Decision of the FIBAA Accreditation and Certification Committee

11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	20/075 (cluster 3)
Higher Education Institution:	KIMEP University
Location:	Almaty, Kazakhstan
Study programmes:	Bachelor of Public and Municipal Administration
	Master of Public and Municipal Administration
Type of accreditation:	re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are re-accredited.

Period of Accreditation: July 6, 2023, and finishing on July 5, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

KIMEP University, Almaty, Kazakhstan

Bachelor/Master programmes:

Bachelor of Public and Municipal Administration

Master of Public and Municipal Administration

Qualification awarded on completion:

Bachelor of Public and Municipal Administration

Master of Public and Municipal Administration

General information on the study programmes

Brief description of the study programmes:

The **Bachelor of Public and Municipal Administration programme** (BPMA) has a workload of 240 ECTS credits with a regular duration of four years (8 semesters). The curriculum of the **Master of Public and Municipal Administration programme** (MPMA) has a workload of 90 ECTS credits with a regular duration of 1,5 years (3 semesters). Both programmes are taught in English.

The majority of graduates of both programmes find employment in the private sector, the Non-Governmental Organisations sector, the semi-public sector, state-owned private companies and the holding company Samruk-Kazyna. The largest employers within Kazakhstan insofar are the Big Four financial auditing firms and the oil and gas sector. The KIMEP-wide employment rate is about 95 % within six months after graduation.

For the BPMA students three alternative majors with seven courses each are relevant for employability: (1) Financial Management and Public Audit, (2) Governance and Law, (3) International Development and Public Policy, and (4) International Trade and Corporate Policy.

The MPMA programme has a stronger component of research. Courses and field-specific areas that are relevant for the employability of graduates are courses such as Research Methods and Statistics, Essentials of Public Administration and Management, Public Policy Analysis, Administrative Ethics, Economic Perspectives on Government, and Fiscal Governance.

Type of study programme:
Bachelor programme and Master programme

Projected study time and number of ECTS credits
BPMA: 4 years; 240 ECTS credits
MPMA: 1.5 years; 90 ECTS credits

Mode of study:
Full-time

Didactic approach:
Study programmes with obligatory class attendance

Double/Joint Degree programme:
No

Enrolment capacities:
20 to 50 students for each programme

Programme cycle starts in:
Fall and spring semester

Initial start of the programmes:
Bachelor of Public and Municipal Administration: 1999
Master of Public and Municipal Administration: 1993

Type of accreditation:
Re-accreditation

Last accreditation period of programmes:
July 6, 2018 to July 5, 2023 (with a provisional prolongation till September 30, 2023)

Procedure

A contract for the re-accreditation of the programmes Bachelor of Public and Municipal Administration (Bachelor of Public and Municipal Administration) and the programme Master of Public and Municipal Administration (Master of Public and Municipal Administration) was made between FIBAA and KIMEP University on June 21, 2022. On February 26, 2023, 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 accreditations are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Christoph Fay
Deutsche Lufthansa AG, Frankfurt, Germany,
Lawyer
(Employment Law, Personnel Management)

Prof. JU Dr. Daniela Heid, Ph.D., M.A.
Federal University of Applied Administrative Sciences, Bruehl, Germany
Professor of Public Law
(Public Law, Public Administration, Public Service Law, Police Law, European Law, esp. Eastern European Law)

Prof. Dr. Dennis Hilgers
Johannes Kepler University Linz, Austria
Professor of Public and Nonprofit Management
(Open Government, Government Openness and Public Trust, Public Financial and Performance Management, Business Administration)

Dr. Ikboljon Qorabayev
KAZGUU University, Astana, Kazakhstan
Associate Professor, Senior Lecturer in International Relations
(International Law, International Relations, Comparative Regionalism Studies)

Katharina van Kampen
Humboldt University Berlin, Germany
Law Sciences (state examination)

Prof. Dr. Christian Schachtner
IU International University of Applied Sciences, Erfurt, Germany
Professor of Public Management and Nonprofit Management, Head of programme)
(Public Law, Public Administration, Human Resource Management)

FIBAA project manager:
Dr. Birger Hendriks

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[1] The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on April 20 and 21, 2023, at the HEI's premises in Almaty. The same cluster included an appraisal of the programmes Bachelor of Jurisprudence (Bachelor of Jurisprudence), Bachelor International Law (Bachelor of International Law) and Master of International Law (Master of International Law). At the end of the on-site visit, the panel has given brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 21, 2023. The statement on the report was conveyed on August 30, 2023. It has been taken into account in the report at hand.

Summary

The Bachelor of Public and Municipal Administrationoffered by KIMEP University, Almaty, Kazakhstan, fulfils the FIBAA quality requirements for bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on July 6, 2023, and finishing on July 5, 2030. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The Master of Public and Municipal Administration offered by KIMEP University, Almaty, Kazakhstan, fulfils the FIBAA quality requirements for master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on July 6, 2023, and finishing on July 5, 2030. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified several areas where the programmes could be further developed:
- Reducing the numbers of offered elective courses, also oriented at the partly low numbers of students, and checking whether some of these offers can be included as compulsory courses (see chapter 3.1);
- Including ethical aspects into the syllabi (see chapter 3.1);
- Predominantly using the ECTS credits in internal documents as well (see chapter 3.2);
- combined with the existing KIMEP scholarship programme intensifying cooperation with universities abroad focused on student mobility (see chapter 3.4);
- Developing a mentoring programme to enhance the academic development of the full-time faculty (see chapter 4.1).

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

There are many criteria in which the programmes exceed the quality requirements:
- Counselling for prospective students (see chapter 2.2);
- Guest lecturers (see chapter 3.3);
- Internationality of faculty (see chapter 3.4);
- Foreign language contents (see chapter 3.4);
- Skills for employment / Employability (see chapter 3.6);
- Academic qualification of faculty (see chapter 4.1);
- Student support by faculty (see chapter 4.1);
- Process organisation and administrative support for students and faculty (see chapter 4.2);
- Access to literature (see chapter 4.4);
- Career counselling and placement service(see chapter 4.5);
- Information on activities during the academic year (see chapter 5.3).

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

Information

Information on the Institution

Established in 1992, KIMEP University (KIMEP) is an independent, non-profit higher education institution in Kazakhstan. KIMEP is licensed and has been attested by the Kazakhstan Ministry of Education and Science (MES - now MSHE) as a higher education institution (HEI) authorised to provide educational services. In January 2012, KIMEP obtained its university status.

KIMEP currently offers 35 degree programmes for students including 15 undergraduate, 13 Master and seven Ph.D. The programmes are offered in Business Administration, Finance, Marketing, Management, Accounting and Audit, Economics, International Journalism, Public Administration, International Relations, International Law and English pedagogy.

The programmes at hand are conducted by the College of Social Sciences (CSS)[2]. Besides, KIMEP includes Bang College of Business (BCB), School of Law, College of Humanities and Education (CHE), and Executive Education Center that are supported by various units at the University level.

Based on Fall 2022 data, there are 101 non degree and 2,126 degree students at KIMEP. Included are 303 international degree students. Overall, KIMEP degree students represent 35 different countries. Currently, there are 101 full-time faculty at KIMEP. Sixty-six percent of the University's full-time faculty members hold doctoral degrees, among them 64 with Ph.D. or equivalent degree (DBA, J.D.[3]) and three Doctors of Science. The overall faculty/degree student ratio for KIMEP is 19.14 students per faculty. KIMEP has 14,214 KIMEP alumni.

KIMEP is legally structured as a joint-stock, non-profit organisation, which offers higher education services. Although 60% of KIMEP shareholders are private and 40% shares belong to the Kazakhstan government, KIMEP does not receive any funding from the government.

Kazakhstan became the 47th participating country in the European Higher Education Area (EHEA) and the Bologna Process under the 2010 Budapest-Vienna Declaration. MSHE[4], as the responsible ministry, has instituted the European Credit Transfer System (ECTS).

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[2] See organigram, annex 1
[3] The degree Juris Doctor is mainly used in the US and Canada (a professional degree without a dissertation).
[4] Ministry of Science and Higher Education of Kazakhstan.

Further development of the programmes, implementation of recommendations from previous accreditation, statistical data and evaluation results

The College of Social Sciences (CSS) programmes were initially designed to equip students with a strong foundation of civil service skills and knowledge, to develop their ability to apply this knowledge, and to enable them to transfer the knowledge to government, business, and the non-profit sectors. Over the years, regular review and assessment of the programme was undertaken by CSS Undergraduate Programmes Committee, Departmental Committees, and Curriculum and Quality Enhancement Committee, and involved discussions with the core programme teaching faculty within CSS, visiting professors, industry leaders, alumni, and current students. The CSS also entailed a benchmarking of the programmes against leading European and US undergraduate study programmes in the public administration and public policy areas.

The panel members of the initial accreditation procedure identified the following areas where the programmes could be further developed:
- Guest Lecturers (see chapter 3.3.): "…the panel recommends to further extend the invitation of guest lecturers in the programmes."
- Access to literature (see Chapter 4.4): "…to expand the access (beyond the campus) with an online external access to the digital resources, to improve the access to literature, especially for students who work and study at the same time.
- Programme description (see Chapter 5) "…to create separate catologues for each programme, that include only the information relevant for each programme."

Based on the SER, the present panel members are convinced that these recommendations have been put into practice (see also the descriptions in the respective chapters).

After the accreditation the two Public Administration (PA) programmes were reshaped. In view of the continuing low enrolment in the BPMA programme, the main motivation was to increase student choice while at the same time to focus available resources of the PA department on the core subjects of public administration. The solution was the strengthening of interdisciplinary elements in the set of programme electives. At the BPMA level, within the majors in International Development and Public Policy, Governance and Law, Financial Management and Public Auditing and International Trade and Corporate Policy, students can choose from a variety of courses offered by the School of Law, the Department of Economics, and the Bang College of Business (BCB)[5]. To also attract students from other programmes to courses offered by the department, a minor in Health Administration was introduced into the catalogue 2020. The courses of the minor are also available as major electives for the major International Development and Public Policy.
For the MPMA, a major in Policy Advocacy and Communication was introduced in 2019, which includes courses offered by the Department of Media and Communications.
Other major changes followed MSHE policy decisions: With the 2019 catalogue, there was a rebalancing between foundation electives and foundation required courses. Since 2019, 60 out of 112 ECTS credits in the foundation category are offered as electives, up from 24 ECTS

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[5] See also below chapter 3.1.

credits in 2018. The 2020 catalogue introduced a compulsory thesis in all bachelor programmes.

Appraisal

The panel notes, that KIMEP has taken into account the recommendations of the previous accreditation procedure as far as the University thinks fit to put them into practice.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

KIMEP defines itself as an international North-American style private university having the following mission: uniting people of different nations, races and religions by means of knowledge; training qualified specialists highly demanded in various spheres of activity; and forming personalities and educating young people capable of working in any country.

BPMA:
The programme objectives are reviewed and revised annually by the Undergraduate/Bachelor Programme Committee, resulting in regular minor changes in curriculum, ensuring that the programme can prepare full-time and part-time undergraduate students for leadership positions and service in government, business, and non-profit organisations, or for graduate study.

The Bachelor programme has an economic, financial and managerial orientation. Students may graduate with alternative majors in International Development and Public Policy; Governance and Law; Financial Management and Public Audit; or International Trade and Corporate Policy.

The objectives and goals of the BPMA are:
- to promote knowledge and skills needed to perform in public, non-governmental, and private management and policymaking through the building and strengthening of analytical and leadership capacity of students;
- to provide students with generic and specialised management and policy knowledge and skills needed for successful careers in the public, non-governmental, and private sectors;
- to educate students for ethical service to their society and the broader regional and international community.

The programme's learning objectives are to ensure that graduates have a satisfactory level of knowledge of the:
1. Concepts and theories that have informed the development of public administration, public policy, and public management;
2. Nature of the public sector and its relationship to government, civil society and the marketplace, and how it can be institutionally arranged and reformed;
3. Concepts and theories of public finance (taxation and expenditure), governmental budgeting, and financial management;
4. Nature of public organisations and impact of their structure and culture on organisational performance;
5. Concepts and theories of motivation, leadership, job design and organizational change that can be applied to improve the performance of public organisations;
6. One or more areas of public policy specialisation (including natural resources, urban development, social policy, environmental policy, and health policy).

Moreover, it aims at providing the necessary cognitive, inter-personal, and self-management skills to:

- Undertake research that synthesizes, integrates and applies theoretical constructs to define, analyse, and address issues in the fields of public administration, public policy, and public financial 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.

MPMA:

Within the MPMA programme, graduates can choose between the majors "Major in Human Capital and Innovation" and "Major in Policy Advocacy and Communication", or they can graduate without a major. Of the students currently in the programme, one studies Policy Advocacy and Communication, six study Human Capital and Innovation and six have not announced a major. The general purpose of the MPMA programme is to:

- Promote excellence in public, non-governmental, and private management and policymaking through building and strengthening the analytical and leadership capacity of graduate students;
- Provide graduate students with the generic and specialised 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.

The more specific learning objectives of the MPMA are to equip graduates with the essential knowledge and skills required by professionals seeking managerial and executive positions in the public, non-profit and private sectors.

Thus, the programme's learning objectives are to ensure that graduates have a satisfactory knowledge of:

1. The nature of the public sector and its relationship to government, civil society, and the marketplace, and how it can be institutionally arranged,
2. Economic perspectives on government and public policy, governmental budgeting, and public financial management,
3. Ethics as they apply to the public sector,
4. Public organisations and their management and leadership, and the impact of organisational structure, culture, and leadership on organizational change and performance,
5. Project appraisal and management, and the necessary cognitive, self-management, and interpersonal skills,
6. concepts and theories of public policy and analysis.

Moreover, it aims at ensuring that students have a satisfactory capacity to:

1. Undertake supervised independent research, involving the synthesis and application of theoretical constructs to topics in the fields of public administration, policy, and management,

2. Communicate ideas and information clearly and effectively in written and oral English,
3. Use information technology for the retrieval, analysis and presentation of information,
4. Work effectively with others in the pursuit of common objectives.

These objectives of both programmes are reflected in the student learning outcomes and conform to Kazakhstan's National Qualifying Framework as well as the Qualification Framework for the European Higher Education Area (QF-EHEA), which is the overarching framework for qualifications in the European Higher Education Area (EHEA).

Appraisal:

The qualification objectives of the BPMA and MPMA programmes are explained and convincingly presented in relation to the target groups, targeted professional fields and societal contexts of the respective discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the 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 programme design (Asterisk Criterion)

According to its SER[6], KIMEP is 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 majority of faculty members teaching on the programmes have been educated overseas. The curricula follow international standards, including the use of standard textbooks. Applications in policy-oriented courses cover international examples and experiences and discuss international practices and contrast them to Kazakhstani practices.

Appraisal:

The panel welcomes, that the design of both the undergraduate and the Master programme appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. A significant number of faculty has an international educational background and can give insight into their international experience. Moreover, all courses are

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[6] See Self-evaluation report (SER) p. 62.

taught in English, which makes the programmes attractive for international visiting lecturers and exchange students.

	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 programme

KIMEP defines itself as unique in the Kazakhstan education market, as it employs the largest percentage of PhD and J.D. holders from Europe and the US. The courses are almost exclusively in English and have an international orientation.

The MPMA programme was initially authorised in 1993 under KIMEP's Charter. While KIMEP pioneered graduate education in public administration in Kazakhstan, the Academy of Public Administration in Astana, has become a major competitor in training civil servants. Responding to this development, the MPMA programme has since put more emphasis on the role of government for the private sector and state-private sector relations and tailored the programme to the needs of students who are aiming at a career in the private or semi-public sector.

The BPMA competes against 42 public administration programmes offered by other universities in Kazakhstan in the Russian and Kazakh languages, but with some English included. Moreover, KIMEP's BPMA market is also limited by the fact that the government of Kazakhstan allows only the (state) Academy of Public Administration in Astana, established in 2005, and its affiliates, to offer training and upgrading to practicing public servants. Apart from the Academy, in Almaty the main competitors of the BPMA programme are Al-Farabi National University, Narxoz University; and University of International Business (UIB).

Although both the BPMA and MPA programmes were designed to serve primarily the public sector, the majority of its graduates find employment in the private sector, the NGO sector, the semi-public sector, state-owned private companies and the holding company Samruk-Kazyna. The largest employers within Kazakhstan are the Big Four financial auditing firms and the oil and gas sector. The KIMEP-wide employment rate is about 95 % within six months of graduation.

According to the market survey conducted by the Quality Assurance and Institutional Research Department (QAIR) of KIMEP, students and graduates highly regard the programmes at KIMEP for the following top-5 factors: faculty academic performance, networking opportunities, convenient class schedules, teaching methodology, and programme administration. The survey results also showed there is a room for improvement in the practical and applied aspects of learning. These issues are addressed by the BMPA. The programme administration discusses academic-related changes together with the CSS, and the next steps of development are aimed at improving the programme for competition reasons.

Part of KIMEP's mission is to develop well-educated citizens and to improve the quality of life in Kazakhstan and Central Asia through teaching, learning, community service and the advancement of knowledge in the fields of business administration and social sciences. To

fulfil this mission, KIMEP aims to offer graduate and undergraduate degree programmes at the highest level of international educational standards in different subjects such as law, business, economics, finance, accounting, public administration[7]. KIMEP selects students from among those who demonstrate leadership, talent, and language capabilities, irrespective of their financial means, gender or ethnic origin, or any other subjective criteria. The mission and goals of the programmes conform to the mission of KIMEP.

Appraisal:

For the Bachelor programme BPMA as well as for the Master programme MPMA the reasons for their positioning in the educational market are plausibly given. KIMEP University with its national and international reputation and offering all study programmes in English has a competitive position in the educational market.

However, for the MPMA programme the panel notes that for the last three academic years on average four applicants with declining tendency have been accepted as first-year students. In the panel's view, CSS should improve the Master programmes' attractiveness. This requires strong and fundamental and close consideration to the future position and design of this Master programme.

For both programmes, the arguments in support of graduate employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates of all four programmes are plausibly set forth.

The undergraduate programmes are convincingly integrated into the HEI's overall strategic concept. Their qualification goals are in line with the HEI's mission and strategic planning. However, when looking at the continuously low student numbers of the Master programmes the panel supports CSS to bring these programmes fully in line with its strategic concept.

	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		

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[7] See SER p. 15.

2. Admission

KIMEP seeks to enrol outstanding students who have demonstrated the potential to succeed through leadership and talent and who have also shown evidence of their capability to contribute to the community.

Admission requirements for all types of students are recorded in the "Admission Policy", which is reviewed and issued on an annual basis. These internal regulations are based on and take into account the rules of admission approved by the MSHE[8] that were updated in 2021 and stipulate in detail the procedures, criteria and responsibilities for the admission to higher education programmes. The entrance examination was centralised across the country. HEIs no longer arrange examinations and are separated from admission. After documents' submission applicants have to register at the database of the National Testing Center (NTC) of the MSHE and at the scheduled time take online (written) examinations on the NTC platform in terms of a UNT (Unified National Test). Then, candidates apply directly to the University Admission Committee with supporting documents. The performance of this test also serves as a competition for eligibility to receive a state educational grant.

On behalf of the University, the Department of Student Recruitment and Admissions (DSRA) issues orders for three types of degree students and for non-degree students. Periods of issuing the orders of admission to undergraduate and graduate programmes are defined by Kazakhstan legislation:
• Orders of admission of undergraduate students, graduate and doctoral students,
• Orders on transfer and reinstatement of undergraduate students,
• Orders for granting access to non-degree educational services (throughout the year).

As for the Bachelor programmes, KIMEP's entry requirements are the following:

1. The applicant needs to present proof of the completed secondary education and as Kazakhstan citizen the UNT certificate issued for the current year with passing scores. For foreign citizens an interview with the programme is required.
2. For the top graduates of professional vocational schools, admission to the fast-track study option is granted based on the state classifier of related specialisations.
3. KIMEP awards college credits to graduates of Nazarbayev Intellectual Schools (NIS) possessing a NIS Grade 12 Certificate that reflects completion of higher and standard level courses with grades not lower than C. Direct placement to academic courses is granted, as well.
4. Students may be transferred or reinstated after withdrawal from other universities if they have fully completed the first academic period of a study programme according to the individual study plan (with a GPA of not less than 2.0 or not less than 50%).

The entry requirements for the Master level programmes are different:

1. The KIMEP graduate programmes accept applicants who completed an undergraduate programme with the Diploma confirming the completion of an undergraduate degree (certified copy) and a diploma supplement with grades.

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[8] Government Order #701 dated July9, 2013.

2. A special entrance examination (KGET – KIMEP Graduate Entrance Test; a GMAT-like test[9]), is required with a minimum passing score of at least 15 out of 50. KIMEP Bachelor graduates with GPA of 3.0 and above are exempted from programme entrance tests. The KGET measures various skills that should have been or will be developed in an educational and work environment. It does not measure knowledge of business, job skills, specific content in undergraduate studies, abilities in any other specific subject area, or subjective qualities, such as motivation, creativity, and interpersonal skills. The test is given in English and consists of 3 sections:
   1. Problem solving (20 questions in 30 minutes),
   2. Data sufficiency (20 questions in 40 minutes),
   3. Critical thinking (10 questions in 20 minutes).

KIMEP accepts international certificates of GMAT and GRE[10] tests for the appropriate graduate programmes. Students of graduate programmes of other HEIs can transfer to KIMEP Master programmes if their study programme conforms to those at KIMEP. They must provide all the required documents. Once admitted to KIMEP Master programmes, the student has to submit a detailed description of courses taken at other institutions of higher education to be considered for transfer to the Master programmes at KIMEP.

Because all KIMEP programmes are taught in English, students' English proficiency level must be assessed prior to admission. Therefore, determining the level of a student's English proficiency is mandatory, except for:
   1. Holders of completed undergraduate, graduate, or doctoral degrees or their equivalents from English medium universities (authentic diploma, transcript, and confirmation of English-language instruction), including KIMEP graduates,
   2. Students of established dual degree programmes between KIMEP and partner universities.

An applicant must fulfil the language requirement in English when applying to a respective studies cohort. The student must submit the English proficiency certificates (if available) or pass the domestic test KEPT. For defining English proficiency, KIMEP accepts international English proficiency test certificates:

- TOEFL
- IELTS
- Cambridge English Examinations
- KIMEP English Placement Test (held throughout the year at KIMEP in Almaty and in other major cities of Kazakhstan).

The KIMEP College of Humanities and Education (CHE) has developed a comprehensive Foundation English Programme for those students whose English proficiency must improve to succeed in their study programmes. It consists of three courses — levels A, B, and C, in descending order of proficiency. The total number of courses that a student needs to complete will depend on his/her proficiency in English.

KIMEP has created two correspondence tables aimed at identifying levels of English proficiency for undergraduate and graduate level students.

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[9] Graduate Management Admission Test
[10] Graduate Record Examination

Required English proficiency for undergraduate level students

Level of English Foundation Course	KEPT	CEFR+	IELTS / IELTS indicator	TOEFL IBT	TOEFL PBT/ Institutional TOEFL	Revised TOEFL paper-delivered test	Duolingo English test
Academic English	80-100%	B2	5.5 (not less than 5.0 in the Writing section)	70	523	52	85-90
UF A	51-79%	B1	4.5	57-69	475-522	42-51	65 -84
UF B	30-50%	A1	3.5	27-56	380-474	19-41	45-64
UF C	< 30 %	Beginner or False Beginner	<3.0	<26	<379	<18	<44

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

Required English proficiency for graduate level students

Level of English Foundation Course	KEPT	CEFR+	IELTS/ IELTS indicator	TOEFL IBT	TOEFL PBT/ Institutional TOEFL	Revised TOEFL paper-delivered test	Duolingo English Test
Direct to programme	60-100%	B1	4.5	70	523	52	65-70
Graduate English Foundation level A	50-59%	A2	4	41-69	437-522	37-51	55-64
Graduate English Foundation level B	21-49%	A1	3.5	27-40	380-436	19-36	45-54
Graduate English Foundation level C	< 20 %	Beginner or False Beginner	<3.0	<26	<379	<18	<44

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

The DSRA was created to recruit and admit students to KIMEP academic programmes in accordance with admission policies, as well as strategic and operational plans. Annually, the DSRA organises relevant recruitment activities in Kazakhstan, Central Asia, and worldwide. It is responsible for all activities related to collection, review, and data entry from online applications of all KIMEP programmes, based on KIMEP Admission Policy and Admission Orders. The DSRA is also responsible for the review of all applicants to determine admission to KIMEP programmes with the follow up communications regarding arrival, visa, registration

and enrolment or re-application for the next intake. Moreover, DSRA serves as a central information point for all inquiries on applications and admissions to academic programmes and closely interacts with other KIMEP units responsible for the admission decision-making, such as the Admission and Scholarship Committee, Academic Council/Summer Oversight Committee, and the President's Cabinet.

Student admission decisions are recorded in the form of an order specifying the grounds of admission. The KIMEP President approves the final list of admitted students and issues an order on admission to undergraduate programmes, graduate programmes, and non-degree programmes. Each admission order has a list of requirements that admitted students must fulfil to ensure eligibility for full admission. Those admitted students who did not comply with all requirements listed in the admission order are withdrawn as non-matriculated students. Students who comply with all requirements stipulated in the admission orders receive access to course registration in accordance with their programme and terms of study. Admission consideration is separate from financial aid considerations. By granting admission to academic programmes, KIMEP does not make any representations regarding financial aid.

In collaboration with Deans, faculty, and the DSRA Office, the Office of Academic Affairs plans, organises, conducts, and reports on entrance exams that lead to admission or rejection decisions. Admitted students will immediately receive notifications to their email address, indicated in their application form, as well as via the Applicant Portal in the section "Acceptance Package".

The online application is available in three languages: Kazakh, Russian, and English. Applicants may activate their account in the system by entering a current personal email address. The system automatically sends out a notification on receipt of applications to the email address indicated in the application. The status of the submitted application may be checked using the Applicant portal, section "Admission status".

KIMEP provides counselling to prospective students both in-person as well as through a dedicated IT system. They can receive in-person counselling services from faculty and staff members at "Open House" events regarding admission procedure, programme information, scholarships and financial aid, exchange and academic mobility, dual degree opportunities, and career opportunities. DSRA organises more than 200 annual events such as open houses, educational fairs, exhibitions, and teacher days throughout Kazakhstan and abroad to provide information directly to prospective students and their parents. In addition to the DSRA, the University has appointed 'KIMEP University Admission Liaison Officers' in China. For distance counselling services, the DSRA has developed a dedicated IT system to provide information to prospective students. A 24-hour telephone service (Smartcall), online interactive service (Chatra), and the applicant portal provide necessary information regarding admission, selection, and other counselling services. For current students, the Department of Student Affairs, headed by the Associate Vice President of Student Affairs, provides support and counselling services for study plans, personal counselling needs, and information about the social environment at KIMEP and in Kazakhstan. The status of a submitted application may be reviewed using the applicant portal.

Extracts from the "Policy on Application and Student Admission to Undergraduate and Graduate Programmes" regulating the rules of admission of applicants to undergraduate and graduate programmes, as well as transferring and reinstating students, are published on the

KIMEP website in the section "For Applicants": https://www.kimep.kz/prospective-students/en/admission/ .

According to planned recruitment activities, the University prepares and publishes materials for internal and external advertisement: brochures, booklets, and informational bulletins. KIMEP has also created information boards to place information on majors available in the colleges, as well as extracts from Admission Rules in Kazakh, Russian, and English. Materials for KIMEP Admission Rules and special Applicant memos are prepared for applicants.
KIMEP's Marketing, Communications, and Public Relations Departments, arrange to have information on specialisations offered by the University along with Admission Rules broadcast on radio, placed in public displays on the streets of Almaty and other cities of the country, and published on official digital platforms and KIMEP's social media: Facebook, Vkontakte, Instagram, and popular websites.

Appraisal:

The basic admission requirements are defined by law and conducted by the National Testing Center for the undergraduate study programmes. Based on this, KIMEP's admission procedure takes into account the national requirements. As for the Master study programmes, KIMEP accepts applicants who completed an undergraduate programme with the Diploma confirming the completion of undergraduate degree (certified copy) and a diploma supplement with grades. For the MPMA programme KIMEP has a special and transparent entrance examination (KGET – KIMEP Graduate Entrance Test; a GMAT-like test).

The panel welcomes that KIMEP's counselling processes and offers are transparent and oriented at the applicants' needs. Prospective students can get information and advice both in-person as well as through a dedicated IT system. They also can receive in-person counselling services from faculty and staff members at defined office hours, by telephone and via e-mail or during Open House events. Moreover, they may directly turn to the student counselling service for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided. KIMEP ensures a constant availability for prospective students and reacts quickly to incoming enquiries.

The selection procedure is transparent and ensures that qualified students are admitted.

As all KIMEP University programmes are taught in the English language, the admission procedure including the Foundation courses make sure that students achieve an adequate level of English proficiency. The admission requirements or preparatory language courses ensure that students can successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

KIMEP provides a clearly structured and transparent documentation of the admission regulations and procedures in effect. Its website contains all relevant information concerning prerequisites, admission procedures and the concerning responsible stakeholders at the University. Thereby, the national requirements are appropriately considered. The admission decision is based on transparent criteria and is communicated in writing.

		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

The Bachelor programme has a workload of 240 ECTS credits. In the first two years, it includes general education courses and foundation courses, which are based on MSHE demands. It offers four alternative majors in terms of specialisation. The undergraduate programme also requires internships for practical skills training. Summer Sessions can be available for additional preparation courses.

BPMA Curriculum

Course groups	ECTS credits
1. General Education Requirements	56
2. Programme Foundation Requirements	112
3. Programme Required Courses	60
4. Final Attestation	12
Total Required for Graduation	**240**

1. Students should choose the **General Education courses** with the assistance and advice of the academic advisors. General Education aims to develop the foundation skills necessary for functioning in complex local and global environments. The respective courses have a workload of 56 ECTS credits are listed in a "KIMEP Catalog". Included are courses such as on History, Arts, Photography, Psychology, Fashion Design.

2. The **Programme Foundation Courses** (112 ECTS credits) consist of required and elective courses.

Programme Foundation Required Courses (52 ECTS credits)

Course Title	ECTS credits
Professional Kazakh Language or Professional Russian Language	3
Mathematics for Business and Economics	5
Principles of Microeconomics	5
Public Finance/Public Economics	5
Academic Speaking	5
Academic Reading and Writing II	5
Introduction to Statistics	5
Fundamentals of Public Administration	5
Fundamentals of Sociology	3
Fundamentals of Political Science	3
Introduction to Economics	3
Academic Internship in Public Administration for BPMA	5
Total	**52**

Programme Foundation: Elective Courses
Group A) Electives in the Public Administration Area
Students choose 40 ECTS credits from this group.

Course Title	ECTS credits
Human Resource Management	5
Public Management	5
Programme Evaluation	5
Decision-making	5
Organisation Theory and Design	5
NGO Management	5
Public Budgeting	5
Principles of Macroeconomics	5
Gender and Public Policy	5
Comparative Public Administration	5
CSR and International Development	5
Environmental Management and Natural Resources	5

Group B) KIMEP-wide Elective Courses
Students may choose any course necessary to study towards a minor and count it towards the Programme Foundation Elective category with overall 20 ECTS credits. They may also choose from the following list Programme Foundation Elective Courses, or any course not selected in group A:

Course Title	ECTS credits
Public Marketing	5
Leadership and Management	5
Natural Resources Management	5
Law and Development	5
Total	**20**

Moreover, there are further programme requirements with a workload of 60 ECTS credits that include in the first group major required courses and in the second one alternative majors (25 plus 35 ECTS credits):

Major Required Courses (25 ECTS credits)

Course Title	ECTS credits
Local Government (Municipal Management in GOSO)	5
Public Policy Analysis	5
Fundamentals of Public Financial Management	5
Research, Reading, Writing (Professional Foreign Language)	5
Professional Internship in Public Administration for	5
Total	**25**

Major in International Development and Public Policy
(7 courses, 35 ECTS credits)

Course Title	ECTS credits
Public Management	5
Organisational Behaviour	5
Governance and Development (also Governance and Law major)	5
Urban Development	5
Social Policy in Transitional Countries	5
European Social Movements (IR Department)	5
Institutions of the European Union	5
NGOs and Development	5
Law and Development	5
Energy Policy	5
Petro Politics (by IR Department)	5
International Political Economy (by IR Department)	5
Current Issues in Public Policy and Administration	5
Public Policy of Kazakhstan (also Governance and Law major)	5
Global Economics (by Economics)	5
Economics of the European Union (by Economics)	5
Development Economics (by Economics)	5
Selected Topics in International Development and Public Policy	5
Population Health Management	5
Health Delivery Systems, Regulation, and Compliance	5
Disaster Management	5
Introduction to Epidemiology	5
Health Economics	5
Health information systems	5
Special Topics in Health Administration	5
Global Sustainable Development	5

Major in Governance and Law (7 Courses, 35 ECTS credits)

Course Title	ECTS credits
Public Policy of Kazakhstan (with major International Development)	5
Governance and Development (with major International Development)	5
Government and Business (with major Financial Development)	5
Urban Development	5
Law and Development	5
Public International Law (by Law School)	5
Constitutional Law of Kazakhstan (by Law School)	5
Administrative Law of Kazakhstan (by Law School)	5
Tax Law of Kazakhstan (by Law School)	5
Current Issues in Governance and Law	5

Major in Financial Management and Public Audit (7 Courses, 35 ECTS)

Course Title	ECTS credits
Public Sector Auditing	*5*
Taxation and Spending in Selected Countries	5
Fundamentals of Financial Accounting/Accounting and Auditing	5
Investment Management/Investments (by BCB)	5
Financial Management in the Public Sector	5
Project Appraisal and Management	5
Managerial Accounting/Management Accounting (by BCB)	5
Government and Business (with Economics)	5
Basics of Fiscal Governance	5
Audit and Corporate Governance	5
Auditing (by BCB)	5
Selected Topics in Financial Management and Public Audit	5

Major in International Trade and Corporate Policy (7 Courses, 35 ECTS credits)

Course Title	ECTS credits
Taxation of Multinational Enterprises	5
Taxation and Spending in Selected Countries	5
Governance and Development (also Governance and Law)	5
NGOs and Development	5
Energy Policy	5
Fundamentals of Customs Administration	5
Law of the WTO (by Law School)	5
Global Economics (by Economics)	5
Economics of the European Union (by Economics)	5
International Economics (by Economics)	5
Tax Law of Kazakhstan	5
Selected Topics in International Trade and Corporate Policy	5

BPMA Study Plan

1st Year	1st Semester	ECTS credits
Modern History of Kazakhstan	Compulsory/General Education	5
Introduction to Computer Sciences or Business Computer Applications	Compulsory/General Education	5
Kazakh Language-I	Compulsory/General Education	5
Academic Listening and Note Taking	Compulsory/General Education	5
Academic Reading and Writing I	Compulsory/General Education	5
Cultural Studies 1: Kazakhstan	Compulsory/General Education	2
Physical Training	Compulsory/General Education	4
Total		**31**
1st Year	**2nd Semester**	
Kazakh Language-II	Compulsory/General Education	5
Academic Speaking	Compulsory/Programme Foundation	5
Mathematics for Business and Economics	Compulsory/Programme Foundation	5

Arts Society and Culture I	Compulsory/Programme Foundation	5
Academic Reading and Writing II	Compulsory/Programme Foundation	5
Introduction to Social Sciences	Compulsory/General Education	3
Physical Training	Compulsory/General Education	4
Total		**32**
2st Year	**3rd Semester**	
Introduction to Philosophy or Principles of Ethics	Compulsory/General Education	5
Fundamentals of Public Administration	Compulsory/Programme Foundation	5
Arts Society and Culture II	Compulsory/General Education	3
Fundamentals of Sociology	Compulsory/Programme Foundation	3
Introduction to Economics	Compulsory/Programme Foundation	3
Principles of Microeconomics	Compulsory/Programme Foundation	5
Professional Kazakh/Russian Language	Compulsory/Programme Foundation	3
Total		**27**
2st Year	**4th Semester**	
Introduction to Statistics	Compulsory/Programme Foundation	5
Academic Internship	Compulsory/Programme Foundation	5
Foundation Elective I	Elective/Programme Foundation/Public Administration	5
Research Reading and Writing	Compulsory/Programme Requirements/Major Required	5
Foundation Elective II	Elective/Programme Foundation/Public Administration	5
Fundamentals of Political Science	Compulsory	3
Total		**28**
3rd Year	**5th Semester**	
Public Policy Analysis	Compulsory/Programme Requirements/Major Required	5
Public Finance	Compulsory/Programme Requirements/Major Required	5
Foundation Elective III	Elective/Programme Foundation/Public Administration	5
Major Elective I	Elective/Major	5
Methods of Social Research	Compulsory/**Final Attestation**	6
KIMEP Wide Elective	Elective/Minor/KIMEP wide Elective	5
Total		**31**
3rd Year	**6th Semester**	
Major Elective II	Elective/Major	5
Fundamentals of Public Financial Management	Compulsory/Programme Requirements/Major Required	5
Major Elective III	Elective/Major	5
Foundation Elective IV	Elective/Programme Foundation/Public Administration	5
Professional Internship	Compulsory	5
Foundation Elective V	Elective/Programme Foundation/Public Administration	5

Total		30
4th Year	**7th Semester**	
Foundation Elective VI	Elective/Programme Foundation/Public Administration	5
Foundation Elective VII	Elective/Programme Foundation/Public Administration	5
Major Elective IV	Elective/Major	5
Local Government	Compulsory/Programme Requirements/Major Required	5
Major Elective V	Elective/Major	5
Major Elective VI	Elective/Major	5
Total		30
4th Year	**8th Semester**	
Major Elective VII	Elective/Major	5
Foundation Elective VIII	Elective/Programme Foundation/Public Administration	5
KIMEP Wide Elective	Elective/Minor/KIMEP wide Elective	5
KIMEP Wide Elective	Elective/Minor/KIMEP wide Elective	5
KIMEP Wide Elective	Elective/Minor/KIMEP wide Elective	5
Total		25
Compulsory/Final Attestation	Thesis Defense	6
Total		**240 ECTS credits**

The intended learning outcomes (ILOs) of the BPMA degree are:

1. Describe and apply the concepts and theories that have informed the development of public administration, public policy and public management;
2. Describe the nature of the public sector and evaluate its relationship to government, civil society and the marketplace and how it can be institutionally arranged and reformed;
3. Quantify and analyse decision problems, apply the concepts and theories of public finance (taxation and expenditure), governmental budgeting and financial management
4. Describe the nature of public organisations and analyse the impact of their structure and culture on organizational performance;
5. Describe, analyse and apply the concepts and theories of ethics in government;
6. Describe and evaluate the legal environment in which public organisations function;
7. Describe and analyse the concepts and theories of motivation, leadership, job design and organisational change that can be applied to improve the performance of public organizations;
8. Describe, analyse and evaluate one or more areas of public policy specialisation (including natural resources, urban development, social policy, environmental policy, and health policy);
9. Complete 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;
10. Communicate ideas and information clearly and effectively in oral and written English;
11. Make appropriate use of information technology for the retrieval, analysis, and presentation of information;

12. Work effectively with others in the pursuit of common objectives.

The following matrix shows in which way the BMPA core courses shall cover these ILOs:

Core Courses	Intended Learning Outcomes											
	ILO 1 Public Admin concepts & theories	ILO 2 Nature of the public sector	ILO 3 Public finance and Decision Making	ILO 4 Pubic orgs	ILO 5 Ethics	ILO 6 Legal environ-Ment	ILO 7 Leadership organizational change	ILO 8 Public policy	ILO 9 Research	ILO 10 Communicate ideas	ILO 11 IT	ILO 12 Work with others
Required courses												
Mathematics for Business and Economics			x									
Introduction to Economics			x									
Principles of Microeconomics			x									
Introduction to Statistics			x						x			
Fundamentals of Political Science				x	x	x		X				
Fund of Sociology.					X		x	X	x	x	x	x
Fund of PA.	x	X	x	x	X	x	x	X		X		x
Local Government		x	x	x	X	x		x	x	x		x
Fund of Public Financial Management		x	x	x				x				
Public Finance.	x	x	x	x	X			x		X		
Pub Policy Anal.	x				X	X	x	x	x	x		X
Research, Reading & Writing.					X				x	X		x
Prof. Intern. in PA I.	x	x	x	x	X	x	x	x	x	X	x	x
Prof Intern in PA	x	x	x	x	X	x	x	x	x	X	x	x
Methods of Social Research.					X				x	X		x
Thesis									x	X		x

Core Courses	Intended Learning Outcomes											
	ILO 1 Public Admin concepts & theories	ILO 2 Nature of the public sector	ILO 3 Public finance and Decision Making	ILO 4 Pubic orgs	ILO 5 Ethics	ILO 6 Legal environ-Ment	ILO 7 Leadership organizational change	ILO 8 Public policy	ILO 9 Research	ILO 10 Communicate ideas	ILO 11 IT	ILO 12 Work with others
Electives (selection)												
Decision Making.	x	x		x	X		x	x	x	X	x	X
Human Resource Mgt.	x	x		x	X	x	x		x	X	x	x
Org Theory & Design.	x			x			x		x	x		
Org Behavior for Public Orgs.	x			x	X		x		x	x		X
Governance and Development	x	x	x	x		x		x	x			
Natural Resource Mgt.	x	x		X	X	X		x	x	x		
Urban Dev.	x	x		x	X	x		x	x	x		x
Social Policy in Trans States.	x	x	x	x	X	X	x	x	x	x		X
Pub Policy Kazakhstan	x	x	x	x	X	x	x	x	x	x		x
Oil & Gas Policy		x						x	x	x		x
Comp PA.	x	x	x	x		X	x	x	x	x	x	X
Public Management	x	x	x	x	X	x	x	x		x		x
Current Issue in Public Mgt: Project Mgt			x		X	x			x	x		x
Invest Mgt			x	x	X			x	x	x	x	x
Current Topics Fin Mgt: Fiscal Gov		x	x	x	X			x		x	x	x
Current Topics Mgrl Account.		x	x	x	X			x		x	x	x
Fin Mgt in Public Sector.		x	x	x	X				x		x	x
Public Budgeting	x	x	x	x		x		x	x			
Pub Sect Auditing.		X	x	x	X				x	x	x	X
Project Appraisal & Mgt.	x		x	x	X				x	x		x
Gender & Pub Pol.	x	X		x	X	X		x	x	x	x	x

Core Courses	Intended Learning Outcomes											
	ILO 1 Public Admin concepts & theories	ILO 2 Nature of the public sector	ILO 3 Public finance and Decision Making	ILO 4 Pubic orgs	ILO 5 Ethics	ILO 6 Legal environ-Ment	ILO 7 Leadership organizational change	ILO 8 Public policy	ILO 9 Research	ILO 10 Communicate ideas	ILO 11 IT	ILO 12 Work with others
Public Budgeting	x	x	x	x		x		x	x			`
State Exam (Bachelors)	x	x	x	x	X	x	x	x		x		
Corp Soc Response & International Dev.												

At the Bachelor level, students acquire knowledge of all areas of public administration combined with deeper knowledge in one of the four majors. At the advanced level, students can achieve concentrated knowledge with the possibility of specialising in one of two areas. Moreover, students' progress towards finishing their thesis over the course of three semesters.

Throughout the students' course of study, they are also able to customise their degree with optional specialisations and minor programmes which offer the opportunity to acquire additional competences and skills.
Right now, students can choose four specialisations: (1) International Development and Public Policy (2) Governance and Law (3) Financial Management and Audit; and (4) International Trade and Corporate Policy. The specialisations provide students with theoretical foundations and practical knowledge in different functional areas of public service and governance, domestic and international non-profit organisations, and domestic and international business.

Within the category KIMEP-wide electives, students of the BPMA can choose from one of the following minors: (1) Global Security and International Affairs; (2) History; (3) International Development; (4) Health Administration; (5) Human Resource Management in the Public Sector. A minor demands a set of required and elective "Basic Discipline" courses for a minimum of 20 ECTS credits. A student is not required to choose a minor. One who graduates without a minor has more flexibility in selecting elective courses within the basic discipline of the programme.

MASTER OF PUBLIC AND MUNICIPAL ADMINISTRATION (MPMA)

The MPMA is a 1,5-year degree programme with a workload of 90 ECTS credits. The courses taught for MPMA students are conducted in a number of ways: as advanced lecture courses, as seminars in which faculty and students present critical studies of selected problems within the subject field, as independent study or reading courses, or as research projects conducted under faculty supervision. All graduate courses are offered during evening time to enable students keep their full-time jobs. Graduate studies imply acquiring special skills to be able to do research. Nurturing a research culture among MPMA students is one of the priorities. Under the guidance of a faculty member, all MPMA students are expected to write and defend a thesis.

MPMA curriculum elements

Requirements for the MPMA are as follows:

Course groups	ECTS credits
Programme Foundation Requirements	15
Programme Specialisation Requirements	45
Experimental Research Work	18
Final Attestation	12
Total Required for Graduation	**90**

The **Programme Foundation Requirements (15 ECTS credits)** comprise required courses as well as elective courses.

Programme Foundation Required Courses (6 ECTS credits)

Course Code	Course Title	ECTS credits
CSS5103	Professional Language and Critical Thinking	3
CSS5501.1	Management for Social Sciences	1
CSS5502.2	Psychology for Social Sciences	2

Programme Foundation Elective Courses (students must take 9 ECTS credits)

Course Title	ECTS credits
Essentials of Public Administration and Management	4.5
Statistical Methods for Public Administration	4.5
Foundation of Administrative Law	4.5
Project Evaluation and Management in Public Sector	4.5
Public Sector Economics	4.5

There are additional required as well as elective courses, that are called Programme Specialisation courses with a workload of overall 45 ECTS credits. Throughout the course of study, students can also customise their study plan with optional specialisations and minor programmes which offer the opportunity to acquire additional competences and skills.

Programme Specialisation: Required Courses (25 ECTS)

Course Code	Course Title	ECTS credits
CSS5503	Research Methods	5
PAD5219	Public Policy Analysis	5
PAD5214	Fiscal Governance	5
PAD5262	Organizational Behaviour for Public Organizations	5
PAD5230	Internship	5

Program Specialisation: Elective Courses (students must take 20 ECTS credits)

Students may choose electives from the table of their major. Students may also choose courses that do not fit to their major in which case they may choose from either table.

Major in Human Capital and Innovation

Course Title	ECTS credits
Economic Perspectives on Government	5
Administrative and Management Ethics	5
Governance and Development	5

Social Policy	5
Human Resource Management	5
Special Topics in Human Capital and Innovation	5
Work and Organisational Psychology	5
Education and Science Policy	5
Investment for Human Capital Development	5

Major in Policy Advocacy and Communication

Course Title	ECTS credits
Economic Perspectives on Government	5
CSR and Public Policy	5
NGOs and Non-profit Management	5
Public Sector Reform	5
Current Issues in Public Administration	5
Political Communication	4.5
PR Management and Strategies	4.5

Finally, students have to take the following courses on research:

Experimental Research Work (18 ECTS)

	ECTS credits
Thesis Seminar	10
Research Internship	8

Final Attestation (12 ECTS credits)

	ECTS
Thesis Defense	12

In order to be admitted to thesis defence, students need to demonstrate that a scientific paper based on their thesis and prepared together with the thesis work has been presented and published.

The overall **MPMA programme plan** is as follows:

1st Year	1st Semester		
Professional Foreign Language	2	Compulsory/Programme Foundation	
Management for Social Sciences	2	Compulsory/Programme Foundation	
Psychology for Social Science	2	Compulsory/Programme Foundation	
Essentials of Public Administration (PA) - Management/ Statistical Methods for PA	4,5	Elective/Programme Foundation	
Foundation of Administrative Law/ Project Evaluation and Management in Public Sector/ Public Sector Economics	4,5	Elective/Programme Foundation	
Research Methods for Social Sciences	5	Compulsory/Programme Specialisation	
Public Policy Analysis	5	Compulsory/Programme Specialisation	

Total	**25**	
1st Year	**2nd Semester**	
Fiscal Governance	5	Compulsory/Programme Specialisation
Organisational Behaviour for Public Organisations	5	Compulsory/Programme Specialisation
Professional Internship	5	Compulsory/Programme Specialisation
Major Elective I	5	Elective/Major/Human Capital/Policy Advocacy
Major Elective II	5	Elective/Major/Human Capital/Policy Advocacy
Thesis Seminar	10	
Total	**35**	
2nd Year	**3rd Semester**	
Major Elective III	5	Elective/Major/Human Capital/Policy Advocacy
Major Elective IV	5	Elective/Major/Human Capital/Policy Advocacy
Research Internship	8	Compulsory/Experimental Research Work
Total	**18**	
Final Attestation	12	Compulsory
Total	**90**	

As to the MPMA's intended learning outcomes (ILOs), at the successful completion of the MPMA, graduate will be able to:

1. Describe and analyse the nature of the public sector, its theoretical underpinnings, and its relationship to government, civil society, and the marketplace, and how it can be institutionally arranged,
2. Describe, analyse, and evaluate economic perspectives on government and public policy, governmental budgeting, and public financial management,
3. Describe and apply the concepts and theories of ethics as they apply to the public sector,
4. Describe, evaluate, and compare public organisations and their management and leadership, and the impact of organisational structure, culture, and leadership on organisational change and performance,
5. Analyse and evaluate project appraisal and management, and the necessary cognitive, self-management, and interpersonal skills,
6. Describe, analyse, and apply the concepts and theories of public policy and analysis,

7. Undertake supervised independent research, involving the synthesis and application of theoretical constructs to topics in the fields of public administration, policy, and management,
8. Communicate ideas and information clearly and effectively in written and oral English,
9. Use information technology for the retrieval, analysis, and presentation of information,
10. Work effectively with others in the pursuit of common objectives.

The following matrix can demonstrate in which way the programme core courses cover these ten ILOs.

Core Courses	Intended Learning Outcomes											
	ILO 1 Public Admin concepts & theories	ILO 2 Nature of the public sector	ILO 3 Public finance	ILO 4 Public orgs	ILO 5 Ethics	ILO 6 Legal environment	ILO 7 Leadership and Organizational change	ILO 8 Public policy	ILO 9 Research	ILO 10 Communicate ideas	ILO 11 IT	ILO 12 Work with others
Required courses												
Research Methods for the Social Science	x				x				x	x		
Professional Language and Critical Thinking	x									x		X
Management for Social Sciences	x			X			X					
Psychology for Social Sciences							x	x				
Fiscal Governance.		x	x	X	x			x	x	x		
Public Policy Analyses.	x	x		X	x	x	x	x	x	x		
Organizational Behaviour for Public Organizations.	x	x		X	x		x	x	x		x	x
Internship in Public Administration		x		x	x	x	x				X	x
Research Internship									x	x		x
Thesis II.	X								x	x		
Thesis Defence.									x	x		
Electives (selection)												
Administrative Ethics.	x	x		X	x	x	x		x	x		x

Core Courses	Intended Learning Outcomes											
	ILO 1 Public Admin concepts & theories	ILO 2 Nature of the public sector	ILO 3 Public finance	ILO 4 Public orgs	ILO 5 Ethics	ILO 6 Legal environ-ment	ILO 7 Leadership and Organizational change	ILO 8 Public policy	ILO 9 Research	ILO 10 Communicate ideas	ILO 11 IT	ILO 12 Work with others
Economic Perspectives on Governm.	x	x	x	X	x	x	x	x	x	x	x	x
Governance & Development	x	x		X	x	x	x	x				x
Foundation Electives												
Statistical Methods.	x								x		x	x
Essentials of Public Administration & Management.	x	x	x	X	x	x	x	x		x		x
Project Evaluation & Management in Public Sector.	x	x	x	X	x	x	x	x	x	x	x	x
Public Sector Economics	x	x	x	X	x	x	x	x	x	x	x	x
Foundation of Administrative Law				x	x	x						

Rationale for the degree and programme name

As to the rationale for the degree and programme name, the MSHE uses a classification of available Bachelor and Master subjects. KIMEP University offers the BMPA and MPMA degrees according to the Law of the Republic of Kazakhstan On Education[11], the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, and other regulations. As students of BMPA and MPMA are prepared to work in the professional domain of public administration area, the curricula have respectively been developed according to the MSHE guidelines. Students are assumed to develop their expert knowledge in relevant professional domains and occupy responsible positions in a wide spectrum of public service, business, and NGO organisations.

Integration of theory and practice

Both programmes are overall about relating policy theory to practice, which means about the implementation of policies into practice. Students are therefore 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

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[11] No. 319-III dated 27 July 2007 (with amendments and additions as of 11 July 2017.

Evaluation. Students also gain practical experience in Professional Internships in Public Administration (which may include placements in the private sector). In addition, the programmes include Teaching or Research Student Assistants, who gain the experience of working closely with faculty.

Theoretical preparation and linking of theory to practice are important points of the programmes, as indicated by the high satisfaction of employers and alumni in annual Advisory Board meetings, and by an approximately 95 % employment rate within six months after graduation.

Interdisciplinary thinking

As to the interdisciplinary thinking in the programmes, all Bachelor students at KIMEP must take courses in general education (56 ECTS credits), as already mentioned. This coursework brings students in touch with different subjects and encourages them to develop a critical and inquiring attitude, an appreciation of the interdisciplinary nature of subject areas, acceptance of persons of different backgrounds or values, and a deepened sense of self. There are 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).

A variety of courses within the programmes – quantitative and qualitative, financial, economic, social sciences, applied and theoretical – mirrors interdisciplinarity. Each of the majors that students can choose within the BPMA programme includes electives offered by other colleges or departments. Some of the courses most pertinent for interdisciplinary thinking are Fundamentals of Sociology, Fundamentals of Political Science, and Introduction to Economics.

At the MPMA level, the foundation courses introduce interdisciplinary elements, in particular Administrative Law and Economics of the Public Sector. The two majors "Human Capital and Innovation" and "Policy Advocacy and Communication" allow students to specialise in a human resource management-related stream and a communication stream, with the latter offering a choice of courses with the Department of Media and Communication.

Ethical aspects

In terms of ethics, KIMEP has a set of core values that were confirmed in 2009 that the University aspires to uphold. These core values remain the heart of all activities at KIMEP. Adopted in November 2009 by the KIMEP Board of Trustees, these values codify the key principals that have guided the University since its foundation, such as:

- Value the well-being of the students, faculty, and staff,
- Encourage personal and professional development in an environment of collegiality and trust,
- Value quality in University education programmes and research activities,
- Value the holistic development of the students, instilling in them a questioning spirit and the ability and desire to learn throughout life,
- Value the responsibility devoted to the development of the future leaders of society who will embrace the highest ethical standards,
- Value the creation, application, and dissemination of knowledge in a culture which fully supports the freedom of inquiry and speech,
- Value fairness and integrity and do not tolerate favouritism, nepotism or corruption,

Within the KIMEP community the staff and faculty uphold the core values and lead students by example. The areas of ethical behaviour within the profession are addressed in the

appropriate classes. For example, one teacher when teaching business law course begins with a module on ethical systems and ethical behaviour before addressing more black letter law subjects.

The CSS's Ethics, Responsibility and Sustainability (ERS) initiatives promote institutional ethical culture, embedding ethical and sustainability issues in courses and modules, ethical engagement and discussion of the faculty members, and integrating ethical aspects in programme learning outcomes. Key elements of the institutional ethical culture include institutional policies, code of practice for both students and the faculty members, designated sites in the institutional setting for monitoring and exercising control over ERS issues and systematic use of sanctions. The foundation for ERS at KIMEP is laid out in the KIMEP University Charter which is posted on the website of the University along with a statement of KIMEP values, which are the central pillars of the ethical culture of the institution. Institutional policies on Academic Integrity are well-established as a subset of overall policies related to ethics. The Faculty Code of Practice sets standard for all activities of faculty in carrying out their responsibilities and obligations to the university community. Each area or discipline within CSS is represented by members of the College Integrity Committee. Violations of Academic Integrity Policy are reported to this committee for investigation and resolution. There is also a Student Code of Practice which governs student behavior.

Methods and scientific practice
The curricula of the undergraduate programmes include a reading and writing course wherein students are given hands-on training in the electronic legal databases available at KIMEP and are required to write several documents that include, depending on the teacher a literature review, contract clauses, memo analysing law or other such work product. In other courses, and in internships, students are required to research particular issues of law.

Opportunity is provided in both the undergraduate and graduate programme to conduct more in-depth research. The Bachelor students may opt to write a student paper in the fourth year. The MPMA programme requires a thesis of sufficient level of research and originality to meet the national qualification framework. Methodological competences and academic practice are trained within the course content. Students are equipped with the skills for research-oriented work and for applying those skills in the respective vocational fields.

Examination and final thesis
Based on the MSHE requirements, the course assessment of the programmes is divided into two parts: continuous assessment constitutes 60 % of the total points, the final assessments/exams are 40 %. The University allows flexibility to faculty members to devise their own assessment systems, subject to a few general overarching guidelines.

All exams, as they are defined in format and content for the courses, aim to ascertain whether the student has achieved the ILOs. Most courses have final cumulative exams. Examples of assessments methods used are written / oral projects, home or in-class individual/group assignments including written assignments and tasks, term projects, and multiple-choice tests, short answer, and case study questions as part of examinations.

To ensure the intended learning outcomes are met, CSS has developed a course management form that faculty members fill out after each course and that offers the possibility for self-reflection and to record any parts of the syllabus that have not been covered.

There is a progression of assignments and exams within each course, and across course years. Assessment instruments and grading weights are specified in all syllabuses and in the catalogue; and students are given feedback on all work. Students who are unable for good reasons, such as medical or physical disability, to write exams on specified dates may be given make-up exams.

The MPMA programme concludes with the defense of a master thesis. There is a sequence of taught courses that prepare students for writing the thesis throughout their master studies. Since catalogue 2020, in line with ministerial requirements, a thesis is also compulsory at undergraduate level. The requirements are detailed in the CSS Master and Bachelor thesis guidelines.

According to the "KIMEP Thesis Guidelines for Graduate Students"[12], in Master programmes students are required to complete a thesis that must consist of three stages: Research Methods (Thesis I), Thesis Seminar (Thesis II) and Thesis Defense (Thesis III). Students prove their ability to do scholarly work and the achievement of the study programme's qualification objectives.

The final theses are evaluated based on: (a) the students' ability to reflect on an issue of law and to apply research methods; and (b) on previously published and coherently applied criteria, rules, and procedures. The student's thesis should show that the study programme's qualification objectives have been achieved.

Appraisal:

The panel members welcome that the curricula of both the undergraduate programme BPMA and the graduate programmes MPMA adequately reflect the qualification objectives. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation with required and elective courses enable students to acquire additional competences and skills. They show a reasonable recognition of the related scientific discourse.

However, the panel takes the view that the lists of courses that students can select, for both programmes include too many different subjects. The panel recommends reducing the numbers of offered elective courses, also oriented at the partly low numbers of students, and checking whether some of these offers can be included into the study plan as compulsory courses.

The degree and programme names for BPMA and MPMA correspond to the contents of the curriculum and the programme objectives.

Within both programmes the CSS integrates theoretical knowledge and practical insights into the curriculum and teaching methods. They also include guest lecturers and part-time lecturers from business. Theoretical questions are, where possible, explained by means of practical examples.

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[12] See there, chapter A 1.

The panel welcomes that the students are required to take internships that enables them to gather practical experience in business.

The governmental requirements stipulate the training of interdisciplinary courses. CSS consequently includes respective compulsory and elective courses. Therefore, the panel is convinced that the programme qualifies the students for interdisciplinary thinking.

Ethical questions and requirements are thoroughly dealt with and appropriately communicated as the panel learnt from the KIMEP's self-report as well as from the discussion about the programme contents. However, the panel recommends the CSS including ethical aspects into the syllabi.

Students acquire methodological competences and are enabled to do scientific work on the required level. Several courses regarding scientific work and methodological skills are offered in the programmes and build upon each other.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. KIMEP uses a 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 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 at the respective undergraduate and graduate level as well as the achievement of the study programmes' 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			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Projected study time	BPMA: 4 years; MPMA: 1.5 years
Number of ECTS credits	BPMA: 240 ECTS credits MPMA: 90 ECTS credits
Workload per ECTS credit	27 hours
Number of courses	BPMA: 48 MPMA: 40
Time required for processing the final thesis or project and awarded credits including defense	Two semesters; 12 ECTS credits
Number of contact hours	BPMA: 2,100 h MPMA: 720 h

Internally, KIMEP University uses a credits system in parallel to the ECTS - the "KIMEP credits". It follows the American credit hour system and is oriented at necessary contact hours for each lecture whereas the ECTS includes contact hours as well as the self-study time per course. As the Republic of Kazakhstan is a member of the European Bologna Process the universities are required to use the ECTS only[13].

The BPMA programme is divided into four groups of courses and includes 48 courses. For the entire period of study equal to 8 semesters, students must collect not less than 240 ECTS credits[14].

BPMA programme groups

General Education Requirements (incl. electives)	56 ECTS credits
Programme Foundation Requirements (incl. electives)	112 ECTS credits
Programme Required Courses (incl. electives)	60 ECTS credits
Final Attestation	12 ECTS credits
Total Required for Graduation	**240 ECTS credits**

The graduate programme is also divided in four categories. Each of them contains 12 courses.

MPMA programme groups

Programme Foundation Required courses (incl. electives)	15 ECTS credits
Programme Major Required courses (incl. electives)	45 ECTS credits
Experimental Research Work	18 ECTS credits
Final Attestation	12 ECTS credits
Total Required for Graduation	**90 ECTS credits**

KIMEP has elaborated a syllabus for every course which serves as information for students and for faculty. It provides all necessary information and detailed descriptions such as the course title, credit hours, course description, information about the instructor, assessment description, semester schedule/plan, the prerequisites for the course (if applicable), intended

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[13] See above „Information on the Institution".
[14] See also above chapter 3.1.

learning outcomes, methods of assessments, teaching and learning methods. Content-wise, the course descriptions are included in the "KIMEP Catalog" which is published annually.

For all programmes, the University issues a Diploma Supplement according to EHEA standards and in English.

During the on-site visit the discussions with the programme managements of both programmes revealed that in view of low student numbers of certain courses will not take place or may be cancelled.

As to all programmes, the above-mentioned curriculum structures are aimed to help the students combine the core subjects (theoretical background studies and concepts, textbooks, literature review and research assignments) with the practical components, which have become an integral part of each course. The programme schedule is planned in advance and available electronically (from the programme's website) or in the student portal.

The undergraduate classes are scheduled during the week (daytime) and graduate classes are scheduled in the evenings during the week and on Saturdays. The learning objectives stated in the syllabi guide students to manage their workload and help acquire skills related to the learning objectives. The students can know from the syllabus what is expected from them as learners. The course assessments are outlined in the curriculum. When any course starts, students are routinely informed about the form of course evaluation that will be offered.

Undergraduate students (BPMA) are allowed a maximum of 10 years to complete the degree. The Master students have a maximum 5-year limit to complete their programme. Any period of academic leave from KIMEP is included in these time limits. Any student who does not regain good standing is put on academic suspension and is placed on the Academic Support Programme (this is a mandatory recovery programme for students in academic suspension). The Academic Support Programme is designed to help students regain good standing with emphasis placed on self-responsibility, proper decision-making and study skills. If later students are not able or willing to regain good standing, they will be dismissed from the KIMEP. Academic suspension is allowed only once during the whole student's study time.

According to KIMEP[15], the study and exam regulations for the undergraduate as well as for the graduate programme conform to relevant MSHE instructions issued. Each course is assessed out of a maximum of 100 points, in two or three assessment sessions: 60 points are distributed among assessment periods that are reported by certain deadlines during the course of the semester, 40 points are reserved for the final exam – as already mentioned above. The midterm exams and the final exam may be conducted in various formats:
- In-class exams (multiple choice test, open questions, mini-essay, presentations, case studies, etc.);
- Take-home exams (open questions, essays, case studies, etc.).

Every semester the deadlines for assessments and information of the MSHE requirements are online presented in the academic calendar. In the syllabi of both programmes, a special section describing the evaluation criteria, examination policy and faculty expectations from students are included. Special assessment arrangements, especially in relation to final examinations,

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[15] See SER p. 41.

are made on a case-by-case basis for students with confirmed physical disabilities or special learning needs.

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 (thus KIMEP's top grade is an A+). Details of the grading system are included in the KIMEP catalogue.

Total Mark (all exams/assignments/tests):

Quality	Grade description	Percentage	GPA
A+	Highest grade	Above 90	4.33
A	Excellent	85–89	4.00
A–	Very good	80–84	3.67
B+	Good	77–79	3.33
B	Satisfactory	73–76	3.00
B–	Pass	70–72	2.67
C+	Pass or Fail	67–69	2.33
C	Pass or Fail	63–66	2.00
C–	Pass or Fail	60–62	1.67
I	Incomplete	—	—
W	Withdrawn	—	—

KIMEP has established five general requirements that a student must meet to earn a Bachelor degree:
- Complete 240 ECTS credits of coursework with a minimum passing grade of "D–" or better in each course,
- Have a cumulative grade point average (GPA) of at least 2.00,
- Complete general education required courses (GER) based on programme curriculum,
- Receive a passing grade in all required non-credit prerequisite courses,
- Complete all of the requirements in a KIMEP degree programme.

To earn a graduate degree from KIMEP, a Master level student must fulfil the following requirements:
- Complete a minimum of 60 ETCS of Master's coursework beyond the undergraduate degree,
- Credits earned in another programme can be transferred to the extent that the course is equivalent to a course in the KIMEP programme. KIMEP rules apply. A department committee decides case by case. For transfers of credits from bachelor to master programme, maximally 25% of the credits of the KIMEP programme can be transferred. For joint, dual, and multiple degree programmes different rules may apply as determined by specific agreements.
- Receive a passing grade in all required credit and non-credit courses.
- Complete the number of credits required by the degree programme with a passing grade in each course.
- Grades between "A+" and "B–" are passing grades. "C+", "C", or "C–" can be passing subject to the 2 C's policy limitation. For the College of Social Sciences, two grades of "C" in elective courses are allowed for graduation.

- Have a cumulative grade point average (GPA) at or above the minimum requirement: 3.0 for master students.
- Publicly defend the thesis.

KIMEP follows the Lisbon Recognition Convention that has been ratified by Kazakhstan and has elaborated respective guidelines fulfilling the MSHE requirements. A study period abroad will be recognised if there are no substantial differences between the course taken abroad and the learning outcomes of the KIMEP course. This is applied to both organised students' exchange and the so-called free movers.

As to the feasibility of the study workload, the average undergraduate and graduate course of the two study programmes at hand is based on 135 learning hours that correspond to 5 ECTS. As part of this, 45 hours are normally contact hours, 90 hours are devoted to independent learning. The whole undergraduate programme has a workload of 6,480 hours. As a part of this, about 2,100 are contact hours. The graduate programme includes 2,430 hours out of which about 720 hours are contact hours. The in-class activities include lectures, seminars, theoretical and practical exercises, group discussions and interaction with the course teachers and guest speakers as well as mid-term exams.
The remaining learning hours of the student self-studies or "learning period," include reading literature, research/problem investigations, homework, assignment and case-study preparation, consultation with teaching faculty and other activities designed to be organised outside of the class, including final exams.

Regarding the workload, the programme administration and teaching faculty: (a) guide students throughout the programme; (b) follow the status of their academic progression; and (c) provide assistance upon request just in case the students feel they are not keeping up.
The fact that all coursework involves continuous assessment (not just final assessment) is aimed at helping students know where they stand in a course. Feedback from faculty and students is considered when the programme is designed, and the workload is defined.

The students are supported by faculty and administrative units to make sure that they successfully complete their studies on time. Faculty members maintain regular office hours to consult students. In addition, the students have access to the counselling services of the programme managers. KIMEP-wide, the Student Learning Support Centre provides both academic and personal support to help students continue and complete their studies. The support includes academic tutoring, psychological counselling, and a special programme to address at-risk students.

KIMEP describes itself as being committed to a policy of equal opportunity for learning opportunities to all qualified individuals and to the principles of continuing life-long education also[16]. It does not discriminate 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 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 procedures for applying and accepting individuals with a diverse academic background and academic needs: Kazakhstani and international

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[16] See SER p. 35.

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, visiting exchange students, 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 Centre. It is maintained in accordance with laws relating to confidentiality. No limitations are placed on the number or proportion of people with disabilities who may be admitted or enrolled.

Appraisal:

Both programmes consist of courses that are categorised in groups. ECTS credits are assigned per course on the basis of the necessary student workload. As far as the University uses "KIMEP credit points" internally only (e.g. in internal regulations such as "KIMEP University Faculty Code of Practice") or in parallel to the ECTS credits (especially for courses and the Diploma Supplement), the panel urgently recommends KIMEP predominantly using the ECTS credits. This will make it easier to gain students from European countries based on the membership of Kazakhstan in the EHEA.

Each programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. Practical components, in particular internships, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed explanations of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations that are based on the governmental regulations. They contain all necessary rules and procedures. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with an ECTS grading table.

The feasibility of each study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

KIMEP University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programmes and the examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	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)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

The didactical concept for all programmes is shaped by a commitment to academic freedom and increasing the role of faculty in the academic decision-making process. The teaching faculty is expected to take into consideration subject-specific didactic requirements by choosing appropriate teaching and learning methods which are described in the syllabi.

According to KIMEP[17], the programmes and the individual courses follow models of typical Western universities. The guiding pedagogical philosophy is student-centered learning, and that students should take responsibility for their learning. This pedagogy is supposed to produce a capable professional worker and a well-rounded citizen which is meant to be achieved by independent course work done to deadlines, oral presentations of essays and reports, and by both individual and group assignments.

Progression and learning are set out in the syllabi. As 90 hours per course are for independent study[18], in CSS's eyes students have primary responsibility for managing their time and priorities. Student participation in class is highly encouraged, and in addition to this, students present orally a considerable number of independently written reports and essays. Role playing is used in some policy context.

The KIMEP learning concept also implies particularly the following: Students are encouraged to classroom collaboration: Faculty uses interactive didactical methods. Case studies are used to enhance students' decision-making abilities and to ensure that students do understand how to apply theoretical knowledge in real business situations.

Faculty office hours and appointments are aimed at developing students' academic and personal skills via advising, consulting, and directing the learners on concerns.

The learning materials belong to the responsibility of the teaching faculty. They are provided to students before each course begins, with additional materials distributed by the course teacher during classroom hours. Course materials include both classic and modern textbooks (available at the library and privately owned by students), electronic resources (available at the library and placed by lecturers on public drives), video lectures on selected subjects, as well as lecturers' PowerPoint presentations and handouts.

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[17] See SER p. 77.
[18] See above chapter 3.2.

All classrooms are equipped with multi-media facilities, Liquid Crystal Display/Interactive panels, webcams, LCD projectors, computers, appropriate furniture. In some courses, faculty members use virtual simulation software to make the course more practical and realistic.

Faculty members are encouraged to integrate guest speakers into the teaching process. On a regular basis and as part of the didactical concepts, guest lecturers from outside of KIMEP with various backgrounds and topics are invited by all colleges and departments. Such guests may be officials from foreign organisations, from business, academia, or civic society. Within KIMEP itself there are frequent guest lectures across departments and colleges. Such guest lectures are useful in that they highlight contemporary challenges to the practical application of administration and law, and help students choose their future professional paths. All students are notified of these lectures and encouraged to attend. Faculty from within KIMEP colleges and departments also frequently present guest lectures.

Appraisal:

The panel welcomes that the didactic concepts of both study programmes are described, plausible, and oriented towards the respective programme objectives. This allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The panel notes that the accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date, user-friendly, and digitally accessible and encourage the students to engage in further independent studies.

The panel welcomes that guest lecturers from several countries with their special experience either from professional practice or scientific work, but also, for example, from culture and politics are regularly invited. Their contributions form an integral part of the study programmes' didactical concept. They come from a variety of occupations, which enhances the students' chances of employment thanks to the profound insights they gain from these lectures.

	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 International outlook

KIMEP, in line with its mission, strategy and core values, defines the study programmes at hand as being committed to training and preparing students for careers in an international environment[19]. The University aims to achieve internationalisation by attracting students and faculty from other countries, by active collaboration with international partner institutions in areas such as student exchanges, joint programmes, research activity and corporate connections, and by carrying out research of international relevance and scope. KIMEP welcomes students from other countries and cultures.

In keeping with KIMEP's Western-style orientation, international and comparative contents are an integral part of the course curricula. Kazakhstani and Central Asian contents are also necessarily used, and students are encouraged to critically compare and synthesize international and local content.

The BPMA programme includes as one of the possible majors the area "International Development and Public Policy" with seven courses. Other courses deal with international aspects such as Comparative Public Administration, Corporate Social Responsibility and International Development, and European Social Movements (IR Department) as well as Institutions of the European Union as elective courses.

The MPMA programme offers courses such as Special Topics in Human Capital and Innovation as well as Education and Science Policy that content wise have to touch international comparisons and ambitions.

The Department of International Academic Mobility (DIAM) plays a leading role in organising frequent international and intercultural events. It has created a Buddy System to help international students better adjust to KIMEP University's environment and new place of living in Almaty.

BPMA and MPMA students know Kazakh, Russian, English, and frequently study other languages as well. Students are helped and encouraged to study for at least a short time abroad; to this end, students are assisted with foreign Course Pre-Approval Forms, which ensure that students will receive credits for foreign study.

The proportion of international students in the total student body has remained stable through the years, coming to 13.8 % for the 2022-23 academic year. The decrease in the total numbers of students compared to previous years prior to 2020 is explained by the forced switch to online education format during the COVID-19 pandemic period.

Since the Bachelor of Public and Municipal Administration focuses on the domestic law and policy of Kazakhstan, the student body is mainly composed of Kazakhstani citizens. CSS undergraduate programmes regularly have students from Kyrgyzstan and Tajikistan. Also, the MPMA programme could record few foreign students in the last years. KIMEP actively seeks foreign students from other Central Asian countries as well as further abroad and offers scholarships to attract students from there.

As far as faculty is concerned, KIMEP has international professors with western terminal degrees, from such countries as the US, Canada, and EU. KIMEP plans to further increase the number of international faculty (both visiting and exchange). For AY 2022-23 the CSS has

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[19] See SER p. 43.

22 full-time faculty members, of whom nine (41 %) came from foreign countries. There are 11 countries of origin represented, with the US and Europe being the two leading foreign sources. All nine foreign faculty members hold terminal degrees. The full-time faculty were supported by a contingent of local adjuncts, many of whom are professionally qualified. Within the PA department, there are four full-time faculty members, three of whom are foreign. All PA faculty members have Western doctoral degrees.

Then KIMEP advertises internationally and locally in order to have a broad choice of candidates both international and domestic. The final choice of candidates includes consideration by the selection committee of the candidate's education, professional experience and English abilities.

The official language of all programmes at KIMEP is English. As the student body is made up predominantly of native speakers of Russian, Kazakh, and other languages of the Central Asia countries and the former Soviet Union the vast majority of PA students are studying in a foreign language. The only course at the Bachelor level that students may take in Russian or Kazakh is History of Kazakhstan (State Exam required by MSHE).

Appraisal:

Both programmes include to a certain extent international contents that are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples and the student exchange, students are enabled to act in an intercultural environment.

As far as the internationality of the student body is concerned, there are only few foreign students taking part in both programmes. The panel therefore recommends CSS, combined with the existing KIMEP scholarship programme intensifying cooperation with universities abroad focused on student mobility.

The panel welcomes that KIMEP University promotes the international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) as a fundamental element which is shaping the profile of the study programme and promotes the acquisition of international competences and skills.

As all study programmes are taught in the English language, respective language courses and required foreign language materials correspond with their qualification objectives. Internationality is clearly a key element of the study programme's profile.

	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)

KIMEP undergraduate students are required to take courses such as sociology, psychology, philosophy, history and culture as part of general education to broaden their understanding of life, society and the world beyond the limits of business education and generally during the first two years of their studies. They are also asked to take programme foundation courses from other business disciplines such as information systems. In addition, all students study courses in English. These mandatory English courses have assignments in public speaking, panel discussions and analysing speech of others in verbal areas and in writing a research report that includes a literature review and data collection, including conducting interviews. Master students too are required to attend core and programme foundation courses before attending course related their specialised professional domain.

The curricula of both programmes contain courses that use individual and group presentations as part of the course assessments. English-language competency, reading and writing skills, and research skills are emphasized. Communications skills are improved through exam and essay-writing, with feedback. Oral presentations of the students' own research projects are a prominent part of many BPMA courses.

Group seminars and group essays aim to foster cooperation. CSS students have the option of taking a Model United Nations course for practicing accommodation and debating skills. Differences and conflicts among students may be resolved within the KIMEP Student Association. Students have representation and voting rights with the CSS and the Academic Council at the university level.

Appraisal:

The panel welcomes that in particular by means of group work, students acquire communication, academic- and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as sociology, psychology, philosophy, history and culture as well as leadership is ensured.

	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)

Both study programmes require two internships, an academic and a professional internship. Although both the BPMA and MPA programmes were designed to serve primarily the public sector, most of its graduates find employment in the private sector, the NGO sector, the semi-public sector, state-owned private companies and the holding company Samruk-Kazyna. he largest employers within Kazakhstan insofar are the Big Four financial auditing firms and the

oil and gas sector. The KIMEP-wide employment rate is about 95 % within six months of graduation.

For the BPMA students all four alternative majors with seven courses each as specialisations are relevant for employability: (1) Financial Management and Public Audit, (2) Governance and Law, (3) International Development and Public Policy and (4) International Trade and Corporate Policy.
The courses and field-specific areas that are relevant for the employability of MPMA students are courses such as Research Methods and Statistics, Essentials of Public Administration and Management, Public Policy Analysis, Administrative Ethics, Economic Perspectives on Government, and Fiscal Governance.

The PA department conducts an annual Advisory Board meeting of employers, alumni, and students to obtain feedback on job market requirements[20]. Information about market preferences is also obtained through venues such as Job Fairs and Open House Days, which are conducted three times annually. The department has an active Alumni Association, which is encouraged to provide input concerning course content for better employability.

KIMEP's Career and Employment Services office provides job-search services to KIMEP and MPMA students and alumni job seekers. According to KIMEP[21], employers are particularly pleased with the initiative, self-management ability, communication skills, analytical skills, and personal attributes (soft skills) of MPMA and KIMEP graduates. Alumni are very satisfied with the preparation they receive in the PA department.

BPMA and MPMA graduates have an employment rate of about 95% within 6 months of graduation. MPMA students frequently receive job offers well ahead of graduation.

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 programmes through all their courses. Moreover, the panel welcomes that KIMEP offers in each of the two programmes majors that are as such relevant for employability as well as elective courses which can enable the students to actively apply the acquired skills in new areas of work and to develop them further.

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

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[20] See also above chapter 1.3.
[21] See SER p. 81.

4. Academic environment and framework conditions

4.1 Faculty

Within the College of Social Sciences (CSS), the faculty for the BPMA and MPMA programmes consists of four full-time teachers. All of them are professors, two have a PhD from abroad. In addition, there are several adjuncts in addition as well as teachers from other departments who can be re-deployed.

KIMEP has installed a formal process of teaching staff hiring, which is outlined in internal regulations[22] and in compliance with Government regulations[23]. The hiring process is carried out by competition with qualification requirements. All candidates applying to fill any teaching staff positions in KIMEP must meet the qualification requirements for the positions of employees of higher educational institutions. The academic qualifications of the teachers selected to deliver classes are aligned with the academic requirements set by the CSS and follow the programme objectives. For teaching at the undergraduate level, faculty members must have at least a Master's degree. A doctorate degree (PhD or JD[24],) is required for teaching any graduate programme. To teach in the PA department, faculty must have a terminal Western degree or at least a Candidates of Sciences degree. The faculty must also be either research active (publishing) or professionally qualified (practical work experience).

Moreover, a minimum of three years of teaching experience in higher education including examination methods, English proficiency, and evidence of remote instructional design are required. During interviews, special attention is given to assessment and feedback practices. These are the minimum required qualifications. Interviews are conducted with all prospective faculty by a committee, during which more detailed questions about teaching philosophy and assessment style are asked. In some cases, job candidates are asked to give a demo lesson.

As per Faculty Code of Practice, all full time (core) faculty members are required to teach four standard courses every semester (eight per academic year)[25]. This means a teaching load per week of 12 academic hours. A faculty may be requested to teach one graduate level course; faculty holding a doctoral degree with sufficient teaching qualifications and background are requested to teach at the doctorate level programmes. In 2022-2023 academic year, the average workload per faculty is 6.6 courses. During the on-site visit KIMEP announced that the regular teaching load may be further reduced.

According to KIMEP[26], the University's faculty has the highest proportion of holders of terminal degrees from Western universities among the CIS countries. For continuing faculty members, the 'KIMEP Centre of Educational Excellence' provides regular trainings to improve and hone pedagogical competencies. The college serves as a collaborative platform to host professional workshops, seminars, webinars, conferences, discussion groups, professional development programmes, and additional opportunities for the educational market for the whole university.

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[22] See KIMEP University Faculty Code of Practice (as of September 2022) and "KIMEP Employment Guidelines".
[23] Order No. 635 of the Ministry of Education and Science of RK dated 14 Dec. 2007 on "Regulations of Competitive Hiring and Selection of Faculty and Researchers in the Institutions of Higher Education", Order No 391 dated 17 June 2015, and Order No 339 dated 14 July 2021.
[24] Juris Doctor, mainly used in USA and Canada.
[25] Faculty Code of Practice, Part V Clause 1
[26] See SER p. 46.

Further, faculty members regularly participate in international academic mobility programmes to learn and update teaching and research qualifications.

The list of professional development workshops organised for KIMEP faculty members is presented in the following table:

Professional Development Workshops for KIMEP Faculty

Year	Professional Development Workshops
2022	Best practices in inclusive education Strategies around student anxiety and depression
2021	Blended and Blended Online Learning
2020	Evidence of Understanding and Learning Remote Teaching and Learning Programme Quality Online Course Design
2019	Inclusive Education Improving Pedagogy Junior Faculty Research
2018	Student-Centred Course Design & Instruction

The faculty is encouraged to participate in conferences and publish research. The annual evaluation forms add points to the performance evaluation for conference attendance and for publications, the amount of which are dependent on the nature of the publication. In addition, faculty may be awarded financial rewards for publications depending on a set of criteria distributed to the faculty annually.

The KIMEP faculty for BPMA and MPMA has shown evidence of its academic qualification in their CV's by numerous publications by recognized scholarly journals and publishers such as: Oxford University Press, Cambridge University Press, Springer, and others.

In 2016, Kazakhstan's MES (now MSHE) began to require continuing development in pedagogy. KIMEP created a Centre for Teaching Excellence (later renamed as Centre for Educational Excellence) to offer seminars in pedagogy, which has been offering seminars in pedagogy since January 2018. The CSS encourages all its faculty to participate in these seminars and introduced evidence of professional development as part of its annual evaluation starting in 2018.

As to the practical business experience of faculty, one of the four full-time faculty members worked in areas other than academia; the other faculty members could collect some business experience as well.

There are opportunities for faculty to collaborate and interact. The faculty committee meets periodically through the year to discuss curriculum and other developments in KIMEP and the CSS. Membership on committees is either by election or appointment. All faculty members are encouraged to get involved in committee work. Consequently, faculty develop a broad awareness of issues across CSS and the entire university; they are accustomed to collaboration and create an institution-wide culture of collegiality.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly within the quality assurance process.

For those faculty members who teach courses where the subject matter may run adjacent or overlap, they discuss among themselves how to divide the subjects. Instructors may also observe a class of their peers and give comment. Some faculty members collaborate with one another in research projects and have co-authored and/or co-edited academic publications.

The annual teacher evaluation process is performed by a subcommittee of the faculty, together with the Dean, and the evaluation includes a section for student input through the periodical course evaluations. Most major decisions require a faculty committee vote.

Student learning support and coaching are integral parts of the services provided by KIMEP and are offered on a regular basis according to the syllabi. 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 their individual and team success regarding the learning process.

In order to support students, faculty members are requested to publish their student advising hours in their syllabi and on their office doors. Faculty adhere to the concept of student-centered learning or student-friendly learning, one aspect of which are generous office hours and an "open door" policy regarding student visits for consultation. Concomitantly, PA student satisfaction is consistently at the top or near the top in surveys of KIMEP undergraduates.

Faculty advise students about scholarships or study opportunities abroad and provide letters of reference. Where appropriate, faculty engage students as Research or Teaching Assistants, thus giving students experience in work concerning academic matters. Faculty support the students through everyday conscientious teaching and mentoring; and each spring the faculty organise a departmental "team building" party for the undergraduate and graduate students on campus.

Programme administration is available to support students with administrative issues. Programme administrators help faculty in preparing the course materials, providing technical support to faculty. For students completing their theses, supervising faculty are in regular contact with them via email and Zoom calls and/or face-to-face meetings.

Appraisal:

The panel is convinced that the structure and number of the faculty correspond to the programme requirements and ensure that the students achieve the intended qualification objectives. The faculty's composition, consisting of full-time, part-time as well as visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. However, the panel members note that the regular teaching-load of 12 hours per week for full-time academic staff is high taking into account required research work and administrative contributions. They support KIMEP's intention to reduce this regular teaching load in order to improve research activities and thereby the quality of teaching.

When commenting on the draft of this report, KIMEP University responded to this remark: "Beginning with the academic year 2023-24, KIMEP has introduced a scheme by which faculty members can earn reductions in their teaching load to achieve a teaching load of six courses or of four courses per year, contingent on maintaining a target level of research output."
The panel welcomes that KIMEP has introduced a possibility to earn a reduced teaching load.

The academic qualification of the faculty corresponds to the requirements and objectives of each study programme. KIMEP verifies the qualifications of the faculty members by means of a competitive hiring procedure, which is described and regulated in the "KIMEP University Faculty Code of Practice". Specific measures for the further qualification of the faculty members are implemented. The panel welcomes that faculty members teaching in the BPMA and MPMA programmes have proven outstanding academic qualifications by high profile scientific publications.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. KIMEP University verifies the qualifications of the faculty members by means of an established and competitive procedure. KIMEP ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. However, the panel got the impression that promoting full-time faculty members in their academic career could have a positive impact on the quality of teaching and research. Therefore, the panel recommends KIMEP developing a mentoring programme to enhance the academic development of the full-time faculty.

The practical experience of the faculty corresponds to the requirement of the relevant programmes to integrate theory and practice.

The panel notes that faculty members cooperate with each other for several purposes including tuning the courses towards the overall qualification objectives. Meetings of all those who are teaching in the relevant programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students, study successfully. The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive.

	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			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

Currently, the department does not have a formal programme director but is managed collectively by its faculty members and is overseen by the CSS Dean. Faculty members are always available to the students during working hours for advice on the progress of their programme, information on how to use KIMEP resources and any other issues that may arise during the students' time at KIMEP with respect to their studies. Moreover, they have to ensure that the programmes run smoothly on an academic level with the Associate Deans for Undergraduate and Graduate Programmes.

At the college level and within the department there are committee structures installed. As general principal routine or novel issues are addressed first at the programme level and then referred upward if more authority or coordination across faculties is required. Some notable decision-making bodies at the department level are the Quality Assurance Committee, Curriculum Committee, and Promotion and Hiring and Retention Committee. The Dean and the department members monitor the programmes of foreign universities of similar size for programme comparability and participate in Advisory Board meetings.

The Dean advises and assists the Departmental Quality Assurance and Curriculum Committee to ensure progression within courses and across levels of study. He also monitors for parity of grading in single-section and especially multi-section courses taught by different faculty members, and monitors for content duplication or gaps, with reference to the programme matrix of ILOs[27].

The department is supported by an experienced College Manager and by offices for Student Advising, for Admissions and Financial Aid, and Student Services. Two graduate student assistants help with the regular administrative tasks of the department which is also supported

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[27] See above chapter 3.1.

by the Department for Marketing, Communication, and Public Relations (MCPR); the Department for International Academic Mobility (DIAM); and the Department for Quality Assurance and Institutional Research (QAIR).

At the higher levels, the programmes are managed through four formal committees:
- The Curriculum and Quality Enhancement Committee periodically revisits the curricula, course contents and the course management of the programmes.
- At College-level Undergraduate and Graduate Programmes Committees check and make recommendations regarding the management, quality, and standards of the respective programmes, consistent with intended learning outcomes.
- The College Council approves the management, operations, changes, and improvements of the programmes to align with the strategic vision, mission and objectives of the CSS. Faculty members and student representatives are included.
- At University-level the Academic Council as the supreme academic policy making authority, provides final approval of the programme management activities. Also, faculty and students` representatives are involved.

KIMEP has developed its own Online Registration System, which allows the students, faculty, the registrar, and administration to use a number of web-based real-time services, and effectively supports the administering of the education process. Using the system, students can exercise the following features from any location in the world online: check the schedule for the upcoming semester, communicate with their academic advisors, choose the courses according to their descriptions and prerequisites, register for courses, check their grades for the previous semester, check their GPA for the previous semesters, review their financial obligations to KIMEP, and check their individual academic requirements.

Faculty members can exercise the following features online directly from their offices: check the actual number of students registered for the course during the registration period, obtain the list of students registered for the course, carry out advisory services, and enter final grades. The Office of the Registrar can obtain the following current and exact information on any student directly online: number of credits obtained, GPA, list of courses completed, individual schedules, and financial obligations.

Appraisal:

As KIMEP explains, the coordination of both programmes is ensured, especially with support by the Dean, although there are no programme managers at present. Nevertheless, the panel got the impression that the activities of everyone involved in the programme guarantee that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.
The opportunities of electronic service-support are used and supplement personal one-to-one counselling. KIMEP offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty.

	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 links and partnerships with more than 100 universities in North America, Europe and East Asia which offer exchange programmes and dual degree programmes for undergraduate and graduate students, joint fora and research opportunities, faculty visiting and exchange programmes, summer schools, and study abroad programmes. There are three groups of students with specific needs: 1) outgoing to other HEI, 2) incoming from other HEI for a short period and 3) degree seeking. A full list of partner universities and co-operation agreements, student mobility statistics and dual degree accomplishments are available at the KIMEP International Office website (https://www.kimep.kz/diam/en/).

The co-operation agreements with HEIs offer its faculty and staff members a range of opportunities to study, carry out research and experience international academic life at the partner universities. Cooperation agreements or memoranda of understanding (MoU) with effects for BPMA and MPMA have been signed in particular with the following universities or institutes:

- University of Belgrade, Serbia (Agreement on research internships),
- University of Dublin, Ireland (Agreement on research internships),
- Kyrgyz Economic University of Bishkek, Kyrgyzstan (Agreement on research internships),
- University of Business and International Studies, Geneva, Switzerland (Cooperation agreement on exchange of academic staff),
- Tallinn University of Technology, Estonia (Agreement on research internships),
- Institute for International and Area Studies, Tsinghua University, Beijing, China (MoU on exchange of academic staff and students).

Long-term financial and sponsorship relationships are established by the Corporate Development Department (CDD) of KIMEP. The CDD contributes to KIMEP's and also PA's development by generating external resources and promoting partnerships in the corporate community, NGOs, and governmental agencies in Kazakhstan, Central Asia, and further abroad.

The PA department has an institutional membership with the Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee). It is currently accredited by the Independent Kazakhstan Quality Assurance Agency (IQAA).

Institutional recruitment and marketing are conducted by MCPR[28] as well as by the University's Admissions Office. The PA department works closely with MCPR and Admissions in advertising and public relations.

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[28] Department for Marketing, Communication, and Public Relations (see above chapter 4.2).

Both programmes are assisted by DIAM[29], which coordinates academic and student exchanges on an ad hoc or individual basis from a list of more than 160 eligible foreign universities. The number of exchanges is limited by the availability of scholarships and financing.

The PA department conducts an annual Advisory Board meeting of employers, alumni, and students to obtain feedback on job market requirements. Information about parental and market preferences is also obtained through venues such as an annual Job Fair, and Open House Days which are conducted three times annually. The department has an active Alumni Association.

Internships are conducted with both public- and private-sector partners. They are organised by the CSS Internship Coordinator and an appointed core faculty, who oversees and assesses student internships.

Appraisal:

The scope and nature of cooperation with universities, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented and actively promoted. The panel especially welcomes that CSS has installed an Advisory Board that enables the department to have regular meetings with partner companies and organisations on further developments of the study programmes. The meetings with the Advisory Board forming the basis of the cooperation are installed and actively promoted.

	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		

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[29] Department of International Academic Mobility, see above chapter 3.4.

4.4   Facilities and equipment

KIMEP's campus consists of eight buildings, including the two main academic buildings: Valikhanov Building and the New Academic Building; the Olivier Giscard d'Estaing Library (OGEL), and the Dostyk Building (administration building). The University campus hosts the Residence Hall for students and own apartments, as well as the apartment in Samal micro-district for foreign faculty and top-managers; also, there is a plant building and a publishing and printing department building.

Dostyk Building was constructed in 1954. It hosts colleges the Sports Center and the University administration. It also hosts two auditoria with a total area of 105 square meters, 118 offices with the total area of 3,418 sqm. Since 1992 the building was reconstructed several times. In 2012, to enhance the academic environment for the students eleven study rooms were created there. In 2016 the cosmetic renovation of Sports Center was done together with renovating the faculty offices at the third and fourth floors for the total area of 2,258 sqm. In 2017 the major repairs were performed at the third floor, including corridors and offices (500 sqm).

The Valikhanov Building was constructed in 1975. It hosts College of Social Sciences (CSS), Computer and Information Systems Center, the canteen with an area of 1,013.2 sqm, a coffee shop, a stationery shop and a copying centre. The building is a host for 40 classrooms with the gross area of 3,432 sqm and 136 offices with the gross area of 3,035.2 sqm. Academic rooms, besides the general classrooms, include six computer labs, three conference halls, a media laboratory for journalism department and the specialized classroom for teaching arts.

The New Academic Building was commissioned in the fall of 2008. The total area of the building amounts to more than 6000 sqm, out of which 2,301 are teaching facilities. It hosts 21 classrooms, three computer labs and a recreation area with wireless KIMEP LAN and Internet access. The building also hosts the School of Law. These classrooms and offices are maintained on the basis of scheduled maintenance work. In 2017 a Starbucks coffee shop was opened on the second floor of the building.

The Residence Hall Building was constructed in 1972 and designed for 424 students to reside in double or triple rooms. The Building also hosts the modern Executive Education Center, the Medical Center, the Office of Student Affairs, the International Office and the Career and Employment Center and a canteen. In 2013-2014 the first of three stages of major repairs were done at the first, fourth and fifth floors, including the lounge rooms and study rooms between the 2nd and the 5th floor (2,358 sqm), as well as of the façade and of entrance of the building; one of existing elevators was replaced by the modern one, and a partial replacement of the old furniture was done. The second stage was completed in 2015. The final stage was completed in 2016 (1,149 sqm).

For faculty Housing, KIMEP owns 2/3 of the apartment house located on campus, in which there are 18 furnished 2-rooms and 3-rooms apartments for faculty and management of the University.

Besides annual enhancements of educational operations KIMEP pays attention to advancement of a healthy lifestyle. The University has a modern indoor Sports Centre and a football field. Besides, jointly with "Bank of Astana" in 2016 the workout site was opened on campus. In 2018 the University has constructed a new open-air basketball and volleyball court. In 2017 enhancement of campus infrastructure was made via developing the working project of installing the automatic irrigation system and landscaping design.

All three academic buildings are equipped with ramps, elevators; automatic sliding doors are installed at entrances to academic buildings. In addition, special buttons are installed at the entrances to all buildings to call staff if any assistance is needed. Since the buildings are of quite old construction, gradual reconstructions are carried out. Reconstructions meet all current building standards, including standards required for students with special educational needs.

Reconstruction of the Valikhanov Building was carried out between 2017 and 2021. A stationary lift (mini elevator) at the cafeteria entrance was installed adding to previously installed elevators. All entrances to buildings are equipped with tactile tiles and buttons to call staff for assistance. Each floor is equipped with specialised restrooms for people with disabilities.

The total area available in KIMEP including the library is 10,840 square meters. The total number of classroom seats available is 3,701.

Teaching Facilities

Building Location	Area sqm	Seating Capacity	Screens	OHP	LCD	Computer	TV Set	Video	Tribune	Air-Con.
Valikhanov	3432	2326	44	31	41	249	4	3	33	62
CCE	130	48	2	2	2	2	2	2	2	4
Dostyk	2258	151	2	2	2	25	1	0	2	8
Library	2719	69	2	2	2	87	0	5	1	3
New Acad.	2301	1107	15		20	126	2	2	21	24
Total	**10,840**	**3,701**	**65**	**37**	**67**	**489**	**9**	**12**	**59**	**101**

Notation: OHP - Overhead projector; LCD - Display

The current student to computer ratio is 7 to 1.

Seventy-three classrooms are equipped with LCD-projectors, LCD-panels, 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 11 study rooms available with wireless Internet.

The Olivier Giscard d'Estaing Library (OGEL) is located in a separate building on the University campus with an area 2,719 sqm and can serve up to 350 students at a time. OGEL users are not only students, teachers and staff of KIMEP, but also KIMEP alumni. The library works 64.5 hours per week: on weekdays from 8.30 to 20.00, on Saturday from 10.00 to 19.00. OGEL facilities include public reading areas for the library's circulating collection and for reference, periodicals, and reserves materials; a conference room, two independent study laboratories with computer workstations, which provide access to electronic resources. The library has 87 computers with unlimited access to the Internet at the disposal of its users. The library's conference room and computer laboratory are equipped with all necessary software and hardware to run multimedia presentations.

KIMEP owns one of the biggest English-language library collection in Central Asia[30]. The library collection includes 100,583 print copies (of these 70,869 in English), and 21 international and local electronic resources, which comprise over 700 thousand full-text documents (e-books, magazines, conference materials, legislative acts of Kazakhstan and foreign countries) and can be accessed from any computer on campus: CARD (the library's own bibliographic database), Ebook Central, EBSCO EconLit, EBSCO Business Source Complete, EBSCO Ebooks, Emerald, Encyclopaedia of Public International Law in Asia, JSTOR, Hein Online's Core collection, Paragraph, Polpred, ProQuest One Business, Sage Premier, Scopus, Taylor & Francis Ebooks, Taylor & Francis Social Science and Humanities eJournals, The Chronicle of Higher Education, TOL, Lexis, Web of Science and Zakon. The remote access is organised to 15 electronic databases, so now library users can access these resources from any place outside the campus. Bibliographic records of all print literature are entered into an electronic catalogue (KIMEP uses AMLIB as its library management system), which is accessible to all users both in the library and through KIMEP website.

The library is constantly developing a book collection and its electronic resources. Twice a year the library organises textbook orders, that usually include reference and research titles requested by the faculty and students. The budget allocated for acquisition of learning resources for 2022-2023 academic year will allow increasing the library collection for nearly 1,000 print books, renewing subscriptions for the existing electronic resources and subscribing to two new electronic databases.

In order to ensure students with necessary literature for the study programmes, OGEL provides the Textbook Rental Service. Every student may take the necessary course title for rent for a semester. Usually the library acquires the number of copies assigned for the relevant course equal to 30-50% of the planned enrolment number. Also 3-5 copies from this amount go to reserve collection, which is created to make the course titles available for all students. Reserve titles can be used only in the library reading rooms and can be checked out for the overnight loan. So if a student cannot take the course title for rent, there is always a copy in the library available for reading.

Eleven library staff members provide a wide range of services to all users: open access to the entire book collection; selection of books on the subject; individual consultations, presentations, trainings, orientation sessions to entering students and new faculty, seminars, webinars on the use of the electronic catalogue and electronic databases. Also, the Library organises practical trainings for students together with teachers; scanning materials for teachers; draws up thematic exhibitions; regularly updates and places information on the website, on social networks; provides unlimited internet access.
Annually, the QAIR[31] conducts a survey among students and graduates regarding the work of all departments, including the library, and all their recommendations and comments are analysed and taken into account in the future direction of the library in providing services.

Appraisal:

The panel had the opportunity to visit the campus as well as the buildings that are described above. They could confirm that quantity, quality, media and IT facilities of the teaching rooms

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[30] See SER p. 82.
[31] KIMEP Quality Assurance and International Research Department, see above chapter 1.3.

meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Also, the panel welcomes that across the campus students can find meeting areas in comfortable and functional surroundings. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library meet/respect students' needs. The library is accessible during most of the day. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured and available from the students' home. The literature expressly required for the study programme is available in the library and also kept up to date. Qualified library staff can advise students.

	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			

4.5 Additional services

KIMEP established the Career Center in 1996 with the purpose of building strong cooperation between the business community, alumni, and students of KIMEP. The Career Center provides students, starting from their first year of study, with all necessary tools to successfully manage professional development: career advising, career events, recruitment, employer outreach programmes, and networking opportunities (Career and Employment Service – CES).

The dedicated staff of the centre provide job seekers, who are KIMEP students and alumni, with such services as counselling on internship opportunities, preparation for job interviews, writing resumes, and job presentation skills. Further, the Career Center organises annual job fairs and maintains close connections with leading companies to have full information about job vacancies. The department also runs a platform for online employment opportunities that is considered a leading job portal in Almaty[32].

The KIMEP Alumni Association was established to maintain a permanent relationship between KIMEP and its alumni, with the purpose of mutual service and support. An active alumni network makes a stronger university and multiplies the value and prestige of a KIMEP degree.

The goal of the Alumni Association is to keep Alumni up to date with the programmes and activities of KIMEP and provide support to the university and its programmes. The Alumni Association assists the University in the growth of its cultural and extracurricular activities and facilitates KIMEP's involvement in the community. Alumni currently serve on KIMEP's business advisory board and as mentors to various student organisations on campus.

Alumni Association activities include:

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[32] See SER p. 50; see also https://kimep.kz/current/en/career-employment.

- Developing an active network of alumni branches, as well as discipline-specific alumni groups;
- Serving an important role to KIMEP as benefactors, as spokespersons and advocates for the university, as advisors to the Colleges, and as a positive voice championing the importance of a KIMEP degree;
- Acting as role models for current KIMEP student;
- Fundraising for current students through the Rakhmet Scholarship Fund;
- Annual reunions, luncheons and networking activities that recognize outstanding alumni in areas of professional development and community service.

Alumni are invited to participate in all events undertaken by the EEC[33], which are often also open for general public as well, like: HR club, Marketing Club, Corporate Governance Certifications, KIMEP International Research Conference, HR International Conference, some social events like New Year party.

Appraisal:

The panel is convinced that the excellent career counselling and placement services at KIMEP help the students and graduates effectively promote their employability, especially as they are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, are performed regularly, and are actively marketed. KIMEP provides sufficient resources in terms of staff and room facilities for this purpose. Students have access to the HEI-wide corporate network. The University brings its graduates in contact with representatives from business enterprises and institutions at regular events.

An alumni organisation has been set up with the aim of developing an alumni network. As this organisation is still relatively young it needs some more time to become a successful network.

		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)

KIMEP's main income is based on the tuition fees in particular from the Bachelor programmes (more than 84%), whereas the Master programmes contribute around 3.6 % and the Doctoral programmes 1.5 % (in the academic year 2022/23). The University achieves a yearly surplus of about 2 million €. More detailed Information on the School's Financial Situation has been presented to the panel.

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[33] KIMEP Executive Education Centre.

Appraisal:

The panel is convinced that the income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the study programme.

		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's Quality Assurance system (QA) is based on its "University policy for quality assurance in education"[34]. Its task is enhancing the quality of teaching, research, personnel as well as improving key stakeholders' satisfaction and operational effectiveness. The QA includes both academic and non-academic areas of University functioning. The task of quality management is to review and coordinate the University units' activities that are critical in terms of achieving quality requirements. The QA functions as a dynamic and continuous process, which implies the constancy of the quality assurance process in the form of a continuous repetition of the PDCA (Plan-Do-Check-Act) cycle.

In its QA Policy KIMEP has established a framework for quality assurance that is compatible with mechanisms for institutional, departmental, and programme quality assurance. This framework is embedded in each college and in every department, both academic and non-academic.

The academic structure of KIMEP enables the management to oversee all colleges and academic affairs departments, programmes and curriculum, faculty, budget, and assessment strategies. Each college or academic division is responsible for creating their own continuous quality assurance process to include annual and cyclical programme reviews of each aspect. Annual programme reviews are limited in scope to particular programme learning outcomes, and include overviews of curriculum, faculty, finances, student learning, and programme effectiveness. Full programme reviews occur 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 revise the curriculum and programme effectiveness, as well as to determine market needs, student interest, 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, Curriculum Review Committee, QAIR[35], and the Admission and Scholarship Standing Subcommittee for review and feedback. For major issues or revisions, programme reviews are presented to the Academic Council and the President's Cabinet.

QAIR is responsible for collaboration between different units at KIMEP – executive, management, departmental, and programmatic – in order to provide necessary information to support strategic decision-making and quality assurance systems, which promote integrity and effectiveness across the University. The primary roles of the office are as follows:

- Provide the information and analysis necessary to support decision-making at the institutional level and within colleges / divisions,
- Undertake such reviews and audits as necessary to safeguard the integrity and quality of the institution's activities,
- Advise the institution on quality implications of proposals, policies and strategic plans.

QAIR conducts the student evaluations as well as annual alumni surveys regarding employment and overall satisfaction with the quality of KIMEP's education. It also determines the students' success rates every semester and acts as a liaison between state bodies, higher

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[34] As of December 15, 2017. (QA Policy)

[35] Office of Quality Assurance and Institutional Research.

education institutions, and both national and international agencies to share best practices and develop strategies for the benefit of the community as a whole. Additionally, upon request they carry out various studies that investigate particular quality aspects in individual programmes or separate areas of the university's performance.

The Academic Council of KIMEP has to manage general academic affairs, to oversee academic quality assurance and curriculum review, and to develop recommendations for further approval by the President's Cabinet and the Board of Trustees. College Deans, the Director of the Admission and Financial Aid Office, and the Deputy to the President for Student Recruitment & Admission have representation on this committee, directly or by proxy, and provide administrative support for the committee.

This committee reviews the curriculum to ensure alignment with the National Qualifications Framework, that each programme submits viable programme reviews, and oversees continuous academic quality assurance. The function of the committee is to evaluate, analyse, and determine the appropriateness of any new programmes or courses, or of changes to existing programmes. It further establishes criteria for quality assurance controls over all matters of academic import, and makes recommendations concerning admission and scholarship, including additional criteria and student enrolment rules not covered by state standards for each major.

The President's Cabinet as the executive body of KIMEP has the right to make decisions on any issues of KIMEP operations that are not covered by Kazakhstan's legislation and are not governed (according to the Charter) by other bodies and officials of KIMEP, including financial management, strategic planning, development of organisational structure of the institution, and resolution of departmental or programmatic issues.

One of the most valued instruments for teaching performance evaluation is student evaluations. Student Perception of Instruction Survey (SPIS) is part of the general formal faculty evaluation process and is mandatory for each course taught at the Bachelor, Master and Doctorate Programmes as it allows retrieving student opinion on their perceptions of the instructional effectiveness, quality of teaching, and their learning experience. QAIR distributes the student survey at the end of each semester and the results of SPIS to faculty in the first part of the ensuing semester.

The SPIS is conducted employing a standard internet-based approach that aims at greater audience scope and higher rate of responses. Links to questionnaires are distributed via email, regular reminders are sent, and respondents are encouraged, but not obliged, to answer all questions. QAIR processes and analyses the questionnaires.

The questionnaire looks at the quality of teaching in three important fields: 1) faculty, 2) class sessions and 3) courses. The first section consists of questions about instructional delivery and academic professional attitude towards students, while the second part covers questions about management of class sessions and learning environment. The third part addresses student's understanding of course requirements and syllabus, availability of course materials and the overall level of satisfaction. This also includes the question whether the workload was manageable[36]. Respondents through two open-ended questions are also provided with the possibility to add any information regarding the faculty member and course quality.

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[36] Question 16.

To ensure objectivity, students fill in the SPIS forms after the completion of final examinations but prior to issuance of final grades, 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 to further develop the university's status as an outstanding employer and academic institution. The survey has been conducted every spring semester since the 2005-06 academic year on an anonymous and voluntary basis. All faculty members are invited to take part in the survey. Survey results are presented to management and faculty in the form of a report that highlights both strong and weak points of KIMEP's working conditions and compares overall satisfaction with data from previous periods. The collected responses are components of efforts to create a better working and learning environment.

KIMEP also elaborates an Alumni Survey (KAS). It 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 identification of areas for improvement. The survey has been conducted each summer since 2005 by means of email and phone interviews with graduates of previous year. Survey results are reported to management and shared with KIMEP faculty and students.

One of the recommendations of FIBAA experts presented within the accreditation period held during 10-12 April 2019 was to increase the frequency of the Alumni Survey in order to gather sharper insights from graduates and reflect their career paths. Moreover, both five- and ten-years post-graduation institutional research and assessment are well known practices worldwide, usually aiming to track alumni career paths and gather their opinion on how their education influenced their current activity. After reviewing the recommendations, it was decided to extend the target respondent group of Alumni Survey to include KIMEP alumni who graduated 5 and 10 years ago. As a result, since 2019 the QAIR has been conducting an extensive Alumni Survey aiming to simultaneously collect the opinions of 3 cohorts of alumni - those who graduated 1, 5, and 10 years prior.

As far as the Employer Satisfaction Survey (ESS) of KIMEP Alumni is concerned, ESS seeks opinion 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 electronic means and supporting calling campaigns. The most recent evaluation was conducted in fall 2021. It had the overall result, that 98% of surveyed employers are satisfied with the skills and qualities of KIMEP graduates. At the same time, the proportion of employers who expressed a desire to continue hiring KIMEP graduates in the future increased from 82% in 2013 to 97% in 2021. The survey results illustrate employers' perception of KIMEP graduates' professional qualities and help to guide further improvement of academic programmes.

The MSHE also periodically evaluates the programmes. All assessments have indicated a satisfactory level in programme management.

All programme descriptions and curricula including course syllabi, learning strategy and methodology, and other relevant documents about the programme are communicated to newly-admitted students during each induction session, and are alternatively available for the

programme 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 Department (MCPR) at KIMEP 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 (visiting speakers, athletic and intellectual competitions, and performances), undergraduate, graduate, and doctor degree programmes, student services, publications, and accomplishments of KIMEP community members. Externally, MCPR shares information regarding admissions, scholarships, academic programmes, athletic and intellectual competitions for school students, events that are open to the greater community, and institutional accomplishments.

The MCPR staff operate several social media accounts (Instagram, Facebook, LinkedIn, YouTube, Vk.com, Telegram); disseminate mail and e-mail; place advertisement placards on building facades and billboards; design and print leaflets, brochures, and posters; photo-zones, press-walls, banners, flags, create digital campaigns (targeted and contextual ads), produce promo videos and conduct photoshoots, order KIMEP branded souvenirs, and organise the graduation ceremony. Among the main media partners of KIMEP are Khabar channel, Kazakhstan national TV channels, and Forbes Kazakhstan. The MCPR Department also manages the KIMEP website (kimep.kz), which is the main source for information on KIMEP, its administration, and its student body. The annual online KIMEP Catalogue provides full details concerning the academic calendar, academic policies, and codes of conduct, disciplinary procedures, student facilities, student support services, as well as details concerning all admission requirements, programme structures, courses, and graduation requirements.

MCPR also provides counselling and printing services for the KIMEP Times, the independent student newspaper, founded in 1995. It is the only student newspaper that has been awarded a licence (# 1689-A) by Kazakhstan's Ministry of Culture and Information and is published in English and Russian. It is published every three months throughout the academic year. The newspaper publishes articles and commentaries on KIMEP programmes, achievements of students, faculty and staff and many other things. MCPR coordinates the production and distribution of the yearbook for graduates, a student-driven project, founded in 2020. At the beginning of each academic year, MCPR develops the marketing activities plan and obtains a list of necessary advertisement and informational materials approved by all units of KIMEP.

Appraisal:

KIMEP works with a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. The panel welcomes the clear division of responsibilities for quality assurance.

Evaluations by the students as well as the quality control by the faculty are carried out on a regular basis and in accordance with prescribed procedures; the outcomes are communicated to the students and faculty and provide input for the quality development process.

External evaluations by alumni and employers are carried out on a regular basis and in accordance with prescribed procedures; the outcomes are communicated and provide input for the quality development process.

The panel notes that faculty members discuss the evaluation results and underlines the importance of these discussions and of their conclusions.

The study programmes' contents, curricula and examination schemes have been described in detail, documented and published.

KIMEP regularly publishes current news and information – both quantitative and qualitative – about the study programmes. The panel appreciates that press relations and network communication, especially by means of social media, are actively maintained. In its annual report KIMEP University presents a summary of the activities of 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, Almaty, Kazakhstan

Bachelor programme:
Bachelor of Public and Municipal Administration
Master programme:
Master of Public and Municipal Administration

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
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		
2	**Admission**					
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**					
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			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
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			
4. Academic environment and framework conditions					
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			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					
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					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		
5 Quality assurance and documentation					
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			

COLLEGE OF SOCIAL SCIENCES
Organizational Chart

College Dean

- **Associate Dean**
- **Dean's Office**
- China and Central Asian Studies
- **Academic Departments**

- Administrative Manager
- Program Manager
- **Program Coordinator**
- Internship Coordinator
- **CCASC Coordinator**

- **Department Economics**
- **Department of Relations and Studies**
- **Department of Communications**
- **Department of Administration**