverse as Germany, the Netherlands, Denmark, the UK, the US, South Korea, China, Sweden, Spain, Slovenia, Romania, Hungary, Turkey, and Poland.

More specifically, the Department of Psychology (DoP) has developed several agreements with external bodies. For example, with external local bodies such as Mediker International Hospital, The Centre for Scientific-Practical Initiatives, and Columbia University's Global Health Research Centre of Central Asia (GHRCCA). DoP recently signed an MOU with GHRCCA to work together on local research and to provide students with internships.

The DoP also has links with local schools, universities, and local psychologists, where students can do their internships and supervised research projects, or benefit from hands-on career advice:

Schools	1. Haileybury School, Almaty 2. Almaty International School 3. Special Needs School, Almaty
Universities	1. Psychology Department, Narxoz University 2. Department of Communication Skills and Psychology, Kazakh National Medical University 3. Psychology Department, Al-Farabi University
Psychologists	Two Psychologists in Almaty

DoP has also developed international partnerships with, for example, the Vienna Psychoanalytic Society and the Vienna Psychoanalytic Outpatient Clinic who can provide training and guest lectures to students and offer an additional international dimension to the Psychology Advisory Group[73].

<u>Cooperation with business enterprises and other organisations</u>
KIMEP University also has a policy for developing and maintaining partnership programmes with Kazakhstani and international businesses, organisations, and agencies. KIMEP University has more than 207 corporate partners. To help select, manage, and maintain beneficial, long-term partnerships with the business community of Kazakhstan and abroad, the KIMEP University Corporate Development Department, Business Advisory Council (BAC), KIMEP University Alumni Association, and KIMEP University Advising, Internship, and Career Placement Centre (KAIC) were established.

The DoP is developing its list of corporate partners such as the Almaty International School; Kazakh Society of Analytical Psychology (KSAP); Haileybury Almaty; and the Teach and Speech Therapy Centre, Almaty. Students, alumni, and faculty actively use such partnership opportunities, and these relationships help strengthen the programmes and ensure they are competitive and market orientated. Through such cooperation, students of the BSP and MSP have opportunities to experience real business practices and challenges through internships. Faculty members conduct consulting services to industries to share academic experience and knowledge with society. Faculty members regularly participate in and organise seminars and conduct collaborative research and consulting activities with corporate partners in areas related to their expertise.

These activities in conjunction with regular feedback from corporate partners, internship programmes, and career workshops/seminars help the University to update its curriculum to ensure its relevance is glocal. The importance of corporate partnerships is evidenced by the presence of industry professionals among its teaching faculty and the broad representation of key Kazakhstani organisations in the University's Board of Trustees, which is responsible for formulating the specifics of the institute's mission, establishing policies to fulfil this mission and strategic development of the University, the utilisation of up-to-date international educational technologies, and the development of research activities and international academic collaboration.

Appraisal:
The scope and nature of cooperation with HEI, other academic institutions and networks relevant for both psychology programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. The expert panel encourages the Department to further establish cooperations specifically tailored to the professional fields of graduates: school/pedagogic psychologists, clinical psychologists (private therapists, clinics, diagnostic facilities), occupational and organisational psychologists (companies, institutions).

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[73] This group also includes glocal employers, specialists, alumni, students, and faculty at KIMEP.

The scope and nature of cooperations with business enterprises and other institutions relevant to the BSP and MSP are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. Given the relatively recent establishment of the programmes, collaborations with external partners are still in their early stages. While the panel acknowledges this developmental phase, they **recommend** further strengthening and expanding partnerships with relevant stakeholders in professional practice.

		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			x		
4.3.2	Cooperation with business enterprises and other organisations			x		

4.4 Facilities and equipment

Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)
The KIMEP Campus comprises eight buildings, including two main academic buildings: Valikhanov Building and the New Academic Building. Other key buildings include the Olivier Giscard d'Estaing Library (OGEL) and the Dostyk Building, which houses management offices. The campus also features a Residence Hall for students, on-campus apartments, a plant building, and a publishing and printing department.

Dostyk Building:
- Hosts the Bang College of Business (BCB), CHSE, the Sports Centre, and university management offices.
- Contains two auditoria (105 m² total) and 118 offices (3,418 m² total).
- Includes the "Fun Club" (256.6 m²) for student activities.
- Renovations: Four study rooms (2012), new air conditioning (2018), Sports Centre and faculty offices (2016).

Valikhanov Building:
- Houses the College of Social Sciences (CSS), IT Centre, canteen (1,013.2 m²), two coffee shops, a stationery shop, and a copy centre.
- Contains 40 classrooms (3,596.69 m²), 136 offices (3,035.2 m²), six computer labs, three conference halls, a media lab, and an art classroom.
- Renovations: Seven study rooms (2012), west wing (2017), north wing (2018-2021), canteen (2014), student lounge (2014).

New Academic Building:
- Commissioned in 2008, with over 6,000 m².
- Contains 21 classrooms, three computer labs, a recreation area, and a coffee shop.
- Houses the School of Law.

Residence Hall and Executive Education Centre:
- Accommodates 424 students in double or triple rooms.
- Hosts the Executive Education Centre, Medical Centre, Office of Student Affairs, International Office, Career and Employment Centre, and a canteen.

Faculty Housing:
- On-campus: 18 furnished apartments.
- Off-campus: One apartment in the Samal micro district.

Sports and Recreation:
- Modern indoor Sports Centre, football field, workout site (2016), open-air basketball and volleyball court (2018).
- New landscaping and park zone (2017).
- Potential construction of a FIFA standard football field with underground parking.

All three buildings are equipped with ramps, elevators, and automatic sliding doors at the entrances to the academic buildings. Given the age of the buildings, gradual reconstructions are carried out to comply with newly established standards, including those required for students with special educational needs. All building entrances feature tactile tiles and buttons to call staff for assistance, and a mobile lift has been purchased. Each floor is equipped with specialised restrooms for people with disabilities.

Table 12: Teaching facilities

Building	m²	Seating Capacity	Screens	OHP	LCD	Computer	TV Set	Video
Valikhanov	3597	1771	20	20	15	215	2	3
CCE	170	56	2	2	2	3	2	2
Dostyk	155	67	2	2	2	25	1	0
OGEL	148	35	2	2	2	55	0	5
New Acad.	2300	1,074	13	13	11	116	2	2
Total	6370	3003	49	49	32	414	7	12

OHP = Overhead projector

LCP = Display

Additionally, the Psychology laboratories[74] are equipped with the following:
- Lenovo ThinkStation P510 x 4
- HP Z640 Tower - 2X Intel
- LCD interactive panel x 2
- Machine Learning Server x 1
- Xeon E5-2680 V3 x 1
- Eye tracker x 1
- VR headsets x 25
- EEG x 1
- EEG headset x 1
- Gorilla Experiment Builder
- SPSS
- Nvivo14
- E-Prime
- PEBL
- Digital camera Sony HDR-CX405 x 1
- Sony ICD-PX370 Mono Digital
- Voice Recorder x 1
- Thermometer x 1
- Blood pressure monitor x 1
- Height Measuring Device x1
- AOJ-70B Pulse oximeter x 2
- Galvanic skin resistance monitors x 1
- Stopwatches x 2
- Tripods x 2

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[74] Some equipment ordered, but not yet delivered. The teaching laboratory is fully functional but due to some import restrictions on some equipment, the research laboratory is unlikely to be fully operational until the Spring Semester 2025.

- Mini Body Camera 1080P x 1
- Meeting Owl 3 Premium Pack: 360-Degree, 1080p HD Smart Video

- Conference Camera, Microphone, and Speaker x 1
- Art and craft materials x various

Overall, KIMEP's computer and hardware facilities include 1,029 computers, 433 printers, 29 scanners, 91 LCD projectors, 26 interactive boards, 21 servers, and 14 computer laboratories, all connected to LAN and the Internet. The student-to-computer ratio is 7:1. 73 classrooms are equipped with LCD projectors, LCD panels, and computers for multimedia presentations and access to file servers, electronic materials, and the Internet. Conference halls, including the Great Hall and the High-Tech Conference Hall, are equipped for multimedia presentations for various group sizes. Eleven study rooms offer wireless Internet access. During the pandemic, KIMEP provided web cameras, speakers, and personal laptops for faculty upon request. Students could rent laptops from KIMEP at a moderate rate.

Access to literature (Asterisk Criterion)

The Olivier Giscard d'Estaing Library (OGEL) is a separate building on campus, covering 2,719 m² and serving up to 350 students. It features public reading areas, a conference room, and two independent study labs with computer workstations. The library operates 64.5 hours per week: weekdays from 8:30 to 20:00 and Saturdays from 10:00 to 19:00. It has 87 publicly available computers, renewed by 17% in the 2020-21 academic year, with Internet access. The conference room and computer labs are equipped for multimedia presentations.

KIMEP has one of the largest English-language library collections in Central Asia, with 100,583 print copies (70,869 in English) and 21 electronic databases, offering over 700,000 full-text documents. These resources are accessible from any campus computer and remotely for 15 databases. Bibliographic records are available through OPAC (AMLIB) on the KIMEP website.

The library continually develops its collection and resources, organizing faculty orders for textbooks and research titles twice a year. The 2022-2023 budget allowed for nearly 1,000 new print books, renewed subscriptions, and two new electronic databases. OGEL provides a textbook rental service, typically acquiring course titles for 30-50% of planned enrolment, with reserve copies available in the library.

Library users include KIMEP students, faculty, staff, graduates, and external users from other universities. Eleven staff members offer various services: open access to the collection, assistance in selecting titles, individual consultations, training, seminars, and webinars. The library also provides printing, scanning, thematic exhibitions, and unlimited Internet access. Annual surveys by the Quality Assurance and Institutional Research Office inform about library resources and services based on user feedback.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for both psychology programmes, even taking into account the resource needs of other study programmes. The study rooms are properly equipped for disabled students and give them barrier-free access. The panel **strongly recommends** ensuring that all facilities needed for the successful study at the DoP are accessible (for example labs and library). Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The Department is currently building and equipping laboratories. The expert panel

appreciates this effort and **recommends** ensuring that all laboratories are adequately equipped.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and kept up to date. The expert panel **recommends** that the academic resources in the area of psychology be expanded in alignment with the growing student population. As students' progress to the thesis phase, it is essential that they are provided with access to a selection of high-quality psychology journals. Additionally, the panel encourages the programme to support opportunities for independent research by ensuring that students are able to access and navigate literature autonomously, without relying on assistance such as librarian recommendations.

	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

<u>Career counselling and placement service</u>
KIMEP established its Career Centre in 1996 to foster strong cooperation between the business community, alumni, and students. The Career Centre provides students, starting from their first year, with essential tools for professional development, including career advising, events, recruitment, employer outreach programmes, and networking opportunities. It focuses on assisting leading companies worldwide in sourcing dynamic talent, attracting regular corporate clientele seeking employees.

Career and employment opportunities are available for both graduate and undergraduate students, as well as alumni. The Career Centre assists company partners in finding full- or part-time employees. Students can access opportunities through the Career and Employment Services webpage, the University-life course, or by visiting the centre's staff personally.

The dedicated staff offers counselling on internships, job interview preparation, resume writing, job presentation skills, and job search techniques. The Career Centre organises an annual Job Fair and various events, and training sessions focused on career skills development. The department also maintains a webpage with job and internship opportunities, employment statistics, and an events calendar. Details and activities of the Career Centre can be found on the KIMEP website and printed posters around the campus.

<u>Alumni Activities</u>

The Alumni Association[75] at KIMEP was established to maintain a lasting relationship between KIMEP and its alumni, fostering mutual service and support. An active alumni network strengthens the University and enhances the value and prestige of a KIMEP degree. The goal of the Alumni Association is to keep alumni informed about KIMEP's programmes and activities while providing support to the University. The association aids in the growth of KIMEP's cultural and extracurricular activities and promotes community involvement. Alumni currently serve on KIMEP's business advisory board and mentor various student organisations on campus.

Alumni Association activities include:
- Developing an active network of alumni branches and discipline-specific groups,
- Serving as benefactors, spokespersons, and advocates for the University, advisors to the Colleges, and champions of the KIMEP degree,
- Acting as role models for current KIMEP students,
- Fundraising for current students through the Rakhmet Scholarship Fund,
- Hosting annual reunions, luncheons, and networking activities that recognise outstanding alumni in professional development and community service,
- Collecting feedback on graduates' work experience, job performance, and satisfaction with KIMEP's education

KIMEP University supports the development and maintenance of student and alumni networks through the following measures:
1. The University offers students opportunities throughout their studies to attend career fairs, workshops, conferences, and alumni events. These are important for students and alumni because they expose them to professionals in their chosen field. These frequently take place on campus where it is a safe, familiar, and comfortable environment for students. Alumni events are held annually off-campus in Almaty and Astana in the autumn of each year, typically in a hotel conference centre.
2. Students are also encouraged to have an online presence on social networking sites such as LinkedIn, ResearchGate, and Academia.edu so that they can connect with academics and specialists relevant to their careers. This provides students and alumni with access to the latest developments and materials in their chosen field and highlights employment opportunities and trends. It also provides them with a means to highlight and disseminate their knowledge and skills to potential employers and other relevant stakeholders.
3. Several annual conferences are held on campus throughout the academic year and many of these will involve not just academics but industry professionals. Students and alumni are invited to these and have the opportunity to ask questions and interact with and develop networks with those professionals. This provides them with valuable advice and insights. Students and alumni are encouraged to keep those connections warm after meeting with those professionals, often through access to industry newsletters and email contact where relevant.
4. The University, CHSE, and the DoP run guest speaker events, often with faculty drawing upon their own networks, which provides additional opportunities for students and alumni to network with academics and other professionals in those (inter)disciplines.

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[75] See https://www.kimep.kz/about/en/alumni/, last access on June 3, 2025.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. KIMEP provides sufficient resources. The panel suggest the Career Coaching could be further tailored to the specific needs of psychology students.

A university-wide alumni organisation has been set up with the aim of developing an alumni network in which psychology alumni will be included as well.

		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)

KIMEP has formulated a financial plan that is transparent and relates to institutional-level decisions. All programmes are part of KIMEP's central accounting system. The forecast for each programme is based on specific assumptions and anticipates an increase in student enrolment for the next academic year.

Figures are calculated on the basis of the monthly fees multiplied by the number of admitted students. These calculations for the years 2017-2023 are valid; while the forecasts for the academic year 2024-2025 are based on the expected number of applicants. KIMEP ensures financial stability for the current academic year as well as for the entire period of the accreditation. The financial sustainability of the programmes is included in KIMEP's Strategic Plan.

Tuition fees make up approximately 95% of KIMEP's total income. Additional income comes from interest on savings accounts, property rentals, and sponsorships. KIMEP states that it is debt-free and holds significant cash reserves, which have been steadily increasing since 2013. All KIMEP's financial statements undergo annual external audits, with the results made publicly available on the university's website[76].

Appraisal:

The income related to the Bachelor and Master of Science in Psychology ensures that each cohort of students starting within the accreditation period can complete the study programmes.

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

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[76] » Audited Financial statements About KIMEP University, last accessed June 3, 2025.

5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

KIMEP has established a comprehensive quality assurance framework compatible with university, departmental, and programme mechanisms. This framework is integrated into every college and department, both academic and non-academic.

Academic Quality Assurance

KIMEP's academic structure ensures proper oversight of colleges, academic affairs departments, programmes, curriculum, faculty, budget, and assessment strategies. Each college or division is responsible for its continuous quality improvement process, including annual and cyclical programme reviews. Annual reviews focus on specific programme learning outcomes, covering curriculum, faculty, finances, student learning, and programme effectiveness. Full programme reviews, conducted every three to five years, provide thorough assessments of these areas and all programme learning outcomes.

Information from these reviews is used to revise curricula and improve programme effectiveness, considering market needs, student interest, value added, and financial impact. Reviews are completed in the fall semester following data collection and analysis, then submitted to the Vice President of Academic Affairs, Curriculum Review Committee, the Office of Quality Assurance and Institutional Research, and the Admission and Scholarship Standing Subcommittee for feedback. Major issues or revisions are presented to the Academic Council and the President's Cabinet.

The Office of Quality Assurance and Institutional Research (QAIR)[77] collaborates with various KIMEP units to support strategic decision-making and quality assurance. Its primary roles include:
- Providing information and analysis for institutional and divisional decision-making
- Conducting reviews and audits to ensure institutional integrity and quality
- Advising on quality implications of proposals, policies, and strategic plans

QAIR conducts student class surveys each semester and annual alumni surveys on employment and satisfaction with KIMEP's education. It also liaises with state bodies, other higher education institutions, and national and international agencies to share best practices and develop community-beneficial strategies. Additionally, QAIR performs studies on specific quality aspects upon request.

The **Academic Council** is KIMEP's institutional body for faculty and student communication with the VPAA and President's Cabinet. It oversees academic quality assurance and curriculum review, making recommendations for approval by the President's Cabinet and Board of Directors. Governed by its bylaws, the Council includes faculty members from each college and one student member. It meets regularly to provide recommendations to the Vice President of Academic Affairs.

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[77] See https://www.kimep.kz/about/en/division-of-research-international-and-strategic-affairs/, last access on June 3, 2025.

The **Academic Methodological Council** reviews the curriculum to ensure alignment with the National Qualifications Framework, submission of viable programme reviews, and continuous academic quality assurance. The committee evaluates, analyses, and determines the appropriateness of new programmes or courses, changes in existing programmes, and establishes criteria for quality assurance controls over all academic matters. It also makes recommendations on admission and scholarship, including additional criteria and student enrolment rules not covered by state standards for each major. The chairperson has the discretion to determine when a proposed change is minor enough not to require full committee review.

The **President's Cabinet**, KIMEP's executive body, includes the President, Provost, Vice Presidents of Academic Affairs and Finance, Dean of Student Affairs, and all academic Deans. The Cabinet makes decisions on KIMEP operations not covered by legislative acts or governed by other bodies, including financial management, strategic planning, organisational structure development, and resolution of departmental or programmatic issues.

5.2 Instruments of quality assurance

Evaluation by students

The Student Perception of Instruction Survey (SPIS) is a crucial part of the formal faculty evaluation process and is mandatory for each module in bachelor, master, and doctoral programmes. It provides valuable student feedback on instructional effectiveness, teaching quality, and their learning experience.

QAIR processes and analyses the questionnaires, which assess teaching quality in three areas: 1) faculty, 2) class sessions, and 3) courses. The first section includes questions about instructional delivery and professional attitude towards students. The second section covers classroom management and learning environment, while the third section addresses students' understanding of course requirements, availability of materials, and overall satisfaction. Respondents can also provide additional feedback through two open-ended questions.

Students access the questionnaires via an online portal, allowing them to complete the forms at their convenience. Links to questionnaires are distributed via email, with regular reminders sent. While participating in the survey is mandatory, students are encouraged, but not obliged, to answer all questions. To ensure objectivity, students complete the SPIS forms after final exams but before final grades are issued, and the survey is anonymous. Feedback is provided to faculty members based on each module and in an aggregated format at the semester level.

The survey results, evaluated on a 5-point scale, include assessments of faculty professionalism, teaching methods, and course content relevance. After processing, the results are presented in a generalised report for consideration by the University's top management. Average scores are available to faculty members, department chairs, and KIMEP management on the Intranet. This process helps faculty continuously improve course content, student engagement, and teaching methods.

Additionally, students have the opportunity to provide feedback to the course leader as well as to the programme management. For course-related issues, students should first approach the course leader and if the issue cannot be addressed by the course leader, they should then approach the Chair of the DoP, who may, depending on the issue approach either speak to the course leader in question, the CHSE administrative team, and where necessary, such as

in complaints, the CHSE Dean. For example, KIMEP University management trialled three, fifty-minute lectures per course per week, rather than the typical two, one-hour-fifteen-minute lectures. It was thought that students would benefit from the additional contact time and reduce the study demand time per class and thus help to improve student outcomes. However, this turned out to be unpopular with students because it placed additional loads on the study schedule expressing this to course leaders and the CHSE management and administration teams. For psychology courses, this has now been discontinued.

The DoP considers courses as 'live' in the sense that some adjustments to them can be made during the semester. Lecture scheduling and timings, as in the above example, can only be addressed at the end of the semester. However, instructors do have considerable scope to adjust course content (e.g., relative salience for their lives, modes), lecturer delivery style (e.g., interaction style, practical), mechanisms (e.g., in class, study materials) based on student feedback and evaluation during the semester as long as these remain aligned with the programme and course ILOs and overall programme design and aims and objectivity. For example, a specific class of students studying organisational Psychology may ask the instructor to frame the core course content to their chosen trajectories so that they have a better, and more appropriate, understanding of the application and contextualisation of the course content and assessments. This is also beneficial for their employment competitiveness.

Where the DoP receives feedback and evaluation during the semester on, for example, the programme structure (e.g., staged development of skills and knowledge), assessment (e.g., skills demonstrated, summative feedback quality), class schedules (e.g., timing, class length), and extracurricular activities (e.g., for socio-educational development), these are discussed during DoP monthly meetings or with the Chair if more urgent, and then revisions considered for the following semester. Those that can be undertaken at the Departmental level (e.g., assessment types) can be implemented more swiftly, whilst others take more time (e.g., scheduling may need referring to other committees and people across the University).

In addition to the regular channels for student feedback within the College, the Chair and Dean's office organises meetings with students to stay informed on their suggestions and perspectives

Evaluation by faculty
The Faculty Satisfaction Survey measures the level of faculty satisfaction with working conditions, professional development, and leadership at KIMEP University. The survey has been conducted every spring semester since the 2005-06 academic year on an anonymous and voluntary basis. All faculty members are invited to take part in the survey. Survey results are presented to top management and the faculty community in the form of a report that highlights both strong and weak aspects of the University's working conditions and compares overall satisfaction with data from previous periods.

External evaluation by alumni, employers and third parties
Alumni and employer satisfaction surveys are key assessment tools. The KIMEP Alumni Association collects feedback on graduates' work experience, job performance, and satisfaction with KIMEP's education. Conducted every summer since 2005 via email and phone interviews with the previous year's graduates, the survey results are reported to management and shared with KIMEP faculty and students. These insights guide

improvements in KIMEP's programmes, services, and environment. Since 2019, QAIR has conducted extensive surveys targeting alumni who graduated one, five, and ten years ago.

The Employer Satisfaction Survey (ESS) gathers employers' opinions on KIMEP graduates' professional preparedness in terms of knowledge, skills, and attitudes. Conducted every four years since 2007 through various channels, the ESS results help improve academic programmes based on employers' perceptions of graduate quality. According to the 2023 evaluation, across all KIMEP study programmes close to 97% of employers are satisfied with the skills and qualities of KIMEP University graduates. At the same time, the proportion of employers who expressed a desire to continue to hire graduates of KIMEP in the future increased from 96.26% in 2017 to 96.86% in 2021.

Additionally, the Ministry of Science and Higher Education of the Republic of Kazakhstan[78] periodically evaluates all programmes. Lastly, the Independent Quality Assurance Agency (IQAA)[79] of Kazakhstan annually assesses academic programmes at KIMEP.

5.3   Programme documentation
Programme description (Asterisk Criterion)
The website features publications[80] like KIMEP's Strategic Plan, the Faculty Code of Practice, KIMEP's Quality Assurance Policy, and the annual online catalogue[81] which provides comprehensive details on the academic calendar, policies, codes of conduct, disciplinary procedures, student facilities, support services, admission requirements, programme structures, courses, and graduation requirements.

Both the BSP and MSP programme descriptors and curricula, including course syllabi, learning strategy, methodology, and other relevant documents are communicated to newly enrolled students during their induction at the start of their first semester. They are also available for programme applicants through various channels including the University's Catalogue, programme brochures, and leaflets. Many documents are accessible on the University's webpage in electronic format[82]. The information is also available upon request through the offices of the respective programmes. All DoP faculty upload course syllabi and assessment briefs to L-Drive and to the specific course E-Learning pages each semester.

In addition to these forms of documentation and dissemination, the DoP also documents all psychology-related materials on a specific Departmental SharePoint page on the Office 365 Cloud. All DoP faculty are required to upload syllabi, assessment briefs, lecture PPTs, student assessments and grades, assessment matrices, administration and management documents, templates, induction materials, and so on.[83]

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[78] See https://www.gov.kz/memleket/entities/sci?lang=en, last accessed on June 3, 2025.

[79] See https://www.iqaa.org/en/, last accessed on June 3, 2025.

[80] See https://www.kimep.kz/about/en/publications/, last accessed on June 3, 2025.

[81] See https://kimep.kz/eec/executive-mba/ and Catalog-2024-2025_final-25-06-24.pdf, last accessed on June 3, 2025.

[82] KIMEP University (2024). *Prospective Students*. https://www.kimep.kz/prospective-students/en/, last accessed on June 3, 2025.

[83] It is important to note that all documents held on the Cloud page are not accessible to all relevant faculty and staff to ensure the confidentiality of sensitive data (e.g., student special needs, faculty lesson observations, and annual reviews).

<u>Information on activities during the academic year</u>

The publicization of documentation is the responsibility of the Marketing, Communications, and Public Relations Department (MCPRD). The MCPRD disseminates most internal and external University-related information and news. Internally, the MCPRD regularly informs students, faculty, and staff of upcoming events (e.g., visiting speakers, athletic and intellectual competitions, and performances), undergraduate, graduate, and doctorate programmes, student services, publications, and accomplishments of KIMEP University community members. Externally, the MCPRD shares information regarding admissions, scholarships, academic programmes, athletic and intellectual competitions for school students, events open to the greater community, and institutional accomplishments.

MCPRD staff manage social media accounts (Instagram, Facebook, LinkedIn, YouTube, Vk.com, Telegram), disseminate mail and email, place advertisements, design and print promotional materials, create digital campaigns, produce promo videos, conduct photoshoots, order branded souvenirs, and organise the graduation ceremony. Key media partners include Khabar channel, Kazakhstan national TV channels, and Forbes Kazakhstan. MCPRD also manages the KIMEP website, the primary source of information on KIMEP, its administration, and student body.

The MCPRD also currently provides printing services for the *KIMEP Voice*[84] founded in 2024. Editorial oversight of this publication is by an Assistant Professor, at the Department of Media and Communications, who has many years of journalistic experience. The MCPRD also provides printing services and oversight for the *KIMEP Times*,[85] This is an independent student-run newspaper, founded in 1995. The *KIMEP Voice* is published monthly and the *KIMEP Times* is published quarterly throughout the academic year. The newspapers publish articles and commentaries on University programmes, achievements of students, faculty, staff, and many other things.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the BSP and MSP programme with respect to their 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.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty 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.

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[84] KIMEP University (2024). *KIMEP Voice*. https://kimepvoice.kz/, last accessed on June 3, 2025.

[85] KIMEP University (2024). *KIMEP Times*. » KIMEP Times About KIMEP University, last accessed on June 3, 2025.

An external evaluation is carried out on institutional level 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's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). However, the panel reiterates the importance of clearly stating in all official documentation that the Master of Science in Psychology is a conversion programme (see chapter 1.1). This clarification is essential to ensure transparency for prospective students and external stakeholders regarding the programme's scope, entry requirements, and intended academic trajectory.

KIMEP regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

		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: KIMEP

Bachelor and Master programme:
1. Bachelor of Science in Psychology
2. Master of Science in Psychology

		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		BSC	MSC		
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)			BSC	MSC **Condition**	
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		

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

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