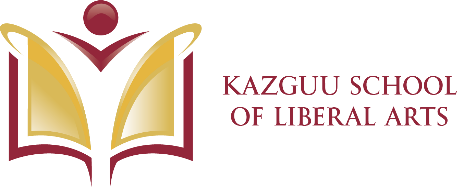
**The Ministry of Education and Science of the Republic of Kazakhstan**

M. Narikbayev KAZGUU University



Bachelor’s Senior Project Guidelines

Nur-Sultan 2020

The following methodological recommendations have been elaborated according to the State Compulsory Educational Standards of the higher education approved by the Government of the Republic of Kazakhstan, dated 23 August, 2012 under No. 1080, Standard of Academic Program of the graduate and postgraduate education approved by the Republic of Kazakhstan (RK) Government dated October 31, 2018, under No. 604. The recommendations include the requirements and norms for completing and presenting the projects by bachelor students.

Approved by the KAZGUU Academic Board Record

№\_\_\_\_ dated \_\_\_\_\_\_\_ 2020.

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##### **1.** WHAT IS A SENIOR PROJECT AT SLA?

The State compulsory standard of higher education in the Republic of Kazakhstan (2016) claims that “Senior project in higher education institutions is the final stage of the bachelor program summing up the results of an independent study in a particular professional field” (p. 96).

Thesis is supervised by the School of Liberal Arts (hereinafter SLA) faculty member. Each graduate student passes all SLA ethical review procedures and meets all the requirements to complete the Senior project.

A Senior Project (hereinafter SP) is aimed to:

* systematize, consolidate and deepen theoretical and practical knowledge of students and apply this knowledge further into practice in the area of their specialization;
* develop research skills of carrying out independent applied investigation.

The main objectives of the SP are:

1. to apply theoretical knowledge into practice in the area of students’ specialization;
2. to develop all needed research skills, including analytic, critical thinking, data analysis, presentation and creative skills;
3. to implement state-of-the-art technologies, such as statistical programs of data processing, word-processors, spreadsheets, graphic editors, means of presentation, animation and multimedia (including others, depending on features of a particular specialty).

The recommended size of the SP paper at the level of a bachelor’s degree is approximately from 6,000 to 8,000 words in length, excluding endnotes, tables, appendices, and bibliography.

Each SP paper is expected to meet all the requirements stated in the guidelines.

**2. SENIOR PROJECT REQUIREMENTS AND KEY DATES**

SLA Committee of research and ethics (hereinafter SLA CRE) offer students a list of the SP topics relevant to their program major and of their interest. The themes for the SP are suggested and approved by the employers along with the program coordinator and graduates themselves during their meetings.

SP is carried out in groups (up to four students), in compliance with the academic workload standards of M. Narikbayev KAZGUU University. When writing SP students are expected to use academic English language and give well-reasoned and scientifically based ideas and suggestions.

In order to avoid misunderstanding bachelor program graduates are required to strictly follow the following schedule:

October 20, 2020 – choosing the SP topic and receiving approvement from SLA CRE;

October 2020 – May 2021 – cooperating with the SP supervisor in compliance with the working plan (See Appendix 1).

April 26 - pre-VIVA which implicates presenting SP and answering questions about the content, methodology and novelty asked by the listeners.

May 14, 2021 (TBC) - the SP paper final version submission.

May 17 - 28, 2021 (TBC) - the SP VIVA which implicates presenting final SP results and answering questions about the content, methodology and novelty asked by a panel of examiners.

At the time when students are not physically present at KAZGUU, they are expected to work independently on their SP and maintain regular contact with their supervisor online.

**3. KAZGUU SLA CODE OF PRACTICE FOR THE SP SUPERVISORS AND STUDENTS**

Senior Project Supervisor

A Senior Project Supervisor (hereinafter SP supervisor) is appointed to each SP team by the decision of SLA CRE. The supervisor oversees the design and implementation of the SP, as well as the SP writing process. In the event of the departure or absence of the SP supervisor, another supervisor will take over the main supervisory role by the decision of SLA CRE.

Responsibilities of Senior Project Supervisor

The responsibilities of the SP supervisor include:

(a) giving guidance about the nature of the SP and the standards expected, about the planning process of the project, reading and analyzing appropriate literature and sources, and working on practical part;

(b) meeting or communicating with a student on a regular basis (generally, once every three weeks, in person or online), and being available to a student within reasonable limits when advice is needed;

(c) requesting written work as appropriate, and returning submitted work with constructive comments within a reasonable time frame;

(d) giving advice on the necessary rates of progress of successive stages of the work so that the Senior Project may be submitted within the scheduled time;

(e) ensuring that the student is made aware of inadequacy of progress or of standards of work below those generally expected and informing the Dean and Program Coordinator in such cases so that supportive or ameliorative actions can be implemented if necessary;

(f) encouraging a student to engage with others working in the field of the project, for example, by attending workshops or conferences where appropriate;

(g) arranging appropriate opportunities for a student to practice communication skills, for example, through presentations;

(h) being available to mark the Senior Project and attend the VIVA.

Responsibilities of the Student

The responsibilities of the undergraduate student include:

(a) accepting ultimate responsibility for his/her own research activity and timely completion of the SP;

(b) discussing with his/her supervisors the type of guidance and commentary they find most helpful, agreeing a schedule of meetings, and meeting the supervisor on a regular basis;

(c) taking the initiative in raising problems or difficulties;

(d) maintaining the progress of the work in accordance with the stages indicated by the supervisor including, in particular, the presentation of written material as required in sufficient time to allow for comments and discussion before proceeding to the next stage;

(e) following the received feedback and revising the SP content accordingly before proceeding to the next stage;

(f) researching responsibly and ethically;

(g) keeping a written note of meetings with the supervisor, which should include items for action;

(h) developing responsibility for the Senior Project progress.

**4. PLAGIARISM**

**The KAZGUU School of Liberal Arts’ statement on plagiarism for its bachelor’s students.**

Plagiarism is the representation of the works, ideas, thoughts, conclusions, or expressions of other people as one’s own. One of the aims of the bachelor programs of the KAZGUU SLA is to nurture novice researchers with high levels of academic integrity. KAZGUU SLA follows the policy on plagiarism as stated in[**the Handbook on Ensuring Academic Integrity**](https://bit.ly/3dnVW82)**.**

Forms of plagiarism stated in the Handbook on Ensuring Academic Integrity:

*Word-for-word Plagiarism without Clear Acknowledgement*

Quotations should be put in double inverted commas or indented and introduced with full acknowledgement of the used sources. A reader should be able to understand which part of the text belongs to the author and where someone else’s thoughts and / or ideas are quoted.

*Copying and Pasting Information from the Internet without Clear Acknowledgement*

Information obtained from the Internet should be properly cited and included in the Reference list. Such information should be thought through and analyzed to successfully pass a plagiarism test and to further undergo review procedure.

*Paraphrasing*

Paraphrasing someone’s work by changing some words, word order or structure of an argument is also plagiarism if you do not acknowledge authorship of this work.

You should make sure that a reader may not fall under the erroneous impression the paraphrased text or sequence of the idea belongs to you, therefore referencing in your text may not be enough. It is recommended to sum up a general argument of an author in one’s own words by pointing out that it is someone else’s thought. It will provide deep understanding of the argument.

Another form of a plagiarism is *self-plagiarism* when an author uses their own academic paper again without indicating the fact of its earlier publication, i.e. passing the previously published academic paper or its part off as an independent or a new one.

Collaboration with other persons without permission from authorized officials discords with principles of academic integrity and also questions the originality of the SP. If rendering assistance (excluding proofreading) in writing master’s thesis it is required to apply to the School’s regulations. If assistance or clarification is needed or there are questions concerning conducting research, it is recommended to consult a research supervisor for clarification.

It is important to note that plagiarism is considered as a violation of academic integrity the principles of which are strictly followed by in M. Narikbayev KAZGUU University, is given serious consideration, and usually results in expulsion from the university.

5. TURNITIN

The system that is used by M. Narikbayev KAZGUU University to ensure the academic integrity and originality of the SP is called Turnitin. It is a software platform that checks paper projects of graduate students for text similarity against its own *Turnitin.com reference database* or other texts on the Internet, such as journal articles, reports, documents, etc.

The Turnitin system users shall admit and recognize that originality reports provided by the system are only tools for detecting text similarity between the compared papers, but not means for final plagiarism detection. Only the supervisor can interpret the originality reports and detect true plagiarism. Results of checking a students’ paper are taken into account when a verdict on admitting the SP to defence and / or its assessment is rendered.

The process of checking the paper for plagiarism

1. The supervisor creates an assignment in Canvas LMS for the submission of the drafts of the SP paper. As Turnitin is integrated in Canvas LMS the submitted works are redirected to Turnitin right away. The drafts of the SP paper must be submitted as a MICROSOFT WORD DOCUMENT; PDF formal is not acceptable.

Before submitting the work, students are required to name their file in the following format: Family Name First Name Major and Year of Graduation.

*E.g. Yemelyanova\_Yelena \_Tourism\_2021 or Yemelyanova\_Yelena\_Translation studies\_2021*

**NOTE: In addition, students must send an electronic copy of the final SP paper in Word or PDF to** [**rec\_sla@kazguu.kz**](mailto:rec_sla@kazguu.kz)**,**

**and bring one hard copy, spiral bound, along with Turnitin report, supervisor's review, and opponent’s review as well (room 503).**

1. A supervisor having received a report of the Turnitin system on plagiarism detection or on a high rate of borrowed text fragments or having noticed academic dishonesty should independently assess the paper for violations of the Handbook. In case the supervisor does not confirm the violation, the SP paper will be subject to further assessment without any reservations.
2. If the supervisor believes that the SP paper is plagiarized, they should conduct analysis in accordance with Part XVI of the Handbook on Ensuring Academic Integrity and assess the SP paper independently or make a decision to submit materials to the Investigative Body.
3. If the supervisor claims that the SP paper contains other forms of academic integrity breaches besides plagiarism and self-plagiarism, he or she has to provide a report on alleged breaches. This report should be submitted to Hearings of the Investigative Body within the time limit prescribed by regulations of the relevant department.

Applying Measures and Consequences of Academic Integrity Breach

Certain measures within consequences of academic integrity breaches will be taken if one of the following conditions is met:

* in case there is a decision of an Investigative Body, and appealing is not provided for by the Handbook or the deadline for appealing is missed;
* after a case is recognized as an academic integrity breach by an *ad hoc* Panel.

All results of academic dishonesty shall be reported in transcripts, certificates, personal records and other documents fixing performance of students.

Measures Applied in Case of Academic Integrity Breach

Measures applied in case of academic integrity breach are aimed to correct and to form a proper attitude to academic integrity and principles indicated in the Handbook. Measures and consequences are to be applied only to the extent enabling to form such attitude.

#### Important to remember:

When writing SP, students are expected to cite all sources according to the *APA 7 Ed. Manual.* Students may find this manual on the internet andask supervisor for help when having difficulties in understanding APA citation rules.

**6. SP PAPER** MARKING PROCEDURES

* Public defense of the SP will be conducted by the team at the meeting of State Attestation Commission. The authors of the SP shall defend their project within 15 minutes revealing the aim, objectives, novelty, findings of the SP, also explaining the process and implications for further development.
* Those who are present during public defense are entitled to ask the authors questions regarding their SP, and the authors may answer those questions with the help of visual tools such as presentations, schemes, tables and statistical data.
* Upon completion the public defense the members of the State Attestation Commission evaluate each thesis conferring a bachelor’s degree according to each student’s area of specialization. The final grade must be decided upon by the agreement of the Chair and each member of State Attestation Commission (50% of the final grade), grade of the supervisor (30%) and the customers’/reviewer grade (20%). The decision about the final grade of thesis is registered in the report written by State Attestation Commission members (See Table 1).

Table 1.

***Final assessment components***

|  |  |  |
| --- | --- | --- |
| **Activities** | ***Total points (points)*** | ***Weight in Canvas (%)*** |
| 1 | **2** | **3** |
| The SP VIVA | 0-100 | 50 |
| The SP supervisor’s mark | 0-100 | 30 |
| The opponent’s mark | 0-100 | 20 |
| Total |  | 100 |

* Each graduate is going to be evaluated individually in compliance with his or her knowledge of the SP and presentation skills.
* Once final grades for SP have been reconciled, they **cannot** be reconsidered.
* To know more about assessment criteria, see Appendix 2

**7. THE SP PAPER STYLE, CONTENTS AND FORMATTING**

The SP paper is a well-written set of analytical document and calculation containing initial data, basic technical and organizational solutions, estimated criteria and other indicators that allow considering the feasibility and effectiveness of the SP in reality.

The SP paper content

Format of the SP paper depends upon the chosen theme and its approach, whether it is a research-based approach or project-based approach. Graduates along with the SP supervisor should choose one format to follow (see Table 2).

Each SP paper includes approximately from 6,000 to 8,000 words in length, excluding endnotes, tables, appendices, and bibliography.

The content of the SP paper must comply with the following structure:

|  |  |
| --- | --- |
| Table 2. | |
| *The SP paper format content* | |
| *Research based paper* | *Project based paper* |
| * cover paper * declaration * abstract * table of contents * lists of tables and figures * introduction * literature review * methodology * findings * discussion * general conclusions * references * appendices | * cover paper * declaration * project summary * table of contents * lists of tables and figures * introduction * marketing and sales of products (services) * management and implementation * financial screen * general conclusions * references * appendices |

The Research-based paper

The section “Declaration” expresses students’ agreement to grant to M. Narikbayev KAZGUU University the right to store and distribute the SP results in print and electronic format. The SP team confirms that this is the result of their own original work and it does not infringe any copyright. The surnames of the authors are mentioned in alphabetical order when signed (See Appendix 3).

*The “Abstract” section* is informative section in English, Kazakh, and Russian languages. Abstract does not critique or evaluate a project, but it briefly describes the whole work. Informative abstract acts as a surrogate for the work itself where the SP team presents and explains all the main arguments and the main results and evidence in the final paper. These are purpose, methods, scope, results and conclusions of the research and the recommendations with further implications. The length of abstract should not make up more than 10% of the length of the entire work (150 – 300 words approximately) (University of North Carolina handouts, 2019).

*The “Table of contents”* *section* includes the list of all sections of students’ research, the same as “lists of tables and figures”. Students should organize these sections according to the *APA 7 Ed. Manual*

*The “Introduction” section includes* background information, problem statement, purpose of the study, research question (s) and significance of the study.

The purpose of the background information is to provide the historical context of the issue. It refers to the existing literature indicating the root and the scope of the issue and how far previous research studied the issue. Background information also indicates the gap that the current study should fill.

Problem statement aims to define and explain the problem. It usually contains 1-3 sentences and is a short description of a problem that should be addressed. Problem statement explains why the issue should be studied in Kazakhstan.

Purpose of the SP is narrower than problem statement and tells what exactly should be studied.

Research questions are “interrogative statements that narrow the purpose statement to specific questions that researchers seek to answer in their studies” (Creswell, 2012, p. 627). The SP has at least 1 or 2 research questions, contains target population and offers a methodology.

Significance of the SP describes how potential audience, for example, students, employers, researchers, practitioners etc., could benefit from the research.

*The “Literature review” section* contains the analysis and synthesis of the existing studies of the topic. It summarizes articles, books, conference papers and other documents.

This section does not simply list works but provides critical evaluation of the existing studies with academic writing techniques and cohesion.

*The “Methodology” section* identifies how the research has. been carried out. First, it justifies the choice of research design and research methods for the study. Secondly, the section explains sampling strategy, criteria for choosing research site and selection of participants. Then data collection instruments and procedure are indicated. Finally, it informs how anonymity and confidentiality of the involved participants and research site are guaranteed.

*The “Findings” section* reports the most notable findings of SP and relate them to [research](https://www.researchprospect.com/how-to-write-a-hypothesis-for-dissertation/) questions as set out in [the introduction section of the](https://www.researchprospect.com/how-to-write-the-introduction-of-a-dissertation/) SP. This section is written in past tenses and the analysis description according to the chosen method of the research.

*The “Discussion” section* explores the relevance and significance of research findings giving the opportunity to demonstrate student’s analytic and critical thinking skills. In other words, students should demonstrate how exactly research findings answer the research questions and make sure that they are in line with aims and objectives established. It is critically important to compare research results with the existing knowledge and literature described in the section “Literature review” (“Research project”, 2018).

*The “General conclusions”* *section* of the SP portrays the ideal picture of research topic and it also delivers an idea whether the purpose of SP is achieved or not. It is a well-written section that summarizes and analyzes each of the SP sections. Moreover, in this section team has an opportunity to accentuate on those main points that were omitted in previous sections. In addition, the SP team can express its own opinion about the results, predict the future research and give recommendations.

*The “References”* *section* should appear at the end of the paper. It includes every single source used and cited in the body of the paper.

References should appear on a new page separate from the main text; it is important to name this page "References" in bold, centered at the top of the page (do NOT underline or use quotation marks for the title). All text should be double-spaced (See APA style 7 ed.)

The Project-based paper

*The “Declaration” section* expresses students’ agreement to grant to M.S. Narikbayev KAZGUU University the right to store and distribute the SP results in print and electronic format. The SP team confirms that this is the result of their own original work and it does not infringe any copyright. The surnames of the authors are mentioned in alphabetical order when signed (See Appendix 3).

*The "Project Summary"* *Section* contains a brief description, project efficiency, main areas of activity, scope, including capacity, project components, action plan, proposed sources and financing schemes, as well as the period of the implementation.

*The “Table of contents” section* includes the list of all sections of research, the same as “lists of tables and figures”. Students are required to organize these sections according to APA style 7 edition.

*The "Introduction"* *section* describes the existing situation on the issue worldwide and conditions in Kazakhstan in which the implementation of the SP project is going to be realized. Also, this section indicates the similar problems in other research or business cases, indicating whether a partial or complete solution of the problem discussed is possible by implementing a project on the territory of Kazakhstan. It is necessary to describe the project and its position on the current market, organizational and legal form, main activities, achievements, main financial indicators of the project. Moreover, the general description should include the name of products, goods, services; general information about the applicants (when, where, and by whom it will be established, fixed and circulating assets); project scope; management structure; directions of activity; the branch of the economy and its prospects; and competitiveness of products (services).

*The "Marketing and sales of products (services)" section* reflects the assessment of the prospective demand for the types of products (services) that will be produced (provided) as a result of the project; and its contribution for target population. It should include one of the analysis depending on scope:

* analysis of demand (its trends) includes an analysis of volumes, types and prices for products (services) that will be produced (provided) as a result of the project;
* analysis of the socio-economic benefits of a project, which is an assessment and justification of quantitative parameters of demand, its trends and prices for products (services) or an assessment of the need for social services;
* an assessment of risks that determines the main risk factors, the expected nature and range of changes, the proposed measures to reduce risks.

*The “Management and implementation of the SP” section* reflects various solutions for the implementation of the project, with a description of the project structure, determining the parameters, project components as well as their cost. This section should include various practical solutions for project implementation, their advantages and disadvantages, justification of the chosen option; the scale of the project, which determines the calculated justification of the project capacity; substantiation of the choice of technologies and equipment; the project implementation schedule, which reflects the investment period of the project by years and stages of implementation with a graphical display of the sequence and duration of project activities in time (schedule).

*The “Financial screen"* *section* contains calculation of investment costs, distribution of funding needs by stages; financial analysis of the project, including calculation of the cost, selling prices of products (goods, works, services); calculation of sales income and net profit.

**Important:** For projects that do not involve direct cash inflows from the sale of goods, works and services, it is not required to conduct a financial analysis of the project.

Calculations of indicators of financial efficiency of the project are presented in the form in accordance with Appendix 4 to these Rules.

Indicators and calculations in the annexes must be justified in the written part of the project.

*The “General conclusions” section*  of the SP includes: substantiation of the choice of the most optimal variant of the project implementation; the main disadvantages and advantages of the chosen project implementation option; the main technical and economic parameters (indicators) for the selected option: location of the project; project components; the total cost of the project, with a breakdown of financing by year and component.

*The “References” section* should appear at the end of the paper. It includes every single source used and cited in the body of the paper. should appear at the end of the paper.

References should appear on a new page separate from the main text; it is important to name this page "References" in bold, centered at the top of the page (do NOT underline or use quotation marks for the title). All text should be double-spaced (See APA style 7 ed.)

Font, spacing, and margin requirements

* The SP paper must be printed single-sided on A4 paper.
* 12-point Times New Roman is recommended throughout the paper.
* Font size requirement for the text footnotes, figures, citations, charts and graphs is 10-point Times New Roman.
* Quotations, words in a foreign language, or book titles may be italicized.
* Your SP paper should be double-spaced with 1-inch (2,5 cm) margins on the right, top and bottom sides of every page, except the left margin (1,5 inches/3cm).
* The first line of paragraphs must be indented by 0.5 inches.
* The required margins apply to all pages.

Pagination

* All pages of the paper must be numbered with the exception for the Title Page.
* Declaration, project summary, table of contents, and lists of tables and figures are numbered by lower case Roman numerals (i, ii, iii, iv, v, etc.).
* The main text, references, appendices are numbered by Arabic numbers (1, 2, 3, 4, 5, etc.) starting with page 1 on the first page of text.
* Page numbers should be placed at the upper-right corner of the page inside the right margin.

Other requirements

For tables, figures, footnotes, and other details, follow the guidelines in the Publication Manual of the American Association of Psychology[**(7th edition).**](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

#### Headings

There is a special heading system that should be followed according to the APA Style. The heading system is used for organizing paper sections. Overall, there are 5 levels of headings, which should not be indicated with numbers or letters in the paper (See Table 3).

Table 3.

***Levels of headings***

|  |  |
| --- | --- |
| **Level** | **Centered, Boldface, Title Case Heading** |
| **1** | **Flush Left, Boldface, Title Case Heading** |
| **2** | ***Flush Left, Boldface Italic, Title Case Heading*** |
| **3** | **Indented, Boldface Title Case Heading Ending** |
| **4** | ***Indented, Boldface Italic, Title* *Case Heading Ending with a Period*.** |
| **5** | **Centered, Boldface, Title Case Heading** |

#### Seriation

To list the key ideas in a specific order, students are expected to use Arabic numbers followed by a period. Each key idea should be presented as a full sentence, not as fraction.

* Use Arabic numbers to organize the key ideas.
* Use a period after the Arabic numerical.
* Write full sentences.

Seriation of ideas could also be presented by bullets:

* Ideas in bullets do not require a specific order.
* Ideas in bullets are not related chronologically or hierarchically.

**8. SP VIVA PROCEDURE**

As mentioned before VIVA must be conducted in English language only. The viva voce examination will normally last 15 minutes and will be marked by the members of the State Attestation Committee.

Presentation requirements

Graphic material of the presentation, used as illustrations during VIVA defense, is made in the form of a presentation by means of Power Point, Prezi or other applications.

The presentation should highlight the aim of the SP, and clearly illustrate the main points to be presented, reflecting the essence of the research.

Graphic materials should be identical to submissions in the research paper. The presentation should be represented by no more than 7-10 logically related slides. The title slide of the presentation is made, stating:

* The name of the university
* The name of the department
* Theme of the SP
* Full names of the authors
* Full name of the SP supervisor

On each slide of the presentation slide number must be shown, placed at the upper left corner, and navigation elements placed at the bottom right corner.

Presentation slides are made arbitrarily and allow to implement a creative approach to graphic illustrations during the presentation. General terms of presentation completion are:

* a common style of the whole presentation;
* a reasonable color scheme, i.e. information data must not be hidden;
* high quality images, graphics, drawings and paintings made by computer graphics; 4) the ability to read information at a distance of 5-7 meters;
* clarity;
* the use of pictograms and conditional graphic symbols;
* reasonable use of animation;
* the number of slides should be comparable to information, and presentation time.

Use of large fragments of information is not allowed.

VIVA presentation marking procedure

Each team member is assessed individually according to the criteria mentioned in Table 4. The schedule of VIVA is mentioned in Section 2 Senior Project Requirements and Key Dates.

Table 4.

***VIVA assessment criteria***

|  |  |
| --- | --- |
| ***% Range*** | ***Viva Performance*** |
| 91 - 100 | The presentation demonstrates in depth knowledge and a thorough understanding of all aspects which allows questions to be answered accurately and fluently. The main results are explained in a thorough manner and aligned with research questions and literature review. |
| 86 - 90 | Outcome is at excellent level. In depth knowledge and a thorough understanding of most aspects are demonstrated with some ability to extend the discussion into difficult or unfamiliar areas. |
| 80 - 85 | Outcome is at satisfying level. Knowledge and understanding of most aspects in some depth, with the ability to extend the discussion so as to make relevant links between theory and practice. |
| 70 - 79 | Adequate knowledge and understanding of most aspects, with some ability to extend the discussion to make relevant links between theory and practice. |
| 60 - 69 | Outcome at limited level. Demonstrates a relatively superficial knowledge and understanding of most aspects, with the ability to make relatively simple links between theory and practice. |
| 50 - 59 | Little knowledge or understanding shown. Unable to make relevant links between theory and practice. |
| 0 - 49 | No knowledge or understanding demonstrated. |

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On amendments to the order of the Minister of National Economy of the Republic of Kazakhstan dated April 1, 2015 No. 299 "*On approval of the Rules for conducting a comprehensive non-departmental examination of feasibility studies and design estimates intended for the construction of new ones, as well as changes (reconstruction, expansion, technical re-equipment , modernization and overhaul) of existing buildings and structures, their complexes, engineering and transport communications, regardless of funding sources* "

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ACKNOWLEDGEMENTS

*The Working team of KAZGUU SLA CRE appreciate knowledge, information, and criteria for the assessment interpreted and actively used by Oxford University and Nazarbayev University in the Master's and Bachelor’s programs. The knowledge and experience that you shared were fundamental for this Bachelor’s Senior Project Guidelines.*

APPENDIX 1 THE SP TEAM’S WORKING PLAN

Table 1. Schedule for the SP process (Research-based approach)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Project stages | *Period* | *Marking of the completion of the SP’s stages* | | | |
|  | *Actual deadline* | *The level of readiness of the SP* | *The SP team’s signatures* | *The SP supervisor’s signature* |
| Literature review |  |  |  |  |  |
| Methodology section development |  |  |  |  |  |
| Data collection |  |  |  |  |  |
| Analysis and interpretation of the results |  |  |  |  |  |
| Development of project recommendations |  |  |  |  |  |
| Introduction, conclusion, and abstract revision |  |  |  |  |  |
| The SP paper design Section I |  |  |  |  |  |
| The SP paper design Section II |  |  |  |  |  |
| The SP paper design Section III |  |  |  |  |  |
| The SP supervisor’s review paper |  |  |  |  |  |
| The SP opponent’s review paper |  |  |  |  |  |
| The SP VIVA |  |  |  |  |  |

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Authors’ Surname, name signature:

Date:\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The SP supervisor’s Surname, name, position signature:

Date:\_\_\_\_\_\_\_\_\_\_\_\_

Table 1.1 Schedule for the SP process (Project-based approach)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Project stages | *Period* | *Marking of the completion of the SP’s stages* | | | |
|  | *Actual deadline* | *The level of the SP readiness* | *The SP team’s signatures* | *Supervisor’s signature* |
| Project summary |  |  |  |  |  |
| International experience and literature review |  |  |  |  |  |
| Data collection for “Marketing and sales of products” section |  |  |  |  |  |
| Analysis and interpretation of the results in “Management and implementation of the SP” section |  |  |  |  |  |
| Calculation, and funding distribution in “Financial screen” section |  |  |  |  |  |
| Project summary, introduction, and conclusion revision |  |  |  |  |  |
| Design of Section “Marketing and sales of products” |  |  |  |  |  |
| Design of Section “Management and implementation of the SP” |  |  |  |  |  |
| Design of Section *“*Financial screen” |  |  |  |  |  |
| The SP supervisor’s review paper |  |  |  |  |  |
| Opponent’s review |  |  |  |  |  |
| The SP VIVA |  |  |  |  |  |

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Authors’ Surname, name signature date

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The SP supervisor’s Surname, name, position signature date

APPENDIX 2 ASSESSMENT CRITERIA

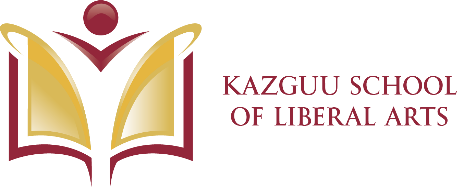
##### The Research-based paper criteria

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Students’ name:** |  | | | | |
| **Marker’s name:** |  | | | | |
| **The SP title:** |  | | | | |
| **Grade (percentage and letter grade)** | | | | | | |
| **Criteria** | **Excellent**  **A/A-**  **(100 - 90%)**  **Meets and exceeds requirements** | **Good**  **B+/B/B-**  **(89 –70%)**  **Meets requirements sufficiently** | **Satisfactory**  **D/C+**  **(69– 50%)**  **Meets requirements at a basic level** | **Fail**  **F**  **(49% and below)**  **Does not meet requirements** |
| **Introduction** | The section clearly provides relevant background information and rationale for the study.  The section includes research problem, relevance of the topic, novelty of the topic based on overview of previous research, goal and objectives, hypothesis or research questions. Research methods are outlined and brief overview of paper’s structure is provided.  The section clearly presents the significance, potential benefits and relevant audience of the research. | The section provides necessary background information relevant to the research and rationale for the study.  The SP problem, purpose, and research questions are presented.  The section explains the significance, potential benefits, and the relevant audiences of the research.  Subsequent sections are outlined. | The section provides some background information relevant to the SP, rationale for the study may be missing. There might be background information that is not directly relevant to the SP or its relevance is not clearly explained.  The research problem, research purpose, and research questions are presented, but not in a clear manner. | The section fails in presenting background information, and/or describing and arguing for the research. The research problem, research questions and research purpose are missing.  In sum, this section does not provide a reader with a clear picture of what this thesis is about. |
| **Literature review** | The section demonstrates detailed knowledge of original sources, thorough knowledge of the field. There is no dependence on secondary sources. The key concepts, theories, issues related to the topic are clearly examined based on original sources, and ideas are linked directly to the research purpose and research questions.  The referred literature material is chosen with justification (not in the form of a ‘shopping list’ of unconnected topics) and use of references is precise and explicit. | A wide range of literature is used, covering the topic area. A few secondary are used to analyze the topic.  The literature review clearly supports the key concepts, theories and/or issues related to the research.  Literature is effectively summarized, critically analyzed and synthesized.  The literature is presented in the form of arguments linked directly to the research, not in the form of a ‘shopping list’ of unconnected topics.  However, precision in use of the references varies a little. | The referred literature relates to research topic and use of the references is mainly controlled. The used literature knowledge is partly insufficient, subjectively chosen or comes from unreliable or secondary sources.  The literature review analyses the key concepts, theories and issues related to the research but not always in an insightful way. Some ideas presented in the section may not be directly linked to the research.  There is some unclarity in summarizing and synthesizing literature, and critical analysis may be missing. | This section overall does not include an adequate number of literature sources for this study, key ideas, concepts and issues might be explained but in a very vague manner or not explained at all. No critical analysis and summary are given. |
| **Methodology Section** | The section thoroughly and critically describes methodological choices which are effectively justified in relation to the research purpose and questions.  Description of the data collection or models as well as the analysis methods is complete and clear.  The research site and/or sample selection is clearly described and justified.  The benefits of the chosen form of research above others are clearly presented. | Methodological choices are justified in relation to the research purpose and questions.  The research design is described and justified quite clearly, with discussion of any particular design strategies (e.g., Ethnography Action Research, Case Study).  The research site and/or sample selection is described; however, a few details may be missing.  Research data collection instruments are acceptably described and justified  Data analysis procedures are described and justified clearly. The required literature to explain certain methodological concepts is used. The benefits chosen form of research above others are generally presented. | Methodological choices are described and some justification for them is offered.  Description of the data (collection, treatment) or models as well as the analysis methods used is lacking in a number of places  The research design is presented, satisfying the requirements at the basic level.  The research site and/or sample selection is not clearly described.  Data analysis procedures are described and justified, achieving the basic standard required.  Ethical considerations are explored and observed, but some ethical aspects are missing. | This section fails in clearly justifying the methodological choices. The candidate does not explain why certain methods were selected, or how data were analyzed. |
| **Results/ Findings/ Analysis/ Discussion** | The results and the conclusions drawn of them are connected well to each other.  The data analysis approach is fully appropriate to the research questions. The answers to the research problems are systematically and critically scrutinized and it is examined how achieved results change or improve previous knowledge of the topic. The significance of the results is presented and the relevance of research conclusions to educational policy, practice or theory is clearly explored.  Findings are fully supported by the evidence presented in the data analysis and critically and convincingly interpreted in relation to the relevant research literature and the research purpose and research questions.  The research results provide thorough answers to the posed research questions. | The results and the conclusions drawn of them are connected well to each other.  The research results provide quite full answers to the posed research questions.  The answers to the research problems are critically scrutinized, but not always in a consistent manner and it is examined how achieved results change or improve previous knowledge of the topic.  Findings are fully supported by the evidence presented in the data analysis and critically and convincingly interpreted in relation to the relevant research literature and the research purpose and research questions though there may be a lack of clarity in the discussion.  The relevance of research conclusions to educational policy, practice or theory is addressed. | There is only limited discussion of the results and it is repetitive. Linkage of own results to existing knowledge is partly weak. The conclusions have been drawn slightly over- or underestimating manner. The significance of the results is missing.  The data analysis approach is appropriate to the research questions and data, but could have been more clearly justified.  Data are not consistently presented in a logical or clear way; findings are either not highlighted sufficiently for the reader or are not presented carefully enough.  Not all the findings are clearly supported by the evidence presented in the data analysis.  The relevance of research conclusions to educational policy, practice or theory is not clearly addressed. | The results and the conclusions are presented in a very limited way or not presented at all.  The data analysis approach is not appropriate to the research questions. The significance of the research is not presented.  Findings may not be supported by the data analysis; there may be no effort to present findings in relation to literature or conclusions to education policy, practice or theory. |
| **Conclusion Section** | The section provides exceptional conclusions that relate strongly to the topic of the SP with excellent justification in the evidence. Conclusions add new insight to the topic of the dissertation and identify clear and practical recommendations / opportunities for further development. | The section provides clear conclusions that relate strongly to the topic of the SP with justification in the evidence. Conclusions add new insight to the topic of the dissertation and identify practical recommendations / opportunities for further development. However, practical recommendations and opportunities could have been discussed in a more detailed and clearer manner. | The section provides general conclusions that possibly relate to the topic of the SP with some justification in the evidence, but there is some lack of clarity in the discussion.  Conclusions may not provide new insight to the topic of the dissertation and may not identify clear practical recommendations / opportunities for further development. The section concludes the SP, overall, but it could be more readable, engaging, succinct and relevant. | The section does not provide clear conclusion with justification. Major findings are not connected to the topic.  Practical recommendations for further development are missing. |
| **Organization** | Information is presented in a readable, stylistically excellent manner; the structure is clear and consistent. Each section is effectively introduced and concluded. | Information is presented in a readable, stylistically excellent manner, creating a coherent text overall that presents no significant challenge for the reader. Each section is effectively introduced and concluded. | Information is presented in a readable way, but some parts/sections are not coherently linked presenting significant challenge to the reader. Each section is quite clearly introduced and concluded but there may be lapses or repetitions. | Sections are not coherently linked and information within sections is not presented in a readable and coherent manner. |
| **Referencing** | All in-text citations, quotations, paraphrases and the references page are accurately presented according to the seventh edition of the *Publication Manual of the American Psychological Association*. | Overall, in-text citations, quotations, paraphrases and the references page are accurately cited according to APA, with few lapses. | There are frequent lapses in APA accuracy with in-text citations, quotations, paraphrases and/or the References page. | In-text citations, quotations, paraphrases and/or the References page are not cited accurately according to APA. |
| **Presentation** | Candidates demonstrate an outstanding logical flow, excellent use of language, appealing and effective use of graphics, charts and tables, appropriate and consistent referencing, very skillfully developed structure, outstanding logical flow, most effective use of conventions appropriate. No spelling or grammatical errors. | Candidates demonstrate logical flow and cohesion, discerning use of graphics, charts and tables, appropriate and consistent referencing, well developed and appropriate structure.  There are noticeable errors of grammar, structure and/or expression in the SP, but these present no significant problems of readability and clarity. | Candidates demonstrate adequate use of graphics and charts, there are some omissions or inconsistencies in reference list, most sections have a logical flow and structure. However,  there are many noticeable errors of grammar, structure and/or expression in the SP, significant enough to distract the reader from the work. | Candidate does not seem to be ready to make a clear presentation.  Many errors of grammar, spelling, punctuation make it challenging to understand the SP text and presentation. |
| **The SP Formatting** | The whole SP is formatted in compliance with KAZGUU SLA Bachelor’s Senior Project Guidelines. | The SP overall is formatted in compliance with KAZGUU SLA Bachelor’s Senior Project Guidelines with some lapses. | The SP overall is formatted in compliance with KAZGUU Bachelor’s Senior Project Guidelines, however, there are significant errors. | The SP is not clearly formatted in compliance with KAZGUU SLA Bachelor’s Senior Project Guidelines. There are many significant errors. |

##### The Project-based paper

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Students’ name:** |  | | | | |
| **Marker’s name:** |  | | | | |
| **The SP title:** |  | | | | |
| **Grade (percentage and letter grade)** | | | | | | |
| **Criteria** | **Excellent**  **A/A-**  **(100 - 90%)**  **Meets and exceeds requirements** | **Good**  **B+/B/B-**  **(89 –70%)**  **Meets requirements sufficiently** | **Satisfactory**  **D/C+**  **(69– 50%)**  **Meets requirements at a basic level** | **Fail**  **F**  **(49% and below)**  **Does not meet requirements** |
| **Introduction** | The section clearly provides relevant background information and rationale for the project.  The section includes problem, relevance of the topic, novelty of the topic based on overview of its position on the market, organizational and legal form, main activities, achievements, main financial indicators of the project. The section clearly presents the significance, potential benefits and scope of the SP. | The section provides necessary background information relevant to the case and rationale for the project.  The SP problem is presented.  The section explains the significance, potential benefits, and the relevant audiences of the research.  Subsequent sections are outlined. | The section provides some background information relevant to the SP, rationale for the SP may be missing. There might be background information that is not directly relevant to the SP or its relevance is not clearly explained.  The problem, project purpose, and indicators are presented, but not in a clear manner. | The section fails in presenting background information, and/or describing and arguing for the research. The research problem, research questions and research purpose are missing.  In sum, this section does not provide a reader with a clear picture of what this SP is about. |
| **Marketing and sales products (services)** | The section thoroughly and critically describes choices which are effectively justified in relation to the SP purpose and indicators.  Description of the data as well as the analysis is complete and clear.  The sample selection is clearly described and justified.  The benefits of the chosen format of the SP above others are clearly presented. | The choices are justified in relation to the SP purpose and indicators.  The SP design is described and justified quite clearly, with discussion of any particular strategies.  Sample selection is described; however, a few details may be missing.  Data analysis procedures are described and justified clearly. The required literature to explain certain concepts is used. The benefits are generally presented. | The choices are described and some justification for them is offered.  Description of the data as well as the analysis is lacking in a number of places  The SP design is presented, satisfying the requirements at the basic level.  Data analysis procedures are not described clearly | This section fails in clearly justifying the choices. The candidate does not explain why certain indicators were selected, or how data were analyzed. |
| **Management and implementation of the SP** | The SP includes various practical solutions for project implementation, their advantages and disadvantages, justification of the chosen option; the scale of the project, which determines the calculated justification of the project capacity; substantiation of the choice of technologies and equipment; the project implementation schedule, which reflects the investment period of the project by years and stages of implementation, with a graphical display of the sequence and duration of project activities in time (schedule). The team clearly demonstrate how solutions fully supported by the evidence presented and critically and convincingly interpreted in relation to the relevant cases and indicators.  The SP solutions provide the answers to the posed problem through indicators. | The indicators and solutions drawn of them are connected well to each other.  The solutions provide quite full answers to the posed problem.  The answers are critically scrutinized, but not always in a consistent manner and it is examined how achieved results will change or improve previous knowledge of the topic.  Solutions are fully supported by the evidence presented in the data analysis and critically and convincingly interpreted in relation to the relevant project literature and the SP purpose and project indicators though there may be a lack of clarity in the implementation description.  The relevance of the SP conclusions to the area is addressed. | There is only limited implementation of the solutions and it is repetitive. Linkage of own solutions to existing knowledge is partly weak. The solutions and justification of the project capacity have been drawn slightly over- or underestimating manner. The significance of the implementation schedule is missing. | The solutions and the implementations are presented in a very limited way or not presented at all. |
| **Financial screen** | The calculation of investment costs, distribution of funding needs, and financial analysis are fully appropriate to the SP indicators.  Calculations are fully supported by the evidence presented in the section and critically and convincingly interpreted in relation to the relevant literature and the SP purpose and indicators. | Calculations are fully supported by the evidence presented in the section and critically and convincingly interpreted in relation to the relevant literature and the SP purpose and indicators.  The relevance of the SP conclusions to the area is addressed. | Calculated justification is not consistently presented and without logical or clear way.  Not all the solutions are clearly supported by the evidence presented in the calculation and schedule.  The relevance of the SP conclusions to the area is addressed. | The financial analysis is not appropriate to the SP indicators. The significance of the SP is not presented.  The calculated justification and schedule are not appropriate to the SP indicators. The significance of the SP is not presented.  There is no effort to present solutions in relation to literature or conclusions to the area. |
| **Conclusion Section** | The section provides exceptional conclusions that relate strongly to the topic of the SP with excellent justification in the evidence. Conclusions add new insight to the topic of the SP and identify clear and recommendations / opportunities for further development. | The section provides clear conclusions that relate strongly to the topic of the SP with justification in the evidence. Conclusions add new insight to the topic of the SP and identify practical recommendations / opportunities for further development. However, practical recommendations and opportunities could have been discussed in a more detailed and clearer manner. | The section provides general conclusions that possibly relate to the topic of the SP with some justification in the evidence, but there is some lack of clarity in the discussion.  Conclusions may not provide new insight to the topic of the SP and may not identify clear recommendations / opportunities for further development. The section concludes the SP, overall, but it could be more readable, engaging, succinct and relevant. | The section does not provide clear conclusion with justification. Major solutions are not connected to the topic.  Practical recommendations for further development are missing. |
| **Organization** | Information is presented in a readable, stylistically excellent manner; the structure is clear and consistent. Each section is effectively introduced and concluded. | Information is presented in a readable, stylistically excellent manner, creating a coherent text overall that presents no significant challenge for the reader. Each section is effectively introduced and concluded. | Information is presented in a readable way, but some parts/sections are not coherently linked presenting significant challenge to the reader. Each section is quite clearly introduced and concluded but there may be lapses or repetitions. | Sections are not coherently linked and information within sections is not presented in a readable and coherent manner. |
| **Referencing** | All in-text citations, quotations, paraphrases and the references page are accurately presented according to the seventh edition of the *Publication Manual of the American Psychological Association*. | Overall, in-text citations, quotations, paraphrases and the references page are accurately cited according to APA, with few lapses. | There are frequent lapses in APA accuracy with in-text citations, quotations, paraphrases and/or the References page. | In-text citations, quotations, paraphrases and/or the References page are not cited accurately according to APA. |
| **Presentation** | Candidates demonstrate an outstanding logical flow, excellent use of language, appealing and effective use of graphics, charts and tables, appropriate and consistent referencing, very skillfully developed structure, outstanding logical flow, most effective use of conventions appropriate. No spelling or grammatical errors. | Candidates demonstrate logical flow and cohesion, discerning use of graphics, charts and tables, appropriate and consistent referencing, well developed and appropriate structure.  There are noticeable errors of grammar, structure and/or expression in the SP, but these present no significant problems of readability and clarity. | Candidates demonstrate adequate use of graphics and charts, there are some omissions or inconsistencies in reference list, most sections have a logical flow and structure. However,  there are many noticeable errors of grammar, structure and/or expression in the SP, significant enough to distract the reader from the work. | Candidate does not seem to be ready to make a clear presentation.  Many errors of grammar, spelling, punctuation make it very challenging to understand the SP text and presentation. |
| **The SP Formatting** | The whole SP is formatted in compliance with KAZGUU SLA Bachelor’s Senior Project Guidelines. | The SP overall is formatted in compliance with KAZGUU SLA Bachelor’s Senior Project Guidelines with some lapses. | The SP overall is formatted in compliance with KAZGUU Bachelor’s Senior Project Guidelines, however, there are significant errors. | The SP is not clearly formatted in compliance with KAZGUU SLA Bachelor’s Senior Project Guidelines. There are many significant errors. |

APPENDIX 3 COVER PAGE, CONTENT AND DECLARATION



**Title of The Senior Project**

[Authors’ names]

Submitted in partial fulfillment of the requirements for the degree of

Bachelor of [Arts] or Bachelor of [Service Management]

In

[official name of program]

M. S. Narikbayev KAZGUU University

School of Liberal Arts

[Month, Year]

Word Count: [number of words, excluding references and appendices]

© Copyright by [Authors’ names]

DECLARATION

We, the undersigned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grant to M. Narikbayev KAZGUU University the right to store and distribute my submission in print and electronic format.

We confirm that We are the sole authors of this senior project, and that it does not infringe any copyright. This senior project is the result of our own original work, except where due acknowledgement has been made.

M. Narikbayev KAZGUU University will clearly identify our name as the author of the submission, and will make any alteration, other than as allowed by this agreement, to your submission.

We hereby accept the terms of the above Declaration.

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Authors’ Surname, name signature:

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Authors’ Surname, name signature:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:

APPENDIX 4 PROJECT-BASED APPROACH TEMPLATES

# Table 1. *Brief description of the budget investment project*

|  |  |
| --- | --- |
| *Name of the component* | *Description* |
| The SP project name |  |
| Source of financing |  |
| The SP customer’s name |  |
| The SP location |  |
| The SP objectives |  |
| KPIs |  |
| The SP components |  |
| Project scale and project capacity |  |
| Target groups, including main beneficiaries |  |
| Legal acts, including documents of the state planning system, in accordance with which the project is supposed to be implemented |  |
| Total SP cost | |

# Table 2. *Functional responsibilities of the SCRUM team*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Surname, name and position | e-mail, cellphone number | Functions of the project participant | Responsibilities of the project participant |
| 1 | 2 | 3 | 4 | 5 |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |

# Table 3.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Period and cost of the event*** | | | | | | |
| № | Name of activities and components | *Period* | *Period* | *Period* | Total |
| *cost* | *cost* | *cost* |
| 1. |  |  |  |  |  |
| 1) |  |  |  |  |  |
| 2) |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 1) |  |  |  |  |  |
| 2) |  |  |  |  |  |
| Total | |  |  |  |  |

### 

# Table 4.

***Detailed stages of the SP realization***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Individual components and stages of implementation | *KPI* | | |
| *Measure* | *Period of project* | *Cost (thousands of tenge)* |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

# Table 5.

### *Project implementation schedule (including stages) with a breakdown of financing by the project component*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of components | Component cost, by year of sale, tenge | | | | Work schedule, including month / quarter | | | | | | | |
| year | | | | year | | | |
| year | year | n | total | 1 qr. | 2 qr. | 3 qr. | 4 qr. | 1 qr. | 2 qr. | 3 qr. | 4 qr. |
| Component 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| Component 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| Component 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| Component 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| Component n |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |