

# Decision of the FIBAA Accreditation Committee for Programmes



107<sup>th</sup> Meeting on 5/6 July 2018

<b>Project Number:</b>	17/134
<b>Higher Education Institution:</b>	KIMEP University
<b>Location</b>	Almaty, Kazakhstan
<b>Study Programme:</b>	Bachelor of Economics Bachelor of International Relations Bachelor of Journalism Bachelor of Public and Municipal Administration Master of Economics Master of International Relations Master of International Journalism Master of Public and Municipal Administration
<b>Type of Accreditation</b>	Initial Accreditation

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

## **All bachelor programmes:**

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programmes are accredited with one condition.

Period of Accreditation: 6 July 2018 until the end of spring semester 2023

Condition:

KIMEP University provides prove of the official publication, that non-acceptance of the transfer of an applicant from another HEI to KIMEP is only possible if KIMEP is able to prove that the learning outcomes of the applicant’s courses from the other HEI are substantially different from KIMEP’s courses/learning outcomes.

## **Master of Economics, Master of International Relations and Master of Public and Municipal Administration**

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programmes are accredited with two conditions.

Period of Accreditation: 6 July 2018 until the end of spring semester 2023

Conditions:

- Condition 1  
KIMEP University provides prove of the official publication, that non-acceptance of the transfer of an applicant from another HEI to KIMEP is only possible if KIMEP is able to prove that the learning outcomes of the applicant's courses from the other HEI are substantially different from KIMEP's courses/learning outcomes.
- Condition 2  
KIMEP provides module descriptions in which the learning outcomes are described on master level.

### **Master of International Journalism:**

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the "Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation "FIBAA Programme Accreditation"", the study programme is accredited with three conditions.

Period of Accreditation: 6 July 2018 until the end of spring semester 2023

Conditions:

- Condition 1  
KIMEP University provides prove of the official publication, that non-acceptance of the transfer of an applicant from another HEI to KIMEP is only possible if KIMEP is able to prove that the learning outcomes of the applicant's courses from the other HEI are substantially different from KIMEP's courses/learning outcomes.
- Condition 2  
KIMEP provides module descriptions in which the learning outcomes are described on master level.
- Condition 3  
KIMEP implements sufficient methodological competences and skills in the study programme to ensure that students are able to do scientific work on a master level.

Proof of meeting these conditions is to be supplied by 6 April 2019.

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

KIMEP University

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**Bachelor study programmes and qualification  
awarded on completion:**

Bachelor of Economics

Bachelor of International Relations

Bachelor of Journalism

Bachelor of Public and Municipal Administration

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**Master study programmes and qualification  
awarded on completion:**

Master of Economics

Master of International Relations

Master of International Journalism

Master of Public and Municipal Administration

# General Information on the study programmes

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## **Brief description of the study programmes:**

The Bachelor programme in Economics (BAE) aims at developing analytical skills related to problems in economics. The programme emphasizes theoretical foundations and empirical analysis. It is targeted at students who want to develop a strong quantitative background to follow a career path in business, government or international organizations.

The Bachelor programme in International Relations (BIR) aims to prepare leading professionals and scholars in the fields of International Relations while providing students with solid training in the social sciences and liberal arts. After completion of the program, students are expected to be familiar with all aspects of international and comparative politics.

The Bachelor programme in Journalism (BIJ) aims to provide students with a clear understanding of the fields of public relations, multimedia journalism, with practical preparation for success as professionals or academics in these or related areas. KIMEP states that graduates will be prepared to enter employment in mass and online communication fields including journalism, public relations, or broadcasting.

The purpose of the Bachelor programme in Public and Municipal Administration (BPMA) is to prepare professionals for careers in the public, non-profit, and private sectors through an intellectual and practical interdisciplinary approach. The program aims to prepare prospective managers with skills that enable them to adapt to changing demands within different sectors.

The Master programme in Economics (MAE) aims to provide graduates with the analytical tools necessary to evaluate business or government projects and to forecast economic and business scenarios. According to KIMEP it provides its graduates with a strong foundation in economics, both theoretical and applied, that is required to advance their professional careers or to continue their studies in doctoral programs.

The aim of the Master programme in International Relations (MIR) is to train experts and young professionals capable of taking on challenging jobs and playing leadership roles in the international arena.

The Master programme in International Journalism (MAIJ) is designed to appeal to media scholars or professional employees seeking career development or advanced education, and to recent recipients of undergraduate degrees in communication arts or other fields seeking to advance their competitiveness and research and communication skills.

According to KIMEP the Master programme in Public and Municipal Administration (MPMA) aims to prepare graduates for careers, leadership positions, and ethical service in public, non-profit, and business organizations.

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## **Type of study programmes:**

Bachelor programmes

Master programmes

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## **Projected study time and number of ECTS points assigned to the study programme:**

Bachelor programme: 4 years / 8 semester; 240 ECTS points

Master programmes: 1,5 year / 3 semester; 90 ECTS points

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**Mode of study:**

full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

MAE: optional

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**Scope (planned number of parallel classes) and enrolment capacity:**

Bachelor programmes: 200 students

Master programmes: 40 students

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**Programme cycle starts in:**

fall semester

BPMA, MPMA: both fall and spring semester

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**Initial start of the programme:**

BAE, BPMA: August 1999

BIR: August 2008

BAJ: August 2003

MAE: August 1992

MIR: 2003

MAIJ: August 2002

MPMA: August 1993

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**Type of accreditation:**

Initial accreditation

## Procedure

A contract for the initial/ accreditation of the four bachelor and four master programmes was made between FIBAA and KIMEP University on 30 October 2017. On 19 February 2018, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

**Dr. habil. Gyöngyvér Hervainé Szabó**

Kodolányi János University of Applied Sciences, Székesfehérvár, Hungary  
Professor for Political Science

**Assoc. Prof. Dr. Assel Nurgazina**

Al-Farabi Kazakh National University  
Economics, Finance, International economic relations, PR, IR/ Acting Associate professor/  
Higher School of Economics and Business

**Prof. Dr. Bagila Akhatova**

Kazakh Ablai Khan University of International Relations and World Languages  
Professor of the Department of International  
Communications

**Prof. Dr. disc. oec. Hans-Bernd Schäfer**

Bucerius Law School Hamburg, Germany  
Professor of Law and Economics

**Ilja Kogan**

Deutsche Post DHL, Germany  
Specialist Project Manager

**Arne Nowacki**

University of Erfurt, Germany  
Communication Science (M.A.)

FIBAA project manager:  
Elisabeth Rauch

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on 11 - 13 April 2018 at the HEI's premises in Almaty. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on June 8<sup>th</sup> 2018. The statement on the report was given up on June 20<sup>th</sup> 2018; it has been taken into account in the report on hand.

# Summary

## Bachelor programmes

The Bachelor of Arts in Economics, the Bachelor of Arts in International Relations, the Bachelor of Arts in Journalism and the Bachelor of Arts in Public and Municipal Administration offered by KIMEP University fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 6 July 2018 until the end of spring semester 2023, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

## Master programmes

The Master of Arts in Economics, the Master of Arts in International Relations, the Master of Arts in International Journalism and the Master of Arts in Public and Municipal Administration offered by KIMEP University fulfil with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 6 July 2018 until the end of spring semester 2023, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects methodological skills (master in International Journalism), module descriptions (master programmes) and exam regulations<sup>1</sup>. They recommend the accreditation on condition of meeting the following requirements:

### **For all programmes:**

- Condition 1  
KIMEP University provides prove of the official publication, that non-acceptance of the transfer of an applicant from another HEI to KIMEP is only possible if KIMEP is able to prove that the learning outcomes of the applicant's courses from the other HEI are substantially different from KIMEP's courses/learning outcomes.  
(see Chapter 3.2.)

### **Additional for all master programmes**

- Condition 2  
KIMEP provides module descriptions in which the learning outcomes are described on master level.  
(see Chapter 3.2)

### **Additional for MAIJ:**

- Condition 3  
KIMEP implements sufficient methodological competences and skills in the study programme to ensure that students are able to do scientific work on a master level.  
(see Chapter 3.1)

Proof of meeting these conditions is to be supplied by 6 April 2019.

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<sup>1</sup> These aspects are asterisk criteria, which means that they are essential for the study programme.

The panel members also identified several areas where the programme could be further developed:

- Logic and conceptual coherence (see Chapter 3.1.)
- Guest Lecturers (see Chapter 3.3.),
- Internationality of the student body (see Chapter 3.4.3.)
- Access to literature (see Chapter 4.4)
- Programme description (see Chapter 5).

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

There are criteria in which the programme exceeds the quality requirements:

- International orientation of the study programmes design (see Chapter 1.3.),
- Counselling for prospective students (see Chapter 2)
- Logic and conceptual coherence (see Chapter 3.1.)
- Ethical aspects (see Chapter 3.1)
- Foreign language contents (see Chapter 3.4)
- Internationality of faculty (see Chapter 3.4)
- Foreign language contents (see Chapter 3.4)
- Practical business experience of faculty (see Chapter 4.1)
- Internal cooperation (see Chapter 4.1)
- Student support by the faculty (see Chapter 4.1)
- Career counselling and placement service (see Chapter 4.5)
- Alumni Activities (see Chapter 4.5)

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



## Information on the Institution

Established in 1992, KIMEP University (KIMEP) is an independent, non-profit Higher Education Institution (HEI) in the Republic of Kazakhstan. KIMEP is licensed and has been attested by the Kazakh Ministry of Education and Sciences of the Republic of Kazakhstan as a HEI and is therefore authorised to provide educational services. In January 2012, KIMEP obtained the university status.

KIMEP University currently offers 23 degree programmes for students including 13 undergraduate and 10 graduate level programmes in the fields of business, social sciences, law and languages.

KIMEP also offers a Doctoral Programme in Business Administration, and an Executive MBA, and recently received new licences for four PhD programmes in Finance, Marketing, Management and Accounting and Audit. Programmes are offered by the Bang College of Business (BCB), College of Social Sciences (CSS), Law School and Language Centre and are supported by various units on the university level.

Based on 2017 data, there are 2.287 students at KIMEP. KIMEP students (including exchange students) historically represent 51 different ethnicities. Currently, there are 155 faculty members including 112 full-time-faculty members. The overall faculty/student ratio for KIMEP is 18.8 students per faculty. About 65.2% of the university's full-time faculty members hold PhD degrees, and its 11.624 alumni work all over the world.

From a legal viewpoint, KIMEP is a joint-stock company, a non-profit organisation, which offers higher education services (including further education). Although 60% of KIMEP shareholders are private and 40% shares belong to the Kazakh government, KIMEP University does not receive any funding from the government.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes (Asterisk-Criterion)

#### Bachelor programmes:

The **bachelor programme in Economics** aims at developing analytical skills related to problems in economics. The programme emphasizes theoretical foundations and empirical analysis. It is targeted at students who want to develop a strong quantitative background to follow a career path in business, government or international organizations.

KIMEP states that the learning objectives of the programme are as follows:

- to gain knowledge of core concepts and theories of economics sciences and the ability to put them into perspective, that is to compare their predictions and to critically assess their applicability in different circumstances;
- to gain the ability to structure and analyse situations and to critically assess and evaluate solutions;
- to gain the relevant practical skills to establish relationships between economic variables;
- to gain the ability to communicate ideas and information clearly and effectively in oral and written English;
- to gain the ability to work effectively with others in the pursuit of common objectives.

The **bachelor programme in International Relations** aims to prepare leading professionals and scholars in the fields of International Relations while providing students with solid training in the social sciences and liberal arts. After completion of the program, students are expected to be familiar with all aspects of international and comparative politics. According to KIMEP the programme is designed to produce graduates capable of taking on leadership roles in the challenging arena of world affairs, including positions within the diplomatic corps, multinational corporations, education and nongovernmental organizations.

KIMEP states that objectives of the Bachelor programme are as follows:

- to train professionals capable of taking on challenging jobs and playing leadership roles in the international arena, as diplomats, consular agents, communications officers, international affairs analysts and advertising specialists;
- to provide a solid foundation for future scholars who want to pursue graduate study and research in international relations and related fields in the social sciences and humanities.
- to foster students' critical and analytical thinking and to expand their linguistic, technical, research and communication skills.
- to analyse the core fields and sub-fields in the discipline through innovative teaching
- to develop student/faculty collaboration that allows students to attain the political literacy necessary for good citizenship.
- to help students understand the concepts, theories and methodologies used in the disciplines so that students can integrate theoretical knowledge and practical experience.

The **bachelor programme in Journalism** aims to provide students with a clear understanding of the fields of public relations, multimedia journalism, with practical preparation for success as professionals or academics in these or related areas.

KIMEP states that graduates will be prepared to enter employment in mass and online communication fields including journalism, public relations, or broadcasting. This preparation is based on developing understanding and practical skills, including the abilities to:

- comprehend the role of professional communication in Kazakhstan and the world;
- investigate and become skilled at the practices of media and mass communication;
- study and apply major ethical standards related to the practices of professional communication;
- learn and apply legal issues related to the practice of communication in Kazakhstan;
- understand the impact of new information technologies on the practice of Public Relations, Management, Broadcasting and Journalism;
- comprehend historical and contemporary practices in CIS and Kazakhstan and in other regions of the world, as well as major social, economic, and political issues affecting those practices;
- develop the analytical skills to critically evaluate verbal and visual communication;
- gain the analytical skills to conceive and produce professional and/or academic communication materials;
- enhance practical skills for effective traditional and online communication;
- learn the skills and understanding needed to conduct journalistic research, using a variety of methods
- gain practical experience as an intern in a professional communication workplace.

The purpose of the **bachelor programme in Public and Municipal Administration** is to prepare professionals for careers in the public, non-profit, and private sectors through an intellectual and practical interdisciplinary approach. The program aims to prepare prospective managers with skills that enable them to adapt to changing demands within different sectors.

KIMEP states that the objectives of the programme are as follows:

- the concepts and theories that have informed the development of public administration, public policy and public management;
- the nature of the public sector and its relationship to government, civil society and the marketplace, and how it can be institutionally arranged and reformed;
- the concepts and theories of public finance (taxation and expenditure), governmental budgeting and financial management;
- the nature of public organizations and impact of their structure and culture on organizational performance;
- the concepts and theories of motivation, leadership, job design and organizational change that can be applied to improve the performance of public organizations; and
- one or more areas of public policy specialization (including natural resources, urban development, social policy, environmental policy, and health policy).

According to KIMEP students also acquire the necessary cognitive, inter-personal and self-management skills to:

- undertake research involving the synthesizing, integrating and applying of theoretical constructs to define, analyse and address issues in the fields of public administration, public policy and public management;
- communicate ideas and information clearly and effectively in oral and written English;
- make appropriate use of information technology for the retrieval, analysis and presentation of information;
- work effectively with others in the pursuit of common objectives.

#### Master programmes:

The **master programme in Economics** aims to provide graduates with the analytical tools necessary to evaluate business or government projects and to forecast economic and business scenarios. According to KIMEP it provides its graduates with a strong foundation in economics, both theoretical and applied, that is required to advance their professional careers or to continue their studies in doctoral programs. It imparts its graduates the analytic skills which are necessary in the workplace whether as managers or as economic analysts for business, government, and non-profit organizations.

KIMEP states that the programme's learning objectives are to ensure that graduates have

- an understanding of how a market economy organizes production and exchange
- an understanding of how the national economy works and how its performance is measured;
- the ability to evaluate macroeconomic policies;
- analytical reasoning skills;
- effective problem solving skills;
- an understanding of the economic issues of Kazakhstan and Central Asia.

The aim of the **master programme in International Relations** is to train experts and young professionals capable of taking on challenging jobs and playing leadership roles in the international arena. KIMEP states that the overarching goals of the Master programme are as follows:

- to promote excellence in the study of international relations and regional studies
- to train professionals capable of taking on challenging jobs and playing leadership roles in the international arena;
- to provide a solid foundation for scholars who want to pursue doctoral study and research in international relations.

According to KIMEP the objectives of the programme are:

- to provide students with graduate-level knowledge and analytical skills needed for employment in public, no-profit, and private organizations with an international orientation as well as government agencies and higher education institution;
- to educate graduate students for ethical service to their society and the broader regional and international community.
- to prepare graduates for doctoral studies in areas relevant to international relations

The **master programme in International Journalism** is designed to appeal to media scholars or professional employees seeking career development or advanced education, and to recent recipients of undergraduate degrees in communication arts or other fields seeking to advance their competitiveness and research and communication skills. Its central goals are:

- to provide graduate-level education in the discipline of communications;
- to produce competent professionals who demonstrate a thorough knowledge of the theory and practice of print journalism, broadcasting and/or new media, media management, public relations and advertising; and
- to foster within students an ethos of professionalism and citizenship.

KIMEP states that the objectives of the programme are as follows:

- to provide the knowledge and communication skills necessary for students to succeed as leaders in their chosen area of mass communication, and/or as scholars and researchers in academic or other spheres;
- to develop student understanding and competence in key skills of media management and PR;
- to strengthen critical thinking and analytical skills needed to investigate trends and issues in journalism and mass communication;

- to help students develop as constructive and ethical members of their local, national, regional and international communities.

According to KIMEP the **master programme in Public and Municipal Administration** aims to prepare graduates for careers, leadership positions, and ethical service in public, non-profit, and business organizations. The programme aims to:

- Promote excellence in public, non-governmental, and private management and policy-making through the building and strengthening of the analytical and leadership capacity of graduate students;
- Provide graduate students with the generic and specialized management and policy knowledge and skills needed for successful careers in the public, non-governmental, and private sectors;
- Educate graduate students for ethical service to their society and the broader regional and international community.

KIMEP states that the learning objectives of the programme ensure that graduates have:

- a knowledge of the nature of the public sector and its relationship to government, civil society, and the marketplace, and how it can be institutionally arranged;
- a knowledge of economic perspectives on government and public policy, governmental budgeting, and public financial management;
- a knowledge of ethics as they apply to the public sector;
- a knowledge of public organizations and their management and leadership, and the impact of organizational structure, culture, and leadership on organizational change and performance;
- a knowledge of project appraisal and management, and the necessary cognitive, self-management, and interpersonal skills;
- a knowledge of the concepts and theories of public policy and analysis;
- a capacity to undertake supervised independent research, involving the synthesis and application of theoretical constructs to topics in the fields of public administration, policy, and management
- a capacity to communicate ideas and information clearly and effectively in written and oral English;
- a capacity to use information technology for the retrieval, analysis and presentation of information;
- a capacity to work effectively with others in the pursuit of common objectives.

## Appraisal:

The qualification objectives of the bachelor and master programmes are explained and convincingly presented by KIMEP in relation to the target group, targeted professional field and societal context of the discipline. The programmes' objectives embrace academic proficiency, comprehensive employability for careers in the respective fields, as well as the development of the individual student's personality. Therefore, the described objectives and skills to be acquired correspond with the aspired bachelor and master level at graduation. They take into account the requirements of the Kazakh national qualification framework.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programmes design (Asterisk Criterion)

In 2010 Kazakhstan joined the European Higher Education Area, which commits the country to the Bologna Process. According to KIMEP the programmes are aligned with European Higher Education Standards. KIMEP University states that it follows the Lisbon Recognition Convention for transfer of studies at other HEI and applies the ECTS system to grant final qualifications (see also chapter 3.2).

The university states that it is fully committed to educating and preparing students for careers in an international environment. KIMEP University wants to achieve internationalisation through active recruitment of students and faculty from other countries; active collaboration with international partner institutions in fields such as student exchange, joint programmes, research activities and employer connections. The language of instruction for all programmes is English.

The internationalisation also benefits from the international backgrounds of KIMEP's teaching staff. Currently all full-time faculty members and some part-time faculty have been educated at least in part at foreign Higher Education Institutions (see also chapter 4.1). The university states that the curricula follow international standards, including the use of course materials produced internationally.

According to KIMEP due to the programmes' international orientation, a substantial share of graduates of the Economics department finds employment with multinational companies operating in Kazakhstan and foreign countries.

### Appraisal:

By speaking to faculty and students during the on-site visit and by reading the provided documents, the panel got the impression, that the international orientation of the study programmes is very high. KIMEP follows an American approach to their programmes, which differentiates them from comparable programmes in Kazakhstan. A significant amount of faculty has an international educational background and can give insight into their international experience in their lectures. Moreover, all courses are offered in English, hence the programmes are attractive for international visiting lecturers and exchange students. Overall, the panel came to the conclusion that the programmes' orientation enables graduates to competently handle international tasks in their future employments.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			

## 1.3 Positioning of the study programmes

KIMEP sees itself characterised by a high quality of teaching and research leading to a transition and modernisation of the education and society in Kazakhstan. As the main competitors of CSS's programmes the university identified the following:

- International School of Economics at the Kazakh-British Technical University (KBTU) (for the Bachelor programme), Narxoz University (which offers programmes in three

languages) and Nazarbayev University in Astana. Unlike the KBTU curriculum, the KIMEP curriculum is developed with Kazakhstani applications in mind.

- Kazakh Ablai Khan University of International Relations and World Languages offers a degree in International Relations, as does Kazakh National University (this programme is offered in Russian/Kazakh).
- Although there are other journalism programmes in Almaty and even some that purport to educate students in the English language, KIMEP University offers the only fully functional journalism programmes delivered fully in English.
- the (state) Academy of Public Administration, Al-Farabi Kazakh National University, Narxoz University, and University of International Business (UIB). The BPMA is highly regarded in the Eurasian region, ranked first in the Central Asia

Compared to such Kazakh programmes, KIMEP sees advantages in its very innovative and creative programmes which provide English-language education to premium and talented students. KIMEP's programmes are highly regarded in the Eurasian region ranked first in the Central Asian region and gain increasing recognition in the global community. According to a market survey conducted by KIMEP, the students and graduates highly regard the programmes at KIMEP for the following top-5 factors: faculty academic performances, networking opportunities, convenient class schedules, teaching methodologies and programme administration.

The mission of KIMEP University is to develop well-educated citizens and to improve the quality of life in Kazakhstan and the Central Asian region through teaching, learning, community service and the advancement of knowledge in the fields of business administration, law and the social sciences. The programmes cover important study fields in the area of social science and produces graduates who are:

- well-versed in a breadth of the respective study fields necessary to the social and economic development of the region;
- excellent communicators with the necessary skills to share information and knowledge across cultural and language barriers; and
- ethically-trained and personally-motivated individuals equipped to contribute to their individual communities.

This ensures that the graduates of the programmes possess the knowledge and cognitive and behavioural skills that enable them to gain leadership positions and provide ethical service in private, public, non-profit and organisations, or to engage in postgraduate study, thus furthering the mission and strategic concept of KIMEP University.

## Appraisal:

The reasons given for the positioning in the Kazakh educational market of the programmes are plausible. KIMEP analysed its competitors and explained its strengths to the panel comprehensively during the on-site visit. Furthermore, the programmes are successfully offered for many years.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

By representing one of the three main fields of educational activity called out by the university's own strategy – by name business administration, law and social sciences – the

programmes are convincingly put into effect and integrated within the HEI's strategic structure and identity.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		



## 2. Admission

Both the admission process and the prerequisites to get access to the undergraduate and graduate programmes at KIMEP are ruled by strict governmental regulations. Regarding the programmes by order of their academic level this means in detail:

Access to the **bachelor programmes** requires:

- a completed secondary education:
  - an attestation (diploma) for completion of high school or professional vocational school (authentic copy).
  - (from Kazakh citizens) the original Unified National Testing (UNT) or Comprehensive Testing (KTA) certificate issued for the current year with passing scores as set by the Ministry of Education and Science of the Republic of Kazakhstan.
  - (from foreign citizens) an interview with the programme management;
- an adequate English proficiency level:
  - due to the fact that teaching at KIMEP University is done exclusively in English, prospective students have to define their level of English proficiency to the KIMEP language centre. Students that did not undergo a procedure of defining their English proficiency start their studies from a zero level (UFC). For defining the level of English proficiency KIMEP University also accepts international English proficiency test certificates. The respective classification at KIMEP is made as follows:

Placement in English Course	KEPT score (at entry)	CEFR* (at entry)	CEFR (at exit)	IELTS (at entry)	IELTS (at exit)	TOEFL iBT (at entry)	TOEFL (paper-based) /Institutional TOEFL (at entry)	TOEFL (computer) at entry
Academic English	80-100%	B2 mid	B2 upper to C1	5.5 (no score below 5.0)	≥6.0	70	523	193
UF A	51-79%	B1 mid	B2 mid	4.5 (no score below 4.0)	5.5	57-69	475-522	163-192
UF B	30-50%	A1+	B1 mid	3.5 (no score below 3.0)	4.5	27-56	380-474	83-162
UF C	< 30 %	Beginner or False Beginner	A1+	<3.0	3.5	<26	<379	<82

*CEFR\* - Common European Framework of Reference (Common European competencies of foreign language proficiency: studying, learning, assessment)*

Access to the **master programmes** at KIMEP requires:

- a completed higher education:
  - copy of a diploma confirming the completion of undergraduate degree(s) (authentic copy);
  - copy of a transcript (diploma supplement) with grades;
- foreign language proficiency entrance test:
  - an entrance examination in a Foreign language (English, French, German; by a method developed by the National Testing Center of the Ministry of Education and Science of Kazakhstan);
  - graduate applicants with international certificates proving knowledge of a foreign language in accordance with the Common European Framework (standards) of

foreign language are exempt from the entrance examination in a foreign language to graduate, residency, postgraduate and doctoral programs:

- English: Test of English as a Foreign Language Institutional Testing Program (TOEFL ITP – at least 460 points), Test of English as a Foreign Language Institutional Testing Programm Internet-based Test (TOEFL IBT, threshold score – at least 87), (TOEFL threshold score – at least 560 points), International English Language Tests System (IELTS, threshold score – at least 6.0);
  - German language: Deutsche Sprachprüfung für den Hochschulzugang (DSH, Niveau C1/ level C1), TestDaF-Prüfung (Niveau C1/level C1);
  - French: Test de Français International™ (TFI – at least level B1 in reading and listening), Diplome d'Études en Langue française (DELFL, level B2), Diplome Approfondi de Langue française (DALF, level C1), Test de connaissance du français (TCF – at least 400 points);
- passing the KIMEP Graduate Entrance Test (KGET, for more detailed information see below) with a score with no less than 14 (MAE). Thereby the structure of the KGET also gets published in the respectively current KIMEP Catalogue for the academic year;
  - passing the Entrance examination for MAIJ programme in the form of an essay and an interview.
  - Passing the Entrance examinations for MPA and MIR programmes in the form of interview in the field of study by departmental committees.
  - an adequate English proficiency level:
    - due to the fact that teaching at KIMEP University is done exclusively in English, prospective students have to define their level of English proficiency to the KIMEP language centre. Students that did not undergo a procedure of defining their English proficiency start their studies from a zero level (UFC). For defining the level of English proficiency KIMEP University accepts international English proficiency test certificates. The respective classification at KIMEP is made as follows:

Placement in English Course	KEPT score (at entry)	CEFR* (at entry)	CEFR (at exit)	IELTS (B (at entry)	IELTS (at exit)	TOEFL iBT (at entry)	TOEFL (paper-based) /Institutional TOEFL (at entry)	TOEFL (computer) (at entry)
Direct to Program	60-100%	B1	n/a	4.5 (no score below 4.0)	n/a	70	523	193
Graduate English Foundation level A	50-59%	A2	B1	4.0 (no score below 3.5)	4.5	41	437	123
Graduate English Foundation level B	21-49%	A1+	A2	3.5 (no score below 3.0)	4.0	27-40	380-436	83- 123
Graduate English Foundation level C	< 20 %	Beginner or False Beginner	A1+	<3.0	3.5	<26	<379	<82

*CEFR\* - Common European Framework of Reference (Common European competencies of foreign language proficiency: studying, learning, assessment)*

The KGET is created to measure various skills that should have been or will be developed in an educational and work environment and that are serving to indicate the eligibility of an applicant for the master programmes at KIMEP University.

The test is given in English and it consists of 3 sections:

- Problem solving (There are 20 questions and the recommended time is 30 minutes);
- Data sufficiency (There are 20 questions and the recommended time is 40 minutes);
- Critical thinking (There are 10 questions and the recommended time is 20 minutes).

Test takers have a maximum of 90 minutes to complete these 50 multiple choice questions. Problem solving is based upon mainly quantitative questions. This section tests the knowledge of arithmetic, elementary algebra, and common geometry. Data sufficiency questions consist of a question and two statements. The critical thinking section is composed of questions testing reading comprehension and critical reasoning. Thereby the KGET covers a wide range of topics. The KGET, its goals and its structure are explained within the KIMEP-Catalog as well, which is available for download on the KIMEP website.

Admission requirements for all applicants are recorded in the form of the Admission Policy which is reviewed and issued on annual basis.

KIMEP University provides counselling to prospective students in-person as well as by its own IT system. So called 'Open House' events are held by the University. On the occasion of those, information is given regarding admission procedure, programme information, scholarships and financial aids, exchange and academic mobility, dual degree opportunities, and career opportunities.

Specialists in the Department of Student Recruitment and Admission (DSRA) provide assistance and answer questions regarding the application process round the year. Besides the "open houses" KIMEP offers educational fairs, exhibitions, teacher days, etc., not only in Kazakhstan but also abroad. In addition to the DSRA, the university has appointed 'KIMEP University Admission Liaison Officers' in foreign countries, such as in China and in South Korea. For distance counselling services, the DSAR has developed an IT system to provide information to prospective students. A 24-hours telephone service, online interactive service, and applicant portal are operating to provide necessary information regarding admission, selection, and other counselling services.

The status of a submitted application can also be checked online by using the Applicant portal, following the respective link in the KIMEP website.

## Appraisal:

KIMEP provides a clearly structured and transparent documentation of the admission regulations and procedures in effect. It is found on its website for download and contains all relevant information concerning prerequisites, admission procedures and contact persons at the University. Thereby, the national requirements are appropriately considered.

According to the panel's conviction KIMEPs counselling processes and offers are strongly tailored to their target group needs and abode. The ways of possible communication are diverse and accessible regardless of time and place of any inquiries. By organising public events and thus creating information opportunities as well as by maintaining even personal recruitment abroad the University fosters consequently its claim to be and further become more internationally aligned regarding the student body.

The selection procedure for the admission of bachelor and master students is transparently displayed within the overarching information document "KIMEP Catalog", available for download on the internet. It draws back on clearly defined criteria and a proven process, equally practiced for each applicant.

According to the fact that all teaching is conducted in English language at KIMEP University the regulations stipulate the sufficient level of language competencies. The language centre of KIMEP maintains courses at a special fee for students considered to be below this level at the time of application.

By publishing the current KIMEP-Catalog each year on its website KIMEP University ensures all students and interested parties to be informed related to all matters concerning the prerequisites, jurisdiction, and processes of the admission. Additionally, information is also available by all other information channels of the University.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

## 3 Contents, structure and didactical concept of the programme

### 3.1 Contents

#### Bachelor programmes:

The bachelor programmes at the CSS follow a similar structure. Each programme contains the following components:

- General education courses: these courses are defined by state regulations and have to be taken by the undergraduate students.
- Programme foundation courses: these courses are also regulated by the state and contain contents specific for each programme.
- Foundation elective courses: students can choose to take a minor depending on the foundation elective courses they are taking.
- Major electives: students can choose to take a major depending on the foundation elective course they are taking; Students who want a flexible curriculum may choose to graduate without a major and take any of the programme specific foundation elective courses.
- Physical education, KIMEP wide elective, internship, thesis and exit test requirements

According to KIMEP the **bachelor programme in Economics** contains of three pillars: The microeconomics sequence progresses from Principles of Microeconomics, to Intermediate Microeconomics and then more advanced courses such as Applied Microeconomics, Financial Economics, Government and Business and Industrial Organization. The macroeconomics sequence progresses from Principles of Macroeconomics to Intermediate Macroeconomics to more advanced courses such as Applied Macroeconomics and Monetary Economics. Finally, there is a quantitative sequence which progresses from Introduction to Statistics to Econometric Methods and more advanced courses such as Financial Econometrics. These modules are part of the programme foundation courses, the foundation elective courses or the major electives.

The Bachelor programme offers three majors: Business Economics, Public Policy and Financial Economics.

Public Policy prepares students to work with international organizations such as IMF, World Bank, WTO, multinational organizations, international law firms, financial institutions, government agencies, such as ministry of commerce and trade and research organizations. Business Economics prepares students for work in the private sector with an emphasis on courses which combine decision theory with the analysis of interaction in markets. Several electives allow a more focused specialization in institutions and organizations in financial markets.

Financial Economics prepares students for work in the financial sector. The courses are designed to meet the qualification profile of financial analysts, risk-performance analysts, investment bankers, investment brokers, and financial consultants.

Students can choose to take one of the following minors when selecting the foundation elective courses: International Customs Administration, Public Sector Accounting, International Relations, Economic Policy and Development, Financial Economics, Mathematics.

The programme is founded in economic theory and brings applications to business practice and government policies. Moreover, applications are often focused on Kazakhstan; in

particular this applies to the courses “Economy of Kazakhstan” and “Research Methods and Methodology” where projects are typically based on Kazakh data.

Course content of individual courses is geared towards discussion of ethical standards: Redistribution and fairness norms are an integral part of the module “Public Economics” and topics such as corruption are regularly covered in the courses “Public Economics”, “Economy of Kazakhstan”, “Government and Business” and “Macroeconomics”.

Because decision making in the context of complex problems is at the centre of economics as a science, concepts are taught in different courses (e.g. “Intermediate Microeconomics”, “Introduction to Statistics”, “Quantitative Methods and Managerial Economics”).

The course Research Methods and Methodology (RMM) aims at equipping the students with applied skills and the theoretical background for implementing research. RMM also includes a student project. Apart from term papers which are required in some courses (for example Econometric Methods), the required course Thesis Seminar consists of an extended research paper.

Curriculum of the bachelor programme in Economics:



- United Nations: Structure and Practice
- Professional Foreign Language: Strategic Communications in International Affairs
- Petro-Politics; Geopolitics and Political Economy of Natural Resources

“Ethics in International Relations” is a required module at both the graduate and undergraduate levels. Additionally, the module “Theories of International Relations” investigates the idealism paradigm, which is marked by an ethical/normative dimension.

Research Design and Methods is a required course for undergraduate students. In this course both qualitative and quantitative research methods are explored. Additionally, the course Academic Reading and Writing II contains research elements. The required Thesis Seminar aims to prepare students for writing a thesis.

Curriculum of the bachelor programme in International Relations:

1 <sup>st</sup> -Year	Fall	ECTS	Spring	ECTS	
GEN1000	Modern History of Kazakhstan	5	KAZ1xxx	Kazakh Language-II	5
GEN1300	ICT or	1	GEN1010	Academic Listening and Note-Taking	5
Or 2301	Business-Computer Application	5		Arts, Society and Culture-II	1
GEN2xxx	Arts, Society and Culture-I	3	GEN/ART2xxx	Introduction to Philosophy or	3
KAZ1xxx	Kazakh Language-I	5	GEN/IRL2500	Principles of Ethics	5
GEN1110	Academic Speaking	5	Or 2510	Academic Reading and Writing II	1
GEN1011	Academic Reading and Writing I	5	GEN1121	Fundamentals of Political Science	5
	Introduction to Economics	1	POL2701.2		3
ECN1101.2		3		Fundamentals of IR	1
		1	IRL2512		5
		31			31
2 <sup>nd</sup> -Year	Fall	ECTS	Spring	ECTS	
GENxxxx	Data Analysis	5	PAD2700.2	Fundamentals of Sociology	3
IRL2510.2	Professional Foreign Language: Strategic	3	IRL3544	Diplomatic and Consular Service	5
	Communications in IA	1	IRL3xxx	Program Foundation Elective I	5
KAZ2101.2/RUS2101.2	Professionally-Oriented Kazakh/Russian Language	3	IRL3539	History of Diplomacy 1815-1945	5
	International Institutions and Law	1	CSS1999	Academic Internship	4
IRL3517	Theories of IR	5	IRL3520	Foreign Policy of Kazakhstan	5
IRL3521	Diplomatic Protocol and Documents	5			1
IRL3545	Comparative Politics	1	GEN1101	Physical Education	2
POL3512		2			
GEN1101	Physical Education				
		33			29
3 <sup>rd</sup> -Year	Fall	ECTS	Spring	ECTS	
IRL or POLxxxx	Foundation Elective II	5	IRLxxx	Major Elective II	5
IRL or POLxxxx	Foundation Elective III	5	POL3534	Social and Political Theory	5
IRL3540	History of Diplomacy 1648-1815	5	IRL3595	Research Design and Methods	5
	Major Elective I	1	IRL or	Program Foundation Elective IV	5
IRLxxxx	International Political Economy	5	POLxxxx		1
IRL3523	Political Geography	5	IRL4597	Professional Internship	6
	Physical Education	1	GEN1101	Physical Education	2
IRL/POL3515		5			
GEN1101		2			
		32			28
4 <sup>th</sup> -Year	Fall	ECTS	Spring	ECTS	
IRL4598.1	Thesis Seminar	4			1
IRL4527	Ethics in International Affairs	5	IRL4590	Undergraduate Seminar in IR	5
IRL4512	Multivector Diplomacy: CA in Global Politics	5	IRLxxxx	Major Elective VI	5
	Major Elective III	1	IRLxxxx	Major Elective VII	5
IRLxxxx	Major Elective IV	5	IRL4599.2	Thesis and Defense	6
IRLxxxx	Major Elective V	5	or IRL4990	Or State Exam in Social Political Theory	1
IRLxxxx	Major Elective VI	5		And State Exam in Comparative Politics	1
XXXXYYY	KIMEP Wide Elective	3	and IRL4991	State Exam	3
		1			1
		32	IRL4599.1		3
		32			24



The **bachelor programme in Journalism** is designed to fit the needs of students pursuing employment in journalism or in positions requiring communication skills in a range of media, or pursuing continuing graduate study.

The programme offers two majors: Media Management and Public Relations.

Media Management is designed for students who want to manage news organizations. To work successfully on the management side of media, students need to understand the various information businesses, such as newspapers, magazines, radio, television and online. In addition, students need to have a foundation in management economics and business administration to work effectively in this field.

Public Relations teach students how to serve as intermediaries between organizations and those organizations' publics. They will learn communication skills needed to advise management, set policies, and plan and execute strategic campaigns. The programme includes business administration and management courses.

Students can choose to take one of the following minors when selecting the foundation elective courses: Communications, Media and Politics, Marketing

According to KIMEP theory and practice are closely integrated throughout the programme. As the programme has a strong focus on skills development, many of the courses (topics like Broadcast Journalism, Online Journalism, Photojournalism, etc.) are primarily about developing particular sets of skills.

Specific courses in the programme that include among their learning objectives to follow ethical and professional practices related to the practice of journalism and public relations are: "Introduction to Public Relations"; "Introduction to Journalism"; "Photojournalism; Persuasive Communication"; "Media Writing"; "Business News"; "Journalism of Kazakhstan and CIS"; "News and Economics"; "Writing for Russian Language Media"; "International Relations and Journalism"; "Print Journalism"; "Broadcast Journalism"; "Advanced Media Writing"; "Advertising and Media Sales"; "Government and Media Relations"; "Crisis Communication", and "Image and Brand Management".

Students in the programmes are trained in the professional and practical skills relevant to the field of journalism and to the respective areas of their programme specializations. This includes study of the principles and methods underlying the profession as well as their practical application. Additionally, the course Academic Reading and Writing II contains research elements. The required Thesis Seminar aims to prepare students for writing a thesis.

Curriculum of the bachelor programme in Journalism:

<b>1<sup>st</sup>-Year</b>	<b>Fall</b>			<b>Spring</b>	
GEN1000	Modern History of Kazakhstan	5	KAZ1xxx	Kazakh Language-II	5
GEN1300	ICT or	5	GEN1110	Academic Listening and Note-Taking	5
Or2301	Business-Computer Applications	5	JMC1601.2	English for Media Communication I	3
GEN2xxx	Arts, Society and Culture-I	3	GEN2xxx	Arts Society and Culture-II	3
KAZ1xxx	Kazakh Language-I	5	GEN2500	Introduction to Philosophy	5
GEN1110	Academic Speaking	5	Or-2510	Or Introduction to Ethics	5
GEN1011	Academic Reading and Writing-I	5	GEN1122	Academic Reading and Writing-II	5
ECN1101.2	Introduction to Economics	3	POL2701.2	Fundamentals of Political Science	3
		31			29
<b>2<sup>nd</sup>-Year</b>	<b>Fall</b>			<b>Spring</b>	
GENxxxx	Data Analysis	5	PAD2700.2	Fundamentals of Sociology	3
JMC2607	Ethical and Legal Issues in Press	5	JMC2612	New Information Technologies	5
JMC2611	Introduction to Journalism	5	JMC3201	Media Writing	5
JMC2608	Introduction to PR	5	JMC3609	Principles of Media Management	5
JMC2605	Media and Society	5	JMC3611.2	Academic Internship	4
JMC2604	Computer Design and Editing	5	JMCxxxx	Program Foundation Elective I	5
GEN1101	Physical Education	2	GEN1101	Physical Education	2
		32			29
<b>3<sup>rd</sup>-Year</b>	<b>Fall</b>			<b>Spring</b>	
JMCxxxx	Foundation Elective-II	5	JMC4209	PR Management and Strategies	5
JMCxxxx	Foundation Elective-III	5	JMC4612	Online Journalism	5
JMC3622	Print Journalism	5	JMC4703	Crisis Communication	5
JMC3623	Broadcast Journalism	5	JMC4701	Communication Research	5
JMC3211	Editing	5	JMCxxxx	Program Foundation Elective-IV	5
JMC3608	Journalism of Kazakhstan and CIS	4	JMC3612.4	Professional Internship	6
GEN1101	Physical Education	2	GEN1101	Physical Education	2
		31			33
<b>4<sup>th</sup>-Year</b>	<b>Fall</b>			<b>Spring</b>	
JMCxxxx	Major Elective-I	5	JMCxxxx	Major Elective-V	5
JMCxxxx	Major Elective-II	5	JMCxxxx	Major Elective-VI	5
JMC4691.2	Media Writing-II	4	JMCxxxx	Major Elective-VII	5
JMC4690	Special Topics in Journalism and Mass Communication	5	JMC4070.2 or	Thesis	6
			JMC4081 and	Or State Exam Professional Project I and State	5
JMCxxxx	Major Elective-III	5	4082	Exam Professional Project II	5
JMCxxxx	Major Elective-IV	5	JMC4080	State Exam	3
XXXXYYY	KIMEP Wide Elective	3			5
					24

The programme curriculum of the **bachelor programme in Public and Municipal Administration** combines study of theoretical concepts, case methods, and practical application in course contents and learning materials. At the foundation level, students acquire knowledge of all areas of public administration. At the advanced level, students acquire concentrated knowledge in the field and choose electives according to their preference.

The programme offers the following majors to students: Public Policy and Administration, Financial Management, and Governance and Law.

Financial Management provides an opportunity to acquire more of the knowledge and skills that are required to make policy and manage effectively in public and management organisations. It is designed to prepare students to pursue careers as financial analysts in the public, non-profit, and private sectors. The coursework in this track will have an analytical, problem solving orientation, and focus on effective management of programmes and resources.

Public Policy and Administration is for students interested in policy issues, politics, public administration, and related areas. It gives students the foundational skills and knowledge needed for understanding the policy process, and provides students with the analytical skills and training necessary for careers in government agencies, business, consulting, and non-profit organizations.

Governance and Law is designed to prepare capable, innovative professionals to pursue careers in the public and non-profit sectors. The programme equips future managers with knowledge and practical skills for effective governance in an era of globalization.

Students can choose to take one of the following minors when selecting the foundation elective courses: International Customs Administration, Public Sector Accounting, International Customs Administration, Marketing and Public Affairs, Human Resource Management in the Public Sector.

According to KIMEP the programmes are quintessentially about relating policy theory to practice, that is, implementation of policies in practice. Students are challenged to explain in exams, essays, and policy briefs how they would conduct policymaking and administration in real-world situations. There is considerable applied content in courses such as Project Management, Public Policy Analysis, Leadership and Management, and Programme Evaluation. Students also gain practical experience in Professional Internships in Public Administration (which may include placements in the private sector).

Curriculum of the bachelor programme in Public and Municipal Administration:

<b>1<sup>st</sup>-Year</b>	<b>Fall</b>	✕ ✕	<b>Spring</b>	✕	
GEN1000	Modern History of Kazakhstan	5	KAZ1xxx	Kazakh Language-II	5
GEN1300	ICT or	5	GEN1110	Academic Listening and Note Taking	5
Or2301	Business-Computer Applications	5	GEN1010	Mathematics for Business and Economics	5
GEN2xxx	Arts, Society and Culture-I	3	GEN2xxx	Arts Society and Culture-II	3
KAZ1xxx	Kazakh Language-I	5	GEN2500	Introduction to Philosophy	5
GEN1110	Academic Speaking	5	Or-2510	Or-Introduction to Ethics	5
GEN1011	Academic Reading and Writing-I	5	GEN1122	Academic Reading and Writing-II	5
ECN1101.2	Introduction to Economics	3	GEN2701	Fundamentals of Public Administration	5
		✕		✕	
		✕ ✕			
		31			33
<b>2<sup>nd</sup>-Year</b>	<b>Fall</b>	✕ ✕	<b>Spring</b>	✕	
GENxxx	Data Analysis	5	PAD2700.2	Fundamentals of Sociology	3
PAD2430	Research Reading and Writing	3	PAD3113	Quantitative Data Analysis	5
ECN2103	Microeconomics	5	CSS1999	Academic Internship	4
KAZxxx	Professional Kazakh/Russian Language	3	PAD3522	Decision Making	5
		✕	PADxxx	Program Foundation Elective-I	5
PAD3533	Organization Theory and Design	5	PAD3542	Public Policy Analysis	5
POL2701.2	Fundamentals of Political Science	3	GEN1101	Physical Education	2
XXXXYYY	KIMEP Wide Elective	3			
GEN1101	Physical Education	2			
		29			29
<b>3<sup>rd</sup>-Year</b>	<b>Fall</b>	✕ ✕	<b>Spring</b>	✕	
PADxxx	Foundation Elective-II	5	PAXxxx	Major Prerequisite-II	5
PADxxx	Foundation Elective-III	5	PAF3531	Public Finance	5
PAD3523	Human Resource Management	5	PAD4443	Public Management	5
PAD3511	Fundamentals of Public Financial Management	5	PADxxx	Program Foundation Elective-IV	5
		✕	PAD3115.2	Professional Internship	6
PAD3116	Methods of Social Research	5	GEN1101	Physical Education	2
PAXxxx	Major Prerequisite-I	5			
GEN1101	Physical Education	2			
		32			28
<b>4<sup>th</sup>-Year</b>	<b>Fall</b>	✕ ✕	<b>Spring</b>	✕	
PAD4520	Program Evaluation	5	PAXxxx	Major Elective-III	5
PAF4534	Public Budgeting	5	PAXxxx	Major Elective-IV	5
PAD4553	Local Government	5	PAXxxx	Major Elective-V	5
PAD4557	Thesis Seminar	4	PAXxxx	Major Elective-VI	5
PAXxxx	Major Elective-I	5	PAD4559	Thesis and Thesis Defense or	6
PAXxxx	Major Elective-II	5	Or-PAD4790 and	State Exam in Public Finance and State Exam in Public Management	5
		✕			
		✕	PAD4791		5
		✕	PAD4999	State Exam	3
		✕			5
		29			29

### For all Bachelor programmes:

All undergraduate students are required to take an internship of industry experiences at private or public companies and institutions. Based on these internship experiences, students are required to write internship reports on issues related to applied business theories and practices. Besides the relevant work experience students have to hold an academic presentation to connect work practice and academic programme content.

All undergraduate students at KIMEP must take courses in general education, usually in the first year of their program. This coursework encourages students to develop a critical and inquiring attitude, an appreciation of the interdisciplinary nature of subject areas, acceptance of persons of different backgrounds or values. Students must learn to comprehend complex material, evaluate moral and ethical issues, consider different and sometimes conflicting perspectives, derive solutions to problems, and communicate effectively throughout the process.

Because a primary goal of General Education at KIMEP is to promote students' creative and intellectual engagement, a newly revised program (as of fall 2017) requires two courses in Arts, Society, and Culture - including several new offerings in the fine arts, literature, and drama - along with one course in Data Analysis (as applied to a choice of interdisciplinary fields). In addition, the College of Social Sciences requires its students to take Sociology, Political Science and Economics at an introductory level.

The Final Attestation Requirements consist of two components:

- State Examination (15 contact hours and 90 hours of students' self-studies), and
- Thesis/ State Specialized Examinations

Due to national regulations undergraduate students can choose to write a bachelor thesis or to take two additional state exams in the following subjects:

- BAE: "Econometrics/Quantitative Methods" and "International Economics"
- BIR: "Social Political Theory" and "Comparative Politics"
- BAJ: "State Exam Professional Project I" and "State Exam Professional Project II" (students have to produce a portfolio of works produced in the programme)
- BPMA: "Public Finance" and "Public Management"

#### Master programmes:

The Master programmes at the CSS follow a similar structure. Each programme contains the following components:

- Foundation Required courses: each student has to take the modules "Professional English", "Management for Social Sciences" and "Psychology for Social Sciences"
- Foundation electives
- Major Required courses (Except MIR)
- (Major) electives
- internship, thesis

The **master programme in Economics** consists of four different pillars: Firstly, students have to take the three foundation required course "Advanced Microeconomics", "Advanced Macroeconomics" and "Advanced Econometrics". Students with no previous degree in economics will take the programme foundation courses Microeconomics and Macroeconomics in order to fulfil the prerequisites at intermediate level. The prerequisite course Econometrics is offered for students with no previous degree in economics as a program foundation elective.

The fourth pillar is a research-oriented sequence which progresses from Research Methods and Methodology via Thesis Seminar to Thesis and Thesis Defence. The thesis seminar culminates in the student defending their thesis proposal.

Students may choose to major in Financial Economics. In this case, they have to select the course Advanced Financial Economics and two further courses with a financial/quantitative focus.

Curriculum of the Master programme in Economics:

1st-Year	Semester-1	ECTS	1st-Year	Semester-2	ECTS
	Professional Foreign Language	3	ECN-5990	Research seminar/Thesis-I	5
	Management for Social Sciences	2	ECN-5022	Advanced Microeconomics	5
	Psychology for Social Sciences	3	ECN-5032	Advanced Macroeconomics	5
	Microeconomics	5	ECN5093	Project-Planning and Welfare	5
	Macroeconomics	5	ECN5013	Advanced Econometrics	5
	Research Methods for the Social Sciences	5	ECNxxxx	Major Elective-II	5
	Major Elective-I	5			5
		5			5
	<b>Semester-1 total</b>	<b>28</b>		<b>Semester-2 total</b>	<b>30</b>
<b>2nd-year</b>	<b>Semester-3</b>	<b>ECTS</b>			
	Thesis and Thesis Defense	15			
	Major Elective-III	5			
	Internship	10			
	Comprehensive exam	2			
		5			
	<b>Semester-3 total</b>	<b>32</b>			

The **master programme in International Relations** is a three regular semesters, 90 ECTS points programme. It is designed to build up a graduates capable of taking on leadership roles in the challenging arena of world affairs, including positions within the diplomatic corps, multinational corporations, education and non-governmental organizations. Besides the three foundation required courses, students have to take “Theories of International Relations”, “Public International Law” and “Research Methods/ Thesis I”.

Furthermore they have to take seven of the following elective courses:

Central Asia in Global Politics

Ethics in International Affairs

Emerging Powers and Markets

Master Seminar in Regional Studies

Master Seminar in International Relations#

Asian Security: Theory and Practice

Domestic Politics and Foreign Policy in the Post-Communist World

Political Geography

History of International Relations

Government and Politics in Central Asia

Russian Foreign Policy

Petro Politics

Central Asia – Russia Relations

Central Asia – United States Relations

European Union: Politics and Foreign Policy

The Curriculum of the master programme in International Relations:

Ist Year	Semester 1	ECTS	Ist Year	Semester 2	ECTS
CSS5103.2	Professional Foreign Language	3	IRL5525	Thesis II	5
CSS5501.1	Management for Social Sciences	2	IRL5xxx	Elective II	5
CSS5502.2	Psychology for Social Sciences	3	IRL5580	Elective III	5
IRL5513	Theories of International Relations	5	IRL5xxx	Elective IV	5
LAW203	Public International Law	5	IRL5xxx	Elective V	5
CSS5503	Research Methods for Social Sciences	5	<b>Semester-total</b>		
IRL5xxxx	Elective I				<b>30</b>
		5			
<b>Semester-total</b>		<b>28</b>			
2nd year	Semester 3	ECTS			
IRL5526.4	Thesis III	15			
IRL5534.5	Internship in International Relations	10			
IRL5xxx	Elective VII	5			
IIRL5999.1	Comprehensive exam	2			
<b>Semester-total</b>		<b>32</b>			

The three-semester (90 ECTS points) **Master programme in International Journalism** is designed to appeal to media scholars or professional employees seeking career development or advanced education, and to recent recipients of undergraduate degrees in communication arts or other fields seeking to advance their competitiveness and research and communication skills. Besides the three foundation required courses, students have to take the courses “Introduction to Kazakhstani Media Market”, “Advanced Media Writing”, “Social Media Marketing” and “Special Topics in Mass Communication”. The programme offers the following two majors:

- Journalism and Media Management
- Public Relations and Advertising

Students have to take two major core courses and four major elective courses depending on the major they choose.

Curriculum of the master programme in International Journalism:





PAD5200	Decision-making	3	5	None
PAD5255	Current Issues in Public Administration	3	5	None
PAD5268	CSR and Public Policy	3	5	PAD5114
PAD 5263	NGOs and Non-profit Management	3	5	PAD5114
PAD5256	Seminar in Public Administration	3	5	None
PAD5266	Organization Theory and Practice	3	5	None
	<b>TOTAL</b>	<b>6 credits</b>	<b>15 ECTS</b>	

Curriculum of the Master programme in Public and Municipal Administration:

1st-Year	Semester-1	ECTS	1st-Year	Semester-2	ECTS
CSS5103	Professional Foreign-Language	3	PAD5219	Public Policy Analysis	5
CSS5501.1	Management for Social Sciences	2	PAD5214	Fiscal Governance	5
CSS5502.2	Psychology for Social Science	3	PAD5113	Research Methods and Statistics	5
PAD5114	Essentials for Public Administration and Management	5	PAD5231.1	Thesis-II	5
PAD5123	Economic Perspectives on Government	5	PAD5262	Organizational Behavior for public Organizations	5
PAD5122	Administrative and Management Ethics	5	PAD5xxx	Program Elective-I	5
CSS5503	Research Methods for Social Sciences	5			
<b>Semester-1 total</b>		<b>28</b>	<b>Semester-2 total</b>		<b>30</b>
<b>2nd-year</b>					
	<b>Semester-1</b>	<b>ECTS</b>			
PAD5231.2	Thesis--and- Thesis-Defense	15			
PAD5XXX	Program elective-II	5			
PAD5230	Internship in Public Administration and Management	10			
PAD5999.1	Comprehensive Exam	2			
<b>Semester-1 total</b>		<b>32</b>			

For all master programmes:

As stated before graduate students have to take the modules “Professional English”, “Management for Social Sciences” and “Psychology for Social Sciences” as well as professionally oriented Language courses as part of the foundation required courses. They attend the courses together with the other students in the CSS. They therefore according to KIMEP get interdisciplinary insights from other disciplines besides the contents taught in the courses.

All graduate students have to take a research-oriented sequence which progresses from Research Methods and Methodology via Thesis Seminar to Thesis and Thesis Defence. The thesis seminar culminates in the student defending their thesis proposal.

### For all programmes:

KIMEP University offers the bachelor and master level Economics, International Relations, Public and Municipal Administration, Journalism/International Journalism degrees according to the Law of the Republic of Kazakhstan “On Education” # 319-III, the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019 (approved by the Decree of the President No. 205), Resolution of the Government of the Republic of Kazakhstan No. 1080 “State Mandatory Standard of Higher Education”, “State Mandatory Standard of Post-Graduate Education”, as well as other regulatory legal acts of the Ministry of Education and Science of the Republic of Kazakhstan.

Based on the requirement of the Ministry of Education and Science of the Republic of Kazakhstan the course assessments are divided into 3 parts: 2 assessments/exams which constitute 60% of the total points and the final assessments/exams (40%). The university allows sufficient flexibility to faculty members to devise their own assessment systems (with only a few general overarching guidelines). Assessments could be written examinations, class tests, presentations, written projects, assignments, etc. for the purpose of evaluations. The university uses a letter grading system A, B, C, D, F, etc. Letter grades are further differentiated with “+” for the top of the grade range or “-” for the bottom of the grade range. Based on the grades assigned, a grade point average is calculated and recorded on the student’s transcript. Example for continuous assessment in a KIMEP course:

Course assessment	Evaluation
Two mid-term exams	20%
Case Presentation 1	15%
Case Presentation 2	15%
Attendance and Participation	10%
Final Exam/Assessment	40%
Total Mark for the module	100%

The primary purpose of the thesis work is to enhance and apply the body of knowledge acquired by the students. The secondary purpose is to share this knowledge with interested parties in the society. These purposes are accomplished through an in-depth investigation of a particular research issue and dissemination of the findings. The master thesis is a composition of practical research work, involving the analysis of a specific problem in the area of the major and evaluation of the results of the analysis that serve as a basis for developing specific proposals and implementing the appropriate solution to the problem.

### **Appraisal:**

The panel of experts recognises the composition of the curriculum to be adequately aiming towards the pursued qualification goals of the bachelor and master programmes. Thereby the specification-related course contents are well adjusted and tuned in relation to each other. The areas of specialisation (majors and minors) enable students to acquire additional competences and skills.

For the programmes in Economics the panel assessed that the contents of the modules consistently reflect the strategic orientation of the study programmes. Besides containing the contents and elements that are vital for economic undergraduate and graduate programmes they also have a strong focus on mathematical economics. Hence the contents clearly meet the requirements of the job market. Students have the possibility to further enhance the employability by choosing additional electives and/or a major and minor.

For the programmes in International Relations the panel recommends to add further contents such as international trade and international law to the curriculum. These are also important topics in the field of international relations.

Choice of programme names and the awarded degrees is clearly justified by both the mandatory and the elective content of the curricula in their selectable combinations. They are also in line with the respective programme objectives.

The concept of teaching regarding the bachelor as well as the master level programmes is taking place under usage of links to the professional field. Theoretical questions are, where possible, explained by means of practical examples. All study programmes contain internships as a mandatory component of professional development.

The governmental framework for bachelor programmes in the Republic of Kazakhstan stipulates the teaching of a range of interdisciplinary courses within the bunch of general education courses. Thanks to the individual conception of the bachelor as well as the master programmes this concept is consequently prosecuted by means of electives, inner-course linking with aspects and interactions with specific contents of other disciplines, and the opportunities to form majors and minors within the individual planning of the students' courses.

Ethical implications are appropriately communicated in discipline-specific courses of the study programmes, general education (for bachelor programmes) and CSS foundation required courses (for master programmes). For the study programmes in Journalism and International Journalism the panel considers the ethical aspects as strongly promoted and as an integral part of the study programmes qualification objectives. Besides dealing with ethical aspects in specific courses such as "Ethical and Legal Issues in Press" and "Ethics and Social Responsibility in Marketing" in the bachelor programme; "Critical Thinking and Writing" and "Political Communication" in the master programme, KIMEP demonstrated convincingly to the panel that ethical implications can be found in the majority of the courses.

Students acquire methodological competencies and are enabled to do scientific work on the required bachelor and master level. Several courses regarding scientific work and methodological skills are offered in the programmes and build upon each other. The results of such courses and the overall concept of enabling the students for scientific work were seen by the panel when examining course exams, internship reports and final theses from both levels.

However this does not apply to the Master programme in International Journalism. For this programme the panel found that the methodological competences taught are not sufficient for a master programme. The consequences are that students have great difficulties when writing the master thesis at the end of their studies. The panel came to this conclusion when examining final theses and speaking to students during the on-site visit. The final theses were missing scientific and methodological skills. The students strengthened this impression because they informed the panel about difficulties they had while writing the theses. KIMEP revised the curriculum and added further methodological skills as part of their statement to the report. According to the panel these changes made an improvement. However the improvements are not sufficient enough to ensure that students are enabled to write their thesis without further problems. In particular the courses "Teaching and learning philosophy and methodology" and "Management for the social sciences" could be more focused on methodological competences. The panel therefore recommends the following **condition**:

KIMEP implements sufficient methodological competences and skills in the study programme to ensure that students are able to do scientific work on a master level.

KIMEP uses a wide variety of test formats and the system of continuous assessment appears properly to check on the students' achievement of the intended course learning outcomes. The requirements are in accordance with the desired qualification level. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects		BAJ, MAIJ: x	X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X	MAIJ: condition	
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Bachelor programmes:

Projected study time	4 years
Number of Credit Points (CP)	240 ECTS points
Workload per CP	27 learning hours per ECTS
Number of modules	48
Time required for processing the final thesis and awarded CP	2 semesters
Number of contact hours	2190

Master programmes:

Projected study time	1,5 years
Number of Credit Points (CP)	90 ECTS points
Workload per CP	27 learning hours per ECTS
Number of modules	MAE: 13 MIR: 16 MAIJ: 17 MPA: 40
Time required for processing the final thesis and awarded CP	2 semesters, 15 ECTS points
Number of contact hours	720

Undergraduate students are allowed for 10 years to complete all requirements for their graduation. Graduate students have a 5 year limit for completing graduation requirements. Any period of academic leave from KIMEP University is included in these time limits.

In general, a student follows the curriculum requirements in place at the time the student begins to study at KIMEP University. However, KIMEP University has the right to improve or make substitutions to the curriculum. Every effort is made to ensure that any necessary changes do not put the student at a disadvantage or disrupt the program of study. In some cases, students in a particular programme may have the choice of completing the programme under all or part of the requirements from a later edition of the KIMEP University Catalogue. Whenever this is the case, students are informed of their options and can consult with advisers to determine the best course of action.

The schedule of each programme is planned in advance and available for each cohort in the electronic format (from the programme's website) or in the Student portal. Every course description – provided to the students – states (amongst others): the subject matter, learning objectives, contents, credit points, mode of delivery, prerequisites, forms of assessment and recommended literature.

The Ministerial requirements apply to all undergraduate and graduate degree students (including students from outside Kazakhstan). The following documents contain regulation relevant for the bachelor and master programmes at hand (amongst others): KIMEP University Charter, KIMEP Catalogue (revised for every academic year), KIMEP Regulation for Admission, Bachelor/Master Comprehensive Examination and Thesis Policy, Guidelines and Standards for Bachelor's Thesis, Guidelines and Standards for Master's Thesis, Internship Provisions, and Credit Internship Course Guidelines.

Study courses and credit points from outside of KIMEP University coursework completed at other universities in Kazakhstan or abroad can be transferred to KIMEP University. The application must be accompanied by a detailed course description showing the contents and outcomes of the course and an official transcript showing the number of credits and the grade or final assessment in the course. According to the subject the courses can be transferred as regular courses, special topics or elective courses. However, KIMEP regulated that not more than fifty percent of student's degree programme requirements can be transferred from other HEI.

KIMEP University has established requirements that a student must meet to earn a bachelor degree:

- Earn credit points with a minimum passing grade of “D–” or better in each course.
- Earn at least 50% from courses taken at KIMEP University.
- Have a cumulative grade point average (GPA) of at least 2.00.

To earn a graduate degree from KIMEP University, master level students must fulfil the following requirements:

- Receive a passing grade in all required credit and non-credit courses. Grades between “A+” and “B–” are passing grades. “C+”, “C”, or “C–” can be passing subject to the 2 C's policy limitation. C's Policy: For the Bang College of Business two grades of “C” are allowed for graduation.
- Earn at least 50% from courses taken at KIMEP University.
- Have a cumulative grade point average (GPA) of at least 3.0.

KIMEP University is committed to a policy of equal opportunity for learning opportunities to all qualified individuals. The university is also committed to the principles of continuing life-long education. It does not discriminate against any individual or group on the basis of race, ethnicity, nationality, religion, gender, social or sexual orientation, creed, marital status,

physical disabilities, remote area location, age and/or any other subjective criteria. KIMEP University seeks to enrol outstanding students who have demonstrated the potential to succeed through leadership and talent as well as having shown evidence of their capability to contribute to the community. The university has created clear and transparent procedures for applying and accepting individuals with a diverse academic history and academic needs: Kazakh and international applicants, undergraduate students (graduates of high schools and vocational professional schools, transfer and reinstated students), graduate students and non-degree students for short and long-term study terms (international summer school, exchange students visiting, continuous non-degree students, adult learners etc.). Any information concerning an applicant's disability provided during the admissions process is voluntary and leads to the specific services once eligibility is proven through professional documentation to KIMEP Medical Center. It is maintained in accordance with laws relating to confidentiality. No limitations are placed on the number or proportion of persons with disabilities who may be admitted or enrolled. Students with documented disabilities are eligible for early registration times. Furthermore, reasonable academic adjustments and accommodations include (but are not limited to): extended time for testing, alternative testing sites, permission to tape lectures, volunteer readers, scribes for classroom, print materials in alternate format, permission to bring of food and drink into an examination, written instructions for those with a hearing impairment, or enlarged font papers for those with a visual impairment.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns ECTS points per module on the basis of the necessary student workload. Practical components (industry internships), are designed and integrated in such a way that ECTS points can be acquired. The general feasibility of the study programme's workload is ensured by a suitable curriculum design with plausible calculations of workload as well as an adequate number and frequency of continuing examinations throughout the courses and in total in each semester. Support services on academic and general issues are ensured by the lecturers/student advisors. Altogether, the structure helps to set the objectives of the student workload and the students to acquire the skills related to the specific objectives of their chosen programme. Due to the fact that there are no courses with duration over two semesters, the student's mobility is warranted. Furthermore, the programme's structure is in line with the requirements of the Ministry of Education and Science of the Republic of Kazakhstan. The course descriptions provide descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However they do not contain all necessary information. The descriptions of the learning outcomes for the master programmes currently do not display level 7 of the European Qualifications Framework (EQR). The fact that there are courses on bachelor and master level that have the same title led to the problem that the differences between those courses weren't visible to the panel. During the on-site visit the panel got the impression that the classes of the master programmes are taught on master level, however it wasn't visible in the descriptions.

The panel therefore recommends the following **condition**:

KIMEP provides module descriptions in which the learning outcomes are described on master level.

KIMEP has established binding regulations concerning structure and responsibilities of the academic life and administrative work at the University. The vast national regulations of academic education are considered therein appropriately. The conception and structure of the study programmes allow for a smooth implementation of study. Students with disabilities

who are not able to take a specific examination or need other support are offered additional services and are provided with alternative examination forms and support if necessary.

Transfer to KIMEP from other HEIs is possible and regulated. Nevertheless, the requirements of the Lisbon Convention were initially not fully met. Together with its statement in the draft report the KIMEP submitted a decision of the University's counsel. By this decision the former limitation of transfer credits to 50% of the respective study-programmes credits is taken from effect. Still, the decision needs to be published within the regular rules and documentations on the programmes.

Furthermore, KIMEP provides its graduates with diploma supplements which show the students grade point average. A relative grading is included in the diploma supplement.

Hence, the panel recommends the accreditation under the **condition**:

KIMEP University provides prove of the official publication, that non-acceptance of the transfer of an applicant from another HEI to KIMEP is only possible if KIMEP is able to prove that the learning outcomes of the applicant's courses from the other HEI are substantially different from KIMEP's courses/learning outcomes.

The overall concept of the KIMEP recruitment – be it the recruitment of staff or of students – in principle is led by the aegis of equal opportunities. The panel could convince itself of the composition of the student body as well as of the teaching staff. Both have a reasonable if not more than average proportion of women. The Universities regulations concerning admission also provide an appropriate treatment and special consideration of applicants with disabilities or disadvantages to ensure a fair trial within the admissions process. Students with disabilities who are not able to take a specific examination or need other support are offered additional services and are provided with alternative examination forms and support if necessary.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)				condition	
3.2.2* Study and exam regulations (Asterisk Criterion)				condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity			x		

### 3.3 Didactical concept

As it is recommended by the agenda of the European Standards and Guidelines, teaching at KIMEP University is not intended to focus from the teacher's point of view but from the learner's viewpoint. Consequently, learning integration and course structure introduced in the curricula are designed to allow the students to have clear logic about the courses' learning objectives, so KIMEP.

KIMEP University's learner-centred education concept involves:

- classes organised in a combination of contact hours (in class) and hours dedicated for student learning and self-studies (outside class), to be consistent with the business organisations' marketing needs;

- a learning process organised in a way that students spend about 36 hours/week on average;
- flexible curricula and courses updated from year to year depending on the business environment and market demands;
- take into account optimisation issues and faculty/guest speaker availability;
- specific aims and material updates – wherever feasible - do expand the set of skills enhanced by the programmes' learning objectives:
- aspects of managing marketing issues of large organisations, small and medium-sized businesses, and of practical company management should be covered throughout the programme by balancing the theoretical concepts and applied knowledge.

Teaching faculty is expected to take into consideration individually subject-specific didactic requirements, by choosing appropriate teaching and learning methodology in addition to those described in the course descriptions.

As means of teaching KIMEP University employs a range of teaching methods such as case studies, project work (team and individual), class discussions, self-study reading, note-taking, chapter reviews, different tests and exams, class and home assignments on verbal presentations, lectures, guest lectures, (conferences), field work and research on the course topics. Case studies shall improve students' decision making abilities. To the didactical approach of KIMEP this serves the purpose of applying theoretical knowledge in real business scenarios. Where applicable – such as in courses concerning financial markets, information systems, etc. – the using of virtual simulation games improves the learning process. Emphasising a diverse range of teaching methods helps the learners to meet their multiple future requirements by developing and improving communication, critical thinking, analytical reasoning, synthesising skills, knowledge, behaviour, values and study experiences.

The creation and composition of learning materials lies with the responsibility of the teaching faculty delivering the respective class. Therefore, the responsible person along with the university marketing department academically reviews the course syllabi on an annual basis and cares for necessary updating on both the syllabi and the course materials. The programme administration always keeps syllabi and related learning materials for reference. Learning materials are provided to students in advance of the beginning of each course. These are individually amended by additional materials distributed by the teaching faculty during their lectures/seminars. Learning materials are also made available for students in electronic format from regularly updated resources.

The didactical concept also contains a strong endeavour to involve professionals as guest lecturers. Managers of Kazakh and international companies for this purpose share their business experience and expertise on relevant and up to date topics with the different programmes' students. Therefore, the responsible Programme Specialists of the respective programmes in cooperation with the Corporate Development Department (CDD) of the KIMEP University maintain a database of willing guest speakers and host faculty members, including topics of interest. Guest speeches are usually delivered in regular class hours on topics relevant to the course and of mutual interest of the students, host faculty member and the guest speaker.

The University provides a Peer Tutoring Programme for students who need academic assistance to meet their academic requirements of undergraduate degree introductory level as well as upper-level courses. Students who have been selected by the academic department and have completed a tutor training programme conducted by the Student Learning Support Centre serve as peer tutors within this part of the KIMEP University Academic Support Programme. This programme requires registration and is offered only during regular semesters. One focus, emphasised by the University, lies with study



beginners identified as “at risk” by faculty. The concept shall enable early interventions in case of aberration regarding the individual learning development, when indicated. Students must be currently registered for a course to receive tutoring for that particular course. Some of the frequently-offered, high-demand courses may automatically be open to small groups. In principle, tutoring is offered as required. Peer tutoring begins during the second week of classes and ends on the last day of classes.

## Appraisal:

Teaching methods at the College of Social Science at KIMEP University are in line with the level of qualification concerning the individual bachelor and master programmes. The University follows a didactical concept that draws on student centred learning and that is led by the idea of integrating professional inflow and to combine the acquisition of theoretical competence with its practical application on current problems of the students’ future field of professional activity. To the conviction of the panel, the taken measures and the conceptual structure of knowledge transfer are suitable to encourage students’ to take part actively within their own educational development.

On the occasion of the on-site-visit the opportunity of having a close look at the accompanying teaching materials was given to the panel members. To their opinion – and confirmed by KIMEP’s students during the site visit – the material is in accordance with the teaching approach applied and the respective qualification level of the course they are intended for. Their style is suitable to capacitate students’ individual learning initiative. Students do find also online access to these resources.

Guest lecturers are invited and contribute to the students’ qualification process with their special experience in business and industry. However the panel recommends to further extend the invitation of guest lecturers in the programmes.

The existence of a tutoring programme is appreciated by the panel and deemed to be helpfully promoting students regarding competence-, and skill-related development.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

## 3.4 Internationality

KIMEP states that all study programmes contain international and intercultural aspects besides covering references to the Kazakh market which are also important to the local employability of the students.

In every programme of the College of Social Science students have to take courses that focus on English language as part of their general education. Besides the compulsory language courses, there are several modules that deal with international contents and intercultural aspects of the respective field. In particular in the elective section of the programmes students can choose to take more international oriented courses. Examples are as follows:

### Economics:

Bachelor: “Foreign Exchange Markets”, “World Economy”

Master: “International Trade”, “International Finance”

### International Relations:

Bachelor: “United Nations: Structure and Practices”, “Law of International Treaties”

Master: “Central Asia – United States Relations”, “European Union: Politics and Foreign Policy”

### Public and Municipal Administration:

Bachelor: “Social Policy in Transition Countries”, “CSR and International Development”

Master: “Governance and Development”, “Selected Issues in the Public Sector”

### Journalism:

Bachelor: “International Relations and Journalism”, “Business News”

For the Master programme in International Journalism KIMEP states that each module stimulates discussion on the intercultural and multinational environment of the study field. Examples of modules that especially focus on an international context are “Crisis Communication” and “Political Communication”.

As part of the university’s mission and vision, the bachelor and master programmes host a growing number of international students, including degree, non-degree, and exchange students. Students come from more than 20 foreign countries including China, Germany, Korea, Russia, Tajikistan, Turkey, Uzbekistan, the UK, and the USA. At the same time, students from KIMEP are also participating in all international programmes of the university which include over 160 partnerships and 14 dual degree programmes located in 32 different countries: Austria, Bulgaria, China, Croatia, Czech Republic, Denmark, France, Germany, Greece, Hungary, Italy, India, Japan, Korea, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Malaysia, Netherlands, Norway, Poland, Russia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK, and USA.

According to KIMEP the proportion of international students in the total student body has remained remarkable through the years, coming to 13% for the 2017-18 academic years.

Figures	2013 - 2014 AY	2014 - 2015 AY	2015 - 2016 AY	2016 - 2017 AY	2017 - 2018 AY
Total Student Population	3562	3457	3116	2876	2789
International Student Population	385	476	385	338	364

KIMEP states that it has the largest contingent of international professors with western university degrees in the CIS, from such countries as the USA, Canada and EU and is planning to further increase the number of international faculty (visiting and exchange faculty). For the academic year 2017-2018 the CSS will have 37 full-time faculty members – of which 11 come from foreign countries, with the US (6) and Canada (3) being the two leading sources. Additionally, 10 of the 11 foreign faculty members hold university degrees, and the other one holds a professional certification. The full-time lecturers are supported by a contingent of local adjuncts. Many of the Kazakh faculty members have obtained or are

pursuing education in reputed universities of foreign countries, mostly the UK, Europe, the US and Australia.

The official language of the bachelor and master programmes at KIMEP is English. Therefore, all the course content, learning materials, and course instructions are offered in English which, according to KIMEP, helps to develop foreign language competencies among the students. In some cases, students with lower English language competencies need to complete additional English language courses in their first year of studies.

Students also have the possibility to take other foreign language courses such as Chinese, French, Spanish, etc. as part of their general education/foreign language courses.

### Appraisal:

International contents and intercultural aspects are part of the curricula of the programmes. Thus the panel came to the conclusion that students are prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

According to the panel the international composition of the student body corresponds to the programmes' concepts. The programmes are attractive for foreign students because the teaching language is English. However, the panels finds that there would be even more international students if they didn't have to study the first year that is mainly dedicated to general education. Due to governmental regulations and differences in the school system, students need to take these general education courses which international students may have already had during their school education.

With international lecturers being present in the programme management and the regular teaching staff, the overall composition of the faculty is very international. According to the panel these international experiences and backgrounds of the lecturers clearly help to further strengthen intercultural competencies of the students.

Due to the fact that the teaching language is English and all course materials are available in English, also students without knowledge of Kazakh or Russian can study the programmes. This further adds to the programmes' internationality.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty		X			
3.4.4 Foreign language contents		X			

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor students are required to take courses such as sociology, psychology, philosophy, history and culture related as part of general education to broaden their understanding of life, society and the world beyond the limits of their speciality during the first year of their study. Moreover students have to take an additional course from the general education section as their KIMEP wide elective course which is allocated in the fourth or second (for the bachelor

programme in Public and Municipal Administration) year. Attending such courses from different disciplinary backgrounds improves the students' multi-skilling competencies to deal with complex business decisions.

Master students are required to attend the foundation required courses "Professional English", "Management for Social Sciences" and "Psychology for Social Sciences" at the beginning of their study programme. The programme foundation course descriptions of the master programmes provide generic learning outcomes that promote the acquisition of additional knowledge and skills.

By means of suitable didactical and methodological measures students shall achieve in KIMEP's study programmes among others:

- Self-Management - Ability to work unsupervised in an efficient, punctual and structured manner;
- Exploring - Ability to investigate, research and consider alternatives;
- Interpersonal - Ability to question, actively listen, examine given answers and interact sensitively with others;
- Critical analysis & Problem Solving - Ability to deconstruct and analyse problems or complex situations and to find solutions to problems through analyses and exploration of all possibilities using appropriate methods, resources and creativity;
- Presentation - Ability to clearly present information and explanations to an audience through a written or oral mode of communication accurately and concisely;
- Teamwork - Ability to constructively cooperate with others on a common task, and/or be part of a day-to-day working team;
- Argument - Ability to put forward, debate and justify an opinion or a course of action, with an individual or in a wider group setting.

### Appraisal:

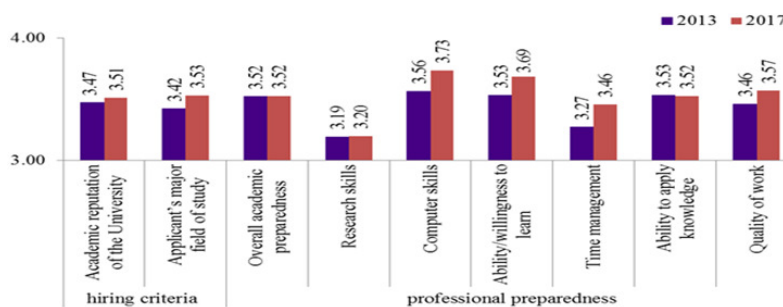
Both bachelor and master students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. The acquisition of further multidisciplinary competencies is ensured. The bachelor programmes provide broad contextual knowledge, while the master programmes especially focus analytical and problem solving skills as well as decision-making skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

Skills such as critical thinking, problem solving, personality development, communications, creative and entrepreneurial skills, as well as social competencies are described and reflected upon in the bachelor and master programmes learning objectives and outcomes. According to KIMEP, there is no coincidence in the fact that 95 % of graduates are employed within six months after graduating. In addition, the experience of studying at KIMEP University strengthens the civil positions, intolerance to violence, and respect towards the state, the nation and the humanity. This occurs not only within frames of disciplines studied, but also with the participation in extracurricular activities. KIMEP University regularly conducts employers' opinion surveys: Corporate Development Department administers "The Survey of Employers for their Satisfaction with KIMEP Graduates". This Survey is held once

every four years by sending out a questionnaires via e-mail, fax, courier mail, and via holding personal meetings. According to the results of the most recent employers' survey, which was held in 2017, 97% of employers are satisfied with skills and qualities of graduates. The portion of employers expressing a wish to continue to hire KIMEP graduates in the future has grown from 82% in 2013 to 96% in 2017. The survey further demonstrates that KIMEP University offers a high quality of education allowing training the competitive and highly demanded professionals satisfying the labour market needs.



## Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules

The university has stated convincingly that graduates of the programmes find a profession shortly after graduation of the programme. One reason of the high employability rate is the fact that many students get a profession in the company where they are doing their industry internship. They have the possibility to establish contacts with companies during their studies.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

## 4 Academic environment and framework conditions

### 4.1 Faculty

The Economics Department has 11 full-time faculty (FTE) members of which two are currently on study leave. The full-time equivalent of faculty members teaching mathematics and economics foundation courses also for other programmes is 2.75. After course load remissions for the chair and the acting dean, equivalent to 1.25 FTE, this leaves the full-time equivalent of four faculty members to teach on the Bachelor and Master programme. One programme course is offered on an adjunct teaching arrangement and two programme electives are offered by faculty members of the Public Administration (PA) department in courses also offered to PA students. According to KIMEP all full-time faculty members of the Economics Department have recent peer-reviewed academic publications.

The department of International Relations consists of nine full-time lecturers and currently one adjunct (PhD, former Kazakhstani diplomat, who teaches two specialty courses having to do with diplomatic services). Among them seven lecturers hold a PhD degree and one a Doctor of Science degree. The other two faculty members are Candidate of Science degree holders.

The department of Journalism consists of five full-time lectures and a pool of more than a dozen part-time adjuncts. All part-time lectures hold a minimum of a Master's or a Candidate of Science degree relevant to their area of teaching. The full-time faculty members have professional experience in the field of public relation and journalism.

KIMEP states that there are currently 7 full-time and 2 part-time lecturers at the department of Public Administration. Of the 7 full-time faculty members, after adjusting for the chair's course release and teaching general education courses, the full-time equivalent number of faculty members teaching on the programmes is 5.

According to KIMEP all faculty members teach courses related to their academic background and thematically or technically linked to their research interest. Among the full-time faculty members there are lecturers that gained professional experience in the respective field besides their academic and scientific knowledge. Further professional experience is brought in by the adjunct part-time lectures that in certain cases come directly from the professional field.

Recruitment of the faculty members follows the KIMEP Employment Guidelines and the Faculty Code of Practice. KIMEP states that the College of Social Science monitors the academic requirements of the teaching faculty concerning the compliance with respective requirements including pedagogy and teaching activities. According to KIMEP the overall policy is in compliance with the Order No. 635 of the Ministry of Education and Science of Republic of Kazakhstan as of 14.12.2007 on "Regulations of Competitive Hiring and Selection of Faculty and Researchers in the Institutions of Higher Education". The academic qualifications of the teachers selected to deliver classes are aligned with academic requirements. For teaching at the undergraduate level, a Master's degree is required; for teaching on the graduate programme a doctoral degree is necessary.

KIMEP states that the newly established Centre for Educational Excellence (CEE) offers workshops and courses for the teaching staff. These courses cover topics such as course design, student-centred instruction techniques, providing effective feedback, and conducting course evaluation.

At department level the faculty members meet regularly during the study year. Participants in these meetings are full-time faculty, staff and student representatives. The purpose of these meetings is to address any issues requiring collaboration among faculty. In addition, full-time department members participate in regular meetings of the Quality Assurance Committee where they systematically review course delivery.

According to KIMEP, student learning support and coaching are integral parts of the services provided by the faculty members and are offered on a regular basis according to the syllabuses. Where necessary, the students are given full support with academic and related issues. The students are provided with support on skills development and activities aimed at the students' individual and team success regarding the learning process. Faculty members offer at least two office hours for every course they teach and are contactable outside their office hours by e-mail and in person. Office hours are published in the syllabus and displayed at the office doors.

## Appraisal:

The panel received information on the structure and number of the faculty and came to the conclusion that both correspond to the programmes requirements and ensure that the students can reach the intended qualification objectives. The faculty composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification and the pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. This also applies for the programmes in International Relation. However the panel recommends to further strengthening the amount of lecturers that are specifically qualified in the area of international relations. KIMEP verifies the qualification of the faculty members by means of an established procedure which is defined in the KIMEP Employment Guidelines. Specific measures for the further qualification of the faculty members are implemented. The Centre for Educational Excellence (CEE) offers a wide range of workshops that cover various topics.

The practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice. Besides the regular academic staff, there are employers from the industry that teach in the programmes.

For the study programmes in Journalism and International Journalism the practical business experience of the faculty members is above average. The Chair of the department and a significant amount of the teaching staff directly come from the industry or have worked as freelance journalists and are able to implement their practical knowledge into teaching.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Regular meetings of all those teaching in the programmes take place. The panel strongly appreciates the close cooperation of the departments in the CSS. Classes are also conducted cooperatively within the college.

The support of the students is vital for KIMEP University. The faculty members are available for the students during and also outside their specified office hours. In the discussion round with the students the panel got the impression that they are "fully content" with this open-door policy and the support they receive from the faculty.

Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		BAJ+MAIJ : X	X		
4.1.5* Internal cooperation (Asterisk Criterion)		X			
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

In academic matters, the department chairs are responsible for and supervise the implementation of the programmes. They organise the teaching schedules with the support of the CSS Programme Coordinator. The programme curricula are regularly updated to comply with ministry requirements, higher academic standards and to increase the attractiveness of the programmes. According to KIMEP the decisions are made in a collegial basis through department committees and by seeking consent with faculty members. Activities within an academic year are analysed and documented on a regular basis and reported to the Dean of the college.

KIMEP has developed its own Online Registration System, which allows the students, faculty, the registrar, and administration to get access to a number of web-based real-time services, and supports the education process.

Using the system, students can access the following features from any location in the world online:

- viewing the schedule for the upcoming semester
- communicating with their academic advisors
- choosing the courses according to their descriptions and prerequisites
- registering for courses
- viewing their grades for the previous semester
- viewing their GPA for the previous semesters
- reviewing their financial obligations to KIMEP
- checking their individual academic requirements

The faculty members can access the following features directly from their offices online:

- checking the actual number of students registered for the course during the registration period
- obtaining the list of students registered for the course
- carrying out advisory services
- entering final grades



The Office of the Registrar can obtain the following information on any student directly from the office online:

- the number of credits obtained
- GPA
- list of courses completed
- individual schedules
- financial obligations

KIMEP offers professional development courses for administrative staff. Besides academic development KIMEP offers further education in languages, IT or whatever seems necessary to enhance the administrative services. There is the option for staff members to go on exchange within the Erasmus + programme or to participate at international conferences. For example five administrative staff members are currently doing an exchange at a Czech university.

### Appraisal:

Through discussions with the chairs of the departments and the Dean of the college, the panel got the impression that the study programmes are properly organised and the overall programme organisation ensures that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Students and faculty members are able to access a wide range of services online with KIMEP's Online Registration System. KIMEP offers its administrative staff opportunities for continuous professional development.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			x		
4.2.2 Process organisation and administrative support for students and faculty			x		

### 4.3 Cooperation and partnerships

The university has established partnerships with more than 160 universities in North America, Europe and East Asia, which mainly offer exchange possibilities for undergraduate and graduate students, joint forums and research opportunities, faculty visiting and exchange programmes, summer schools. There are 3 cohorts of students with specific needs: 1) outgoing to other HEI; 2) incoming from other HEI for a short period; and 3) degree seeking. Around 25% of KIMEP students complete a portion of their studies at international partner universities. A total of 337 international students from 30 countries studied and contributed to the social and academic life on campus in 2016/17. Some cooperation agreements (mostly for master students) offer dual degree opportunities by transferring KIMEP courses. Such dual degrees increase the students' employability after they graduate and provide them with even more extensive and better job opportunities, both in Kazakhstan and abroad.

The Economics Department offers a joint dual degree programme with Humboldt University in Berlin at master level. Students spend one year at KIMEP and one year at Humboldt University. They acquire the degree of Master of Arts in Economics from KIMEP and the degree of Master of Science in Economics and Management Studies from Humboldt University.

The cooperation agreements with HEIs also offer the faculty and staff members a range of opportunities to study, carry out research and experience international academic life at the partner universities worldwide. Faculty and staff members gain valuable experience, live in an international environment, challenge themselves and try something new at partner institutions in countries as diverse as Germany, the Netherlands, Denmark, the UK, the USA, Korea, China, Sweden, Spain, Slovenia, Romania, Hungary, Turkey, and Poland. During 2014/16 period, 40 faculty and staff members benefited from such cooperation agreements with HEIs in Europe and USA.

KIMEP has a well-defined policy for maintaining partnership programmes with Kazakh and international businesses and organisations and donors from different fields. Its corporate partners and sponsors helped lay the foundation for KIMEP to become the only institute of its kind in the CIS. KIMEP has more than 200 corporate partners. In return, KIMEP's sponsors and partners receive priority access to its educational and human resource development services. To help select, manage and maintain beneficial, long-term partnerships with the business community of Kazakhstan and abroad, KIMEP Corporate Development Department, Business Advisory Council (BAC), KIMEP Alumni Association, KIMEP Advising, Internship and Career Placement Centre (KAIC) were established.

Students have the opportunity to experience and recognise real business practices and challenges through internships. Faculty members conduct consulting services to the industry to provide academic experiences and knowledge to the society.

The importance of corporate partnerships is visible through the presence of industry professionals among KIMEP's teaching faculty and broad representation of key Kazakh organisations in KIMEP's Board of Trustees which is responsible for formulating the specifics of the institute's mission, establishing policies to fulfil the mission and strategic development of KIMEP, the utilisation of up-to-date international educational technologies, and the development of research activities and international academic collaboration.

## Appraisal:

The scope and nature of cooperation with HEI, networks, business and organisations relevant for the programme are plausibly presented. Agreements forming the basis of the cooperation are documented. Lists and information on the partners was provided to the panel. The cooperations are actively pursued and have a clear impact on the students' studies (exchange possibilities, case studies, dual degree options) and the conception and implementation of the study programmes (feedback and input from employers and supporters). All such activities contribute to the development of the students' qualification and skills. The panel especially appreciate the cooperation with the Humboldt University for the master programme in Economic.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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 business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

The total area available in KIMEP University is 6,383 square meters. The total number of classroom seats available is 3,701.

The computer and related hardware and facilities at KIMEP University include:

- 1,334 computers;
- 493 printers;
- 29 scanners;
- 22 web-cameras;
- 91 LCD-projectors;
- interactive boards;
- 21 servers; and
- 17 computer laboratories, all of which are connected to LAN and the Internet.

The current student to computer ratio is 7 to 1.

Seventy-three classrooms are equipped with LCD-projectors, LCD-panels, interactive boards and computers, which allow multimedia presentations and access to file servers, electronic materials, and the Internet during lectures. A number of conference halls, such as the Great Hall and the High-Tech Conference Hall, are equipped with all necessary hardware to run multimedia presentations for groups of varying size. There are also 20 study rooms available with wireless Internet access.

The College of Social Science has access to any of the rooms and halls in all four main buildings of KIMEP. Thanks to IT system any faculty member can reserve a certain room for any type of activities. 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. Computer labs are a useful addition to the learning environment.

The University is accessible 24/7 for students and faculty. This includes access to the halls and laboratories.

Each faculty member has his own office equipped with a PC, printer and other equipment.

The buildings of KIMEP University are partly barrier-free. KIMEP is currently renovating some of its buildings and thereby taking into account the barrier-free access to the facilities.

The Olivier Giscard d'Estaing Library (OGEL) has approximately 100,000 volumes and electronic access to over 1 million journal and newspaper articles. In the academic year 2005-2006, KIMEP University renovated a campus building to expand its library services. The updated library facility serves up to 400 students simultaneously. There are public reading areas for the library's circulating collection and sections for reference, periodicals and reserves materials.

Available electronic resources include Paragraph, JSTOR, ProQuest Business, SAGE, Econlit, Westlaw, Ebrary, and others.

Regular OGEL service hours during semesters are seven days a week: from Monday to Friday 8:30-24:00; on Saturday: 10:00-19:00; on Sunday: 10:00-18:00. The library is committed to help all students of the programmes who are using, researching and evaluating the existing information resources. Wireless Internet access is provided for students throughout the Library building.

## Appraisal:

The experts are convinced that the standards required for the programmes are met by the number and size of the teaching rooms, even taking into account the resource needs of other study programmes. Most of the rooms at the university are equipped for disabled students and give them barrier-free access. The courses where disabled students are participating are planned in barrier-free rooms. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The panel considers that the opening hours of the library are enough to meet the students' needs. An adequate access to literature and journals is ensured. Students and faculty have only access to digital media (e.g. electronic media, databases) from the campus itself. Therefore, the experts recommend to expand the access with an online external access to the digital resources, in order to improve the access to literature, especially for students who work and study at the same time.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

## 4.4 Additional services

The dedicated staffs of the career services department provide counselling on internship opportunities, preparation for job interviews, writing resumes, and job presentation skills. Further, the career and employment services department organises annual jobs fairs and close connections with leading companies about job vacancies. The department also runs an online employment opportunities website for students, which is considered to be the leading job portal in Almaty, Kazakhstan. Students have a choice of either getting information from the Career and Employment Services webpage or to visit and meet the center's staff personally. Assistance is also provided to employers seeking either full- or part-time employees.

KIMEP's placement service is focused on young business professionals, but it is also available for any candidates seeking opportunities with large multinational companies, international companies operating in Kazakhstan and new emerging and well-established national companies, institutions and organisations.

The goal of the Alumni Association is to keep Alumni conversant with the programmes and activities of KIMEP and provide support to the university. The Alumni Association assists the colleges in the growth of its cultural and extracurricular activities and facilitates KIMEP's involvement in the community. Alumni currently serve on KIMEP University's business advisory board and as mentors to various student organisations on campus. The annual alumni reunion is an event where alumni can keep in touch with the university, with each other and the top management. KIMEP's homepage documents under the section alumni all the relevant activities and information.

## Appraisal:

The panel appreciates the plethora of services that KIMEP offers to their students and alumni. Those can approach the Career and Employment Services and receive counseling on an individual basis. In this way students have access to the HEI-wide corporate network. KIMEP also brings its graduates in contact with representatives from business enterprises at regular events. The panel is convinced that the services help promote the employability.

The Alumni Association with the aim of developing an alumni network is well established. Alumni activities like the annual alumni reunion are planned on a long-term basis and performed regularly. On the KIMEP homepage, one finds an extra section for alumni with information about events, alumni in the media, ways to contribute and the alumni magazine amongst other things.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service		X			
4.5.2	Alumni Activities		X			

#### 4.6 Financing of the study programme (Asterisk Criterion)

All programmes are part of the KIMEP central accounting. Forecast for each programme is based on certain assumptions and includes increase of students in the next academic year.

Figures are calculated on the basis of the fees multiplied by the number of admitted students. These calculations for the years 2012-2017 are valid; while the forecasts for 2017-2018 are based on the expected number of applicants.

Financial sustainability of all programmes is included in the KIMEP Strategic Plan for 2017-2022, which considers the entire accreditation period.

The undergraduate programmes cost 65,960.00 Tenge (~164 euro) per Kazakh credit point for citizens of Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, Tajikistan, and Russian Federation. Citizens of other countries have to pay 84,160.00 Tenge (~210 euro) per Kazakh credit point. 146 Kazakh credit points are required for graduation.

The graduate programmes in Public and Municipal Administration and International Relations cost 70,560.00 (~176 euro) per Kazakh credit for citizens of Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, Tajikistan, and Russian Federation and 90,040.00 Tenge (~225 euro) per Kazakh credit point for citizens of other countries. 48 Kazakh credit points are required for graduation.

The graduate programme in Economic costs 90,950.00 (~227 euro) per Kazakh credit for citizens of Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, Tajikistan, and Russian Federation and 116,060.00 Tenge (~290 euro) per Kazakh credit point for citizens of other countries. 48 Kazakh credit points are required for graduation.

The graduate programme in International Journalism costs 66,770.00 (~167 euro) per Kazakh credit for citizens of Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, Tajikistan, and Russian Federation and 85,200.00 Tenge (~213 euro) per Kazakh credit point for citizens of other countries. 48 Kazakh credit points are required for graduation.

#### Appraisal:

The experts conclude that within the limits of a review process and with regard to the financial stability of the HEI in recent years, the financial stability is ensured for the current programme cycle and the entire accreditation period, so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

## 5 Quality assurance and documentation

KIMEP has established a framework for quality assurance that works on the institutional, departmental, and programme level of quality assurance. This framework is embedded in each college and in every department.

Each college or academic division is responsible to create its own continuous quality improvement process to include annual and cyclical programme reviews. Annual programme reviews are limited in scope to particular programme learning outcomes, but also include overviews of curricula, faculty, finances, student learning, and programme effectiveness. Full programme reviews take place every 3-5 years and incorporate thorough assessments of the same information in addition to an overview of all programme learning outcomes and student learning assessments.

Information from both annual and cyclical reports is used to make revisions to the curricula and programme effectiveness, and to determine market needs, student interests, value added, and financial impact. Both types of programme review are completed in the fall semester following the academic year in which data was collected and analysed. After completion, programme reviews are sent to the Vice President of Academic Affairs, the Curriculum Review Committee, the department of Quality Assurance and Institutional Research, and the Admission and Scholarship Standing Subcommittee for review and feedback. In instances of major issues or revisions, programme reviews are presented to the Academic Council and the President's Cabinet.

The Office of Quality Assurance and Institutional Research (QAIR) is responsible for collaboration between the different units at KIMEP University – executive, management, departmental, and programmatic – in order to implement quality assurance systems which promote integrity and effectiveness across the university. The primary roles of the office are as follows:

- Develop and implement quality assurance systems and procedures across the full range of KIMEP's activities;
- Monitor the implementation of quality assurance procedures and processes institution-wide;
- Undertake reviews and audits as necessary to safeguard the integrity and quality of the institution's activities;
- Provide the information and analysis necessary to support decision-making at the institutional level and within colleges/divisions;
- Advise the institution on quality implications of proposals, policies and strategic plans.

QAIR conducts assessments/evaluations by students every semester, as well as annual alumni surveys regarding employment and overall satisfaction with the quality of KIMEP's education. QAIR also acts as a liaison between state bodies, HEI, and both national and international organisations to share best practices and develop strategies for the benefit of the community as a whole. Additionally, they carry out various studies upon request that investigate particular quality aspects in individual programmes or separate areas of the university's performance.

The Faculty Teaching Evaluation Survey (FTES) is an important part of the general formal faculty evaluation process and is mandatory for each course taught at the bachelor and master programmes as it allows the institution to retrieve valuable student insight regarding their perceptions of the instructional effectiveness, quality of teaching, and their learning experience. To ensure objectivity, students fill in the FTES forms before the examination period starts, and the survey is anonymous. Feedback to faculty members is provided on the basis of each course and in aggregated format on a semester level.

The Faculty Satisfaction Surveys measure the level of faculty satisfaction pertaining to working conditions, professional development and leadership at KIMEP University to further develop the university's status as an employer and academic institution. The survey has been conducted every spring semester since the 2005-06 on an anonymous and voluntary basis. All faculty members are invited to take part in the survey. Survey results are presented to top management and faculty community in the form of a report that highlights both strong and weak aspects of KIMEP's working conditions and compares overall satisfaction with data from previous periods.

The KIMEP Alumni Survey (KAS) aims to assure the quality of professional preparation of graduates by collecting their feedback about working experience, job performance and level of satisfaction with the quality of KIMEP education, which allows the institution to identify areas for improvement. The survey has been conducted each summer since 2005 via e-mail and phone interviews with graduates of previous years. The survey results are reported to the top management and shared with KIMEP faculty and students.

The Employer Satisfaction Survey (ESS) seeks the opinions of employers on levels of KIMEP graduates' professional preparedness in terms of knowledge, skills, and attitudes. The survey has been conducted every fourth year since 2007 through different channels: e-mail, fax, post and visits. These survey results illustrate employers' perception of KIMEP graduates' professional quality and help to determine ways to further improvement academic programmes.

All programme descriptions and curriculum including course description, learning strategy and methodology and other relevant documents about the programmes are communicated to the newly admitted students during the induction session, and are alternatively available for the programmes' applicants through various channels including the university's catalogue, programme brochures, and leaflets. Some documents are accessible on the university's webpage in electronic format. The information is also available upon request through the offices of the respective programmes.

The Marketing, Communications and Public Relations (MCPR) department is responsible for the internal and external dissemination of KIMEP-related information and news. Internally, the MCPR regularly informs students, faculty, and staff of upcoming events (guest lecturers, athletic and intellectual competitions, etc.), undergraduate, graduate, and doctor degree programmes, student services, publications, and accomplishments of KIMEP community members. Externally, the MCPR department shares information regarding admissions, scholarships, academic programmes, athletic and intellectual competitions for school students, events open to the greater community, and institutional accomplishments.

The MCPR department also provides counseling and printing services for the KIMEP Times, the independent student newspaper, founded in 1995.

## Appraisal:

The panel members consider that KIMEP has formulated suitable quality goals for the development of programmes and regularly assesses their implementation. The Office of Quality Assurance, which is in charge of the quality assurance system, is responsible also for the collaboration between the different members and units of the university. The quality assurance system is designed comprehensively so that continuous quality improvement of the institution can be achieved.



Faculty members and students are involved to plan and assess the quality assurance and development procedures. Through the Faculty Teaching Evaluation Survey students have the opportunity to evaluate the courses. The evaluation is carried out on a regular basis and in accordance with a prescribed procedure. The university conducts the survey online using a questionnaire to check among others if the estimated workload was manageable. The outcomes are communicated to the students through the student portal.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. Additionally using the Faculty Satisfaction Surveys the university measures the level of faculty satisfaction with the aim of improving its status as employer and as an academic institution.

Alumni, employers and organisations are also involved in the quality system as well. Information about the programmes can be found on the website, which is in English, Russian and Kazakh.

The next source of information about the programmes is the catalogue of the university, which can be downloaded or found printed. The catalogue collects information about all the regulations and programmes of the university. In order to enable an easier access to potential students, students, faculty and interested parties, the experts recommend to create separate catalogues for each programme, that include only the information relevant for each programme.

The Marketing, Communications and Public Relations Unit takes care of publishing the activities which take place during the academic year.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: KIMEP University

## Bachelor programmes:

Bachelor of Arts in Economics  
 Bachelor of Arts in International Relations  
 Bachelor of Arts in Journalism  
 Bachelor of Arts in Public and Municipal Administration

## Master programmes:

Master of Arts in Economics  
 Master of Arts in International Relations  
 Master of Arts in International Journalism  
 Master of Arts in Public and Municipal Administration

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)		x			
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students		x			
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.3* Integration of theory and practice (Asterisk Criterion)			x		
3.1.4 Interdisciplinary thinking			x		
3.1.5 Ethical aspects		BAJ, MAIJ: x	x		
3.1.6* Methods and scientific practice (Asterisk Criterion)			x	MAIJ: condition	
3.1.7* Examination and final thesis (Asterisk Criterion)			x		
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)				condition	
3.2.2* Study and exam regulations (Asterisk Criterion)				condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity			x		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2* Course materials (Asterisk Criterion)			x		
3.3.3 Guest lecturers			x		
3.3.4 Lecturing tutors			x		
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2 Internationality of the student body			x		
3.4.3 Internationality of faculty		x			
3.4.4 Foreign language contents		x			
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6* Skills for employment / Employability (Asterisk Criterion)			x		
<b>4. Academic environment and framework conditions</b>					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4 Practical business experience of faculty		BAJ, MAIJ: x	x		
4.1.5* Internal cooperation (Asterisk Criterion)		x			
4.1.6* Student support by the faculty (Asterisk Criterion)		x			
4.1.7( Student support in distance learning					x

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
*) (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			x		
4.2.2 Process organisation and administrative support for students and faculty			x		
4.3 Cooperation and partnerships					
4.3.1( *) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2( *) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2* Access to literature (Asterisk Criterion)			x		
4.5 Additional services					
4.5.1 Career counselling and placement service		x			
4.5.2 Alumni Activities		x			
4.6* Financing of the study programme (Asterisk Criterion)			x		
<b>5 Quality assurance and documentation</b>					
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			x		
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			x		
5.2.2 Evaluation by faculty			x		
5.2.3 External evaluation by alumni, employers and third parties			x		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			x		
5.3.2 Information on activities during the academic year			x		