

# Decision of the FIBAA Accreditation Committee for Programmes



94<sup>th</sup> Meeting on January 29<sup>th</sup>, 2015

Project Number: 13/054

Higher Education Institution: Al-Farabi Kazakh National University

Study Programmes:

- **Logistics (B.Sc.)**
- **Marketing (B.Sc. & M.Sc.)**
- **Public Administration (B.Sc. & M.Sc.)**
- **Management (B.Sc. & M.Sc.)**
- **Innovation Management (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** is granted under six conditions.

The accreditation of the **Master programmes** is granted under seven conditions.

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

Conditions:

## **For all programmes:**

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 25<sup>th</sup>, 2016.**

2. The HEI reviews the contents of all Bachelor and Master programmes in terms of detail, updatedness and international competitiveness into substantial programme specifications (s. chapter 3.1).

**The condition is fulfilled.**

**FIBAA-Accreditation-Commission at November 25<sup>th</sup>, 2016.**

3. 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 sys-

tem to define, estimate and evaluate student workload (see also 5.2). 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 prove 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.**

4. 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.**

5. 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 25<sup>th</sup>, 2016.**

6. 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 5.2).

**The condition is fulfilled.**

**FIBAA Accreditation Committee for Programmes on March 23rd, 2018.**

**Additionally, for all Master programmes:**

7. 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 Committee for Programmes on March 23rd, 2018.**

The FIBAA Quality Seal is awarded.

## Assessment Report

---

---

**Higher Education Institution (HEI):**

Al-Farabi Kazakh National University  
Almaty (Kazakhstan)

---

**Bachelor and Master programmes:**

- Logistics (B.Sc.)
- Marketing (B.Sc. & M.Sc.)
- Public Administration (B.Sc. & M.Sc.)
- Management (B.Sc. & M.Sc.)
- Innovation Management (M.Sc.)

---

**Qualification awarded on completion:**

Bachelor (B.Sc.)  
Master (M.Sc.)

## **Brief description of the programmes**

The **Bachelor programme Logistics** aims at the formation of logistics skills in order for the students to find optimal solutions for administrative problems. Upon completion of the programme, amongst others, the students should be able to apply methods for the development of logistics marketing strategies, and to apply the basic principles of logistics management in practice. Moreover, the programme's goal is the training of future specialists who are creative, initiative, adaptive to the changeable demands of labour market and modern technologies, and who are able to work in groups as well as to work individually.

The **Bachelor programme Marketing** aims at the production of competitive specialists with deep marketing knowledge and competencies. Furthermore, the purpose of the programme is the training of highly qualified marketing specialists for administrative, analytical, research and consultancy activities in the marketing sector. Upon completion, among others, the students should be able to apply professional marketing skills, to use modern information technologies, and to interpret the theoretical aspects of the basic terminology of marketing.

The **Bachelor programme Public Administration** aims at training highly qualified future managers for the management, analysis, and consulting activities in the field of state and local governments, in accordance with the needs of various public sectors. The graduates are supposed to work in the administration of local entities, public authorities, and at state and local agencies. Therefore, students are supposed to acquire professional public administration skills such as the development of long-term and short-term plans or the ability to draw independent conclusions as well as to prepare offers, forecasts and plans.

The **Bachelor programme Management** aims at providing its graduates jobs in a variety of sectors of the national economy. Upon completion, the students are supposed to have become professionals with an analytical mind and with the ability to think logically and to focus not only on the commercial success of organisations, but to be aware of their social responsibility to the society. Amongst others, the students are able to practise the basic principles and methods of performance management as well as to analyse the market environment, identify market opportunities and threats, as well as the strengths and weaknesses of marketing management.

The **Master programme Innovation Management** aims at preparing highly skilled graduates possessing the necessary level of professional competences on actual directions of modern management. Upon completion of the master degree programme, amongst others, the graduate will be able to work out strategies of innovative development, to carry out analysis of competitive strategies as well as to compare processes in key production sectors and organisations operating in the banking, insurance, investment and other areas of the economy.

The **Master programme Marketing** aims at providing its graduates information, evidence-based training and professional services in order to enable them to take a leadership role within the professional community. Upon completion of the Master programme, the graduates are able to interpret, evaluate and promote theories, principles and foundations of Marketing Science, to use marketing resources as well as tables and graphs to analyse marketing situations and, amongst others, to compare market segmentation.

The **Master programme Public Administration** aims at preparing future specialists in the field of state and local government. Upon completion, the graduates will have in-depth knowledge in the field of public and local administration that is necessary for high-quality productive activity, constantly improved on the basis of innovative and educational technologies. Moreover, the graduates will be able to critically analyse existing concepts, theories and

approaches in the system of public administration, to analyse the country's ecological condition and, among others, to analyse economic, moral, cultural, and psychological aspects of public relations.

The **Master programme Management** aims at preparing its graduates for future tasks in the area of management. Upon completion of the programme, among others, the graduates will be able to critically analyse existent conceptions and management theories as well as to implement scientific projects and research. Furthermore, the graduates should be able to make decisions on the basis of incomplete or limited information and to work interdisciplinary.

---

**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 4 with:**

**Cluster 1:**

- Basics of Law and Economy (Master)
- Custom Affair (Bachelor)
- International Law (Bachelor & Master)
- Jurisprudence (Bachelor & Master)

**Cluster 2:**

- Economics (Bachelor & Master)
- Regional Studies (Bachelor & Master)
- Tourism (Bachelor & Master)
- World Economy (Bachelor & Master)

**Cluster 3:**

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

---

**Projected study time:**

- Bachelor programmes: 4 years
- Master programmes: 2 years

---

**Mode of study:**

Full-time

---

**Initial Start of the programmes:**

- Logistics (Bachelor: 2011)
- Marketing (Bachelor: 2004; Master: 2002)
- Public Administration (Bachelor: 2004; Master: 1996)
- Management (Bachelor: 1995; Master: 1996)
- Innovation Management (Master: 2009)

---

**Student intake:** s. chapter "statistical data", pages 13 to 15.

---

**Programme cycle starts in:**

Winter semester

---

**Number of credit points assigned to programmes:**

- Bachelor programmes: 146 Kazakh credit points, 243 ECTS credit points (s. condition in chapter 3.2)

- Master programmes: 59 Kazakh credit points, 99 ECTS credit points (s. condition in chapter 3.2)

---

**Hours (workload) per ECTS 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 is granted under six conditions and is valid for five years.

The accreditation of the Master programmes is granted under seven conditions and is valid for five years.

---

**Duration of Accreditation period:**

29 January, 2015 until 30 September, 2020

---

**Conditions:****For all programmes:**

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 all Bachelor and Master programmes in terms of detail, updatedness and international competitiveness into substantial programme specifications (s. chapter 3.1).
3. 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 5.2). 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 prove 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).
4. 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).
5. 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).

6. 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 5.2).

**Additionally, for all Master programmes:**

7. 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).

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

---

**Project Manager:**

Sabine Noe

---

**Panel members:**

**Prof. Dr. Dennis Hilgers**

Johannes Kepler Universität Linz  
Professor for Public Management  
(public management, innovation management,  
public accounting, controlling, business administration)

**Prof. Dr. Dr. Christian Werner**

University of Applied Management Erding  
President & Managing Director  
(marketing & sponsoring, public & political  
management, management consulting, event management)

**Prof. Dr. Rainer Fischer**

University of Applied Sciences Offenburg  
Head of Programme: International Business  
Consulting (Master)  
(management, cost management, controlling,  
strategic business development, logistic, consulting, business administration)

**Prof. Dr. Dipl.-Ing. Oliver M. Rentzsch**

University of Applied Sciences Lübeck  
Professor for Business Administration  
(business administration, (international)management, marketing)

**Dr. Terence Alfred Clifford-Amos**

International Consultant  
(consulting, management, administration)

**Dilbar Gimranova**

KAZGUU University Astana,  
Dean of Higher School of Economics

**Sven Hummel**

ESB Reutlingen

Student of International Logistics Management  
(Bachelor)

# 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 **Logistics (B.Sc.)**, **Marketing (B.Sc.)**, **Public Administration (B.Sc.)**, and **Management (B.Sc.)** of al-Farabi Kazakh National University fulfil with nine exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) under six conditions. They 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 **Marketing (M.Sc.)**, **Public Administration (M.Sc.)**, **Management (M.Sc.)**, and **Innovation Management (M.Sc.)** of al-Farabi Kazakh National University fulfil with ten 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. They 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 implementation of the Lisbon Convention, 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:

## For all programmes:

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 all Bachelor and Master programmes in terms of detail, updatedness and international competitiveness into substantial programme specifications (s. chapter 3.1).
3. 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 5.2). 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 prove 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).

4. 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).
5. 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).
6. 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 5.2).

**Additionally, for all Master programmes:**

7. 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).

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 requirements [foreign language content (chapter 3.3.4), Accompanying course materials (chapter 3.5.2), and Practical Business Experience of the Teaching staff (chapter 4.1.4)] are no asterisk criteria, so that further conditions are not necessary and the measures the HEI takes to solve the identified problems are 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).
- 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 (s. chapter 1.2).
- use its good connections with companies more systematically for input with regard to the job market's needs, especially for the programmes Logistics and Marketing (s. chapter 1.2).
- use department meetings in order to systematically decide on the strategic position of the study programmes (s. chapter 1.2).
- build some of the international electives into the core/obligatory programme, especially for the Logistics programme (s. chapter 1.3).
- 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).

- ensure that the curricula focus more on international topics, and the number of obligatory courses that are taught in English should be increased (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).
- open more possibilities to participate in international internships for Master students of internationally oriented programmes without state scholarships (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 (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).
- should implement more international and intercultural contents in all Bachelor and Master programmes (s. chapter 3.3).
- should systematically check what the international state of the art is, add more international literature in the module descriptions, and fully implement al-Farabi KazNU's internationalisation strategy (s. chapter 3.3).
- 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).
- 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).

- relate more to lecturers from the field in order to get a healthy industrial interchange (s. chapter 4.1).
- 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).
- purchase modern equipment that supports innovative formats of teaching and learning (s. chapter 4.4).
- provide barrier-free access to the facilities in case that disabled students are enrolled (s. chapter 4.4).
- ensure that a sufficient number 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 the programmes (s. chapter 5.1).
- communicate and discuss the outcomes 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, a criterion exists, which exceeds the quality requirements:

- Provision of student support/Coaching by Teaching staff (4.1)

One criterion is assessed as exceptional:

- Individual counselling and student welfare services for students (chapter 4.5)

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

## 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 departments, 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 study programmes are offered by the Department of management and marketing of the High School of Economics and Business.

## Statistical data

### Logistics (Bachelor.):

The statistics of first course students of the Bachelor degree program					
Study program	2009-10	2010-11	2011-12	2012-13	2013-14
Logistics (by industry) - 5B090900	-	-	24	45	73

### Marketing (Bachelor & Master):

The statistics of first course students of the Bachelor degree program					
Study program	2009-10	2010-11	2011-12	2012-13	2013-14
5B050511 – Marketing	34	36	32	34	31

The statistics of first course students of the Master degree program					
Study program	2008-09	2009-10	2010-11	2011-12	2012-13
6M050511 – Marketing	-	13	11	6	11

Bachelor degree:					
Graduate year	Total	Male	Female	age of students	training period
2009-2010	44	13	31	21-22 year	4 year 8 semesters
2010-2011	59	16	43		
2011-2012	39	11	28		

Master degree:					
Graduate year	Total	Male	Female	age of students	training period
2009-2010	13	3	10	23-24 year	2year 4 semesters
2010-2011	11	4	7		
2011-2012	11	1	10		

### Public Administration (Bachelor & Master):

**The statistics of freshers**

<b>Bachelor degree:</b>				
<b>Academic year</b>		<b>Study language</b>		<b>Study on a fee paid basis</b>
	<b>Total</b>	<b>Russian</b>	<b>Kazakh</b>	
2009-2010	71	20	51	46
2010-2011	76	19	57	61
2011-2012	29	7	22	16
2012-2013	25	6	19	12
2013-2014	24	8	18	11

<b>Master degree:</b>				
<b>Academic year</b>		<b>Study language</b>		<b>Study on a fee paid basis</b>
	<b>Total</b>	<b>Russian</b>	<b>Kazakh</b>	
2009-2010	11	-	11	1
2010-2011	15	8	7	1
2011-2012	12	3	9	1
2012-2013	18	3	15	
2013-2014	8		8	

**The statistics of graduates**

<b>Bachelor degree:</b>					
<b>Graduate year</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>age of students</b>	<b>training period</b>
2010-2011	35	16	19	21-22 year (лет)	4 year (года) 8 semesters (семестров)
2011-2012	87	42	45		
2012-2013	57	28	29		

<b>Master degree:</b>					
<b>Graduate year</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>age of students</b>	<b>training period</b>
2010-2011	13	6	7	23-24 year (лет)	2 year (года) 4 semesters (семестров)
2011-2012	11	3	8		
2012-2013	15	8	7		

**Management (Bachelor & Master):**

<b>The statistics of first course students of the Bachelor degree program</b>						
<b>Study program</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	
5B050700 – Management	31	55	35	13	21	

<b>The statistics of first course students of the Master degree program</b>					
<b>Study program</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
6M050700 – Management	-	-	9	19	25

## Innovation Management (Master):

The statistics of first course students of the Master degree program						
Study program	2009-10	2010-11	2011-12	2012-13	2013-14	
Master degree program	-	6	10	7	11	

  

Program	2009-10	2010-11	2011-12	2012-13	Age at graduation	Period of studying
Master course	-	6	10	7	21-22 year	2 year 4 semesters

# 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 (individual educational trajectories) and then they have more practical classes (see also chapters 3.1, 3.2). 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 programme Logistics** aims at the formation of logistics skills in order for the students to find optimal solutions for administrative problems. Upon completion of the programme, amongst others, the students should be able to apply methods for the development of logistics marketing strategies, and to apply the basic principles of logistics management in practice. Moreover, the programme's goal is the training of future specialists who are creative, initiative, adaptive to the changeable demands of labour market and modern technologies, and who are able to work in groups as well as to work individually.

The **Bachelor programme Marketing** aims at the production of competitive specialists with deep marketing knowledge and competencies. Furthermore, the purpose of the programme is the training of highly qualified marketing specialists for administrative, analytical, research and consultancy activities in the marketing sector. Upon completion, among others, the students should be able to apply professional marketing skills, to use modern information technologies, and to interpret the theoretical aspects of the basic terminology of marketing.

The **Bachelor programme Public Administration** aims at training highly qualified future managers for the management, analysis, and consulting activities in the field of state and local governments, in accordance with the needs of various public sectors. The graduates are supposed to work in the administration of local entities, public authorities, and at state and local agencies. Therefore, students are supposed to acquire professional public administration skills such as the development of long-term and short-term plans or the ability to draw independent conclusions as well as to prepare offers, forecasts and plans.

The **Bachelor programme Management** aims at providing its graduates jobs in a variety of sectors of the national economy. Upon completion, the students are supposed to have become professionals with an analytical mind and with the ability to think logically and to focus not only on the commercial success of organisations, but to be aware of their social responsibility to the society. Amongst others, the students are able to practise the basic principles and methods of performance management as well as to analyse the market environment, identify market opportunities and threats, as well as the strengths and weaknesses of marketing management.

According to al-Farabi KazNU, all the Master programmes' objectives, although the same learning taxonomy is used, give more time and attention to in-depth knowledge and scientific research.

The **Master programme Innovation Management** aims at preparing highly skilled graduates possessing the necessary level of professional competences on actual directions of modern management. Upon completion of the master degree programme, amongst others, the graduate will be able to work out strategies of innovative development, to carry out analysis of competitive strategies as well as to compare processes in key production sectors and organisations operating in the banking, insurance, investment and other areas of the economy.

The **Master programme Marketing** aims at providing its graduates information, evidence-based training and professional services in order to enable them to take a leadership role within the professional community. Upon completion of the Master programme, the graduates are able to interpret, evaluate and promote theories, principles and foundations of Marketing Science, to use marketing resources as well as tables and graphs to analyse marketing situations and, amongst others, to compare market segmentation.

The **Master programme Public Administration** aims at preparing future specialists in the field of state and local government. Upon completion, the graduates will have in-depth knowledge in the field of public and local administration that is necessary for high-quality productive activity, constantly improved on the basis of innovative and educational technologies. Moreover, the graduates will be able to critically analyse existing concepts, theories and approaches in the system of public administration, to analyse the country's ecological condition and, among others, to analyse economic, moral, cultural, and psychological aspects of public relations.

The **Master programme Management** aims at preparing its graduates for future tasks in the area of management. Upon completion of the programme, among others, the graduates will be able to critically analyse existent conceptions and management theories as well as to implement scientific projects and research. Furthermore, the graduates should be able to make decisions on the basis of incomplete or limited information and to work interdisciplinary.

Al-Farabi KazNU has not conducted alumni-tracking studies 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 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 programme's 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 following **condition**:

The HEI revises the learning outcomes 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.

Moreover, for the programme's further development, the panel recommends al-Farabi KazNU to 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. 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
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1*	Logic and Transparency of Programmes' Objectives				Condition	

## 1.2 Positioning of the programmes

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 (in accordance with the Ministry's standards). 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 follow 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 the 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 panel encourages 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. However, very little information was given as to precisely how the programmes fit into this strategy, save for the **Management** programmes, for which excellent responses were given.

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, especially for the programmes **Logistics** and **Marketing**. 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 that departmental meetings should be used for this purpose.

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

### 1.3 International orientation of the programmes (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 two 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. Especially in terms of the **Logistics** programme, the panel recommends that the HEI should build some of the international electives into the core/obligatory programme.

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 to intensify 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, the curricula should focus more on international topics, 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 to concentrate on a few key partners.

For the Master programmes, the panel appreciates the possibility and even obligation for Master students to travel abroad. However, the international internships are only obligatory for those master students who have state grants. In programmes, which objectives are focused on internationality, this could be problematic, because students without grants can finish their studies without gaining any international experience. The panel recommends the University to open more possibilities to participate in international internships for Master students of internationally oriented programmes without state scholarships. Furthermore, they recommend to offer 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 Programmes			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 collects donations from the companies and grants scholarships which cover tuition fees and living costs (total amount 2013: 13 million Tenge). There are some resources of books for blind and visually impaired people in the university library. All activities in this field are coordinated by the Vice Rector for Social Development. Additionally, al-Farabi KazNU attempts to realise gender equality and equality of opportunity for students by finding individual solutions for individual problems. In order to realise that, students has 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 opportunities for 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.

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 previ-

ously. 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. Regarding the foreign language competence, for Bachelor programmes, a minimum of 15 ECTS in English is required by state standards.

Admission decision and its communication 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
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE)</b>					
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

The University 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 Logistics** has the following curriculum:

	Title of modules	Course code	Title of courses	Credit	Unit	Lec/prac/ Lab.	Sem.	
Bachelor of 5V090900 Logistics (by industry)	<b>1. State Compulsory Module (10 credits)</b>	IRK1101	History of the Republic of Kazakhstan	2	MC	1+1+0	1	
		K(R)LPP1102	Kazakh (Russian) Language for Professional Purposes	3	MC	0+2+1	1	
		FLPP 1103	Foreign Language for Professional Purposes	3	MC	0+2+1	1	
		PSK 2104	Philosophy of Scientific Knowledge	2	MC	1+1+0	4	
	<b>2. Social and Communicative Module (4 credits)</b>	PIC 2201	Psychology of Interpersonal Communication	2	EC	1+1+0	3	
		TAPS 2202	Theoretical and Applied Political Science	2	EC	1+1+0	3	
		EPSS 2203	Ethics of Personal and Social Success	2	EC	1+1+0	3	
		CR 2204	Culture and Religion	2	EC	1+1+0	3	
		GAS 2205	General and Applied Sociology	2	EC	1+1+0	3	
		HL S2206	Human Life Safety	2	EC	1+1+0	3	
		ESD 2207	Ecology and Sustainable Development	2	EC	1+1+0	3	
		KL2208	Kazakhstan Law	2	EC	1+1+0	3	
		FE 2209	Fundamentals of Economics	2	EC	1+1+0	3	
	<b>3. Vocational Modules (115 credits)</b>	<b>3.1 Natural Sciences (STEM) module</b>						
		ME 1301	Mathematics in economics	3	EC	2+1+0	1	
		ITPP 2301	Information Technologies for Professional Purposes	3	EC	1+0+2	4	
		<b>3.2. Basic Professional Modules 66 credits</b>						
		<b>Module 1. Introduction to Economics</b>						
		Mac 2401	Macroeconomics	2	MC	1+1+0	3	
		Mic 1401	Microeconomics	2	MC	1+1+0	2	
		PE 1402	Principles of Economics	3	MC	2+1+0	1	
		<b>Module 2. Management and Marketing</b>						
		Men 1403	Management	3	MC	2+1+0	2	
		Mar 1404	Marketing	3	MC	2+1+0	2	
		GB 1405	Government and Business	3	MC	2+1+0	4	
		<b>Module 3. Finance and credit</b>						
		Fin 2402	Finance	3	MC	2+1+0	3	
		TT 2403	Taxes and Taxation	3	MC	2+1+0	4	
<b>Module 4. Accounting and Audit</b>								
Acc 2404		Accounting	2	MC	1+1+0	3		
Aud 2405	Audit	2	MC	1+1+0	4			
FEA 2406	Foundations of Economic Analysis	2	MC	1+1+0	4			

		<b>Module 5. Quantitative assessment of the economy</b>				
Eco 3401	Econometrics	2	MC	1+0+1	5	
Sta 2407	Statistics	3	MC	2+1+0	4	
	<b>Module 6. Logistics as a process of management of material and information flows in the systems.</b>					
Log 1406	Logistics	3	MC	2+1+0	2	
TL 3402	Transport logistics	3	MC	2+1+0	5	
PL 3403	Production logistics	3	MC	2+1+0	5	
	<b>Module 7. Logistics systems in international integrated companies.</b>					
LMI 4401	Logistics management industry	3	MC	2+1+0	7	
GLS 4402	Global logistics systems	3	MC	2+1+0	7	
	<b>Module 8. Management of information and material flows in the supply system</b>					
IL 3404	Information logistics	3	MC	2+1+0	5	
DL 3405	Distribution logistics	3	MC	2+1+0	5	
TGCT 1407	The general course of transport	3	MC	2+1+0	1	
	<b>Module 9. Export-import operations in logistics systems.</b>					
CL 4403	Customs logistics	3	MC	2+1+0	7	
SAI 1408	System analysis of the industry	3	MC	2+1+0	2	
ITS 1409	Integrated transport system	3	MC	2+1+0	2	
<b>3.3 Modules for Individual Educational Trajectories (IET)</b>		<b>35</b>				
<b>IET 2-Specialization "Logistics in the economy"</b>		<b>IET 2 – Specialization "Logistics in transport"</b>				
<b>Scientific writing (kaz/rus/eng)</b>		<b>Scientific writing (kaz/rus/eng)</b>		1	EC	
ML 3501 Marketing logistics	CL 3501 Commercial logistics	3	EC	2+1+0	6	
ILS 4501 Integrated logistics system	TFS 4501 Transport and freight systems	3	EC	2+1+0	7	
LT 4502 Logistics trade	BPTS 4502 Business planning of transport systems	3	EC	2+1+0	7	
LOG 4503 Logistics Oil and Gas	OM4503 Operating (production) management	3	EC	2+1+0	7	
WL 3502 Warehouse logistics	S 3502 Logistic of warehouse	3	EC	2+1+0	6	
BL 3503 Banking logistics	TOITP 3503 The organization of inter-modal transport	3	EC	2+1+0	6	
EIOLS 3504 Export-import operations in logistics systems.	FTS 3504 Fundamentals of Transport Service	2	EC	1+1+0	6	
CS 3505 Competitive strategy	LFO 3505 Logistics foreign operation	3	EC	2+1+0	5	
SL4504 Service in logistics	LIITC4504 Logistics infrastructure of international transport corridors	3	EC	2+1+0	7	
EG3506 Expertise of goods	LSChM3506 Logistics and Supply Chain Management	3	EC	2+1+0	6	
Pri3507	IL3507	3	EC	2+1+0	5	

	Pricing	International Logistics				
	CB3508 Commercial business	PML3508 Project Management in Logistics	2	EC	1+1+0	6
	<b>3.4 Interdisciplinary Module</b>		<b>8</b>			
	IE 2601 Innovative Entrepreneurship (trade-wise)		2	EC	1+1+0	3
	IPL 2602 Intellectual Property Law		2	EC	1+1+0	3
	BL 2603 Business Law		2	EC	1+1+0	3
	Log 2604 Logic		2	EC	1+1+0	3
	GE 2605 Global economy		2	EC	1+1+0	3
<b>4. Practice</b>	Professional practice (by practice)		<b>9</b>			
	EP Educational Practice		4 (2+2)			4,6
	MP Manufacturing practice:		5			8
<b>5. Final Certification</b>	Preparation and Presentation of Bachelor's Dissertation (Diploma Project)		<b>2</b>			
<b>6. Additional Types of Learning</b>	PC Physical culture		8			
<b>TOTAL</b>			<b>147</b>			

The Bachelor programme Marketing has the following curriculum:

	<b>Module name Subject code</b>	<b>Name of subjects (modules) and type of activity</b>	<b>Number of credit</b>	<b>Block</b>	<b>Lec- tion/pr ac- tice/res earch</b>	<b>Sem</b>
<b>1.State re- quired module (10 cred- its)</b>	HRK1101	The history of the Republic of Kazakhstan (1991-2013 годы)	2	OK	1+1+0	1
	POK(R)L1102	Professionally-oriented Kazakh (Russian) language	3	OK	0+2+1	1
	POFL1103	Professionally-oriented foreign language	3	OK	0+2+1	1
	PSK2104	The philosophy of scientific knowledge	2	OK	1+1+0	4
<b>2.Socia l- Com- muni- cative module - 4 credits</b>	PIC2201	Psychology of interpersonal communication	2	KB	1+1+0	3
	TAPS2202	Theoretical and Applied Political Science	2	KB	1+1+0	3
	EPSS2203	Ethics of personal and social success	2	KB	1+1+0	3
	CR2204	Culture and religion	2	KB	1+1+0	3
	GAS2205	General and Applied Sociology	2	KB	1+1+0	3
	HS2206	Human safety	2	KB	1+1+0	3
	ESD2207	Environment and Stable Deve-	2	KB	1+1+0	3

		lopment				
	KL2208	Kazakhstan law	2	KB	1+1+0	3
	FET2209	Foundations of Economic Theory	2	KB	1+1+0	3
	<b>3.1 Natural Sciences ( STEM) module - 6 credits</b>					
<b>3.Block of vocational modules (115 credits)</b>	ME 1301	Mathematics in economics	3	KB	2+1+0	1
	ITPP 2301	Information technology for professional purposes	3	KB	1+0+2	4
	<b>3.2 Basic vocational modules – 69 credits</b>					
		<b>Module 1. Introduction to Economics</b>				
	Mac 2401	Macroeconomics	2	OK	1+1+0	3
	Mic 1401	Microeconomics	2	OK	1+1+0	2
	PE 1402	Principles of Economics	3	OK	2+1+0	1
	HED 1403	History of Economic doctrines	2	OK	1+1+0	1
		<b>Module 2. Management and Marketing</b>				
	Man 1404	Management	3	OK	2+1+0	2
	Mar 1405	Marketing	3	OK	2+1+0	2
	GB 1406	Government and Business	3	OK	2+1+0	2
		<b>Module 3. Finance and credit</b>				
	Fin 2402	Finance	3	OK	2+1+0	3
	TT 2403	Taxes and Taxation	3	OK	2+1+0	4
		<b>Module 4. Accounting and Audit</b>				
	Ac 2404	Accounting	2	OK	2+1+0	3
	Aud 2405	Audit	2	OK	1+1+0	4
		<b>Module 5. Quantitative assessment of the economy</b>				
	Eco 3401	Econometrics	2	OK	1+0+1	5

	Sta 2406	Statistics	3	OK	2+1+0	3
		<b>Module 6. Analytical Marketing System</b>				
	MR 2407	Marketing research	3	OK	2+1+0	3
	SM 3402	Strategic Marketing	3	OK	2+1+0	5
	SM 3403	Strategic Management	3	OK	2+1+0	6
		<b>Module 7. Theory and Practice of Marketing Communications</b>				
	MC 2408	Marketing Communications	3	OK	2+1+0	3
	Bra 3404	Branding	3	OK	2+1+0	5
	OPA 3405	Organization of promotional activities	3	OK	2+1+0	5
		<b>Module 8. Management of marketing in services</b>				
	MM 4401	Management of marketing	3	OK	2+1+0	7
	MS 3406	Marketing Services	3	OK	2+1+0	5
		<b>Module 9. Marketing - Management</b>				
	IM 4402	International Marketing	3	OK	2+1+0	7
	Log 3407	Logistics	3	OK	2+1+0	5
	Pr 1407	Pricing	3	OK	2+1+0	2
	BO 1408	Business organization	3	OK	2+1+0	2
	<b>3.3 Modules individual educational trajectories (IET) – 32 credits</b>					
	<b>IET 1 – Specialization «The marketing mix»</b>		<b>IET 2 – Specialization «Marketing in the industries and in the fields»</b>		32	
	Scientific writing ( kaz / rus / eng )		Scientific writing ( kaz / rus / eng )		1	KB 5
	IMC 3501 Integrated Marketing Communications		IM 3501 Industrial Marketing		3	KB 6
	PRPM 3502 PR and Promotion in marketing		MI 3502 Management in the industries		3	KB 6
	BIG 4501 Branding of industrial goods		BM 4501 Bank marketing		3	KB 7
	BCG 4502 Branding consumer goods		Agr 4502 Agromarketing		3	KB 7
	Mer 3503		MNO 3503		3	KB 6

	Merchandising		Marketing of non-profit organizations			
	MPP 3504 Management product policy		FHI 3504 Fundamentals of Hospitality Industry	3	KB	6
	MPQ 4503 Management of product quality		TM 4503 Tourist marketing	3	KB	7
	MSP 3505 Management sale policy		MT 3505 Marketing areas	2	KB	6
	IM 4504 Innovative Marketing		Mac 4504 Macromarketing	2	KB	7
	TM 4505 Trade marketing		EM4505 Entrepreneurial marketing	3	KB	7
	CB 3506 Consumer behaviour		MA 3506 Marketing Analysis	3	KB	6
	<b>3.4. interdisciplinary module – 8 credits</b>					
	BL 2601	Business Law		2	KB	1+1+0 3
	L 2602	Logic		2	KB	1+1+0 3
	IE 2603	Innovative entrepreneurship (by industry)		2	KB	1+1+0 3
	IPL 2604	Intellectual property law		2	KB	1+1+0 3
	GE 2605	Global economy		2	KB	1+1+0 3
	<b>4. Practice</b>	<b>Professional practice (by practice)</b>		<b>9</b>		
	4.1	Educational Practice		4 (2+2)		4,6
	<b>4.2</b>	Manufacturing practice:		5		8
	<b>5. Final certification</b>	5.1	Writing and defense of the thesis (of the project)	<b>2</b>		
	<b>6. Additional types of learning</b>	6.1	Physical culture	8		1,2,3,4
	<b>Total:</b>			<b>147</b>		

The Bachelor programme Public Administration has the following curriculum:

Name of modules	Discipline code	Names of disciplines (modules) and types of activities	Credit	Unit	Lec/prac/Lab.	Sem.		
State and local government -5B051000 (Bachelor Degree)	1. State Compulsory Module (10 credits)	HRK1101	History of the Republic of Kazakhstan	2	OK	1+1+0	1	
		POK(R)L1102	Kazakh(Russian) Language for Professional Purposes	3	OK	2+1+0	1	
		FLPP1103	Foreign Language for Professional Purposes	3	OK	2+1+0	1	
		PSK2104	Philosophy of Scientific Knowledge	2	OK	1+1+0	4	
	2. Social and Communicative Module (4 credits)	PIC2201	Psychology of Interpersonal Communication	2	KB	1+1+0	3	
		TAPS2202	Theoretical and Applied Political Science	2	KB	1+1+0	3	
		EPSS2203	Ethics of Personal and Social Success	2	KB	1+1+0	3	
		CR2204	Culture and Religion	2	KB	1+1+0	3	
		GAS2205	General and Applied Sociology	2	KB	1+1+0	3	
		HLS2206	Human Life Safety	2	KB	1+1+0	3	
		ESD2207	Ecology and Sustainable Development	2	KB	1+1+0	3	
		KL2208	Kazakhstan Law	2	KB	1+1+0	3	
		FE2209	Fundamentals of Economics	2	KB	1+1+0	3	
	3. Vocational Modules (115 credits)	<b>3.1 Natural Sciences (STEM) module</b>			<b>6</b>	<b>KB</b>		
		ME 1301	Mathematics in economics	3	KB	2+1+0	1	
		ITPP 2301	Information Technologies for Professional Purposes	3	KB	1+0+2	4	
		<b>3.2. Basic Professional Modules</b>			<b>68</b>	<b>OK</b>		
		<b>Module 1. Introduction to Economics</b>						
		Mac 2401	Macroeconomics	2	OK	1+1+0	3	
		Mic 1401	Microeconomics	2	OK	1+1+0	2	
		PE 1402	Principles of Economics	3	OK	2+1+0	1	
		HET 1403	History of Economic Thought	2	OK	1+1+0	1	
		<b>Module 2. Management and Marketing</b>						
		Men 1404	Management	3	OK	2+1+0	2	
		Mar 1405	Marketing	3	OK	2+1+0	2	
		GB 1406	Government and Business	3	OK	2+1+0	2	
		Log 3401	Logistics	3	OK	2+1+0	5	
		<b>Module 3. Finance and credit</b>						
		Fin 2402	Finance	3	OK	1+1+0	3	
		NN 2403	Taxes and Taxation	3	OK	2+1+0	4	
<b>Module 4. Accounting and Audit</b>								
BU 2404		Accounting	2	OK	1+1+0	3		
Aud 2405		Audit	2	OK	1+1+0	4		
<b>Module 5. Quantitative assessment of the economy</b>								
Eco 3402	Econometrics	2	OK	1+0+1	5			
Sta 2406	Statistics	3	OK	2+1+0	3			

		<b>Module 6. State and regional management</b>				
TS1407		Theory of the State Management	3	OK	2+1+0	2
REM3403		Regional Economics and Management	3	OK	2+1+0	5
		<b>Module 7. Socio-economic development and security</b>				
SM3404		Strategic Management	3	OK	2+1+0	6
MSES RK3405		Management of social and economic security of the Republic of Kazakhstan	3	OK	2+1+0	6
		<b>Module 8. Local government and public service in the Republic of Kazakhstan</b>				
LASG3406		The local administration and self-government in the Republic of Kazakhstan	3	OK	2+1+0	5
OPS2407		The organization of the public service	3	OK	2+1+0	3
OBL3407		Organizational behavior and leadership (Организационное поведение и лидерство)	3	OK	2+1+0	6
RM1408		The rhetoric in management	2	OK	1+1+0	2
		<b>Module 9. The competitiveness of the economy of Kazakhstan</b>				
ARK3408		Antimonopoly regulation in Kazakhstan	3	OK	2+1+0	5
4401CNE		The competitiveness of the national economy	3	OK	2+1+0	7
AIGD3409		Adoption and implementation of government decisions	3	OK	2+1+0	6
<b>3.3 Modules for Individual Educational Trajectories (IET)</b>			<b>33</b>	<b>KB</b>		
	<b>IET- 1 Specialization – «Public administration»</b>	<b>IET- 2 - Specialization – «Regional management»</b>	<b>33</b>	<b>KB</b>		5,6,7
	<b>Scientific writing ( каз/рус/анг )</b>	<b>Scientific writing ( каз/рус/анг )</b>	1	KB		
	GRSS 3501 State regulation of the social sphere	SARR 3501 The social aspects of regional development	3	KB	2+1+0	5
	EGS 3502 Ethics by public servants	UG 3502 City management	3	KB	2+1+0	6
	SPBPGU 3503 Strategic planning and budgetary processes in public administration	FMR 3503 Financial management in the region	3	KB	2+1+0	5
	GUVED 3504 State management of foreign economic activity	KRK 3504 The competitiveness of the regions of Kazakhstan	3	KB	2+1+0	6
	EG 4501 E-government	OPGUR 3505 Organization of public services in the region	2	KB	1+1+0	7
	KU 4502 Corporate management	US 4501 Property management	3	KB	2+1+0	7
	UGA 4503 Management of State Assets	MT 4502 Marketing of territories	3	KB	2+1+0	7
	AM 4504 Administrative Management	URT 4503 Managing the development of territories	3	KB	2+1+0	7
	IIPK 4505	RZR 4504	3	KB	2+1+0	7

		Industrial and innovation policy of Kazakhstan	Regulation of employment in the region				
		SEP 4506 Socio-economic planning	UK 4505 Conflict Management	3	KB	2+1+0	7
		GUAPK 3507 Public administration of agrarian and industrial complex in RK	KPOGS 3507 Staff policy in public administration	3	KB	2+1+0	6
		<b>3.4 Interdisciplinary Module</b>		8	KB		
	BL2603	Business Law		2	KB	1+1+0	3
	Soc2602	Sociology		2	KB	1+1+0	3
	PP2601	Innovative Entrepreneurship (trade-wise)		2	KB	1+1+0	3
	IP2602	Intellectual Law		2	KB	1+1+0	3
	ME2605	Word economy		2	KB	1+1+0	3
<b>4. Practice</b>	<b>4.1</b>	<b>Professional practice (by types of practice)</b>		<b>9</b>			
		EP Educational Practice		4 (2+2)			4,6
		PT Practice Training		5 (1+4)			6,8
<b>5. Final Certification</b>	5.1	Preparation and Presentation of Bachelor's Dissertation (Diploma Project)		2	OK		
<b>6. Additional Types of Learning</b>	6.1	Physical culture		8	OK		
<b>TOTAL</b>						<b>147</b>	

The Bachelor programme Management has the following curriculum:

Name of modules	Discipline code	Names of disciplines (modules) and types of activities	Credit	Unit	Lec/prac/Lab	Sem.
<b>1. State Compulsory Module (10 credits)</b>	HRK1101	History of the Republic of Kazakhstan (1991-2013 years)	2	MC	1+1+0	1
	POK(R)L1102	Kazakh (Russian) Language for Professional Purposes	3	MC	0+2+1	1
	FLPP1103	Foreign Language for Professional Purposes	3	MC	0+2+1	1
	PSK 2104	Philosophy of Scientific Knowledge	2	MC	1+1+0	4
<b>2. Social and Communicative Module (4 credits)</b>	PIC 2201	Psychology of Interpersonal Communication	2	EC	1+1+0	3
	TAPS 2202	Theoretical and Applied Political Science	2	EC	1+1+0	3
	EPSS 2203	Ethics of Personal and Social Success	2	EC	1+1+0	3
	CR 2204	Culture and Religion	2	EC	1+1+0	3
	GAS 2205	General and Applied Sociology	2	EC	1+1+0	3
	HL S2206	Human Life Safety	2	EC	1+1+0	3
	ESD 2207	Ecology and Sustainable Development	2	EC	1+1+0	3

	KL2208	Kazakhstan Law	2	EC	1+1+0	3
	FE 2209	Fundamentals of Economics	2	EC	1+1+0	3
<b>3. Vocational Modules (115 credits)</b>	<b>3.1 Natural Sciences (STEM) module</b>					
	ME 1301	Mathematics in economics	3	EC	2+1+0	1
	ITPP 2301	Information Technologies for Professional Purposes	3	EC	1+0+2	4
	<b>3.2. Basic Professional Modules 66 credits</b>					
	<b>Module 1. Introduction to Economics</b>					
	Mac 2401	Macroeconomics	2	MC	1+1+0	3
	Mic 1401	Microeconomics	2	MC	1+1+0	2
	PE 1401	Principles of Economics	3	MC	2+1+0	1
	HET 1402	History of Economic Thought	2	MC	1+1+0	1
	<b>Module 2. Management and Marketing</b>					
	Men 1403	Management	3	MC	2+1+0	2
	Mar 1404	Marketing	3	MC	2+1+0	2
	GB 1405	Government and Business	3	MC	2+1+0	2
	Log 3401	Logistics	3	MC	2+1+0	5
	<b>Module 3. Finance and credit</b>					
	Fin 2402	Finance	3	MC	2+1+0	3
	TT 2401	Taxes and Taxation	3	MC	2+1+0	4
	<b>Module 4. Accounting and Audit</b>					
	Acc 2403	Accounting	2	MC	1+1+0	3
	Aud 2402	Audit	2	MC	1+1+0	4
	<b>Module 5. Quantitative assessment of the economy</b>					
	Eco 3402	Econometrics	2	MC	1+0+1	5
	Sta 1405	Statistics	3	MC	2+1+0	2
	<b>Module 6. Management decision and Organizational behavior</b>					
	MD 2403	Management decision	3	MC	2+1+0	4
	OB 2404	Organizational behavior	3	MC	2+1+0	4
	<b>Module 7. Business Management and HR management</b>					
	PM 2405	Production Management	3	MC	2+1+0	4
	HRM 3403	HR Management	3	MC	2+1+0	5
	BO 1406	Business organization	3	MC	2+1+0	2
	<b>Module 8. Quality and Performance management</b>					
	QM 3401	Quality management	3	MC	2+1+0	6
	PM 4401	Performance Management	3	MC	2+1+0	7
	<b>Module 9. Project management and corporate governance</b>					
	PM 3402	Project management	3	MC	2+1+0	6
CG 4402	Corporate governance	3	MC	2+1+0	7	
MC 3403	Management of changes	3	MC	2+1+0	6	
<b>3.3 Modules for Individual Educational Trajectories (IET)</b>			<b>35</b>			
<b>IET 1- Specialization "Strategic (general) management"</b>	<b>IET 2- Specialization "Human Resource Management"</b>	<b>IET 3- Specialization "Innovation management "</b>				
<b>Scientific writing (kaz/rus/en)</b>	<b>Scientific writing (kaz/rus/eng)</b>	<b>Scientific writing (kaz/rus/eng)</b>	<b>1</b>	EC		

	<b>g)</b>						
	SM 3501 Strategic Management	ME 3501 Management of employment	IM 3501 Innovation management	3	EC	2+1+0	5
	SP 3502 Strategic Planning	ELR 3502 Economy of labor resources	IM 3502 Investment management	3	EC	2+1+0	5
	CM 3503 Cost Management	PPA 3503 Psychophysiology of professional activity	CM 3503 Cost Management	3	EC	2+1+0	5
	AB 3504 Assessment of business	LE 3504 Labor economics	RM 3504 Risk Management	3	EC	2+1+0	6
	MC 3505 Management of competitiveness	LO 3505 Labour Organization	IPM 3505 Intellectual Property Management	2	EC	1+1+0	6
	RM 3506 Risk management	SLQ 3506 Setting of labor quotas	OVB 3506 Organization the venture business	3	EC	2+1+0	6
	MFA 3507 Management of foreign activities	SM 3507 Staff Marketing	IM 3507 Innovative Marketing	3	EC	2+1+0	6
	IBS 4501 International Business Strategy	MSDO 4501 Management of social development organization	CMIP 4501 Cost management of innovation projects	3	EC	2+1+0	7
	MA 4502 Merger and Acquisitions	PFC 4502 Payment in foreign countries	QMIP 4502 Quality management of innovation projects	3	EC	2+1+0	7
	CS 4503 Consulting Strategy	SALI 4503 System analysis of labor indicators	IPM 4503 Innovative project management	2	EC	1+1+0	7
	SSP 4504 State strategic policy	CM 4504 Conflict management	IST 4504 Innovative strategies and tactics	3	EC	2+1+0	7
	ISCC 4505 Implementation of the strategy and corporate culture	SL 4505 Sociology of Labor	CMI 4505 Crisis management through innovation	3	EC	2+1+0	7
	<b>3.4 Interdisciplinary Module</b>			<b>8</b>			
	IE 2601 Innovative Entrepreneurship (trade-wise)			2	EC	1+1+0	3
	IPL 2602 Intellectual Property Law			2	EC	1+1+0	3
	BL 2603 Business Law			2	EC	1+1+0	3
	LL 2604 Labor law			2	EC	1+1+0	3
	GE 2605 Global economy			2	EC	1+1+0	3
<b>4. Practice</b>	Professional practice (by practice)			<b>9</b>			
	EP Educational Practice			4 (2+2)			4,6
	PT Practice Training			5			8
<b>5. Final Certification</b>	Preparation and Presentation of Bachelor's Dissertation (Diploma Project)			2			

<b>6. Additional Types of Learning</b>	PC Physical culture	8			
<b>TOTAL</b>			<b>148</b>		

Al-Farabi KazNU states that the **Bachelor programmes Logistics, Marketing, Public Administration, and Management** ensure the students' general education by containing the Compulsory State Modules, for example in History, Languages, Philosophy, as well as the Social and Communicative Modules such as Ethics, Political Science, Psychology, Sociology and Law and the Natural Science modules (Mathematics, Information Technologies). The curricula of the Bachelor programmes also contain specific interdisciplinary modules (12 credit points) in semesters 3, which address, for example, Business Law, Global economy, Logic, depending on the programme's orientation. A course in scientific writing has been established to prepare students for academic work. Moreover, the study programmes contain a 14-week internship which needs to be related to the specific field of study. Elements of professional practice are also implemented in the semesters 2 and 4 (pedagogical internship), in semester 6 (internship training/industrial internship) and in semester 8 (pedagogical internship & internship training), with a minimum of 6 credit points in each of these semesters:

<b>4. Internship</b>	Professional Internship (by types of Internship)	Minimum of 6 credits	
<b>4. Internship</b>	EP Educational Practice	Minimum of 6 credits	
<b>5. Final Certification</b>	Preparation and Presentation of Bachelor's Dissertation (Diploma Project) Pedagogical Internship	4	8
<b>6. Additional Types of Learning</b>	PC Physical culture Internship Training	8	8

Students have the option to choose among several Individual Educational Trajectories in order to achieve a stronger educational profile and to get specialist expertise in a certain subject. The Trajectories start in semester 5 and embrace three semesters. Upon completion of the Bachelor programmes, al-Farabi KazNU awards the title "Bachelor of Science" on specialty Logistics/Marketing/Public Administration/Management. This programme names follow the classification used by the ministry, e.g. for the educational grant system.

The **Master programme Marketing** has the following curriculum:

	<b>Module name Subject code</b>	<b>Name of subjects (modules) and type of activity</b>	<b>Number of credit</b>	<b>Block</b>	<b>Lec- tion/pr ac- tice/res earch</b>	<b>Sem</b>	
<b>Compulsory State Modules - 8 credits</b>							
<b>OGM 1</b>	<b>Com- pulsory State Module 1</b>	<b>IFN 5201</b>	History and Philosophy of Science	2	CC	1+1+0	1
		<b>FL(p)52 02</b>	Foreign language (Professional)	2	CC	1+1+0	1
<b>OGM 2</b>	<b>Com- pulsory State Module 2</b>	<b>Ped 5203</b>	Pedagogics	2	CC	1+1+0	2
		<b>Psy 5204</b>	Psychology	2	CC	1+1+0	2
<b>Compulsory Professional Modules - 14 credits</b>							
<b>OPM 1</b>	<b>Compul- sory Pro- fessional Module 1 Special- ized Compul- sory Module 1</b>	<b>OPNI 5205</b>	Organization and Planning of Scientific Research	3	CC	2+1+0	1
<b>OPM 2</b>	<b>Com- pulsory Professi- onal Mo- dule 2</b>	<b>MM 5206</b>	Marketing-management	3	CC	2+1+0	1
<b>OPM 3</b>	<b>Com- pulsory Professi- onal Mo- dule 3</b>	<b>UTM 5207</b>	Management by trade marks	3	CC	2+1+0	2
<b>OPM 4</b>	<b>Com- pulsory Professi- onal Mo- dule 4</b>	<b>MI 5208</b>	Marketing research of II	3	CC	2+1+0	2
<b>OPM 5</b>	<b>Com- pulsory Professi- onal Mo- dule 5</b>	<b>SM 5209</b>	Strategic marketing (advanced course)	2	CC	1+1+0	2
<b>Modules of Individual Educational Paths - 20 credits</b>							
<b>6M051100 - Complex marketing communications</b>							
<b>MIOT</b>	<b>Module</b>	<b>GEM</b>	Green economy and man-	3	ED	<b>2+1+0</b>	1

1	of Individual Educational Path 1	5301	agement				
		BP 5302	Business planning	3	ED	2+1+0	1
MIOT 2	Module of Individual Educational Path 2	AM 5303	Advertising management	3	ED	2+1+0	2
		CP 5304	Of communication politics	3	ED	2+1+0	2
MIOT 3	Module of Individual Educational Path 3	MTP 6301	Mershendaizing: theory and practice	2	ED	1+1+0	3
		PSSP 6302	Personal sale and sales promotion	2	ED	1+1+0	3
MIOT 4	Module of Individual Educational Path 4	EM 6303	Event – marketing	2	ED	1+1+0	3
		MR 6304	Marketing of relations	2	ED	1+1+0	3
<b>6M051100 - Types and level of marketing</b>							
MIOT 1	Module of Individual Educational Path 1	GEM 5301	Green economy and management	3	ED	2+1+0	1
		BP 5302	Bussiness planning	3	ED	2+1+0	1
MIOT 2	Module of Individual Educational Path 2	GM 5303	Global marketing	3	ED	2+1+0	2
		MMTP 5304	Macromarketing: theory and practice in PK	3	ED	2+1+0	2
MIOT 3	Module of Individual Educational Path 3	MS 6301	Marketing of services of II	2	ED	1+1+0	3
		IM 6302	Interactive marketing	2	ED	1+1+0	3
MIOT 4	Module of Individual Educational Path 4	GL 6303	Global logistic	2	ED	1+1+0	3
		SEM 6304	Social-ethical marketing	2	ED	1+1+0	3
<b>Total: Theoretical Training - 42 credits (63 ECTS)</b>							

II. Additional Types of Training							
NIRM	Master's Research Work and Fulfilment of Dissertation	NIRM I	Research Seminar I	1	CC		1
		NIRM II	Research Seminar II	1	CC		2
		NIRM II	Research Seminar III	1	CC		3
		NIRM IV	Research Seminar IV	4	CC		4
PP	Кәсіби тәжірибе / Профессиональн ая практика / Professional Practice	PP	Pedagogical Practice	3	CC		3
		IP	Research practice	3	CC		4
			<b>Total: Additional Types of Training: 13 credits (19,5 ECTS)</b>				
			<b>Final Attestation</b>				
ИГА	Final Attestation	KE	Complex Examination 1 credit	1	CC		1
		ZD	Dissertation Fulfilment and Defence 3 credits	3	CC		3
			<b>Grand Total: 59 credits (88,5 ECTS)</b>				

Title of modules	Course code	Title of courses	Credit	Unit	Lec/pr ac/Lab.	Sem.
<b>Compulsory State Module (8 credits)</b>	IFN 5201	History and Philosophy of Science	2	CC	1+1+0	1
	Iya(p)5202	Foreign language (Professional)	2	CC	0+2+0	1
	Ped 5203	Pedagogics	2	CC	1+1+0	2
	Psy 5204	Psychology	2	CC	1+1+0	2
<b>Compulsory Professional Module (14 credits)</b>	SU 5205	Strategic management 2	2	CC	1+1+0	2
	OPNI 5206	Organization and Planning of Scientific Research	3	CC	2+1+0	1
	TPGU 5207	Theory and practice of public administration	3	CC	2+1+0	1
	GRRSE 5208	State regulation of real sector of economy	3	CC	2+1+0	2
	UChR 5209	Management of human resources	3	CC	2+1+0	2
<b>Module of Individual Educational Path (20 credits)</b>						
Educational Program 6M051000 – State management						

The **Master programme Public Administration** has the following curriculum:

<b>Green economy and business (6 credits)</b>	ZEU 5301	Green Economy and Governance	3	EC	2+1+0	1
	BP 5302	Business planning	3	EC	2+1+0	1
<b>Management of competitiveness (5 credits)</b>	MPPKE 5303	World practice of increase of competitiveness of economy	3	EC	2+1+0	2
	ZhOIR 5304	Foreign experience of innovative development	2	EC	1+1+0	2
<b>Modern trends in the development of public administration (5 credits)</b>	GShPRK 6305	Public-private partnership in RK	3	EC	2+1+0	3
	UGPRK 6306	Management of state programs and projects	2	EC	1+1+0	3
<b>Professional development (4 credits)</b>	LV 6307	Leadership and power	2	EC	1+1+0	3
	UOO 6308	Management of the public relations	2	EC	1+1+0	3
<b>Educational Program 6M051002– Regional management</b>						
<b>Regulation regions (6 credits)</b>	ZEU 5301	Regulation of environmental activities	3	EC	2+1+0	1
	BP 5302	State support of entrepreneurship	3	EC	2+1+0	1
<b>Efficiency of regional government (5 credits)</b>	OKRRK 5303	Assessment of competitiveness of regions of RK	3	EC	2+1+0	2
	UIDR 5304	Management of innovative activity in regions	2	EC	1+1+0	2
<b>Management of development of regions (5 credits)</b>	USRR 6305	Management of social development of regions	3	EC	2+1+0	3
	SRR 6306	Strategic development of regions	2	EC	1+1+0	3
<b>Improvement of quality of the state services (4 credits)</b>	PGUR 6307	Providing the state services in the region	2	EC	1+1+0	3
	ZMMU 6308	Foreign models of local management	2	EC	1+1+0	3
		Total: Theoretical Training - 42 credits (63 ECTS)	42	EC		
<b>II. Additional Types of Training</b>						
<b>Master's Research Work and Fullfilment of Dissertation (7 credits)</b>	NIRM	Research Seminar I	1	CC	1	1
	NIRM	Research Seminar II	1	CC	1	2
	NIRM	Research Seminar III	1	CC	1	3
	NIRM	Research Seminar IV	4	CC	4	4
<b>Master's Research Work and Fullfilment of Dissertation (6 credits)</b>	PP	Pedagogical Practice	3	CC	3	3
	PP	Research practice	3	CC	3	2,4
		Total: Additional Types of Training: 13 credits (19,5 ECTS)	13			
<b>Final Attestation</b>						

<b>Final Attestation</b> (6 credits)	KE	Complex Examination	1	CC	1	4
	ZD	Dissertation Fullfilment and Defence	3	CC	3	4
		Grand Total: 59 credits (88,5 ECTS)	59			

**CORE CURRICULUM (MAP) Master training**

The **Master programme Management** has the following curriculum:

THE SPECIALTY "6M050700 - Management" (research and teaching DIRECTION)							
Module Name	Discipline		Credits	Cycle	L+P+Lb	semesters	
<b>Compulsory State Module – 8 credits</b>	1.1.	History and Philosophy of Science	2	CC	1+1+0	1	
	1.2.	Foreign language (Professional)	2	CC	1+1+0	1	
	1.3.	Pedagogics	2	CC	1+1+0	2	
	1.4.	Psychology	2	CC	1+1+0	2	
<b>Compulsory Professional Module – 14 credits</b>	2.1.	Organization and Planning of Scientific Research	3	CC	2+1+0	1	
	2.2.	Professional management	3	CC	2+1+0	1	
	2.3.	Organisational behavior and leadership	3	CC	2+1+0	2	
	2.4.	HR management	3	CC	2+1+0	2	
	2.5.	Corporate governance 2	2	CC	1+1+0	2	
<b>Module of Individual Educational Path – 20 credits</b>		Educational Program 1 « Strategic Management»					
			Educational Program 2 «Human Resource Management»				
	3.1.	4 Green Economics and Management	5 Green Economics and Management	3	ED	2+1+0	1
	3.2.	Business Planning	Business Planning	3	ED	2+1+0	1
	3.3.	Strategy and Business Policy	Personnel policy of a company	2	ED	1+1+0	2
	3.4.	Strategic Analysis	Motivation and stimulation of labor activity	2	ED	1+1+0	2
	3.5.	Modern Technologies to develop Strategic Decisions	Incomes policy and wage	3	ED	2+1+0	3
	3.6.	Designing and Operations Management	Management of social projects	2	ED	1+1+0	3
	3..7.	Anti-crisis Strategy of the Organization	The strategy of forming a management team	3	ED	2+1+0	3
3.8.	Time Management	Career Management	2	ED	1+1+0	3	
<b>Practice 6 credits</b>	4.1.	Pedagogical		3	CC		3
	4.2.	Research		3	CC		1,4
<b>Master's Research Work and Fullfilment of Dissertatio ( NIRM ) – 7 credits</b>	5.1.	Master's Dissertation Preparation		7	CC		1-4
<b>Final Attestation – 4 credits</b>	6.1.	Complex Examination		1	CC		4
	6.2.	Dissertation Fullfilment and Defence		3	CC		4
<b>Grand Total :</b>							<b>59 credits</b>

The **Master programme Innovation Management** has the following curriculum:

Title of modules	Course code	Title of courses	Credit	Unit	Lec/prac/Lab.	Sem.
<b>1. Compulsory State Modules 8 credits</b>	<b>Compulsory State Module 1 - OGM 1 (4 credits)</b>					
	HAPOS 5201	History and Philosophy of Science	2	CC	1+1+0	1
	FL(p)5202	Foreign language(Professional)	2	CC	0+2+0	1
	<b>Compulsory State Module 2 - OGM1 (4 credits)</b>					
	Ped 5203	Pedagogics	2	CC	1+1+0	2
	Ps1104	Psychology	2	CC	1+1+0	2
<b>2. Compulsory Professional Modules 14 credits</b>	<b>Compulsory Professional Module1 - OPM 1 (2 credits)</b>					
	SIM 5205	Strategic Innovation Management	2	CC	1+1+0	1
	<b>Compulsory Professional Module 2 OPM 2 (3 credits)</b>					
	OAPOS 5206	Organization and Planning of Scientific	3	CC	2+1+0	1
	<b>Compulsory Professional Module 3 OPM 3 (3 credits)</b>					
	IPOS5207	Innovation Policy of State	3	CC	2+1+0	2
	<b>Compulsory Professional Module 4 OPM 4 (3 credits)</b>					
	MOI 5208	Marketing of innovation	3	CC	2+1+0	2
	<b>Compulsory Professional Module 5 OPM 5 (3 credits)</b>					
PM 5209	Professional management	3	CC	2+1+0	2	
<b>3. Modules of Individual Educational Paths – 20 credits</b>						
<b>6M051701- Management of venture business in innovative development of society</b>						
<b>Module of Individual Educational Path 1 - MIOT 1 - Green economy and business (6 credits)</b>	GEAM 5301	Green Economy and Management	3	EC	2+1+0	1
	BP 5302	Business Planning	3	EC	2+1+0	1
<b>Module of Individual Educational Path 2 MIOT 2 - Venture capital sources (4credits)</b>	FAMOAVC 5303	Features and mechanisms of attracting venture capital	2	EC	1+1+0	2
	ICITVB 5304	Investment companies in the venture business	2	EC	1+1+0	2
<b>Module of Individual Educational Path 3 MIOT 3 - Features of venture capital funding (5credits)</b>	VCI 6305	Venture Capital Investing	3	EC	2+1+0	3
	TLCOFASHV C 6306	The life cycle of a small high-tech venture company	2	EC	1+1+0	3
<b>Module of Individual Educational Path 4 MIOT 4 - Risk and uncertainty management of venture business (5 credits)</b>	RAOVCA 6307	Risk assessment of venture companies' activity	3	EC	2+1+0	3
	FOETEOVI 6308	Features of evaluating the effectiveness of venture investing	2	EC	1+1+0	3

<b>6M051702- Management of innovative entrepreneurship</b>						
<b>Module of Individual Educational Path 1 - MIOT 1 - Green economy and business (6 credits)</b>	GEAM 5301	Green Economy and Management	3	EC	2+1+0	1
	BP 5302	Business Planning	3	EC	2+1+0	1
<b>Module of Individual Educational Path 2 MIOT 2 - Innovation and entrepreneurial institutions (4credits)</b>	EAFOSC 5303	Establishment and functioning of Start-up companies	2	EC	1+1+0	2
	CADOITSSHC 5304	Creation and development of infrastructure to support small high-tech companies	2	EC	1+1+0	2
<b>Module of Individual Educational Path 3 MIOT 3 - Management of intrafirm innovative entrepreneurship (5credits)</b>	IN 6305	Intrapreneurship	3	EC	2+1+0	3
	KALTAAPOBO 6306	Kaizen and Lean technologies as a philosophy of business organizations	2	EC	1+1+0	3
<b>Module of Individual Educational Path 4 MIOT 4 - Innovation project management (5 credits)</b>	RMOTIP 6307	Risk management of the innovation process	3	EC	2+1+0	3
	HRMIAIC 6308	Human Resources Management in an innovative company	2	EC	1+1+0	3
<b>Total: Theoretical Training -</b>			<b>42 credits (63 ECTS)</b>			
<b>4. Master's Research Work and Fullfilment of Dissertation – NIRM – 7 credits</b>	RS I	Research Seminar I	1	CC		
	RS II	Research Seminar II	1	CC		
	RS III	Research Seminar III	1	CC		
	RSIV	Research Seminar IV	4	CC		
<b>Professional Practice – PP -6 credits</b>	PP	Pedagogical Practice	3	CC		
	PP	Research practice	3	CC		
<b>Total: Additional Types of Training:</b>			<b>13 credits (19,5 ECTS)</b>			
<b>5. Final Attestation FA – 4 credits</b>	CE	Complex Examination 1 credits	1	CC		
	DFAD	Dissertation Fullfilment and Defence 3 credits	3	CC		
<b>Total:</b>			<b>4 credits (6 ECTS)</b>			
<b>Grand Total:</b>			<b>59 credits (88,5 ECTS)</b>			

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.

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 (2 to 4 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.

Students have the option to choose among several Individual Educational Trajectories/Paths 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.

Upon completion of the Master programme, al-Farabi KazNU awards the title “Master of Science on the specialty Marketing/Public Administration/Management/Innovation Management. 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. 2 Credits 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. 7 to 8 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:

Due to some apparent lack of coherence between the study programme’s goals, objectives and learning outcomes (s. chapter 1), the panel is not convinced of the logic and coherence of the Bachelor and Master programmes’ contents. The panel therefore recommends the following **condition**:

The HEI reviews the contents of all programmes in terms of detail, updatedness and international competitiveness into substantial programme specifications.

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) to gear the modules more towards the programme objectives.

The pane sometimes observed some repetition of courses on the Bachelor and Master level. 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 in Marketing, Public Administration, Management, and Innovation Management, all learning outcomes defined for the individual modules should be on the Master level. They recommend to the University or any other competent body to adapt the programmes or related regulations accordingly. The individual study trajectories included in the programme enable students to acquire beneficial skills in accordance with their own preferences.

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. The integration of theory and practice seems systematically combined throughout the curriculum. The panel therefore comes to the overall conclusion that the integration of theory and practice exceeds the requirements.

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 the HEI to gear the contents of the State Compulsory Modules as much as possible to the core contents of the respective study programmes.

The programmes ensure that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature.

Methodological competences of an adequate level are described as learning outcomes in the curricula of all study programmes. The panel formed the view that students are made familiar with relevant scientific methods on both the Bachelor and the Master level, which is ensured by specific seminars. However, 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 HEI shows module descriptions for the Research Seminars of all Master programmes, 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 the HEI to strengthen methodological competence by putting greater emphasis on quantitative 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 choose their type of examination. Nevertheless, most assignments are written and follow the approach described above. The panel thus recommends the HEI to look 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 frameworks 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 the HEI to 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.

The panel is aware of the fact that the State Comprehensive Examination 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
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Content					
3.1.1*	Logic and conceptual Coherence of Programmes / Curriculum				<b>Condition</b>	
3.1.2*	Rationale for the Qualification Titles			X		
3.1.3*	Reasons given for programmes' description			X		
3.1.4*	Integration of Theory and Practice		x			
3.1.5	Interdisciplinarity			X		
3.1.6*	Methodological Competence and Academic Work			Bachelor programmes	<b>Condition Master programmes</b>	
3.1.7*	Performance in Examinations and Thesis			X		

## 3.2 Structure

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

Logistics B.Sc.	146 Kazakh credit points	243 ECTS credit points
Marketing B.Sc.	146 Kazakh credit points	243 ECTS credit points
Public Administration B.Sc.	146 Kazakh credit points	243 ECTS credit points
Management B.Sc.	146 Kazakh credit points	243 ECTS credit points
Marketing M.Sc.	59 Kazakh credit points	99 ECTS credit points
Public Administration M.Sc.	59 Kazakh credit points	88,5 ECTS credit points
Management M.Sc.	59 Kazakh credit points	88,5 ECTS credit points
Innovation Management M.Sc.	59 Kazakh credit points	99 ECTS credit 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
<b>1. State Compulsory Module</b>	<b>11</b>
<b>2. Social and Communicative Module</b>	<b>4</b>
<b>3. Professional Modules</b>	<b>115</b>
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
<b>Total: theoretical education</b>	<b>130</b>
<b>4. Professional Internships</b>	<b>At least 6</b>
<b>5. Final attestation: Writing and defense of a Bachelor thesis (project)</b>	<b>2</b>
<b>6. Additional types of training: Sport</b>	<b>8</b>
<b>Total</b>	<b>At least 146</b>

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

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

*Basic curriculum of 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 KazNU for Bachelor programmes (groups of specialties "Humanities", "Law", "Services", "Social Sciences", „Economics and Business" and "Art")
1	<b>General education courses</b>	<b>33 (25.6 %)</b>	<b>15 (11.5 %)</b>
	Obligatory component	33	11
	Elective component	-	4
2	<b>Basic courses</b>	<b>64 (49.6 %)</b>	<b>72 (55.4 %)</b>
	Obligatory component	20	66
	Elective component	44	-
	STEM	-	6
3	<b>Major courses</b>	<b>32 (24.8 %)</b>	<b>35 (26.9 %)</b>
	Obligatory component	5	-
	Elective component	27	35
4	Interdisciplinary Module	-	8 (6,2 %)
<b>Total of theoretical education</b>		<b>129</b>	<b>130</b>

	Blocks (Cycles) of disciplines	Number of Kazakh credits (% of Curriculum)	
		GOSO	Basic Curriculum of KazNU for Master programmes (groups of specialties "Humanities", "Law", "Services", "Social Sciences", „Economics and Business" and "Art")
1	<b>Basic courses</b>	<b>20 (47.6 %)</b>	<b>22 (52.4 %)</b>
	Obligatory component	8	8 (Obligatory State Module)
			14 (Obligatory Professional Modules)

	Elective component	12	-
2	<b>Major courses</b>	<b>22 (52.4 %)</b>	<b>20 (47.6 %)</b>
	Obligatory component	2	-
	Elective component	20	20
	<b>Total of theoretical education</b>	<b>42</b>	<b>42</b>

Planning and organisation of the educational process at 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 academic 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 (at most 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, and the dissertation project.

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 panel recommends 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 panel 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 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 5.2). 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 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).

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 KazNU. However, it could not find any reference to the principles stated in the Lisbon Recognition Convention in the examination regulations. The panel 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, the experts 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
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.2	Structure					
3.2.1	Structure of the Programmes (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				<b>Condition</b>	
3.2.3*	Study and Examination Regulations				<b>Condition</b>	
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, the **Bachelor programme Management** contains the modules "Management of foreign activities" and "International Business Strategy". International Aspects in the **Bachelor programme Logistics** are covered in the modules "Global logistics systems", "Logistics

infrastructure of international transport corridors” and “International Logistics”. The **Bachelor programme Marketing** covers explicitly international content in the module “International Marketing”. Naturally, the **Bachelor programme Public Administration** focuses on regional aspects (characterized by the specializations “Public Administration” and “Regional Management”).

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.

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. 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. Academic mobility/ ECTS 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 (currently, there are 16 in the Department of Management and Marketing) come from Germany, Czech Republic, Canada, Turkey, USA, the Netherlands, United Kingdom, Bulgaria, South Korea, and Finland. 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:

The panel welcomes that the University aspires towards a higher level of internationality. Accordingly, international and intercultural contents are a visible and sufficient part of most of the Bachelor’s curricula, as can be seen by means of modules like “State Management of foreign economic activity” although the panel assesses the overall amount of international and intercultural aspects in the Bachelor programmes as expandable, especially for the Bachelor programme “Public Administration”. International and intercultural content is barely

visible in the Master programmes. Because all the Master students spend periods abroad, the panel considers the Master student's international and intercultural employability to be just sufficient. However, the panel recommends that the HEI should implement more international and intercultural contents in all Bachelor and Master programmes. Furthermore, the Faculty should systematically check what the international state of the art is, add more international literature in the module descriptions, and fully implement al-Farabi KazNU's internationalisation strategy. 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 the HEI to foster international exchange of teachers and systematically raise their level of international experience.

The panel was informed that the University had to cope with legal obstacles when inviting foreign scientists for a period longer than 3 months. This problem is likely to be solved, if the University obtains greater academic autonomy from the Government, which is going to happen in the near future. The experts support al-Farabi KazNU in using this new opportunities to increase the share of international professors among its teaching staff.

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 to increase the foreign language contact hours in order to enhance the international employability of al-Farabi KazNU's students. Furthermore, the panel learnt 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.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
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 programme's 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
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
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 organize 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 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.

PhD and Master students are involved in teaching in Bachelor programmes.

#### 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 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 to include more guest lecturers from industry. There are sufficient lecturers that student assistants are not needed to augment the quality of teaching and counselling. However, student support on the Bachelor level is even enforced by teaching student assistants, who do their pedagogical internship at al-Farabi KazNU.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
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 employability 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 Univer-

sity 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. 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
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
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 Chair the Chair Head selects candidates followed by a vote of the members of the Chair. 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 were 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 Chair 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 Chair 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 their individual educational trajectories;
- 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. In the process of training, students have the opportunity to receive consultation by lecturers on a regular basis. 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. 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 learnt that the students are satisfied with the competencies of their teachers. The panel however recommends to relate more to lecturers from the field in order to secure a healthy industrial interchange and therefore does assess the practical business experience of the teaching staff in the programmes as not meeting the standards at present.

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 Departments. However, the panel realised a lack of visibility of decision-making processes and participation. There is a very strong division of labour and the panel recommends the HEI to implement 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
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
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. The chairs are the basic organisational units responsible for educational programmes. At the Master and PhD level coordination and monitoring of the educational process is carried out by the Institute of Postgraduate Education.

Al-Farabi KazNU offers professional training 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. 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. 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
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
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 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.

On-site, the panel came to know that for the **Logistics Bachelor programme**, al-Farabi KazNU's strategy is to set up a Competence Centre for company assigned research.

## 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 in order to further underpin the University's aspiration to become a research university.

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 appreciates 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. In terms of the **Bachelor Programme in Logistics**, the panel appreciates and supports al-Farabi KazNU's strategy to set up a Transfer Competence Centre for company assigned research.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
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 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. An e-library provides over 2,000 academic papers and over 1,000 academic textbooks. It is equipped with many electronic resources like Scopus and Springer. It is built up, especially 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 to provide barrier free access to the facilities in case that disabled students are enrolled.

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 Master programmes. 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 to make sure that a sufficient number 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 to provide 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
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources				<b>Condition</b>	
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 training.

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 does have 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
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
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 KazNU is state-funded, including the costs of teaching staff, administrative staff, facilities, library and other services (see chapter 4.5).

The student body of al-Farabi KazNU 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, August 2, 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	700,00 ₸ (~3,038 €)	750,000 ₸ (~3,254 €)
International Students	752,000 ₸ (~3,263 €)	800,000 ₸ (~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.	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.6*	Financial Planning and Financing of Programmes			X		

## 5 QUALITY ASSURANCE

The quality assurance system at al-Farabi KazNU is complex and comprises several sub-systems 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 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 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 chairs, 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 pre-requisites and post-requisites;
- 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 processes 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.

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.

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 honours, 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 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 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
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
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 Programmes Content, Processes and Outcomes				<b>Condition</b>	
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	Programmes Description			X		
5.4.2	Documentation of Activities during Academic Year			X		

# Quality Profile

Institution: al-Farabi Kazakh National University (Almaty, Kazakhstan)

Bachelor programmes Logistics, Marketing, Public Administration, Management

Master programmes Marketing, Public Administration, Management, Innovation Management



Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1*	Logic and Transparency of Programmes Objectives				Condition	
1.2	Positioning of Programmes					
1.2.1	Positioning of the Programmes on Education Market			x		
1.2.2	Positioning of the Programmes on Job Market (Employability of Graduates)			x		
1.2.3	Positioning within HEI's overall Strategy			x		
1.3*	International Dimension of the Programmes			x		
1.4	Gender equality and equality of opportunity			x		
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE)</b>					
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 requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Content					
3.1.1*	Logic and conceptual Coherence of Programmes / Curriculum				Condition	
3.1.2*	Rationale for the Qualification Titles			x		
3.1.3*	Reasons given for programmes description			x		
3.1.4*	Integration of Theory and Practice		x			
3.1.5	Interdisciplinarity			x		
3.1.6*	Methodological Competence and Academic Work			Bachelor programmes	Condition Master programmes	
3.1.7*	Performance in Examinations and Thesis			x		
3.2	Structure					
3.2.1	Structure of the Programmes (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					
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	

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
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					
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		
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
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		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
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					
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 Programmes			x		
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
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 Programmes 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	Programmes Description			x		

5.4.2	Documentation of Activities during Academic Year			x		
-------	--	--	--	---	--	--