



ASIIN Certification Report

PhD Programme

Ecology

Geography

Hydrology

Provided by

Al Farabi University of Almaty

Version: 11 November 2014

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A About the Certification Process

Title of the PhD Programme	Previous certification
Ecology	n/a
Geography	n/a
Hydrology	n/a
<p>Date of the contract: 25th of December 2012</p> <p>Submission of the final version of the self-assessment report: 14th of February 2014</p> <p>Date of the onsite visit: 25th of June 2014</p> <p>at: al-Farabi Kazakh National University, Almaty, Kazakhstan</p>	
<p>Peer panel:</p> <p>Prof. Dr. Roland Baumhauer, University of Wuerzburg;</p> <p>Prof. Dr. Tobias Hillmann, University of Applied Sciences Neubrandenburg;</p> <p>Tatyana Oitseva (Student), East Kasakh State Technical University of Ust Kamenogorsk;</p> <p>Dr. Dieter Schäfer, Bayer CropScience;</p> <p>Prof. Dr. Uwe Troeger, Technical University of Berlin</p>	
<p>Representative of the ASIIN headquarter Dr. Michael Meyer</p>	
<p>Responsible decision-making committee: Certification committee</p>	
<p>Criteria used:</p> <p>Standards for the Certification of (Further) Education and Training for courses and modules related to Computer Sciences, Technology, Natural Sciences and Business Economics as of 27.07.11.</p> <p>European Standards and Guidelines as of 2009 (3rd edition).</p> <p>European Qualifications Framework for Lifelong Learning (Council of the EU and the European Parliament, 23.04.2008)</p>	

In order to facilitate the legibility of this document, only masculine noun forms will be used hereinafter. Any gender-specific terms used in this document apply to both women and men.

B Characteristics of the PhD Programmes

a) Name of the course	b) Degree awarded upon conclusion	c) Mode of Study	d) Duration & Credit Points	e) First time of offer & Intake rhythm	f) Number of students per intake	g) Fees
Ecology	PhD in Ecology	Full time	6 Semester 75 credits (112 ECTS)	September 2010 annual intake	Varies depending on state grants	n/a
Geography	PhD in Geography	Full time	6 Semester 75 credits (112 ECTS)	September 2010 annual intake	Varies depending on state grants	n/a
Hydrology	PhD in Hydrology	Full time	6 Semester 75 credits (112 ECTS)	September 2011 annual intake	Varies depending on state grants	6500 € in a year

For the Programme Ecology, the self-assessment report states the following **intended learning outcomes**:

The goal of the program is to prepare engineering specialists who have knowledge in the field of ecology for the development of environment with the use of modern equipment and advanced technology. Also, objective of the program skills assessment of environmental efficiency of the enterprise, the compilation of environmental ratings, search, selection and use of the information necessary for the development of environmentally friendly technologies, modern software products that enable to provide a strategy for achieving environmental management.

Goal: Educate students at postgraduate levels to provide environmental knowledge, ecological services and products to a democratic society.

The graduate should possess the culture of thinking, to know his general laws, to be able to write and speak correctly and logically arrange the results.

The graduate should know the ethical and legal rules governing the relation of man to man, society and the environment.

B Characteristics of the PhD Programmes

The graduate should possess professional knowledge in their subject area; know the basics of industrial relations and management principles with regard to technical, financial and human factors.

The graduate should possess the knowledge system for the creation and application of modern technologies in their subject area, as well as in related areas.

The graduate should have basic economic analysis and be ready to implement the organizational and managerial functions in a team.

The graduate should know priority development objectives and strategies of the resource potential of Kazakhstan;

The graduate should know theoretical and methodological approaches to the creation of a "green economy" in the context of sustainable development of the world;

The graduate should know strategic objectives in the field of environmental and energy security of the Republic of Kazakhstan

The graduate should know Legislation base of Kazakhstan in the field of renewable energy;

Knowledge
1. the basic laws that govern the interaction of living organisms with their environment
2. strategies and challenges of sustainable development and practical approaches to solving them at the global
3. Determine the function, object and methods of study
4. chemical composition of foods, artificial additives and their effects on the human body, standard methods of monitoring food safety;
5. environmental characteristics of the representatives of the animal kingdom, the mechanisms of regulation of populations of animals, for the conservation of biodiversity;

Understanding
1.the scientific, philosophical and religious paintings of world view, ethical values
2.the processes and phenomena that occur in living and non-living nature
3.the nature and power of politics, political relations and processes

4.the main stages in the history of mankind and their history
5.healthy lifestyle
6.the achievements of modern natural science, physical principles of modern technical devices
7.mathematics as a special way of understanding the world, its common concepts and ideas
8.information, its storage methods, the development and transfer
9.the scientific, philosophical and religious paintings of world view, ethical values

Application
1. the nature and content standardization, standardization of the legal framework, types of standards, organization of standardization in the Republic of Kazakhstan
2. directives of the European Community (EC) in the field of ecology, eco-labeling, international standards organizations ISO and its role in ekostandards chose forms, methods and means of collecting information
3. EIA-apply methods for different types of projects planned and projected economic activity
4. make a complex geoecological EIA.
5. Skills and abilities in the application of surveillance and control, with changes in the state of natural and anthropogenic systems

analysis
1. Identify and analyze the natural and man-made ecological processes and their possible regulation
2. The skills of analysis and geo-ecological assessment of regions with a view to optimizing their nature
3. an analysis of the global energy and ecological scenarios and local civilization and development of the world energy market
4. Differentiate situations and approaches to solving problems
5. analyze the migration of chemical elements in the biosphere and ecotoxicological assessment of pollution substance of its various components

B Characteristics of the PhD Programmes

the synthesis
1. work with computer technology as part of their specialty.
2. initiative and willingness to develop skills for the development of policies and internships in the development of group projects.
3. know the basics of organizing and carrying out environmental monitoring of ecology for solving environmental and natural resource management.
4. in the newly developing areas of Ecology
5. To manage information base of ecology
6. To organize conferences, debates, special courses and round-table discussions on issues of concern
7. Propose possible scientific methods of learning to achieve goals

Evaluation
1. be able to assess the effectiveness of the various areas of ecology production in a market economy, to know and be able to competently use in their professional activities terminology own methods of mathematical modeling in the creation of ecological products
2. be able to apply their knowledge to solve practical, methodical and information retrieval tasks, and environmental objectives
3. be able to analyze complex problems of applied science and finding viable solutions to apply the principles of technology and information security, information security, administration and organization of database security
4. know the methods of remote sensing and interpretation of materials aerokosmosemki and be able to apply them to solve a variety of practical tasks and problem situations
5. own modern methods of mathematical and statistical analysis of data to process, analyze and synthesize geospatial data

The following **curriculum** is presented:

B Characteristics of the PhD Programmes

Title of modules	Course code	Title of courses	Credit	ECTS /hours	Lec/pr ac/Lab	Sem.
Compulsory State Module	ESATE 7201	Ecology and Modern Aspects of the Theory of Evolution	3	5/135	2+1+0	1
Elective Module of Professional Specialization 1	7202	Environment and Human	3	5/135	2+1+0	1
Elective Module of Professional Specialization 2	7203	Ecological and Technogenic Risks	3	5/135	2+1+0	1
Elective Module of Professional Specialization 3	7204	Global Strategy of Energy and Environmental Safety	3	5/135	2+1+0	2
Elective Module of Professional Specialization 4	7205	Expert and Statistic Models in Ecology	3	5/135	2+1+0	2
Elective Module of Professional Specialization 5	7206	Development of Monitoring System and Management of Environmental Information	3	5/135	2+1+0	2
Module of Individual Educational Path	8301	Electives	3	5/135	2+1+0	3
	8302	Electives	3	5/135	2+1+0	3
Module of Individual Educational Path	8303	Electives	3	5/135	2+1+0	3
	8304	Electives	3	5/135	2+1+0	4
Module of Individual Educational Path	8305	Electives	3	5/135	2+1+0	4
	8306	Electives	3	5/135	2+1+0	4
PhD's Research Work and Fullfilment of Dissertation	NIRM I	Research Seminar I	1	2/45		1
	NIRM II	Research Seminar II	1(+3+4)	2/45		2

B Characteristics of the PhD Programmes

	NIRM III	Research Seminar III	1	2/45		3
	NIRM IV	Research Seminar IV	1(+3+4)	2/45		4
	NIRM V	Research Seminar V	1	2/45		5
	NIRM VI	Research Seminar VI	1(+8)	2/45		6
Professional Practice	PP	Pedagogical Practice	3	5/13 5		3
	IP	Research practice	3	5/13 5		2,4
Final Attestation	KE	Complex Examination	1	2/45		5
	ZD	Dissertation Fullfilment and Defence	4	6/18 0		6
Total 75 US credits (112,5 ECTS)						

For the Programme Geography, the self-assessment report states the following **intended learning outcomes**:

Goal: Depth knowledge of the spatial organization of the territory, economic and social geography, nature and ecology.

Objectives:

1. practice-based learning that allows graduates to combine fundamental knowledge with practical skills on the field of study;
2. the formation of common cultural and professional competencies of graduate promoting its social mobility and stability in the labor market;
3. provide the ability to improve the quality of training at the expense of academic mobility;
4. improve knowledge , skills , ensuring the development of competencies for an individual educational program , individual learning paths;
5. provide library and information environment , system training process;
6. encourage the participation of students in the university, national and international events.

Goal: Providing knowledge about the methodology of modern geographical science, give an idea about the theoretical and practical application of a system based on the analysis in the knowledge of factors, regularities of geographic phenomena.

Objectives:

1. Knowledge about general scientific and specific scientific approaches and methods for studying the environment, socio-economic phenomenon;
2. Have an understanding of the nature and significance of geographic forecasting and modeling;
3. Have the skills to work with the scientific works of domestic and foreign scientists.
4. Be competent in all professional matters relating to the fundamental laws and theories in geography

RESEARCH

Goal: ensure active participation in scientific research work, research, scientific and creative activity assistance.

Objectives:

1. learn to use technology to collect, organize and process geographic information;
2. Conduct economic geographical and physical geography forecasting applied to solve specific problems of certain territory;
3. Understand the role of science in the development of civilization, to determine the relation of science and technology and related issues;
4. Apply mapping and remote sensing methods in geographical research;
5. To generate knowledge of the system and a critical assessment of the current problems that are studied and discussed in a geographic study of sustainable development;
6. To generate comprehensive understanding of the methods used to study the geo-environmental condition of the environment;
7. To generate ability to carry out independent scientific research and expertise in formulating their own opinions;
8. Provide PhD students with the concepts, the main factors and challenges of the spatial organization of the Republic of Kazakhstan and accentuation of attention on the evolution of the territorial, spatial and spatial development in the context of determining the place and role in the system area of the spatial organization of social and economic processes and the evolving geopolitical and geo-economic relations;
9. To form the principles of learning and teaching methods of geographical research to address spatial problems; - To generate capacity to contribute to the development of new areas of geographical science through original research;

10. To generate the ability to develop, conceptualize and implement projects to create new knowledge, having substantial scientific value;
11. Education of the modern highly qualified specialist in their field.
12. Formation of knowledge systems that provide the most complete picture of the development of natural resources in the historical and civilization perspectives;
13. Explore spatial and spatial temporal features of the dynamics of production location and population distribution;
14. Consideration the specific problems of environmental economics, emerging at the level of the world economy as a whole, the level of the national economy (macro) level of the regional economy (mezzo-economic), the level of the local economy (micro);
15. Analysis of existing mechanisms for environmental management, including international agreements and conventions, administrative and economic control;
16. Study of specific problems in the branch of natural resources and conservation practices in the comparison of different types of the modern world and the Republic of Kazakhstan.
17. Demonstrate the ability to create and interpret new knowledge through high-quality original research that meets the requirements of expertise in the field of scientific knowledge (peer-review);
18. To demonstrate the presence of a significant amount of scientific knowledge acquired in a systematic way and reflecting the current state of the science sector or area of professional activity;
19. Demonstrate the general ability to conceptualize, design and implement projects to create new knowledge or practical applications on important areas of the relevant scientific field and the ability to adapt the project in the light of unforeseen problem situations;
20. Demonstrate a detailed understanding of the methods used for scientific research and studies;
21. To be able to make a qualified opinion on complex issues in specific areas, often in the absence of complete data, be able to communicate clearly their ideas and opinions, both for specialists and non-specialists;
22. To be able to carry out further theoretical and/or applied research and development at a high level, making a significant contribution to the creation of new ideas, approaches and methods;

SOCIAL LIFE

Goal: Representation of clear rules and norms in the scientific community, providing business and social etiquette respect, adaptation in the information society.

Objectives:

1. active participation in solving the problems of modern society;
2. define leadership and organizational skills in the field of science and in the social sphere;
3. expanding youth enthusiasm, determination of social skills;
4. development of student initiatives in various areas of the University, developing and implementing their own social programs;
5. promote rational use of free time, the harmonious development of personality;
6. organize special information sessions on scientific, educational and practical issues.

Goal: participation in the organization of various scientific, methodological and educational and social event, participation in the management of the department.

Objectives:

1. the development of scientific and cultural ties with the student, youth and other organizations and public associations in Kazakhstan and abroad;
2. the harmonization of educational programs with the best foreign analogues and with the prospects of the domestic requirements of the labor market to ensure relevance and competitiveness;
3. development of international cooperation in higher education, postgraduate training, exchange of experience teaching staff and students, training of teaching staff in the world's top universities, joint research, innovation, transfer of experience of strategic management.

Goal: Promote and defend the profession's values to society.

Objectives:

1. to carry out activities within their profession with integrity, honestly and truthfully, to remain committed to the obligation to protect public confidence in the science of geography;
2. act in accordance with the highest goals and visions of the university and the country, occupations and conscience;
3. inspire others to their own sense of commitment and high purposes;

B Characteristics of the PhD Programmes

4. improve their professional knowledge and skills, so that their activities are well served and others.

The following **curriculum** is presented:

1 course

№	Type of activity	Period
1 fall semester		
1	Orientation week	22.08.2013 – 31.08.2013
2	Theoretical education /Performance of SRW	02.09.2013 - 14.12.2013.
3	Intermediate control 1	14.10.2013. - 19.10.2013.
4	Intermediate control 2	09.12.2013 - 14.12.2013.
5	Examinations period / Certification SRW	16.12.2013 -28.12.2013.
6	Vacation	30.12.2013 -18.01.2014.
2 spring semester		
6	Theoretical education / Performance of SRW	20.01.2014 - 03.05.2014.
7	Professional practice	20.01.2014.-03.05.2014.
8	Intermediate control 1	03.03.2014 -08.03.2014.
9	Intermediate control 2	28.04.2014 - 03.05.2014.
10	Examinations period / Certification SRW	05.05.2014 -24.05.2014.
11	Summer semester	26.05.2014 - 28.06.2014.

2 course

3 fall semester		
1	Orientation week	25.08.2014 – 30.08.2014
2	Theoretical education /Performance of SRW	01.09.2014 – 13.12.2014
3	Intermediate control 1	13.10.2014 – 18.10. 2014
4	Intermediate control 2	08.12.2014 – 13.12.2014
5	Examinations period / Certification SRW	15.12.2014 – 27.12.2014
6	Vacation	29.12.2014 – 17.01.2015
4 spring semester		
7	Theoretical education /Performance of SRW	19.01.2015 – 02.05.2015
8	Professional practice	09.03.2015 – 14.03.2015
9	Intermediate control 1	27.04.2015 – 02.05.2014
10	Intermediate control 2	04.05.2014 – 23.05.2014
11	Examinations period / Certification SRW	25.05.2015 – 27.06.2015
12	Summer semester	29.06.2015 – 24.08.2015

3 course

5 fall semester		
1	Preparation of Doctoral Dissertation	01.09.2015 – 12.12.2015
2	Pedagogical Practice	01.09.2015 – 12.12.2015
3	Professional Practice	01.09.2015 – 12.12.2015
4	Certification SRW	14.12.2015 – 26.12.2015
5	Vacations	28.12.2015 – 16.01.2016
6 spring semester		
4	Complex examination	18.01.2016 – 30.01.2016
5	Preparation for Doctor's Thesis	01.02.2016 -14.05.2016
6	Defense of Doctor's Thesis	June, 2016

B Characteristics of the PhD Programmes

Module Name	Module Code	Module weight	Discipline Code	Discipline Name	Credits	ECTS/ hours	L+P+lb	Semester
Compulsory State Module 1 (3 credits)	OGM 1	3	TPPOT 7201	Theory and Practice of the Spatial Organization of Territory	3	5/135	2+1+0	1
Elective Modules of Professional Specialization					15 credits	22/675		
Elective Module of Professional Specialization 1	EMPS 1	3	7202	Electives	3	5/135	2+1+0	1
Elective Module of Professional Specialization 2	EMPS 2	3	7203	Electives	3	5/135	2+1+0	1
Elective Module of Professional Specialization 3	EMPS 3	3	7204	Electives	3	5/135	2+1+0	2
Elective Module of Professional Specialization 4	EMPS 4	3	7205	Electives	3	5/135	2+1+0	2
Elective Module of Professional Specialization 5	EMPS 5	3	7206	Electives	3	5/135	2+1+0	2
Modules of Individual Educational Paths					18 credits	27/810		
Module of Individual Educational Paths 1	MIOT 1	6	8301	Electives	3	5/135	2+1+0	3
			8302	Electives	3	5/135	2+1+0	3
Module of Individual Educational Paths 2	MIOT 2	6	8303	Electives	3	5/135	2+1+0	3
			8304	Electives	3	5/135	2+1+0	4
Module of Individual Educational Paths 3	MIOT 3	6	8305	Electives	3	5/135	2+1+0	4
			8306	Electives	3	5/135	2+1+0	4

For the Programme Hydrology, the self-assessment report states the following **intended learning outcomes**:

The educational program is oriented to prepare highly qualified specialists in the hydrology fields, with defining knowledge and competencies in demand in the labor market.

The objectives of the educational program are:

- Deepen the theoretical and practical knowledge in the hydrology direction due to the needs of the state and the market, scientific, practical and pedagogical institutions activity that train doctors in the specialty;

- To provide the fundamental knowledge and skills in an interdisciplinary basics to ensure the professional mobility in the developing world live;
- To generate doctorates' knowledge of the system and a critical assessment of the current problems in the hydrology and environmental protection field;
- To generate doctorates' ability to carry out independent scientific research and expertise in formulating their own conclusions;
- The ability to form competent to select and apply modern methodological approaches;
- To form the ability to develop and implement projects to create new knowledge that may have major scientific importance.
- To prepare specialist with a high level of professional culture, including the culture of professional dialogue with civil position that can formulate and solve modern scientific and practical problems in science and in industry, teaching at universities, to successfully carry out research and management activities in various industries and organizations.
- Have a significant amount of scientific knowledge, acquired in a systematic way and reflecting the current state of the professional activity sphere;
- Know the main current trends in the hydrology and water resources protection field, theoretical and applied aspects of hydrology, principles, methods, techniques, tools that form the basis of scientific and applied activities at all stages of the formation of creative solutions: from the formulation laboratory and pilot studies to their practical implementation.

Understanding:

- Classify modern technologies to the formation of a safe environment for scientific and industrial experiments in hydrological researches;
- Transfer own knowledge and achievements of colleagues and the scientific community;
- Describe modern and innovative methodology of teaching at university.

Applying:

- Competently, efficiently and effectively convey to the audience the meaning of any ideas and opinions on issues related to hydrology;
- Interpret new knowledge through a highly scientific study that meets the requirements of peer review in the scientific knowledge field (peer-review);
- Take responsibility and initiative in complex and unpredictable professional situations.

- Implement knowledge and skills complex in the management of river basins hydrological security.

Analyzing:

- Compare and analyze modern methods applying in environmental and hydrological researches

- Classify modern analytical and computational research methods using in the hydrology field;

- Analyze hydrological and ecological market research and scientific, environmental and social-economic assessment of hydrological projects.

Evaluating:

- Assess personal qualities and system skills necessary for employment;

- Calculate scientific model of integrative global hydrological crisis, assess its results, and avoid making false or unattainable goals;

- Evaluate practical recommendations for the use of environmental and hydrological research results.

Design:

- Develop and implement projects to create new knowledge or practical application in the relevant areas of hydrology;

- Generate new ideas, to participate in the development of original approaches and methods of their solutions, adapt the projects to potential contingencies;

- Development of scientific field and deserves publication in scientific journals.

- Promotion of hydrological programs in legislative, governmental, regional agencies and local governments.

The following **curriculum/teaching design** is presented:

Name of module	Code of discipline	Name of subjects (modules) and type of activity	Number of credits	Block	L/P/L	Sem .
Compulsory State Module 1 (3 credits)	NCATWR 7201	Nature challenges and anthropogenic transformation of water resources	3	5/13 5	2+1+0	1
	Elective Module of Professional Specialization		15	25		

B Characteristics of the PhD Programmes

	Pedagogical Direction 1 - Hydrology	Pedagogical Direction 2 - Hydrometeorology				
Elective Module of Professional Specialization 1	SMG 7301 Stochastic models in hydrology 2+1+0	MDRP 7301 Modeling the dynamics of channel processes using applied programs 2+1+0	3	5	2+1+0	1
Elective Module of Professional Specialization 2	SMOEN 7302 Modern methods of assessment of erosion and accounting sediment runoff 2+1+0	TPZVNK 7302 Transboundary transport of pollutants over Kazakhstan 2+1+0	3	5	2+1+0	1
Elective Module of Professional Specialization 3	MPARP 7303 Methodological and applied aspects of the modern theory of channel processes 2+1+0	GEPRK 7303 Hydrological and ecological problems of Kazakhstan 2+1+0	3	5	2+1+0	2
Elective Module of Professional Specialization 4	GPDR 7304 Hydromorphological processes in estuaries 2+1+0	KRURK 7304 Climate resources and Sustainable Development of Kazakhstan 2+1+0	3	5	2+1+0	2
Elective Module of Professional Specialization 5	FMGY 7305 Physical modeling of hydraulic phenomena 2+1+0	GKIOMP 7305 Global climate changes and hazardous meteorological processes 2+1+0	3	5	2+1+0	2
	Modules of individual educational trajectories (IET)		18	30		
	Modules of individual educational trajectories (IET) - Hydrology	Modules of individual educational trajectories (IET) - Hydrometeorology				
Module of Individual	PUVSRK 8401 Planning and man-	EKPK 8401 Eco-climatic po-	6	10	2+1+0	3

B Characteristics of the PhD Programmes

Educational Path 1	agement of water systems of Republic of Kazakhstan 2+1+0	tential of Kazakhstan 2+1+0				
	MOGBT 8402 Methods to ensure safety of hydro ecological territories 2+1+0	OUGBRK 8402 Basics of management hydroecological safety of Kazakhstan Republic 2+1+0				
Module of Individual Educational Path 2	SMSAPG 8403 Modern methods of statistical analysis and forecasting in hydrology 2+1+0	SChGdMPP 8403 Modern numerical hydrodynamic methods of weather 2+1+0	3	5	2+1+0	3
	CKOOCA 8404 Current climate and characteristics of the general circulation of the atmosphere 2+1+0	SMPP 8404 Current methodologies of weather 2+1+0	3	5	2+1+0	4
Module of Individual Educational Path 3	SPKVS 8405 Current quality of water environment 2+1+0	RMCAPP 8405 Development of methods for analyzing and forecasting in meteorology 2+1+0	6	10	2+1+0	4
	SMMTR 8406 Current methods for monitoring the transboundary rivers 2+1+0	MOCA 8406 Atmospheric general circulation model 2+1+0				
Doctoral Student's Research Work and Fulfillment of Disserta-	NIRD I	Research Seminar I	1	1.66		1
	NIRD II	Research Seminar II	8	13	1(+3+4)	2
	NIRD III	Research Seminar III	1	1.66		3

B Characteristics of the PhD Programmes

tion (28 credits)	NIRD IV	Research Seminar IV	8	13	1(+4+3)	4
	NIRD V	Research Seminar V	3	5		5
	NIRD VI	Research Seminar VI	9	13	1(+8)	2
Professional Practice (6 credits)	IP	Research practice	3	5	3 (2+1)	2
	PP	Pedagogical practice	3	5		3
Final attestation (5 credits)	KE	Complex Examination	1	1.66		6
	ZD	Dissertation Fulfillment and Defense	4	7		6
TOTAL			75	112.5		

C Peer Report for the ASIIN Certificate

1. Formal Information

Criterion 1.1 Formal Information

Evidence:

- Self-Evaluation Report
- Auxiliary document: “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”

Preliminary assessment and analysis of the peers:

Relevant formal information on duration, credit points and study form are provided in the self-assessment reports. The formal requirements for PhD programmes are stipulated in the “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”. The programmes require full-time involvement of students and extend over a period of three years. Participants are awarded with 75 Kazakh credits, which are supposed to equal 112 ECTS credit-points.

The self assessment report stated tuition fees for the Hydrology programme. From the “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University” (hereinafter Academic Policy) the auditors learned that admission for the PhD degrees of the Republic of Kazakhstan is carried out only based on educational grants for national students. Only foreign students can study self-funded at PhD degrees.

The audit team considered the formal specifications of the PhD programmes to be adequately defined.

Criterion 1.2 Legal relationship: mutual rights and duties

- Auxiliary document: “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”

Preliminary assessment and analysis of the peers:

The legal relationship between PhD students and the university had been documented in the Academic Policy. It defines all rules and regulations and has been made accessible to all interested parties.

PhD-Students are enrolled just as normal students and share the same rights and obligations as students in the first and second cycle do. Additionally, PhD-students can be engaged in the educational work of their supervisors to enhance their income.

It is determined in the Academic Policy that each PhD student has one local adviser and one international adviser; the local research adviser must be a full-time professor of al-Farabi Kazakh National University. The international research adviser must be a full-time professor of an international university or research center. The PhD students are required to conduct parts of the research at the institution of the international research advisor and they must produce 7 academic pieces of works. If the completion of the dissertation exceeds the standard period of three years, the educational grant is not be prolonged and students have to live on their own funds.

The auditors concluded that the rights and duties applicable to PhD students at the al-Farabi University were clearly defined and made transparent to the relevant stakeholders.

Final assessment of the peers after the comment of the Provider regarding criterion 1:

The peers evaluated the requirements of the criterion as fulfilled without any changes of their preliminary assessment.

2. Courses/Modules: Content, Policy and Implementation

Criterion 2.1 Learning outcomes of the course/module

Evidence:

- Self-Evaluation Report
- Objectives matrix
- Module handbook

Preliminary assessment and analysis of the peers:

The audit team acknowledged that Kazakhstan is currently introducing the PhD-cycle in accordance with the implementation of the three-cycle Bologna structure. One major stakeholder defining the overall structure of the study programmes is the Kazakh Ministry for Education and Science. This holds particularly true for the design of PhD-programmes.

Both audit team and faculty staff agreed that the most important learning outcome of the programmes is the competence of PhD-graduates to conduct independent scientific research competitively at an international level. As suitable generic assessment criteria, the highest level 8 of the European Qualifications Framework (EQF) is applied. This level de-

finer that students acquire *knowledge at the most advanced frontier of a field of work or study and at the interface between fields*, achieve *the most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice*. They are able to *demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research*.

For the PhD programme Geography the self-assessment report stated that graduates should get knowledge about the methodology of modern geographical science reflecting the current state of the science sector or area of professional activity. Additionally they should be able to carry out independent scientific research and to contribute to the development of new areas of geographical science through original research. Therefore they should be able to develop, conceptualize and implement projects creating new knowledge or practical applications which meet the requirements of expertise in the specific field. The auditors concluded that the intended learning outcomes corresponded to the requirement of the EQF descriptor.

Although the aims of the PhD programme Hydrology stated in the self report are formulated in a more application oriented direction the peers asserted that graduates should have a significant amount of scientific knowledge reflecting the current state of the art. Furthermore the graduates should be able to carry out independent scientific research and to develop and implement projects to create new knowledge with major scientific importance. The auditors concluded that the intended learning outcomes corresponded to the requirement of the EQF descriptor.

For the PhD programme Ecology the peers did not find any aims corresponding to the EQF. Regarding the formulated aims in the self report graduates neither should get knowledge at the forefront of their scientific field nor any research abilities. Comparing the aims with the self report for the bachelor's and master's degree programmes of Ecology the peers found the identical aims for these programmes. Therefore the peers saw the necessity to formulate new aims corresponding to the quality level of PhD programmes.

The publication of the intended programme learning outcomes and their accessibility to all relevant stakeholders, especially teaching staff and students, play a crucial role for transparency and for quality-related reference by the stakeholders. The PhD students confirm to the peers that the learning outcomes are published in an internal document-management system in the same way as the aims of the bachelor's and master's programmes of the faculty.

Altogether from sight of the peers the overall intended learning outcomes for the Geography and Hydrology programmes are systematically substantiated in their individual modules. The module descriptions clearly state which knowledge, skills and competences learners will acquire in each module and the requirements to achieve them have been made transparent to the learners.

For the PhD programme Ecology the panel found knowledge, skills and competences formulated in the single module descriptions which correspond to the EQF requirements of level 8. Therefore they saw no fundamental deficits about the aims of the programme but the explanation of the programme coordinators confirmed that there was an editorial mistake in the report regarding the study aims of the whole programme.

Criterion 2.2 Prospects of the labour market and practical orientation

Evidence:

- Statistics on graduates employment in terms of numbers and market sector
- Overview of companies for practical training
- Discussions with students/alumni

Preliminary assessment and analysis of the peers:

Due to the fact that all three programmes started only a few years ago up to now there the number of graduates is very small. In the Geography programme 5 Students graduated while in Hydrology the graduates are expected for the end of 2014. Those who graduated were employed by the university itself. The students confirmed that they aspire to a career as university teacher and they are confident of finding a suitable position. They mentioned that also the industry encourages students to conduct a PhD. From sight of the peers a demand for graduates with the intended learning outcomes of all programmes exists.

The auditors understood that the PhD candidates have to conduct research internships within current research projects of their professors in Kazakhstan as well as abroad and that most of them teach undergraduate students which gives them an opportunity for pedagogical practice. The panel deemed this to be positive for their further teaching activities. The panel concluded that an acceptable relation to the practical, professional side of the programmes had been integrated into the courses.

Criterion 2.3 Admission requirements

- Auxiliary document: “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”

Preliminary assessment and analysis of the peers:

The admission rules for the PhD programmes are clearly defined in the academic policy, based on the law developed by the Ministry of Education and Science of Kazakhstan based on the article number 4 of the law on Education (as of June 27, 2007). The admission decisions are made by the admission commission, including 3 university's professors nominated by Rector's decree.

As mentioned above, the PhD study places are only provided based on educational grants; self-funded students cannot study in PhD degrees. The state grants are awarded based on the best results of admission exams, which include an extensive foreign language test (TOEFLITP, TOEFL, at least 560 points, DELF – B2 or DALF C1, Deutsche Sprachprüfung für den Hochschulzugang – C1) and a programme based written exam which is focused on the chosen subject and contains two theoretical questions and one essay.

As another admission requirement each PhD student is required to have two supervisors, one from the al-Farabi Kazakh National University and one from abroad. The local scientific supervisor has to be a well-reputed scientist with at least one cited publication and at least one project which is funded by the ministry. The foreign scientific supervisor should be scientists with relevant scientific projects.

The auditors noted that all processes and quality criteria required for admission to the PhD programmes are defined in a transparent and binding way; the rules ensure that all admitted learners fulfill the necessary requirements. The thorough knowledge of the foreign language is an important prerequisite, given that PhD students are supposed to conduct research abroad, be able to read and synthesize scientific literature, as well as communicate without any linguistic obstacles with their foreign supervisors. The panel found this to be the case for the students they met during the on-site visit.

Criterion 2.4 Contents

Evidence:

- Module Descriptions
- Curriculum
- Discussion with students
- Discussion with teaching staff

Preliminary assessment and analysis of the peers:

The peers wondered how the very individual research activities of the PhD candidates correspondent with programmes wherein the students have to absolve up to four mod-

ules per semester with defined learning outcomes and contents. They learned that in nearly all modules the detailed content is fixed depending on the special interests of the students and that it could change each semester. In each of the three PhD programmes up to now not more than 5 students are enrolled, so these individual study plans could be realized easily in modules with one to five students. The university offers not general modules on a high level within these programmes but modules which offer a special preparation for the individual research work of each student. The university designs individual trajectories and study plans for each PhD student, and in this way offers an individual course of study. In most of the degree programmes only one of the modules is compulsory for the students. Also for the Ecology programme the peers saw that the requirements to the students are highly above the formulated study aims. The peers had reviewed some dissertations during their visit and deemed that in all programmes themes of these dissertations and research results are adequate to level 8 of the EQF.

Prior to being accepted to present and defend the PhD thesis, the candidate has to prove the following publications:

- 1 paper in journal indexed by TR or Scopus
- 3 papers in journal recommended by Committee of Science
- 3 presentations at international scientific conferences, including at least 1 abroad

The auditors welcomed this publication obligation as well as the necessity to have a second foreign supervisor.

So from their point of view the contents offered in the programmes enable the candidates to reach the intended learning outcomes of the Geography and Hydrology programmes especially regarding the research abilities. For the ecology programme the contents outreach the formulated learning outcomes.

Final assessment of the peers after the comment of the Provider regarding criterion 2:

The peers confirmed their preliminary assessment that the formulated aims must correspond to the quality level of PhD programmes. They considered the criteria to be partly fulfilled.

3. Courses: Structures, Methods and Implementation

Criterion 3.1 Structure

Evidence:

- Curriculum overview in the self-evaluation-report

- Module descriptions

Preliminary assessment and analysis of the peers:

The PhD programmes last three years in full-time-provision. The research work of PhD-students is planned to start from the beginning. In the first two years, the individual research work is supplemented by courses adding in total to a workload reported to equal 112 ECTS. This overall structure is defined by state regulations. The students and teaching staff confirmed the statement of the programme coordinators that these “taught” modules do not exceed 25-30% of their working time, while the mere analysis of the written-down curriculum lead to the assumption that much more time for regulated teaching would be foreseen. Overall the peers saw sufficient time for students to realize their individual research work. Nevertheless they recommended to define the PhD Programmes in a more open way with less structured workload of the PhD students.

Although there are some initial compulsory modules, most of the curriculum consists of electives, which can be adapted to students’ research work, and research seminars, in which substantial parts of the preparation of publications and of the dissertation take place. In fact, modules take place two or three times a week after 5 pm and serve students to discuss their research work with their professors. They confirmed that the modules offered are necessary and helpful. The third year is dedicated to the completion of the dissertation.

Based on the discussions and module descriptions, the panel deemed the implementation of the modules to be on the due level and also to offer a laudable customized and individual approach to teaching at PhD level. Each unit (module) is a sum of coherent and consistent teaching and learning. The optional elements are clearly defined and ensure to reach the intended learning outcomes.

Criterion 3.2 Workload

Evidence:

- Self-assessment report, Curriculum
- Auxiliary document: “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”
- Discussions with students

Preliminary assessment and analysis of the peers:

The Academic Policy states that the average student workload of PhD Degree students must not exceed 57 hours per week; one hour auditorium workload must be followed by 7 hours self study. Even though this workload was considered very high by the auditors,

the students confirmed that they can cope with their workload and consider it feasible and acceptable.

But the auditors remarked critically that the Academic Police was difficult to understand in the actual conversion of Kazakh credit points to ECTS points. For example it was not clear how the workload of the students is defined for the single modules. The described hours for lectures and seminars per semester did not correspond to the given weekly workload. Additionally there is no common workload defined for the ECTS points. While in the Geography programme 5 ECTS Points contained 175 student workload hours in the Hydrology programme the same number of ECTS points contained 85 student workload hours. Overall the given ECTS points seemed not to base on 25-30 hours student workload. Furthermore, out of the discussions with students and teaching staff described workload in the Geography programme was completely unrealistic for most of the modules with 135 contact hours in lectures and seminars and only 30 hours for self study of students.

The auditors stated that the transformation of the Kazakh credit points into ECTS points must correspond to the ECTS regulation that one credit point is awarded for 25-30 hours student workload. Additionally the relation between contact hours and self study described in the module description must correspond with reality.

Criterion 3.3 Teaching methodology

Evidence:

- Module descriptions
- Discussions with teaching staff and students

Preliminary assessment and analysis of the peers:

At the first glance, taking into account the module descriptions at hand, the course content of the PhD-programmes seemed to prolong the education at master's level. This impression could be clarified in the discussion with faculty staff responsible for programme coordination and teaching staff. The faculty could credibly demonstrate that the courses held specifically for the small number of PhD-students are in general conducted in a rather seminary and problem-oriented style and that they are specifically adapted to the needs of the individual research work of PhD-students. The students highlighted that this way of learning, in almost individual classes is beneficial for their thesis.

The auditors appreciated the one-to-one tutoring and the individualized approach to tailor the content of modules to the scientific and research needs of PhD students in order to ascertain that they receive the scientific support facilitating the academic progress of

the PhD candidates. The auditors confirmed that the teaching instruments thus support the learners in reaching the learning outcomes.

Criterion 3.4 Support and assistance

Evidence:

- Self report
- Discussion with teaching staff and students

Preliminary assessment and analysis of the peers:

As mentioned above, each PhD student is required to have two supervisors, one from the al-Farabi Kazakh National University and one from abroad. The domestic supervisor is responsible for advising the PhD student to find a foreign supervisor and negotiate the preliminary dissertation. The foreign supervisors are invited to the al-Farabi University for at least 14 days per year to offer lectures and discussions for doctoral students. The university covers all relevant expenses. Furthermore, the foreign supervisor is requested to invite the doctoral student at least twice during the period of training for at least two months each time. The University covers all expenses for 4 months staying of doctoral student in the university of his foreign supervisor. The auditors were impressed by this international approach and are convinced that this concept is appropriate in reaching the learning outcomes at the level aimed at. In general they saw appropriate resources to provide individual assistance, advice and support for all PhD candidates.

Final assessment of the peers after the comment of the Provider regarding criterion 3:

The peers considered the criteria to be partly fulfilled.

The auditors confirmed the requirement that the transformation of the Kazakh credit points into ECTS points must correspond to the ECTS regulation that one credit point is awarded for 25-30 hours student workload and that the relation between contact hours and self study described in the module description must correspond with reality. Additionally they recommended to define the PhD Programmes in a more open way with less structured workload of the PhD students.

4. Examination: System, Policy and Forms

Criterion 4 Exams: System, policy and forms
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Evidence:

- Auxiliary document: “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”
- Module Handbook
- Discussion with student

Preliminary assessment and analysis of the peers:

All modules must be completed by passing an examination. The module descriptions explain the kind of examination that has to be passed. In most cases there are interim controls comprising attendance, in-class discussion, problem solving, and testing. Furthermore, there is normally a written final exam which contributes 50% to the overall grade of the module and which deals, for example, with the methods students used in their thesis. Taking into account that subjects and methods of courses at PhD-level can be adapted to the subjects of students’ research work and theses, the peers accept this manner of implementation.

As mentioned above there are requirements with regards to publications of the students. They are formal standards to be met to allow students defending their final thesis. The programme defines six articles in total at minimum (three national and three international publications) – hereof one article listed in SCOPUS/Thomson Reuters with an impact factor above zero – and three presentations at international conferences.

For the assessment of the final PhD-thesis the Kazakh Ministry for Education and Science appoints a Council for Defense of the PhD-theses, which is composed from 12-18 scientists in a particular field. Usually, one third each is recruited from National Universities, from other universities and from Kazakh research institutions. Students have to prepare a seminar and a report on the topic of their research work. The chair supervising the student then makes a decision whether to allow the defense of the final thesis or not. The defense is a two staged procedure starting in the first stage with a decision on an adequate qualification of the council (with regards to the presented research work) and then proceeding with the defense itself. In the defense, PhD students are obliged to explain the scientific innovation as well as the practical value of their research work. The audit team accepts this elaborate but internationally unusual procedure.

Overall the peers assert that the examination regulations are defined in a transparent way.

Final assessment of the peers after the comment of the Provider regarding criterion 4:

While taking into account that no comments were submitted by the university, the peers considered this criterion to be fulfilled without any changes of their preliminary assessment.

5. Resources

Criterion 5.1 Staff

Evidence:

- Staff Handbook
- Discussions with programme coordinators, teaching staff and students
- List of international projects of the faculty

Preliminary assessment and analysis of the peers:

In the discussion with the peers, the members of the university management explained the still ongoing transformation process of al-Farabi University into a research institution after being a more educationally oriented university during the Soviet Union. Concerning scientific staff, this is to be achieved by a results-based management approach, which appears in individual agreements on objectives and individual reporting, taking into account the research performance and the educational performance. The auditors understood in the discussion with the university that traditionally there was an institutional separation between universities and research institutions. However, a PhD degree programme (such as the programmes under review) should be based on recent research and development and should impart knowledge in the subject specific field of research. To ensure research-based teaching at PhD level there must be sufficient possibility for teachers to act themselves as researchers and developers in their subject fields.

In general, the academic career stages lead from the position of a young researcher to an assistant professor to an associate professor and then to a full professorship with the latter being the only permanent position in the academic career. The appointment to titles is based on requirements set by the Ministry of Education and Science, mostly taking into account the number of publications and their impact factor. The requirements are elevated towards the next position. Staff recruitment in general is conducted by open calls (e.g. announcements in newspapers) and for new specialities, staff is partly recruited directly from companies, partly from universities. There is also a governmental budget available for the integration of foreign researchers.

There are fixed ratios of students to teaching staff required by the Ministry of Education. Generally, the approximate ratio is 3:1 at PhD level, which seems to be favorable. Also one supervisor cannot have more than two PhD students at once. However, in the discussion with the teaching staff the auditors learned that the teaching load seems to be very high. According to the lecturers met, most of their working time is spent for the purpose of teaching and student supervision. They conduct research projects normally not in the context of the university but in external research institutes where they are also paid and which enables them to participate in international conferences. Students work in these external research institutes as well in order to supplement their educational grant. In the discussion with members of the university management the auditors understood that research sabbaticals are approved on a regular basis.

The peers had a close look at the research performance of staff as a prerequisite for research projects of prospective PhD-students (also mentioned in chapter 2.1). In the staff handbooks, publications lists have been provided and the faculty publishes some of its projects on the websites. The faculty also reports to conduct joint projects together with partners e.g. from Europe and to participate within the framework of TEMPUS.

Sabbaticals (to improve research skills) are in principle available, but the audit team perceived them as quite short and available just occasionally. The same counts for the issue of academic mobility of staff. Thus, the auditors concluded that in order to guarantee in a sustainable manner that the PhD programmes can be implemented on a relevant research basis, staff must be able to better combine teaching load with research work for the purpose of enabling the staff to conduct research and development. Sabbaticals should be conducted on a regular basis. Against the background of the transformation objectives of al-Farabi University towards a research university, the audit team strongly recommends to enhance the respective institutional setting.

Criterion 5.2 Institutional setting, funding and equipment

Evidence:

- Discussion with members of the university's management
- Self-Evaluation Reports
- Visits of laboratories

Preliminary assessment and analysis of the peers:

In the discussion with the university the auditors discussed the financial basis of the programmes. They understood that the university receives state funding. Another part of the budget needed is financed by industry. The auditors gained the impression that the financing of the programmes is assured, at least for the accreditation period.

The self-evaluation-report provides a detailed list of the laboratory equipment available. In addition to this, the audit team had the possibility to visit the laboratories owned by the faculty as well as those laboratories concentrated in a pool for the use of all faculties.

The peers got a different impression of the equipment of the laboratories owned by the faculty and those labs which are organized in a pool. While the laboratories of the faculty have mainly an old standard which is hardly acceptable for teaching demonstrations the laboratories organized in the pool are equipped with modern facilities in a way to support research activities of the teaching staff and the PhD students sufficiently. The peers welcomed the plan of the faculty to modernize their own labs. Especially the faculty laboratories in hydrology have not the equipment to enable professors or PhD students to execute any kind of research projects. From the view of the peers, a concept is necessary how the measurement equipment of the hydrology laboratories will be modernized in near future.

During the on-site visit the peer learned that the access to modern journals in English language is extremely limited due to the equipment of the library. They saw the necessity to improve the relevant equipment to give an adequate support for research projects by modern literature.

Additionally the peers asserted that PhD students do not have fixed individual working places. For the peers such structural conditions would increase the opportunities for continuous work and would establish team discussions between the students. In the same way individual rooms for the supervisors in the PhD Programmes would enhance the support of the PhD Students by undisturbed individual discussions.

Final assessment of the peers after the comment of the Provider regarding criterion 5:

As the university did not submit any comments, the peers confirmed their preliminary assessment of this criterion. From their point of view the equipment of the library must be improved regarding to the access to modern journals in English language and a concept has to be given how the measurement equipment of the hydrology laboratories will be modernized in near future.

Additionally the peers recommended to reserve fixed individual working places for PhD Students to enable them to continuous work and to establish team discussions as well as to reserve an individual room for the supervisors in the PhD Programmes. Finally they recommended to enhance the institutional settings for research activities of the teaching staff.

6. Quality Management: Development and Enhancement

Criterion 6.1 Quality assurance & enhancement

- “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”
- Discussion with students

Preliminary assessment and analysis of the peers:

The quality assurance policy and the different procedures are elaborated in the “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”. The Methodological Bureau of Faculties is in charge of the overall quality control and quality assurance like “improvement of planning and organization of the educational process” or “improving the quality of teaching”. The Office of the Registrar is responsible for the registration services and all kinds of monitoring duties.

At the end of each semester, lecturers are assessed by students and other staff members; the data is analysed and made available to the Management and the Head of Department and has also an effect on the rating (and thereby on the salary) of the teachers. The students confirmed that evaluation questionnaires are handed out and are completed anonymously. But they were not informed about the results and therefore felt almost unable to assess whether there were any improvements derived from the evaluation results. Thus, the feedback loops of quality management activities could not yet be considered closed.

Criterion 6.2 Instruments, data and methods

Evidence:

- Data about statistic of graduates, result of state examination and diploma defence, statistics of first year students, statistic of first course students

Preliminary assessment and analysis of the peers:

Overall, the auditors concluded that the data collected and the tools foreseen put the university in a position to check whether its aims in general and the objectives of the programmes in particular are achieved.

As mentioned above, the peers pointed out that the current quality assurance system does not fully implement a closed cycle. This should be a concern of the further development of the quality assurance mechanisms.

Final assessment of the peers after the comment of the Provider regarding criterion 6:

The auditors confirmed their preliminary assessment and saw the necessity of a feedback to the students about the results of the teaching evaluation.

7. Documentation & Transparency

Criterion 7.1 Relevant documents

Evidence:

- Auxiliary document: “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”
- Self-assessment reports

Preliminary assessment and analysis of the peers:

The regulations are transparently presented and clearly explained by the “University-wide Academic Policies and Procedures of al-Farabi Kazakh National University”. This policy is available in Russian language on the website of al-Farabi-University.

The audit team considered the provisions of the programmes with regard to for admission, actual study/training and conclusion to be adequately defined in the respective regulations.

Criterion 7.2 Certificate upon conclusion

Evidence:

- None

Preliminary assessment and analysis of the peers:

An example of the leaving certificate provided upon conclusion of the programmes was not made available to the panel. Such a certificate should contain information on programme’s structure, contents and level of the concluded programmes, as well as the learner's individual performance, the calculation of the final mark including different weighting regulations for the separate modules. Therefore, the panel requested the submission of such certificate as additional document jointly with the comment of the university on this report. This document is needed for the final assessment of the programme.

At present, the al-Farabi-University has just started to provide a diploma supplement as an auxiliary document to the degree certificate and the already delivered transcript of records (which was made available to the audit team). With regards either to the objective of al-Farabi University to establish a conversion towards the European Higher Educa-

F Summary: Peer recommendations (27.10.2014)

tion Area as well as the requirements of the ASIIN seal, the peers strongly support the idea of providing a diploma supplement to the graduates. This document should describe the awarded qualification and the educational system of Kazakhstan – in this way fostering comprehensibility and comparability between the educational systems.

Final assessment of the peers after the comment of the Provider regarding criterion 7:

Because the university could not send any new documents the peers confirmed their former assessment without any changes. Examples of the final certificate and the Diploma Supplements must be submitted for each programme in line with the model developed by the European Commission, the Council of Europe and UNESCO/CEPES.

D Additional Documents

No additional documents needed

E Comment of the Provider (15.10.2014)

The institution provided a brief statement wherein it announced to realize the remarks of the peers.

F Summary: Peer recommendations (27.10.2014)

Taking into account the additional information and the comments given by the university the peers summarize their analysis and **final assessment** for the award of the ASIIN certificate as follows:

PhD Programme	ASIIN Certificate	Maximum duration of certification
Ecology	awarded with requirements for one year	11.11.2019 (upon fulfillment of requirements)
Geography	awarded with requirements for one year	11.11.2019 (upon fulfillment of requirements)

PhD Programme	ASIIN Certificate	Maximum duration of certification
Hydrology	awarded with requirements for one year	11.11.2019 (upon fulfillment of requirements)

Requirements

For all Programmes

- A 1. (ASIIN 5.2) The library equipment must be improved regarding to the access to modern journals in English language.
- A 2. (ASIIN 3.2) The transformation of the Kazakh credit points into ECTS points must correspond to the ECTS regulation that one credit point bases on 25-30 hours student workload. Additionally the relation between contact hours and self study described in the module description must correspond with reality.
- A 3. (ASIIN 6.1) There must be a feedback to the students about the results of the teaching evaluation
- A 4. (ASIIN 7.2) Examples of the final certificate and the Diploma Supplements must be submitted for each programme in line with the model developed by the European Commission, the Council of Europe and UNESCO/CEPES.

For Hydrology

- A 5. (ASIIN 5.2) A concept has to be given how the measurement equipment of the hydrology laboratories will be modernized in near future.

For the ecology programmes

- A 6. (ASIIN 2.1) The formulated aims must correspond to the quality level of PhD programmes.

Recommendations

- E 1. (ASIIN 3.1) It is recommended to define the PhD Programmes in a more open way with less structured workload of the PhD students.
- E 2. (ASIIN 5.2) It is recommended to reserve fixed individual working places for PhD Students to enable them to continuous work and to establish team discussions.
- E 3. (ASIIN 5.2) It is recommended to reserve an individual room for the supervisors in the PhD Programmes.

- E 4. (ASIIN 5.1) It is recommended to enhance the institutional settings for research activities of the teaching staff.

G Decision of the Certification Committee (11.11.2014)

The Certification Committee discussed the procedure and the proposed requirements and recommendations. They noted that one of their tasks was to ensure consistency in the decision-making among the different certification procedures. Thus, they decided that some requirements and recommendations needed to be transferred, deleted or edited for each of the procedures.

Accordingly, they made amendments to the requirements 2 and 4. In particular, they emphasized that the award of ECTS credit points was not mandatory for PhD programmes. However, if Al-Farabi University wishes to transfer its national Kazakh credit point system into ECTS, the calculation must be both consistent and in line with the ECTS Users' Guide. Additionally, the committee members considered it reasonable that credits would be awarded to the taught components, not for the research components or associated dissemination outputs. Similarly, they did not consider the award of a Diploma Supplement, as reserved for First and Second Cycle degree programmes, reasonable whereas an informative leaving certificate or similar document would be beneficial for PhD holders.

The Certification Committee also considered the availability of international journals, literature and databases to be essential to allow both students and staff adequate research and thus transformed expanded requirement 1 while deleting corresponding former recommendation 4.

As the intended objectives and programme level learning outcomes are currently only available on the intranet, the committee members decided to add a further new requirement (no. 5) to stipulate that these must be accessible also to external stakeholders such as applicants and employers.

The committee members considered that former recommendation 1 was both too vague and would interfere with national legislation in a way exceeding the scope of the certification procedure. It was thus deleted. Editorial amendments were made to the other recommendations and requirements in order to improve their clarity.

The Certification Committee decides to award the following certificates:

PhD Programme	ASIIN Certificate	Maximum duration of certification
Ecology	awarded with requirements for one year	31.12.2019 (upon fulfillment of requirements)
Geography	awarded with requirements for one year	31.12.2019 (upon fulfillment of requirements)
Hydrology	awarded with requirements for one year	31.12.2019 (upon fulfillment of requirements)

Requirements

For all Programmes

- A 1. (ASIIN 5.2) For the purpose of conducting research the accessibility of relevant international journals, databases and literature must be improved and made transparent to all teaching staff and students.
- A 2. (ASIIN 3.2) If ECTS credits are used, the transformation of the Kazakh credit points into ECTS must correspond to the ECTS regulations that one credit point is awarded for 25-30 hours student workload and be in line with the Users' Guide. ECTS should be applied for taught parts of the programmes only.
- A 3. (ASIIN 6.1) Within the quality assurance policy feedback loops must be implemented.
- A 4. (ASIIN 7.2) A programme-specific leaving certificate or equivalent document has to be prepared and handed out to students on a regular basis providing information about the objectives, intended learning outcomes, structure and level of the degree, as well as about an individual's performance. It must also explain the educational system of Kazakhstan in order to foster comprehensibility and comparability between the educational systems.
- A 5. (ASIIN 2.1) The learning outcomes must be accessible to all stakeholders, including prospective students, potential employers and any interested party.

For Hydrology

A 6. (ASIIN 5.2) An investment plan has to be provided how the measurement equipment of the hydrology laboratories will be modernized in near future.

For the ecology programmes

A 7. (ASIIN 2.1) The formulated objectives must correspond to the intended level 8 of the EQF.

Recommendations

- E 1. (ASIIN 5.2) It is recommended to reserve individual working places for PhD students to enable them to continuous work and to establish team discussions.
- E 2. (ASIIN 5.2) It is recommended to reserve an individual room for the supervisors in the PhD Programmes.