

Summary report on the accreditation of the study programmes in Cluster A at al-Farabi Kazakh National University in Almaty: Translation Studies (BA, MA, PhD), Foreign Philology (BA, MA, PhD), Linguistics (MA, PhD), Study of Literature (MA, PhD), Philology (BA, MA, PhD), Turcology (MA), Oriental Studies (BA, MA, PhD)

Upon the request for accreditation of al-Farabi Kazakh National University from July 2013, AQ Austria conducted the accreditation procedure of the study programmes Translation Studies (BA, MA, PhD), Foreign Philology (BA, MA, PhD), Linguistics (MA, PhD), Study of Literature (MA, PhD), Philology (BA, MA, PhD), Turcology (MA), Oriental Studies (BA, MA, PhD). In accordance with the "Guideline for International Accreditation of Bachelor, Master and PhD Programmes" adopted by the Board of AQ Austria in July 2013, AQ Austria publishes the following summary report.

1 Short information on the application for accreditation

Information about the institution	
Institution (applicant)	Al-Farabi Kazakh National University (KazNU)
Location of the institution	Almaty (Kazakhstan)
Information about the study programmes	
Name of the study programmes	<ol style="list-style-type: none"> 1. Translation Studies 2. Foreign Philology 3. Linguistics

	4. Study of Literature 5. Philology 6. Turcology 7. Oriental Studies
Academic degrees	1. Bachelor of Humanities in Translation Studies 1. Master of Humanities in Translation Studies 1. PhD in Translation Studies 2. Bachelor of Humanities in Foreign Philology 2. Master of Humanities in Foreign Philology 2. PhD in Foreign Philology 3. Master of Humanities in Linguistics 3. PhD in Linguistics 4. Master of Humanities in Study of Literature 4. PhD in Study of Literature 5. Bachelor of Humanities in Philology 5. Master of Humanities in Philology 5. PhD in Philology 6. Master of Humanities in Turcology 7. Bachelor of Humanities in Oriental Studies 7. Master of Humanities in Oriental Studies 7. PhD in Oriental Studies

2 Short information on the accreditation procedure

Al-Farabi KazNU submitted an application for accreditation of the study programmes Translation Studies (BA, MA, PhD), Foreign Philology (BA, MA, PhD), Linguistics (MA, PhD), Study of Literature (MA, PhD), Philology (BA, MA, PhD), Turcology (MA), Oriental Studies (BA, MA, PhD) in July 2013. Place of delivery of the study programmes is Almaty.

In a circular resolution on 30 October 2013, the Board of AQ Austria passed the proposal for peers for the review and assessment of the study programmes.

Name	Institution	Role
Prof. Dr. Larisa Schippel	University of Vienna	Peer from academia
Prof. Dr. Birgit Menzel	University of Mainz	Peer from academia
Prof. Dr. Heinrich Pfandl	University of Graz	Peer from academia
Prof. Dr. Walter Grünzweig	University of Dortmund	Peer from academia
Prof. Dr. Éva Csató Johanson	Uppsala University	Peer from academia, head of the panel
Prof. Dr. Bert Fagner	Austrian Academy of Sciences	Peer from academia

Dr. Sulushash Kerimkulova	Nazarbayev University Astana	Panel member from Kazakhstan
Kotryna Peilakauskaite	Vilnius University	Student panel member

A site visit at al-Farabi KazNU took place in Almaty from 12-14 February 2014, which was attended by all peers and a coordinator from AQ Austria.

The Board of AQ Austria took the accreditation decisions in its meeting on 13 May 2014. The accreditation decisions are valid as of 13 May 2014.

3 Subject matter of the application

All Bachelor programmes are full-time four-years-programmes. All Master programmes are full-time two-years-programmes. All PhD programmes are full-time three-years programmes.

The following information in this chapter derives from the self-documentation by al-Farabi KazNU.

Translation Studies: *This educational program is designed to prepare highly qualified translators oriental languages (such as Arabic, Korean, Chinese, Urdu, Hindi, Persian, Japanese, and Turkish) with the knowledge and competencies especially for work in all areas of society, including foreign and domestic companies, business organizations, universities, etc. The purpose of the program - training highly skilled, comprehensive professionals and interpreters;*

- *Having a good knowledge in various fields of science and society, familiar with the history; culture of the homeland and country of target language, modern trends of social development;*
- *Having comprehensive skills and knowledge needed for translation;*
- *Fluent in Russian / Kazakh, foreign-eastern, western and foreign / second oriental languages.*

Foreign Philology: *The purpose of the educational program - the development of the national education system of Kazakhstan, to create the necessary conditions for education aimed at the formation, development and professional growth, based on national and universal values, science and practice.*

- *The goal of higher foreign language education is the formation and training of teachers in foreign languages at the level recognized by the international community, and responsive to the needs of society RK. Possession of professional and pedagogical knowledge and the formation of specialized in foreign languages, in accordance with the requirements of the European standard;*
- *Knowledge of a foreign language for academic purposes for continuity in learning between undergraduate and graduate programs;*
- *Introduction of internationally accepted level approach to learning foreign language relevant to the national education system.*
- *Disciplines basic cycle focused on generating a full professional production of two foreign languages, mastering theoretical knowledge of basic disciplines, mastering psycho-pedagogical and methodological foundations of learning foreign languages.*

- *Cycle majors aimed at professionally-oriented mastery of the theoretical foundations of the studied foreign languages and profile-differentiated specialty training.*

Linguistics: *Profile and Educational Aims of Program*

- *to form students' systemic knowledge and critical appraisal of modern problems, which discussed within the scope of their linguistic specialization;*
- *to form students' complex understanding of methods used for learning of linguistics problems;*
- *to form students' skill to realize independently a research work and competence in formulation of their own conclusions;*
- *to form the high level skills of students in the work with basic and secondary sources;*
- *to form the skill to choose competently and apply different methodological approaches;*
- *to form the ability to contribute to the development of modern trends of linguistic science at the expense of original scientific research;*
- *for the purpose of development, conceptualization and adoption of research projects in linguistics for formation of new knowledge having essential scientific meaning.*

Study of Literature: *The Department of Kazakh Literature's History and Theory of Faculty of Philology, Literary Study and World languages of Al-Farabi Kazakh National University is engaged in preparation of highly skilled experts in the field of history, theory, methodology of literature, folklore and the rhetoric, possessing the deep theoretical and practical knowledge, ready to the professional work, capable to compete in the modern world market of work.*

The Department of Kazakh Literature's History and Theory positions itself as the integral element of classical university formation which are playing a major part scientific, educational and innovative process of university, realizing by virtue of the specific character имиджевое promotion of university in different regions of the country and the world. Employees, students, magistrates and doctorantes faculties as experts in the field of the theory, history, methodology of literature, folklore and rhetoric assist progress of intercultural communications, formations and cultures. [...]

Mission of Department of Kazakh Literature's History and Theory consists in maintenance of qualitative system vocational training the scientist-researcher, the teacher- innovator of a humanitarian structure, competitive in conditions of dynamically changing labour market, capable to provide own professional progress during all life.

Philology: *Al-Farabi Kazakh National University and Department of Kazakh Philology educates professionals qualified to meet the challenges of the information society. The ability to generate, access, and use information has become the key factor in personal, social, and economic growth. The expanding global information society requires the free flow of information; and the impact of rapidly changing information and communications technologies is reshaping our personal, educational, and social activities, our organizational and political practices, and our local, national, and international institutions. [...]*

Mission of the speciality - Philology designed to create the conditions for high-quality training in demand in today's labor market, taking into account the social order, to ensure the sustainable development of innovative educational and research activities in the field of philology, to support humanitarian philological tradition of higher education to update and develop educational strategies and technologies, based on international best practices and the requirements of the new information society. The mission of the program is to develop in students a professional such significant personal qualities such as flexibility in thinking, concentration and Switchability of attention, the accuracy of perception, logical thinking, the

ability to generalize, imagination, interest in achieving maximum results careers, as well as in the formation of the universal common cultural and professional competencies.

The program is based on a broad philological basis, providing high-quality training linguists capable of carrying out scientific and teaching, educational, editorial, cultural and organizational activities.

Turcology: *Turcology - a set of (complex) scientific humanities disciplines studying languages, literature, history, folklore, religion, ethnography, the spiritual and the material culture and other Turkic and Turkic peoples in the past, present and future. Turkology covers the study of the patterns of formation and development of the Turkic languages, a description of Turkic linguistics, history of Turkic peoples and ethno-cultural traditions. As part of the program, students will become familiar with: 1) the history of development and resettlement Turkic population, 2) to the Ural-Altaic languages of kinship theory, and 3) with the periodization of the history of the Turkic languages, and 4) the classification of the Turkic languages. Goal: To introduce students to the subject and purpose of the science of language, the structure of modern linguistics, the main sections of Turkic linguistics, to form an idea of the basic linguistic concepts, basic linguistic terminology to report basic information about the language needed to be further studied courses on specific topics of linguistics.*

The mission of the Turkology Program is to familiarize students with the structure of language, part of the Altaic family, their classification, as well as with trends and theories associated with the study of this family of languages , special literature and some evidence illustrating the proximity and relationship of these languages to each other.

Oriental Studies: *Al-Farabi Kazakh National University and Oriental Studies Departments educate professionals qualified to meet the challenges of the modern society. The programs are aimed at training highly qualified specialists in Oriental studies with the knowledge and competencies in demand in the labor market as a diplomatic employee, employee of the National Security and Defense, an expert analyst, assistant, consultant of the eastern countries, the foreign observer, interpreter on respective oriental languages, regional studies and oriental disciplines teacher in the middle and secondary educational institutions. Professional activity of graduates may be in the field of education, in the field of international and regional information and analytical services in the field of foreign policy, international organizations and regional interaction and cooperation, in the field of state and local control in the research area, in the area of national security and defense of the Republic of Kazakhstan, in the sphere of ideology and culture.*

The Faculty of Oriental Studies is a recognized center of Kazakhstan's Oriental Studies, which trains specialists in the field. At the Faculty all the major languages of the East are taught: Arabic, Chinese, Korean, Persian, Turkish, Japanese, Hindi and Urdu. Educational process is aimed not only to master the Eastern language, but also a profound study of both history and contemporary realities of the East, the current trends of political, economic and spiritual development of the eastern societies. The priority of modern higher education is not the amount of mechanical transmission of knowledge, but providing personal and competent approach to learning, the formation of personality that, given the fundamental knowledge, produces, analyzes and uses information and intellectual resources, generates ideas, develops successfully in a rapidly changing world. The main purpose of the educational process at the Faculty is training of highly skilled, well -educated, professional specialist, intellectual and moral developed individual.

New geopolitical orientation of the countries in the West-East system makes it necessary to look at the security and independence of the Republic of Kazakhstan from the perspective of Oriental Studies - the science which studies the East in a complex way. Training of specialists in Oriental Studies and research in the development of political, economic and cultural

relations between the Republic of Kazakhstan and the countries of the East are necessary to establish and maintain friendly and mutually beneficial relations between our countries. Through a forward-looking curriculum and diverse learning environments, the Faculty of Oriental Studies prepares graduates who have the knowledge, skills, and attitudes necessary to be ethical, culturally aware, and transformative leaders.

4 Summarizing results from the assessments of the peers

Standard 1: Study programme and programme management

Kazakhstan is the youngest member in the Bologna family with signing the declaration in 2010. The Ministry for Education and Science has installed working groups and set up a working plan for the entire realisation of the Bologna aims and the implementation of the respective instruments. Although al-Farabi KazNU has made some efforts to that respect, there are, naturally, still some lacks:

The ECTS system is not used for daily work, neither by teachers nor by students nor by administration. The Kazakh credit system, which had been introduced ten years ago, is conceived well.

So far, the diploma supplement is not issued to graduates.

The notion of learning-outcome-orientation has not yet entirely been captured in any of the study programmes. Teaching still focuses on content rather than on skills and competences. Nevertheless, the panel sees the qualification of graduates ensured and found evidence in meetings with students themselves, graduates and employers.

Students' workload is high for all programmes, but as the delivery of the study programmes is well organised and interaction between students and staff works very well, this has not been regarded a problematic issue.

The differentiation between Bachelor and Master levels in the module descriptions (where applicable) is not transparent, but could be explained satisfactory in meetings at the site-visit for all study programmes.

Admission requirements are explicit and openly available.

A very good student-teacher ratio facilitates classroom interaction and direct communication between students and staff. It also fosters the involvement of students in research projects. Furthermore, supervision for theses works well. On PhD level it is even obligatory to have a foreign supervisor in addition to the internal one.

In principle, it has to be acknowledged that **Translation Studies** is offered on all three levels at al-Farabi KazNU as a research university. The concept of the study programme, however, is blurred in that sense that the panel could not determine the scientific basis for the programme. Apart from the above mentioned deficiencies, which are true for all study programmes, inaccuracies in the definition of language levels and pairs are criticised by the peers.

The study programmes in **Foreign Philology** cover a broad range of topics and methods. The panel rates this as impressive and up to international standards. The programmes diverge from European-style philology programme in that sense that the dimension of literature is completely absent.

Nevertheless, the broadness results in an unclearly structured concept on the Bachelor level.

In the **Linguistics** programmes, a mismatch in the credits awarded for reading-intensive subjects and others is observed. The basis for course material as well as the proportion of certain courses is not always evident. Nevertheless, the overall structure of the programmes is well and corresponds to the state of the art. The contents of the syllabus and a very large number of courses cover all important areas of modern linguistics and they are well described.

The methodological and theoretical bases for the programmes in **Study of Literature** are strong and up to date, although too much relying on Russian or Kazakh models. Still, other approaches and developments are also taken into consideration. The research environment encourages student participation.

The programmes in **Philology** are separated into a Kazakh Philology and a Russian Philology section. The **Kazakh Philology** programmes provide good theoretical and methodological basis of Kazakh linguistics and benefit from good cooperation with the Turcology department. The contents, structure and scope of the programmes and teaching methods on all levels are suited to achieve the intended learning outcomes.

The **Russian Philology** programmes offer different courses with respect to the specific level, which is adequate. Nevertheless, the range of courses might even be too broad on the Bachelor level and exceed the intended learning outcomes. The opportunity to choose a certain major on Master and PhD levels is not entirely transparent.

The contents and structure as well as the scope of the **Turcology** programme are regarded well and suited to achieve the intended learning outcomes. A good introduction into theoretical and methodological issues of Turkic linguistics as well as language competences and country knowledge are provided to students.

Due to the geopolitical situation, both Turcology and Oriental Studies are regarded and assessed to be very strong study programmes with very well qualified staff.

Oriental Studies comprises eight languages of instruction and students are very well capable of using the chosen languages which arises from well organised and effective language training on all levels. The concepts of the study programmes are comprehensible.

Standard 2: Staff

Staff are dedicated to their work and feel great responsibility for their students. As usual at universities in Kazakhstan, the student-teacher ratio is very good, which allows for individual support. On the other hand, the workload for teachers is relatively high and includes not only classical academic duties and usual administrative work, but also "social work".

Qualifications and competences of staff as well as the composition of personnel involved in the study programmes are rated well to meet the requirements for good teaching. The panel praises especially the qualifications of staff in the programmes Turcology and Oriental Studies.

For the study programme **Translation Studies** the panel is, however, only partly satisfied with regard to the scientific qualifications of staff (see also standard 5).

Standard 3: Quality assurance

There is a quality assurance system at university level in place, where the study programmes are integrated. The (extensive) use of ranking indicators may, however, not be appropriate for the humanities.

Regular evaluations of courses are being conducted, from student-side as well as from colleagues. The students reported about changes in course delivery and content as results of evaluations. This is also encouraged through relatively small groups.

Standard 4: Funding and infrastructure

Although the departments do not have budgetary autonomy, the funding of the study programmes is ensured. The university sees itself as a comprehensive university with a broad offer in relevant disciplines.

The general library infrastructure is in place. Nevertheless, more international literature and journal subscriptions are required.

The practice of having to pay a substantial amount of money for publication (resp. for having to pay at all for publication) is highly suspect.

A PhD programme can only be taken up with a governmental grant. Although this assures financial independence of PhD students, it limits the opportunities for interested graduates who would like to pursue a scientific career.

Standard 5: Research

Staff are required to do research in the respective field as part of their duties according to their labour contracts. There is however no certain proportion of allocated time for research, and with respect to their other tasks (teaching, administration, social work) research often is a spare-time-activity for staff. This is however a challenge within the higher education system in the country, and not due to the university's organisational regulations.

Students are involved into research projects and express themselves positively about these opportunities.

Research-based teaching is realised in the classroom.

Where it is in principle regarded to be very positive that **Translation Studies** is embedded into the academic offers of al-Farabi as a research university, the research proportion within the syllabi of translation studies is weak. Likewise, the research topics at the department lack amplitude.

The panel strongly criticises that the demand of publishing in a "high impact publication" as defined by Thomson Reuters results in the need to pay up to EUR 3.000,- to the publisher.

Standard 6: National and international co-operations

Being one of the leading universities in the region, numerous cooperation agreements of different quality are in place, both in the country and with foreign partners. These include higher education institutions, companies, organisations and schools (the latter three mostly for internships) as well as research institutions.

Student and staff mobility is encouraged, and on Master as well as on PhD level practically each student spends at least a short period at a partner institution abroad. There is a weakness in financing these activities.



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PhD students always have a local supervisor as well as a foreign supervisor
Again, the Departments for Turcology and for Oriental Studies is highly assessed by the panel
for the quality of their cooperations.

5 Accreditation decisions and statements of grounds

At its 20th meeting on 13th May 2014, the Board of AQ Austria decided:

I. **"Bachelor of Humanities in Translation Studies"** at al-Farabi KazNU in Almaty, Kazakhstan

1) The programme **"Bachelor of Humanities in Translation Studies"** at al-Farabi KazNU in Almaty, Kazakhstan, **meets the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes" ("Guideline...") adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the "Guideline..." the Board of AQ Austria grants accreditation to the programme for a period of six years, i.e. until 13th May 2020.

3) The Board of AQ Austria notes that the programme meets some of the standards only partially. Pursuant to 3.5 of the „Guideline..." accreditation is therefore granted subject to fulfilment of the following conditions. The fulfilment of these conditions must be documented in writing within nine months (i.e. until 13th of February 2015) and is subject to assessment by AQ Austria. In case of non-fulfilment, the accreditation will be withdrawn immediately.

Condition 1 (standard 1.4)

ECTS must be implemented in compliance with the ECTS Users' Guide to reflect the real workload. The workload must be defined and calculated.

Condition 2 (standard 1.8)

A standardized "Diploma Supplement" must be issued to all graduates.

Condition 3 (standard 2.1)

The university must review the workload for teachers and provide this review.

Condition 4 (standard 3.2)

The university must implement systematic action for the study programmes' monitoring in the framework of overall quality assurance, designate responsibilities and ensure the involvement of all relevant stakeholders (including students).

Condition 5 (standard 1.3)

The working languages and up to which level they are taught within the study programme must be specified. The difference between working (A, B, C) languages (language pairs) and other languages must be made distinct.

Condition 6 (standard 1.3)

The types of (written) translation (literary/pragmatic/special) offered for each language-pair must be specified in the module manual. In addition, there is a description required which

types of translation are to be done in language pair A-B and vice versa on the one hand, and A-C on the other.

Condition 7 (standard 1.3)

The status, type, modus, level and equipment of interpreting must be specified in the module manual.

Condition 8 (standard 4.2)

The implementation of Terminology Management/CAT-Tools must be provided to be introduced to the study programme.

Condition 9 (standard 2.3)

An appropriate "training of trainers" programme must be developed, which includes the following aspects:

- a. Information about and access to international circulation of knowledge in Translation Studies;
- b. Allocation of working time for self-qualification to staff in Translation Studies;
- c. Elaboration of a qualification programme for staff in Translation Studies (define minimal requirements)
- d. Preparation of in-house training with visiting scholars.

Condition 10 (standard 6.1)

Study visits at universities with internationally acknowledged Translation Studies departments must be encouraged.

Condition 11 (standard 1.3)

Disparate goals (literary studies; business English/linguistic technologies) must be kept separate.



II. **“Master of Humanities in Translation Studies”** and **“PhD in Translation Studies”** at al-Farabi KazNU in Almaty.

1) The programmes **“Master of Humanities in Translation Studies”** and **“PhD in Translation Studies”** at al-Farabi KazNU in Almaty, Kazakhstan, do **not meet the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes” (“Guideline...”) adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the “Guideline...” the Board of AQ Austria denies accreditation to the programmes.

Reasons for denial are founded on

- insufficient research environment which would be required on the Master and PhD level (standard 1.13.1; standard 5.1; standard 1.3);
- not sufficiently qualified staff for contemporary research (standard 2.1).



At its 20th meeting on 13th May 2014, the Board of AQ Austria decided:

I. **“Bachelor of Humanities in Foreign Philology”** at al-Farabi KazNU in Almaty, Kazakhstan

1) The programme “Bachelor of Humanities in Foreign Philology” at al-Farabi KazNU in Almaty, Kazakhstan, **meets the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes” (“Guideline...”) adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the “Guideline...” the Board of AQ Austria grants accreditation to the programme for a period of six years, i.e. until 13th May 2020.

3) The Board of AQ Austria notes that the programme meets some of the standards only partially. Pursuant to 3.5 of the „Guideline...” accreditation is therefore granted subject to fulfilment of the following conditions. The fulfilment of these conditions must be documented in writing within nine months (i.e. until 13th of February 2015) and is subject to assessment by AQ Austria. In case of non-fulfilment, the accreditation will be withdrawn immediately.

Condition 1 (standard 1.4)

ECTS must be implemented in compliance with the ECTS Users’ Guide to reflect the real workload. The workload must be defined and calculated.

Condition 2 (standard 1.8)

A standardized “Diploma Supplement” must be issued to all graduates.

Condition 3 (standard 2.1)

The university must review the workload for teachers and provide this review.

Condition 4 (standard 3.2)

The university must implement systematic action for the study programmes’ monitoring in the framework of overall quality assurance, designate responsibilities and ensure the involvement of all relevant stakeholders (including students).

II. **"Master of Humanities in Foreign Philology"** at al-Farabi KazNU in Almaty, Kazakhstan

1) The programme **"Master of Humanities in Foreign Philology"** at al-Farabi KazNU in Almaty, Kazakhstan, does **not meet the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes" ("Guideline...") adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the "Guideline..." the Board of AQ Austria denies accreditation to the programme.

Reasons for denial are founded on

- insufficient research environment for study programmes on Master and PhD level (standard 1.13.1; standard 5.1; standard 1.3);
- the unclear objectives of the study programmes (standard 1.2).

III. **"PhD in Foreign Philology"** at al-Farabi KazNU in Almaty, Kazakhstan

1) The programme **"PhD in Foreign Philology"** at al-Farabi KazNU in Almaty, Kazakhstan, does **not meet the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes" ("Guideline...") adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the "Guideline..." the Board of AQ Austria denies accreditation to the programme.

Reasons for denial are founded on

- insufficient research environment for study programmes on Master and PhD level (standard 1.13.1; standard 5.1, standard 1.3);
- the unclear objectives of the study programmes (standard 1.2).

At its 20th meeting on 13th May 2014, the Board of AQ Austria decided:

1) The programmes "**Master of Humanities in Linguistics**" and "**PhD in Linguistics**" at al-Farabi KazNU in Almaty, Kazakhstan, **meet the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes" ("Guideline...") adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the "Guideline..." the Board of AQ Austria grants accreditation to the programmes for a period of six years, i.e. until 13th May 2020.

3) The Board of AQ Austria notes that the programmes meet some of the standards only partially. Pursuant to 3.5 of the „Guideline..." accreditation is therefore granted subject to fulfilment of the following conditions. The fulfilment of these conditions must be documented in writing within nine months (i.e. until 13th of February 2015) and is subject to assessment by AQ Austria. In case of non-fulfilment, the accreditation will be withdrawn immediately.

Condition 1 (standard 1.4)

ECTS must be implemented in compliance with the ECTS Users' Guide to reflect the real workload. The workload must be defined and calculated.

Condition 2 (standard 1.8)

A standardized "Diploma Supplement" must be issued to all graduates.

Condition 3 (standard 2.1)

The university must review the workload for teachers and provide this review.

Condition 4 (standard 3.2)

The university must implement systematic action for the study programmes' monitoring in the framework of overall quality assurance, designate responsibilities and ensure the involvement of all relevant stakeholders (including students).

At its 20th meeting on 13th May 2014, the Board of AQ Austria decided:

1) The programmes "**Master of Humanities in Study of Literature**" and "**PhD in Study of Literature**" at al-Farabi KazNU in Almaty, Kazakhstan, **meet the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes" ("Guideline...") adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the "Guideline..." the Board of AQ Austria grants accreditation to the programmes for a period of six years, i.e. until 13th May 2020.

3) The Board of AQ Austria notes that the programmes meet some of the standards only partially. Pursuant to 3.5 of the „Guideline..." accreditation is therefore granted subject to fulfilment of the following conditions. The fulfilment of these conditions must be documented in writing within nine months (i.e. until 13th of February 2015) and is subject to assessment by AQ Austria. In case of non-fulfilment, the accreditation will be withdrawn immediately.

Condition 1 (standard 1.4)

ECTS must be implemented in compliance with the ECTS Users' Guide to reflect the real workload. The workload must be defined and calculated.

Condition 2 (standard 1.8)

A standardized "Diploma Supplement" must be issued to all graduates.

Condition 3 (standard 2.1)

The university must review the workload for teachers and provide this review.

Condition 4 (standard 3.2)

The university must implement systematic action for the study programmes' monitoring in the framework of overall quality assurance, designate responsibilities and ensure the involvement of all relevant stakeholders (including students).



At its 20th meeting on 13th May 2014, the Board of AQ Austria decided:

1) The programmes "**Bachelor of Humanities in Philology**", "**Master of Humanities in Philology**" and "**PhD in Philology**" at al-Farabi KazNU in Almaty, Kazakhstan, **meet the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes" ("Guideline...") adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the "Guideline..." the Board of AQ Austria grants accreditation to the programmes for a period of six years, i.e. until 13th May 2020.

3) The Board of AQ Austria notes that the programmes meet some of the standards only partially. Pursuant to 3.5 of the „Guideline..." accreditation is therefore granted subject to fulfilment of the following conditions. The fulfilment of these conditions must be documented in writing within nine months (i.e. until 13th of February 2015) and is subject to assessment by AQ Austria. In case of non-fulfilment, the accreditation will be withdrawn immediately.

Condition 1 (standard 1.4)

ECTS must be implemented in compliance with the ECTS Users' Guide to reflect the real workload. The workload must be defined and calculated.

Condition 2 (standard 1.8)

A standardized "Diploma Supplement" must be issued to all graduates.

Condition 3 (standard 2.1)

The university must review the workload for teachers and provide this review.

Condition 4 (standard 3.2)

The university must implement systematic action for the study programmes' monitoring in the framework of overall quality assurance, designate responsibilities and ensure the involvement of all relevant stakeholders (including students).



At its 20th meeting on 13th May 2014, the Board of AQ Austria decided:

1) The programme "**Master of Humanities in Turcology**" at al-Farabi KazNU in Almaty, Kazakhstan, **meets the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes" ("Guideline...") adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the "Guideline..." the Board of AQ Austria grants accreditation to the programme for a period of six years, i.e. until 13th May 2020.

3) The Board of AQ Austria notes that the programme meets some of the standards only partially. Pursuant to 3.5 of the „Guideline..." accreditation is therefore granted subject to fulfilment of the following conditions. The fulfilment of these conditions must be documented in writing within nine months (i.e. until 13th of February 2015) and is subject to assessment by AQ Austria. In case of non-fulfilment, the accreditation will be withdrawn immediately.

Condition 1 (standard 1.4)

ECTS must be implemented in compliance with the ECTS Users' Guide to reflect the real workload. The workload must be defined and calculated.

Condition 2 (standard 1.8)

A standardized "Diploma Supplement" must be issued to all graduates.

Condition 3 (standard 2.1)

The university must review the workload for teachers and provide this review.

Condition 4 (standard 4.2)

The university must implement systematic action for the study programmes' monitoring in the framework of overall quality assurance, designate responsibilities and ensure the involvement of all relevant stakeholders (including students).



At its 20th meeting on 13th May 2014, the Board of AQ Austria decided:

1) The programmes **“Bachelor of Humanities in Oriental Studies”**, **“Master of Humanities in Oriental Studies”** and **“PhD in Oriental Studies”** at al-Farabi KazNU in Almaty, Kazakhstan, **meet the standards** of the „Guideline for International Accreditation of Bachelor, Master and PhD Programmes” (“Guideline...”) adopted by the Board of AQ Austria in July 2013.

2) Pursuant to 3.5 of the “Guideline...” the Board of AQ Austria grants accreditation to the programmes for a period of six years, i.e. until 13th May 2020.

3) The Board of AQ Austria notes that the programmes meet some of the standards only partially. Pursuant to 3.5 of the „Guideline...” accreditation is therefore granted subject to fulfilment of the following conditions. The fulfilment of these conditions must be documented in writing within nine months (i.e. until 13th of February 2015) and is subject to assessment by AQ Austria. In case of non-fulfilment, the accreditation will be withdrawn immediately.

Condition 1 (standard 1.4)

ECTS must be implemented in compliance with the ECTS Users’ Guide to reflect the real workload. The workload must be defined and calculated.

Condition 2 (standard 1.8)

A standardized “Diploma Supplement” must be issued to all graduates.

Condition 3 (standard 2.1)

The university must review the workload for teachers and provide this review.

Condition 4 (standard 3.2)

The university must implement systematic action for the study programmes’ monitoring in the framework of overall quality assurance, designate responsibilities and ensure the involvement of all relevant stakeholders (including students).