Decision of the FIBAA Accreditation Committee for Programmes

94th Meeting on January 29th, 2015

Project Number: 13/054
Higher Education Institution: Al-Farabi Kazakh National University
Study Programmes:

- **Economics (B.Sc. und M.Sc.)**
- **World Economy (B.Sc. und M.Sc.)**
- **Tourism (B.Sc. und M.Sc.)**
- **Regional Studies (B.Sc. und M.Sc.)**

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 7 (2) in conjunction with § 10 (1) in conjunction with § 10 (2) of the "Special Conditions for awarding the FIBAA Quality Seal for Programmes", the study programmes are accredited for five years under conditions.

The accreditation of the **Bachelor programmes "Economics", "Tourism" and "Regional Studies"** is granted under five conditions.
The accreditation of the **Bachelor programme "World Economy"** and the **Master programmes "Economics", "Tourism" and "Regional Studies"** is granted under six conditions.
The accreditation of the **Master programme "World Economy"** is granted under seven conditions.

Period of Accreditation: 29 January, 2015 until 30 September, 2020

Conditions:

1. The HEI revises the learning outcomes of **all Bachelor and Master programmes** in order to enhance the coherence between the study programme's goals, objectives and learning outcomes. The HEI defines the strategy and objectives of the programmes more closely so there is a clear differentiation between Bachelor and Master level to enable a clear means of progression (s. chapter 1.1).

   The condition is fulfilled.
   FIBAA-Accreditation-Commission at November 25th, 2016.

2. The HEI reviews the contents of the **Bachelor and Master programmes "World Economy"** in terms of coherence between the goals of the programmes and the contents and intended learning outcomes of the programmes' modules (s. chapter 3.1.1).

   The condition is fulfilled.
   FIBAA-Accreditation-Commission at November 25th, 2016.

3. The HEI shows module descriptions for the Research Seminars of **all Master programmes**, which show that adequate research competences are acquired (s. chapter 3.1).

   The condition is fulfilled.

FIBAA-Accreditation-Commission at November 25th, 2016.

4. The HEI revises the implementation of ECTS and modularisation as follows (s. chapter 3.2):
    - The HEI implements the ECTS in compliance with the ECTS Users' Guide. ECTS numbers reflect the real student workload. The University uses a system to define, estimate and evaluate student workload (s. also chapter 5). A standardised "Diploma Supplement" is issued to all graduates.
    - The HEI reviews the Module descriptions for all modules of **all Bachelor and Master programmes**: The learning outcomes must be described more precisely:

      → They must show clearly the respective competence level. The added value of the Master courses must be visible.

      → The recommended literature must be appropriate for the Bachelor and Master level (module descriptions must not contain the same literature for both levels).

The condition is fulfilled.
FIBAA Accreditation Committee for Programmes on March 23rd, 2018.

5. The HEI implements the principles of the Lisbon Recognition Convention – general recognition of study periods abroad if no substantial differences can be proven by the institution – in the study and examination regulations (s. chapter 3.2).

The condition is fulfilled.
FIBAA Accreditation Committee for Programmes on March 23rd, 2018.

6. The HEI submits a detailed library development plan as well as recent purchase lists, showing that it has established an adequate and internationally compatible stock that meets its own requirements in terms of research orientation and internationalisation (s. chapter 4.4).

The condition is fulfilled.
FIBAA-Accreditation-Commission at November 25th, 2016.

7. The HEI implements a quality system for the ongoing control and monitoring of the quality of the programme content, processes and outcomes based on the quality circle. In doing so, the HEI systematically takes into account the results of evaluations and alumni-tracking studies and uses this feedback for continuous improvement. Evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations) (s. chapter 5).

The condition is fulfilled.
FIBAA Accreditation Committee for Programmes on March 23rd, 2018.

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):
Al-Farabi Kazakh National University
Almaty (Kazakhstan)

Bachelor/Master programme:
- Economics (B.Sc. und M.Sc.)
- World Economy (B.Sc. und M.Sc.)
- Tourism (B.Sc. und M.Sc.)
- Regional Studies (B.Sc. und M.Sc.)

Qualification awarded on completion:
Bachelor (B.Sc.)
Master (M.Sc.)

Brief description of the study programme:
The Bachelor programmes have a duration of for years and the Master programmes of two years.

The **Bachelor and the Master programme "Economics"** aim at training highly qualified specialists in the field of economy, managements and organisations of production who have the analytical skills for the evaluation of financial and economy problems. The Bachelor programme provides a broadly-based liberal arts education at the undergraduate level that prepares students for careers in business in a market-based, global society. To reach this aim the students are taught the basic theories, principles, and practices that form the foundation of economics studies. The Master programme enables the students to work in particular economic spheres by deepening the knowledge and application skills as well as broadening the research skills in the field of economics.

The **Bachelor and the Master programme "World Economy"** provide training of qualified specialists in world economy. The students learn the methods and tools of professional and scientific work in an open market economy. According to al-Farabi KazNU the undergraduate students of the Bachelor programme get knowledge of international economy, international business and international monetary and financial relations. They are also taught the economy and economic policies of foreign countries and apply professional foreign language skills. In the Master programme the students continue their academic and professional training by deepening their knowledge about information technologies and the analysis and compilation of educational and scientific information.

The **Bachelor and the Master programme "Tourism**" aim to provide proficiency and knowledge of the tourist industry and to enable the students to work in the tourist and recreation sphere. To reach this aim al-Farabi KazNU prepares the students with the skills of interpretation, evaluation and promotion of information and knowledge, technologies and services in the area of tourism in a diverse global context. The Bachelor programme provides broad-based liberal education and contains the basics of the subject and of scientific work and is oriented towards the application of skills. In the Master programme the students enhance their capabilities and especially deepen their knowledge of theories, principles, methods and applications of research.

The **Bachelor and the Master programmes "Regional Studies**" aim at teaching the theories, principles, and practical aspects that form the foundation of regional studies. The programmes promote the understanding of the key negotiation techniques employed in international and regional diplomacy and advocacy. In the Bachelor programme the students are taught the interpretation, evaluation of information and analysis within the field of regional studies. Foreign language skills enable the students for communication in academic, scientific, professional, social and cultural spheres. The Master programme widens and deepens the students' understanding of major issues, developments and discourses in International Relations. The students receive an analytical comprehension of the conceptual links between Political Theory, Regionalism-Studies and International Relations Theory.

Date of opening of the procedure:
4 June, 2013

Date of filing the self-documentation:
4 December, 2013

Date of the site visit:
9 – 11 September, 2014

Type of accreditation:
Accreditation

Accredited as Cluster 2 with:
Cluster 1:
- Basics of Law and Economy (Master)
- Custom Affair (Bachelor)
- International Law (Bachelor & Master)
- Jurisprudence (Bachelor & Master)

Cluster 3:
- Accounting and Audit (Bachelor & Master)
- Finance (Bachelor & Master)
- Project Management (Master)

Cluster 4:
- Logistics (Bachelor)
- Marketing (Bachelor & Master)
- Public Administration (Bachelor & Master)
- Management (Bachelor & Master)
- Innovation Management (Master)

Projected study time:
- Bachelor programmes: 4 years
- Master programmes: 2 years

Mode of study:
Full-time

Initial Start of the programmes:
- Economics: Bachelor: 2001; Master 2007
- World Economy: Bachelor and Master: 2010
- Tourism: Bachelor: 1996; Master: 2007
- Regional Studies: Bachelor and Master: 2004

Student intake: s. chapter “Statistical data”, pages 13 to 14

Programme cycle starts in:
Winter semester

Number of credit points assigned to programmes:

Economics (B.Sc.)	148 Kazakh credit points	247 ECTS points
World Economy (B.Sc.)	147 Kazakh credit points	244 ECTS points
Tourism (B.Sc.)	156 Kazakh credit points	192 ECTS points
Regional Studies (B.Sc.)	147 Kazakh credit points	243 ECTS points
Economics (M.Sc.)	59 Kazakh credit points	98 ECTS points
World Economy (M.Sc.)	59 Kazakh credit points	99 ECTS points
Tourism (M.Sc.)	59 Kazakh credit points	88,5 ECTS points
Regional Studies (M.Sc.)	59 Kazakh credit points	90 ECTS points

(s. condition in chapter 3.2)

Hours (workload) per credit point:
27

Date of the Meeting of FIBAA-Accreditation Commission:
29 January, 2015

Resolution:
Recommendation of the panel members:
- The accreditation of the **Bachelor programmes "Economics", "Tourism" and "Regional Studies"** is granted under five conditions and is valid for five years.
- The accreditation of the **Bachelor programme "World Economy"** and the **Master programmes "Economics", "Tourism" and "Regional Studies"** is granted under six conditions and is valid for five years.
- The accreditation of the **Master programme "World Economy"** is granted under seven conditions and is valid for five years.

Duration of Accreditation period:
29 January, 2015 until 30 September, 2020

Conditions:

1. The HEI revises the learning outcomes of **all Bachelor and Master programmes** in order to enhance the coherence between the study programme's goals, objectives and learning outcomes. The HEI defines the strategy and objectives of the programmes more closely so there is a clear differentiation between Bachelor and Master level to enable a clear means of progression (s. chapter 1.1).
2. The HEI reviews the contents of the **Bachelor and Master programmes "World Economy"** in terms of coherence between the goals of the programmes and the contents and intended learning outcomes of the programmes' modules (s. chapter 3.1.1).
3. The HEI shows module descriptions for the Research Seminars of **all Master programmes**, which show that adequate research competences are acquired (s. chapter 3.1).
4. The HEI revises the implementation of ECTS and modularisation as follows (s. chapter 3.2):
    - The HEI implements the ECTS in compliance with the ECTS Users' Guide. ECTS numbers reflect the real student workload. The University uses a system to define, estimate and evaluate student workload (s. also chapter 5). A standardised "Diploma Supplement" is issued to all graduates.
    - The HEI reviews the Module descriptions for all modules of **all Bachelor and Master programmes**: The learning outcomes must be described more precisely:
      → They must show clearly the respective competence level. The added value of the Master courses must be visible.
      → The recommended literature must be appropriate for the Bachelor and Master level (module descriptions must not contain the same literature for both levels).
5. The HEI implements the principles of the Lisbon Recognition Convention – general recognition of study periods abroad if no substantial differences can be proven by the institution – in the study and examination regulations (s. chapter 3.2).
6. The HEI submits a detailed library development plan as well as recent purchase lists, showing that it has established an adequate and internationally compatible stock that meets its own requirements in terms of research orientation and internationalisation (s. chapter 4.4).
7. The HEI implements a quality system for the ongoing control and monitoring of the quality of the programme content, processes and outcomes based on the quality circle. In doing so, the HEI systematically takes into account the results of evaluations and alumni-tracking studies and uses this feedback for continuous improvement. Evaluations of students explicitly refer to their workload in order to verify if the esti-

mated workload corresponds with the actual workload (teaching time, self-study time, examinations) (s. chapter 5).

Proof of meeting these conditions is to be supplied by 29 October, 2015.

Project Manager:
Ass.jur. Lars Weber

Panel members :

Prof. Dr. Margit Bussmann
University of Greifswald
Professor for International Politics and Regional Studies
(Politics, Communication, Regional Studies)

Prof. Dr. Stefan Eckert
TU Dresden
International Graduate School (IHI) Zittau
Professor for International Management
(Internationales Management, International Business)

Prof. Dr. Andreas Knorr
Deutsche Universität für Verwaltungswissenschaften
Professor for Economics
(Economic and Transport Policy, Transport economics (Aviation, Railways, Postal and Courier Services), International Trade (Antidumping), Competition policy and industrial organisation, European Economic Integration)

Prof. Dr. Thomas A. Rasmussen
University of Applied Science Stralsund
Professor for Leisure and Tourism Management
(Leisure and Tourism Management, Accounting, Business Economics, Culture Tourism, Event Management)

Karl-Peter Abt
Recuritment Consulting by Stanton Chase in Düsseldorf
Former Managing Director at Chamber of Industry and Commerce in Bielefeld
(Management Consulting, Marketing, Logistics, Business Law, Economics, Controlling)

Renata Faizova
Director of Institute of International Cooperation and Post-graduate Programs Kazakh Humanities and Law University, Astana

Lukas Löhlein
Université de Luxembourg
PhD student (field of research: audit)
Completed: Corporate management & economics (M.A.) and Politics and management sciences (B.A.)

Summary

The panels' assessment takes into account the self-assessment, the results of the on-site visit and the statement of the HEI to the assessment report.

The Bachelor programmes **"Economics" (B.Sc.)**, **"Tourism" (B.Sc.)**, and **"Regional Studies" (B.Sc.)** of al-Farabi Kazakh National University fulfil with six exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) under five conditions.

The Bachelor programme **"World Economy" (B.Sc.)** of al-Farabi Kazakh National University fulfil with seven exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) under six conditions.

All Bachelor programmes are in accordance with the National and the European Qualifications Framework in their applicable version valid at the time of opening of the procedure. They have a modular structure, have been assigned Credit-points and lead to the academic degree of 'Bachelor of Science'. The degree is awarded by the higher education institution.

The Master programmes **"Economics" (M.Sc.)**, **"Tourism" (M.Sc.)** and **"Regional Studies" (M.Sc.)** of al-Farabi Kazakh National University fulfil with seven exceptions the FIBAA quality requirements for Master programmes. The programmes can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) under six conditions.

The Master programme **"World Economy" (M.Sc.)** of al-Farabi Kazakh National University fulfil with eight exceptions the FIBAA quality requirements for Master programmes. The programmes can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) under seven conditions.

All Master programmes are in accordance with the National and the European Qualifications Framework in their applicable version valid at the time of opening of the procedure. They have a modular structure, have been assigned Credit-points and lead to the academic degree of 'Master of Science'. The degree is awarded by the higher education institution.

The panel members identify need for action regarding the programme's objectives, the logic and conceptual coherence of the programme's curricula, the methodological competence, the application of ECTS and modularisation, the study and examination regulations, the library resources, and the quality assurance in terms of content, processes and outcomes. Therefore, they recommend the accreditation on condition of meeting the following requirements:

1. The HEI revises the learning outcomes of **all Bachelor and Master programmes** in order to enhance the coherence between the study programme's goals, objectives and learning outcomes. The HEI defines the strategy and objectives of the programmes more closely so there is a clear differentiation between Bachelor and Master level to enable a clear means of progression (s. chapter 1.1).
2. The HEI reviews the contents of the **Bachelor and Master programmes "World Economy"** in terms of coherence between the goals of the programmes and the contents and intended learning outcomes of the programmes' modules (s. chapter 3.1).
3. The HEI shows module descriptions for the Research Seminars of **all Master programmes**, which show that adequate research competences are acquired (s. chapter 3.1).

4. The HEI revises the implementation of ECTS and modularisation as follows (s. chapter 3.2):
    - The HEI implements the ECTS in compliance with the ECTS Users' Guide. ECTS numbers reflect the real student workload. The University uses a system to define, estimate and evaluate student workload (see also 5). A standardised "Diploma Supplement" is issued to all graduates.
    - The HEI reviews the Module descriptions for all modules of **all Bachelor and Master programmes**: The learning outcomes must be described more precisely:

      → They must show clearly the respective competence level. The added value of the Master courses must be visible.

      → The recommended literature must be appropriate for the Bachelor and Master level (module descriptions must not contain the same literature for both levels).
5. The HEI implements the principles of the Lisbon Recognition Convention – general recognition of study periods abroad if no substantial differences can be proven by the institution – in the study and examination regulations (s. chapter 3.2).
6. The HEI submits a detailed library development plan as well as recent purchase lists, showing that it has established an adequate and internationally compatible stock that meets its own requirements in terms of research orientation and internationalisation (s. chapter 4.4).
7. The HEI implements a quality system for the ongoing control and monitoring of the quality of the programme content, processes and outcomes based on the quality circle. In doing so, the HEI systematically takes into account the results of evaluations and alumni-tracking studies and uses this feedback for continuous improvement. Evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations) (s. chapter 5).

Proof of meeting these requirements is to be supplied by 29 October, 2015.

The panel is well aware of the seriousness of the shortcomings in the study programmes. Nevertheless, it is confident that the HEI will be able to prove the fulfilment of the conditions within the given timeframe of nine months.

The further not fulfilled quality requirement (Accompanying course materials (chapter 3.5) is no asterisk criterion, so that a condition is not necessary and the measures the HEI takes to solve the identified problem is to be considered in the context of the re-accreditation.

The panel members identify furthermore development potential for the programmes. The HEI should

- take more clearly into consideration Level 6 and 7 of the European Qualifications Framework as well as the respective Kazakh Qualification Framework which should mirror the levels as indicated above, when redefining the goals and objectives (s. chapter 1.1).
- introduce alumni-tracking studies systematically (s. chapter 1.1).
- use department meetings in order to systematically decide on the strategic position of the study programmes (s. chapter 1.2).
- intensify the communication of the internationalisation strategy top-down, to discuss it broadly with the University's members and to implement it (s. chapter 1.3).
- ensure that all students refer to up-to-date international literature (s. chapter 1.3).
- concentrate on a few key partners in terms of international partner institutions (s. chapter 1.3).

- offer more exchange possibilities for the Bachelor students and the teaching staff (s. chapter 1.3).
- prolong the time period that Master students are expected to study abroad, as two weeks seem rather short for an in-depth international experience (s. chapter 1.3).
- define and document more clearly how students who are not in receipt of grants are selected and how the decision is motivated towards the applicants (s. chapter 2).
- adapt the programmes or related regulations in order to define all learning outcomes for the modules clearly on the Master level (s. chapter 3.1).
- gear the contents of the State Compulsory Modules as much as possible to the core contents of the respective study programmes (s. chapter 3.1).
- strengthen methodological competence by putting greater emphasis on quantitative and analytical methods within the core modules and by using suitable formats of examination (regarding the Bachelor and Master programme "World Economy": The HEI should focus more on theory building and modelling) (s. chapter 3.1).
- look for more adequate forms of assessments and make examinations more suitable to assess learning outcomes, geared to the individual course and should review the assessed learning outcomes in relation to the respective qualification frameworks level (s. chapter 3.1).
- ask students for a more in-depth reflection of their experiences during their internships and of relevant links to the theories learnt during their studies (s. chapter 3.1).
- show more clearly how the curricula's structure supports the students in reaching the defined learning objectives (s. chapter 3.2).
- use internationally-common credit numbers for the programmes (180/210/240 ECTS credits for Bachelor programmes, 60/90/120 for Master programmes) (s. chapter 3.2).
- involve all teaching staff in the principles, prerequisites, and implementation process of the ECTS (s. chapter 3.2).
- revise the English version of the module descriptions as they contain translation mistakes and incorrect grammar and orthography (s. chapter 3.2).
- clarify its relative grading system and to point out what exactly a certain grade means (s. chapter 3.2).
- use more international literature and journal subscriptions (s. chapter 3.3).
- foster international exchange of teachers and systematically raise their level of international experience (s. chapter 3.3).
- increase the foreign language contact hours in order to enhance the international employability of the students as well as the percentage of international students (s. chapter 3.3).
- offer additional language courses according to the languages of the world region that is chosen by the students (regarding the Bachelor programme "Regional Studies") (s. chapter 3.3).
- ensure that the lecturers implement some new ways of teaching (e.g. more integrative and debate formats) and consider innovative pedagogic formats (s. chapter 3.5).
- scrutinize its logical sequencing of modules (s. chapter 3.5).
- describe and explain the teaching methodology more cogently (s. chapter 3.5).
- ensure that the lecturers review their course materials with regard to academic level, international didactic standards, presentation and format of delivery (s. chapter 3.5).
- update the learning materials more regularly (s. chapter 3.5).
- include more guest lecturers from industry (s. chapter 3.5).
- implement a more decentralised structure (s. chapter 4.1).
- ensure that the various tasks and responsibilities are assigned and described more clearly and that students are involved in the process organisations (s. chapter 4.2).
- ensure that the concrete results of the Council of Employer's work should be documented in a more transparent way (s. chapter 4.2).
- invite more visiting professors in order to strengthen the collaboration with research institutes and academies (s. chapter 4.3).

- focus on several key partners and establish intensive international cooperation agreements with them (s. chapter 4.3).
- purchase modern equipment that supports innovative formats of teaching and learning (s. chapter 4.4).
- provide barrier-free access to the facilities in cases where disabled students are enrolled (s. chapter 4.4).
- ensure that a sufficient amount of hard copies of relevant text books are at hand (s. chapter 4.4).
- provide electricity for all working places (for personal computers) as well as W-LAN in the whole library to enable all library users to access to online-databases (s. chapter 4.4).
- focus more on alumni activities (s. chapter 4.5).
- integrate all elements of their system of quality assurance and establish a comprehensive and cohesive system of quality assurance geared to the fulfilment of the strategic objectives of the University, its units and study programmes (s. chapter 5.1).
- define a more thorough documentation of the processes and measures taken to improve quality as well as the results of such measures (for example by means of a quality handbook) (s. chapter 5.1).
- allow for more participation of teaching staff and students in the responsible committees which plan and assess the quality assurance and development procedures of programmes (s. chapter 5.1).
- communicate and discuss the outcomes of of the evaluations with the students who participated in them (s. chapter 5.1).
- disclose the evaluation criteria and achieved points for particular criteria for teachers in order to motivate them to improve certain areas of their work (s. chapter 5.1).
- provide sufficient and up-to-date information on the study programmes on al-Farabi KazNU's homepage and improve the quality of the English translation (s. chapter 5.1).
- provide the student handbook in English (s. chapter 5.1).

The measures the HEI eventually takes in order to implement the recommendations of the panel members are to be considered in the context of the re-accreditation.

Furthermore, two criteria exist, which exceed the quality requirements:

- Integration of Theory and Practice (3.1.4) (Bachelor and Master programme "Tourism")
- Provision of student support/Coaching by Teaching staff (4.1.6) (All Bachelor and Master programmes)

One criterion is assessed as exceptional:

- Individual counselling and student welfare services for students (chapter 4.5.3) (All Bachelor and Master programmes)

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

Statistical data:

Economics:

The statistics of first course students of the Bachelor degree program					
Study program	2009-2010	2010-2011	2011-2012	2012-13	2013-2014
5B050600 - Economics	39	62	62	39	52

The statistics of first course students of the Master degree program					
Study program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
6M050600 - Economics	3	10	10	13	13

The statistics of graduates Bachelor Degree:

Program	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Total	Age at graduation	Period of studying (semester)
Specialist (5-year course)	–	–	–	–	–	–	21-22 лет	10
Bachelor	69	67	70	79	65	350		8

The statistics of graduates Master Degree:

Program	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Total	Age at graduation	Period of studying
Master course	7	19	3	10	12	51	22-23	4

World Economy:

The statistics of first course students of the Bachelor degree program					
Study program	2009-10	2010-11	2011-12	2012-13	2013-14
5B051300 – World Economy		41 (26+15)	44 (28+16)	40 (25+15)	36 (25+11)

The statistics of first course students of the Master degree program					
Study program	2009-10	2010-11	2011-12	2012-13	2013-14
6M051300 - World Economy				12 (5+7)	10 (6+4)

The statistics of graduates Bachelor Degree:

Program	2008-09	2009-10	2010-11	2011-12	2012-13	Total	Age at graduation	Period of studying (semester)
Specialist(4-year course)								
Bachelor	-	-	-	-	-			

The statistics of graduates
Master Degree:

Program	2008-09	2009-10	2010-11	2011-12	2012-13	Total	Age at graduation	Period of studying
Master course	-	-	-	-	3	3	22-23	1

Tourism:

The statistics of first course students of the Bachelor degree program						
Study program	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
5B090200 - Tourism	432	510	522	488	456	461

The statistics of first course students of the Master degree program						
Study program	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
6M0902 – Tourism	3	12	8	13	18	20

The statistics of graduatesBachelor Degree: 5B090200

Program	2009-10	2010-11	2011-12	2012-13	2013-14	Total	Age at graduation	Period of studying (semester)
Bachelor	510	522	488	456	461	2042	20	8

The statistics of graduates: Master Degree 6M090200

Specialty	Course	Study year				Average age	Period of study, semesters
		2009–2010	2010–2011	2011–2012	2012-2013		
6M090200	Total quantity	**12**	**8**	**13**	**18**	**23-27**	
	1	8	5	5	10		2
	2	4	3	8	8		4

Regional Studies:

The statistics of first course students of the Bachelor degree program					
Study program		**2010-11**	**2011-12**	**2012-13**	**2013-14**
5B050500 - Regional studies (Bachelor degree)		51	23	15	17

The statistics of first course students of the Master degree program					
Study program	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
6M050500 - Regional studies (Master degree)					14

Statistics of graduate/ BA/MA

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Bachelor	36	38	16	33	45
Master	9	7	6	7	9

Institutions Details

Al-Farabi Kazakh National University (al-Farabi KazNU) was founded on 5 January 1934 as Kazakh State University. In 2001, the University obtained the special status of a national university and was renamed into its current name. Al-Farabi KazNU is the largest academic and research centre of the Republic of Kazakhstan. The University structure includes 14 faculties, 62 chairs, 9 research institutes and 25 centres, and a TechnoPark. The University currently offers more than 180 majors at the Bachelor, Master and PhD levels. The courses are conducted in Kazakh, Russian and English language. The total student population exceeds 20,000 people. The number of academic staff is over 2,500 people including 400 doctors of sciences, more than 800 candidates of sciences, and 200 holders of PhD degrees. The overall university budget is 17 billion Tenge (approx. 70 million €).

Al-Farabi KazNU states as its mission, through the provision of relevant, elite quality higher education, to form a corps of competitive professionals prepared for solving problems associated with the intensive development of the key areas of economy, science and public life of the country.

The special National University status granted to al-Farabi KazNU by the Decree of the President of the Republic of Kazakhstan in 2001 provides a higher level of administrative and academic freedom as compared to Kazakh higher education institutions of other types. According to the State Programme of Education Development in the Republic of Kazakhstan 2011–2020 - approved by the decree of the President of the Republic of Kazakhstan on 7 December 2010 - a staged process of granting autonomy in academic, financial and management activities to higher education institutions of Kazakhstan will start in 2015. Starting in 2015, autonomy will be granted to the national research universities; in 2016 to higher education institutions with the national status; and in 2018 to HEIs of other types and descriptions.

Al-Farabi KazNU was the first university in Kazakhstan and Central Asia to join the Magna Charta Universitatum in 2003, and to adopt the three-cycle system of higher education. The University launched its first PhD programmes in 2005. Al-Farabi KazNU is currently the largest provider of PhD programmes in Kazakhstan. Since 2005 more than 200 faculty members of foreign universities have been engaged as external co-advisors in the preparation of al-Farabi KazNU PhD students.

Since 2009, al-Farabi KazNU delivers double-degree programmes with universities from France, Russia, and Spain. Since the academic year 2010/11 al-Farabi KazNU Master students can enrol in double-degree programmes offered by the Shanghai Cooperation Organization Network University (SCO Network University) and by the Commonwealth of Independent States Network University (CIS Network University).

The **Bachelor and Master programme "Economics"** are offered by the Department of Economics and the High School of Economics and Business. **The Bachelor and Master programmes "World Economy" and "Regional Studies"** are offered by the Department of International Relations and the Faculty of International Relations. The **Bachelor and Master programmes "Tourism"** are offered by the Department of Recreational Geography and Tourism and the Faculty of Geography and Environmental Management.

Description and appraisal in Detail

1. Strategy and Objectives

1.1 Logic and transparency of programme objectives (Asterisk Criterion)

In general, al-Farabi KazNU defines the Bachelor and Master programme's learning outcomes according to a learning taxonomy. The objectives are structured in the categories:

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

All Bachelor programmes provide theoretical and basic knowledge. Upon completion of these basic disciplines, the students start their specialisation and then they have more practical classes (see also chapter 3.1). Furthermore, the goals of all Bachelor and Master programmes include

- Education
- Research and
- Social life.

The development of professional ethics and intellectual freedom, personal development as well as the inclusion of theories, principles and methods of research in accordance with the respective labour market needs complement all Bachelor programme's overall goals and objectives.

The **Bachelor and the Master programme "Economics"** aim at training highly qualified specialists in the field of economy, managements and organisations of production who have the analytical skills for the evaluation of financial and economy problems. The Bachelor programme provides a broadly-based liberal arts education at the undergraduate level that prepares students for careers in business in a market-based, global society. To reach this aim the students are taught the basic theories, principles, and practices that form the foundation of economics studies. The Master programme enables the students to work in particular economic spheres by deepening the knowledge and application skills as well as broadening the research skills in the field of economics. According to al-Farabi KazNU, the graduates of the programmes are able to succeed in a wide variety of analyst positions in business, government, and nonprofit enterprises and are able to successfully pursue graduate work in economics and related fields.

The **Bachelor and the Master programme "World Economy"** provide training of qualified specialists in world economy. The students learn the methods and tools of professional and scientific work in an open market economy. According to al-Farabi KazNU the undergraduate students of the Bachelor programme get knowledge of international economy, international business and international monetary and financial relations. They are also taught the economy and economic policies of foreign countries and apply professional foreign language skills. In the Master programme the students continue their academic and professional training by deepening their knowledge about information technologies and the analysis and compilation of educational and scientific information. In the Bachelor and the Master programme the students have to choose between two fields of studies: "International Trade" and "International

Finance/Management". The purpose of "International trade" is amongst others the study of international trade policy and World Trade Organisations, foreign trade policy of Kazakhstan and foreign countries, and foreign economic activity of the pricing and features of the world markets. The purpose of "International Management" is amongst others the study of international marketing, international finance and management. Al-Farabi KazNU states that graduates of the programme are able to formulate and solve modern scientific and practical problems of the practice of domestic joint ventures and foreign enterprises and organisations, banks, and governments.

The **Bachelor and the Master programme "Tourism**" aim to provide proficiency and knowledge of the tourist industry and to enable the students to work in the tourist and recreation sphere. To reach this aim al-Farabi KazNU prepares the students with the skills of interpretation, evaluation and promotion of information and knowledge, technologies and services in the area of tourism in a diverse global context. The Bachelor programme provides broad-based liberal education and contains the basics of the subject and of scientific work and is oriented towards the application of skills. In the Master programme the students enhance their capabilities and especially deepen their knowledge of theories, principles, methods and applications of research. According to al-Farabi KazNU, graduates of the programmes are highly qualified specialists in the field of tourism and recreational geography, who will be able to work in each branch of tourism and excursion activities in leadership positions or by providing an expert opinion.

The **Bachelor and the Master programmes "Regional Studies**" aim at teaching the theories, principles, and practical aspects that form the foundation of regional studies. The programmes promote the understanding of the key negotiation techniques employed in international and regional diplomacy and advocacy. In the Bachelor programme the students are taught the interpretation, evaluation of information and analysis within the field of regional studies. Foreign language skills enable the students for communication in academic, scientific, professional, social and cultural spheres. The Master programme widens and deepens the students' understanding of major issues, developments and discourses in International Relations. The students receive an analytical comprehension of the conceptual links between Political Theory, Regionalism-Studies and International Relations Theory. Al-Farabi KazNU points out that graduates of the programmes are prepared to work in a competitive, multicultural and international environment.

Al-Farabi KazNU has not conducted alumni-tracking studies for graduates of the programmes yet.

Appraisal:

The overall objectives of all Bachelor and Master programmes are consistent in relation to the targeted vocational field. Both the Bachelor and the Master programmes' general goals and objectives take into account the student's personal development, academic ability and employability. In addition, on-site, the students seemed to have a clear understanding of what they are able to do on completion of their studies.

However, the description of the programme objectives have very different facets of quality, depending on the individual study programme. Moreover, the distinction between the Bachelor and Master level did not always become clear to the panel. Although al-Farabi KazNU claimed to pay more attention to in-depth knowledge and scientific work in the Master programmes, the described learning outcomes do not clearly indicate this fact. Furthermore, the programmes' goals do not seem to be always in line with the learning outcomes.

Overall, the learning outcomes seem not to be in line with the level of qualification to be awarded on completion. Therefore, the panel recommends the accreditation of all Bachelor and Master programmes under the **condition:**

The learning outcomes need to be revised in order to enhance the coherence between the study programme's goals, objectives and learning outcomes. The strategy and objectives of the programmes need to be more closely defined so there is a clear differentiation between Bachelor and Master programmes to enable a clear means of progression.

Moreover, for the programme's further development, the panel recommends al-Farabi KazNU taking more clearly into consideration Level 6 and 7 of the Dublin Descriptors the European Qualifications Framework as well as the respective Kazakh Qualification Framework which should mirror the Levels as indicated above, when redefining the goals and objectives. In addition, alumni-tracking studies should be introduced systematically (see also chapter 5.3).

Quality Ratings		**Exceptional**	**Exceeds quality requirements**	**Meets quality requirements**	**Does not meet quality requirements**	**not relevant**
1.	**STRATEGY AND OBJECTIVES**					
1.1*	Logic and Transparency of Programme Objectives				**condition**	

1.2 Positioning of the programme

The University aims at providing education for the country's elite. 50 % of university rectors, one third of the members of parliament and many business leaders are alumni of the University. In national rankings, the University regularly takes a position at the very top. The considerable difference to others is that the University has the special status of a "National University", which gives it more autonomy than other institutions, including the chance to deviate to a certain extent from national standards. This allows the University to develop its own curriculum based on its own approach. When developing the curriculum design, the University states that it appreciates and pays regard to international academic and professional standards and best practises (see also chapter 5).

Professional fields are defined for the different disciplines. The University states that all programmes reflect the needs of professional practice and are based on latest needs of professional organisations and fit the main direction of state economic policy. The need for graduates in the disciplines is communicated both from the ministry and from cooperating companies. Graduates of the Bachelor's programmes work in companies and industry as well as in public administration. The Master graduates work in the same sectors as leading specialists. A considerable number of Master graduates opt for an academic career and follows a PhD programme.

According to the University, there is a high demand for graduates on the job market. Kazakh companies need qualified personnel to bring changes into practice. When defining the qualification profile, as described in chapter 1.1, the demands of the Ministry of Science and Education as well as the input of the university-wide Council of Employers, employers' councils at the faculties and the Centre for Career and Business are taken into account (see also chapter 4.3). The University adopted rules for the involvement of employers and representatives of the respective professional fields in the expertise and approval of curricula, content of disciplines (modules) and teaching materials. The panel was told that curricula changes take place on the recommendation of employers.

The University is a full University and thus offers a complete range of study programmes. Its strategy is to train competent and professional personnel. The University wishes to become an internationally leading centre for high-quality education and scientific research. Senior staff and teaching colleagues are very proud of high standards achieved and the quality of the student intake. Many students have gold medalist backgrounds from secondary schools.

Appraisal:

The panel found that the University has an excellent reputation, which guarantees a favourable position of its programmes on the education market, and its graduates on the job market. The University can give evidence of the high employment rate of its graduates.

Currently, the position of its programmes is to a great extent defined by its reputation. At the same time, al-Farabi KazNU established a university-wide system of subsequent assessment of the employers' needs and adaptation of programmes to requirements of the market and the corresponding professions, which the panel appreciates a lot. However, it seems that the principle of orientation towards the requirements of employers is applied differently at different faculties. The experts encourage the University to use its good connections with companies and other external partners more systematically for input with regard to the particular programmes. Additionally, systematic alumni-tracking studies could help the University to improve its knowledge of the careers of students.

The panel received little information on the *desired* position of the programmes on the education market and job market. The University has an overall strategy with regard to its study programmes, which is documented and well-known throughout the departments. The faculty finds it easy to describe this overall strategy, but very little information was given as to precisely how the programmes fit into this strategy.

The panel agrees that the University applies both national and international standards when defining its strategic position on the education market. They stress that the special status of the University is a clear benefit and enables the institution to deviate from the frameworks of national standards as defined by the Ministry. However, the panel finds that despite these opportunities the University rather gives priority to the national standards. During the interviews, many aspects of its position and strategy were explained by referring to national regulations, even if they were not obligatory. The panel encourages the institution to make more use of its competence to define its own strategy and to use its freedom to position its programmes optimally on the education and job market. This should include deviations from the ministry's regulations wherever this leads to improvements of the curricula. The panel appreciates that the University regards companies as valuable partners. They encourage the University to use its good connections with them more systematically for input with regard to the job market's needs. Additionally, systematic alumni-tracking studies could help the University to improve its knowledge of the careers of students.

As the University still rather follows national regulations, it has not been clear to the panel how decisions on the strategic position of the study programmes are actually taken. They recommend using meetings of faculties and chairs for this purpose.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	**STRATEGY AND OBJECTIVES**					
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		

1.3 International orientation of the programme (Asterisk Criterion)

It is the explicit aim both of the Kazakh government and the University's leadership to strengthen internationalisation in all areas of activity. One prerequisite for a closer link to other European countries is the recent implementation of the Bologna reform, which aims at creating structural compatibility with study programmes offered by other European universities and should thus facilitate international student exchange.

The University states that the internationalisation strategy is implemented step by step. As a starting point, the admission regulations make sure that Master students can communicate in a foreign language (usually English). Moreover, it is compulsory for every Master student to study abroad for at least two weeks. Al-Farabi KazNU also aims at attracting more international teaching staff and international students. It has already made several cooperation agreements with universities abroad and even set up several joint study programmes with foreign universities.

Al-Farabi KazNU is a member of the International Association of Universities (IAU), the Eurasian Association of Universities (EAU), the European Society for Engineering Education (SEFI), the International Association for the Exchange of Students for Technical Experience (IAESTE), and the International Federation of Engineering Education Societies (IFEES).

Appraisal:

The University has developed a coherent and convincing overall internationalisation strategy. However, the leadership's vision is not yet clearly shared and translated into the programmes. Al-Farabi KazNU is thus still in the beginning of designing the programmes in line with international standards and the international scientific discourse: the international dimension is thus sufficient but still rather low. In particular, there is a substantial lack of demonstrated international publications of the teaching staff and engaged students' activities, student and teachers exchange and lectures in English. The international orientation of the programmes has been mostly presented through demonstrating the University's international cooperation agreements.

The panel finds the Internationalisation strategy, as formulated by the University's leadership, to be a good basis for the further steps. They recommend intensifying its communication top-down, to broadly discuss it with the University's members and to implement it. In particular, the panel highly recommends that all students refer to up-to-date international literature. Moreover, there should be more international guest lecturers being invited and the number of obligatory courses that are taught in English should be increased (see also chapter 3.3). The

University presented a list of several hundred international partner institutions. In order to really bring internationalisation forward, the panel recommends concentrating on a few key partners.

For the Master programmes, the panel appreciates the possibility and even obligation for Master students to travel abroad. They recommend offering more exchange possibilities for the Bachelor students and the teaching staff. With regard to the latter group, this could include the participation in conferences in foreign countries, guest lectures in foreign countries, and the study of disciplinary and didactic developments and good practice in other countries. They also recommend that Al-Farabi KazNU should also prolong the time period that Master students are expected to study abroad, as two weeks seem rather short for an in-depth international experience.

The panel appreciates that Al-Farabi KazNU – like other Kazakh institutions – is a bilingual University teaching both in Kazakh and Russian. In view of the fact that Russian is spoken by virtually all students and staff members, it is logical that the University is strongly connected to the neighbouring countries.

Quality Ratings		**Exceptional**	**Exceeds quality requirements**	**Meets quality requirements**	**Does not meet quality requirements**	**not relevant**
1.3*	International Dimension of the Programme			X		

1.4 Gender equality and equality of opportunity

The University states that it provides equal opportunities for both sexes. 65 % of its staff, 50 % of deans and one of the Vice Rectors are female. In the Bachelor programmes 60 % of the students are female. In the Master programmes the relation between female and male students is almost balanced.

There are quotas defined by law for the admission of disabled students. The University has a policy to support socially disadvantaged students. It grants scholarships which cover tuition fees and living costs (total amount 2013: 13 million Tenge). All activities are regulated by the Vice Rector for Social Development. Additionally, the University attempts to realise gender equality and equality of opportunity for students by finding individual solutions for individual problems. In order to realise this, students have individual advisors and can turn to the Student Service Desk, which offers many services (see chapter 4.5). The University might, for instance, provide places at the dormitories and offer distance learning.

Appraisal:

The University promotes both gender equality and general equality of opportunity, e.g. through specific programmes for socially disadvantaged students. Special regulations for disabled students are defined in the law. The University also offers a broad-range of services to students in particular life situations.

Appraisal:

The University promotes both gender equality and general equality of opportunity, e.g. through specific programmes for socially disadvantaged students. Special regulations for disabled students are defined in the law. The University also offers a broad range of services to students in particular life situations.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	Gender equality and equality of opportunity			X		

2. Admission (Requirements and Procedure)

Kazakhstan has a national system of admission to higher education. All applicants for bachelor programmes need to have a High School Diploma or a Professional School Diploma. The high school graduates of the current year take part in the Unified National Test (UNT), which takes 210 minutes and contains five subjects:

- Kazakh or Russian languages (depending on teaching language);
- Mathematics;
- History of Kazakhstan;
- Kazakh language at schools with Russian language of teaching and the Russian language in schools with the Kazakh language of teaching;
- one elective subject, depending on the chosen specialty.

The graduates of the previous years participate in Comprehensive Test (CT), which takes 150 minutes and contains four subjects:

- Kazakh or Russian language (depending on teaching language);
- History of Kazakhstan;
- Mathematics;
- Elective subject.

In order to study at al-Farabi KazNU, applicants need to have a minimum of 70 out of 125 points as a result of a UNT, whereby the minimum amount of points for entry into universities is 60. There are state limitations for National Universities: if a student has less than 70 points, he can't be enrolled even on a fee basis. Based on the results of the UNT and CT, students may receive an Educational Grant by the government. These students can apply at 5 different universities and choose 4 subjects they want to study. If there is a student's competition for study places, students with highest grades for UNT have the preference.

Applicants for Master programmes need to pass the central foreign language test in English, German or French, which is organised by the National Test Centre, and a programme-based test, which is organised by the University. The subject commission for a programme-based test consist of the University teachers from the respective field. The questions contained in this test are proposed by a committee of three professors and approved by the Rector. Applicants need to have a minimum of 150 out of 200 points in order to start their studies at al-Farabi KazNU. According to the state rules, if applicants who meet the prerequisites have the same sum of points, priority is given to the ones with more points in the programme-based test. If the numbers are the same, the achievements of students in the respective research field are considered (e.g. publications). If there is still no distinct lead, then the GPA of the bachelor programme is considered. The admission decision is made by the admission commission, whose members are the representatives of the University administration and the administration of the faculties. Students are admitted up to the capacity limit defined previously. The panel was informed that usually up to 70-80 % of Master students enrolled are the graduates of the al-Farabi KazNU Bachelor programmes.

First-year students do not need to have any work experience in any study programme. About 5 to 10 % of the applicants have work experience and are delegated by companies, which then pay for their studies.

All students who follow an English-speaking programme need to pass an obligatory English test.

The decision-making process for admissions and their communication to applicants are regulated by the ministry. The University has an Appeals Commission to which applicants can turn if they are not satisfied with the University's decision on admission.

Appraisal:

Al-Farabi KazNU's admission requirements are based on the national regulations. They are explicit and openly available. The competence of the University to select bachelor students is limited, but due to its specific status it has the clear advantage that it can take only those applicants with a high score in the entrance tests, which works towards selecting particularly qualified students. On the Master level the University has the opportunity to select the candidates according to their individual performance. The admission requirements for Master programmes are defined, transparent and ensure that qualified students are admitted.

For that reason, the panel holds that the admission requirements are in line with the University's overall strategy. The panel recommends that the University defines and documents more clearly how students who are not in receipt of grants are selected and how the decision is motivated towards the applicants. In general, they found that only little information was provided with regard to the feedback which is made available to applicants.

The panel is confident that the language tests ensure that students master the English language to a sufficient degree.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	**ADMISSION (REQUIREMENTS AND PROCEDURE)**					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)			X		
2.3	Professional Experience (* for Master programmes of the "further Education" Type)					X
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

3. Programme Design

3.1 Content

Al-Farabi KazNU generally follows the State Comprehensive Education Standards" for higher and postgraduate education (GOSO), issued in form of a decree of the Government of the Republic of Kazakhstan. These standards describe for each educational programme mandatory educational activities, learning objectives and goals, examination formats and the number of the required credit score, while the concrete course contents are to be developed by the university. According to the state standards, 25 % of the basic and major modules are obligatory for all study programmes. However, al-Farabi KazNU is officially exempt from most content regulations.

The **Bachelor programme "Economics"** has the following curriculum:

Title of modules	Course code	Title of courses	Credit	Unit	Lec/prac/Lab.	Sem.
1. State Compulsory Module (10 credits)	HRK1101	History of the Republic of Kazakhstan	2	OC	1+1+0	1
	K(R)LPP1102	Kazakh (Russian) Language for Professional Purposes	3	OC	0+2+1	1
	FLPP1103	Foreign Language for Professional Purposes	3	OC	0+2+1	1
	FSK2104	Philosophy of Scientific Knowledge	2	OC	1+1+0	3
2. Social and Communicative Module (4 credits)	PIC2201	Psychology of Interpersonal Communication	2	SC	1+1+0	3
	TAPS2202	Theoretical and Applied Political Science	2	SC	1+1+0	3
	EPSS2203	Ethics of Personal and Social Success	2	SC	1+1+0	3
	CR2204	Culture and Religion	2	SC	1+1+0	3
	GAS2205	General and Applied Sociology	2	SC	1+1+0	3
	HLS2206	Human Life Safety	2	SC	1+1+0	3
	ESD2207	Ecology and Sustainable Development	2	SC	1+1+0	3
	KL2208	Kazakhstan Law	2	SC	1+1+0	3
	FE2209	Fundamentals of Economics	2	SC	1+1+0	3
3.1 Natural Sciences (STEM) module (6 credits)	ME1301	Mathematics in economy	***3***	OC	1+2+0	1
	ITPP2302	Information Technologies for Professional Purposes (basics of programming in SPSS)	***3***	OC	1+0+2	4
Vocational Modules (118 credits)	**3.2. Basic Professional Modules**		***66***			
	Module 1 Introduction to Economics			OC		
	PE1401	Principles of Economics	3	OC	2+1+0	1
	Mic1402	Microeconomics	2	OC	1+1+0	2
	Mac2403	Macroeconomics	2	OC	1+1+0	3
	Module 2 Management and Marketing			OC		
	Man1404	Management	3	OC	2+1+0	1
	Mar1405	Marketing	3	OC	2+1+0	2
	GB2406	Government and Business	3	OC	2+1+0	4
	Log3407	Logistics	3	OC	2+1+0	5
	Module 3 Finance and Credit			OC		
	MCB1408	Money, credit, banks	3	OC	2+1+0	2
	Fin2409	Finance	3	OC	2+1+0	3
	TT2410	Taxes and taxation	3	OC	2+1+0	4

	Module 4 Accounting and Auditing			OC		
	Acc2411	Accounting	3	OC	1+1+0	3
	Aud2412	Auditing	3	OC	1+1+0	4
	FEA2413	Foundations of Economic Analysis	3	OC	1+1+0	4
	Module 5 Quantitative assessment of economy			OC		
	Sta2414	Statistics	3	OC	1+1+1	3
	Eco3415	Econometrics	2	OC	1+0+1	5
	Module 6 Probability theory and Linear Algebra			OC		
	PTMS1416	Probability theory and mathematical statistics	2	OC	1+1+0	1
	LA1417	Linear Algebra	2	OC	1+1+0	2
	Module 7 Enterprise economy			OC		
	Ent1418	Entrepreneurship	2	OC	1+1+0	2
	EE3419	Enterprise economy	3	OC	2+1+0	5
	Module 8 Institutionalism and State regulation of economy			OC		
	SRE2420	State regulation of economy	2	OC	1+1+0	3
	IE2421	Institutional economics	2	OC	1+1+0	4
	Module 9 Development of economic science					
	HET1422	History of economic thought	2	OC	1+1+0	2
	MPE3423	Modern political economy	2	OC	1+1+0	5
	Module 10. Micro- Macroeconomics (intermediate)			OC		
	Mic2424	Microeconomics (intermediate)	3	OC	1+2+0	4
	Mac3425	Macroeconomics (intermediate)	3	OC	1+2+0	6
	Module 11. Modeling and forecasting the economy			OC		
	IO2426	Industrial Organization	2	OC	1+1+0	4
	EDAF3427	Economic data analysis and forecasting	2	OC	1+0+1	6
	3.3 Minor Modules (Modules for Individual Educational Trajectories **(IET) /SC))**					
	IET 1 Economics of the firm and entrepreneurship	**IET 2 Economic modeling and economic policy**	**IET 3 Industry Economics**	**35**		
	SW 3501 Scientific writing (каз/рус/анг) 0+1+0	SW 3501 Scientific writing (каз/рус/анг) 0+1+0	SW 3501 Scientific writing (каз/рус/анг) 0+1+0	1		5
	EMI3502 Economy of market infrastructure 1+1+0	GEMM3502 General equilibrium models in macroeconomics 1+1+0	EMI 3502 Economics of market infrastructure 1+1+0	2		5
	PSE3503 Production sphere economy 1+1+0	MSME3503 Multidimensional statistical methods in economics 1+1+0	EE3503 Education economics 1+1+0	2		5
	PSE3504 Public sector economics 2+1+0	ORE 3504 Operation research in economics 1+2+0	PSE 3504 Public sector economics 2+1+0	3		6

	FM3505 Financial mathematics 1+2+0	PDE3505 Panel data econometrics 1+2+0	SE3505 Service economics 1+2+0	3			6
	CP3506 Company planning 1+2+0	TEGD 3506 Theory of economic growth and development 1+2+0	IE3506 Industrial Economics 1+2+0	3			6
	BO 4507 Business organization 1+2+0	SESP4507 Spatial economy and state policy 1+2+0	EAS4507 The economy of the agricultural sector 1+2+0	3			7
	BL4508 Business law 1+2+0	TSA4508 Time series analysis 1+2+0	REME4508 Real estate market economics 1+2+0	3			7
	IP4509 Investment projection 1+2+0	NE4509 National economy 1+2+0	ENM4509 Economics of nature management 1+2+0	3			7
	EAC4510 Economic analysis of the company 1+2+0	MIO4510 Models of Industrial Organization 1+2+0	SE4510 Shady economics 1+2+0	3			7
	RB4511 Risks in Business 1+2+0	MMF4511 Macroeconomics modeling and forecasting 1+2+0	HE4511 Health Economics 1+2+0	3			7
	OMM4512 Optimization Methods of Management 1+2+0	AE4512 Applied econometrics 1+2+0	TE4512 Tourism Economics 1+2+0	3			7
	IV4513 Invectment valuation 1+2+0	SERSS4513 Socio-economic relations and social stratification 1+2+0	RE4513 Regional economy 1+2+0	3			7
	3.4 Interdisciplinary Module			**8**	EC		
	IE3601	Innovative Entrepreneurship (trade-wise)		2	SC	1+1+0	5
	IPL3602	Intellectual Property Law		2	SC	1+1+0	6
	EH3603	Economic History		2	SC	1+1+0	5
	IE3604	International economics		2	SC	1+1+0	6
	EMM3605	Economic and Mathematical methods		2	KB	1+1+0	5
	IM3606	Insurance mathematics		2	KB	1+1+0	6
4. Practice	**4.1**	**Professional practice (by types of practice)**		**9** credits			
	EP201	Educational Practice		2			4
	EP302	Educational Practice		2			6
	PT401	Practice Training		5			8
5. Final Cer-	5.1	Preparation and Presentation of Bache-		**2**	OC		

tification		lor's Dissertation (Diploma Project)				
6. Additional Types of Learning	6.1	Physical Training	**8**	OC		
TOTAL			**148 Credits (247 ECTS)**			

The **Bachelor programme** "**World Economy"** has the following curriculum:

Title ofmod-ules	Course code	Title of courses	Credit	Unit	Lec/prac/Lab.	Sem.
1. StateCompulsoryModule(10credits)	HK1101	History ofKazakhstan	***3***	CC	2+1+0	2
	K(R)LPP 1102	Kazakh(Russian) Language for Professional Purposes	***3***	CC	0+3+0	2
	FLPP1103	Foreign Language for Professional Purposes	***3***	CC	0+3+0	1
	FSK1104	PhilosophyofScientificKnowledge	***2***	CC	1+1+0	3
2. Social andCommunicative Module(4credits)	PIC2201	PsychologyofInterpersonalCommunication	***2***	EC	1+1+0	3
	EPSS2203	Ethicsof Personal andSocial Success	***2***	EC	1+1+0	3
	CR2204	CultureandReligion	***2***	EC	1+1+0	3
	GAS2205	GeneralandAppliedSociology	***2***	EC	1+1+0	3
	HLS2206	HumanLifeSafety	***2***	EC	1+1+0	3
	ESD2207	EcologyandSustainableDevelopment	***2***	EC	1+1+0	3
	KL2208	KazakhstanLaw	***2***	EC	1+1+0	3
	FE2209	FundamentalsofEconomics	***2***	EC	1+1+0	3
3.1 Natural Sciences(STEM) module (6 credits)	ITPP1301	Information Technology for Professional Purposes	***3***	CC	1+2+0	1
	CMPS2302	Mathematics in economics	***3***	CC	1+2+0	1
Vocational Modules (115 credits)	**3.2.** BasicProfessionalModules		***66***	CC		
	Module 1 Historical and theoretical foundations of the world economy					
	TFWE1401	The theoretical foundationsof the world economy	***3***	CC	2+1+0	1
	HWE1402	History of World Economy	***3***	CC	2+1+0	1
	HD1403	HumanDevelopment	***2***	CC	1+1+0	1
	Module 2 Mathematical metods and Statistics					
	MMEA1404	Mathematical Methods of Economic Analysis	***3***	CC	2+1+0	2
	SFEA1405	Stats of foreign Economic Activity	***3***	CC	2+1+0	2
	Mik2406	Microeconomics	***3***	CC	2+1+0	3
	Mak2407	Macroeconomics	***3***	CC	2+1+0	4
	Module 3 Economic cooperation in the international system					
	TBT1408	Tehnikabusinesstalks	***3***	CC	2+1+0	2

	IEL1409	InternationalEconomicLaw	***3***	CC	1+1+0	2
	IEO2410	Internationaleconomicorganizations	***3***	CC	2+1+0	4
	ED3411	EconomicDiplomacy	***3***	CC	2+1+0	5
	Module 4 International Business					
	EFWE2412	Economyfirmsin the world economy	***3***	CC	2+1+0	4
	IM2413	InternationalMarketing	***3***	CC	2+1+0	3
	IM2414	InternationalManagement	***3***	CC	2+1+0	4
	IB3415	InternationalBusiness	***3***	CC	2+1+0	5
	IBM3416	InternationalBusinessManagement	***3***	CC	2+1+0	6
	ITWCM3417	International trade and world commodity markets	***3***	CC	2+1+0	5
	Module 5 International economic relations					
	IE2418	InternationalEconomics	***3***	CC	2+1+0	4
	NFS2419	National Financial System	***3***	CC	2+1+0	4
	EFC2420	Economy of foreign countries	***3***	CC	2+1+0	3
	WE3421	WorldEconomy	***3***	CC	2+1+0	5
	IMR3422	International monetary relations	***3***	CC	2+1+0	6
	NES3423	NationalEconomicSecurity	***3***	CC	2+1+0	5
	Module 6 Foreign language in professional activities					
	BIEE2424	Basics of International Economics in English - 1	***3***	CC	0+3+0	3
	BIEE2425	Basis for International Economics in English - 2	***3***	CC	0+3+0	4
	FLPA3426	Foreign language in professional activities - 1	***3***	CC	0+3+0	5
	FLDP3427	Foreign Language discipline in professional -2	***3***	CC	0+3+0	6
	3.3 Minor Modules (Modules forIndividual EducationalTrajectories (IET))					
	IET 1 Internationaltrade	**IET 2 International-Finance**	**21**	**EC**		
	SW 2501 Scientific writing (kaz/rus/eng)	SW4501 Scientific writing (kaz/rus/eng)	***1***	EC	0+1+0	7
	WTOGTS3503 WTO and the global trading system	TNKE3502 TNK Economy	***3***	CC	2+1+0	5
	IB4504 Internationalbanking	II3503 InternationalInvestments	***2***	CC	1+1+0	6
	MIP4505 Management of international projects	IB4504 InternationalBanking	***3***	CC	2+1+0	7
	IL4506 InternationalLogistics	MIP4505 Management of In-	***3***	CC	2+1+0	7

		vestment Projects				
	ITO4507 Internationaltransporto-perations	TSW4506 Tax systems of the world	***3***	CC	2+1+0	7
	CCL4508 Customs and Customs Law	ICF4507 InternationalCorpo-rateFinance	***3***	CC	2+1+0	7
	3.4 InterdisciplinaryModule		***8***	**EC**		
	IE3601	InnovativeEntrepreneurship (trade-wise)	***2***	EC	1+1+0	6
	IPL3602	IntellectualPropertyLaw	***2***	EC	1+1+0	6
	Eco3603	Econometrics	***2***	EC	1+1+0	6
	PIL3604	Privateinternationallaw	***2***	EC	1+1+0	6
	Log3605	Logic	***2***	EC	1+1+0	6
	IFRS3606	InternationalFinancialReportingStan-dards	***2***	EC	1+1+0	6
	SMST3607	The stock market and securities trading	***2***	EC	1+1+0	6
	TT3608	TaxesandTaxation	***2***	EC	1+1+0	6
	CMED 3609	Current models of economic develop-ment	***2***	EC	1+1+0	6
	Acc3610	Accounting	***2***	EC	1+1+0	6
4. Internship		Professional internship(by types of internship)	Minimumof6credits			
	AI1701	Academic Internship	2	CC		2
	AI2702	Academic Internship	1	CC		4
	AI4703	Academic Internship	1	CC		8
	II3704	Industrial Internship	4	CC		6
	IP4705	InternshipTraining	2	CC		8
5. FinalCertifi-cation	5.1	Thesis Preparation and Defense	2	CC		8
6. Additional-TypesofLearn-ing	6.1	Sport and Recreation	8	CC	0+0+2	1,2,3,4
TOTAL			**Minimumof147credits**			

The **Bachelor programme** “**Tourism”** has the following curriculum:

Name of-modules	Disciplinecode		Title of courses	Credit	Unit	Lec/prac /Lab.	Sem.
1. State cumpolsory module (10 credits)	HRK1101		History of the Republic of Kazakhstan	2	MC	1+1+0	1
	KRLPP 1102		Kazakh (Russian) Language for Professional Purposes	3	MC	0+3+0	1
	FLPP1103		Foreign Language for Professional Purposes	3	MC	0+2+1	1
	PSK2104		The Philosophy of Scientific Knowledge	2	MC	1+1+0	4
2. Main Elective Modules	PIC2201		Psychology of Interpersonal Communication	2	OC	1+1+0	3
	TAPS2202		Theoretical and Applied Political Science	2	OC	1+1+0	3
	EPSS2203		Ethics of Personal and Social Success	2	OC	1+1+0	3
	CR2204		Culture and Religion	2	OC	1+1+0	3
	GAS2205		General and Applied Sociology	2	OC	1+1+0	3
	HS2206		Human Safety	2	OC	1+1+0	3
	ESD2207		Ecology and Sustainable Development	2	OC	1+1+0	3
	KL2208		Kazakhstan Law	2	OC	1+1+0	3
	FE2209		Fundamentals of Economics	2	OC	1+1+0	3
3. Blockvocational modules(115credits)	**3.1 Natural science(STEM)module**			**12**	MC		
	Innovation Technology in Tourism						
		ITT 2301	Information Technology in Tourism	***3***	MC	1+0+2	2
		GDS 3302	Global Distribution Systems	***3***	MC	1+1+1	6
		SRT 3303	Scientific Research in Tourism	***3***	MC	2+1+0	6
		GIS 4304	GIS in Tourism	***3***	MC	1+0+2	7
	3.2. Basicvocationalmodules			***69***	MC		
	Basics of Geography of Tourism						
	1	IT 1401	Introduction to Tourism	***3***	MC	1+0+0	1
		RG 1402	Recreational Geography			1+1+0	1
		TRC1403	Tourism and RecreationalCartography	***3***	MC	1+0+2	1
		TRG 1404	Tourism Regional Geography	***3***	MC	2+1+0	2
		GTK 1405	Geography of Tourism in Kazakhstan	***3***	MC	2+0+1	2
		GIT 2406	Geography of International Tourism	***3***	MC	2+1+0	4
	Scientific and Methodological Fundumentals of Tourism						
	2	FT 2407	Fundamentals of Tourismology	***3***	MC	2+1+0	2
		BAK2408	Basics of Active Kinds Tourism	***3***	MC	2+1+0	2
		BLL 2409	Basics of Local Lore Tourism	***3***	MC	2+0+1	2
		ES 2410	Excursion Studies	***3***	MC	2+1+0	3
	Tourism Activities						
	3	BBT 2411	Basics of Business in Tourism	***3***	MC	2+1+0	3
		TMan 2412	Tourism Management	***3***	MC	2+1+0	3
		TMar 2413	Tourism Marketing	***3***	MC	2+1+0	3

		AT 2414	Accounting in Tourism	***3***	MC	2+1+0	4
		TA 3415	Tourism Advertising	***3***	MC	2+1+0	6
		PT 4416	Pricing in Tourism	***3***	MC	2+1+0	7
	Tourism Industry						
	4	CIT 2417	Catering Industry in Tourism	***3***	MC	2+1+0	4
		HI 2418	Hotel Industry	***3***	MC	2+1+0	4
		TTS 2419	Tourism Transport Service	***3***	MC	2+1+0	4
		TO 3420	Tour Operating	***3***	MC	1+2+0	5
	The legislative andnormative foundationsmanagementof tourism industry						
	5	SRT 3421	State Regulation and Tourism Policy	***3***	MC	2+1+0	5
		HRM 3422	Human Resource Management of Tourist Enterprises	***3***	MC	2+1+0	6
		SCT 3423	Standardization and Certification in Tourism	***3***	MC	2+1+0	6
		TSQ 4424	Tourism Service Quality Management	***3***	MC	2+1+0	7
	3.3 Modulesof individual educationaltrajectories (IET)			**30**	OC		
	IT 1 *International Tourism*	**ITM 2 *Internal Tourism Management***	**HM3*Hospitality Management***	**ET 4*Ecological Tourism***	**30**	OC	
	SW 3501 Scientific writing (Kaz/Rus/Eng)	SW 3501 Scientific writing (Kaz/Rus/Eng)	SW 3501 Scientific writing (Kaz/Rus/Eng)	SW 3501 Scientific writing (Kaz/Rus/Eng)	1	OC	0+1+0	5
	NRR 2502 Natural Recreational Recourses of the World	RCK 2502 Recreation Centers of Kazakhstan	EET 2502 Ethics and Etiquette in Tourism	BET 2502 Basics of Ecological Tourism	3	OC	2+1+0	3
	TRW 3503 Tourism Regions of the World	AT 3503 AgroTourism	TA 3503 Tourism Animation	SPN 3503 Specially Protected Natural Areas and Preservation in Kazakhstan	3	OC	2+1+0	5
	RT 3504 Religious Tourism	MT 3504 Mountain Tourism	GBT 3504 Gambling Business and Tourism	AT 3504 Adventure Tourism	2	OC	1+1+0	5
	PTA 3505 Psychology of Tourist Activity	PVSh 3505 Photo and Video Shooting in Tourism	HMM 3505 Hospitality Management and Marketing	RT 3505 Recreational Tourism	3	OC	2+1+0	5
	CPW 3506 Culture of People of the World	MS 3506 Museum Science	SI 3506 SPA Industry	BPC 3506 Business and Professional Communication in Tourism	3	OC	2+1+0	5
	TPW 3507 Thematic Parks of the World	MT 3507 Medical Tourism	RB 3507 Restaurant Business	ST 3507 Sustainable Tourism	3	OC	2+1+0	6
	ET 3508 Event Tourism	TAA 3508 Tour Agents Activity	SMH 3508 Staff Management in	POT 3508 Planning and Organizing of	3	OC	2+1+0	6

			Hotel Enterprises	Tourism and Recreational Zones				
	TF 4509 Tourist Formalities	TS 4509 Tourism Statistics	QMS4509 Quality Management Systems	POE 4509 Planning and Organization of Ecological Tours	3	OC	2+1+0	7
	IT 4510 Insurance in Tourism	TST 4510 Taxation System in Tourism	HS 4510 Hotel Service	EEE 4510 Ecological and Economic Evaluation of Tourism and Recreation Territories	3	OC	2+1+0	7
	EC 4511 E-Commerce	CDT 4511 Cluster Development of Tourism in Kazakhstan	BT 4511 Branding in Tourism	EMM 4511 Ecological Management and Marketing	3	OC	2+1+0	7
	3.4 Interdisciplinary module				**4**	**OC**		
	1	IBT 2601	Innovative Business in Tourism		2	OC	1+1+0	4
	2	IR 2602	Intellectual Right		2	OC	1+1+0	4
	3	POO 2603	Professionally Oriented OrientalLanguage		2	OC	0+1+1	4
	4	EEH 3604	Ethnogenesis and Ethnic History of the Kazakhs		2	OC	1+1+0	5
	5	EK 3605	Etnodemography of Kazakhstan		2	OC	1+1+0	5
	6	MTT 3606	Methods of Tourism Teaching		2	OC	1+1+0	5
4. Practice	4.1	Professional practice (type of practice)			17			
		TP	Teaching practice (teaching and training trip)		**6**			2
		PP	Production practice (training and production)		**6**			4
		PP	Production practice (international)		**2**			6
		PP	Production practice (pregraduation)		**3**			8
5. Final attestation	PPB	Preparation and Presentation of Bachelor's Dissertation (Diploma Project)		2	8	0+1+0		8
6. Additional types oftraining	PT	Physical Training		8	MC	0-0-2		1, 2, 3, 4
TOTAL					**156**			

The **Bachelor programme** "**Regional Studies"** has the following curriculum:

5B050500 – REGIONAL STUDIES (BACHELOR DEGREE)

Title of modules	Course code	Title of courses	Credit	Unit	Lec/prac/Lab.	Sem.

1. State Compulsory Module (10 credits)	HRK1101	History of the Republic of Kazakhstan (1991-2013)	2	CC	2+0+0	2
	POK(R)L1 102	Professionally-Oriented Kazakh (Russian) Language	3	CC	0+3+0	2
	POFL110 3	Professionally-Oriented Foreign Language	3	CC	0+3+0	1
	PSK 2104	Philosophy of Scientific Knowledge	2	CC	1+1+0	3
2. Social and Communicative Module (4 credits)	PIC2201	Psychology of Interpersonal Communication	2	EC	1+1+0	4
	TAPS220 2	Theoretical and Applied Political Science	2	EC	1+1+0	4
	EPSS220 3	Ethics of Personal and Social Success	2	EC	1+1+0	4
	CR2204	Culture and Religion	2	EC	1+1+0	4
	GAS 2205	General and Applied Sociology	2	EC	1+1+0	4
	HLS2206	Human Life Safety	2	EC	1+1+0	4
	ESD2207	Ecology and Sustainable Development	2	EC	1+1+0	4
	KL2208	Kazakhstan Law	2	EC	1+1+0	4
	FE2209	Fundamentals of Economics	2	EC	1+1+0	4
3.1 Natural Sciences (STEM) module	ITPP1301	Information Technologies for Professional Purposes	3	CC	1+0+2	1
	CMS 1302	The concept of modern science	3	CC	2+1+0	1
3. Vocational Modules (115 credits)	**3.2. Basic Professional Modules**		***66***	CC		
	Module 1 Module 1: History					
	HPRW 1401	Discipline 1 History of the peoples and regions of the world in the New Ages	3	CC	2+1+0	1
	HPRW 1402	Discipline 2 History of peoples and regions of the world in modern times	3	CC	2+1+0	2
	HCIS 1403	Discipline 3 History of CIS	3	CC	2+1+0	1
	SHIR 2404	Discipline 4 System History of International Relations in the New Ages	3	CC	2+1+0	3
	SHIR 2405	Discipline 5 System History of the International Relations in Modern times	3	CC	2+1+0	4
	Module 2 Professionally oriented module					
	KSRR240 6	Discipline 2 Kazakhstan in the system of regional relations	3	CC	2+1+0	3
	WPP 2407	Discipline 3 World political process	3	CC	2+1+0	3
	MPRS340 8	Discipline 4 Modern problems of the regions in the system international relations	3	CC	2+1+0	5
	GRPM 4409	Discipline 3 Global and regional processes in the modern world	3	CC	2+1+0	7

	Module 3 Diplomatic Service					
	SPD 1410	Discipline 1 State Protocol and Diplomacy	3	CC	2+1+0	2
	NCS 1411	Discipline 2 Negotiation conducting skills	3	CC	2+1+0	2
	Module 4 Modern security issues					
	RSIR 3412	Discipline 1 Regional security issues and the resolution of regional conflicts	3	CC	2+1+0	5
	ISGW 4413	Discipline 2 Information security in a globalizing world	3	CC	2+1+0	7
	Module 5 Conceptually-oriented					
	FRS 1414	Discipline 1 Foreign Regional studies	3	CC	2+1+0	1
	GCWR 2415	Discipline 2 Geopolitical concepts of the World Regions	3	CC	2+1+0	4
	IIRT 2416	Discipline 3 Introduction to International Relations Theories	3	CC	2+1+0	5
	Module 6 The first foreign language (English, French, German, Spanish, Italian, Chinese, Japanese, Arabic)					
	PSWS 1417	Discipline 1 Practice of speaking and writing skills (first foreign language) Part 1	3	CC	0+3+0	2
	PSW 2418	Discipline 2 Practice speaking and writing (first foreign language) Part 2	3	CC	0+3+0	3
	TPPL 2419	Discipline 3 Technology presentation and practice oral language (first foreign language)	3	CC	0+3+0	4
	FLDB 4420	Discipline 4 Foreign Language diplomatic and business negotiations (first foreign language)	3	CC	0+3+0	7
	Module 7 The second language (English, French, German, Spanish, Italian, Chinese, Japanese, Arabic)					
	LSR 2421	Discipline 1 Language of the studied region (second foreign language) Part 1	3	CC	0+3+0	3
	LSR 2422	Discipline 2 Language of the studied region (second foreign language) Part 2	3	CC	0+3+0	4
	3.3 Modules for Individual Educational Trajectories (IET)		**35**	**EC**		
	IET **1 Foreign Regional Studies: Eurasian space**	IET 2 **Foreign Regional Studies: Western Eu-** / IET 3 **Foreign Regional Studies:**		EC		

		rope	**Asia Pacific**	35			
	SW3501 Scientific writing (kaz/rus/eng)	**SW3501 Scientific writing (kaz/rus/eng)**	**SW3501 Scientific writing (kaz/rus/eng)**	1	EC	0+1+0	5
	HES 3502 The history of the Eurasian space	HWER 3502 The history of the Western Europe region	HAPR 3502 The history of the Asia-Pacific region	3	EC	2+1+0	5
	SPT 3503 The socio-political translation (first foreign language)	SPT 3503 The socio-political translation (first foreign language)	SPT 3503 The socio-political translation (first foreign language)	***3***	CC	0+3+0	5
	PFLS 3504 Practical foreign language of the studied region (second foreign language) Part 1	PFLS 3504 Practical foreign language of the studied region (second foreign language) Part 1	PFLS 3504 Practical foreign language of the studied region (second foreign language) Part 1	***3***	CC	0+3+0	5
	PSES 3505 The political system of the Eurasian space countries	PSWE 3505 The political system of the Western Europe countries	PSAP 3505 The political system of the Asia-Pacific region	***2***	CC	1+1+0	6
	IRFP 3506 International relations and foreign policy of the Eurasian space countries	IRFP 3506 International relations and foreign policy of the Western Europe countries	IRFP 3506 International relations and foreign policy of the Asia-Pacific region	***3***	CC	2+1+0	6
	ESCE 3507 The Eurasian space countries' economies	WECE 3507Western European countries' economies	EAP 3507 The economies of the Asia-Pacific region	***3***	CC	2+1+0	6
	PCPO 3508 Practical course of pro-	PCPO 3508 Practical	PCPO 3508 Prac-	***3***	CC	0+3+0	6

	fessionally oriented translation (first foreign language)	course of professionally oriented translation (first foreign language)	tical course of professionally oriented translation (first foreign language)				
	PFLS 3509 Practical foreign language of the studied region (second foreign language) Part 2	PFLS 3509 Practical foreign language of the studied region (second foreign language) Part 2	PFLS 3509 Practical foreign language of the studied region (second foreign language) Part 2	***3***	CC	0+3+0	6
	CSEE 3510 Culture, Science and Education in Eurasian space	CSEE 3510 Culture, Science and Education of the Western European countries	CSEE 3510 Culture, Science and Education in Asia Pacific countries	***3***	CC	2+1+0	7
	SIE 3511 Security issues in Eurasia	SIWE 3511 Security issues in Western European countries	SIAP 3511 Security issues in Asia Pacific	***3***	CC	2+1+0	7
	PESI 3512 Political, ethnic and social identity in the Eurasian region	PESI 3512 Political, ethnic and social identity in Western Europe	PESI 3512 Political, ethnic and social identity in Asia Pacific	3	CC	2+1+0	7
	RPCE 3513 Religion and politics in contemporary Eurasia	RPCE 3513 Religion and politics in contemporary Europe	RPCA 3513 Religion and politics in contemporary Asia Pacific	2	CC	1+1+0	7
	IET 4 **Foreign Regional Studies: Latin America**	IET 5 **Foreign Regional Studies: Middle East**	IET 6 **Foreign Regional Studies: USA and Canada**	**35**	**EC**		
	SW 3501 Scientific writing (kaz/rus/eng)	SW 3501 Scientific writing (kaz/rus/eng)	SW 3501 Scientific writing	1	EC	0+1+0	5

			(kaz/rus/eng)				
	HLA 3502 History of Latin America	HME 3502 History of Middle East	HUSA 3502 History of USA and Canada	3	EC	2+1+0	5
	SPT 3503 The socio-political translation (the first foreign language)	SPT 3503 The socio-political translation (the first foreign language)	SPT 3503 The socio-political translation (the first foreign language)	3	CC	0+3+0	5
	PFLS 3504 Practical foreign language of the studied region (second foreign language)	PFLS 3504 Practical foreign language of the studied region (second foreign language)	PFLS 3504 Practical foreign language of the studied region (second foreign language)	3	CC	0+3+0	5
	PSLA 3505 The political system of Latin America countries	PSME 3505 The political system of Middle East countries	PSUS 3505 The political system of the USA and Canada	2	CC	1+1+0	6
	IRFP3506 International relations and foreign policy in Latin American countries	IRFP3506 International relations and foreign policy in Middle East countries	IRFP3506 International relations and foreign policy of the USA and Canada	3	CC	2+1+0	6
	ELAC 3507 Economy of Latin America countries	EMEC 3507 Economy of Middle East countries	EUSA 3507 Economy of the USA and Canada	3	CC	2+1+0	6
	PCPO 3508 Practical course of professionally oriented translation (first foreign language)	PCPO 3508 Practical course of professionally oriented translation (first foreign language)	PCPO 3508 Practical course of professionally oriented translation (first foreign lan-	3	CC	0+3+0	6

			guage)				
	PFLS 3509 Practical foreign language of the studied region (second foreign language)	PFLS 3509 Practical foreign language of the studied region (second foreign language)	PFLS 3509 Practical foreign language of the studied region (second foreign language)	3	CC	0+3+0	6
	CSEL 3510 Culture, Science and Education in Latin America	CSEM 3510 Culture, Science and Education of the Middle East	CSEU 3510 Culture, science and education in the United States and Canada	3	CC	2+1+0	7
	SILA 3511 Security issues in Latin America	SIME 3511 Security issues in Middle East	SIUS 3511 Security issues in the USA and Canada	3	CC	2+1+0	7
	PESI 3512 Political, ethnic and social identity in Latin America	PESI 3512 Political, ethnic and social identity in Middle East	PESI 3512 Political, ethnic and social identity in the USA and Canada	3	CC	2+1+0	7
	RPCL 3513 Religion and Politics in Contemporary Latin America	RPCL 3513 Religion and Politics in the Middle East	RPCL 3513 Religion and Politics in the United States and Canada	2	CC	1+1+0	7
	3.4 Interdisciplinary Module			8	EC		
	IE3601	Innovative Entrepreneurship (trade-wise)		2	EC	2+1+0	6
	IPL3602	Intellectual Property Law		2	EC	2+1+0	6
	WEIE 3603	The world economy and international economic relations		2	EC	2+1+0	6
	IL 3604	International law		2	EC	2+1+0	6
	ES 3605	Economic security		2	EC	2+1+0	6
	CDCK 3606	The conceptual development of the country: Kazakhstan-2050		2	EC	2+1+0	6
4. Practice		**Professional practice (by types of**		**8**			

		practice)				
	ED101	Educational Practice	2			2
	WP 202	Work practice	1			4
	WP 303	Work practice	2			6
	WP 404	Work practice	3			8
5. Final Certification		Preparation and Presentation of Bachelor's Dissertation (Diploma Project)	2	CC		8
6. Additional Types of Learning	PT	Physical training	8	CC	0+0+2	1,2, 3,4
TOTAL			**Minimum of 147 credits**			

Al-Farabi KazNU states that the Bachelor programmes “Economics”, “World Economy”, “Tourism” and “Regional Studies” ensure the students’ general education by containing the Compulsory State Modules, for example in History, Languages, Philosophy, Psychology, Ethics and Law. The curricula of all programmes also contain specific interdisciplinary modules depending on the programme’s orientation. A course in scientific writing has been established to prepare students for academic work. The Bachelor programmes contain internships and elements of professional practice which are spread over the eight semesters, credited with credit points (between one to six points) and which need to be related to the specific field of study. Moreover, 30 % of the content of the final theses should be theoretical and 70 % practical analysis. Al-Farabi KazNU states that around 50 % of the theses deal with issues that are practically relevant.

Students have the option to choose among several elective disciplines in order to achieve a stronger educational profile and to get specialist expertise in a certain subject and acoording to the students’ individual interests. The electives start in semester five and embrace three semesters. In the **Bachelor programme “World Economy”** the students have to choose one of two pathways: International Trade” and “International Finance” (fifth to sixth semester).

Upon completion of the Bachelor programmes, al-Farabi KazNU awards the title “Bachelor of Science” on specialty Economics / World Economy / Tourism / Regional Studies. This programme names follow the classification used by the ministry, e.g. for the educational grant system.

The **Master programme** “**Economics”** has the following curriculum:

Title of modules	Course code	Title of courses	Credit	Unit	Lec/prac/Lab.	Sem.
1. State Compulsory Module (8 credits)	IFN 5201	History and Philosophy of Science	2	CC	1+1+0	1
	Iya(p)5202	Foreign language (Professional)	2	CC	1+1+0	1
	Ped 5203	Pedagogic	2	CC	1+1+0	2
	Psy 5204	Psychology	2	CC	1+1+0	2
2. Compulsory Professional Modules (14 credits)	MMT 5205	Micro-macro economical analyses	2	CC	1+1+0	1
	OPNI 5206	Organization and Planning of Scientific Research	3	CC	2+1+0	2
	MEI 5207	Methodology of Economical Researches	3	CC	2+1+0	1
	5208	Econometrics (intermediate)	3	CC	2+1+0	2

	5209	Industrial organization	3	CC	2+1+0	3
3. Modules of Individual Educational Paths (20 credits)	5301	Electives. Case Study on Sustainable Development Case Study по устойчивому развитию	3	ED	2+1+0	1
	5302	Electives. Energy, Green Economy and Governance Энергия, зеленая экономика и управление	3	ED	2+1+0	1
	6303	Electives. The Models of macroeconomics	2	ED	1+1+0	2
	6304	Electives. Macroeconomics (intermediate)	2	ED	1+1+0	2
	6305	Electives. Economical Safety of Enterprise	3	ED	2+1+0	3
	6306	Electives. Microeconomics(intermediate)	2	ED	1+1+0	3
	6307	Electives. Models of Corporate Finance	3	ED	2+1+0	3
	6308	Electives. Business planning of innovative projects	2	ED	1+1+0	3
Additional Types of Training (13 credits)	**Master's Reseach Work and Fullfilment of Dissertation**		**7**			
	NIRM I	Research Seminar I	1	CC		1
	NIRM II	Research Seminar II	1	CC		2
	NIRM III	Research Seminar III	1	CC		3
	NIRM IV	Research Seminar IV	4	CC		4
	Professional Practice		**6**			
	PP	Pedagogical Practice	3	CC		3
	IP	Research practice	3 (1+2)	CC		1, 4
Final Attestation (4 credits)	KE	Complex Examination	1	CC		4
	ZD	Dissertation Fullfilment and Defence	3	CC		4
TOTAL			**59 credits (98 ECTS)**			

The **Master programme "World Economy"** has the following curriculum:

Name of module	Discipline code	Names of disciplines (modules) and types of activities	Credit	Unit	Lec/prac/Lab.	Sem.
1. State Compulsory Module (8 credits)	HPS5201	History and Philosophy of Science	***2***	CC	1+1+0	1
	FL(P)5202	Foreign language (Professional)	***2***	CC	1+1+0	1
	Ped5203	Pedagogics	***2***	CC	1+1+0	2
	Psy5204	Psychology	***2***	CC	1+1+0	2
2. Compulsory Professional Modules - 14 credits	IM5205	International Macroeconomics	***2***	CC	1+1+0	1
	OPSR5206	Organization and Planning of Scientific Research	***3***	CC	2+1+0	1
	IB5207	International Business	***3***	CC	2+1+0	1
	CIIRSI5208	Contemporary Issues of International Relations and security issues	***3***	CC	2+1+0	1
	MER5209	Methodology of economic researches	***3***	CC	2+1+0	2
3. Modules of Individual Educational Paths - 20 credits	**6M051301 - International trade**	**6M0513002 - International management**	**20**	**EC**		
	3.1 PIT5301 Pricing in international trade	MIP5301 Management of international projects	**2**	EC	1+1+0	2
	3.2 FEA5302 Foreign eco-	IM5302 International	***2***	EC	1+1+0	2

		nomic activity	Marketing				
	3.3	WTOITR5303 WTO and international trade regulation	IF5303 International finance	***2***	EC	1+1+0	2
	3.4	CCL5304 Customs and customs law	FM5304 Financial management	***2***	EC	1+1+0	2
	3.5	ICC5305 International Carriage of Goods	AP5305 Analysis of the projects	***3***	EC	2+1+0	3
	3.6	WEM5306 World energy markets	IED5306 International Energy and diplomacy	***3***	EC	2+1+0	3
	3.7	IB5307 International banking	TPII5307 Theory and practice of international investment	***3***	EC	2+1+0	3
	3.8	IIA5308 International investment activity	IIRM5308 International insurance and risk management	***3***	EC	2+1+0	3
4. Additional Types of Training (13 credits)	**Master's Reseach Work and Fullfilment of Dissertation**			**7**	**CC**		
	RS1	Research Seminar I		***1***	CC		1
	RS2	Research Seminar II		***1***	CC		2
	RS3	Research Seminar III		***1***	CC		3
	RS4	Research Seminar IV		***4***	CC		4
	Professional Practice			***6***	**CC**		
	PP	Pedagogical Practice		***3***	CC		3
	RP	Research practice		***1***	CC		1
	RP	Research practice		***2***	CC		2
5. Final Attestation (4 credits)	CE	Complex Examination		***1***	CC		4
	DFD	Dissertation Fullfilment and Defence		***3***	CC		4
TOTAL				**Minimum of59 credits**			

The **Master programme "Tourism"** has the following curriculum:

Name of-modules	Discipline-code	Title of courses	Credit	Unit	Lec/prac /Lab.	Sem.
		I Theoretical Training				
Compulsory State Modules - 8 credits	HPS 5201	History and Philosophy of Science	2	CC	1+1+0	1
	Iya(p)5202	Foreign language (Professional)	2	CC	1+1+0	1
	Ped 5203	Pedagogics	2	CC	1+1+0	2
	Psy 5204	Psychology	2	CC	1+1+0	2
Compulsory Professional Modules - 14 credits	OPNI 5205	Organization and Planning of Scientific Recearch	2	CC	2+1+0	1
	TVP 5206	Theoretical and Methodical Problems of Tourism Industry	3	CC	2+1+0	1
	KMT 5207	Cartographic Modeling of Tourism	3	CC	0+1+2	1
	ET 5208	Tourism Economy	2	CC	1+1+0	1
	MPT 5209	Methodology of Teaching Tourism in Higher School	3	CC	1+2+0	2
Modules of Individual Educational Paths - 20 credits (continue)	5301	Electives	3	ED	2+1+0	2
	STR 5301	Tourist Market Structure				
	SMT 5301	Strategic Management in Tourism				
	5302	Electives	2	ED	1+1+0	2
	UKTU 5302	Quality Management of Tourist Services				
	NRPT 5302	National and Regional Tourism Planing				
	6303	Electives	3	ED	2+1+0	2
	IP 6303	Travel Industry				
	URT 6303	Risk Management in Tourism				
	6304	Electives	2	ED	1+1+0	2
	MTO 6304	International Tourism Organizations				

	UChR 6304	Management of Human Research				
	6305	Electives	3	ED	2+1+0	3
	IMT 6305	Innovation Managemant in Tourism				
	OUP 6305	Organization, Planning and Project Management				
	IMT 6305	Innovation Managemant in Tourism				
	6306	Electives	2	ED	1+1+0	3
	NOT 6306	New Educational Technologies				
	MT 6306	Marketing of territories				
	NOT 6306	New Educational Technologies				
	6307	Electives	3	ED	2+1+0	3
	DUR 6307	Business and Management Rhetoric				
	KTN 6307	Computer Technologies in Science and Education				
	DUR 6307	Business and Management Rhetoric				
	6308	Electives	2	ED	1+1+0	3
	LT 6308	Tourism Logistics				
	TIAR 6308	Technology of Informational and Analytical Works				
	LT 6308	Tourism Logistics				
Total: Theoretical Training - 42 credits (63 ECTS)						
II. Additional Types of Training						
Master's Reseach Work and Fullfilment of Dissertation	NIRM I	Research Seminar I	1	CC	0+1+0	1
	NIRM II	Research Seminar II	1	CC	0+1+0	2
	NIRM II	Research Seminar III	1	CC	0+1+0	3
	NIRM IV	Research Seminar IV	4	CC	0+0+4	4
			3	CC	0+0+3	
Professional Practice	PP	Pedagogical Practice	1	CC	3(1+2)	3
	RP	Research practice				4
		Total: Additional Types of Training: 13 credits (19,5 ECTS)				
III. Final Attestation						
Final Attestation	KE	Complex Examination (1 credit)	1	CC	0+0+1	4
	ZD	Dissertation Fullfilment and Defence (3 credits)	3	CC	0+0+3	4
Grand Total: 59 credits (88,5 ECTS)					**59**	**17**

The **Master programme "Regional Studies"** has the following curriculum:

Title of modules	Course code	Title of courses	Credit	Unit	Lec/prac/Lab.	Sem.
1. State compulsory modules (8 credits)	**Compulsory State Module 1 (4 credits)**					
	IFN5201	History and Philosophy of Science	2	CC	1+1+0	1
	Iya(p)5202	Foreign language (Professional)	2	CC	1+1+0	1
	Compulsory State Module 2 (4 credits)					
	Ped 5203	Pedagogics	2	CC	1+1+0	2
	Psy 5204	Psychology	2	CC	1+1+0	2
2. Compulsory Professional Modules (14 credits)	**Compulsory Professional Module 1 (2 credits)**					
	APRSM 5307	Contemporary problems of the regions in the system of international relations: theoretical and practice approaches	2	CC	1+1+0	1
	Compulsory Professional Module 2 (3 credits)					

	OPNI 5306	Organization and Planning of Scientific Research	3	CC	2+1+0	1
	Compulsory Professional Module 3 (3 credits)					
	PR 5305	Political Regional Studies	3	CC	2+1+0	2
	Compulsory Professional Module 4 (3 credits)					
	OPM 5308	Methodological basis of researches in Regional Studies	3	CC	2+1+0	2
	Compulsory Professional Module 5 (3 credits)					
	SVMKR 5209	Modern issues of the World Comprehensive Regional Studies	3	CC	2+1+0	2
3 Modules for Individual Educational Trajectories (IET) (20 credits)	**3 Modules for Individual Educational Trajectories (IET) (20 credits)**		**20**			
	Program 6M050501 — Regional security problems					
	IET 1 **Theoretical and applied aspects of the study of security issues**					
	TNGB 5301	Theories of regional and global security	3	EC	2+1+0	1
	ROOB 5302	Regional organizations in security sphere	2	EC	1+1+0	1
	IET 2 **Factors of regional security system**					
	IBIV 6307	Information security and information wars	3	EC	2+1+0	2
	RFRS 6308	Religious factor in the regional security system	2	EC	1+1+0	2
	IET 3 **Traditional and nontraditional security threats and initiatives of of Kazakhstan in their decision**					
	NUVB 6305	Energy Security	3	EC	2+1+0	3
	NVUR 6306	New challenges and threats to regional and global security: Kazakhstan's initiative in solving them	2	EC	1+1+0	3
	IET 4 **Current regional problems and tendencies of development in security**					
	MRCS 6303	The World Powers and Regional aspects of International Security	3	EC	2+1+0	3
	PYaBS 6304	Problems of nuclear security in contemporary world	2	EC	1+1+0	3
	Program 6M050502 - Central Asia in the system					

	of International relations					
	IET 1 **History and modern tendencies of development in Central Asia**					
	KCOT 5301	Cultural and civilizational foundations of transformation in Central Asia	3	EC	2+1+0	1
	PSSC 5302	Political systems of Central Asia: Dynamics and Prospects of Development	2	EC	1+1+0	1
	IET 2 **The integration processes and problems of cooperation in Central Asia**					
	PPSC 6303	Problems and prospects of cooperation in Central Asia: History and Modernity	2	EC	1+1+0	2
	IPCA 6304	Integration processes in Central Asia: regional approach	2	EC	1+1+0	2
	IET 3 **Central Asia: cooperation and security issues**					
	TMAB 6305	Theoretical and methodological analysis of security in Central Asia	3	EC	2+1+0	3
	RSBC630 6	Regional security system in Central Asia: the formation, evolution and prospects	3	EC	2+1+0	3
	IET 4 **SCO main activity directions**					
	ShOSS 6307	SCO and the Modern World Order	3	EC	2+1+0	3
	GIDSh 6308	SCO member states' regional politics in Central Asia	2	EC	1+10	3
	4 Additional Types of Training					
	Master's Research Work and Fulfillment of Dissertation (7 credits)					
	NIRM I		1	CC		1
	NIRM II	Research Seminar II	1	CC		2
	NIRM III	Research Seminar III	1	CC		3
	NIRM IV	Research Seminar IV	4	CC		4
5. Practice (6 credits)	**Professional practice (by types of practice)**					
	PP	Pedagogical practice	3	CC		3
	IP	Research practice	3	CC	1+2+0	1
6. Final Certification (4 credits)	KE	Complex Examination	1	CC		4
	ZD	Dissertation Fullfilment and Defence	3	CC		4
TOTAL			**59 CREDITS (90 ECTS)**			

Al-Farabi KazNU states that the Master programmes ensure the students' general education by containing the Compulsory State Modules in History and Philosophy of Science, Foreign language, Pedagogics and Psychology. The curricula also allows for an interdisciplinary approach: There is also a possibility to elect subjects from other disciplines (one sixth of the total number of credits). The University states that it incentivises students to choose interdisciplinary subjects, like courses in sustainability.

A course in organisation and planning of scientific research, four research seminars, a research internship and a pedagogical internship have been established to prepare students for academic work both in research and teaching. As an additional offer for interested students, each department has Scientific Societies (two to four per department), where students work voluntarily on scientific topics. There are also two general societies at al-Farabi KazNU (Young Scientist Society and umbrella organisation of departmental student scientific societies) and a student business incubator to foster research activities of students. Moreover, research seminars can also be attended by students on a voluntary basis.

All Master programmes contain two obligatory internship (6 Credits) which needs to be related to the specific field of study. Moreover, like in the Bachelor programmes, 30 % of the content of the final theses should be theoretical and 70 % practical analysis. Al-Farabi KazNU states that around 50 % of the theses address issues that are practically relevant.

Students have the option to choose among several Individual Educational Trajectories in order to get a stronger educational profile and to get specialist expertise in a certain subject. The Trajectories start in the first semester and embrace three semesters. In all Master programmes, they count up to 20 credit points. In the **Master programme "World Economy"** the students have to choose one of two pathways: International Trade" and "International Management".

Upon completion of the study programme, al-Farabi KazNU awards the title "Master of Science" on the specialty Economics / World Economy / Tourism / Regional Studies. These programme names follow the classification used by the ministry, e.g. for the educational grant system.

The formal system of examination is clearly defined. Bachelor students need to pass a State Examination on the history of Kazakhstan in the first year of study. For finishing their programme, they need to have completed all modules and then pass a State Comprehensive Exam, the format of which is defined by the ministry, and successfully defend a dissertation. Two credit points are assigned for the preparation and presentation of the Bachelor thesis. Master students need to have completed all courses and have published at least one article and then pass a State Comprehensive Examination and successfully defend a dissertation. Four credit points are assigned for the preparation and presentation of the Master thesis.

The overall grading of each module is carried out on the basis of the average performance of a student in the courses. Module examinations are mostly written and usually contain three questions, which are randomly selected by a computer out of a possible 120 questions. While the module structure has formally been introduced, the old system of state examinations is maintained and has not yet been accommodated to the credit system: It is a type of 'comprehensive examination', which is taken outside of the regular study programme.

Appraisal:

In the **Bachelor and Master programmes "Economics", "Tourism" and "Regional Studies"** the mixturere of modules in terms of content appears balanced and the modues are

arranged in a logical sequence. The elective courses in the programmes enable students to acquire beneficial skills in accordance with their own preferences. However, the panel sometimes observed some repetition of courses on the Bachelor and Master level. The panel therefore recommends paying more attention on avoiding redundancies in these programmes.

Due to some apparent lack of coherence between the programme's goals, objectives and learning outcomes of the **Bachelor and Master programmes "World Economy"** (s. also chapter 1), the panel is not convinced of the logic and coherence of the programmes' contents. In the view of the panel the composition of the modules is neither logical nor homogenous. Especially the following Bachelor modules appear problematic: "Mathematical Methods and Statistics" (this module includes micro- and macroeconomics) and "International Business" (the course contents are not clear and understandable as it contains courses like "International Management", "International Business", "International Business Management" etc.; furthermore, many redundancies and overlaps are given in the modue content). Moreover, the panel assesses the structure of these modules as intransparent. The same appears for the module "Historical and theoretical foundations of the world economy" (especially in the course: "The theoretical foundations of the world economy, History of world economy"). Such overlaps are given in the Master programme as well (for example: The programme contains another module "International Business"). Hence, the panel members recommend a **condition:**

The HEI reviews the contents of the **Bachelor and Master programme "World Economy"** in terms of coherence between the goals of the programmes and the contents and intended learning outcomes of the programmes' modules. The panel recommends giving consideration in particular to avoiding redundancies.

The University explained that courses might have the same name but in that case the academic content was treated more in-depth and put into practice at the Master level. Moreover, according to regulations issued by the ministry, the University would have to make sure that students from other programmes could easily enter the Master programmes and thus needed to be brought to the same level in the beginning of the programme. The panel understands that the Master programmes cater for the needs of students from related Bachelor programmes of other institutions. However, when designing a Master programme all learning outcomes defined for the individual modules should be on the Master level. They recommend to the University or any other competent body adapting the programmes or related regulations accordingly.

Moreover, the State Compulsory Modules do not have a clear contribution to the programme objectives either. As the University states, these modules are imposed by ministerial regulations. While this seems to be in general true for Kazakh institutions, the panel understood that the University is officially exempt from most content regulations. Still, deviations from the state comprehensive education standards as defined by the Ministry of Education and Science are rather small. The panel recommends (to whomever has the authority over these matters) gearing the modules more towards the programme objectives.

The names of the programmes and the titles of the qualification granted upon completion of them correspond to the programme content and academic tradition in Kazakhstan.

The panel finds that the University constantly aims at gearing theoretical questions towards application fields in order to promote the graduates' employability. The University seems to be expected to take into account national economic interests when designing its study programmes. Current issues with relevance for the national economy are thus translated into research questions, so that research resolves the real problems of economy and society. The Council of Employers and the Centre for Career and Business foster the integration of

theory and practice as well (see also chapter 3.6 and 4.5). Students confirmed that practical application is linked to theories and that they regularly discuss in seminars how theories are empirically tested and practically applied. Additionally, internships help the students to get familiar with the nature and demands of the related professional field. Dissertations were often about issues identified during the internships. Indeed, the panel finds that all programmes have a clear orientation towards the professional field. In the **Bachelor and the Master programme "Tourism"** the integration of theory and practice seems systematically combined throughout the curriculum and is especially shown in the work of students in project works (e.g. the national project "Almaty 2020"). Moreover, during the programmes the students use a lot of case studies. The panel found transfer questions in the exams. The panel therefore comes to the overall conclusion that the integration of theory and practice exceeds the requirements in these two programmes.

It is especially through the State Compulsory Modules that the students are made familiar with a vast range of different disciplines. However, it is not obvious from the module descriptions how the contents of these disciplines are linked to the core subjects. Looking at the rest of the curricula, the share of interdisciplinary contents is sufficient but rather small. The panel thus recommends gearing the contents of the State Compulsory Modules as much as possible to the core contents of the respective study programmes.

The programmes ensures that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature. They are indicated as learning objectives in the module descriptions. Methodological competences of an adequate level are described as learning outcomes in the curricula of all study programmes. The panel got the impression that students are made familiar with relevant scientific methods on both the Bachelor and the Master level, which is ensured by specific seminars. Regarding the **Bachelor and Master programmes "Economics"** the methodological competencies is primarily based on econometrics. The panel recommend**s** focusing more on theory building and modelling. Furthermore, no module descriptions were shown for the four research seminars of the Master programmes. The panel thus recommends that accreditation is granted under the following **condition**:

The University shows module descriptions for the Research Seminars I to IV of all the **Master programmes "Economics", "World Economy", "Tourism" and "Regional Studies",** which show that adequate research competences are acquired.

Student counselling functions very well and also covers methodological aspects. However, the integration of methodological aspects in the curricula is rather weak. In particular, most modules finish with written examinations, which often do not illustrate a great deal of evidence confirming scientific work. The panel recommends strengthening methodological competence by putting greater emphasis on empirical and analytical methods within the core modules and by using suitable formats of examination.

The level of performance in examinations is in general aligned with the learning outcomes of the modules. However, the panel finds that the examination system could be improved. It understands that the general strategy to randomly choose three out of 120 possible questions in final examinations might ensure that students do not get to know the examination questions in advance. While this might add to fairness and equality of opportunity, such examinations will not cover all relevant learning outcomes and seem to be rather general and not geared to the specific contents of the modules. In the interviews with the teaching staff, the panel learnt that the lecturers can chose their type of examination. Nevertheless, most assignments are written and follow the approach described above. The panel thus recommends looking for more adequate forms of assessments and make examinations more suitable to assess learning outcomes, geared to the individual course. The University should also review the assessed learning outcomes in relation to the respective qualification frame-

works level. A very good aspect of the system is that examinations are set by one teacher and corrected by another one. Apart from the final examinations, the panel is convinced that student assessment through continuing classwork ensures that learning outcomes are reached. Such continuous assessment also makes it possible to apply various methods of testing, which many teachers actually do.

The internship reports that students are asked to produce, are rather certificates of the employing companies: They confirm that the student undertook the internship, sometimes with more information on its content. The panel recommends asking students for a more in-depth reflection of their experiences during their internships and of relevant links to the theories learned during their studies.

The panel is aware of the fact that the State Comprehensive Exam is obligatory and not yet adjusted to the modularised structure of the study programmes. Indeed, it does not seem to have a clear relation to the learning outcomes of the programme and contains rather general questions, with no visible differences between Bachelor and Master level.

The academic level of the theses is difficult to assess; however, it is perceived as satisfactory; length is as expected and it meets the formal requirements of scientific working. With regard to the content, the theses are rather descriptive and do not contain substantial research-orientated methodology. However, most of them address theoretical issues; some contain practical problems to solve. The low number of credits assigned to the final theses is insufficient for the purposes of international compatibility of the study programmes. The Master programmes foresee constant work on the thesis for four semesters, which the panel welcomes.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.1	Content					
3.1.1*	Logic and conceptual Coherence of Programme / Curriculum			X	World Economy (B.Sc./ M.Sc.) **condition**	
3.1.2*	Rationale for the Qualification Title			X		
3.1.3*	Reasons given for programme description			X		
3.1.4*	Integration of Theory and Practice		Tourism (B.Sc./ M.Sc.)			
3.1.5	Interdisciplinarity			X		
3.1.6*	Methodological Competence and Academic Work			Bachelor programmes	Master programmes **condition**	
3.1.7*	Performance in Examinations and Thesis			X		

3.2 Structure

The Bachelor programmes have a duration of four years and the Master programme of two years. The amount of credit points in the programmes is as follows:

Economics (B.Sc.)	148 US credit points	247 ECTS points
World Economy (B.Sc.)	147 US credit points	244 ECTS points
Tourism (B.Sc.)	156 US credit points	192 ECTS points
Regional Studies (B.Sc.)	147 US credit points	243 ECTS points
Economics (M.Sc.)	59 US credit points	98 ECTS points
World Economy (M.Sc.)	59 US credit points	99 ECTS points
Tourism (M.Sc.)	59 US credit points	88,5 ECTS points
Regional Studies (M.Sc.)	59 US credit points	90 ECTS points

The structure of the programmes generally corresponds with the “State Comprehensive Education Standards” for Bachelor and Master programmes (GOSO) and other regulations issued by the Ministry of Education and Science, which altogether build a normative framework for designing programmes at the universities in Kazakhstan. However, in 2010, al-Farabi KazNU was the first university in Kazakhstan that was officially given the right to develop experimental educational programmes, which can deviate from the GOSO. The intention was to create competence-based modular programmes, best adapted to similar programmes of the world's leading universities. The University used this opportunity for structural and content changes of the majority of its programmes.

According to GOSO, Bachelor programmes must have the following structure:

- General education courses (state component with obligatory and elective disciplines),
- Basic courses (professional modules with obligatory and elective disciplines),

- Major courses (profile-forming module with elective disciplines),
- Additional types of training: Internship, sport and one elective component,
- Final attestation (writing and defence of the bachelor thesis and state exam).

Master programmes must comprise:
- Basic courses (obligatory and elective component),
- Major courses (obligatory and elective component),
- Additional types of training: Internships and research work,
- Final attestation (writing and defence of the Master thesis and comprehensive exam).

The Bachelor and Master programmes of al-Farabi KazNU are structured as shown in the tables below.

Modules	**Number of Kazakh credits**
1. State Compulsory Module	**11**
2. Social and Communicative Module	**4**
3. Professional Modules	**115**
3.1 Natural Science Module/ STEM	6
3.2 Basic Professional Modules	66
3.3 Modules for Individual Educational Trajectories	35
3.4 Interdisciplinary Module	8
Total: theoretical education	**130**
4. Professional Internships	**At least 6**
5. Final attestation: Writing and defense of a Bachelor thesis (project)	**2**
6. Additional types of training: Sport	**8**
Total	**At least 146**

Basic curriculum of al-Farabi KazNU for Bachelor programmes (groups of specialities "Humanities", "Law", "Services", "Social Sciences“, „Economics and Business" and "Art")

Modules	**Number of Kazakh credits**
1. Basic Courses	**22**
1.1. Obligatory State Module	8
1.2. Obligatory Professional Modules	14
2. Modules for Individual Educational Trajectories	**20**
Total: theoretical education	**42**
3. Additional types of training	
3.1. Internship (Pedagogical, Scientific)	At least 6
3.2. Research Practice and Thesis Preparation	At least 7
4. Final attestation	**4**
4.1. Comprehensive exam	1
4.2. Dissertation Thesis	3
Total	**At least 59**

Basic curriculum of al-Farabi KazNU for Master programmes (groups of specialities "Humanities", "Law", "Services", "Social Sciences“, „Economics and Business" and "Art")

When comparing the structure of the theoretical part of Bachelor and Master programmes at al-Farabi KazNU with the requirements of GOSO (see the tables below), there are some deviations.

- The structure of al-Farabi KazNU Bachelor programmes, the fraction of the state component (general education courses) is reduced to less than a half; the fraction of obligatory disciplines of professional modules (basic courses) is strongly increased; there is more emphasis on interdisciplinary contents (an Interdisciplinary Module is introduced).
- In the theoretical part of al-Farabi KazNU Master programmes, the elective component of the basic courses is removed and replaced by Obligatory Professional Modules.

The structure of the additional educational activities (internships, research, sports) and attestations is the same at al-Farabi KazNU and according to GOSO.

	Blocks (Cycles) of disciplines	**Number of Kazakh credits (% of Curriculum)**	
		GOSO	**Basic Curriculum of al-Farabi KazNU for Bachelor programmes (groups of specialities "Humanities", "Law", "Services", "Social Sciences“, „Economics and Business" and "Art")**
1	**General education courses**	**33 (25.6 %)**	**15 (11.5 %)**
	Obligatory component	33	11
	Elective component	-	4
2	**Basic courses**	**64 (49.6 %)**	**72 (55.4 %)**
	Obligatory component	20	66
	Elective component	44	-
	STEM	-	6
3	**Major courses**	**32 (24.8 %)**	**35 (26.9 %)**
	Obligatory component	5	-
	Elective component	27	35
4	Interdisciplinary Module	-	8 (6,2 %)
	Total of theoretical education	**129**	**130**

	Blocks (Cycles) of disciplines	**Number of Kazakh credits (% of Curriculum)**	
		GOSO	**Basic Curriculum of al-Farabi KazNU for Master programmes (groups of specialities "Humanities", "Law", "Services", "Social Sciences“, „Economics and Business" and "Art")**
1	**Basic courses**	**20 (47.6 %)**	**22 (52.4 %)**
	Obligatory component	8	8 (Obligatory State Module)

			14 (Obligatory Professional Modules)
	Elective component	12	-
2	**Major courses**	**22 (52.4 %)**	**20 (47.6 %)**
	Obligatory component	2	-
	Elective component	20	20
	Total of theoretical education	**42**	**42**

Planning and organisation of the educational process at al-Farabi KazNU are carried out on the basis of the curricula. There are three types of curricula to be distinguished:

1. the basic curricula,
2. the individual curricula and
3. the working curricula.

The basic curricula are developed for particular specialties and approved by the Academic Council of the University. They define the general structure of programmes and the workload in credits for each discipline of the obligatory and elective component, as well as for each type of additional educational activities and examinations in credits. In addition to the basic curriculum, a catalogue of disciplines is annually developed, which is a systematic annotated list of all disciplines offered in the particular programme. The catalogue of disciplines reflects the prerequisites of each discipline and is aimed at providing students with the opportunity of individually selecting the appropriate elective subjects.

On the basis of the basic curriculum and the catalogue of disciplines, Bachelor students, assisted by their advisors, compile their individual curricula, which define the individual educational trajectories of each student. The choice of disciplines (modules) is carried out in consideration of the obligatory sequence of study. The student may not be registered for the discipline, if he/she has not mastered the prerequisites for the discipline in the previous semester. In order to avoid a random choice of the elective subjects, the electives are grouped and sequenced in several educational paths, allowing students to gain a specific profile focused on a particular professional area.

Master students, assisted by their scientific advisors, develop their individual working plans within the first three months of studying, which include the individual curriculum, the individual plan of scientific and research work, the plan of internships, the topic and structure of the thesis, the implementation plan of the thesis and a plan of scientific publications.

The working curricula of programmes are constructed for the academic year on the basis of the basic curricula and the individual curricula of students and approved by the Academic Council and the Rector of the University. The minimum number of students for conducting elective disciplines is 10-12. The working curriculum provides a framework for creating a schedule of studies and the calculation of teachers' workload.

The academic year in Bachelor programmes consists of academic periods (semesters), including theoretical education, mid-term controls and final examinations, internships and holidays. The academic year in Master programmes consists of academic periods (semesters), including a period of theoretical education and a period of scientific and research work as well as control periods (periods of mid-term and final control), periods of internships and holidays (at least 7 weeks). The duration of one academic period is 15 weeks. The terms of organisation of all periods of study for the academic year are specified in the academic calendar.

The scientific and research work of Master students includes writing and defence of a course work at the end of the first year of study as well as writing and defence of the Master thesis in the second year of study. The results of the research work of a Master student must be presented in at least one scientific or methodological publication. Master students undertake an obligatory internship on the topic of their thesis research at a renowned foreign university or research centre during their studies.

Bachelor students undertake four types of internships during their studies:
- an introductory internship during the first years of study, which is carried out in the different units of the University (labs, institutes etc.);
- a pedagogical internship;
- a professional internship for students of advanced semesters;
- a pre-diploma internship in an external organisation, where students collect material for their bachelor thesis.

Master students have to complete two types of internships:
- the research internship, enabling students to learn about latest achievements of national and international science, as well as to gain experience in applying modern research methods for their thesis, and
- the pedagogical internship, aimed at acquiring knowledge and practical skills related to the methods of teaching at HEI.

Students do their research internships in organisations, enterprises and research institutions, with which the al-Farabi KazNU has signed the corresponding contract for the provision of internship positions. The pedagogical internship is carried out in educational institutions (colleges, HEI), including the departments of al-Farabi KazNU.

Bachelor students are recommended to participate in the programme of academic mobility during the second or third year of study. Master students are involved in the academic mobility at different stages of their studies, depending on the profile and the duration of the programme.

According to the Academic policy of al-Farabi KazNU, the ECTS credits earned for disciplines and examinations accomplished at other universities can be taken into account if the content of these disciplines and the number of credits (converted into Kazakh credits) are equivalent to the content of the corresponding disciplines of the al-Farabi KazNU curricula and the number of credits assigned to them. Otherwise, the disciplines are regarded as “academic deficits” and must be repeated during the additional summer semester. The question of equivalence of earned credits is considered in each case by the chair and the dean’s office, where students submit their transcripts indicating the final grade for the discipline and the amount of accumulated credits.

The University uses the national credit system, where one Kazakh credit corresponds with a different number of academic hours, depending on the level of study and the type of educational activities:

- One Kazakh credit of theoretical education of bachelor students corresponds with 45 academic hours, where 15 hours are given to the contact time of teachers and students and 30 hours are allocated to the self-study work of students. This means that every contact hour in theoretical education is followed by two hours of independent work of students.
- When it comes to the internships of Bachelor students, one Kazakh credit is equal to 15 academic hours for the introductory internship, 30 hours for the pedagogical internship and 75 hours for the professional internship. The total amount of all kinds of Internships must be at least six Kazakh credits.

- One Kazakh credit for the final examination of bachelor students corresponds with 105 hours (including 15 contact hours and 90 hours of self-work).
- The preparation and passing of the state examination for Bachelor students is awarded with one Kazakh credit. For writing and defence of the Bachelor thesis, two credits are allotted. This includes the design and defence of a thesis. The research work and the preparation of the thesis are carried out in advance during the professional internship and in the final stage of theoretical education.
- In Master programmes, one Kazakh credit corresponds with 75 academic hours.

One academic hour corresponds with different amounts of minutes for particular types of educational activities. In general, one academic hour is equal to 50 minutes, except for the laboratory work and sport where one academic hour is equal to 100 minutes.

Al-Farabi KazNU also uses the ECTS system: One ECTS credit corresponds with 27 learning hours and thus with 0.6 of the Kazakh credit of the theoretical education.

Most of the modules have a value of three Kazakh credits (Five ECTS credits), which require the following student workload per week: 150 minutes of lectures, 50 minutes of seminars, 50 minutes of guided self-studies and 150 minutes of independent self-studies. The number of Kazakh credits must be a whole number.

The maximum workload for Bachelor students including the self-study must not exceed 54 hours per week (nine hours per day six days a week). The maximum workload for Master students is 57 hours per week.

All programmes are designed based on a modular system of studying. One module can comprise one or more disciplines and end with a final control (see below). The duration of one module is between one and two academic periods.

The University uses a national relative grading system, which is comparable to the ECTS grading scale. The Grade Point Average (GPA, the average value of educational achievements of students) is calculated for each student for every academic year.

Grade	Grade Point Value	Grade Percentage Value	Traditional System of Grading
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	Unsatisfactory
D	1,0	50-54	
F	0	0-49	Fail

The University issues the Diploma Supplement for graduates of accredited programmes on request and for a fee.

The study and examination regulations of al-Farabi KazNU rely on the rules specified in the Decrees of the Ministry of Education and Science, which were integrated in the Academic Policy of the University. According to these regulations, there are four main forms of controlling the performance in theoretical education of Bachelor and Master students:

- The current control, which is a systematic assessment of students' knowledge during the semester.
- The mid-term control, which includes the results of current control; usually, there are two periods of the mid-term control per semester, whereby each period lasts for one week.

The forms of the current and the mid-term control depend on the specific module and are selected by teachers. They can include colloquia, surveys, written tests, assessment of students' participation in debates, round tables, business games, presentations and case studies.

- The final control, which is conducted after the completion of the study of the entire module during the examination session; the form and the procedure of the examination for each discipline are set by the Academic Council of the faculty.

- The final attestation, which is conducted in the form of state examinations and the defence of the thesis for Bachelor students and in form of a state comprehensive examination and the thesis defence for Master students.

The overall grade of a module is composed of the grade for current control (at least 60 %), the mid-term control (utmost 10 %) and the final control (at least 30 %). In the case of receiving the «F» grade, the student has the right to repeat the entire module, but not more than three times.

Students who receive the prescribed level of GPA at the end of the year as a result of the final control are authorised to continue their studies in the next year. The required GPA score for the transfer from one study year to another is set annually by the Academic Council of the faculty.

The current control of scientific and research work of Master students is carried out by the scientific advisors of Master students or the doctoral advisory committee. Students record the results of their scientific work in the report at the end of each semester. The number of credits to be allocated for the execution of research work in a particular academic period is determined by the working curriculum of the programme. Scientific advisors award grades according to the quality of the research work, the quantity and quality of presentations at scientific and methodological seminars, the quantity and quality of scientific and methodological publications on the topic of research. The final control of scientific and research work of Master students is held at the end of the second year of study in the form of defending the coursework, course project, the dissertation project etc.

Bachelor students start their work on the bachelor thesis in the seventh semester and finish it in the eighth semester. The average number of written pages is 60 to 70. Credits are awarded for the thesis. Master students have officially six weeks for writing the Master thesis. Master students write their dissertations during their whole study time. The dissertations contain approximately 90 pages, and 7 Credits are awarded for it. The State Attestation Commission, whose members are appointed by the decree of the Rector and the Chair is approved by the Ministry of Education and Science, is responsible for conducting the state comprehensive examination for Master and PhD students as well as the defence of Master and PhD theses. The state comprehensive examination for Master students is held not later than one month before defending the Master thesis. Master students who have passed a comprehensive exam with at least satisfactory grade are allowed to defend their thesis.

Appraisal:

With regard to the overall structure of the study programmes and the academic year, al-Farabi KazNU generally follows international standards. The Academic Calendar shows how the curricula are constructed in practice and how modules are grouped. The panel finds that the modules in the chosen order can lead to the learning outcomes defined for the programmes. However, they find the University's concept of the learning path for students difficult to derive from this structure. They recommend to show more clearly how the structure supports the students in reaching the defined learning objectives. Moreover, as the University wants to grant internationally recognised awards and diplomas, the experts recommend to use internationally common credit numbers for the programmes (180/210/240 ECTS credits for Bachelor programmes, 60/90/120 for Master programmes).

The ECTS system is currently used for the purposes of student mobility and for international accreditation procedure. However, the national credit system is still the more commonly used system in practice. This system is based on contact hours and a fixed corresponding number of hours for self-guided work, but not on actual student workload. The principles of credit allocation for different kinds of educational activities (examinations, coursework, internships etc.) are described but it is not at all clear to the experts how Kazakh credits should be interpreted and what the relevance of their calculation is for academic practice. Al-Farabi KazNU states that it wants to use only the ECTS in the future but does in fact not use it within its self-evaluation reports. Most importantly, academic years of full-time study do not always sum up to 60 ECTS credits, and the ratio between Kazakh and ECTS credits varies from case to case. As the Kazakh credit system assumes a fixed ratio between contact time, time for self-guided studies and time for self-studies, module descriptions do not contain any clear information on student workload. Moreover, the Diploma Supplement is only issued to graduates upon request, which is not in line with international standards. The panel thus recommends to grant accreditation under the following **condition:**

The ECTS is implemented in compliance with the ECTS Users' Guide. ECTS numbers reflect the real student workload. The University uses a system to define, estimate and evaluate student workload (see also 5.2). A standardised "Diploma Supplement" is issued to all graduates.

The panel recommends to involve all teaching staff in the implementation process of the ECTS, as they are the ones who implement it in daily practice. Prior to that, they should all become informed about the principles of the ECTS and the prerequisites for its thorough introduction.

Module descriptions were provided in Russian as well as in English. The quality of the module descriptions varies a lot. Often, the distinction between the Bachelor and Master level did not become clear to the panel. Due to the fact that the programme's goals (with regard to the intended learning outcomes) did not become clear to the panel too (see chapter 1.1), the panel recommends the accreditation of all Bachelor and Master programmes under the **condition:**

The Module descriptions for all modules of all Bachelor and Master programmes must be reviewed: The learning outcomes must be described more precisely:

- They must show clearly the respective competence level. The added value of the Master courses must be visible.
- The recommended literature must be appropriate for the Bachelor and Master level (module descriptions must not contain the same literature for both levels).

In addition, the panel recommends to revise the English version as they contain translation mistakes and incorrect grammar and orthography.

Al-Farabi KazNU has study and examination regulations for all study programmes, which are based on ministerial regulations. As the texts are issued by the ministry, they are legally

checked. Recognition of studies at other Kazakh higher education institutions is assured, as basically all of them use the ministerial guidelines as a basis for the design of their curricula. The panel also learnt that students have the possibility to apply for recognition of study periods abroad at al-Farabi KazNU. However, it could not find any reference to the principles stated in the Lisbon Recognition Convention in the examination regulations. The experts got the impression that recognition of study periods abroad is not problematic for students, as they are even encouraged to take part in exchange programmes as part of the University's internationalisation strategy. However, they recommend to grant accreditation under the following **condition**:

The principles of the Lisbon Recognition Convention – general recognition of study periods abroad if no substantial differences can be proven by the institution – are implemented in the study and examination regulations.

The University has a relative grading system but the experts found it difficult to understand its practical application. They recommend to clarify that and to point out what exactly a certain grade means.

Even though student workload has not systematically been taken into consideration in the design of the study programmes, students were satisfied with the actual workload and confirmed that finishing their studies within the planned period was possible. The delivery of the study programmes is well organised and interaction between students and staff works very well.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.2	Structure					
3.2.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.2.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation				**Condition**	
3.2.3*	Study and Examination Regulations				**Condition**	
3.2.4*	Student workload			X		

3.3 Internationality

In terms of international and intercultural aspects, all Bachelor programmes contain courses in foreign language for professional purposes as State Compulsory Modules, and the module "State Management of Foreign Economic Activity". All Master programmes contain courses in foreign languages, too.

Moreover, in the **Bachelor and Master programme "Economics"** international aspects are part of the following modules/lectures: "Management", "Marketing" "Enterprise Economy", "History of Economic Thought" and "Modern Political Economy" (Bachelor); "Industrial Organisation", "Energy, Green Energy and Governnce" and "Business Planing of Innovative Projects" (Master).

The **Bachelor and the Master programme "World Economy"** contain the following modules/lectures : "History of World Economy", "International Economic Law", "International Economic Organisations","International Merketing", "International Trade", "International Management", "International Financial Reporting Standards", etc. (Bachelor); "International Macroeconomics", "International Business", "Pricing in International Trade", "WTO and International Trade Regulation", "Theory and Practice of International Investment", etc. (Master).

The **Bachelor and the Master programme "Tourism"** contain the following modules/lectures: "Global Distribution Systems", "GIS in Tourism", "Recreational Geography", "Geography of International Tourism", "Culture and People of the World", "Thematic Parks of the World", etc. (Bachelor); "Cartographic Modeling of Tourism", International Tourism Organisations", "Marketing of Territories", "Tourism Logistics" etc. (Master).

The **Bachelor and the Master programme "Regional Studies"** contain the following modules lectures: "World Political Process", Global and Regional Processes in the Modern World", Geopolitical Concepts of the Worlds Regions" and "History", "Political System, "International Relations" for the Eurasian Space, Western Europe, Asia Pacific, Latin America, Middle East or USA and Canada, etc. (Bachelor); "Theory of Regional and Global Security", "The World Powers and Regional Aspects of International Security", "Political Systes of Central Asia: dynamics and Prospects of Development", "SCO and the Modern World Order, etc. (Master).

Academic mobility of teaching staff and students is an essential part of the internationalisation strategy aimed at training skilled professionals who can be competitive on the domestic and international labour market. It gives students and academic staff the opportunity to study, conduct research or participate in internships in universities abroad. Almost every Master student spends a certain amount of time (from a few days to a semester or even an academic year) at a university abroad as this is a part of the study programme requirement, mostly for research internships. Moreover, al-Farabi KazNU provides opportunities for outgoing student exchange by means of cooperation agreements with foreign universities (for example, there are cooperation agreements with Peoples' Friendship University, Russia or Strasbourg Business School, France). In addition, there are special government funds for academic mobility. The University incentivises its students to apply for an award through this fund.

There are special government funds for academic mobility, above all the Bolashak International Scholarship of the President of the Republic of Kazakhstan, which is awarded to the best performing Master and PhD students for studying at the leading universities abroad and covers all study related costs. Upon completion of their programmes, scholars must return to Kazakhstan to work for a period of at least 5 years. Since 2008, the scholarship is also awarded to the teaching and research staff of the universities, offering them the opportunity to do research abroad. Al-Farabi KazNU incentivises its students and teachers to apply for Bolashak and they regularly receive such scholarships.

The University created the organisational structure for the coordination of academic mobility. Coordinators are appointed for the whole university and particular faculties. The associate deans for research and innovation activities and international cooperation act as academic advisors of foreign students on issues of the academic mobility.

The university's resident staff is nationally composed. However, a certain internationality of the teaching community can be achieved by means of the international visiting professors. The visiting professors come from countries like Germany, USA, Italy, Japan, Russia, France, Great Britain, Turkey, and India. There is a governmental programme for funding the

invitation of foreign professors, which allows the University to attract foreign scientists from leading universities to give lectures and workshops.

The Bachelor and Master programmes are generally taught in Kazakh and Russian language. Furthermore, there are general limitations on the use of English as language of instruction set by the ministry. As foreign languages are a requirement for participating in exchange programmes, the university has started to offer some subjects in English to give students an opportunity to improve their command of English.

Appraisal:

International contents are an integral part of the curricula of the Bachelor and Master programmes. Students are thus prepared for tasks in an international and intercultural context. Furthermore, the international employability of the Master students is promoted by short study periods they spend abroad.

Nonetheless, the panel recommends the Faculty adding more international literature in the module descriptions. With regard to the University's resources, more international literature and journal subscriptions are needed (see chapter 4.4).

According to the panel, the international composition of the student body could be stronger and should be part of the internationalisation strategy (which rather focuses on outgoing students). The same applies for the international composition of the teaching staff that is mostly shown by the visiting professors. Moreover, the interviews with the local teaching staff showed that some lecturers would appreciate to have the opportunity to gain more international experience in teaching. The panel therefore recommends fostering international exchange of teachers and systematically raise their level of international experience.

Because most of the contact hours are in Kazakh/Russian language and al-Farabi KazNU does not offer obligatory courses in English, the foreign language content plays a rather weak role and does not promote the student's international employability sufficiently. The panel therefore recommends increaseing the foreign language contact hours in order to enhance the international employability of al-Farabi KazNU's students. Furthermore, the panel learned that students from Pakistan and India are interested in studying at al-Farabi KazNU but are not able to speak Kazakh. This is another reason why the University should increase the amount of lectures in English and thereby raise the percentage of international students. Regarding the **Bachelor programme "Regional Studies"** the panel recommends offering additional language courses according to the languages of the world region that is chosen by the students. For example, students who study modules of the field "Latin America" should have the possibility to study Spanish or Portuguese.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community			X		

3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content			X		

3.4 Additional acquisition of knowledge and skills

In terms of the Master student's acquisition of research related skills, the Master curricula include research seminars and practices and the Master students are involved in research projects as well as research-based trainings.

The curricula in the Bachelor's programmes promote additional knowledge and skills through compulsory state modules that include courses in history, national and foreign languages, philosophy of science, political science, ethics, culture and religion, human life safety, ecology and sustainable development. The same applies to the Master programme's compulsory state modules with courses in history, foreign languages, philosophy of science, pedagogics and psychology. In addition, al-Farabi KazNu teaches further general subjects in the programme specific curricula depending on the individual study programmes (for example business law or sociology).

The module descriptions of the Bachelor and Master's programmes provide generic learning outcomes that promote the acquisition of additional knowledge and skills. Amongst others, these are soft skills, analytical and problem solving skills as well as decision-making skills. For example, the students are "able to integrate existing and new social skills to solve problems in the community" and "to make management decisions". According to al-Farabi KazNU, students also improve their communication skills by presenting their papers or projects (presentations take place three to six times per semester) and for example by preparing case studies. In addition, in the courses, students work on group projects that help them to work effectively in teams, experience team dynamics and practise conflict resolution skills.

Overall, al-Farabi KazNU encourages its students to acquire soft skills. The mission is to prepare students for international competition. Therefore, al-Farabi KazNu also provides incentives for the students to do social and community work in the several student clubs, or the legal clinic.

Appraisal:

Due to research seminars and practices, the panel is convinced that the Master programmes provide research-related skills on a sufficient basis. On site, the Master students expressed themselves positively about the opportunities to be involved in research projects.

The Bachelor and Master curricula as well as the module descriptions show that the students acquire generic skills. These generic skills are in line with the programmes' overall missions and goals and include ethical aspects as well as managerial skills sufficiently. Moreover, the development of communication skills and public speaking skills as well as teamwork and conflict resolution skills are provided by means of the use of group projects, Power Point presentations and written essays being presented.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					

3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or research-oriented skills (only for Master programmes)			X		
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

3.5 Teaching Methodology

The University mentions a vast range of didactical formats that are used. Mainly lectures, but also seminars plus individual work, such as work on case studies and projects. The size of student groups is usually 15 to 20 (except for lectures where groups can be bigger). Students are required to take part and to actively participate, they also need to do regular homework. When teachers create the syllabus, they define which different forms of learning are needed, like independent reading with homework or group projects or essays.

Teachers are free to choose adequate teaching methods and apply them. The following teaching methods are used in the programmes:

- Lecture,
- Instructor Led Problem Solving (e.g., case study work),
- Seminar,
- Small Group Activities,
- Computer Demonstration,
- Student Presentations,
- Student Computer Work,
- Student Debates, and
- Guest Lectures.

The teaching methodology varies between the Bachelor and Master level. At Bachelor level, the students first gain theoretical knowledge and have more practical classes in their further studies. At Master level, students conduct more individual scientific research.

The function of the teaching staff is providing the students with knowledge, skills and abilities they need in their future professional activities. During the studies, students are encouraged to become actively involved in a challenging assignment to find concrete solutions for company's tasks and research questions.

The students receive materials for the disciplines to organise and realise their independent works and the preparation and follow-up of the courses. The materials contain among others manuals, lecture notes, and case studies. The materials are available for the students via the „Univer" system.

To improve students' practical competence members of the Council of Employers and other representatives of cooperating companies with great professional experience are invited to conduct classes in the different study programmes. These lectures and seminars should contribute to the development of scientific and practical abilities and skills of students.

Student assistants are not involved in teaching.

Appraisal:

The teaching and learning methodology for the programme was explained during the site visit and appears aligned with the particular programme objective. This takes into account the application of a mix of methods. Nonetheless, the panel recommends that the lecturers should implement some new ways of teaching (e.g. more integrative and debate formats) and should consider innovative pedagogic formats. The University also should scrutinize its logical sequencing of modules. Overall, the teaching methodology could be described and explained more cogently.

During the on-site visit the panel members had the possibility to survey the accompanying course materials of several courses. They came to the conclusion that the quality of these materials varies a lot. Even if the additional materials for particular courses was of a good quality, in the view of the panel the materials of various courses do not meet international standards. For example some folders that were presented during the site visit contained case studies which were not related to the specific discipline and were rather specific (more like exercises than real case studies). They would not serve to reach the defined learning objectives, and - regarding the Master programmes - they do not reach the Master level. The University was given the chance to illustrate the quantity and quality more copiously. However, the panel, at the time of the site visit was thus not able to draw a general positive conclusion and recommends that the lecturers should review their course materials with regard to academic level, international didactic standards, presentation and format of delivery. Furthermore, the materials should be updated more regularly. In this context the panel cross-references to chapter 3.2 regarding the module descriptions and the recommended literature.

Guest lecturers are partly involved in the teaching of the programmes. They come both from other scientific institutions and companies, but most come from academia. The panel therefore recommends including more guest lecturers from industry.

There are sufficient lecturers that student assistants are not needed to augment the quality of teaching and counselling.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials				X	
3.5.3	Guest Lecturers			X		
3.5.4	Student Assistants involved in Teaching					X

3.6 Skills for employment / Employability (Asterisk Criterion)

The Bachelor programmes are designed for comprehensive training in various disciplines. The programmes consist of mandatory courses (partly in accordance with the Kazakh state standards and partly designed by al-Farabi KazNU) and elective courses, which allow the students to gain a deeper understanding in the areas of their individual interests. The em-

ployability of graduates from the Bachelor programmes is based among others on the following elements: a link between theory and practice, the training of methodological competencies, the promotion of self-dependent work, and the training of social skills. In addition, Bachelor students undertake professional internships in companies that cover a vast range of businesses, organisations, administrations and industries. Many students already agree on working contracts while undergoing the internship. In the Master programmes a pedagogical internship is obligatory and serves as a preparation for careers in the education system.

The Master programmes facilitate the graduates employability by providing students with both general skills and specific qualifications of their specific study field. This should be promoted through a strong relation to the particular occupational field. The Master graduates possess among others the following competences: professional competencies, general cultural competencies, organisational competencies, and analytical/research skills. The University can name a large number of companies that have employed Master graduates. Furthermore, many Master graduates work as lecturers at al-Farabi KazNU and other HEI.

The Ministry of Education and Science of the Republic of Kazakhstan is constantly increasing
the responsibility of universities in regard to graduates' employment. About 80% of all graduates of the University find immediate employment. The University has endeavoured to raise that number to 90%. The satisfaction of employers is high, as can be seen from recommendation letters. The feedback of the Council of Employers and the involvement of lecturers from companies ensure that the University covers relevant topics.

Appraisal:

The panel is in no doubt that graduates of the programmes will be employable according to the qualification levels, given the application orientation of the Bachelor and the Master programmes. The curricula contents are such that it is possible to achieve the aspired employability according to the programmes objectives. Different Councils of Employers inform the University on necessary skills for employment (see chapter 4.2). Corresponding to this, al-Farabi KazNU's employability rate is high and the Bachelor and Master students find employment quickly. In the view of the panel, the students gain the skills they need for their future careers.

Hence, the panel sees the qualification of graduates as ensured and found evidence in meetings with students and graduates. Especially the students appeared as outstanding ambassadors for al-Farabi KazNU. Dynamic, articulate and highly motivated they were impressive, convincing and prospective in their attitudes and demeanour.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.6*	Skills for Employment / Employability			X		

4. Academic Environment and framework conditions

4.1 Teaching staff

Programme management creates the curriculum design, whereby each course is indicated by credits which also show the teaching workload. Based on these lists, teachers are selected – either for full-time or for part-time positions. This calculation is based on a regulation issued by the Kazakh ministry. According to al-Farabi KazNU this guarantees that the University always has a sufficient capacity of teaching staff.

Teaching staff at al-Farabi KazNU need to fulfil the following conditions:

Professors	Associate Professors
1) PhD degree and a Science Degree "Professor"	
2) at least five years of experience in teaching and research positions at higher education institutes	
3) at least one year of experience in the position of an Associate Professor	3) at least one year of experience in the position of a Senior Lecturer

Senior Lecturers	Lecturers
1) Master degree	
2) at least three years of experience in teaching and research positions at higher education institutes	2) at least one year of experience outside the field of higher education
3) at least two years of experience outside the field of higher education	

Besides the regular teaching staff of al-Farabi KazNU, practitioners regularly give lectures on important issues. A few of these lecturers do not have a scientific degree, but are allowed to teach at Bachelor's level, because of their prolonged teaching experience and other high qualifications, skills and experiences from their working lives.

In total, 40% of teachers must have a PhD degree.

In addition, lecturers in the Master programmes with the function of an advisor for a student's thesis must have:

- a PhD degree;
- three years of teaching experience;
- published publications at national and international journals.

Vacancies are usually published in a national newspaper. In the relevant Department the Head of Department selects candidates followed by a vote of the members of the Department. If the Dean and the Vice Rector approve the voted candidate and after consulting with the responsible Councils, the Rector makes the final decision.

On university level, a staff development programme is in place which offers all teachers an obligatory methodological training seminar to improve professional skills and other opportunities to participate in trainings. In addition, methodological bureaus at faculty level organise

possibilities for young teachers to attend lectures of experienced colleagues and provide methodological support in general, especially on teaching innovations.

For external training, it is also possible to apply for example for the Bolashak programme which is open for university staff. Last year, several lecturers from al-Farabi KazNU where trained at UK universities via Bolashak grants in their disciplines.

The methodological bureaus also organise meetings of faculty staff; Vice Rectors can attend them. Regular meetings at department level happen at least once a month. In these meetings the lecturers discuss for example on how to implement new topics and theories into the curriculum. Afterwards, the department asks all faculty members for feedback.

Student support and coaching are an integral part of the services provided by the faculty and academic staff. Additionally to their obligations in the field of education, some teachers in the Bachelor programmes also act as student advisors. Advisors are appointed from among the teaching staff. The list of advisors is approved by the Dean of the faculty. One advisor is responsible for a group, consisting of 20-25 students, for the entire duration of study. Advisors assist students in:

- defining elective courses;
- determining the direction of their scientific research and the choice of the scientific supervisor;
- finding the place for the professional internship;
- choosing the path for their personal development. In this case, the advisor helps students to identify their extracurricular interests and to find suitable forms of social work or opportunities for creative development available at the University.

Teachers with at least a PhD degree and 3 years of pedagogical experience can be appointed as scientific advisors (consultants) for Master students. Scientific supervisors are in charge of creating the necessary conditions for carrying out research work of students, which includes:

- providing access to the scientific sources and literature,
- providing advice during the dissertation research;
- giving feedback on the scientific work of the students;
- helping in the selection of places for scientific and professional internships.

In the process of training, students have the opportunity to receive consultation by lecturers on a regular basis. According to the Academic policy of the University, the share of guided (by teachers) self-work of Master students must be at least 25-30 percent of the total workload of students' self-study. Besides the contact in person, the lecturers are available via e-mail. The consultation should help the students to master skills and provide effective studying.

Appraisal:

The structure and number of teaching staff correspond with the requirements of the study programmes. The balanced combination of the teaching staff with academical and professional background guarantees that practical requirements are taken into account. Qualifications and competencies of staff are rated well to meet the requirements for good teaching. During the site visit interview with the students the panel learned that the students are satisfied with the competencies of their teachers.

Appointment procedures which take account of the strategic and professional requirements of the HEI have been implemented and the procedures appear transparent. Measures and mechanisms for personal development and qualification are being further developed.

Internal cooperation basically works in the Chairs. However, the panel realised a lack of visibility of decision-making processes and participation. There is a very deep division of labour and the panel recommends implementing a more decentralised structure. Very positive is that the panel found evidence of the internal practice of professors providing pedagogic advice to more junior colleagues, which is to be highly commended.

In the view of the panel it needs to be strongly emphasised, that the student-teacher ratio is very good and allows for individual support and supervision. Lecturers are available even outside regular office hours and the student support appears as a clear emphasis on lecturers work. University`s teaching staff are dedicated to their work and demonstrate great responsibility for their students. Overall, the panel assesses the provision of student support as exceeding the quality requirements.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			

4.2 Programme Management

The respective Programme Managements of the Bachelor and Master programmes consist of Deans as well as Vice Deans for Academic Affairs who both supervise all activities, approve curricula and syllabi, select teachers and coordinate their work. Assistants, for example for education-methodical as well as scientifically innovative activities further help that all programmes run smoothly. Al-Farabi KazNU offers professional trainings for teachers and does have an Institute for Professional Skill Improvement. The central IT-system “Univer” supports the administrative student and teaching processes.

Moreover, the Registrar’s Office provides further administrative support. Its basic functions are, amongst others:

- the registration of students as well as maintenance of interdisciplinary electivity of disciplines;
- providing support in formation of the individual curriculum;
- providing access to examination sheets as well as delivery of transcripts.

Al-Farabi KazNU has various councils in order to support the process organisation. For example, the Editorial and Publishing Council provides support in preparing the teaching materials and the Methodological and Scientific Council is installed in order to improve the quality of educational processes. All fourteen faculties of al-Farabi KazNU have their own councils of employers, whose members come from corresponding, relevant companies and organisations. The councils give feedback on the curricula, evaluate thesis topics and propose topics and projects themselves. In addition, there is one Council on University level for general issues.

The Division for Student Organisations coordinates all student organisation and provides support and counselling for students. Furthermore, the Student Bureau on the Bologna Process provides consultation for students about al-Farabi KazNU’s academic policy and academic mobility programmes. In addition, there is a student dean as a representative of the

students, who defends the student's interests and takes part in the discussions on academic issues.

Appraisal:

Through discussions on-site with the Deans and Vice Deans as well as the administrative staff, the panel concluded that the study programmes are properly organized and the overall programme organisation ensures that the programmes run smoothly. Moreover, through the IT-system "Univer" and the Registrar's Office, al-Farabi KazNU adequately demonstrates that the students are supported well, the opportunities of electronic service-support are used and that sufficient administrative staff is available. The panel, however, finds a clearly appointed Programme Director to be lacking who resumes responsibility for everything that is going on in the programmes. The panel recommends that the various tasks and responsibilities should be assigned and described more clearly and that students could be more involved in the process organisations. Furthermore, the panel recommends increasing the involvement of the students in the decision making processes. The panel appreciates that al-Farabi KazNU offers measures for the personal development through the Institute for Professional Skill Improvement.

The panel appreciates that various councils of employers have been installed and, according to al-Farabi KazNU, some changes have already taken place due to comments of the council's members. However, they seem to be not fully embedded. Therefore, the panel recommends that the concrete results of the body's work should be documented in a more transparent way.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff			X		
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities			X		

4.3 Cooperation and partnerships

At the University level, al-Farabi KazNU has cooperation agreements with 234 higher education institutions from different countries. One of the key areas of inter-university cooperation is the development and implementation of joint programmes, aimed at providing students with opportunities to do part of their studies at foreign universities and receive two diplomas (degrees). Currently, al-Farabi KazNU offers 23 joint programmes at all three levels of education, together with Universities from France (e.g. EM Strasbourg Business School, Pierre Mendès-France University), Russia (e.g. Tomsk National Research Polytechnic University, Novosibirsk State University, Peoples' Friendship University of Russia), Japan (Hokkaido University) and Spain (Universidad Politécnica de Valencia). 15 of these joint programmes are carried out at the Master level.

Another priority in this field is cooperation with universities from the member states of the Commonwealth of Independent States (CIS). The result of this cooperation is the creation of two network universities: the Network University of the Shanghai Cooperation Organisation and the Open Network University of the CIS. Al-Farabi KazNU is the consortium member of both network projects.

Al-Farabi KazNU is a member of such international organisations as:

- International Association of Universities,
- Eurasian Association of Universities,
- European Society for Engineering Education (SEFI),
- International Observatory on Academic Ranking and Excellence (IREG),
- International Association for the Exchange of Students for Technical Education (IAESTE),
- Eurasia-Pacific UNINET.

Al-Farabi KazNU annually participates in educational projects of the European Commission, e.g. TEMPUS and Erasmus Mundus:

- Central Asian Network for Quality Assurance and Accreditation (CANQA),
- Qualification Frameworks in Central Asia: Bologna-Based Principles and Regional Coordination (QUADRIGA),
- Plan to Establish Research-Science-Enterprise oriented Universities for the benefit of Society (PERSEUS);
- Transfer of Appropriate Requirements for Global Education and Technology (TARGET),
- Academic Relationship for Central Asia with Destination Europe (ARCADE),
- Transfer of skills, knowledge and ideas to Central Asia (TOSCA) etc.

In 2011, al-Farabi KazNU created the "Al-Farabi University Friends Club", aimed at “strengthening the position of the University in the world scientific and educational space”. At present, the club includes more than 250 foreign partners of al-Farabi KazNU.

Numerous cooperation agreements exist at the level of faculties and schools. The High School of Economics and Business has international cooperation agreements with the People’s University of China, the Russian Peoples’ Friendship University, Novosibirsk State University, University of Kansas (USA), the University of Rome “La Sapienza” (Italy), University of Duisburg-Essen and Leipzig (Germany), Central European University (Hungary), University of Shogi (Malaysia) and Utrecht University (Netherlands) for Summer Schools. The Faculty of International Relations cooperates with the Russian Peoples’ Friendship University and ten other universities of the CIS Network University in the field of the joint training of international Master students. The Faculty of Geography and Environmental Management cooperates with the following partners (amongst others): University College London (Great Britain), Edinburgh Business School at Herriot-Watt University (Great Britain), Warsaw University (Poland), State Polytechnic University of Valencia (Spain).

The inter-university cooperation agreements are used for the purposes of:

- Inviting international visiting professors;
- Supporting academic mobility of al-Farabi KazNU professors;
- Supporting academic mobility of al-Farabi KazNU students;
- Inviting students from other universities;
- Organising joint international projects, conferences, seminars, workshops etc.

Al-Farabi KazNU also fosters intensive relationships with employers. In 2010, a Council of Employers was established under the Rector of al-Farabi KazNU. The mission of the Council of Employers is to promote al-Farabi KazNU’s development as a centre of preparation of highly skilled competitive professionals. The activities of the Council are directed towards increasing the number of places for internships, implementing joint research programmes

and international projects. The members of the Council also promote the adaptation of the educational process to the needs of employers and the development of joint (al-Farabi KazNU together with companies) educational programmes. Companies and employers also carry out labour market research, analyse and make offers on the improvement of curricula and programmes according to the needs of the economy. The largest companies, representing different branches of the national economy of Kazakhstan, became member of the Council of Employers: the National Welfare Fund "Samruk-Kazyna", the People's Bank of Kazakhstan, Kazatomprom, the National Space Agency, the National Science and Technology Holding "Parasat", GSM Kazakhstan, Kazphosphat, the National Company “KazMunaiGas", Eurasian Bank, El Arna and others.

In addition to the university-wide Council of Employers, specific Councils of Employers have been established at each faculty. These Councils participate in the assessment of curricula and development of study programmes as well as provide internships for students. Employers find the possibility to conduct lectures for students of the last four semesters where they can present their companies and the vacant job positions.

The University also signed contracts with IT companies like HP and Cisco in order to offer students training courses aimed at acquiring additional IT skills. Within the framework of these contracts, Training and Certification Centres were established, providing obligatory courses for IT students and additional professional training for the students of other faculties.

Al-Farabi KazNU also cooperates with various international organisations (UN, NATO, Shanghai Cooperation Organisation, British Council, DAAD, Alliance Française, Confucius Institutes, USAID etc.) and foreign scientific funds. The University has established partnerships with foreign diplomatic representative offices.

In order to realise its objective of transforming into a research university, al-Farabi KazNU has built a research pool with 14 research institutes of the Kazakhstan Academy of Sciences, aimed at:

- joint use of facilities,
- involvement in the teaching process,
- joint projects,
- commercialisation of research outcomes,
- registration of patents.

Appraisal

Cooperation with universities and other academic institutions and networks is actively pursued, which results, among others, in organising joint study programmes, projects and events, inviting visiting lecturers and student exchanges. However, the full parameters of this cooperation have yet to be achieved. The panel encourages al-Farabi KazNU to invite more visiting professors (see chapter 3.3) and strengthen the collaboration with research institutes and Academies to further underpin the University’s aspiration to become a research university. The panel recommends focussing on several key partners and establish intensive international cooperation agreements with them.

The University is actively involved in the cooperation with employers and other organisations. As a result of this collaboration, students of al-Farabi KazNU have good access to internships, they can acquire and update their skills and enhance their employability. The panel members appreciate the current cooperation of al-Farabi KazNU in this field. Overall, the scope and nature of existing cooperations and partnerships is described and have permanent impact on the programmes.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)			X		
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities

The campus of the Al-Farabi KazNU comprises 100 hectares and 14 academic buildings and accommodation for 5,000 students, a students' recreational and sports complex, a sports stadium seating 4,000 people and a hall for concerts and cultural events (the "students' palace") with 1,620 seats.

The academic buildings disposes, inter alia, lecture halls, seminar rooms and laboratory rooms. The seminar rooms are used for courses with small student groups while the size of the lecture halls varies and affords courses with 150 students.

Many classrooms are equipped with multimedia facilities (projectors, whiteboards, multimedia devices). Several computer rooms can be used for classes and are available for the students outside the class hours. The Computer rooms also provide access for the students to the library's network. Access to the internet is partly given. The University uses Microsoft Software as the general work programme.

The University recently completed a new library building, which is the biggest library of Central Asia. It holds two million volumes with, according to official data, 45,000 volumes annually added to the collection. 1,5 million printed units are lent in the library every year and the frequency of attendance is over 700 thousand readers a year.

Alongside with the traditional catalogues the library has used an electronic catalogue on publications since 1990. According to al-Farabi KazNU, an e-library provides over 2,000 academic papers and over 1,000 academic textbooks and is equipped with many electronic resources as well as with English-speaking literature and electronic books.

The students of the faculty have full access to the library, the opening hours are from nine to minimum five o'clock. The library also offers new workstations for accessing online and e-literature in several reading halls.

Appraisal:

The University is well-equipped. Adequate rooms and technical facilities for covering the study programmes in their current structure are available. The panel appreciates the high and sufficient number of computers and technical workstations. However, the equipment of teaching and learning rooms (fixed chairs and seat rows; no group work spaces) does not

allow alternative teaching and learning forms (e.g., cooperative learning, group discussions, partner work, project work, learning at different stations). Hence, the panel recommends the purchase of modern equipment that supports innovative formats of teaching and learning.

Many buildings are equipped with elevators. Nonetheless, there are some barriers that impede the access for disabled people to parts or rooms of buildings on the campus. The panel recommends providing barrier free access to the facilities in case that disabled students are enroled.

The library contains a large stock of literature. Nonetheless, the panel did not have the opportunity to examine that literature (probably also due to the recent moving into a new building) and the literature examined was in Russian language and not up-to-date. The panel also finds access to scientific journals, as presented during the site visit, to be insufficient in terms of reaching the learning outcomes of the programmes and guaranteeing an up-to-date academic level of the teaching staff. Moreover, the library's further development in terms of English literature was not clear to the panel. The panel members therefore recommend to grant accreditation under the following **condition**:

The HEI submits a detailed library development plan as well as recent purchase lists, showing that it has established an adequate and internationally compatible stock that meets its own requirements in terms of research orientation and internationalisation.

Even though students tend to rely more and more on e-books, the panel recommends making sure that a sufficient amount of hard copies of relevant text books are at hand.

The library is open both during and outside of semester time for sufficient periods. The opening hours and staffing are aligned with the students' needs. Qualified staff is available at the library to provide ad-hoc advice for students. Regarding the technical equipment of the library the panel realised that some reading halls and workstations are still under construction. For that construction process they recommend providing electricity for all working places (for personal computers) as well as W-LAN in the whole library to enable all library users to get access to online-databases.

Altogether, the panel point out that the new library building offers new scope and opportunities for establishment and development of the University's library resources.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources				**Condition**	
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		

4.5 Additional Services

Al-Farabi KazNU provides several additional services. There is a Centre for Career and Business acting under the authority of the Department of Academic Affairs. The activities of the Centre are focused on the implementation of the concept of continuous further training, development and strengthening of connections between al-Farabi KazNU and enterprises. The Centre is reported as a link between enterprises, chairs, graduates and University administration. The panel was informed that the Centre signs contracts with potential employers which offer internships for students. These students are often employed by these organisations later, sometimes already during the last year of study. The Centre also organises annual job fairs where the employers can present their job offers and students have the opportunity to make contact with potential employers and find a suitable job. The Centre for Career and Business also advises students on various issues referring to the job search, such as writing a CV and preparing for a job interview, and organises leadership lectures and career trainings.

One of the key projects carried out by the Centre for Career and Business is the "Open Faculty", where employers (representatives of large companies and private businessmen), graduates of the Presidential "Bolashak" scholarship as well as representatives of other institutions (e.g. Open Society Institute, Edmund S. Muskie Graduate Fellowship Programme, Chevening Scholarship, DAAD) give open lectures, mostly in English language. Moreover, al-Farabi KazNU offers services and centres for students such as a student support center, student counselling (for example for transferring students or for students who take part in exchange programmes), and an educational and social work division.

Al-Farabi KazNU has an Alumni Association that annually carries out an alumni event. The Graduate Association furthermore organises leadership lectures, training seminars and conferences with graduates. In addition, the association awards scholarships for students who are actively involved in al-Farabi KazNU's university life. It also actively enhances information activities to keep in touch with the graduates, summarise and systematise analytical materials reflecting ongoing collaboration with the graduates and continues to work on the development of financial fund university.

Appraisal:

With its Centre for Career and Business and the respective activities such as job fairs, al-Farabi KazNU clearly shows that it provides sufficient resources regarding career advice and placement service. The same applies to alumni activities that have been set up in order to create an alumni network. Many staff still have personal relations with the alumni. In order to strengthen the alumni network even more, the panel recommends the HEI to focus more on alumni activities.

Worthy of note are the various student support centres. According to the panel, al-Farabi KazNU's achieves a unique enhancement through the numerous services and centres for students. The panel therefore assesses the individual counselling and welfare services for students as exceptional.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students	X				

4.6 Financial planning and financing of programme (Asterisk Criterion)

As a Kazakh national University, al-Farabi University is state-funded, including the costs of teaching staff, administrative staff, facilities, library and other services (see chapter 4.5).

The student body of the al-Farabi University is formed through the budgetary funding, placement of the state educational order for the training of specialists (educational grants – Bachelor level), the placement of the state order for the training of specialists in science and pedagogy (educational grants – Master level) as well as tuition fees from applicants' own funds and other sources. Thus, those applicants who have not passed or participated in the selection for budget places can apply for programme places on a commercial basis. They sign a contract with the University taking the responsibility to pay tuition fees.

The rules for calculation of tuition fee per student of the state education grant for the state-funded higher education institutions is estimated and approved by the Ministry of Education and Science of the Republic of Kazakhstan. (Decree of the Ministry of Education and Science, # 374, August2, 2009). The tuition fee per student is calculated based on an amount of teaching staff at the HEI. The total number of teachers is defined by the ratio of students to one teacher.

The current tuition fees of the commercial places for the Bachelor and Master programme are as follows:

(* October 2014)	Bachelor Degree Programmes	Master Degree Programmes
Kazakh students	635,800 – 700,00 ₸ (~2,759 – 3,038 €)	650,000 – 750,000 ₸ (~2,821 – 3,254 €)
International students	750,000 – 752,000 ₸ (~3,254 – 3,263 €)	765,000 – 800,000 ₸ (~3,320 – 3,471 €)

Appraisal:

Al-Farabi KazNU is financed by the Republic of Kazakhstan. The system of tuition fees and educational grants ensures that the University receives resources on the basis of student numbers and can thus always finance its teaching activities. Hence, a general budget exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years, the panel concludes that financial stability is ensured for each current programme cycle and the entire accreditation period.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.6*	Financial Planning and Financing of Programme			X		

5. QUALITY ASSURANCE

The quality assurance system at al-Farabi KazNU is complex and comprises several subsystems which were developed at different times for different purposes and in part independently of one another. They are based on different technologies, methods and tools. The responsibility for implementing the instruments of quality assurance is shared between various levels and bodies.

The core element of al-Farabi KazNU's quality assurance is the so-called "system of educational and methodological work" (hereafter EMW), which has its roots in a traditional form of quality guarantee of teaching from before 1990. As stated in the "University-wide Academic Policy and Procedures of al-Farabi KazNU", the EMW is carried out in order to integrate science and education, to improve the educational process, to provide the educational process with teaching and methodical documentation, to develop and implement new learning technologies and to provide further training for teachers at the University.

The EMW comprises, among others, the following areas of responsibility:

- making proposals for the improvement of state regulations, classification of academic programmes and the compulsory standards (which is possible due to the special status of al-Farabi KazNU),
- development of syllabi and participation in the projects of developing framework syllabi;
- review of syllabi and curricula designs, taking into account the state compulsory standards;
- development and implementation of modern teaching materials as well as electronic learning, information and library systems;
- dissemination of the best teaching experience and new technologies of learning and teaching;
- development and review of tests and other forms of assessing of students' academic progress;
- monitoring of the adequate supply of literature and methodological materials for the teaching process;
- methodological support for the self-study work of students;
- analysis of the quality of textbooks, teaching materials and teaching aids;
- analysis of the quality of teaching and the level of academic achievements of students;
- organisation of seminars, conferences, workshops on improving the teaching process;
- marketing research in order to create a database for forecasting the need for specialists in existing and future areas of education;
- methodological support of employment of graduates (analysis of the demand for specialists, surveying of graduates, establishing networks with companies, mapping the distribution of graduates, organization of job fairs for graduates);
- development of recommendations for teaching of the Kazakh, Russian and foreign languages at all levels of education.

The EMW is organised in a hierarchical way:

The Vice Rector for Academic Affairs holds the chief position for the educational process of the University and has overall responsibility for the operational management of the EMW system.
The main administrative body of al-Farabi KazNU with regard to the EMW is the Scientific and Methodological Council, which is a collegial consultative unit aimed at discussing and making recommendations to the Vice Rector on scientific and methodological issues and the educational policy of the University.

According to the “University-wide Academic Policy and Procedures of al-Farabi KazNU”, the Scientific and Methodological Council operates in order to determine the direction and the mechanisms of quality management in higher and postgraduate education, to assist the structural units of the University in implementing the quality management principles and to recommend the introduction of new technologies of organising and managing the educational process.

The members of the Scientific and Methodological Council are the deans, the Heads of Departments, the director of the Department for Academic Affairs, and the heads of the methodological bureaus of the faculties. The Vice Rector for Academic Affairs is the head of the Scientific and Methodological Council.

The Scientific and Methodological Council focuses its activities on:

- reviewing and approving work plans of the methodological bureaus of the faculties;
- analysing the educational process of the University and developing the strategies for the continuous improvement of this process;
- carrying out the expertise of the curricula and syllabi design according to the state compulsory educational standards;
- adopting the catalogue of elective courses;
- defining the prerequisites and postrequisites;
- initiating, reviewing and approving the development of teaching materials for programmes and courses;
- developing and reviewing tests and other forms of monitoring students' knowledge;
- making recommendations for the development of the quality management system.

Meetings of the Scientific and Methodological Council are held at least every two months. Once a year the Vice Rector for Academic Affairs reports the results of the annual activities of the Scientific and Methodological Council to the Academic Council. Recommendations of the Scientific and Methodological Council can be reviewed and approved by the Academic Council and the Rector of al-Farabi KazNU.

The Department of Academic Affairs, which is under the direct authority of the Vice Rector for Academic Affairs, is a structural unit that organises and coordinates educational work at the University, including the field of EMW.

At the next level of the EMW system, there is a Methodical Division, which is the structural subdivision under the Department of Academic Affairs. The tasks of the Methodical Division include:

- providing methodological concepts for the educational process in accordance with the state compulsory educational standards, regulations of the Ministry of Education and Science, orders and directives of the University;
- organising and coordinating the methodological work of faculties and chairs in accordance with the credit technology;
- organising the development of curricula, teaching materials for particular subjects, catalogues of electives at faculties and chairs, according to the requirements of credit technology and the labour market;

- improving the organisation, supervision and methodological support for students' self-study work;
- advising faculty staff on teaching and methodological issues;
- monitoring the provision of Bachelor programmes with textbooks;
- studying, generalising and introducing new technologies and teaching methods, participating in the development of recommendations on how to improve the study process, and organising conferences and seminars on higher education.

At the level of the faculties, educational and methodological work is conducted by methodological bureaus, which are working groups organised in order to:

- coordinate and improve the teaching process,
- develop the curricula and syllabi design,
- introduce new methods and technologies into the learning process,
- implement individual and distance learning technology,
- organise the further training of teachers.

The number of members of the methodical bureaus is determined by the Academic Council of the faculty. The members are elected among the highly qualified teachers, who are actively involved in issues of higher education. Meetings of the methodical bureaus are held as often as necessary, but not less than once a month. Decisions on the issues discussed at the meetings are adopted by open vote and a majority vote.

The work of the methodical bureaus is proceeding according to an annual plan which is based on al-Farabi KazNU's development strategy, the concepts of information, scientific and language training policy at al-Farabi KazNU, the work plan of the Academic Council of the faculty as well as the work plan of the Department of Academic Affairs. The work of methodical bureaus is also geared to current challenges and the specifics of the faculty.

The main tasks and functions of the methodological bureaus are:

1. improving the system of planning and organisation of the educational process, with the emphasis on:
   - coherence of concepts of the courses taught at the Bachelor, Master and PhD level;
   - information technologies for the educational process;
   - coordination of methodological work of chairs on the implementation of curricula;
   - analysis and adjustment of the curricula and syllabi;
   - quality control of the examination materials.

2. Improving the quality of teaching, with the emphasis on:
   - conformity of the content of programs with state requirements,
   - coherence and continuity of the subjects taught at the Bachelor and Master level;
   - planning and conducting public lectures and mutual chairs visits; the presence of representatives of the methodological bureau at the open lectures of teachers; analysis of lectures, seminars and other teaching activities of the faculty staff
   - providing support for young teachers by organising open lectures and seminars of experienced professors of the faculty (Master classes for young teachers);
   - ongoing review and analysis of the teaching materials and syllabi for the subjects of the curriculum.

During the on-site visit, the panel was informed that the members of the methodological bureaus at every faculty organise seminars aimed at the improvement of teaching in particular disciplines in order to take into consideration the specificities of every discipline. Experienced methodologists (professors or associate professors) carry out the checks of sufficient quality of teaching, by visiting and evaluating lectures of other teachers.

1. Implementing state language policy and improving teaching methods in Kazakh Language.

2. Planning and monitoring the publication of teaching materials and curricula.

3. Organising and controlling the implementation of the results of scientific research of the faculty members in the educational process.

Methodical work is also performed by teachers on the basis of individual plans, coordinated by the methodical commissions of the chairs and supervised by the head of the chair and the methodical bureau of the faculty.

The documentation is developed by the relevant divisions of the University, then discussed among the chairs, in the methodical bureaus of the faculties, and the Scientific and Methodological Council of the University. After passing these commissions, it is approved by the Rector or Vice-Rector for Academic Affairs.

The chairs of the faculties develop curricula in accordance with the core curricula and the model curricula for experimental educational programmes. These drafts are then considered by the chairs, in the methodical bureau and the academic council of the faculty, then in the Methodical Division and after receiving a positive opinion, are approved by the Rector of the University.

Teaching materials are developed by individual teachers in accordance with the standard core syllabus. They are considered by chairs, in the methodical bureaus and academic councils of the faculties, in the Scientific and Methodological Council of the University and then approved by the Vice-Rector for Academic Affairs.

During the interview with the administrative staff of the University, the panel was told that the sets of teaching materials of particular disciplines are updated annually. This process leads to amendments of at least 10 % due to new development and innovations in the respective disciplines.

The Educational and Methodical Section is another advisory body of al-Farabi KazNU for educational and methodological issues. It is part of the Republican Scientific and Methodological Council of the Ministry of Education and Science. The Section was established in 1992 and is aimed at:

- drafting the state compulsory standards of higher and postgraduate education for particular fields of study (e.g., in humanities and arts, including international relations, several fields of study in the natural and technical sciences, social sciences and services, including tourism, and, furthermore, subjects like public relations, world economy, management, state and local management, marketing etc.).
- drafting model syllabi for programmes of higher and postgraduate education;
- organising the assessment of textbooks for higher and postgraduate education;
- participating in the opening of new specialties;
- consulting Kazakh universities on issues with regard to the educational process.

22 Kazakh universities participate in the Educational and Methodical Section at al-Farabi KazNU. The Section is chaired by the rector of al-Farabi KazNU and vice-chaired by the Vice Rector for Academic Affairs. At this time, the Educational and Methodical Section at al-Farabi KazNU is the largest section of that kind in Kazakhstan. Overall, it conducts educational and methodological support for 114 fields of study.

Another element of al-Farabi KazNU's quality assurance is the internal quality management system (QMS). In 2003, the university management of al-Farabi KazNU decided to set up and prepare for a certification based on ISO 9001: 2001. The QMS was integrated in pro-

cesses of planning, managing, and evaluating the quality of educational processes and outcomes. Al-Farabi KazNU has passed this certification three times (in 2005, 2008 and 2011), the procedure being conducted by the IQNet International Certification System, the Certification Association "Russian Register" and the certification body Bureau Veritas Certification (BVC).

In 2010, al-Farabi KazNU announced its new mission and introduced the plan of becoming a research university, including changes in the management of the University. In 2011, the President of Kazakhstan set the goal that at least two universities in Kazakhstan should join the ranking of the best universities in the world by 2020. In accordance with this goal, al-Farabi KazNU established a new development strategy until the year 2020 comprising the following elements:

- Vision: “By 2020, al-Farabi KazNU will become one of the world's leading research universities for the preparation of competitive specialists for the innovation economy.”
- Mission: “The formation of highly qualified labour potential – specialists of a new formation, corresponding to modern intellectual requirements and the development strategy of the Republic of Kazakhstan, based on the effective integration of education, science and innovation activities”.
- Strategic directions and objectives:
  - Strategic Direction 1 “Preparation of competitive specialists” with the objective of
    1.1. Integration into the global education area and participation in the global competition of educational services, including:
    1.1.1. Functioning of al-Farabi KazNU in accordance with the basic parameters of the Bologna Process,
    1.1.2. Training of specialists with higher and postgraduate education for the sectors of economy, including projects of industrial and innovative development of the country;
    1.1.3. Ensuring the quality of educational services.
  - Strategic Direction 2 “Formation of al-Farabi KazNU as a modern research university, based on the integration of science, education and business”.
  - Strategic Direction 3 “Improving educational and social work”.
  - Strategic Direction 4 “Development of the infrastructure and introduction of new information technologies”.

The strategy defined a series of target indicators for each of the objectives within the strategic directions.

Al-Farabi KazNU started to transform its management system from the functional administration to the result-oriented process management based on quantifiable indicators, allowing to orient the structural units and the faculty staff of the University towards achieving the planned objectives. The chosen indicators were aligned towards matching the characteristics of a research university as well as the criteria of the rankings of world-class universities.

In the course of implementing the result oriented management, the University developed a system of the Key Performance Indicators (KPI) covering activities in the fields of:

- Educational and Methodological work,
- Research and Innovation,
- Social Work.

Indicators for Educational and Methodological Work include, among others, the following criteria:

- the number of books and textbooks recommended by the Ministry of Education and Science;
- the number of double degree programmes;
- the number of subjects taught in English;
- the number of teachers with IELTS / TOEFL certificates;
- the number of foreign teachers invited for more than one semester;

- incoming/ outgoing academic mobility;
- the number of professionals from industry attracted to teaching subjects in the specialty;
- the number of positive feedback responses of employers about the employed graduates of the previous year of graduation.

The panel has been informed that, since the university is constantly endeavouring to achieve high positions in educational rankings, it integrates some particular indicators of international and national rankings in the KPI system of the university, e.g. the number of articles published in English in peer-reviewed journals (indicator from international rankings) or the academic mobility of students and teachers (indicator from national rankings). The blocks of key indicators are updated every year.

Based on the KPI, the University is preparing the rankings of teachers, chairs and faculties twice a year. The ranking of teachers is a core tool in the assessment of teachers' performance. The position in the ranking is linked to the reward system: the salary of teachers depends directly on their achievements in compliance with the KPI.

Al-Farabi KazNU Centre for Accreditation, Rankings and Quality Assurance, which reports to the First Vice-Rector, is responsible for the coordination of activities related to the listing of the University in the national and international rankings, the KPI System and internal teachers' ranking. Its tasks, among other things, include:

- studying the criteria of the international rankings and finding ways for their integration in the internal ranking of the University;
- aggregating the indicator-based plans of the faculty staff, chairs and faculties; constantly monitoring the KPI of the University in order to determine the strengths and weaknesses;
- keeping a database of the of indicator-based performance of the University.

Since the beginning of the implementation of the result-oriented management, al-Farabi KazNU improved its international ranking, moving up from position 600 (2010) to 299 (2013) and 305 (2014) in the QS World University Ranking.

Another task area of the Centre for Accreditation, Rankings and Quality Assurance covers different activities in the field of accreditation. Al-Farabi KazNU has been institutionally accredited by the Kazakh national accreditation agency IQAA. Since 2010, a wide range of programmes of the University have obtained international accreditation from the European agencies ASIIN, ACQUIN (Germany) and AQ (Austria).

The Students Bureau on the Bologna Process, the student organisation whose main objectives are the promotion of the principles of the Bologna Process in the University and the support of students in academic issues, is also involved in the system of quality assurance. The Bureau participates in the analysis of academic and quality assurance policy of the University and makes proposals for the improvement of study programmes.

The University states that it uses the Kaizen system of continuous improvement based on a bottom-up approach, in which students, teachers and administrative staff are involved.

Moreover, evaluations are widely used at al-Farabi KazNU. The panel was informed that students were given the possibility to evaluate their teachers. These surveys are organised once a year by al-Farabi KazNU's Centre for Sociological Research and Social Engineering. The Centre is responsible for drafting the questionnaires, which then are discussed with and confirmed by the Vice Rector for Academic Affairs and the Vice Rector for Research-Innovation Affairs. The chairs may also commission the Centre with the preparation of questionnaires for their special needs. The usual response rate in case of the students' evaluation of teachers range from 60 to 75 %. After completion of the evaluation, every teacher can access the information on his/her average grade as a result of the survey.

Students at all levels of study as well as graduates (shortly before graduation) regularly participate in evaluations of the study conditions, study process organisation and the content of programmes. The respective questionnaires for the first-year students, second- and third-year students, Master students and graduates as well as the new report „Evaluation of efficiency of courses held“ were presented to the panel in Russian language.

Bachelor students of the first year are asked if they are satisfied with:
- the content of their programme (subjects, number of hours, schedule, teaching staff, the ratio of theoretical and practical training);
- the teaching materials;
- the provision of textbooks;
- the work of their adviser, etc.

Second- and third-year Bachelor students are asked:
- how effective teachers use modern educational methods and technologies;
- how objective and fair the current system of knowledge assessment in the disciplines is;
- if they are satisfied with the University's website and its forum;
- if they are satisfied with the social infrastructure of the University;
- if they are satisfied with the administration of the chairs;
- how effective the information services of the University are, etc.

Master students and graduates are asked:
- how satisfied they are with the acquired knowledge for effective professional activity;
- how they assess the level of professionalism of teachers;
- how often they faced the problem of corruption in the education system;
- how they assess the conditions for the promotion of academic mobility at the University;
- how they assess the level of employment of graduates in their specialty;
- how effectively the principles of the Bologna process (academic freedom, individual choice of the educational path) are implemented at the University.

Evaluations are also undertaken by the teaching staff. The Evaluation study „Teacher in the eyes of colleagues“, in which 62 chairs of al-Farabi KazNU participate, is regularly performed by the Centre for Sociological Research and Social Engineering since 2011. The questionnaire consists of ten questions aimed at reviewing different aspects of teachers' activities in the fields of education, research and social life.

Employing companies usually give a feedback to the University when they have employed a graduate (this is at the same time a way of graduate tracking). Comments and suggestions of partners in the professional field and employers commissions of the faculties are taken into account for the further work.

Since 2009, the "Univer" automated system of educational process management is in place, which contains among others the following modules: “Curricula”, “Files for Students (teaching materials)”, “Journal of attendance and performance”, “Registration for the disciplines” and “Schedule”. Information about the modules is contained in a catalogue, which is brought to the attention of students by chairs and advisors, as well as placed in the “Univer” system and on the website of the University. The teaching materials for the specific disciplines are placed in the “Univer” system no later than 10 working days before the beginning of the semester.

An information folder is available for students, which contains information on all policies and contact information. The faculties publish annual reports: descriptions of the achievements of the faculty, descriptions of new students, reports on social work (finding sponsors for scholarships), teaching staff information, and extensive information on publications of teaching

staff. There are regular conferences for students and young scientists held by the faculties; the articles are also published. There also are student handbooks that contain all relevant information.

Appraisal

Al-Farabi KazNU has an extensive system of quality assurance and development in place, which involves all levels and relevant parties. The panel was impressed by the wide-range of quality assurance instruments and welcomes the good practices and positive incentives of the University in this field.

Al-Farabi KazNU has formulated strategic objectives (quality targets) for the University which include the development of its units (faculties and chairs) and study programmes. These objectives are published and are consistent with the overall vision and mission of the University. All in all, the panel considers that the quality assurance system allows achieving the continuous quality improvement of the institution.

However, the panel formed the view that the overall effectiveness and efficiency of al-Farabi KazNU's quality assurance system is not optimal. It seems to them that only one element, namely the system of the Key Performance Indicators (KPI), directly supports the attainment of the strategic objectives. They regard as problematic that the different elements of this system are scarcely interlinked and the different responsible actors have little interaction with each other. It is thus not clear how other elements and tools of the system are geared towards the systematic pursuit of the University's strategy. The panel recommends to integrate all elements and to establish a comprehensive and cohesive system of quality assurance geared to the fulfilment of the strategic objectives of the University, its units and study programmes.

The target indicators of the University strategy as well as the corresponding key performance indicators, which are applied for the internal ranking of teachers, chairs and faculties, are rather quantitative. While this produces rather objective information and facilitates comparison, the use of purely quantitative indicators might be in some cases problematic. For example, the quality of education is reflected by the indicator „share of graduates, who received the degree of Bachelor with honors, in the total number of graduates" (according to the University strategy this share should be raised from 15 to 28 percent). This could create wrong incentives to award Bachelor students better marks. In this context, the panel has gained the impression that students get "A" marks rather frequently. Another example is the indicator "number of international agreements on cooperation in the field of science and technology" (Strategy of al-Farabi KazNU) as a measure of the state of development of the international scientific and technical cooperation, which relies on quantity rather than on quality and content of such cooperation.

Until now the quality assurance system seems to be targeted at controlling rather than improving quality. There are objectives formulated for the study programmes but they are apparently not the starting point for the quality assurance system. The self-evaluation reports contain a lot of statistical information about the study programmes. However, the panel could not find out how this information is interpreted and used to improve the quality of study programmes. It is not obvious how the quality management measures affect the development of programmes und their content. In sum, a quality assurance and development procedure on the level of programmes exists, but should be implemented more systematically and linked to the overall strategy. The panel therefore recommends to grant accreditation under the following **condition**:

The University implements a quality system for the ongoing control and monitoring of the quality of the programme content, processes and outcomes based on the quality circle. In doing so, the University systematically takes into account the results of evaluations and

alumni-tracking studies and uses this feedback for continuous improvement. Evaluations of students explicitly refer to their workload in order to verify if the estimated workload corresponds with the actual workload (teaching time, self-study time, examinations).

Moreover, the panel has some recommendations with regard to the University's quality assurance system:

- First of all, they recommend a more thorough documentation of the processes defined and measures taken to improve quality as well as the results of such measures. This could be shown in a quality handbook for the programmes, which contains the main processes, the quality assurance instruments and their use, the main development targets and the parties involved in the development process.
- They also recommend to allow for more participation of teaching staff and students in the responsible committees which plan and assess the quality assurance and development procedures of programmes.
- Evaluations by the students are carried out on a regular basis. The questionnaires which are used for the evaluation of the courses cover the key aspects of the programmes. However, the panel recommends that the outcomes of the evaluations should also be communicated to and discussed with the students who participated in them. This would strengthen their motivation to further contribute to the quality assurance procedures.
- The panel was informed, that, when it comes to the students' evaluation of teachers, teachers only know the questions asked and their average grade as a result of the survey. It recommends to disclose the evaluation criteria and achieved points for particular criteria for teachers in order to motivate them to improve certain areas of their work.

The panel believes that it will take some time to full embed the quality assurance system in the entire University and to establish a strong quality culture, which is the ultimate goal of the University's leadership. This is defined as possessing the strategic awareness to develop quality in the everyday activities, leading to continuous quality development which does not solely rely on periodic evaluations. Once established, a quality culture must relate to all aspects of work and be recognisable within all normative acts of the University.

As for the description of the programme content, the panel thinks that the programmes are described in detail and the descriptions are constantly updated. The documentation is available to interested parties, both in hard copy and electronic form via the "Univer" system so that the transparency is generally ensured. However, the information on study programmes on the homepage of al-Farabi KazNU is very limited and partly outdated. The English version of the homepage is not always available and sometimes gives the impression of an automated translation. The panel therefore recommends to provide sufficient and up-to-date information on the study programmes on al-Farabi KazNU's homepage and to improve the quality of the English translation. The student handbook should also be provided in English.

The panel also notes that there was a substantial problem regarding the quality of the self-evaluation report provided by the University on all the programmes. This self-documentation was not prepared according to the FIBAA Assessment Guide as it is expected in the accreditation procedures. The report was partly difficult to read and to understand, which may be due to translation mistakes, deficiencies in orthography, grammar and punctuation, missing translation and the use of Cyrillic letters in some parts. The panel has noticed considerable potential for optimisation.

The activities which take place during the academic year are continuously documented and published in annual reports.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	**QUALITY ASSURANCE**					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes				**Condition**	
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		

Quality Profile

Institution: al-Farabi Kazakh National University

Bachelor/Master programmes:
- Economics (B.Sc. and M.Sc.)
- World Economy (B.Sc. and M.Sc.)
- Tourism (B.Sc. and M.Sc.)
- Regional Studies (B.Sc. and M.Sc.)

FIBAA

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	**STRATEGY AND OBJECTIVES**					
1.1*	Logic and Transparency of Programme Objectives				**condition**	
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		
1.3*	International Dimension of the Programme			X		
1.4	Gender equality and equality of opportunity			X		
2.	**ADMISSION (REQUIREMENTS AND PROCEDURE)**					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)			X		
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)					X
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality require-ments	not relevant
3.	**PROGRAMME DESIGN**					
3.1	Content					
3.1.1*	Logic and conceptual Coherence of Programme / Curriculum			X	World Economy (B.Sc./ M.Sc.) **Condition**	
3.1.2*	Rationale for the Qualification Title			X		
3.1.3*	Reasons given for programme descrip-tion			X		
3.1.4*	Integration of Theory and Practice		Tourism (B.Sc./ M.Sc.)	X		
3.1.5	Interdisciplinarity			X		
3.1.6*	Methodological Competence and Aca-demic Work			Bachelor programmes	Master pro-grammes **Condition**	
3.1.7*	Performance in Examinations and The-sis			X		
3.2	Structure					
3.2.1	Structure of the Programme (Core Sub-jects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.2.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation				**Condition**	
3.2.3*	Study and Examination Regulations				**Condition**	
3.2.4*	Student workload			X		
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community			X		
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content			X		
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or re-search-oriented skills (only for Master programmes)			X		
3.4.2*	Generic Skills			X		

3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials				X	
3.5.3	Guest Lecturers			X		
3.5.4	Student Assistants involved in Teaching					X
3.6*	Skills for Employment / Employability			X		
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff			X		
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities			X		
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)			X		
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources				**condition**	
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students	X				
4.6*	Financial Planning and Financing of Programme			X		
5.	**QUALITY ASSURANCE**					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes				**condition**	
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		