

**КЕНЖЕҒАЛИ САҒАДИЕВ
АТЫНДАҒЫ ХАЛЫҚАРАЛЫҚ
БИЗНЕС УНИВЕРСИТЕТІ**



**KENZHEGALI SAGADIYEV
UNIVERSITY OF
INTERNATIONAL BUSINESS,
UIB**

APPROVED

**by the Academic Council of UIB
named after Kenzhegali Sagadiyev
Minutes No. 6 dated 26.01.2024
Chair – Makhmetova A.M.**

REGULATION

**ON THE IMPLEMENTATION OF STUDENT RESEARCH WORK (SRWS) –
RESEARCH-ORIENTED STUDY (ROS)**

**“KENZHEGALI SAGADIEV UNIVERSITY OF INTERNATIONAL
BUSINESS” LLP**

EDITION 4

Effective from the date of signing

Almaty, 2024

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Document Passport

Document Type	Normative and Reference Documentation – Regulation
Document Title	О проведении работ Research Oriented Study (ROS)
Purpose of the Document	Defines the general procedure for conducting Research-Oriented Study (ROS) at the University of International Business named after Kenzhegali Sagadiyev.
Development	Department of Research Activities (DRA)
Endorsement	Vice-Rector for Science and Innovation Director of the Department of Research Activities (DRA) Director of the Department of Academic Affairs (DAA) Head of the Quality Assurance Center (QAC) Director of the Graduate School of Business (GSB) Dean of the Faculty of Basic Higher Education (FBHE) Head of the Department of Social and Humanities (SHD) Head of the Department of Management and Business (MB Department) Head of the Department of Finance and Accounting (FA Department) Head of the Department of Business Informatics (BI Department) Head of the Department of Tourism and Hospitality (TH Department) Director of the Language Center (LC) University Legal Advisor
Approval	Chair of the Academic Council
Document Executors	Deans Heads of Departments Teaching Staff
Document Appendices	Appendix 1. Requirements for the literature review Appendix 2. Requirements for the Research Proposal (research concept) Appendix 3. List of research methods for conducting academic studies for ROS Appendix 4. Requirements for the ROS research report Appendix 5. Requirements for the PowerPoint presentation of the final ROS report Appendix 6
Normative References	- Law of the Republic of Kazakhstan “On Education” dated 27 July 2007 No. 319 (as amended and supplemented)
Original Document Holder	Quality Assurance Centre (QAC)

Approval Sheet

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1. Purpose and Scope of Application

1.1. This Regulation sets out the procedure for organising Research Oriented Study (hereinafter – ROS), a research-focused learning format at Kenzhegali Sagadiyev University of International Business (hereinafter – UIB or the University). ROS activities are carried out by undergraduate and postgraduate students either in project groups or individually under the academic supervision of a lecturer.

2. Normative References

This Regulation refers to the following regulatory documents:

2.1 Law of the Republic of Kazakhstan dated 27 July 2007 No. 319-III “On Education” (*as amended and supplemented*).

2.2 This Regulation

3. Abbreviations and Explanations

Abbreviations	Definition
ROS	Research Oriented Study
UIB	Kenzhegali Sagadiyev University of International Business
RMD	Research Management Department
MOODLE	UIB Learning Platform
IWS	Independent Work of Students
TMC	Teaching and Methodological Council

4. General Provisions

4.1. ROS work involves student activities carried out in accordance with the lecturer’s requirements and recommendations within the scope of the relevant academic discipline.

4.2. The main aims and objectives of ROS are as follows:

- engaging students in independent research activities;
- fostering independent scientific thinking among students;
- identifying the most talented research-oriented students;
- contributing to the development of the intellectual potential of UIB named after Kenzhegali Sagadiyev.

5. Volume of Independent Work

5.1. ROS activities are undertaken by students at two levels:

5.1.1 Bachelor’s degree: Year 2 (semesters 3–4), Year 3 (semesters 5–6), Year 4 (semester 7).

5.1.2 Master’s degree: Year 1 (semester 2), Year 2 (semester 3).

5.2. ROS activities are carried out within the academic hours allocated for independent work of students/postgraduate students (hereinafter – IWS/IWM).

5.3. The number and scope of ROS tasks completed within a single academic discipline is one research project per semester.

5.4 Minimum originality/uniqueness requirements:

- for bachelor’s students – 70%;
- for master’s students – 80%.

5.5 Students are allowed two (2) attempts to pass the originality check.

5.6 The lecturer may include questions related to completed research activities and research methods in the list of examination questions.

6. Procedure for Conducting ROS Activities

6.1 Training in research methods for carrying out ROS work is conducted at two levels by introducing the course “Research Methods” into the academic curricula (the syllabus is developed by the UIB Research Management Department. *Appendix 1*).

6.1.1 Bachelor’s degree: Year 1 (semester 2) for all academic programmes.

6.1.2 Master’s degree: Year 1 (semester 1) for all academic programmes.

6.2 All lecturers provide instruction in research methods within their respective disciplines during the second-week lecture. The topic “Research Methods in the Discipline” is a mandatory component of the course syllabus.

6.3 The lecturer develops and offers several ROS topic directions within the discipline.

6.4 The lecturer uploads the ROS assignment to the MOODLE learning platform under the assessment category “IWS/IWM Written ROS Work”.

6.3. ROS work is carried out individually or in project groups of 2–4 students at the lecturer’s discretion.

6.4. The lecturer introduces students to the topic directions and outlines the key aspects of each. Students specify their chosen topic direction by identifying the research object/method/problem.

6.5. Based on the specified research topic, students select academic sources to prepare a literature review. Requirements for the literature review are provided in *Appendix 2*.

6.6. After preparing the literature review, which allows assessment of the degree of topic exploration, students prepare a Research Proposal. Requirements for the Research Proposal are provided in *Appendix 3*.

6.7. Conducting the research: data collection and analysis; interpretation and discussion of findings.

6.7.1 For their research, students collect two types of data:
– secondary data (previously collected and already existing: company documentation; publications of national and international official organisations; publications of government bodies, ministries, municipal committees and organisations; statistical data collections; industry reports; books; journal and newspaper articles; publications of educational, research and project institutions, and socio-scientific organisations, etc.);

– primary data (data obtained through field research specifically conducted to address the research problem).

6.7.2. Analysis of data collected during the research: processing, systematisation, and modelling.

6.7.3 Interpretation and discussion of the results: relevance of the findings, their relation to other studies in the field, and their applicability to business and international practice.

6.8 Writing the final ROS report and presenting the results. Preparation of the final report (*Appendix 5*) in Word format and the presentation (*Appendix 6*).

6.9 ROS work is assessed by the lecturer in accordance with criteria and requirements developed by them.

6.10 The best ROS papers, as determined by the lecturer, will be recommended for publication in the Annual Student Research Conference organised by the University.

7. Procedure for Monitoring the Conduct of ROS Activities

7.1 Oversight of the implementation of ROS activities is carried out by the TMC and the RMD.

7.2 For the purpose of evaluating the quality of assigned tasks and completed work, lecturers present the best papers at the department meeting, after which they are submitted for assessment to the TMC, the FBVO Dean’s Office, and the RMD.

7.3 The ROS performance report is submitted by the FBVO Deputy Dean at the Scientific Committee meeting at the end of each semester.

8. Procedure for Enforcing this Regulation

8.1 The draft Regulation is discussed at a meeting of the Academic Council and approved by its Chair.

8.2 This Regulation is communicated to the University’s structural units in accordance with the procedures established by the University.

8.3 Amendments are made on the basis of a decision of the University’s Academic Council. Any amendments that have been introduced are communicated to the relevant units in accordance with established procedures.

8.4 This Regulation may be revoked only by a decision of the UIB Academic Council.

Appendix 1

Syllabus

Course Title	<u>Introduction to Research Methods</u>	
Responsible Lecturer		
Contact Details		
Department		
Language of Instruction	Russian	
Level	Bachelor	
Post-requisites		
Post-requisites		
Offering Frequency	One semester	
Duration	15 weeks	
Semester Hours	Lecture – 15	IWST(IWMT) – 18
	Practical (seminar) classes – 15	IWS (IWM) – 27
ECTS Credits	3	
Credit	3	
Course Description	The course provides students with knowledge of the key theoretical foundations and practical methods and techniques of conducting scientific research, based on contemporary achievements in both national and international scholarship. It enables students to develop skills in academic inquiry, analysis, experimentation, data processing, and the formulation of well-grounded and effective solutions through the use of information technologies.	
Learning Objective	The main aim of the course is to study and apply basic scientific research methods. It supports the development of theoretical knowledge concerning the nature of modern scientific approaches and fosters methodological skills and competencies essential for conducting academic research.	
Learning Outcomes	<p>Upon completion of the course, the student should be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"> • modern scientific inquiry methods; • logical and methodological analysis of scientific research and its outcomes; • the process of designing and planning scientific experiments, as well as the argumentation and discussion of research findings. <p>2. Upon completion of the course, the student should be able to:</p> <ul style="list-style-type: none"> • justify the choice of methods for a specific research project; • formulate research aims and objectives; • apply acquired research methods in ROS tasks, post-requisite courses, and in the final qualification project. <p>3. Upon completion of the course, the student should possess the</p>	

	<p>following personal and key skills:</p> <ul style="list-style-type: none"> critical analysis of academic literature and a systematic approach to addressing scientific problems; effective teamwork in group research projects; effective written and oral presentation of research results. 																																												
Teaching Methods	Lectures, business games, instructional technologies, discussions, exercises.																																												
Course Requirements	<p>1. You must prepare for each in-class session in advance, according to the schedule provided below. All assigned work must be completed before the class session in which the topic is discussed.</p> <p>2. Assignments will be distributed throughout the semester as indicated in the course schedule.</p> <p>3. Assignments must be completed within the specified deadlines. Late submissions will be accepted with a reduced coefficient (0.8 — if submitted within one week; 0.5 — if submitted within two weeks).</p>																																												
Assessment Policy	<p>Practical classes – 15%</p> <p>Guided Independent Work (home assignments) – 15%</p> <p>Independent Work (ROS and/or project work) – 30%</p> <p>Midterm assessment – 30%</p> <p>Tests (interim quizzes at the end of a topic or section) – 10%</p>																																												
Assessment	<p>Student performance is assessed using a point-rating letter system with a corresponding conversion into the traditional grading scale.</p> <table border="1"> <thead> <tr> <th>Letter Grade Assessment</th> <th>Numeric Equivalent</th> <th>Points (percentage range)</th> <th>Traditional Grade</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,0</td> <td>95% - 100%</td> <td rowspan="2">Excellent</td> </tr> <tr> <td>A-</td> <td>3,67</td> <td>90% - 94%</td> </tr> <tr> <td>B+</td> <td>3,33</td> <td>85% - 89%</td> <td rowspan="3">Good</td> </tr> <tr> <td>B</td> <td>3,0</td> <td>80% - 84%</td> </tr> <tr> <td>B-</td> <td>2,67</td> <td>75% - 79%</td> </tr> <tr> <td>C+</td> <td>2,33</td> <td>70% - 74%</td> <td rowspan="4">Satisfactory</td> </tr> <tr> <td>C</td> <td>2,0</td> <td>65% - 69%</td> </tr> <tr> <td>C-</td> <td>1,67</td> <td>60% - 64%</td> </tr> <tr> <td>D+</td> <td>1,33</td> <td>55% - 59%</td> </tr> <tr> <td>D-</td> <td>1,0</td> <td>50% - 54%</td> <td rowspan="3">Unsatisfactory</td> </tr> <tr> <td>FX</td> <td>0,5</td> <td>25% - 49%</td> </tr> <tr> <td>F</td> <td>0</td> <td>0% - 24%</td> </tr> </tbody> </table>	Letter Grade Assessment	Numeric Equivalent	Points (percentage range)	Traditional Grade	A	4,0	95% - 100%	Excellent	A-	3,67	90% - 94%	B+	3,33	85% - 89%	Good	B	3,0	80% - 84%	B-	2,67	75% - 79%	C+	2,33	70% - 74%	Satisfactory	C	2,0	65% - 69%	C-	1,67	60% - 64%	D+	1,33	55% - 59%	D-	1,0	50% - 54%	Unsatisfactory	FX	0,5	25% - 49%	F	0	0% - 24%
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F	0	0% - 24%																																											
Core Literature	<ol style="list-style-type: none"> Moldashev K.B. <i>Ot idei k publikatsii: metodologiya issledovaniia v sotsial'nykh naukakh</i>: monografiya – Almaty: SDU, 2017. – 167 s. Kumar R. <i>Research methodology: A step-by-step guide for beginners (5th. ed.)</i>: Thousand Oaks, CA, Sage, 2019. – p.366 Ponomarev A.B. <i>Metodologiya nauchnykh issledovaniia: ucheb. posobie</i> – Perm’: Izd-vo Perm. nats. issled. politekhn. un-ta, 2014. – 186 s. Afnas’ev V.V. <i>Metodologiya i metody nauchnogo issledovaniia: uchebnoe posobie dlya vuzov</i> — Moskva: Izdatel’stvo Yurait, 2020. — 154 s. Ovcharov A.O. <i>Metodologiya nauchnogo issledovaniia</i>: 																																												

	<p>uchebnik — Moskva: INFRA-M, 2020. — 304 s.</p> <p>6. Kosmin V.V. <i>Osnovy nauchnykh issledovaniy (Obshchii kurs):</i> uchebnoe posobie — Moskva: RIOR: INFRA-M, 2020. — 238 s.</p> <p>7. Myers M.D. <i>Qualitative Research in Business & Management:</i> Publications, London, Sage – 2020. – p.368</p>
Additional Literature	<p>1. Mineev V.V. <i>Metodologiya i metody nauchnogo issledovaniya:</i> uchebnoe posobie dlya studentov magistratury – Krasnoyarsk: Krasnoyar. gos. ped. un-t im. V.P. Astaf’eva, 2014. – 90 s.</p> <p>2. Denzin N.K., Lincoln Y.S. <i>The Sage handbook of qualitative research.</i> Thousand Oaks: Sage – 2011. – p.120</p> <p>3. Johnson B., Christensen L. <i>Educational research: Quantitative, qualitative, and mixed approaches.</i> Los Angeles: CA – 2012. – p.230</p>
Literature Available in the UIB Library	<p>1. Novikov A.M. <i>Metodologiya nauchnogo issledovaniya.</i> – M.: Librokom, 2010. – 282 s. – http://lib.uib.kz</p> <p>2. Shklyar M.F. <i>Osnovy nauchnykh issledovaniy: uchebnoe posobie.</i> – M.: Dashkov i K, 2008. – 244 s. – http://lib.uib.kz</p> <p>3. Besshaposhnikova V.I. <i>Metodologicheskie osnovy innovatsii i nauchnogo tvorchestva: uchebnoe posobie.</i> – M.: INFRA-M, 2017. – 180 s. – http://lib.uib.kz</p> <p>4. Sadovnichii V.A. <i>O nauchnykh issledovaniyakh i nauchnykh shkolakh. Evraziiskoe prostranstvo.</i> – M.: Izdatel’stvo Moskovskogo Universiteta, 2010. – 256 s. – http://lib.uib.kz</p> <p>5. Mukhambetov T.I., Kenebaeva A.S. <i>Metody issledovaniya: uchebnik</i> – Almaty, 2019. – 138 s. – http://lib.uib.kz</p>

Methodological Guidelines (Recommendations) for Completing Practical Assignments

1. When studying the theoretical material of the course “Introduction to Research Methods”, students are required to:
 - a. study the material covered in lectures;
 - b. use textbooks and additional literature, as well as textbook sections corresponding to the themes and content of each lecture;
 - c. prepare questions for the lecturer.
2. When completing guided independent work (IWTS) under the lecturer’s supervision, students must:
 - a. as all in-class assignments are uploaded to MOODLE in advance, students must familiarise themselves with the content and deadlines in a timely manner and, if necessary, clarify specific requirements with the lecturer;
 - b. participate actively during classroom sessions;
 - c. upload written responses of appropriate quality to MOODLE on time, no later than the submission deadlines;
 - d. follow the assignment instructions and procedure when completing IWTS tasks to ensure effective preparation for guided sessions, midterm assessments, and the final examination.
3. Independent Work (IW) may be completed individually or in small groups (3–4 students) and includes:
 - a. collection and preliminary processing of data required for IWTS tasks or quests, as well as analysis of specific information blocks for summary presentations;

- b. consolidating the collected data into one unified group response, if the assignment will be further discussed in a seminar;
- c. following the assignment instructions and execution algorithm strictly within the specified deadlines.
- 4. The course programme includes a core long-term project:
 - a. the structure and content of the project work are determined by the lecturer;
 - b. the final presentation is completed in a small group, formed before the start of the project;
 - c. all group members participate in presenting the results of the completed project;
 - d. after the presentation, the lecturer may ask questions about both the project content and the course material — the group member to whom the question is addressed must respond.
- 5. Failure to meet the deadlines for completing and submitting assignments will result in the student not being admitted to the examination.

The Syllabus is prepared on the basis of the approved catalogue of elective courses. The Syllabus was prepared by Maldynova Aizhana Vladimirovna

Signature_____

The programme was discussed at a meeting of the Teaching and Methodological Council of UIB named after Kenzhegali Sagadiyev, Minutes No. ___ dated “_” 20__

Chair of the TMC_____

Full Name_____

Requirements for the Literature Review

1. Topic. Research Questions.

The literature review of the research topic is the part of the study in which the author introduces readers to the context and/or theoretical foundation of the research. It is important that the literature included in the review is relevant to the research topic and that the choice of this literature is properly justified.

2. Scope of the Review.

The literature review must include at least 10 academic sources: 5 sources recommended by the lecturer, plus 5 or more sources independently identified by the authors.

Academic literature may include monographs, articles, conference materials, dissertations and their abstracts. The sources must be no more than 15 years old.

3. Databases for Searching Academic Literature.

The author must be able to use global academic library databases such as EBSCO, Springer, JSTOR, and Sage, which are available through university subscriptions and the libraries of Almaty. They should also be able to work with freely accessible databases such as SSRN, RePEc, MPRA, ResearchGate, and Google Scholar.

The core sources for the research include monographs, dissertation abstracts, and articles from academic publications that address the theoretical aspects of the problem under study. Materials taken from the Internet or popular publications serve only as supplementary sources.

4. Searching.

Recommendations for selecting academic sources::

1. Ensure that your research topic is not too broad or too narrow.
2. Make note of terms related to your topic. This will help you search for relevant literature.
3. Read article abstracts first to save time. By reading only the abstract, you can already determine whether the full article is relevant to your research topic.
4. Keep notes so that you can track your thinking process throughout the research.
5. Use the reference lists and citations from the articles you read to locate additional studies.

5. Elements of the Literature Review:

A literature review should not simply summarise the content of the articles and reports you have read. It is an analytical, not descriptive, document. Its main purpose is to identify the issues addressed in previous research, highlight discrepancies between different studies (if any), compare the findings with the theoretical frameworks presented in the first part of the review, and identify aspects of the problem that remain insufficiently explored.

A literature review of academic sources on the research topic should include the following elements:

1. What research question is addressed in the article? What exactly were the authors trying to identify or explain?
2. What research methods were used? What samples and variables were included? What are the main findings? Is the research complete? What further questions does the study raise?
3. Are there any contradictions within the study?

6. Structure of the Literature Review

A student’s literature review must include the following structural elements:

1. Abstract - a brief summary of the essence of the research topic and its relevance (minimum 150 words).
2. Introduction – a description of the research problem and justification of the research question (minimum 500 words).
3. The main literature review, outlining the key research questions (including a list of these questions and a discussion of the studies that examine them).

4. Conclusion. The literature review must end with a concise conclusion that summarises the findings derived from the literature analysis and shows how they relate to the formulation of the research problem and hypotheses, as well as to the choice of the research object. The conclusions must clearly demonstrate their relevance to your research hypotheses.

5. Reference List (minimum of 10 sources).

7. Formatting Requirements

– The text must be printed on one side of an A4 white sheet, in 14-point Times New Roman, with margins of 3 cm on the left, 1 cm on the right, and 2 cm at the top and bottom. Text must be justified, with single line spacing, 0 pt spacing, a 1.25 cm paragraph indent, and dash-style bullet points.

– The figure number and title must be placed below the figure, centred. Schemes, photographs, scanned images, etc. are also considered figures.

– The table number and title must be placed above the table, centred.

– Tables, schemes, figures, formulas, and graphs must not extend beyond the specified margins. The font size in tables and figures must be 12 pt.

– Quotation marks must be used in the form « ».

– When writing dates: centuries are indicated using Roman numerals; years using Arabic numerals.

8. Citation Style

Authors may use two citation styles: APA or SSRF. Authors may use two citation styles: APA or SSRF.

Example of a Reference List in APA 7 Style

Book, Single Author	Ball, P. (2001) <i>Bright earth: Art and the invention of color</i> . New York: Farrar, Straus and Giroux.
Book, Multiple Authors	Bird, K., & Martin, J. S. (2005). <i>American prometheus: The triumph and tragedy of J. Robert Oppenheimer</i> . New York: Alfred A. Knopf.
Book, Editor	Silverstein, T. (Ed). (1974). <i>Sir Gawain and the green knight</i> . Chicago: University of Chicago Press.
Chapter in a Book	Demos, J. (2001). Real lives and other fictions: Reconsidering Wallace Stegner's <i>Angle of Repose</i> . In Carnes, M. (Ed.), <i>Novel history: Historians and novelists confront America's past (and each other)</i> , (pp. 132-145). New York: Simon and Schuster.
Journal Article	Burns, S. (2005). Ordering the artist's body: Thomas Eakins' acts of self-portrayal. <i>American Art</i> , 19(1), 90–102.
Journal Article with DOI	Murdock, L., & Hobbs, J. (2011, July). Picture me playing: Increasing pretend play dialogue of children with autism spectrum disorders. <i>Journal of Autism and Developmental Disorders</i> , 41(7), 870-878. doi: 10.1007/s10803-010-1108-6
Journal Article without a DOI	Tilak, J.G. (2002). Education and poverty. <i>Journal of Human Development</i> , 3(2), 191-207. Retrieved from http://www.tandfonline.com/loi/cjhd20
Thesis or Dissertation	Erickson, C. (2008). <i>Critical multiculturalism and preservice teacher education</i> (Doctoral dissertation, University of West Florida). Retrieved from http://purl.fcla.edu/fcla/etd/WFE000011
Website (nonperiodical web document)	Florida Department of Education. (2010). <i>Next generation sunshine state standards: Grade two, social studies</i> . Retrieved from http://www.floridastandards.org/Standards/FLStandardSearch.aspx

Example of a Reference List Formatted According to

- 1 Agafonova, N. N. Grazhdanskoe pravo: uchebnoe posobie dlya vuzov / pod red. A. G. Kalpina. – Izd. 2-e, perer. i dop. – M.: Yurist, 2003. – 542 s.
- 2 Porter, M. E. Mezhdunarodnaya konkurenciya / per. s angl.; pod red. V. D. Shchepina. – M.: Mezhdunarodnye otnosheniya, 1993. – 140 s.
- 3 Pavlov, B. P., Batuev, S. P. Podgotovka vodomazutnykh emulsii dlya szhiganiya v topochnykh ustroystvakh // V kn.: Povyshenie effektivnosti ispol’zovaniya gazoobraznogo i zhidkogo topliva v pechakh i otopitel’nykh kotlakh. – L.: Nedra, 1983. – 216 s.
- 4 Pat. 5773 RK. Sposob izvlecheniya zolota iz sinteticheskikh ionitov / G. A. Nechistyykh. – Opubl. 30.03.1998, Byul. № 6. – 4 s.
- 5 Vachaspati T., Videnkin A. Evolution of cosmic nets //Phys.Rev.-2003.- Vol.46, №2. - P.1133–1140.
- 6 Decree of the President of the Republic of Kazakhstan. On Certain Issues of the Development of the Agro-Industrial Complex: approved on 11 December 2006, No. 220.
- 7 Strategic Development Plan of the Republic of Kazakhstan until 2010: approved by the Decree of the President of the Republic of Kazakhstan dated 4 December 2001, No. 735 // www.minplan.kz, 28.12.2001.
- 8 Baitova, A. Innovatsionno-tekhnologicheskoe razvitie – klyuchevoi faktor povysheniya konkurentosposobnosti // Kazakhstanskaya pravda. – 2009. – № 269.
- 9 Kuz'min, N. Universal'nyi soldat. “Ekspert Online”. Available at: <http://www.nomad.su> (accessed 13.10.2009).
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Sample Title Page

KENZHEGALI SAGADIYEV UNIVERSITY OF INTERNATIONAL BUSINESS



Theoretical Part: Literature Review and Research Proposal

**on the topic: Cyberbullying: How Physical Intimidation Influences the Way
People are Bullied**

Student’s Full Name _____

Group _____

Course _____

Instructor _____

Almaty, 2021

Appendix 3

Requirements for Formatting the Research Proposal (Research Concept)

A **Research Proposal** is a document that outlines a research project on a specific topic. The Research Proposal describes the entire research process from beginning to end. It presents the main issues or questions that the study aims to address.

Proposal Formatting Requirements:

- The text must be printed on one side of an A4 white sheet in 14-point Times New Roman, with margins of 3 cm on the left, 1 cm on the right, and 2 cm at the top and bottom. Text should be justified, with single line spacing, 0 pt spacing, a 1.25 cm paragraph indent, and dash-style bullet points.
- The figure number and title must be placed below the figure, centred. Diagrams, photographs, scanned images, etc. are also considered figures.
- The table number and title must be placed above the table, centred.
- Tables, diagrams, figures, formulas and graphs must not extend beyond the specified margins. The font size in tables and figures must be 12 pt.
- Quotation marks must be used in the form « ».
- When indicating dates: centuries must be written in Roman numerals, years in Arabic numerals.

2. Required Elements of the Project Proposal:

1) Title Page (Appendix 1)

Project Title
Full Names of Research Group Members
Instructor’s Name
Course Title

2) **Project Description** (500–1000 words). The Research Proposal must clearly and concisely present the unique ideas of the project and demonstrate that it is not only promising, but also provides tangible value to society or to science.

The project authors must describe the essence of the project using the following structure:

Introduction – this section should justify the proposed project, describe the problem and its relevance. It should explain the origin of the problem being addressed and clarify why solving this research problem is timely and necessary.

Aims, Objectives, Hypotheses or Research Questions. This section must outline the academic and possibly social, political, economic or other goals that the research aims to achieve. The authors should state their hypothesis or theoretical assumption.

Methodology must explain which qualitative and quantitative research methods will be used to address the research problem. A simple listing of methods is not acceptable — it must be explained how each method will help achieve the research aims. This section should describe how data will be collected and analysed.

Resources. What materials, software, equipment or other resources will be used to implement the project?

Project Benefits – briefly outline:

- 1) The project’s impact or benefit for the development of the discipline, the academic programme, and its contribution to science;
- 2) The project’s benefit or impact on society or business.

Literature Review – this section lists the literature used to describe the project and other key academic studies related to the topic. The full literature review has already been completed separately; here it serves two purposes: to summarise the most important studies and to clarify the research problem.

Work Plan and Timeline – a table showing the sequence of research stages and the time required for each stage. The first draft of the report must be submitted by Week 13. Most of the data analysis should be completed by this date.

List of Research Methods for Conducting ROS Studies

№	Methods	Description	Levels
Qualitative Data Collection Methods			
1.	Bibliographic Research	Bibliographic research may be defined as any study that requires the collection of information from published materials.	A descriptive-level method
2.	Action research	This type of research is primarily used in applied studies when recommendations for modifying a process are required to improve efficiency. It is aimed at solving an identified problem based on the recommendations developed for the process.	A descriptive-level method
3.	Case study research	A method of active problem-based situational analysis, based on learning through solving specific tasks or cases, which examines a phenomenon within its real-world context.	A descriptive-level method
4.	Documentary research	The use of external sources and documents to support a viewpoint or substantiate a hypothesis. Document analysis in documentary research may involve both quantitative and qualitative approaches.	A descriptive-level method
5.	Focus groups	The focus group method is a form of group discussion used to explore participants’ attitudes toward a particular activity, service sector, or specific product. The value of the information obtained lies in the fact that participants discuss the issue drawing on their own life experience.	A descriptive-level method
7.	Narrative research	A research method aimed at interpreting narrative and paying particular attention to the temporal sequence established by individuals as storytellers of their lives and surrounding events. Narrative analysis allows the researcher to navigate the listed characteristics of the material under study.	A descriptive-level method
8.	Observational Research	A type of research in which the researcher collects data by simply observing events in their natural course without actively intervening in them. It involves direct observation of phenomena in their natural environment.	A descriptive-level method
9	Qualitative Interviewing	A type of personal interview whose main purpose is to identify emotions, attitudes, and beliefs within a specific topic. This type of research involves obtaining detailed,	Research-level Method

		comprehensive responses to the research questions.	
10.	Ethnography	A qualitative research method in which the researcher observes the subject from within by immersing themselves in the natural environment where the target audience lives, works, or makes purchases.	A descriptive-level method
11.	Biographical research	This method represents ways of measuring and evaluating life histories—accounts or reported experiences told from the perspective of those who have lived them. It involves collecting information from letters, interviews, diaries, observation records, and applying methods for analysing such data. The essence of the biographical method lies in addressing the question of which mechanisms and events shape the emergence of a particular individual, and how that person subsequently forms their own life trajectory.	A descriptive-level method
12.	Delphi method	A research method that makes it possible to account for the independent opinions of all members of an expert group on a given issue by sequentially consolidating their ideas, conclusions, and proposals in order to reach consensus. The method is based on repeated anonymous group interviews.	A descriptive-level method
13.	Synectics	A creative problem-solving technique based on the socio-psychological motivation of collective intellectual activity. An advanced version of brainstorming.	A descriptive-level method
14.	Content analysis	Content analysis is a research method used to produce replicable and reliable conclusions by interpreting and coding textual material. Through the systematic evaluation of texts (such as documents, verbal communications, and graphics), qualitative data can be transformed into quantitative data.	A descriptive-level method
15.	Conversation analysis	Discourse analysis is a set of analytical methods used to interpret various types of texts or statements as products of human speech activity carried out within specific socio-political circumstances and cultural-historical contexts.	A descriptive-level method
16.	Thematic analysis	The method involves interpreting, analysing, and evaluating meaning patterns (or “themes”) within qualitative data.	A descriptive-level method
17.	Comparative analysis	A method involving the item-by-item comparison of two or more comparable alternatives, processes, products, qualifications, datasets, systems, and similar categories. In accounting, for example, changes in financial statement items across several reporting periods may be presented together to identify emerging trends in a company’s operations and performance.	A descriptive-level method
Quantitative Data Collection Methods			

18	Data mining	A research method that involves extracting useful information from large datasets using any appropriate data analysis techniques in order to support more informed decision-making.	Research-level Method
19	Experimental design	Observation is a purposeful recording of data about the object under study in its natural environment.	Method for Identifying Cause-and-Effect Relationships
20	Psychometrics	A research method associated with the theory and techniques of psychological measurement, which includes the assessment of knowledge, abilities, attitudes, and personality traits. This field primarily focuses on studying individual differences.	Research-level Method
21	Structured observation	An observation method in which structured observation forms are used, containing a clearly defined set of elements to be recorded in a process or situation, while all other behavioural elements are disregarded.	Research-level Method
22	Survey research	A survey is one of the most common methods of data collection. Its essence lies in direct interaction between the researcher and the respondent, most often in the form of a series of questions on a specific topic. The questions in a questionnaire may be presented to the respondent in written form and without the involvement of an interviewer.	A descriptive-level method

Requirements for the Research Work Report (ROS)

The results of the research conducted within the framework of ROS must be presented in a final report prepared by the research group for each project.

The purpose of the final report is to summarise the entire project, describing and discussing the results obtained, assessing the achievements, and providing recommendations for the practical application of the findings.

The final report must include the following structural components.

Chapters	Content of Each Chapter
Title Page	Introductory information including the project title, participants, instructor, and course.
Contents	A list of main sections and headings with page numbers.
Abstract	A concise summary of the project and the report itself. The abstract must not exceed 200 words. Its main purpose is to convey the essence of the report to the reader.
Introduction	Research relevance and problem statement. A clear explanation of the research problem, its relevance, and the need to study this specific issue. This section should describe the nature of the problem and why it is of interest; provide background information on the issue; summarise previous work (with appropriate references); and state the project objectives.
Literature Review	Studies conducted previously in this field.
Methodology	A description of the research methodology and methods applied. This section must provide a detailed and academically rigorous account of the work carried out, allowing other researchers to replicate the study and obtain comparable results.
Results	The process of analysing the collected data and the findings.
Discussion	Analysis and interpretation of the results. The relevance of the findings, how they compare to other studies in the field, and their significance for business practice and international experience.
Recommendations	Recommendations for the practical application of the research findings.
Conclusion	General conclusions drawn from the results and the project as a whole.
Bibliography	All references to the sources used in the report.
Appendices	Additional materials to be included in the report (questionnaire, data coding, images, etc.).

Report Formatting Requirements:

- The text must be printed on one side of an A4 white sheet in 14-point Times New Roman, with margins of 3 cm on the left, 1 cm on the right, and 2 cm at the top and bottom. Text should be justified, with single line spacing, 0 pt spacing, a 1.25 cm paragraph indent, and dash-style bullet points.

- The figure number and title must be placed below the figure, centred. Diagrams, photographs, scanned images, etc. are also considered figures.

- The table number and title must be placed above the table, centred.

- Tables, diagrams, figures, formulas and charts must not extend beyond the specified margins.

The font size in tables and figures must be 12 pt.

- Quotation marks must be used in the form « ».

- When writing dates: centuries must be indicated using Roman numerals, and years using Arabic numerals.

Sample Title Page

**KENZHEGALI SAGADIYEV UNIVERSITY OF INTERNATIONAL
BUSINESS**



**Practical Part:
Final ROS Report**

**ПО ТЕМЕ: Cyberbullying: How Physical Intimidation Influences the Way People
are Bullied**

Student’s Full Name _____

Group _____

Course _____

Instructor

Almaty, 202__

Appendix 6

Requirements for the ROS Final Report Presentation in PowerPoint Format

Presentation Structure:

1. Title slide containing the research project title, full names of the research group members, supervisor’s name, and course title;
2. Contents;
3. Relevance, problem statement, hypotheses;
4. Research object, aims, and objectives;
5. Research methodology;
6. Research design;
7. Research results;
8. Discussion;
9. Recommendations;
10. Conclusion.