

Decision of the FIBAA Accreditation and Certification Committee



11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	22/128 Cluster 2
Higher Education Institution:	Narxoz University
Location:	Almaty, Kazakhstan
Study programme:	1. Environment and Sustainable Development (Bachelor of Science) 2. Tourism and Hospitality (Bachelor in Service) 3. International Relations (Bachelor of Social Knowledge)
Type of accreditation:	initial 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 accredited.

Period of Accreditation: September 20, 2023 to September 19, 2028

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Narxoz University, Almaty, Kazakhstan

Bachelor programmes:

1. Environment and Sustainable Development
2. Tourism and Hospitality
3. International Relations

Qualification awarded on completion:

1. Environment and Sustainable Development (Bachelor of Science)
2. Tourism and Hospitality (Bachelor in Service)
3. International Relations (Bachelor of Social Knowledge)

General information on the study programmes

Brief description of the study programmes:

The Bachelor of Science in **Environment and Sustainable Development (E&SD) programme** is offered within the Narxoz University's School of Arts and Social Sciences. The programme's duration is four years and comprises 240 ECTS credits. The programme is interdisciplinary in nature, drawing on knowledge and skills from fields such as economics, management, law and environmental science to provide students with a comprehensive understanding of the complex environmental, economic and social issues. The programme aims to equip students with the skills and knowledge needed to develop sustainable solutions to these issues, as well as prepare them for careers in government, non-governmental organisations, and the private sector. Courses in the programme are offered parallel in three languages, Russian, Kazakh and English which students may choose to take.

The Bachelor programme **Tourism and Hospitality** is a four-year undergraduate programme that consists of 240 ECTS credits that cover a wide range of subjects related to the tourism and hospitality industry. The programme is designed to provide students with a solid foundation in the essential areas of study required to succeed in this industry. The objective is to prepare competitive and competent professionals for the Tourism industry for both local and international markets. Courses in the programme are offered parallel in three languages, Russian, Kazakh and English which students may choose to take.

The Bachelor programme in **International Relations** is aimed at the formation of fundamental knowledge, skills and abilities necessary to meet the expectations of employers and the needs of the labor market. It is a four year programme with 240 ECTS credits. The purpose of the programme is to equip graduates with the skills of strategic processes, political analysis and forecasting of international processes, allowing them to pursue a career in the fields of research and scientific activities, in government structures, as well as in international organisations and companies. Therefore it uses interdisciplinary approaches in teaching. Courses in the programme are parallel offered in three languages, Russian, Kazakh and English which students may choose to take.

Type of study programme:

Bachelor programmes

Projected study time and number of ECTS credits / national credits assigned to the study programme:

Four years / 240 ECTS credits

Mode of study:

full-time

Didactic approach:

Study programmes with obligatory class attendance

Double/Joint Degree programme:

no

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

Environment and Sustainable Development:	80
Tourism and Hospitality:	80
International Relations:	170

Programme cycle starts in:

winter semester

Initial start of the programme:

Environment and Sustainable Development:	2021
Tourism and Hospitality:	2020
International Relations (September 1, 2023)	2023

Type of accreditation:

Environment and Sustainable Development:	Initial accreditation
Tourism and Hospitality:	Initial accreditation
International Relations:	Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programmes Environment and Sustainable Development (Bachelor of Science), Tourism and Hospitality (Bachelor in Service) and of the Bachelor programme International Relations (Bachelor of Social Knowledge) was made between FIBAA and Narxoz University on November 9, 2022. On April 12, 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 accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Katja Borowski

University of Applied Science Bremen
Student of Tourism Management (B.A.)

Prof. Dr. Evi Fitriani

Universitas Indonesia, Jakarta, Indonesia
Professor of International Relations
(International Relations, International Politics, Southeast Asia Studies, European Studies, Indonesia's Foreign Policy, ASEAN)

Wolfgang Gerstlberger, PhD

Tallinn University of Technology (TalTech), Estonia
Department of Business Administration
Professor of Operations Management & Head of Sustainable Value Chain Management Unit
(Operations Management, Innovation Management, Sustainability Management, International Business Administration, Innovation Systems, Entrepreneurial Eco-Systems)

Nina Hoffmann

Hanseat Travel GmbH
Sales Management for Tourism company
(Tourism management, Economics, International Relations, Cruise Management)

Prof. Dr. Rupert Holzapfel

Bremen University of Applied Sciences, Germany
Professor of International Tourism Management
(Tourism Management, Ecotourism, Business Ethics, Sustainable Development)

Serik Orazgaliyev

Graduate School of Public Policy, Nazarbayev University
Associate Professor for Development studies, Public Policy, Politics and International Studies
Co-Chair of Sustainable Development Solutions Network SDSN
(Development studies, Public Policy, Law, Sustainable Development, International Studies)

Prof. Dr. Sabine Haller

Project Manager FIBAA

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 June 14th and

¹ The panel is presented in alphabetical order.

15th, 2023 at the HEI's premises in Almaty, Kazakhstan. The same cluster included an appraisal of the programmes

- Environment and Sustainable Development (Bachelor of Science)
- Tourism and Hospitality (Bachelor in Service)
- International Relations (Bachelor of Social Knowledge).

At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 21, 2023. The statement on the report was given up on September 5, 2023. It has been taken into account in the report at hand.

Summary

The Bachelor programmes Environment and Sustainable Development (Bachelor of Science) Tourism and Hospitality (Bachelor in Service) and International Relations (Bachelor of Social Knowledge) offered by Narxoz University fulfil the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 20, 2023 and finishing on September 19, 2028. The programmes are 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 panel members identified several areas where the programme could be further developed:

The panel members recommend:

- ensuring that students' English proficiency on admission is appropriate for following classes in English (see chapter 2.5);
- adapting the applied didactical methods in the courses with regard to their suitability and specifying the module descriptions accordingly (see chapter 3.3.1);
- ensuring the internationalization of course materials and adaptation of materials to courses held in English language (see chapter 3.3.2);
- ensuring that the students' survey outcomes are communicated proactively to students (see chapter 5.2.1);
- checking its processes to ensure a documented and comprehensive quality management system that includes a closing control loop based on the PDCA cycle (see chapter 5.2.2).

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

There are several criteria in which the programmes exceed the quality requirements:

- Student support by the faculty (see chapter 4.1.6)
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4.1)
- Access to literature (see chapter 4.4.2)
- For the programme Tourism & Hospitality: Cooperation with business enterprises and other organisations (see chapter 4.3.2)

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

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Information

Information on the Institution

Narxoz University is one of the largest institutions in Kazakhstan for the study of economics, business, law, tourism and sustainable development, providing education in three languages (see self-evaluation report Bachelor of Science in Environment and Sustainable Development, p.1). The University was founded in 1963 and is an institution that intends to draw talents from across Kazakhstan, Central Asia and the world. Narxoz University strives to apply high standards of quality, objectivity and independence in education, work and research.

In 2002, the University underwent a process of corporatization and adopted a strategic planning approach to adapt to the changing demands of the market and respond to challenges in the environment. Over the years, the University has undergone several stages of development, including a focus on improving infrastructure and transitioning to a break-even point, strengthening strategic engagement with key stakeholders, rebranding and an emphasis on anti-corruption in strategic planning, and implementing reforms to improve governance and the educational process. In 2020, Narxoz University was given the status of a non-profit joint stock company. This means that the organization cannot convert into a for-profit entity and all income generated is used solely for the advancement of the University, including the development of infrastructure, improvement of the academic process, research, and professional development for faculty. Narxoz University has recently achieved institutional accreditation from FIBAA (Foundation for International Business Administration Accreditation) in 2022, recognizing the University's standards of quality in teaching and research.

As a modern institution, Narxoz University aims to provide a high-quality education that prepares students to make a positive impact on economic and social development. Narxoz University developed a clear vision to become an internationally recognized institution by 2025, and as such, places a strong emphasis on providing internationally accredited programmes. In pursuit of this goal, the University has already achieved accreditation for several of its Bachelor's and Master's programmes, including Accounting and Audit, Law, Management, and Marketing. Additionally, in 2022, Narxoz was granted accreditation by FIBAA for its PhD programme in Accounting and Taxation, as well as for its Master of Applied Finance programme. The University aims to continue the accreditation journey, and strives to remain committed to ensuring that all of its programmes meet international standards.

Further development of the programme, statistical data and evaluation results

As the Bachelor programmes Environment and Sustainable Development (started in 2021), Tourism and Hospitality (started in 2020) and International Relations (starts in September 2023) only started recently and have not yet run up, initiatives for further development have not yet taken place. The programmes were revised and redesigned from a predecessor. Therefore, this is already a comprehensive further development of the previous programmes.

Statistical data are shown in the following tables:

Table 1: Statistical Data of Programmes (

Study Programme: Environment and Sustainable Development			
		Intake 2022	Intake 2021
# Study Places offered by HEI		200	100
# Applicants	Σ	189	67
	f		
	m		
Application rate		94,50%	67,00%
# First-Year Students (accepted applicants)	Σ	167	51
	f	131	41
	m	36	10
Rate of female students		0,784431138	0,803921569
# Foreign Students	Σ	1	0
	f	1	
	m	0	
Rate of foreign students		0,005988024	0
Percentage of occupied study places		83,50%	51,00%

Study Programme: Tourism and Hospitality				
		Intake 2022	Intake 2021	Intake 2020
# Study Places offered by HEI		100	100	
# Applicants	Σ	123	84	X
	f			
	m			
Application rate		123,00%	84,00%	#VALUE!
# First-Year Students (accepted applicants)	Σ	90	44	81
	f	78	33	66
	m	12	11	15
Rate of female students		0,866666667	0,75	0,814814815
# Foreign Students	Σ	1	0	0
	f	1		
	m	0		
Rate of foreign students		0,011111111	0	0
Percentage of occupied study places		90,00%	44,00%	#DIV/0!
# Graduates	Σ	33	25	31
	f	25	21	18
	m	8	4	13
Dropout rate (students who dropped their studies)		16	14	9
Average duration of study		4	4	4
Average grade of final degree		2,4	2,8	2

As the revised programme of International Relations is only about to start in the winter semester of 2023, on September 1, there are no statistical data yet.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The **Bachelor of Science in Environment and Sustainable Development (E&SD)** programme is offered within the University's School of Arts and Social Sciences. The programme's duration is four years and comprises 240 ECTS credits. The programme is interdisciplinary in nature, drawing on knowledge and skills from fields such as economics, management, law and environmental science to provide students with a comprehensive understanding of the complex environmental, economic and social issues our planet is facing. The programme aims to equip students with the skills and knowledge needed to develop sustainable solutions to these issues, as well as prepare them for careers in government, non-governmental organisations and the private sector. According to the self evaluation report, with this specialization the E&SD programme at Narxoz is the only programme that offers training in Sustainable Development in Central Asia. Since Narxoz focuses on attracting talented youth from Central Asia, the programme provides an opportunity for students from the region to learn about the environmental challenges in their own countries and contribute to finding local sustainable solutions.

The programme has been established in collaboration with the United Nations (UN) in Kazakhstan, with the goal of training experts who can help achieve the United Nations' Sustainable Development Goals. The programme focuses on issues such as transitioning to renewable energy sources, sustainable urban and regional development, and the role of technology and business in reducing environmental impact. The curriculum is multidisciplinary, covering all spheres of environmental studies and all aspects of sustainability. The programme also includes guest lectures from international organisations like the UN and United Nations Development Programme, as well as internships and study abroad opportunities for students. The programme is offered in three languages: Kazakh, Russian and English.

The Environment and Sustainable Development programme is built upon the following five principles:

1. **Interdisciplinarity:** The programme includes perspectives from various fields such as environmental science, economics, law, and social sciences to help students understand and address environmental and sustainability issues from different angles.
2. **Flexibility:** The programme offers students the flexibility to choose from a range of elective courses matching their interests, career goals and learning styles. This allows students to tailor their education to their specific needs and interests, and to explore different areas of environmental and sustainable development.
3. **Local and regional context:** The programme takes into account the specific environmental and sustainability challenges and opportunities of the Central Asian region and incorporates them in the curriculum.
4. **Evidence-based:** The programme is based on the latest scientific research and data on environmental issues and sustainable development practices.

5. Practical: The programme provides students with hands-on experience and opportunities to apply what they have learned to real-world projects and challenges.

The objectives of the E&SD programme include:

1. Developing a thorough understanding of the environmental challenges facing Kazakhstan, Central Asia and the wider world, such as climate change, pollution and natural resource management.
2. Providing students with the knowledge and skills necessary to design and implement sustainable development projects in Kazakhstan and Central Asia, such as renewable energy, sustainable agriculture and water management.
3. Building students' analytical and critical thinking skills to help them understand and evaluate the complex environmental and social issues facing Central Asian societies.
4. Preparing students for careers in environmental management, sustainable development and related fields, such as environmental consulting, NGOs and government agencies.
5. Encouraging students to take an interdisciplinary approach to understanding and addressing environmental and sustainability issues, by incorporating perspectives from fields such as economics, policy and social sciences.
6. Creating awareness and promoting sustainable practices among students and the community and incorporating the local and regional context of Kazakhstan and Central Asia in the curriculum to make it more relevant and relatable to the students.

Expected **learning outcomes** of the programme are formulated as follows. Graduates shall be enabled to:

1. Analyse environmental processes and phenomena, including economic, social and political components, and demonstrate skills in academic writing and public speaking.
2. Assess the effectiveness of environmental, social and economic measures for sustainable development and provide analytical and management information.
3. Analyse problems of nature-society interaction and describe the state of the environment using biogeochemical processes, including but not limited to carbon and water cycles.
4. Employ state-of-the-art environmental monitoring methodologies to detect variations in air, water and soil quality, and conduct comprehensive analysis to inform sustainable development decisions and actions.
5. Assess socio-ecological-economic systems and consider the role of environmental and social factors in long-term sustainable development, reflect on their role in the local and global community and constantly evaluate and motivate their actions.

Programme requirements fully correspond to level six of the National Qualification Framework (Bachelor degree).

The E&SD programme is designed to produce highly skilled professionals who can build a career in both public and private sectors, to meet the growing need for experts in the field of environmental protection and sustainable development. These graduates shall be equipped

with the knowledge and skills to understand, analyse, manage, regulate and develop activities that are environmentally sustainable and help to address the local and global environmental challenges. They will be able to fill various roles in government agencies for environmental monitoring and assessment, in branches of international organizations such as USAID, UNICEF, and the UN, and in the private sector providing environmental consulting services.

The main goal of the **Bachelor programme Tourism and Hospitality** is to prepare competitive and competent professionals for the Tourism industry for both local and international markets. The Tourism and Hospitality programme is a comprehensive and rigorous four-year undergraduate programme that consists of 240 ECTS credits and covers a wide range of subjects related to the tourism and hospitality industry. The programme is designed to provide students with a solid foundation in the essential areas of study required to succeed in this industry. The programme is structured to include a diverse range of courses, including General Education, School Required, Major Tourism Core, Major Hospitality Core, Major Communicative Core, Major Social Core, Major Business Core, Major Electives, Minors and Internship.

The programme of Tourism and Hospitality is designed and organised around the following principles:

- Student-orientation (fulfillment of main demands of HEI students/choice);
- Market-orientation (direct involvement of industry stakeholders into the development and improvement of the programme);
- Industry internship possibilities (professional training opportunities within dual education system – see chapter 3.1)
- Academic flexibility (timely upgrade of subject syllabi);
- Inter-major approach (minors);
- Academic Integrity (e.g. Turnitin plagiarism detection programme);
- Mixed teaching methods (e.g. Canvas LMS, involvement of industry professionals).

Learning outcomes correspond to qualification level six of the National Qualification Framework. The learning outcomes detailed below have been identified to be acquired by the programme graduates. Graduates should be enabled to:

- integrate key concepts, paradigms, and theoretical developments in the functional areas of management, marketing, accounting for the implementation of professional functions in the field of tourism and hospitality;
- use appropriate software and digital technologies, tools and theories, performing professional functions in the field of tourism and hospitality, including creating databases.
- influence the actions and behavior of the organization's decision-makers and stakeholders by applying tools to influence consumer behavior, demonstrating oral and written communication skills, convincingly formulating arguments and relying on facts and research, and demonstrating the ability to work in a team;
- independently make non-standard decisions and assess their consequences, analyzing current ones, including financial and managerial ones, using a variety of analytical methods, taking into account the principles of corporate social responsibility, ethical implications and research norms, academic integrity, cultural and historical traditions and the values of safety requirements;

- analyse and present financial and managerial information to internal and external stakeholders, including specific customer requests in tourism and hospitality, demonstrating strong writing and public speaking skills;
- show leadership qualities and practice independent learning both for the disclosure of individual potential and the formation of entrepreneurial thinking, and for the benefit of serving society, including based on the principles of sustainable development, showing a high level of professional activity, taking care of their own health;
- present information about various tourist destinations and trends in the hospitality industry, based on self-conducted critical analysis of the real situation and data, demonstrating awareness and skills in managing innovations and projects in the field of tourism and hospitality both in the domestic and international markets;
- analyse relevant information and develop traditional and innovative products, design the development of priority tourist territories, including the development of tourist destinations, routes and quality hospitality services according to modern international standards of service provision;
- manage the complete technological cycles of providing services at different levels of tourism and hospitality enterprises based on existing standards, compliance with rules and regulations of labor protection, life safety, and service provision, evaluating their effectiveness;
- manage effectively the promotion and sales of tourism and hospitality services and products based on the concepts of consumer behavior in this field, using marketing tools and innovative technologies;
- maintain a single corporate culture in the unit, coordinating and controlling the joint activities of subordinates and units related to tourist services;
- meet the expectations of customers, starting from the stage of transportation, both in normal mode and in holding mass events of various nature, taking into account cultural traditions and the specifics of intercultural interaction, new trends in the tourism and hospitality industry, conditions of a general pandemic and other non-standard situations in the constantly changing conditions of the external environment.

The structure of the **International Relations programme** is determined in accordance with the requirements of the State Compulsory Education Standards (*hereinafter - SCES*), and is aimed at the formation of fundamental knowledge, skills and abilities necessary in professional activity, taking into account the expectations of employers and the needs of the labor market. The purpose of the programme is to equip professional cadres with fundamental knowledge in the field of international relations and foreign policy, with the skills of strategic, political analysis and forecasting of international processes, allowing them to work in the fields of research and scientific activities, in government structures, as well as in international organizations and companies.

The main objective of the programme is the high-quality training of qualified specialists in the field of international relations, which is achieved with the help of such “elements” as the practice-oriented orientation of disciplines, the use of interdisciplinary approaches to teaching, the implementation of high-quality selection of applicants, the use of effective learning technologies, with the necessary material base, leading to successful employment of the graduates of the University.

The key aspects of the International Relations programme are as follows:

- continuous process of learning foreign languages (English, German, French, Spanish, Turkish, Japanese, Chinese, Arabic, Korean) for seven semesters with a gradual increase in the language level with the transition to a professional area, providing training opportunities in a multilingual educational group and training is conducted in three languages (Kazakh, Russian, English);
- implementation of an interdisciplinary approach during the entire period of study, including the correlation of disciplines, the creation of interdisciplinary minors and the formation of topics for graduation projects with the participation of the Council of Mentors;
- training of highly qualified specialists, implemented through person-centered learning, through a practice-oriented focus of disciplines, including interactive methods, project implementation and case studies;
- the development of the social aspects of the student's future professional activity is carried out within the framework of the Diplomatic Club of the School of Law and Public Policy which organizes guest lectures by practitioners in the field of international relations;
- formation of the programme in accordance with the priority directions of the development of research in Narxoz;
- the achievement of professional competencies among students is assessed during the current, intermediate and final control and evaluated in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan², and is further regulated by the Regulations on the organization and conduct of intermediate and final attestation of students of NJSC Narxoz University according to Academic Policy of the University.

The learning outcomes of the programme are as follows. On completing the programme, the student shall be able to:

- analyse information in the professional field with the help of knowledge of history, theory of international relations, problems of national and international security, international economic relations, global integration processes to participate in the preparation of analytical materials in the activities of government agencies and foreign affairs agencies (LO1);
- apply basic and specialized knowledge in the field of social sciences and humanities, realizing the social significance of his future profession, using the methods and skills of organizing and planning his own professional and labor activities (LO2);
- possess the skills of business communication in the state, Russian and foreign languages in oral and written form, participating in public and scientific speeches in a professional environment (LO3);
- demonstrate the skills of critical thinking and creativity by participating in the preparation of expert opinions on issues of international relations at the regional level, as well as the foreign policy of profile countries in the work of state bodies of foreign policy and expert and analytical centers (LO4);
- navigate freely in the field of modern international relations on the basis of fundamental knowledge in the field of diplomacy, geopolitics, economics, globalization and sustainable development to participate in the development of recommendations in the work of international organizations (LO5);
- carry out a comprehensive assessment of international situations, applying knowledge in the field of international conflicts and methods of their settlement, international terrorism, the protection of human rights and the regulation of the migration process in accordance with international law, as well as taking into account international practices (LO6);

² Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595

- apply theoretical and applied methods of analysis and forecasting in the preparation of a qualified assessment of international processes, using the skills of critical analysis and systematization of information to work with scientific materials and analytical reports (LO7);
- demonstrate organizational skills and leadership qualities, owning the technique of making individual and group managerial decisions, participating in the organization of international meetings, negotiations, conferences and other diplomatic events in accordance with the diplomatic and state protocol (LO8);
- use tools for analysis and evaluation of international processes to participate in the preparation of the necessary recommendations, analytical reports for the foreign policy departments of the Republic of Kazakhstan, taking into account trends in modern international relations and world development (LO9);
- participate in the organization of project work using general scientific, and specialized methods for stakeholders in the field of international relations (LO10).

Appraisal:

The qualification objectives of the three Bachelor programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. The key learning outcomes are explicitly elaborated and 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

Narxoz University has set internationalization as a strategic priority within its development strategy to 2030. The University aims to increase the percentage of students participating in academic mobility programmes to 10 % and international student admissions to 5 %. This is being achieved through participation in university ranking systems, attaining international accreditations, and by organizing 'international weeks' which introduce students to renowned global scholars and professionals. The University's overall goal is to transform Narxoz into a global platform for education in Central Asia, which requires an institution-wide change that welcomes contemporary thinking, research, innovation and collaborations. This is seen as important for the University as it will help to attract talented youth from Central Asia and other countries, and also improve the University's recognition for research.

The **Bachelor in Environment and Sustainable Development programme** is aligned with the strategic priority. In order to achieve this, the department has taken proactive measures, such as:

- Launching the Environment and Sustainable Development programme in English. In 2022, nine students joined the department. This highlights the University's commitment to providing students with the opportunity to acquire language and communication skills that are critical for engaging in international research collaborations and professional opportunities in the global job market.
- Reviewing and updating the programme's content and learning outcomes to ensure they align with international best practices in the field. The Bachelor in Environment & Sustainable Development Programme has been built around the UN 17 Sustainable Development Goals. The programme includes courses in ecology, alternative energy sources, climate change, conservation of biodiversity, and environmental protection. The curriculum also incorporates courses in social ecology and sustainable development, promoting equality, and global partnership for sustainable development. Additionally, the programme includes a number of elective courses, such as "Environmental Management," "Environmental Impact Assessment," and "Environmental Economics," which also align with international best practices.
- Building partnerships with reputable universities and organisations globally to provide students with diverse perspectives and opportunities for study abroad and internships. The programme is currently in negotiations with the University of Keele, the UK. The University of Keele is a public research university located in Staffordshire, England, that is known for its commitment to sustainability. The University is placed among the Top 40 universities in the world for sustainability³. They have a number of research centres and institutes that focus on sustainable development, including the Centre for Sustainable Energy and Environment, the Institute for Sustainable Futures, and the Centre for Global Eco-Innovation.

The **Tourism and Hospitality programme** complements the international aspects by having taken the following steps:

- All the courses of the Tourism and Hospitality programme except for “Kazakh language” and “Russian Language” are taught in Russian, Kazakh and also in English. All the literature used in the educational process is retrieved from internationally recognized sources in order to ensure the international quality of education.
- A double degree programme with La Rochelle University (France) has been active since 2019. Both universities have agreed to the international exchange of students and experience.
- The Erasmus+ International programme has had a positive influence on exchanges for various sides, both for the academic staff and the students.
- The redesigned programme aims to meet the needs of international employers, such as Ritz-Carlton, Rixos, and other leading Kazakhstani companies.

The international focus of the **International Relations** programme is designed to equip students with the knowledge and skills necessary to understand and respond to the increasingly complex political, economic, social and cultural forces shaping the global landscape. The programme focuses on the analysis of global processes, the history of international relations and the dynamics of relations and interactions between different countries, regions and global organizations. In addition, the programme emphasizes research

³ UI Green Metric World Rankings, 2020

and practical skills, such as diplomatic negotiation, to prepare students for professional careers.

The programme includes the following courses with international content: International Security, International Economic Relations, International Law, Globalization and Sustainable Development, which provides students with a comprehensive understanding of international relations and world politics.

The programme also provides an opportunity for students to gain international experience at foreign universities through academic mobility, providing them with first-hand experience of living and studying in another country. This allows students to become familiar with a variety of points of view and ideas from different parts of the world, which includes the study and analysis of foreign policy, understanding the dynamics of economic and political development of various countries and regions. Students can study on short-term and one-year programmes at universities in 23 countries, at partner universities for International Relations: such as University of Bamberg, (Germany), Baltic International Academy (Latvia), Mykolas Romeris University (Lithuania), University of Lodz (Poland), Kangnam University (South Korea), O.P. Jindal Global University (India), LUMS University (Pakistan), Chinese University of Political Science and Law (China), Sapienza University of Rome (Italy), Amsterdam University of Applied Sciences (Netherlands) and American University of Central Asia (Kyrgyz Republic).

The international focus of the programme is designed to equip students with the knowledge and skills necessary to understand and respond to the increasingly complex political, economic, social and cultural forces shaping the global landscape. The programme focuses on the analysis of global processes, the history of international relations and the dynamics of relations and interactions between different countries, regions and global organizations. In addition, the programme emphasizes research and practical skills, such as diplomatic negotiation. It includes the following courses: International Security, International Economic Relations, International Law, Globalization and Sustainable Development, which provides students with a comprehensive understanding of international relations and world politics.

In addition, guest lectures, seminars and other events are regularly organized with the participation of international experts and scientists. Guest lectures are part of the course study programme, as well as the Diplomatic Club "TURAR" (for the preceding programme). For example, as part of the development of the training course "Geopolitics", guest lecturers were the Dean and Associate Professor of School of Public and International Affairs, ADA University (Baku, Azerbaijan) with the topic "Azerbaijani-Armenian conflict and the problem of security in Central Asia" and Chairman of the Department of Political Science, University of World Economy and Diplomacy (Tashkent, Uzbekistan) with the topic "Political power". Also, internationally recognized experts currently teach at the programme.

Appraisal:

The programme design appropriately takes into account the required international aspects that are integrated into the curricula. The teaching language is for students to choose among English, Russian and Kazakh throughout, there are possibilities for student and staff mobility and international lecturers/guest speaker are invited. The internationality of the programmes' design adds to its graduates' employability.

		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

Positioning of the study programme on the educational market

Narxoz University takes part in the yearly rating by the National Chamber of Entrepreneurs of Kazakhstan "Atameken". In 2020, the university was ranked 10th nationwide according to the self evaluation report.

The **Bachelor in Environment and Sustainable Development programme** offered by Narxoz University is a unique offering in the region and sets the University apart from other educational institutions in Kazakhstan and Central Asia. According to the self evaluation report, Narxoz University's programme is the only one that is focused specifically on Environment and Sustainable Development, providing a comprehensive and specialized education in the field report. Many of the faculty members for the E&SD programme also teach for other ecology programmes, which allows for a cross-disciplinary approach to environmental studies and provides students with a broader understanding of ecological issues. In 2022, the Ecology programme of Narxoz achieved a fifth place ranking among 31 programmes, the **Tourism and Hospitality programme** of Narxoz University was ranked seventh according to the self evaluation report.

The chart below illustrates the direct position of **Tourism and Hospitality** graduates of Narxoz University regarding average salaries, tuition fees and employment rates.

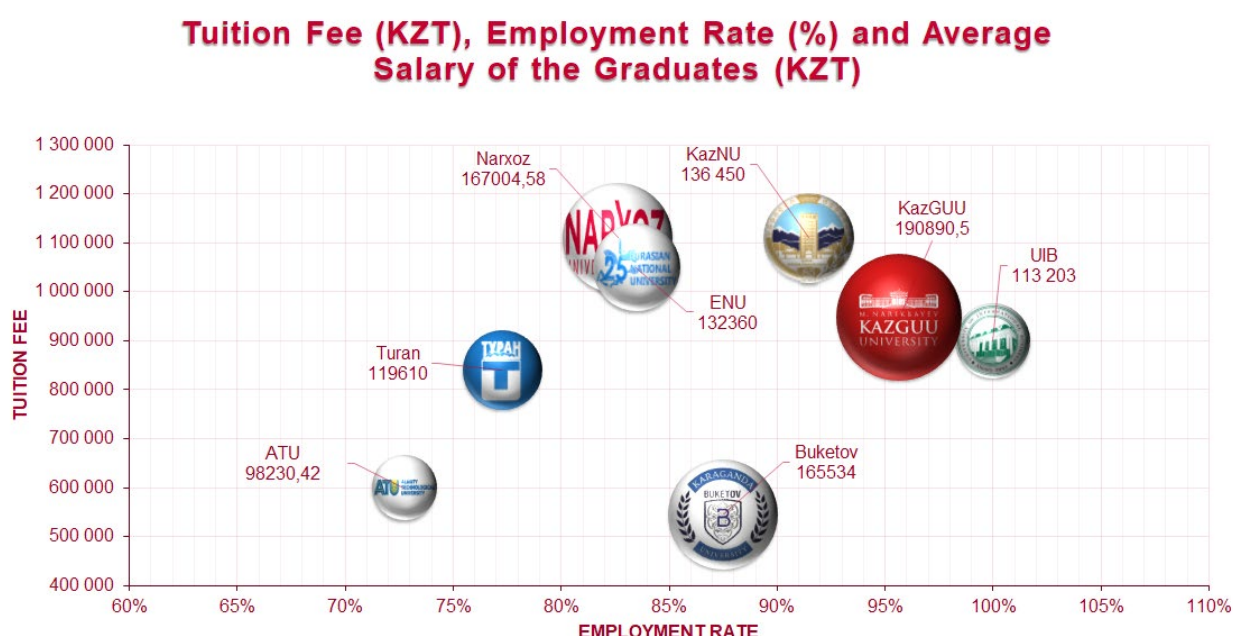


Figure 1: Differences among Tuition fees, Employment rates and the Salaries of graduates for the first ten Universities of Kazakhstan according to “Atameken” NCE on Tourism and Hospitality programmes.

The University has been conducting negotiations with industry professionals in order to create guaranteed employment opportunities for its graduates. The figure suggests relatively high salaries and employment rates.

International relations are a rapidly growing area of study in Kazakhstan as the country continues to expand its global presence and economic ties amid the challenges of today. Narxoz University's **International Relations Programme** is designed to give students a comprehensive understanding of the political, economic and cultural factors that shape the modern world and equip them with the skills and knowledge they need to pursue a career in today's globalized world. The programme also focuses on international trade and investment, as well as Kazakhstan's growing role as a regional power.

The uniqueness of the programme consists of the training of highly qualified specialists with fundamental theoretical knowledge in the field of foreign and world politics, as well as professional skills in international relations at the regional level. It also fosters on the intensive and in-depth study of two foreign languages in accordance with the curriculum during the entire period of study, with an increase in the level of the language and the transition to a professional level. The programme differentiates itself from other programmes through predominantly narrow-profile disciplines in the content of the programme (International and national security, War and peace in US foreign policy, Soft power in Chinese foreign policy, Foreign policy of the European Union, International conflicts and methods of their settlement, International relations in East and Southeast Asia, International Relations in the Near and Middle East, Central Asia: Politics and Security, Africa in International Relations, International Relations in Latin America, etc.), which also allow narrow specialization by region.

The growing demand for International Relations specialists in the country is due to Kazakhstan's expansion of its global presence and economic ties. In this context, the programme can make a significant contribution to the economic development of the country by providing students with the skills and knowledge they need to succeed in international relations and the global economy.

An obstacle to the further development of the programme may be the insufficiency of its funding. This can make it difficult for students to access the high quality education and training that is essential to succeed in this field. In addition, competition from other educational programmes and institutions can make it difficult to attract and retain students. However, the rating of educational programmes of the Ministry of Science and Higher Education of the Republic of Kazakhstan, carried out by NCE "Atameken", demonstrates a significant improvement in the position of the programme in the domestic education market. From 2002-2022 Narxoz University rose from ninth to fourth place according to the self evaluation report.

Positioning of the study programme on the job market for graduates („Employability“)

Given the increasing global demand for professionals with expertise in environmental management and sustainable development, the **Environment and Sustainable Development (E&SD) programme** at Narxoz University is positioned with the intention to provide graduates with valuable and in-demand skills. The programme's focus on developing a thorough understanding of environmental challenges, as well as providing students with the knowledge and skills necessary to design and implement sustainable development projects, is aimed to equip graduates to take on roles in a range of fields related to environmental management and sustainable development.

The objectives of the E&SD programme, including preparing students for careers in environmental management and sustainable development and encouraging an interdisciplinary approach to environmental and sustainability issues, position graduates to succeed in a wide range of fields, including environmental consulting, NGOs and government agencies.

Although the programme is new and has not yet generated graduates, the demand for professionals with expertise in environmental management and sustainable development is expected to continue to grow in the coming years. According to the UN Financing for Sustainable Development Report 2022, there is increasing recognition of the need for investment in sustainable development and environmental protection, which is expected to drive demand for professionals in these fields. Furthermore, the United Nations estimates that over 60 % of the world's population will live in urban areas by 2030, increasing the need for sustainable development and environmental management in cities.

According to a report by the World Bank, the number of people affected by environmental problems in Kazakhstan is increasing, highlighting the need for action to address these issues. In addition, the Government of Kazakhstan has expressed its commitment to pursuing sustainable development and environmental protection, including through its green growth strategy and participation in international environmental agreements. In this context, there is a growing demand for professionals with expertise in environmental management and sustainable development in Kazakhstan.

Concerning the **Tourism and Hospitality programme** one of the most vital priorities of any programme for Narxoz University is the employability of its graduates.

The table below displays how employment rates and salaries of Tourism and Hospitality programme graduates have been increasing over the past four years. Job search time has increased for each of the past three years, which may suggest more selectivity from graduates.

International Relations is a field of study that focuses on interactions and relationships between countries and other international actors, including non-state actors such as international organizations and transnational corporations. The **study of international relations** covers a wide range of topics, including diplomacy, international law, security, trade and development. The growing role of Kazakhstan in the international community and the growth of its economy have served to increase the demand for graduates of the programme.

Graduates of the programme can find work in government agencies, international organizations, incl. non-governmental organizations, scientific and think tanks, consulting firms, media and media holdings. The demand for graduates coming from government institutions is due to the country's deepening integration into the world economy and the expansion of its participation in international organizations. Analytical skills and knowledge of several languages allow graduates of the programme to find a job in international organizations. For example, the United Nations Development Programme and the World Bank are active in Kazakhstan and employ specialists in the field of international development and economic cooperation.

For successful employment, graduates of the programme must have fundamental theoretical knowledge and skills to apply them in practice. Furthermore, mastering a universal set of skills, such as self-reliance, independence, time management, self-organization, decision-making, initiative and stress resistance is an advantage.

Positioning of the study programme within the HEI's overall strategic concept

The mission of Narxoz University to 2030 is to educate people who will contribute to the economic, legal, technological, and social development. One of the strategic focusses lies on internationalization of the University. For this reason, the three programs were redesigned. With the intention to foster internationalisation, all courses of the programmes are offered in three languages throughout, Russian, Kazakh and English. Students may register for any course in any of the languages.

The **E&SD programme's** goals align with this mission by preparing students to address environmental challenges and promoting sustainable development. The goals of the E&SD programme fit into Narxoz's strategic priorities to 2025, particularly in "Education Quality and Accessibility to Promote Positive Economic and Social Change" and "Recognition for Research". The programme's objective of developing a comprehensive understanding of environmental challenges and providing students with the skills to design and implement sustainable development projects aligns with Narxoz's mission to create knowledge and educate individuals who contribute to positive economic and social change.

In addition, the Sustainable Narxoz 2030 strategy highlights the importance of campus culture, campus operations, and sustainable office practices, which are all relevant to the E&SD programme's goal of creating environmentally-conscious graduates. The E&SD programme's cross-disciplinary approach also supports the Sustainable Narxoz 2030 strategy's focus on education, research, and curricula that promote sustainability. Overall, both the E&SD programme and the Sustainable Narxoz 2030 strategy share a common vision of creating a sustainable future, both within and beyond the university.

The **Tourism and Hospitality EP programme** intends to contribute to the vision and mission of the University by development of society through the training of leaders who take on and solve complex integral tasks in real life. Thereby it takes into account the strategic goals of talented learners, improving the quality of the faculty by attracting international professors, cooperation and continuous communication with employers and partners to ensure the relevance of programme, further developing digital literacy and campus development. To ensure the achievement of the organization's strategic goals, the EP has concentrated on achieving all of the institution's priorities mentioned above.

Concerning the **International Relations** programme, the Strategic Development Concept states that the University intends to pay special attention to the modernization of national educational programmes that have proven their demand in the market and have earned appreciation among employers and rating agencies - the International Relations programme is among them. The qualification goals of the programme are focused on the training of competitive specialists in the field of international relations - diplomacy, intercultural communication, economic cooperation, who have a high level of theoretical understanding and the ability to apply it in practice.

Appraisal:

The reasons given for the positioning in the educational market of this study programmes are plausible. The re-orientation of the three programmes shows that the University took a close look at the market and the competitive situation and incorporated the results into the re-design.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. However, since the re-design of the three programmes has not yet been ramped up, there are no graduates yet. Thus, no well-founded statements on employability ratios can be made yet. The panel formed the impression that the students will be well prepared for a career in their respective fields.

Narxoz University developed a strategic plan until 2030, in which the study programmes are convincingly integrated. The study programmes' qualification goals are in line with the Narxoz' mission and strategic planning. The panel welcomes the visible orientation towards internationality, which is reflected in the programmes and showed in all interviews.

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

2 Admission

Admission requirements

For all programmes:

The School of Arts and Social Sciences follows general the Narxoz University regulations and admission requirements⁴ set by the Academic Policy⁵ of the University. All information for applicants is provided on the university website.

The rules for admission to Narxoz University for applicants for undergraduate educational programmes (hereinafter referred to as the Rules) are developed in accordance with the current regulatory legal acts regulating the activities of educational organizations in the Republic of Kazakhstan, the Model Rules for Admission to Education in Educational Organizations Implementing Educational Programs of Higher Education and postgraduate education, approved by the Order of the Ministry of Science and Higher Education of the Republic of Kazakhstan⁶ (hereinafter referred to as the Model Rules), and determine the procedure for admission of applicants for undergraduate educational programmes to the Narxoz University Non-Commercial Joint Stock Company (hereinafter referred to as the University) in order to form a student body.

The University accepts persons with a general secondary (general secondary), technical and professional (primary or secondary professional), post-secondary, higher education (higher professional) on the basis of a state educational order and an educational grant of higher education at the expense of the republican budget or local budget, as well as payment for tuition at the expense of the student's own funds and other sources. The process of obtaining and the possibility of participation are regulated in accordance with the current regulatory legal acts.

The right to receive free higher education by foreigners on a competitive basis in accordance with the state educational order is determined by international treaties of the Republic of Kazakhstan.

Admission to the University is carried out for training:

- on an educational grant for higher education programs (based on secondary, technical and professional education);
- on a paid basis for higher education programs (based on secondary, technical and professional higher education);
- under the educational grant of business partners of the University (on the basis of secondary, technical and professional education).
- Citizens of the Republic of Kazakhstan with technical and professional, post-secondary or higher education are accepted to study under educational programs of higher education, which provide for reduced terms of study.

In addition, the Banner-student platform is used when registering applicants for the programme in the university database. The platform is represented by two sites: initial registration and full registration in the system for further enrollment. The link to the initial registration is posted on

⁴ Admission rules in Narxoz University for Undergraduate educational programmes

⁵ Narxoz University Academic Policy

⁶ Order of the Ministry of Science and Higher Education of the Republic of Kazakhstan dated October 31, 2018 No. 600

the web resource of the University, the official website narxoz.edu.kz, in the applicants' section. An applicant interested in admission can fill in the required fields for further admission or contact an Admissions advisor. After submitting the full package of documents to the admission committee, the technical secretary enters the remaining data into the system. At the end of the enrollment process, the student gets access to the personal account on the banner-student platform.

Each newly enrolled student of an educational programme gets access to a personal corporate mailbox, as well as a personal account on the "banner student" platform. In addition, to optimize the provision of information, all students have the opportunity to install the "Narxoz mobile" application with all available information in real time. Thus, the main updates, current news and mailings are made through emails to students' corporate addresses, as well as push notifications in mobile applications, a "student handbook" guides newly arrived students to ease their adaptation at the University.

The admission procedure for students is regulated by the Academic Policy of the University, the Rules for Admission to NJSC Narxoz University for applicants for undergraduate programmes and other internal documents of the University, which are regularly published, updated and stored on the corporate portal of the University. On the main page of the portal, interested parties can get acquainted with local news, useful videos, as well as visit thematic forums. The portal menu is a convenient transition through the necessary pages, depending on the status and interests of the user.

The University offers different types of scholarships: merit-based and need-based. These scholarships are listed on the University website. The decision to grant scholarships is taken by the Financial Aid Commission.

The **E&SD programme** implements a selection process that follows the University's approved plans, with the goal of preparing applicants for successful admission⁷. For admission to the undergraduate programme, applicants must pass the UNT (Unified National Test) a very vital test for Academic Policy⁸ of the University, which is overseen by the National Testing Centre. Results of the test determine eligibility for state educational grants. In order to be considered for the "Altyn Belgy" scholarship, candidates must submit their high school transcripts and UNT scores to the University Admission Office, along with any other required documents listed on the university website. For international students, admission is based on an interview or test conducted by the Admissions Office. Foreign students who have studied in Kazakhstan may be admitted based on the interview or test alone. Those who have studied outside of Kazakhstan must also have their qualifications verified before starting their studies. The programme also utilizes a system for collecting and analyzing statistics on the student population to ensure optimal progress.

Table 2: Student enrolment dynamics for the E&SD programme (2021-2023)

Study Programme	2021-2022 (enrolled)	2022-2023 (enrolled)
Environment and Sustainable Development	27 (Kazakh department)	9 (English department) 29 (Kazakh department) 18 (Russian department)

⁷ Admission rules in Narxoz University for Undergraduate educational programmes

⁸ Narxoz University Academic Policy

The admission requirements for the **Tourism and Hospitality programme** adapt to the local market of students annually. For the intake of the 2023 Fall semester the minimum requirements for general entry to the University is 70 points minimum out of 140 for the UNT – the Unified National Test which is administered by all graduates of high schools and those willing to enter any HEI and compete in state-financed scholarship distribution. The UNT is administered and scored by the National Testing Centre and published on their website to ensure transparency. For students who wish to apply for the prestigious “Altyn Belgy” state scholarship, applicants need to submit their overall high school performance and UNT results.

Candidates apply directly to the University Admission Office with supporting documents. A full listing of these documents is published on the university website.

International students are admitted to the University based on an interview or admission test conducted by the Admissions Office. Foreign students who have graduated from educational institutions in Kazakhstan can be admitted to the University based on this interview or test. Foreign students who have graduated from educational institutions outside Kazakhstan can be admitted to the University based on this interview or test and are subject to certification of qualifications prior to the commencement of their studies.

The table below summarizes the key admission requirements of Narxoz and its main competitors.

Table 3: Admission requirements of selected universities

Rating	HEI short name	Type of HEI	Tuition Fee per Year, EUR	UNT score		Language of Instruction
				Geography	Entry score for profile subject	
1	KAZGUU (currently MNU)	Private	2112	minimum 5 points	minimum 25 points	English Kazakh Russian
2	UIB	Private	1092	minimum 50 in general and at least 5 in each subject		English Kazakh Russian
3	ENU	National	2611	minimum 65		English Kazakh Russian
4	NARXOZ	Private	2044	minimum 70 in general and at least 5 in each subject		English Kazakh Russian
5	KazNU	National	2782	minimum 50		English Kazakh Russian

Counselling for prospective students

For all programmes:

The University's Recruitment and Admission Department oversees the enrollment process, with all the relevant information readily accessible on the university's website. The department's key functions include offering:

- career advice and counselling;
- visiting schools;

- hosting open houses;
- participating in exhibitions and fairs;
- conducting summer and virtual admissions;
- online counselling;
- olympiads.

Consultation of applicants takes place at the University, as well as at external sites. The career guidance team of the admission committee during the academic year conducts presentation sessions for graduates of grades eleven to twelve of schools in Almaty and other regions. In addition to presentations in schools, events aimed at attracting applicants are organized, such as Open Days, tours of the University campus, holding trial UNTs at Narxoz University, holding educational exhibitions with the participation of university partners.

To carry out career guidance work, to advise school graduates, a team is formed annually among students - ProTeam. Candidates for the ProTeam are carefully selected and after two to three weeks of training are allowed to speak publicly and consult.

Employees of the recruiting and admission department provide online and offline consultations. Official pages of the University on social networks have been created, using a range of social media and other tools.

The admission team has a dedicated call-center which is integrated with an online consultation system. This has continued and is integrated with face-to-face consultations on campus and in recruitment trips to high schools around Kazakhstan and other Central Asian countries.

The **E&SD programme**, in collaboration with the UNESCO Cluster Office in Almaty, hosts an annual "17 SDGs" International Subject Olympiad for secondary school students in Kazakhstan. The Olympiad provides a platform for the E&SD programme to showcase its values and mission to talented secondary school students, thus contributing to the recruitment of future students who are passionate about sustainability and environmental issues.

The Olympiad aims to identify gifted students interested in sustainable development, promote cognitive and scientific activities, expand interuniversity cooperation, and create opportunities for students to exchange work experience and establish creative contacts. The Olympiad consists of two stages: a qualifying round where students write an essay on "Global climate change," and a final round where students present on the free topic "Implementation of 17 SDGs".

The admission team also operates a call centre equipped with an online consultation system for efficient communication with prospective students.

Ensuring foreign language proficiency

For all programmes:

The level of English proficiency is confirmed by recognizing the test results of students and applicants in accordance with the Regulations on the procedure for recognizing the learning outcomes of formal and non-formal education, approved by the Decision of the Academic Council of NJSC Narxoz University, which is carried out on the basis of the correspondence table below.

Table 4: Recognition of the result of language proficiency certificates

Certificate	Disciplines of Narxoz	Conditions for recognition of credits
IELTS 5,0	Foreign language	Recognition of the result and transfer of 10 credits in the discipline

IELTS 7,0	Foreign language	Recognition of the result and transfer of 20 credits in the discipline
TOEFL it 89-109 CBT 227-269 PBT 567-636	Foreign language	Recognition of the result and transfer of 10 credits in the discipline
TOEFL iBT 110-120 CBT 227-269 PBT 567-636	Foreign language	Recognition of the result and transfer of 20 credits in the discipline

The **E&SD programme** has opened an English department with 9 students. For the academic year 2023-2024, the University aims to enroll students who have an acceptable level of English proficiency, with support available for those who need to improve their skills. Students' English level is assessed through placement tests and take additional paid English courses, offered by the School of Arts and Social Sciences.

Admitted students must:

- Possess an English proficiency of B1 (as required by the School of Arts and Social Sciences);
- achieve a UNT score of 70 or higher.

Students of the programme are required to complete 20 ECTS credits of English courses in their first two years of study, which highlights the programme's commitment to enhancing students' English proficiency.

In order to ensure that students successfully complete courses taught in English, the programme offers language certification examinations such as B2 First or PET for students. The B2 First course is designed to help students improve their English language skills and prepare for the B2 First exam. It is suitable for students who are at the intermediate level of English, bridging the gap between B1 Preliminary and C1 Advanced on the CEFR. By the time students' graduate, they have the opportunity to obtain the B2 First certificate to demonstrate their language level. For those who are unable to obtain B2 First, they may receive the PET certification instead.

In addition to monolingual groups (studying either in Russian or Kazakh), the department of the **Tourism and Hospitality programme** is gradually increasing the number of students studying in multilingual and English-speaking groups. According to its strategy, to facilitate the achievement of this goal, the University aims to enroll students with acceptable levels of English. For admission, applicants have to prove their level of IELTS > 5.0.

In the intake of the 2022 Fall semester 90 applicants were accepted for the Tourism and Hospitality programme and 42 of them were enrolled into the English track, which is almost 50 % of all entrants to the programme.

Narxoz University offers support for students to prepare for the English entry examination and improve their English skills throughout their studies. They are given the opportunity to determine their appropriate level via placement tests and to take English courses for additional payment. As an extracurricular opportunity for students to improve their English, the Research Centre organizes regular meetings with native English speakers.

The **International Relations programme** provides the possibility of a continuous process of learning English for two semesters with a gradual increase in the language level, as well as

providing the opportunity to study other foreign languages, such as German, French, Spanish, Turkish, Japanese, Chinese, Arabic, Korean, starting from the third semester. Thus, the curriculum of the programme provides 10 credits for studying English for the first and second semesters in accordance with the structure of the educational programme of higher education. In total, 35 credits are allocated for the study of foreign languages. The number of allocated credits for learning English indicates that students are provided with opportunities for full-fledged study of disciplines in the English groups. The study of foreign languages in the programme contributes to the training of competitive specialists with knowledge in the field of international relations, and also proficiency in at least two foreign languages provides graduates with an opportunity to find a job not only in Kazakhstan, but also abroad.

Moreover, in order to maximize support after enrollment, in the initial period of study on the Educational Programme “International Relations”, in the process of determining the level of language proficiency, interviews are conducted with students in two areas: the English Placement test and the choice of learning path.

Since October 2022, an English Speaking Club has been opened within the School in order to develop and strengthen the English language conversational skills of students. The club aims to provide a supportive and positive learning experience, in which students will have the opportunity to develop professional English language skills that will contribute to their self-confidence and future career growth. Club sessions are organized once a week. Participation in the English club accelerates the successful completion of the educational programme by students.

Transparency and documentation of admission procedure and decision

For all programmes:

Entry into the programme is decided through a transparent and fair process, with all necessary information available on the university website, including the academic programme details, faculty and a comprehensive policy guide. The ultimate admission decision is made by the University Admissions Committee, and applicants will be informed of their status after the Committee's recommendations receive approval from the University President.

State-funded grants for potential students are determined by the results of the National Republican Competition Commission, as well as their performance at UNT, the language of study selected, and the subject.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at Narxoz, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by at the University as well as at external sites. Support is provided online and directly, by phone or face-to-face consultations on campus and in recruitment trips around Kazakhstan and other Central Asian countries on campus. A call-center is in place.

The admission requirements (required language proficiency level or required result in a concrete language test) and the preparatory language courses as well as the mandatory language courses in the curriculum ensure that students improve their language skills.

Therefore, the panel formed the view that the students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). During the interviews the panel also learned about the recently taken decision to change English proficiency for admission from level B1 to B2 for the Tourism and Hospitality programme. The panel welcomes this. For the internationality of all three programmes, it sees comprehensive English skills of the students as an important success factor. **Therefore, the panel recommends to introduce level B2 as a prerequisite for the other two programmes as well.**

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. The selection procedure is based on defined criteria and is transparent. It ensures that the most qualified students are admitted.

		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

For all programmes: The programmes offer a broad range of major subjects, providing students with a high degree of flexibility to tailor their education to their specific interests, career goals and learning style. Additionally, students have the option to complement their major subjects by taking Minors, allowing them to gain a diverse and well-rounded education experience.

The syllabus for each course provides information about the learning outcomes of the course, the number of ECTS credits, course content, requirements for examinations, methods of assessing student progress, scale, and evaluation system, and recommended and required learning resources of the course.

Logic and conceptual coherence

The **E&SD programme's** objective is to train specialists who are able to analyze the current state of the environment in the interests of sustainable development, who are able to give suggestions on optimizing the interaction between nature and society.

Since the launch of the programme in 2021, the courses in the programme have been carefully selected to align with the United Nations Sustainable Development Goals (UN SDGs) and provide students with in-depth knowledge of each of the 17 goals. UN SDGs are a 17-point agenda for a better and more sustainable future for all and cover a wide range of issues including poverty, hunger, health, education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, and climate action, among others.

The curriculum covers a variety of topics, including sustainable development, climate change, renewable energy, sustainable agriculture, conservation and biodiversity, environmental law and policy, and sustainable cities and communities.

The curriculum is designed to meet the objectives of the E&SD programme through a combination of general education, major required and elective courses which can be taken as minors.

1. Developing a thorough understanding of environmental challenges:
 - *Ecology & Sustainable Development* course in the first semester 1 provides an introduction to the key concepts and issues related to sustainable development and the environment.
 - *Alternative Energy Sources* course in semester three explores the potential of alternative energy sources to address energy and environmental challenges in Kazakhstan and beyond.
 - *Environmental Resource Science* course in Semester five provides students with a deeper understanding of the natural resources of Kazakhstan and how they can be managed sustainably.

2. Providing knowledge and skills for sustainable development projects:
 - *Climate Change and Technological Risks* course in Semester four explores the impacts of climate change on Kazakhstan and how technological innovations can help address these impacts.
 - *Sustainable Transport* course in Semester six provides students with an understanding of how transportation systems can be designed and managed sustainably.
 - *Integrated Use of Water Resources* course in Semester seven provides students with an understanding of how water resources can be managed sustainably in Kazakhstan.
3. Building analytical and critical thinking skills:
 - *Social and Political Knowledge* Module in semester two provides students with an understanding of the social and political dimensions of sustainability issues.
 - *Environmental Assessment and EIA (Environmental Impact Assessment)* course in semester seven provides students with analytical skills necessary to assess the environmental impacts of development projects.
 - *Industrial Ecology* course in semester six provides students with a systems thinking approach to understanding the environmental impacts of industrial processes.
4. Preparing students for careers in environmental management, sustainable development, and related fields:
 - *Career Development* course in semester two helps students develop skills and strategies for career planning and job searching in the environmental sector. Internship opportunities in Semester 8 provide students with practical experience and networking opportunities in relevant organizations and companies.
 - Major Electives in semesters four to seven provide students with in-depth knowledge and skills in specific areas of environmental management and sustainability, such as *Environmental Assessment and EIA*, *Environmental economics*, and *Production and consumption waste management*.
5. Encouraging an interdisciplinary approach:
 - Introduction to *Economics* and *Statistics* courses in the third semester provides students with a foundational understanding of economic concepts and tools for analysing sustainability issues.
 - A *Philosophy* course in the first semester provides students with a critical thinking and ethical framework for evaluating environmental issues.
6. Creating awareness and promoting sustainable practices:
 - *Environmental culture and education* course in the fifth Semester provides students with an understanding of the cultural and social dimensions of sustainability issues, and ways to promote sustainable behaviours and values.
 - The *Social ecology and sustainable development* course in the third semester provides students with an understanding of the social dimensions of sustainability issues and ways to promote social equity and justice.
 - *Alternative Energy Sources* course in the third semester provides students with an understanding of renewable energy technologies and their potential for reducing

greenhouse gas emissions.

7. Incorporating local and regional context:

- *Modern History of Kazakhstan* course in the first semester gives students an overview over the historical, cultural, and political context of environmental issues in Kazakhstan.
- *Fundamentals of industrial and innovative development of the regions of Kazakhstan* course in semester five provides students with an understanding of the economic and social context of environmental management and sustainability in Kazakhstan.
- *Environmental protection and ecotourism in Kazakhstan* course in the fifth semester provides students with an understanding of the unique environmental and cultural resources of Kazakhstan and ways to promote sustainable tourism.

Table 5: Curriculum of the Bachelor Programme Environment & Sustainable Development

Semester	Course Name	ECTS
1.Semester		
	General Education Required - 25 ECTS	25
	Kazakh / Russian Language (A1, A2, B1, B2, C1)	5
	Foreign language	5
	Fundamentals of Applied Mathematics	5
	Modern History of Kazakhstan	5
	Philosophy	5
	Major Required	5
	Ecology & Sustainable Development	5
	Total ECTS:	30
2.Semester		
	General Education Required	23
	Foreign language	5
	Kazakh / Russian Language (A1+, A2+, B1+, B2+, C1+)	5
	Information and Communication Technologies	5
	Social and Political Knowledge Module	8
	School Required	8
	Academic Research	5
	Career Development	3
	Total ECTS:	31
3.Semester		
	General Education Required	5
	Foreign language	5
	Major Required	5
	Alternative Energy Sources	5
	Social Core Electives - from the list below:	10
	Social ecology and sustainable development	5
	Promoting equality in an unequal world	5
	Global Partnership for Sustainable Development	5
	Basics of life support and organization of health care	5
	Economic Core Required	10
	Introduction to Economics	5
	Statistics	5
	Total ECTS	30
4.Semester		
	General Education Required	5
	Foreign language	5
	Major Required	15
	Climate change and technological risks	5
	Eco-market and food security	5

	Conservation of biodiversity of terrestrial and aquatic ecosystems	5
	Major Electives - from the list below:	5
	Environmental monitoring	5
	Ecological biogeography	5
	School Electives - from the list below:	5
	Principles of Management	5
	Project management	5
	Total ECTS:	30
5.Semester		
	Major Required - 10 ECTS	10
	Fundamentals of industrial and innovative development of the regions of Kazakhstan	5
	Environmental culture and education	5
	Environment Core Electives - from the list below:	15
	Soil science	5
	Environmental Resource Science	5
	Environmental nanotechnology	5
	Environmental protection and ecotourism in Kazakhstan	5
	SASS Minors	5
	Total ECTS:	30
6.Semester		
	Major Electives - from the list below:	20
	Sustainable cities	5
	Computer technologies in ecology	5
	Sustainable transport	5
	Ecological and economic aspects of the Central Asian region	5
	Industrial ecology	5
	School Electives - from the list below:	5
	Environmental law	5
	Business Communication Psychology	5
	SASS Minors	5
	Total ECTS:	30
7.Semester		
	Major Required	5
	Integrated use of water resources	5
	Major Electives - from the list below:	5
	Environmental management	5
	Geoecology	5
	Major Electives - from the list below:	10
	Environmental Assessment and EIA (Environmental Impact Assessment)	5
	Environmental economics	5
	Production and consumption waste management	5
	SASS Minors	10
	Total ECTS:	30
8.Semester		
	School Required	5
	Business English	5
	Internship	12
	Industry internship	6
	Pre-diploma internship	6
	Bachelor's Thesis	12
	Writing and defense of thesis work (project), or preparing and passing a comprehensive exam	
	Total ECTS:	29
Electives :	Elective from the Minor catalog*	20
	FUNDAMENTALS OF ENACTUS ENTREPRENEURSHIP	5
	DESIGN THINKING TO DEVELOP BUSINESS IDEA	5
	START-UP PROJECT MANAGEMENT	5
	COMMERCIALIZATION: BUSINESS INCUBATION	5

The development of the **Tourism and Hospitality (EP) programme** complies with internal regulations. The University adopted its strategy for distributing ECTS credits following the ECTS Guidelines and feedback obtained from faculty members, students, and other stakeholders.

The School oversees the first-year curriculum for all undergraduate programmes. It consists of Tourism and Hospitality EP requirements, some of which are shared by all majors.

Table 6: Curriculum of the Bachelor Programme Tourism and Hospitality

1. Semester	Course Name	ECTS
	Kazakh (A2, B2-1) / Russian Language (A2-1,B2-1)	5
	Foreign language-1 (B1, B2First-1(B2), B2First-2 (C1))	5
	Information and Communication Technologies	5
	SPKM: Sociology & Culturology	4
	SPKM: Polytoology & Psychology	4
	Philosophy	5
	Introduction to the Tourism and Hospitality industry	5
	Total ECTS:	33
2. Semester	Kazakh (B1, B2-2) / Russian Language (A2-2,B2-2)	5
	Foreign language-2	5
	History of Kazakhstan	5
	Introduction to Economics	5
	Communication Theories and Practices	5
	Basics of Tourism	5
	Total ECTS:	30
3. Semester	Career Development	3
	Tour Guiding	5
	Global Tourism Destinations	5
	Business ethics	5
	Principles of Management	5
	Second foreign language 1	5
	Academic Internship*	3
	Total ECTS	31
4. Semester	Academic research	5
	Legal support of Tourism	5
	Transport operations and Logistics in Tourism	5
	Marketing for Tourism & Hospitality	5
	Management of the Organization of Tourism and Hospitality	5
	Second foreign language 2	5
	Total ECTS:	30
5. Semester	Consumer Behavior for Tourism and Hospitality	5
	Resorts Management	5
	Second foreign language 3	5
	English for Tourism	5
	Hotel Management	5
	Urban Tourism	5
	Event management *	5
	Total ECTS:	30
6. Semester	Organizational Behavior	5
	Second foreign language 4	5
	Ecology and sustainable development	5
	Room Operations Management	5
	Rural tourism*	5
	MICE tourism *	5

	Elective in the Minor catalog*	5
	Industrial Internship	5
	Total ECTS:	30
7. Semester	Digital technologies and innovations in tourism and hospitality	5
	Sustainability and social responsibility in tourism	5
	Food & Beverage Management*	5
	Food and hospitality culture*	5
	Development and sale of tourist products	5
	Hotel Chain Standards*	5
	Development and Planning Community Based on Tourism	5
	Active and Extreme Tourism*	5
	Elective in the Minor catalog*	5
	Elective in the Minor catalog*	5
	Total ECTS:	30
8. Semester	Conflict Management	5
	Industrial Internship	10
	Pre-diploma Internship	3
	Writing and defence of research work (project), or preparation and passing the state comprehensive examination	8
	Total ECTS:	26
Electives:		
	Hotel Chain Standards*	5
	Food and hospitality culture*	5
	Food & Beverage Management*	5
	Active and Extreme Tourism*	5
	Rural tourism*	5
	MICE (Meetings Incentives Conventions Exhibitions) tourism *	5
	Event management *	5

The following required courses have been introduced at the Faculty level to align the curricula of different programmes and ensure efficient use of resources across units:

- Business Ethics, 5 ECTS;
- Communication Theories and Practices, 3 ECTS;
- Academic Research, 5 ECTS.

Several courses were also introduced at Faculty level as general courses across all programmes for students majoring in Tourism and Hospitality, Sustainability and Environmental studies, Social Studies, Ecology and Psychology:

- Introduction to Economics, 5 ECTS;
- Ecology and sustainable development, 5 ECTS;
- Career development, 3 ECTS;
- Ethics and Professional Skills, 5 ECTS;
- Business English, 5 ECTS;
- Organizational behavior, 5 ECTS;
- Conflict management, 5 ECTS.

The “Tourism and Hospitality” Learning Outcomes include competencies reflecting:

- hard skills (ability to understand market trends at all levels of interrelationships; assess and analyze problems in tourism, hospitality, and business) and
- soft skills (communication skills, information gathering, and processing, leadership skills, teamwork skills, identification of business values) (basic research skills).

Each semester, students have the option to choose from a variety of elective courses, allowing them to design a learning path that best meets their needs. A student can ask for help from the advisor's office if they want to change their course of study.

A ten-week internship, a one-week industry internship after each year, and an undergraduate thesis paper at the conclusion of the fourth year are all requirements for the undergraduate programme.

A dual work-study programme based on a cooperation contract with several hotels is currently optional for the students. The name of the programme is "Dual programme jointly developed with partners LLP "GLOBAL AIR", LLP "Astana Hotel Management" and LLP "Burabay Hotel Management". The Ministry of Education of the Republic of Kazakhstan is informed about this option. A memorandum of understanding between Narxoz and the companies exist. The students are offered an option of joining a three-month dual work-study programme with hotels that starts in mid-May and finishes by the beginning of September. The partners include Global Air, Ritz Carlton Astana (LLP "Astana Hotel Management") and Rixos Borovoye (LLP "Burabay Hotel Management"). Most students participate in the programme after the fourth or sixth semester respectively. Participation in the dual work-study programme covers up to 20 ECTS credits. Students can choose between re-crediting a minor in "Hospitality Management" (20 ECTS, or 4 courses), or 20 ECTS for elective courses. Furthermore, eight credits for internship may be acknowledged. The dual work-study programme is designed as a minor track and it runs independently of the main curriculum. Narxoz aims to fully incorporate the programme into a dual work-study programme, where all students choosing Hospitality track will have the opportunity to participate in it.

Narxoz has a position of coordinator who interacts with students in person and via Zoom sessions while they are away in Borovoye or Astana. The current coordinator focuses on students who are studying at Rixos Borovoye and Ritz Carlton Astana, and provides monthly reports, covering the following areas:

- Students' experiences and observations;
- Interaction with colleagues in their workplace;
- Safety measures;
- Confidentiality and use of social media;
- Living arrangements;
- Study results.

The goal of the diploma project is to organise, enlarge, and increase students' theoretical and analytical knowledge while also assisting them in honing their presentation and defense skills on a subject linked to their future careers. The Faculty must give its approval for the thesis project's topic. Each student receives guidelines for their thesis project from the school department. A State Examination Board made up of four or five individuals from the commercial and/or academic worlds, is presented with the research findings. The Board decides whether to award the student a bachelor's degree.

The International Relations programme was developed in accordance with the Regulations on the development of educational programmes of NJSC Narxoz University.

The main qualification goal of the programme is to train professional personnel with fundamental knowledge in the field of international relations and foreign policy, with skills in strategic, political analysis and forecasting of international processes, allowing them to work in the fields of research and scientific activities, in government structures, as well as in international organizations and companies.

The programme contains ten learning outcomes which are developed taking into account the Dublin Descriptors of the first cycle and the National Qualifications Framework of the sixth Level⁹.

The results of the training are aimed at the formation of instrumental, interpersonal and systemic competencies, such as the possession of basic knowledge in the professional field, skills of organizing and planning future careers, business communication in the state, Russian and foreign languages as well as information analysis in the professional field, demonstrate organizational skills and leadership qualities. Furthermore, students are asked to participate in the organization of international events and acquainted with the techniques of decision-making for individual and group solutions.

The curriculum includes the study of the disciplines of two general education modules, two basic modules, two modules of specialized disciplines, a module of practice and a module of final certification.

Table 7: Curriculum of the Bachelor Programme International Relations

1. Semester	Course Name	ECTS
	Foreign Language	5
	Kazakh (Russian) Language	5
	History of Kazakhstan	5
	Academic research	5
	Introduction to International Relations	5
	Diplomatic and consular service	5
	Total ECTS:	30
2. Semester		
	Foreign Language /	5
	Kazakh (Russian) Language	
	Socio-political knowledge module	5
	Fundamentals of law and anti-corruption policy / Introduction to Economics /	8
	Ecology and sustainable development	5
	Fundamentals of Geopolitics	5
	Democracy and Human Rights	5
	Total ECTS:	33
3. Semester		
	Philosophy	5
	Second Foreign Language	5
	History of IR in Modern Times	5
	International Economic Relations	5
	International Relations Theory	5
	History of Foreign Countries	5
	Total ECTS	30

4. Semester		
	Informational-communicational technologies	5
	Second Foreign Language	5
	Contemporary History of IR	5
	Foreign policy of the Republic of Kazakhstan	5
	International Organizations / TNCs in IR	5
	Diplomatic negotiations / Diplomatic correspondence	5
	Educational internship	2
	Total ECTS:	32
5. Semester		
	Second Foreign Language	5
	Diplomatic etiquette and protocol	5
	International and National Security	5
	International conflicts and methods of their settlement	5
	War and peace in US Foreign Policy / Soft Power in China's Foreign Policy / Foreign policy of the European Union	5
	Minor: Discipline from the Electives in the Minor catalog	5
	Total ECTS:	30
6. Semester		
	Second Foreign Language	5
	International terrorism	5
	IR in East and Southeast Asia / IR in the Middle and Near East	5
	Globalization and Sustainable Development / Migration and International Politics	5
	International Law / International Humanitarian Law	5
	Minor: Discipline from the Electives in the Minor catalog	5
	Total ECTS:	30
7. Semester		
	Second Foreign Language	5
	Central Asia: Politics and Security	5
	Africa in IR / IR in Latin America	5
	Methods of Analysis in IR / Political Analysis and Forecasting	5
	Minor: Discipline from the Electives in the Minor catalog	5
	Minor: Discipline from the Electives in the Minor catalog	5
	Total ECTS:	30
8. Semester		
	Career Development	3
	Internship	5
	Pre-diploma internship	5
	Thesis/ Project/ Comprehensive examination	12
	Total ECTS:	25
Electives:		

	Fundamentals of law and anti-corruption policy	5
	Introduction to Economics	5
	Ecology and sustainable development	5
	International Organizations	5
	TNCs in international relations	5
	Diplomatic negotiations	5
	Diplomatic correspondence	5
	War and peace in US Foreign Policy	5
	Soft Power in China's Foreign Policy	5
	Foreign policy of the European Union	5
	IR in East and Southeast Asia	5
	IR in the Middle and Near East	5
	Globalization and Sustainable Development	5
	Migration and International Politics	5
	International Law	5
	International Humanitarian Law	5
	Africa in IR	5
	IR in Latin America	5
	Methods of Analysis in IR	5
	Political Analysis and Forecasting	5

The disciplines of the general education modules are aimed at obtaining such learning outcomes as the formation of the ability to apply basic and special knowledge in the field of social sciences and humanities, realising the social significance of their future profession, using methods and skills of organizing and planning their own professional and work activities and demonstrate business communication skills in the state. They include foreign languages, participating in public speeches, negotiations in a professional environment. General education modules include disciplines aimed at forming a modern worldview of students and understanding the essence of socio-economic processes: the module of socio-political knowledge, philosophy, information and communication technologies, introduction to economics, ecology and sustainable development.

The disciplines of the basic modules are aimed at obtaining such learning outcomes as the formation of the ability to analyse data in the field of modern international relations and world processes with the help of knowledge of history, theory and modern problems of international relations to participate in a qualified assessment of international processes in the activities of foreign policy structures. The programmes of disciplines of both basic and professional modules are interdisciplinary and multidisciplinary in nature, providing training at the junction of a number of fields of knowledge. At the same time, the programme provides the opportunity to choose the disciplines of the basic modules within the components for choosing the cycle of basic disciplines. Thus, the cycle of basic elective subjects includes two disciplines in the amount of 10 credits, as well as the study of a foreign language by choice in the amount of 25 credits.

The programme is structured into a system of prerequisites and post-prerequisites, therefore the logical sequence of studying disciplines is followed and their academic interrelation is observed. This aims to ensure the desired learning outcomes. The curriculum of the programme provides for the sequential study of the disciplines of the general education module, then the basic modules, and in the third and fourth year of study – mainly the disciplines of the profile group of the student's choice, which ensures the vertical build-up of knowledge, competencies and experience for eight semesters.

The curriculum also provides for the study of a student's choice of Minor programmes, which include four courses consisting of disciplines providing an introduction to the relevant field, such disciplines as Talent Management, Project design and team management, Fundamentals of Programming Languages, Digital Transformation, Public Service and Anti-Corruption Policy, Human Rights and Public Administration, International Commercial Arbitration providing in the field of planning, development and analysis of alternative strategies, decision-making, effective communication, creation of working groups, employee motivation and conflict resolution.

The final graduation project in the fourth year of the fall semester, includes the study of one of the core disciplines of choice - the method of analysis in international relations or political analysis and forecasting, and in the spring semester - writing and defending a thesis (project) or preparing and passing a comprehensive exam.

The design of the programme aims to keep a ratio between the theoretical and practical components of the educational process. The content of the modules, all types of practice and the final project are aimed at achieving the goals of the programme and the acquisition by students of professional and general cultural competencies. The formation of these learning outcomes, in turn, shall enable the student to achieve the goals of the programme.

Rationale for degree and programme name

The **Bachelor of Science in Environment and Sustainable Development** degree name reflects the curriculum and programme objectives. The curriculum includes a variety of courses that focus on environmental issues, such as alternative energy sources, eco-market and food security, conservation of biodiversity, and environmental protection. Additionally, courses in sustainable development cover the fundamentals of industrial and innovative development of regions, ecological and economic aspects of Central Asia, and green economy and sustainable entrepreneurship.

For the **Tourism and Hospitality (EP) programme** a degree titled “Bachelor in Service industry with the Major in Tourism and Hospitality” is awarded to students who complete the educational programme. The current market requires professionals with a wide knowledge of the entire hospitality sector, particularly the tourism field which is the main driver of this EP.

The **International Relations programme** belongs to “Social Sciences”, in which the graduate receives higher social education and the degree awarded is “Bachelor of Social Knowledge in the educational programme. In general, the disciplines of the programme are aimed at training specialists in the field of international relations who have a solid base of theoretical knowledge and practical skills, who are able not only to show leadership qualities, but also to work in a team, professionally solving complex tasks.

Integration of theory and practice

The Bachelor of **Environment and Sustainable Development** programme took the following measures to integrate theory and practice in its curriculum:

The programme actively engages with industry professionals through a variety of field-based learning opportunities such as the ECO-week at the NGO “Ecofarmer” in Kemertogan, Almaty region, and guest lectures at the Department of Ecology of Almaty.

The programme provides students with a range of practical experience through partnerships with organisations:

- UN Office in Almaty Kazakhstan Waste Management Association (KAZWASTE)

- The Main Botanical Garden of Almaty
- EcoFarmer Educational Center LLP
- Center for the Promotion of Sustainable Development of Kazakhstan
- Department of Ecology of Almaty

These opportunities allow the students to apply the theoretical concepts they learn in class to real-world scenarios, resulting in a well-rounded education that is intended to prepare them for successful careers in the field of environment and sustainable development.

In the **Tourism and Hospitality Programme** the following measures are taken to establish a connection between theory and practice:

- Recruiting teaching staff who possess professional qualifications.
- Incorporating case studies into the academic curriculum and implementing a course called “Selected Topics in Tourism and Hospitality.”
- Creating courses that cover important topics from internationally recognized professional organizations such as The Ritz-Carlton and Rixos¹⁰.
- Arranging the Orientation Week and Internship programmes.
- Inviting guest lecturers as part of the Dual Degree Programme.

In addition to the academically qualified staff, a category of instructors who possess professional expertise in a relevant field are available to teach. These instructors provide a practical perspective to the learning process, which assists students in preparing for their careers.

The lecturers are encouraged to employ case studies in teaching. These case studies cover global integration cases obtained from well-known organizations such as UNWTO and WTTC, as well as smaller case studies focused on the tourism industry in Kazakhstan. Most majors require students to take the “Business Ethics” course, which aims to deepen students’ understanding of their future professions by exploring ethics within a business context through the analysis of specific cases.

All students are required to participate in the Business Orientation Week and Internship programmes, which are organized by the Career Development and Alumni Relations Department.

One of the activities of the school according to the Programme of **International Relations** is the modernization of vocational education, including through the introduction of practice-oriented programmes. Currently, the mutual connection of the theoretical and practical content of the programme intends to be provided through:

- the widespread use of a learning system based on the analysis, solution and discussion of cases, both simulated and real, in the teaching of both basic disciplines (for example, in teaching the basics of geopolitics) and professional modules (political analysis and forecasting). Innovative teaching methods of a practice-oriented nature, such as the implementation of practical projects, problem-oriented training, science-oriented training, team-oriented training, business and role-playing games for future diplomats

¹⁰ Regulations on Organization of Internships for Students of Narxoz University

(UN model), brainstorming methods, group discussion methods, combined surveys and others.

- the inclusion of practice-oriented disciplines in the content of the programme, such as Diplomatic Etiquette and Protocol, Diplomatic Negotiations, Diplomatic documentation, International Organizations, International and National Security, International Terrorism, Political Analysis and Forecasting;
- extensive involvement of practitioners-diplomats, domestic and foreign political analysts, well-known scientists in the field of foreign policy (for example, from the University of Geneva, Center for Conflict Studies, Switzerland, and from Indiana University, USA) with whom the programmes faculty work in joint projects and conduct workshops, seminars and guest lectures;
- Professional practice is a mandatory component of the programme and is conducted in accordance with the approved academic calendar and the individual curriculum of the student (12 credits), which includes academic, industrial and pre-graduation practice. The content of the internship programme and the base of professional practice should correspond to the profile of the specialty. Professional practice is aimed at consolidating the theoretical knowledge acquired by students in the learning process, acquiring practical skills and competencies, as well as gaining practical work experience. The internship report should contain information useful to both the students themselves, the heads of the host organisations and the University in terms of updating the topics of theses (projects)¹¹.
- The module of final certification, which is aimed at mastering professional skills, methods of labor organization and management, includes pre-graduation practice and the implementation of a diploma project. The report on the pre-graduation practice should reflect the problems on the topic under study and ways to solve them based on the student's already practical experience. The work on the diploma project involves the participation of the host organisation, which are the partners of the School. The participation of the host organisation provides for involvement in the formation of the topics of diploma projects, in working with students, and accepting them as a base of professional practice.

It should be noted that the integration of theory and practice is ensured in the active work of the head of the programme with partners. Thus, the objectives of the programme and the proposed disciplines are coordinated with the main partners, such as the representative office of the Ministry of Foreign Affairs of the Republic of Kazakhstan in Almaty, the UN office in Almaty, analytical centers and other international organizations, which are positive about the programme.

An important role in the integration of theory and practice in the programme plays the Diplomatic Club "Turar". The Diplomatic club "Turar" is a unique platform created to gain knowledge, practical experience and develop the necessary diplomatic skills in various fields: the experience of protocol organisation of events, research activity, the development of oratory and the skill of conducting debates and negotiations. Lectures are held in Kazakh, Russian and English by invited lecturers-practitioners, such as the ex-adviser of the Embassy of the Republic of Kazakhstan in the Islamic Republic of Afghanistan; Adviser-Envoy ; representative of the UN Department of Global Communications and Head of the UN Information Office in

Kazakhstan, and others. The members of the club are 57 students of various educational programmes, 27 of whom are students of the IR programme.

Interdisciplinary thinking

The emphasis on interdisciplinary training of students within the **E&SD** programme shows in the diverse range of courses offered in the programme, which covers a variety of subjects, including ecology and sustainable development, alternative energy sources, climate change, eco-market and food security, environmental culture and education, environmental law and project management, among others.

The programme's curriculum is designed to provide students with a comprehensive understanding of the complex environmental and sustainability issues facing our world today, and to equip them with the skills and knowledge necessary to address these challenges. In addition, the programme encourages students to take electives from a variety of disciplines, including computer technologies in ecology, environmental assessment and impact assessment, environmental management, business communication psychology, and more.

Students are trained not only in their major disciplines but also across areas of Economics, Management, Statistics, Communication, namely:

- Early semesters (first and second semesters) cover disciplines of Mathematics, Philosophy, Social & Political Science, Microeconomics and Macroeconomics
- Semester three introduces their core disciplines along with Statistics and Risk Analysis
- Semester four will train students in Project Management
- Semester six will offer a course in Business Communication
- Various minor elective alternatives are provided to students.

The “**Tourism and Hospitality**” major is connected to a variety of courses and subjects from both within its own School and other Schools at the University. This provides students in the programme with the opportunity to pursue additional courses as Minors, expanding their knowledge and skills in various areas. Moreover, students majoring in Tourism and Hospitality take additional courses required by the School, such as “Academic Research.” These courses significantly enhance students’ essential skills during their studies and enable them to explore a broader range of subjects throughout their educational journey.

The content of the **International Relations programme** includes, within the framework of the cycle of general education disciplines, a module of socio-political knowledge, which includes: Sociology, Political Science, Cultural Studies, Psychology. This module is aimed at forming a system of general competencies among students that ensure the socio-cultural development of the personality of a future specialist based on the formation of his ideological, civic and moral positions; also, this cycle provides for the study of such disciplines as Information and communication technologies, Modern history of Kazakhstan and Philosophy. These courses are aimed at forming the ideological, civil and moral positions of the future specialist, with a grounding in knowledge of information and communication technologies, and building communication capacities in Kazakh, Russian and foreign languages.

The programmes of disciplines both basic and professional modules have an interdisciplinary and multidisciplinary nature, providing training at the junction of a number of fields of knowledge, identifying and forming interdisciplinary connections in scientific and practical legal

thinking. Students of the programme are offered Minor courses of other Programmes every academic period starting from the fifth semester. This, in turn, ensures that students study courses at the junction of other disciplines by obtaining knowledge from teachers of other Schools. There is also the possibility to choose a minor: “Digital Public Administration”, “IT – Law”, “Legal regulation of investment activity”, “International Business Law”, “Business Law”.

Ethical aspects

For all programmes:

As a part of their training, students are instructed in the University’s Code of Conduct. The Code is a set of ethical and moral norms and rules of conduct shared by every employee, teacher and student of the University. The purpose of the code is to strengthen public confidence in the University, the formation of a high culture of relationships at the University.

The “**Tourism and Hospitality**” students have to successfully complete the “Business Ethics” course, which falls under the “School Business Core Required” category. This implies that students from other majors will also develop these skills while taking this course.

The **Environment and Sustainable Development** as well as the **International Relations** programmes do not offer specific Courses in Ethics, but student have to complete a mandatory Philosophy course which covers the ethical aspects.

Methods and scientific practice

The **Bachelor in Environment and Sustainable Development programme** provides students with a foundation in methodological competencies and scientific practice. This includes:

- Academic Research: This course is designed to equip students with the skills necessary for research-oriented work, including research design, data collection, and analysis.
- Statistics: This course provides students with a solid understanding of statistical methods and techniques, which are essential for conducting research and analysing data in a variety of fields.
- Writing and Defence of Thesis Work (Project): This course provides students with the opportunity to conduct independent research on a topic of their choosing, and to apply the skills and knowledge they have gained throughout their programme.

As a part of their coursework, students are encouraged to conduct research with their faculty members. The Sustainable Kazakhstan Research Institute (SKRI) at Narxoz University carries out research in reducing CO2 greenhouse gas emissions on campus and cutting down air pollution on industrial sites. Students have the opportunity to join research projects and get the necessary practical experience.

The “**Tourism and Hospitality**” programme encompasses a wide range of subjects, including the core subject of “Academic Research,” which aims to develop students' knowledge in field research. Given that the programme is practice-oriented, graduates must be proficient in analyzing cases and situations within the industry effectively.

At the start of the eighth semester, the University arranges a Research Orientation Week to introduce students to their academic supervisors, provide diploma project guidance, and offer initial advice on data collection. The Bachelor diploma project assesses students’ research and

analytical abilities and their capacity to apply these skills. Students regularly meet with their academic supervisors to discuss issues related to their thesis project.

The content of the **International Relations programme** includes the acquisition by students of knowledge and skills of scientific method. Thus, starting from the first year, within the disciplines of "Academic Research", "Introduction to International Relations", issues of data collection and processing / information, selection or development of methods of international relations research aimed at developing competencies for conducting scientific research, as well as in written scientific communication necessary for effective communication in the academic environment are covered. Upon completion of the course, students will acquire the skills of structuring a scientific text, learn how to work with authentic sources, search for articles with a high citation index in electronic resources, and eventually acquire the skills to independently create scientific articles, abstracts, abstracts in scientific articles, reviews and essays, as well as be able to publicly present and discuss scientific papers.

The content of the programme includes the study of Academic research, Political Analysis and Forecasting, Research Methods in international relations, as well as pre-graduate practice, writing and defending a diploma project as part of the Final Attestation Module. Additionally, the discipline "Research Methods in International Relations" provides for the further development of methodological competencies at the master's and doctoral level should students proceed to this level.

Teaching students the competencies of conducting research allows students to be involved in scientific and organizational events - conferences, round tables, model UN. This consolidates in practice the research skills in the form of published articles in scientific publications, presentations at conferences, participation in the Republican Competition of students' research papers (hereinafter referred to as SSW).

The analytical skills of students acquired as part of the development of the programme also allow students to undergo professional practice in research / analytical centers.

The research activities of the faculty allow the implementation of the results of scientific activity in the content of individual courses / disciplines. Thus, the results of the scientific projects "China and national security issues of the Republic of Kazakhstan" (2012-2014), "The New Silk Road: from regional cooperation to the integration of Kazakhstan into the world economic and political space" (2015-2017) implemented within the grant funding of the Ministry of Education and Science of the Republic of Kazakhstan can be used in teaching the disciplines "Foreign Policy of the Republic of Kazakhstan", "Fundamentals of Geopolitics", "International and National Security", "Soft Power in China's Foreign Policy". Also, the scientific projects "Problems of interaction of ethnic communities at the local level in Kazakh society (2014-2021): dynamics of interethnic clashes and ways to prevent escalation of violence" (2022-2024), "The impact of sanctions against Russia on Kazakhstan taking into account regional integration processes" (2022-2024), which were launched at the end of 2022, will contribute to improving the content of the programme by introducing the results of the project into the learning process.

Examination and final thesis

For all programmes:

The mechanism for assessing the knowledge, skills and professional competencies acquired by students in the course of training is reflected in the following documents: Academic policy of the NJSC Narxoz University, Regulations on the organization of the academic process in

NJSC Narxoz University, Rules for the interim certification of students in the NJSC Narxoz University; Rules for the final certification of students in NJSC Narxoz University; Regulations on the organization and conduct of intermediate certification (final examinations of disciplines) on bachelor's and master's degree educational programmes and the Regulations on preparation and performance of thesis projects¹²

The programmes evaluate student knowledge through a combination of examinations and a final capstone project as illustrated in the course Syllabi.

- **Assessments:** The programmes feature various types of assessments, including written examinations and oral examinations, to evaluate student comprehension of course content. In addition to the final examinations, the quality of education is evaluated twice throughout the semester; the first evaluation is during weeks seven to eight and the other one is at the course's end (weeks 14-15). These examinations aim to measure students' understanding of fundamental concepts, theories, and practical applications, as well as their ability to apply their knowledge.
- **Final thesis:** During their final semester, students undertake a comprehensive final project, where they conduct independent research and write a thesis on a topic of their choice. This capstone project provides an opportunity for students to demonstrate their mastery of the material learned throughout the programme and is overseen by a faculty advisor. The final thesis is a comprehensive evaluation of students' skills and knowledge, showcasing their expertise in the field of environment and sustainable development. After a successful completion of the major, the graduate students are granted a Narxoz University Diploma and a Diploma Supplement.

Appraisal:

The curricula adequately reflects the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The electives enable students to acquire additional competences and skills.

The degree and programme names of the three programmes correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. The panel welcomes the different options for internship opportunities and involvement of practitioners in the lectures in all three programmes. The panel in particular welcomes the optional dual programme which allows students to gain practical experience during their studies. Since Narxoz is thinking about a fully transitioning the programme into a dual work-study programme, where all students choosing Hospitality track will have the opportunity to participate in this programme, the panel notes that Narxoz must ensure a clear and contractually regulated concept for the integration of theory and practice. This includes a clear link between the curriculum at the University and the learning outcomes they are expected to achieve at the company.

¹² Academic policy of the NJSC Narxoz University 12; Regulations on the organization of the academic process in NJSC Narxoz University 12; Rules for the interim certification of students in the NJSC Narxoz University 12; Rules for the final certification of students in NJSC Narxoz University; Regulations on the organization and conduct of intermediate certification (final examinations of disciplines) on bachelor's and master's degree educational programmes 12; Regulations on preparation and performance of thesis projects 12.

There is evidence that the programmes qualify for interdisciplinary thinking. The panel welcomes the fact that within the minors elective options for general studies are given.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. Although only within the Tourism & Hospitality programme the topic of ethics is given a separate module, the contents and principles of Ethics are covered in all programmes within the Philosophy course.

Students acquire methodological competences and are enabled to do scientific work on the required level. All three programmes introduces courses in research methodology and prepare students for research and thesis writing.

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. The exams are characterised by a wide variety of test formats.

Although there have not been any theses yet as there are no graduates yet, the University ensured in their regulations that final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students can prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

Modular structure of the study programme

Table 8: Curriculum structure Bachelor programme E&SD	
Projected study time	4 academic years, 8 semesters
Number of Credits	240 ECTS
Workload per Credit	27 hours
Number of contact hours	2160
<i>Direction:</i>	<i># of ECTS:</i>
General Education Courses	58 ECTS
School Required School Electives	13 ECTS 10 ECTS
Major Required Major Electives Economic Core Required Environment Core Electives Social Core Electives	40 ECTS 40 ECTS 10 ECTS 15 ECTS 10 ECTS
Minors	20 ECTS
Internship Writing and defending a thesis (project) or preparing and passing a comprehensive exam	12 ECTS 12 ECTS

The Bachelor programme **Tourism and Hospitality** in the current form started in 2020-2021. The academic programme made a change due to the shift within the global hospitality and tourism sector coming from the influence of COVID-19 pandemic, which had significantly shaped the hospitality sector. Further on, the programme began offering courses worth 5 ECTS credits in order to be a more competitive programme. To align with this approach, the programme's curriculum is organized as presented in the table below.

Table 9: Curriculum structure Bachelor programme Tourism & Hospitality	
Projected study time	4 academic years, 8 semesters
Number of Credits	240 ECTS
Workload per Credit	27 hours
Number of contact hours	1899
<i>Direction:</i>	<i># of ECTS:</i>
General Education Courses	48 ECTS
School Required Courses	13 ECTS
Major Tourism Core Hospitality Core Communication Core Social Core Business Core	25 ECTS 25 ECTS 10 ECTS 25 ECTS 25 ECTS
Major Electives	20 ECTS (out of 40 ECTS offered)
Minors	20 ECTS

Internship	21 ECTS
Writing and defending a thesis (project) or preparing and passing a comprehensive exam	8 ECTS

The International Relations programme:

Table 10: Bachelor programme International Relations	
Projected study time	4 years
Number of credits (national credits and ECTS credits)	240 credits
Workload per credit	27 hours
Number of modules/courses	8
Time required for processing the final thesis/project and awarded credits	324
Number of contact hours	1938 hours

Study and exam regulations

For all programmes:

The Academic Policy, Catalogue, and University Examination Rules¹³ are published documents that establish the guidelines for studying and taking exams at the university level.

The programmes are designed to promote academic mobility, both internationally and within Kazakhstan. Intermediate assessments, such as midterm examinations and intra-semester control, are conducted according to the Bachelor Degree Academic Calendar and the programme's syllabi. The final examination accounts for 40% of the students' total mark and may include written examinations, individual and group projects, case presentations, or computer-based tests. The regulations for conducting examinations set comprehensive rules and procedures for all examinations, including examination forms, deadlines, examiners/board of examiners, evaluation criteria, and the appeal procedure.

Students are subject to intermediate attestation¹⁴ (midterm/intra-semester control), which is conducted in accordance with the academic calendar, programme curricula, and discipline-specific syllabi. The final total mark must be determined in accordance with the MSHE's requirements as a weighted index, with the final test accounting for 40% of the final examination. The final exam may consist of written work (closed book/open book), group and individual projects, case presentations, or computer-based assessments. For all exams, including the State Examination on the Modern History of Kazakhstan, comprehensive rules and procedures are outlined in the Regulations on Conducting Examinations of Students, including examination forms, deadlines, examiners/board of examiners, evaluation criteria, and appeal procedures (a MHES requirement).

Academic achievements (knowledge, abilities, skills and competencies) of students are assessed on a 100-point scale corresponding to the internationally accepted letter system with a numeric equivalent (positive marks, in descending order, from "A" to "D", and "unsatisfactory" - "FX", "F",) and it is mapped against the traditional (the Soviet) system (see Table 8).

¹³ Narxoz University Examination regulations (Final examination)

¹⁴ Narxoz University Examination regulations (Intermediate examination)

Table 8. Narxoz University Grading System

Letter grading system	Numeric equivalent	Points (%-percentage)	Traditional grading system
A	4,0	95-100	Excellent
A-	3,67	90-94	
B+	3,33	85-89	Good
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	
C	2,0	65-69	
C-	1,67	60-64	Satisfactory
D+	1,33	55-59	
D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	

Feasibility of study workload

For all programmes:

The programmes are designed to ensure that the workload is feasible and manageable for students. The University aims to achieve this through several means:

- **Curriculum Design:** The programme's curriculum has been designed to balance the workload, ensuring that students are not overloaded with coursework and examinations. The course list has been carefully selected to provide students with a comprehensive understanding of the subject, without placing too much strain on their time and energy.
- **Calculation of Workload:** The workload for each course has been calculated based on the amount of time students are expected to spend on coursework, studying, and preparing for examinations. This calculation takes into account the amount of time students are expected to spend in class, as well as time they should dedicate to independent study. Such information can be evaluated later on by the means of Course Management Forms (CMF) which play a key role in the improvement of the Educational Program.
- **Adequate Number and Frequency of Examinations:** The programme has a combination of examinations and a final thesis to assess students' understanding of the material covered. Also, in order to greatly improve the quality of the education the courses consist of Intermediate examinations as well. The examinations are designed to evaluate students' mastery of key concepts and to assess their ability to apply this knowledge in practical settings. The frequency and number of examinations have been carefully calculated to ensure that students have adequate time to prepare and that the workload is manageable.
- **Appropriate Support Services:** Narxoz University provides students with a range of support services, including academic advising and general student counselling, to help them manage their workload and succeed in their studies. The responsibility of counselling lies with academic advisors who guide and assist students in their academic journey. These services are designed to provide students with the resources

and guidance they need to succeed in the programme.

The Faculty Teaching Evaluation Survey and the Course Management Form are two tools the University uses to determine whether the amount of work assigned to students is suitable.

The University's Accreditation Department regularly surveys students as part of its Faculty Teaching Evaluation Survey to determine how satisfied they are with the educational services provided, to gauge how well lectures, seminars, and laboratory classes are taught, how well tasks are developed, and how much time is allotted for completing them, and to solicit student suggestions. The survey is distributed online twice a year and includes questions in English, Kazakh, and Russian.

At the conclusion of the semester, the instructor must fill out a course management form by themselves. Two questions are included in the research workload to ensure appropriateness:

- Percentage of the intended content the instructor was able to cover
- Do you think that the ECTS credits were distributed effectively in terms of achieving learning outcomes?

The QAC discusses the findings of the Faculty Teaching Evaluation survey and the Course Management Form. The Department then analyzes the data, and when necessary, appropriate action is taken.

Equality of opportunity

For all programmes:

According to the Policy of Equal Access to Education for Students with Special Needs, students at Narxoz University¹⁵ and the department are treated equally regardless of their gender, nationality, or disabilities. In the implementation of this principle, as well as in accordance with the mission and concept of strategic development of NJSC Narxoz University for 2030 by the decision of the Academic Council of the University, the Policy of Ensuring Equal Access to Education for Students with Disabilities was approved. The policy is designed to promote the maximum realization of the potential of students with disabilities, considering the diversity of special educational needs and individual opportunities. The University adheres to the principle of equal access of students, including those with disabilities, to educational services and infrastructure. The University undertakes to create an educational environment in which students will not be discriminated against and/or harassed on any grounds and guarantees that people with disabilities have the same rights as other students of the University. The University strives to meet the needs of students with disabilities in terms of access to buildings and the campus, access to information and educational resources, while maintaining the online availability of resources off-campus.

The Office of the Registrar gathers and examines statistical data on the demographics of students. A dedicated advisor for students with special needs is available at the university to help them arrange their education. The students have full access to the services of a full-time psychologist.

¹⁵ Policy of Equal Access to Education for Students with Special Needs

In 2022, the University moved into its reconstructed main building on Zhandosov Street in Almaty. The reconstruction of the building was carried out within the framework of the strategic development plan of the University. The building has wheelchair access. There is access to the dining room of the main academic building. Tactile tracks have been installed in all academic buildings.

The sports and recreation complex with a swimming pool, built in 2014, fully meets the requirements for adaptation for people with disabilities. The stadium, sports grounds and access roads are also adapted for people with disabilities.

The management of the programmes provides equal opportunities for students, regardless of the language of instruction, to form an individual programme aimed at the formation of professional competence. Educational materials, syllabuses, literature, IWS, IWSP, offline and online consultations and information resources are equally available to all students. Students have access to materials of educational, organizational, methodological and informational support for the educational process in three languages of instruction: Kazakh, Russian and English.

Special assistance is provided to students in special circumstances, for example, coming from many different countries with different social and academic backgrounds.

The principle of gender equality applies to students. Equal access to educational and research activities is ensured.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns ECTS credits per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that ECTS credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

Study and exam regulations are legally binding and contain all necessary rules and procedures and take national requirements into account. The study programme is designed so that students can study for a certain time at other universities or do internships without any extension of their overall study time. The final grade is supplied with an ECTS grading table. The recognition of degrees and periods of study at other HEIs is carried out if the content is identical, as Narxoz states in its regulations¹⁶. According to the Lisbon conventions recognitions of degrees and periods of study are transferred if there are no substantial differences in the learning outcomes.

The feasibility of the 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.

As the programmes have no graduates and no students in higher semesters yet, the panel was not able to judge the workload. The students the panel met were from first year and reported a manageable workload. The given documents suggest that the workload is appropriate. Evaluation findings, including student feedback and the programme's success

¹⁶ REGULATION ON THE PROCEDURE FOR RECOGNITION OF LEARNING OUTCOMES OF FORMAL AND NON-FORMAL EDUCATION

rate for graduates, could therefore not be consulted and have to be assessed in the re-accreditation.

Narxoz University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students with special needs, 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

Logic und plausibility of the didactical concept

The didactical concept of the **E&SD programme** is centered around preparing students to tackle the environmental challenges and sustainability issues that are facing Kazakhstan and Central Asia. The curriculum is designed with the intention to develop a comprehensive understanding of these challenges, and to equip students with the necessary knowledge and skills to implement sustainable development projects.

The programme employs a range of teaching and learning methods to achieve its objectives, including case studies, practical projects, and other active learning opportunities that encourage students to take a more hands-on approach to their education. For example, in the second semester, students are required to take a course in academic research where they learn research methods and conduct their own research projects. In the fourth semester, students can choose major electives such as *Ecological Biogeography*, which allows them to participate in fieldwork to gather data and conduct experiments. These examples demonstrate that the programme uses various methods to provide students with hands-on experience and opportunities to apply theoretical concepts.

The programme aims to foster critical thinking and analytical skills in its students. This is evident in courses like *Social Ecology and Sustainable Development*, where students are required to analyse and evaluate existing social and environmental issues. Similarly, courses like *Statistics* and *Climate Change and Technological Risks* teach students how to analyse and interpret data and make informed decisions based on their findings. For instance, in the statistics' course, students learn how to calculate and analyse statistical data, which can be useful in a variety of fields, including environmental research.

By incorporating perspectives from fields such as economics, policy and social sciences, the programme aims to provide students with a well-rounded education that is both relevant and relatable to their local and regional context.

Each semester includes a mix of general education, major required and elective courses, providing a well-rounded education for students. For example, in the third semester, students take courses in *Alternative Energy Sources* and *Social Ecology and Sustainable Development*, as well as an *Introduction to Economics and Statistics*. These courses provide students with a broad understanding of various topics related to the environment and sustainable development.

A commitment to academic freedom characterizes the didactical approach of the **Tourism and Hospitality programme**. The syllabus specifies the specific teaching and learning methods that the faculty will use. There are many different instructional techniques used, including case studies, presentations, conversations, group work, business and role-playing games, projects, critical thinking and brainstorming. The adoption of such techniques encourages students to seek out and analyze information and helps them improve their presentational abilities. The faculty member uploads the required materials for each course to the E-Learning system every student has access to. The faculty member should ensure that the learning materials are aligned with the programme objectives and learning outcomes. The department and SASS QAC routinely monitor this.

The applied teaching methods and didactic tools of the **International Relations programme** support the achievement of learning outcomes by the time of graduation at the required level. The programme allows students to create their own path towards meeting the declared learning outcomes at each level.

The didactic concept of the programme is aimed at teaching students the skills and abilities necessary for successful professional activity. The programme is structured in such a way as to consistently teach students first basic knowledge and skills (within the framework of basic modules), and then professional competences (starting from the fifth semester). Accordingly, the task of the teaching staff is to transfer to students the basic knowledge in the field of teaching and teach students to integrate key concepts, complex and implicit dependencies, paradigms and theoretical developments in the field of political science, international relations, political forecasting and data analytics for the implementation of professional functions in the field of diplomacy and foreign policy. The main teaching methods used by teaching staff can be divided into: passive (classical lecture; tests; guest lectures), active (discussions; presentation method; essay method) and interactive (work in small groups; case method). Students actively participate in the organization of the academic process of the university and making managerial decisions.

Course materials

For all programmes:

The syllabus serves as the basis for the development of study materials, which are regularly updated. The School of Arts & Social Sciences Quality Assurance Committee examines and approves all course syllabi one month before the semester commences. Likewise, examination materials are endorsed a month before the scheduled exam. In line with the University Academic Policy, instructors must upload all course materials to the e-learning platform Canvas LMS, which includes the syllabus, lecture presentations or notes, assigned readings, case studies, assignments, and tests. The faculty members hold the responsibility and autonomy in creating the structure and content of the materials.

The learning outcomes outlined in the syllabus are taken into consideration when creating the course materials. The study materials are maintained current. All course syllabi are reviewed

and approved by the SASS QAC a month prior to the start of each semester. One month before the exam, the exam materials are approved.

The University Academic Policy states that instructors must submit all course materials to the Canvas LMS, including the syllabus, lecture presentations/notes, textbook or book (with a link to library access), case studies, assignments, and examinations. The organization and content of all course materials are under the control and responsibility of the faculty. The literature must contain works that were released during the last five years.

To ensure that the contents are current, the programme director has read-only access to Canvas. Compliance with programme requirements is tracked by SASS AQC. The syllabus is available to students, which is updated annually, and the entire educational and methodological complex in the Canvas system, which presents courses of lectures, presentations, video lectures, teaching aids, additional instructions and comments on the implementation of independent work, deadlines for key assignments, important links to reference literature, standards, regulations, cases, websites, scientific articles on all disciplines of the programme. This demonstrates that students can independently study material additional to the core resources that they analysed together with the teacher in the classroom, and perform tasks as part of independent work, both with the teacher and independently.

Each student is provided with individual unlimited access to the following personalized information educational resources throughout the entire period of study:

- official website of the university;
- scientific library;
- electronic library;
- Canvas, Banner, Narxoz mobile distance learning system.

Guest lecturers

The following two experts held guest lectures in the **E&SD programme**:

- Director of the Institute for Sustainable Development Studies in Kazakhstan; lecturer of the course "Ecology and sustainable development"
- Lead Specialist, AlmatyGenPlan, an experienced urban planning specialist with a focus on sustainable cities, green technologies and green economy

The **Tourism and Hospitality (EP) programme** has received several different guest speakers from the industry of tourism. Some of them came from "Kazakh Tourism" National Company. Some of those lectures were held in the academic year 2020-2021.

Table 11: Lectures from "Kazakh Tourism" National Company

No	Lecturer	Topic of the Lecture	Date
1	Specialist on legal issues UNDP project	Regulatory support of the tourism industry, tourist formalities and standards	23.02.2021 12:20-13:10
2	Deputy Chairman of the Board of JSC "NC "Kazakh Tourism"	Strategic programmes and projects for the development of tourism in the Republic of Kazakhstan: problems and prospects	24.02.2021 12:20-13:10

3	Director of the Department for the Development of Tourist Products of JSC "NC "Kazakh Tourism"	The problem of the quality of the tourist product and the quality of services in the market tourism. What prevents you from raising the quality to the international level?	25.02.2021 12:20-13:10
4	DipM FCIM, Chartered Marketer,	The role of strategic marketing in the development of tourism and the promotion of its product	2.03.2020 12:20-13:10
5	Director of SkyWay Travel LLP	How to survive the tourism business in the face of uncertainty external environment, and how this period of crisis can be used to develop business in the field of tourism.	10.03.2020 12:20-13:10
6	President of the Avalon Historical and Geographical Society NGO	Food Tourism	16.03.2020 12:20-13:10
7	President of the Association of Legal Entities "Kazakhstan Association of Hotels and Restaurants"	Guest house standards. Ecological tourism	17.03.2020 12:20-13:10

The **International Relations programme** organizes guest lectures within the framework of the study programme of the training course, as well as within the framework of the diplomatic club "TURAR".

Guest lectures were organized as part of the "Geopolitics" training course, including talks from the Dean of the School of Public Administration and International Relations of ADA University (Baku, Azerbaijan) about the Azerbaijani-Armenian conflict and security issues in Central Asia, and from the Chairman of the Department of Political Science of the University of World Economy and Diplomacy (Tashkent, Uzbekistan) on the topic of political power, among many other speakers.

The Diplomatic Club held a series of guest lectures on topical issues of international relations with the Ex-adviser of the Embassy of the Republic of Kazakhstan in the Islamic Republic of Afghanistan, Vice-Chairman of the Kazakh-Afghan Association for Development and Partnership "AFG-QAZ" on the topic "The situation in Afghanistan"; the researcher of gender economics on the topic "Gender equality and sovereignty"; the coordinator of the UN Office for Disaster Risk Reduction in Central Asia on the topic "Regional cooperation of Central Asian countries in disaster risk reduction" and TELSH Coordinator, Tamos Education, on the topic "The Philippines and China: beyond the territorial disputes".

Lecturing tutors

New rules for workload allocation among faculty were authorised by the University in 2021. These guidelines encompass the allocation of classroom hours, examinations, and other duties. The workload is determined by the credit system, a departure from the previous system, which relied on the number of hours spent on various activities. As part of their pedagogical practice, doctoral students are expected to fulfil the role of lecturer-teachers,

assisting students in their learning process, and facilitating the development of their abilities and expertise. Furthermore, the University has plans to introduce a lecturer-tutor position to further enhance students' academic experience by providing guidance and support to their studies, as well as acting as mentors to assist them in realising their full potential.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It 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. However, in the course descriptions there was no differentiation of didactical methods. The panel assumes that certain courses are more or less suitable for the use of different didactic methods. **Therefore, the panel recommends to analyse the courses with regard to the suitability of different didactic methods and to specify and differentiate the course descriptions accordingly.**

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. Although with the introduction of the new curricula the University switched to teaching most of the courses in English, a substantial amount of the module descriptions still shows literature in Russian language. **Hence, the panel recommends that the University ensures the internationalization of course materials and adaptation of materials to courses held in English language.**

Guest lecturers are invited regularly and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

In some of the courses lecturing tutors support the students in the learning process and help them develop competences and skills.

	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

International contents and intercultural aspects

For all programmes: Narxoz University is developing an internationalization strategy for the purpose of high-quality organization of international activities. In 2023 Narxoz University signed agreements and began implementing new partnerships. To further develop the international aspects of the programme, it is planned to attract teaching staff, teachers from

partner universities as part of the exchange, as well as to include training courses offered by partner universities on a reciprocal basis in the content of the programme.

To ensure that international content is an integral part of the Bachelor in **Environment and Sustainable Development** Programme curriculum at Narxoz University, several specific measures are in place. For instance, the programme integrates case studies from various countries and regions to provide a global perspective on environmental issues. These case studies include examples of successful environmental initiatives, policy implementations, and sustainable development practices from diverse parts of the world. One of the case studies covered in the programme is Bhutan's Gross National Happiness Index, which measures a country's development by considering its people's happiness levels, social justice, cultural preservation, and environmental sustainability. The programme also covers the European Union's renewable energy policy in achieving the goal of producing 32% of its energy from renewable sources by 2030. This policy includes measures such as feed-in tariffs and subsidies to encourage the production of renewable energy and decrease reliance on fossil fuels. The case study of Costa Rica's ecotourism industry is also covered in the programme which encourages visitors to experience the country's natural beauty and wildlife while promoting sustainable practices such as responsible waste management, conservation of natural resources, and support for local communities. This initiative has led to economic growth, social development, and environmental protection, making Costa Rica a leading example of sustainable tourism practices. This case study is related to the course *Environmental protection and ecotourism in Kazakhstan*.

The programme also incorporates international guest speakers, including environmental experts, policymakers, and professionals working in the field. Through these guest lectures, students have the opportunity to interact with individuals from different cultural backgrounds and learn about their experiences in various parts of the world. Additionally, the programme offers opportunities for students to participate in international exchanges and study abroad programs, which expose them to new cultures, languages, and ways of thinking.

To prepare students for the challenges of an international working environment, the programme emphasises the development of critical thinking and problem-solving skills. These skills are necessary for addressing complex environmental issues in a global context. Students are also trained to work collaboratively in diverse groups to understand how different perspectives can enhance the process of finding solutions.

To prepare students to act in an intercultural environment, the programme integrates activities and assignments that expose students to different cultures and ways of thinking. For example, group projects require students to work with peers from different cultural backgrounds, forcing them to learn how to communicate effectively and work collaboratively in diverse settings. The programme also offers language courses, which enable students to communicate with individuals from different countries.

The courses of the programme **Tourism & Hospitality** are based on books and other resources that are internationally recognised. The academic curriculum is created in compliance with industry standards that are acknowledged globally. As part of the University's development strategy, the programme actively participates in academic mobility and other internationalization initiatives. The programme's communicative core module aims to improve the foreign language proficiency level and intercultural communicative competence to enhance the international employability of the learners. In addition, learning outcomes of the programme have been updated so that to meet the requirements of international standards and qualification framework in tourism and hospitality sector. In addition, such subjects at MICE or

Tourism and Global Tourism Destinations are providing the students with wide knowledge of international aspects of the programme.

International aspects are a foundational part of the **International Relations programme**. Thus, the curriculum of the programme provides for the study of the following international disciplines: international organizations, international economic relations, international and national security, international conflicts and methods of their settlement, migration and international politics and international law. The study of these disciplines helps develop understanding of issues of world politics, economics and international law and the interaction of nations in the settlement of international problems. The programme also encourages the development of a global perspective among students, emphasizing the importance of understanding multiple points of view and evaluating the diversity of cultures that exist in the modern world. This programme also highlights the impact of globalization on the world economy and politics.

The international orientation of the programme strives to provide graduates with the knowledge and skills they need to solve problems in an interethnic and intercultural environment.

Intercultural aspects of interaction are also provided within the framework of international cooperation of the University, which provides opportunities for academic mobility, establishing partnerships with foreign universities, student exchange, which contributes to the development of academic contacts and a better mutual understanding of the cultures of the two countries.

Internationality of the student body

For all programmes:

The University offers the programme not only for local, but also for international students. Studying abroad is available to all students at any stage of their academic or career path, usually after the second year of study.

International students are coordinated by the Admissions Committee and the Office for International Development and Partnership, which provides assistance to students before, during and after their stay at Narxoz University in order to maximize intercultural learning, meet academic, professional and university requirements, and promote safety and health. Information about admission for international students is available on the university's website. All the necessary information is presented in detail for foreigners about University, Almaty, and Kazakhstan as a whole. For example, information is provided for students about the process of obtaining a visa, temporary registration, living conditions in the dormitories and in Almaty.

To attract foreign students to programmes, the University has held an international Olympiad for international students since 2020. The winner of the Olympiad is granted four years of free tuition, with the condition that they maintain academic performance, defined as GPA of at least 3.0 per semester. The terms of the competition are posted on the university's website.

The **E&SD programme**, which has been launched only two years ago, has seen limited enrollment of international students. The programme currently has two enrolled students, one from Uzbekistan and another from Russia. As a step towards promoting internationalisation, the programme is committed to increasing the number and quality of courses offered in English and actively collaborating with academic mobility programmes.

In the **Tourism and Hospitality programme** a small number of overseas students have participated in the programme during the past five years. There are five students enrolled in the current academic year. In terms of ethnicity, they are Russian and Uzbek.

The programme is actively collaborating with the academic mobility programme and expanding the quantity English-language courses offered in order to foster internationalization. It varies from year to year how many tourism and hospitality students take part in academic mobility programmes. To be exact, at least four students participated in academic mobility programmes during the academic year 2018–2019, three students were specifically sent to partner universities during the academic year 2021–2022, and the same number of students participated in these programmes during the academic years 2022–2023.

Moreover, the University had been building firm ties with the following HEIs as recognized partners, particularly regarding the Tourism and Hospitality programme:

- Baltic International Academy, Latvia
- CEFAM International School of Business and Management, France
- Osh State University, Kyrgyzstan
- Mykolas Romeris University, Lithuania
- American University in Ras Al Khaimah, UAE
- FH Joanneum University of Applied Sciences, Austria (FIBAA accredited)
- La Rochelle School Business and Hospitality, France (AACSB, EQUIS, AMBA accredited)

The re-designed **International Relations programme** will start in September 2023 with courses offered in Russian, Kazakh and English in parallel streams.

Internationality of faculty

Currently, the **Environment & Sustainable Development programme** is staffed with one international faculty member. However, there are plans to expand the team by recruiting additional members from partner organisations, including the United Nations or from within the University.

In the programme of **Tourism & Hospitality** there are increasing numbers of academic staff members with academic and professional experience abroad. Out of 15 faculty members, three (20 %) had degrees from internationally recognized universities (Data from spring 2023). Mainly, 30 % of the programme's courses are taught by these faculty members. In addition, one guest lecturer from Australia teaches throughout 2022–2023.

In case of the **International Relations** programme the school is actively working towards attracting foreign professors, as well as persons with international academic and professional experience. The University strives to provide favourable conditions for attracting foreign personnel. Currently, there are two faculty members who have qualifications from leading foreign universities, as well as international professional experience, are involved in teaching on the programme.

The University has created favourable conditions for academic mobility of teachers. Agreements have been concluded with universities in other countries, the purpose of which is not only the exchange of students, but faculty in both directions. Agreements with international universities were concluded to expand opportunities within the framework of academic mobility, the development of the scientific potential of the university and support the mobility of teachers and scientists. For example, the Agreement between the University of Narxoz and

the University of Cebu (Philippines) provides not only for the joint development of an educational programme, but also for joint research projects between teachers of the two universities, the development and holding of joint seminars and other scientific events, and the organization of joint professional training programmes. Also, an Agreement with the University of Pennsylvania (USA) provides for professional training programmes for faculty and exchange, joint research projects, development and holding of joint seminars and other academic events.

Foreign language contents

Narxoz University is committed to increase the number of classes held in English throughout. In all three programmes they introduced a multilingual approach with most of the courses held parallel in Russian, Kazakh and English.

The number of English courses in the **Environment & Sustainable Development** programme include:

- Ecology & Sustainable Development
- Alternative Energy Sources
- Environmental Economics

In the **Tourism and Hospitality** programme, the number of courses offered in English has gradually increased. In the last two academic years the following courses have been offered in English:

- Introduction to Tourism & Hospitality;
- Basics of Management;
- Organizational Behaviour;
- Business Ethics.

The number of courses taught in English increases due to the expanding faculty capacity. Students have access to the university library and the Linguistics Centre which can help them increase their language skills. Apart from academic courses delivered in English language throughout there is a number of mandatory English language courses.

The curriculum of the **International Relations** programme provides for the study of a foreign language in general 35 credits, of which: a foreign language (English) – 10 credits, a second foreign language – 25 credits. Starting from the first year, lectures in English are organized for students of the programme. So, in the 2022-2023 academic year, classes are conducted in English in the disciplines “Geopolitics”, “Research Methods in the Ministry of Defense”, “Modern Problems of the Ministry of Defense”, “History of International Relations in Modern times”, “History of International Relations in modern times”.

Since the 2021 academic year, the School has initiated elective classes "English club" for the development of spoken English specifically for students of the School.

Moreover, in the current academic year, when selecting new faculty, the School paid special attention to the candidates' multilingual skills. Thus, the competition was held, first of all, by those teachers who have experience in foreign universities (Germany, USA, Poland).

Appraisal:

One of the proclaimed "core" competences of a Narxoz strategy and the objectives of the three programmes includes, among other things, international contents that form an integral part of the curriculum.

The current international orientation can be considered as moderate in comparison to other Universities around the globe. However, in the panel's view, in particular the efforts in developing a clear internationalization strategy contribute to the University's efforts to give special priority to this aspect and to increase internationality at a fast pace. The same is true of efforts to attract international faculty and increase the number of international students, which have increased considerably with the realignment of the programmes.

The panel is positive about the University's ability to prepare students for the challenges in an international working environment and its ability to enable them to act in an intercultural environment. Although the international composition of the student body can be considered as moderate, it corresponds to the programme concept. The measures taken to promote internationality (e.g. by establishing international cooperations) are goal-oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials have been continuously increased in the last years and correspond with the qualification objectives of the study programme.

	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

The **E&SD programme** curriculum includes courses that equip students with communication and public-speaking skills, as well as cooperation and conflict handling skills. These skills are developed through didactical and methodological measures implemented in the following courses:

- *Social and Political Knowledge* Module fosters cooperation and communication skills relevant to the fields of social and political science, where collaboration and effective communication are vital in achieving common goals.
- *Academic Research* requires students to present research findings, promoting public-speaking skills necessary in various academic and professional settings in the field of research.
- *Principles of Management* develops communication and public-speaking skills

necessary in the field of business management, where effective communication with stakeholders, employees, and team members is crucial in achieving organizational goals.

- *Business Communication Psychology* aims to develop effective communication skills in a professional context, crucial for success in various fields such as marketing, advertising, and public relations.
- Promoting equality in an unequal world enhances communication and conflict handling skills, necessary in promoting equality, advocacy, and social justice in various fields such as human rights, social work, and public policy.

In addition to these courses, Narxoz University has several student organizations that aim to enhance students' multidisciplinary competencies and skills, and prepare them for success in their personal and professional lives. These organizations include the Debating Club "Disput Narxoz", the Financial Club, Adrenaline, Medialab, Narxoz Pride, and many others.

In the curriculum of the **Tourism and Hospitality programme** the School's required *Business Ethics* and *Academic Research* courses are designed to give students the knowledge and confidence they need to handle a variety of difficult and unexpected communication situations. The courses emphasise a variety of tools and techniques, as well as how to stay composed under pressure, get past common roadblocks, and communicate effectively by fostering a multidisciplinary approach in the students. Students are encouraged to achieve communication skills through individual and group projects, discussions, case studies, and other aspects of the courses described above, especially when they are required to answer in a clear, succinct, and creative way.

Several student organizations at the university work to better students as individuals and professionals in management life activities, including the "Disput Narxoz" debate club, the "Edelveis club," the "Medialab," the "Narxoz Pride" organization.

For the **International Relations programme** the support of students in the debates of the political club, role models of the UN and other competitions are an important component of the educational process, thanks to which students achieve a high level of critical and systemic thinking, as well as a degree of proficiency in language and public speaking. Students acquire the skills of communication, public speaking, cooperation and conflict resolution in accordance with the module descriptions, which is supported by didactic and methodological measures.

Thus, the study of the disciplines of the *Socio-political Knowledge Module*, *Academic research*, *Diplomatic negotiations*, *Diplomatic correspondence*, as well as the preparation and implementation of the diploma project are aimed at the formation of the following multidisciplinary competencies and skills:

- The ability to influence the actions and behavior of both decision makers and stakeholders of the organization, using tools to influence the behavior of participants in public relations, demonstrating oral and written communication skills, convincingly formulating arguments and relying on facts and research, as well as demonstrating the ability to work in a team.
- The ability to demonstrate leadership qualities by practicing independent learning based on advanced knowledge in the professional field, both for the disclosure of individual potential and for the benefit of serving the international community.

Within the framework of these training courses, discussions are actively used; methods of individual and collective presentations; the essay method; presentation of reports at open seminars and interactive work in small groups; case method.

The acquisition of additional multidisciplinary competencies, such as leadership skills and broad contextual knowledge, is provided.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, 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

The **E&SD programme** demonstrates its commitment to ensure the employability of graduates through various initiatives. Although the re-designed programme is young and has not generated any graduates yet, the University continuously updates and improves the educational programme, including the content of lectures, practical material, and assignments, with the direct participation of employers and stakeholders. This ensures that the programme is aligned with the needs of the industry and prepares students for the job market.

Additionally, the teaching staff of the E&SD programme recently collaborated with the Department of Global Communications of the United Nations in Almaty to hold an international competition called "Startup Project - Environment and Sustainable Development". The competition aimed to identify and support creative students who are interested in environmental issues and engaged in scientific activities related to sustainable development goals. The event was attended by students from various higher educational institutions in Kazakhstan, as well as from other countries.

In another effort to promote practical knowledge and skills related to water management and ecology, students of EP E&SD programme were given the opportunity to participate in a demonstration tour organised by the IFAS Executive Directorate in conjunction with the OSCE Office in Astana. This project ran for a week in June 2021 and intended to improve the practical knowledge and skills of future water management and ecology specialists.

Furthermore, the programme works closely with the Career Development and Alumni Relations to provide internship opportunities for students in leading companies. This is a high priority issue as practical experience is crucial in enhancing employability.

Moreover, the programme manager coordinates with employers to attract managers from various companies and organisations to participate in public events such as seminars and round tables. This helps students to gain insights into the industry and establish connections with potential employers. The programme management also monitors the employment market

and takes into account the demand in the labour market when planning the educational process. This ensures that the programme offers relevant and up-to-date education that matches the needs of the industry, thus increasing the employability of graduates. In addition, it offers job fairs annually and reviews graduation papers to assist students in finding employment. The programme is also a member of the State Attestation Commissions, which provide further opportunities for students to network with employers and gain insights into the industry.

According to the self evaluation report the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" in the year 2022 ranked the **Tourism and Hospitality programme** of Narxoz University sixth among 30 HEIs nationwide.

The key goal that Narxoz University states in its strategy is employability. The programme has taken the following actions to achieve it:

- Students can work towards international certifications and develop skills that are in demand by the future labour market thanks to the study programme.
- Some members of the teaching staff have careers in the sector of Tourism and Hospitality. This enhances graduate employability by preserving the theory-practice link.
- Prior to graduation, internships assist students in considering their future possibilities and help them build interpersonal, communication, and other key skills for job interviews.
- Everything that goes into creating the educational programme is updated and enhanced continually, including how the lectures, practical sessions, and assignments are structured. Employers and other interested parties actively participate in this work.

The programme collaborates with the Department of Career Development and Alumni Relations on internship provision via interaction with employers to arrange internship agreements for students in top businesses, in addition to the curriculum itself being designed to increase employability. Given the critical role that practical experience plays in improving employability, this is a top priority. Training is given to students before the start of their internship to help them get the most out of the opportunity.

One of the advantages of the Tourism and Hospitality programme is the facultative Dual education system agreement with The Ritz Carlton of Astana and Rixos Borovoe according to legal regulation "Universities that introduce elements of the dual system of education plan and organize educational activities based on a combination of theoretical training with practical training at work.

The Dual degree programme has been the most distinguishing element of the Tourism and Hospitality educational programme bringing experience to programme participants.

Meanwhile, at the second stage of the programme an agreement with The Ritz Carlton Astana on the programme with the length of up to six months for the duration from 15th of April to 15th of October of 2022 was signed. The programme covers student return travel expenses to Astana as well as offering 220 € for "Pocket money" along with 120 € per month remuneration. In addition, 20-30% of the programme is theoretical which includes training, workshops, and master classes while the rest is pure industry practice working in various departments such as Food and Beverage, Front-office, Housekeeping, SPA, and the Kitchen.

In both Rixos and Ritz Carlton programmes, the students get grades and certificates. Both Dual degree programmes utilize approved evaluation standards.

The qualification goal of the **International Relations programme** is to train competitive specialists in the field of international relations with a high level of communicative culture, fundamental knowledge, research and expert advisory skills. One of the main conditions for the competitiveness of graduates is the formation of skills necessary for employment through the active participation of students of the programme in the Diplomatic Club "Turar", the Debate Club "Teo", the Republican competition of Research and Development, the Republican Olympiad and various types of practice.

The practical orientation of the programme finds its expression in the fact that its content includes two basic modules (40 credits), eight groups of specialized disciplines in the amount of 125 credits, a practice module in the amount of 15 credits and a final certification module in the amount of 12 credits. All these components of the programme provide for the formation of students' professional competencies and skills necessary for employment.

When organizing practices provided for by the internship module, the Career Development and Graduate Relations Center provides students with a choice of the practice object, taking into account the student's sphere of interests and the desired direction of its implementation in professional activity. It is possible to undertake several types of practices both at one facility and in a variety of locations. This helps the student to evaluate all the advantages and disadvantages of expectations in the professional field.

The formation and development of students' skills necessary for employment is also provided by the use of teaching case studies, game processes and project defense.

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 its modules/courses. The panel welcomes especially the Dual education system agreement of the Tourism & Hospitality programme with several hotel chains as it provides a very practical experience and adds these aspects to the academic education.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements

The following table shows structure and quantity of the faculty of the Bachelor programmes:

Table 12: Quantity and structure of faculty

Programme “Environment and Sustainable Development”	2021-2022 academic year	2022-2023 academic year
The quantitative composition of the faculty, including:	11	15
full-time	9	9
part-time	2	6
Qualitative composition of the faculty:		
Doctor of Sciences, Professor	1	1
PhD, Associate Professor	2	3
Candidate of Sciences, Associate Professor	6	7
Senior Lecturer	1	3
Lecturer	1	1
Having a graduate degree, %	82	88
Programme “Tourism and Hospitality”	2021-2022 academic year	2022-2023 academic year
The quantitative composition of the faculty, including:	10	10
full-time	10	10
part-time	4	6
Qualitative composition of the faculty:		
PhD, Associate Professor	1	2
Candidate of Sciences, Associate Professor	4	4
Senior Lecturer	5	5
Having a graduate degree, %	90	90
Programme “International Relations”	2021-2022 academic year	2022-2023 academic year
The quantitative composition of the faculty, including:		
full-time	7	10
part-time	2	7
Qualitative composition of the faculty:		
Doctor of Sciences, Professor	1	1
PhD, Associate Professor	3	2
Candidate of Sciences, Associate Professor	4	7
Senior Lecturer	1	6
Lecturer	0	1
Having a graduate degree, %	88%	58%

Academic and pedagogical / didactical qualification of faculty

For all programmes:

The state regulates the professional competencies of undergraduate teachers, and the University follows recruitment policies in accordance with these regulations. The University has a regulation that outlines qualification requirements for various faculty positions, including part-time faculty, called "Regulation on the grading of faculty positions, teaching staff of NJSC "Narxoz University." In accordance with the legislation of the Republic of Kazakhstan, it determines qualification requirements for the positions of teaching staff of NJSC "Narxoz University" and the procedure for assigning positions and grades. The faculty of the programmes has to meet the necessary qualification requirements, as well as the level and particulars of the educational programme. To apply for a position as Professor/Assistant Professor/Associate Professor a doctoral degree as well as a required number of publications are mandatory. For positions as Lecturers a Masters' degree is required.

To ensure quality teaching, members of the quality assurance team provide regular peer reviews, attend selected classes, and offer feedback to instructors and the Department Chair at least twice per semester. Additionally, instructors are asked to hold an open-door class once a year where all faculty members are invited. Open discussions on teaching methods and other pedagogically related topics are encouraged through round tables and workshops organised by the programme and SASS. The University provides various methods to improve the qualifications of teaching staff, including foreign internships, local internships, and internal courses focused on enhancing professionalism in information and computer technology, and improving pedagogical skills.

The University offers various forms of advanced training for teaching staff to enhance their skills, such as internships abroad, doctoral studies, and studying and summarising the profile of the disciplines taught. Teachers also participate in research work, contribute to the development and review of textbooks, and prepare scientific reports and articles on student education. They attend and participate in scientific and methodological conferences, meetings, seminars, and symposiums, and take advanced training courses along with submission of Faculty Satisfaction Survey. The professional development and growth plan for teaching staff in the educational programme includes attending training sessions led by leading teachers, participating in open classes and meetings, and contributing to research work and writing articles on teaching methods. To improve their skills, teachers actively work on self-education and the improvement of methodological work in the educational programme.

In addition to the minimum standards established by the MSHE, the SASS places a greater emphasis on professional credentials for faculty members. One-half of them teach courses in English. To improve the credentials of its faculty members, the department places a high priority on pedagogical training and professionally recognized certification programmes.

Members of the programme faculty regularly participate in scientific conferences, round tables and seminars, as well as in research projects at the university, republican, international levels.

Narxoz University regularly offers didactical trainings for lecturers.

Practical business experience of faculty

The faculties' practical work experience is aligned with the programme's objectives, which aim to integrate theory and practice. Moreover, the lecturers have practical experience and utilise it in their teaching. Specifically, three teachers within the **E&SD programme** possess practical experience in the environmental and sustainable development fields. One lecturer holds 27 years of practical experience, with a background working for the Ministry of Ecology. During her tenure there, she was involved in the design and development of environmental protection

legislation in Kazakhstan. A senior lecturer in the programme has think-tank research experience. He previously worked as a Research Associate at the Energy Studies Institute of the National University of Singapore, which provided him with practical international experience as a researcher. He researched hydrogen economy and carbon capture and storage policy. A third one is a skilled practitioner in the field of eco-building, vermiculture, and the production and use of alternative energy sources. He founded and organised the EcoFarmer Educational Center, which is based on a peasant farm. He received training from the eco-settlement "The Farm Eco Village Training Centre" in the USA and the training centre "Bogdarnya" in Russia.

In the programme **Tourism and Hospitality**, networking including cooperation with the business sector, was considered with high priority. Recent updates of the programme are giving opportunities, especially in cooperations with the business sector. Some examples of the faculty members with practical experience are one who worked for a year in a Hotel in Melbourne, Australia; another runs a Tour Company in Spain. One faculty member is an expert in Tourism in Asia and the Pacific and worked with the Programme of United Nations World Tourism Organization (UNWTO), Madrid, Spain. Another faculty member worked as Deputy for Planning at the Ministry of Cultural Heritage, Tourism and Handicrafts (MCTH), Sistan & Baluchistan Province.

In the **International Relations programme**, eight out of 17 teachers have practical experience of working and collaborating with leading universities and scientific centers. For example, three of them have experience of working in such universities as Lomonosov Moscow State University (Russia), University of Indiana (USA), University of Geneva (Switzerland), University of Deusto (Bilbao, Spain), Minzu University (Beijing, China), Normal University (Xian, China), Columbia University (New York, USA), University of Marie Curie- Sklodowska (Lublin, Poland).

The programme faculty is currently collaborating with international organizations and diplomatic institutions such as the UN Department of Public Information (UNDP) in Almaty, and the Representative Office of the Ministry of Foreign Affairs of the Republic of Kazakhstan in Almaty.

Moreover, the School periodically organizes guest lectures from among representatives of international organizations, scientific centers and diplomatic missions of foreign countries in Kazakhstan, for example: ex-counselor of the Embassy of the Republic of Kazakhstan in the Islamic Republic of Afghanistan; the representative of the UN Department of Global Communications and Head of the UN Information Office in Kazakhstan, the Leading Researcher at the R.B. Suleimenov Institute of Oriental Studies.

Internal cooperation

The **E&SD** faculty members collaborate in both their teaching and research efforts, ensuring a cohesive and relevant educational programme. This collaboration extends to partnerships with employers to keep the programme up-to-date and focused on practical skills, with minimal overlap. Faculty members also collaborate on research projects and publish their findings together. The programme maintains close communication with other academic departments for effective quality assurance coordination, minor provision, scheduling, and examination scheduling. Additionally, the programme has established strong relationships with other support services such as the Library and Registrar to ensure the smooth delivery of the programme.

The **Tourism & Hospitality Department's** academic members work together on projects including curriculum development, research, and quality assurance. They collaborate with

businesses and one another to ensure that the educational curriculum is continually developed, keeping it current, organized, and concentrated on real-world topics with little overlap. Also, the faculty works together on studies that lead to co-authored papers.

Also, the department collaborates closely with other academic departments on scheduling, minor provision, quality assurance, and exams. In order to ensure the programme delivery, it also works well with other support services like the library and registrar.

Internal cooperation of lecturers of the **International Relations programme** is carried out within the framework of the work of the programme. The head of the educational programme organizes a number of activities aimed at implementing the University Development Strategy and plans for the development of the educational programme:

- development and improvement of educational, methodological and other documents of the programme;
- organization and holding of scientific and scientific-methodical events;
- coordination of individual work plans of the faculty;
- organization of publication activity;
- organization of mutual attendance of classes;
- monitoring the implementation of the programme;
- participation in scientific projects.

Thus, the programme faculty determines and agrees on the content of the programme, monitoring the programme and improving its content. In the first half of each academic year, by the decision of the School, working groups are created to develop new programmes and update existing ones, based on the recommendations and proposals of which the preparation of new programmes or amended ones is carried out.

In addition, lecturers of the programme cooperate with each other as part of their participation in the work of the collegial bodies of the School: the School Council and the School Quality Assurance Committee, addressing the following issues:

1. on the content and conditions for the implementation of programmes, on the assessment policy and other academic issues of the School, including on the facts of violation of the principles of academic honesty;
2. issues of organization of academic, academic-methodical, scientific, educational and image activities of the School;
3. decisions on improving the quality and efficiency of student training;
4. other issues requiring collegial decision.

Student support by the faculty

The teaching staff of the **E&SD programme** are committed to being available to students both during official reception hours and outside of them. The department also provides various forms of organisation for research activities, such as allowing students to participate in conferences and seminars.

Faculty members of the **Tourism and Hospitality programme** collaborate with the Advising Office to provide support to the students. Outside of class, faculty members are available for assistance during fixed office hours, as specified in each syllabus. If necessary, students can also schedule additional consultations with faculty members by appointment. Online

consultations are also available to students. In addition, the students have plenty of choices to join certain student organizations to become a part of the friendly “Narxoz Family”.

The faculty of the **International Relations programme** provide support to students for the successful mastering the programme. In general, the student support system can be conditionally divided into two levels: 1) support provided by the programme, i.e. Head of the programme, as well as teaching staff; 2) support provided by the University, i.e. its various divisions, starting with the office of registrar, the office of advisers, the Information Technology Center.

The lecturers provide support to students in the following ways:

- by mandatory setting office hours hold by the lecturer or by indicating in syllabuses for each discipline the time and format of their conduct.
- by organizing discussions and comments with the participation of the teacher and students on the Canvas platform, both during classes and after them, at the initiative of both parties;
- by processing requests within the student support system Student Help Desk, created by the University's Digital Technology Center.

Open communication between students and teachers is provided not only through email, but also through the Canvas system and office hours. Moreover, students have free access to the Head of the programme and the Director of the School.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The panel welcomes the high proportion of lecturers holding a PhD. Narxoz University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. There is evidence of practical experience within the faculty.

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

The University and the faculty members provide comprehensive services to the students. They are available for the students outside the specified office hours as well. During the site visit the panel learned that 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

For all programmes:

The University assigns a programme director for each of the programmes.

Their primary responsibilities include:

1. Ensuring high-quality teaching across all levels and forms of education by organizing the educational process;
2. Developing educational programmes and research activities in alignment with the University's strategy.
3. Building and leading a team of highly qualified teaching staff.

In detail these activities include:

- Designing and developing an educational programme that might include joint programmes (e.g. for E&SD: Enactus Kazakhstan Minor "Social Entrepreneurship: The Enactus Experience");
- Developing a list of teaching materials for the educational program, improving the quality of teaching, and ensuring the achievement of learning outcomes;
- Ensuring the quality of the content of the educational programme, its components, and the educational and methodological materials, as well as participating in meetings and representing the programme in university councils and the admission committee;
- Regularly monitoring the educational programme and its components, controlling changes made to it, and studying world experiences to identify the best practices and improve content, teaching methods, and knowledge assessment technologies;
- Monitoring the satisfaction of students, graduates, and potential employers with the quality of the educational programme and learning outcomes, and developing partnerships with Kazakhstani and international organisations to support the programme;

- Promoting the programme to target audiences to ensure recruitment, planning teachers' development, recommending competent teachers and inviting leading scientists and practitioners to conduct classes;
- Attending all types of training sessions, examinations and other forms of knowledge control conducted by teachers of the educational programme, conducting an annual full audit of the program, and coordinating external and internal certification and accreditation procedures;
- Providing documents related to the programme to legislative bodies, preparing and coordinating work on the audit of the educational programme, and creating additional opportunities for students, such as obtaining professional certificates, participating in international programmes and mobility programmes;
- Providing a variety of services to students via the Registrar's Office;
- Creating an automated student help desk to address complaints and questions from students on various areas;
- Determining the bases for conducting internships for students, submits them to the Career Center for concluding contracts with employers; the Faculty and the Head of the programme are actively involved in the training in education management programmes to form and expand knowledge and competencies in the field of theory and practice of managing educational programmes in the context of modernizing the system of higher and postgraduate education.

The University operates various student support services (academic support, social support, technical support, material support, psychological support), which are available on demand.

Academic support for students is provided by the Admission Committee, Registrar's Office, Advisors' Office, Career Center, Academic Mobility Department, Information Technology Center, Scientific Libraries (Electronic Resource Center, the Sector of Library Services and Storage of Funds, the Sector of Acquisition and Cataloging, Electronic Resources Sector.

An orientation week is held annually for first-year students. Its purpose is to familiarize students with the organization of the educational process.

In order for students to be well informed, the Narxoz University Catalog is provided. It contains basic information about the university, academic policy, rights and obligations of students, programme structure.

Appraisal:

Narxoz assigned programme directors to the programmes who coordinate the activities of everyone involved in the programme and ensure 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. Narxoz offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

For all programmes:

The University has a wide network of 50 partner universities that spreads around the globe. Some of them cooperate with specific programmes, others are open to all students. Among the countries of the partner universities are the USA, EU-Europe (Poland, Germany, France, Belgium, etc.), the UAE, Singapore, China, Japan, South Korea, but also the neighbouring states of Kyrgyzstan, Uzbekistan, Tajikistan and Azerbaijan.

Concerning the **E&SD programme** Narxoz University is currently in negotiations with Keele University (UK) regarding a double degree programme, which would provide students with the opportunity to receive degrees from both universities upon completion of their studies. A delegation from Keele is expected to visit Narxoz in Spring 2023 to discuss the details of the potential partnership.

The two universities are exploring potential areas of cooperation, which include a variety of opportunities such as a Summer School on Sustainable Development, short- and long-term study visits to Keele, and a development program for Narxoz students to complete their studies at Keele after spending some years at Narxoz. The Summer School of Sustainability, for instance, would offer students a chance to engage in theory and practical exercises related to sustainable development, including the opportunity to work with the Smart Energy Network Demonstrator (SEND) project and earn a certificate of attendance.

Within the **Tourism and Hospitality programme**, the main partners for academic mobility are:

- International Black Sea University, Georgia
- Baltic International Academy, (Latvia)
- Lodz University (Poland)
- Szeged University (Hungary)
- FH Joanneum (Austria), (FIBAA accredited)
- Krakow University of Economics (Poland)
- University of Opole (Poland)
- Mykolas Romeris University, Lithuania
- American University in Ras Al Khaimah, (UAE)
- La Rochelle School Business and Hospitality (France) (AACSB, EQUIS, AMBA accredited)
- CEFAM International School of Business and Management (France)

Academic mobility is currently dominated by outgoing mobility but the increasing number of

courses offered in English and quality improvements increase the potential for future expanded inbound mobility.

As part of the implementation of the **International Relations programme**, the programme on an ongoing basis cooperates with leading foreign educational institutions, such as:

- University of Bamberg, Germany.
- Baltic International Academy, Latvia.
- Mykolas Romeris University, Lithuania.
- University of Lodz, Poland.
- Kangnam University, South Korea.
- Hankuk University of Foreign Studies, South Korea.
- O.P. Jindal Global University, India.
- LUMS University, Pakistan.
- Chinese University of Political Science and Law, China.
- American University of Central Asia, Kyrgyzstan.
- La Sapienza University of Rome, Italy.
- M.V. Lomonosov Moscow State University, Russia.
- FH Joanneum University of Applied Sciences, Austria.

Cooperation with business enterprises and other organisations

The **E&SD programme** has signed memorandums of cooperation with several organisations, including the Main Botanical Garden of Almaty, the United Nations (UN) Kazakhstan and ENACTUS Kazakhstan.

Several employers of the **Tourism and Hospitality programme** have signed an agreement that outlines the intention to establish a mutually beneficial partnership focused on education and research. This agreement also includes plans for joint programs and projects, as well as short-term agreements related to the creation of student internships. Mainly, the agreements with such globally known organizations as Rixos Borovoe and The Ritz Carlton of Astana. These agreements open opportunities for the students of the Tourism and Hospitality (EP) and build up the core of cooperation of the programme with the business sector.

Cooperation with commercial enterprises and organizations for the **International Relations programme** is provided on the basis of the conclusion of mutually beneficial long-term agreements, as well as a number of events. The programme is included in many of the 50 partnerships of the University. There are individual contracts with the United Nations Entity for Gender Equality and the Empowerment of Women, UNITED NATIONS IN KAZAKHSTAN and Unicef as well as the Eurasia Foundation (Asia). Thus, the programme can organize bases for different types of practice, guest lectures, and prepare graduation projects on the basis of already concluded cooperation agreements with organizations (e.g. Mitsubishi), which may contribute to the effective implementation of the programme and the development of professional competencies among students.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks as well as with business enterprises and other institutions relevant for the programme 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 panel welcomes especially the cooperations of the Bachelor Programme Tourism & Hospitality that include the possibility of additional dual internships in Hotel chain. This practical experience may contribute significantly to the development of qualifications and skills and to the employability of graduates.

	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(T&H)	X (E&SD, IR)		

4.4 Facilities and equipment

Quantity, quality, media and IT equipment of teaching and group rooms

For all programmes:

In the academic year 2021–2022, the University will have 1,483 personal computers (PCs), of which 744 (or 50.1%) will be used for instruction. The newly reconstructed facility is in use since June 2022. There are 116 classrooms and 26 computer classrooms.

Table: Premises for classroom studies

Indicators / academics years	2019-2020	2020-2021	2021-2022	2022-2023
Classrooms, number / seats	175/8541	100/4033	100/4033	200/6584
computer classrooms, number / seats	58 /516	26/410	26/410	52/971
Reading rooms / seats	2/120	1/120	1/120	2/260

The infrastructure also consists of office equipment, projection equipment, network and telecommunications equipment, such as servers, MFDs, copiers, printers, scanners, and printers. All PCs that are not in use in the classroom are available to faculty and students.

There are computer and multimedia classrooms. As part of the linguistic center, there are multimedia facilities. There is a “1C Laboratory,” “Electronic Learning Laboratory,” and Bloomberg for business and social science students to complete laboratory work in certain fields. The School of Digital Technologies is home to the “Data Science Lab,” “Newton Lab,” “Cybersecurity Lab,” “Graphics & Media Lab,” and “Cloud Computing Lab.”

All classrooms are equipped with modern multimedia equipment. The laboratories and computer classes, software and hardware systems and special laboratory installations are

regularly updated. The infrastructure also includes office equipment, projection equipment, network and telecommunications equipment, including multifunction devices, copiers, printers, scanners, projectors, servers (network and telecommunications equipment). Teachers and students have access to all PCs, which are not used in the classrooms.

Integrated support for online learning is provided by the Canvas LMS, which covers all courses within the programme. All students and teachers have access to Google Workspace for Education, and programme management data such as schedules and grades are available through Banner Student. An integrated smartphone app integrates student learning and administrative support, and there is an automated HelpDesk service to ensure a seamless flow of information.

Additionally, the E&SD programme is equipped with its own laboratory base known as ECOLAB, which serves as a platform for practical classes in the disciplines taught, as well as for conducting research and development projects by students. The E&SD programme actively integrates IT technologies into its training programs, such as the ERA software that tracks energy, water usage, and more, to enhance the learning experience.

Access to literature

The Academic Library helps students in the programmes with their educational and research needs. The Academic Library currently has a fund of 912 022 units of publications in national, Russian, and international languages, including 411 456 units of educational and methodical literature and 500 566 units of scientific literature, 6 452 of which are dedicated to tourism and hospitality.

Students have access to International scientific databases:

Users of the Scientific Library have access to domestic and foreign licensed electronic resources such as Scopus, EBSCO eBooks, polpred.com, IPR Books, Clarivate Analytics, Scientific Electronic Library library.ru, Republican Inter University Electronic Library (RIEL), Electronic Library Grebennikon, JSTOR, Paragraph Information System, Oxford Handbooks Online - Scholarly Research Reviews, Oxford Handbooks Online Scholarly - University Press Scholarship Online, which are hosted on remote servers and accessible by the IP addresses of the university. The volume of electronic publications available is more than 1 million publications.

The library fund is replenished with new editions of educational and scientific literature to ensure the activities of the university based on curricula and programmes recommended by faculties, scientific areas and other requests. The library works closely with faculty and academic advisors to keep resources up to date. When purchasing educational and scientific literature, priority is given to educational programmes with the greatest need for resources. For each discipline, there are the latest editions of textbooks, collections of tasks, exercises, workshops and manuals for laboratory work in Kazakh, Russian and English.

During the academic year, 18 webinars were held for students and teachers of the university, dedicated to the use of information resources of the library and research topics.

Comfortable conditions for independent work have been created for all categories of users, including for students with disabilities. Following the policy of ensuring equal access to education for students with disabilities at the university, students with disabilities have equal access to the information base of the scientific library.

The library is open Monday-Friday from 9 a.m. to 10 p.m., Saturday and Sunday from 9 a.m.

to 6 p.m. Students working on projects can access the library through an entry 24/7.

Appraisal:

The panel welcomes the successful complete renovation of the building, which was executed with at very high level and with attention to detail. All teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum the HEI possesses appropriate rooms which possess the specific technical components needed (e.g. a lab for sustainability courses).

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students. The panel welcomes the opportunity for students to work in the library 24/7.

	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

Career counselling, placement service and Alumni Activities

For all programmes:

In 2005, the Department of Career Development and Alumni Relations was established to provide support for the university students and graduates in their career development and employment search. The programme, in cooperation with the Narxoz University Employers Council, arranges internships according to approved Academic Policy Regulations and the Academic Calendar.

The programme's key areas of work consist of assisting students and graduates in their employment search and career development, organising various types of internships, fostering partnerships between students and local businesses in Kazakhstan, encouraging entrepreneurship among Narxoz University graduates, and arranging guest lectures, master classes, and webinars for students. Currently, the Department of Career and Alumni Relations offers master classes and training with large and international recruiters, posts information about job openings and events on social media, processes applications for internships, builds a database of graduates, organizes job fairs, compiles job databases, and tracks graduates' employment placements in addition to monitoring career paths.

The university's website includes a "Career and Employment" section where students can obtain advice on employment, internships, and professional practice. The programme provides career and employment advice to students and graduates through master classes and training sessions with large and international recruiters. Additionally, they post information about job openings and events related to employment and internships on social media

platforms, establish a graduate database, coordinate job fairs, monitor graduate placement, and track career expectations and employment trends.

The Department of Career and Alumni Relations' primary areas of responsibility are:

- helping university students and graduates find work and advance their careers;
- aiding in the planning of students' educational, industrial, pre-diploma, and research internships; creating connections between students and Kazakhstan's business community through round tables with employers;
- promoting entrepreneurship among Narxoz University graduates;
- organising master classes, guest lectures, and online webinars for students.

On June 11, 2022 Narxoz University held a large-scale job fair "Career Fair" on the new campus. More than 25 market leaders in the Republic of Kazakhstan offered employment and career opportunities for students and graduates of Narxoz.

Among the participants were companies from the financial sector, consulting, retailers, carriers, Internet companies, the manufacturing sector: KPMG, Ernst & Young, Deloitte, PwC, AirAstana, Danone, Metro, Phillip Morris, Ritz Carlton-Astana and others. Also, the Narxoz Career website presents a selection of current vacancies and internships from leading international companies.

It should also be noted that the University provides ongoing support to graduates to establish strong ties, as well as to form a favorable image and enhance the prestige of the University and the Alumni Club.

Maintaining contact with alumni is organized through the activities of the **Alumni Club**, including the formation of an alumni database and organizing annual events for alumni. Narxoz Alumni Club is a public organization that unites the energy, talents, skills, knowledge of graduates with the aim of social promotion of its members and the development of the University.

They regularly undertake activities which include the following:

- establishing a professional alumni network that fosters effective communication between alumni and current students and helps students advance their careers;
- aid the university administration in putting the university strategy into practice.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni 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

The three programmes are financially viable. Direct costs for the last academic years show higher revenues than costs and contribute considerable gross margins to the University's budget. The income of the academic programmes come from tuition fees, through government grants that cover tuition costs, and direct student fees

The revenue is divided into state-funded and self-funded categories, with the former consistently making up the larger proportion of the revenue (over 80 %). However, also the revenues from self-funded sources has shown a significant increase, indicating a growing interest in the programmes among students who are willing to pay for their education.

Since 2012, Narxoz University, as an organization of public interest, annually places its financial statements on the Financial Statements Depository and on the university website. This enables a wide range of users to access financial and other information of the University.

The University's budget is compiled at the beginning of the academic year jointly with the Financial Directorate of the University. It is annually adjusted considering the grants allocated by the Ministry of Education and Science of the Republic of Kazakhstan and focuses on positive cash flows. Grant fee levels depend entirely on the conditions set by the Ministry; funding for the programme is in place for the entire period of accreditation. All financial transactions are overseen by the central administration in collaboration with the appropriate departments.

The University aims to make quality education accessible by providing educational benefits to various groups of students in the form of social discounts (for orphans, disabled people), grants and discounts for high academic achievements, etc. In addition to social discounts, talented applicants are provided with educational grants from the Verny Capital Group of Companies, B. Zh. Utemuratov "Future Business Leaders" scholarships and grants for foreign students allocated according to the results of the competitive selection. Grant applicants are determined based on the results of the Olympiad.

Appraisal:

The income related to the programme 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		

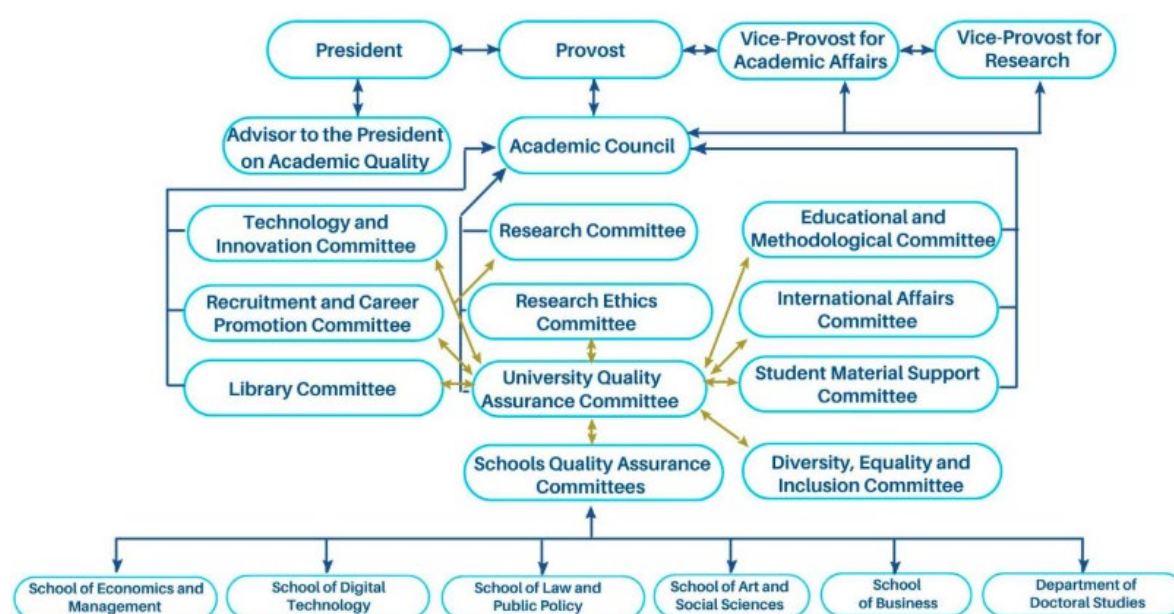
5. Quality assurance and documentation

Quality assurance and quality development with respect to contents, processes and outcomes

For all programmes:

Narxoz University has a comprehensive quality assurance system that encompasses both academic and non-academic aspects. The University sees quality as an ongoing process of continuous improvement. To ensure effective quality assurance, Narxoz has established a framework that is consistent with both institutional and program-level quality assurance mechanisms. This framework includes the University QA Committee, School QA Committees, and an Academic Quality Advisor appointed by the President. The system is implemented throughout the University, with the results documented in Self-Assessment Reports during the accreditation process by national and foreign agencies. The university community and external stakeholders receive regular updates on Narxoz's performance and operational efficiency.

Figure 2: Elements of the Internal Quality Assurance System



Narxoz University's quality assurance system is designed to support and implement the University Strategy while improving the quality of teaching, learning, and research in line with international standards. The University's values and principles of quality assurance including equal opportunities for learners, academic integrity, freedom, intolerance to discrimination and corruption, active involvement of internal and external stakeholders in ensuring quality education, transparency, accessibility, and the development of a culture of quality as it is written in the Academic Integrity Policy of the University.

At the University level, there is an Accreditation Department, whose responsibilities include general quality control of all programmes implemented at the University.

Quality assurance and development in relation to the content, processes and results of the programme is carried out in accordance with the Law of the Republic of Kazakhstan on

Education¹⁷, the University Policy in the field of quality assurance in education, which is consistent with international approaches to quality assurance in the field of higher education, including the "European standards and guidelines for quality assurance in the European Higher Education Area"¹⁸ (ESG, 2015).

The Directorate of the School is obligated to provide conditions and exercise control over compliance with the quality standards of programmes for:

- development of programmes and curricula;
- development of syllabuses for subjects;
- assessment of students' progress;
- formation of teaching staff;
- choice of teaching and learning methods;
- formation of educational resources;
- providing support to students;
- formation of educational and methodical complexes.

The School has a Quality Assurance Committee whose main task is to develop, coordinate, monitor and analyze tasks and activities in terms of managing and ensuring the quality of educational services.

The School's Quality Assurance Committee is a collegiate body consisting primarily of faculty members whose activities include:

- discussion and provision of recommendations on the process of managing the programme and disciplines (development of new and updating existing programmes; liquidation of the programme);
- consideration, approval and monitoring of the development of learning outcomes and curricula for the development of programmes;
- development of a policy in the field of ensuring the quality of educational areas of the School;
- discussion of the Plan for the development of programmes;
- organization and conduct of pre- and post-moderation syllabuses, discussion of educational and methodological developments and evaluation materials; discussion of assessing the progress of students;
- approval of assessment forms for examination materials, pre-moderation of examination materials;
- organization of visits to training sessions (mutual visits of teachers); recommendations for the development of the Catalog of elective disciplines;
- discussion and recommendations on the development of double-diploma programmes and cooperation programmes with partner universities;
- analysis of the results of surveys of the department of accreditation "Satisfaction of students with the quality of teaching";
- involvement of corporate partners in the development and examination of the programme, lectures, participation in collegial bodies;
- defining a policy of clear parameters for assessing academic achievement; consideration of issues of violation of the principles of academic honesty;

¹⁷ The law of the Republic of Kazakhstan on Education

¹⁸ Standards and guidelines for quality assurance of higher education in the European Higher Education Area (ESG, 2015).

- assistance in the development of research activities of students and teaching staff;
- determination of areas for advanced training of teaching staff;
- analysis of the rating positions of the programme in the annual ratings of NCE "Atameken" and other national and foreign rating agencies; discussion of the Self-Assessment Reports as part of the process of institutional and specialized (re)accreditation in national and international agencies and the Report on post-accreditation monitoring.

The School Quality Assurance Committee reports to the Academic Quality Committee of the Academic Council of the University. It should be noted that the School Quality Assurance Committee includes teaching staff as well as representatives of students (students, undergraduates and doctoral students).

The School Quality Assurance Committee of the programme considers all academic issues related to the content and structure of the programmes, including the learning objectives, learning outcomes, student workload, graduate employment and stakeholder satisfaction.

At the university level, there is the Department of Educational and Methodological Support, which monitors the compliance of the programme with the parameters of quality assurance, providing methodological support for the design and development, as well as registration of the programme in the National Register of Educational Programmes.

Accreditation also functions at the University Level Department; whose responsibilities include general quality control. The Department is responsible for monitoring the quality of educational services¹⁹ and interacts with the Quality Assurance Commission. The department additionally prepares the study programme for passing through accreditation (NAAR, FIBAA) and inclusion in international ratings (QS, THE - together with the Department for International Development and Partnership).

To implement its functions, the Department conducts regular surveys of students and employers about satisfaction with various aspects of the University's work - organizational, academic, scientific. The survey is conducted using Google platform survey tools after which the results are analysed and presented to the management of the University and school principals with recommendations for improving certain areas of the functioning of the University for further use. The results obtained are considered by the Academic Council, after which recommendations are made on changes and modernization of the programme or the content of individual disciplines.

The level of satisfaction of the programme of various stakeholders, including the "consumers" of the final product - employers and external partners, is monitored at the university level. At the same time, data collection is organized using various methods and constantly updated tools. Surveys are conducted among all representatives of the University community (students, staff and teachers), as a result of which the weaknesses and strengths of the educational programme being implemented are identified with further planning for its development and improvement, taking into account the challenges of our time and the changes resulting from them.

¹⁹ Regulations for Monitoring the Quality of Teaching

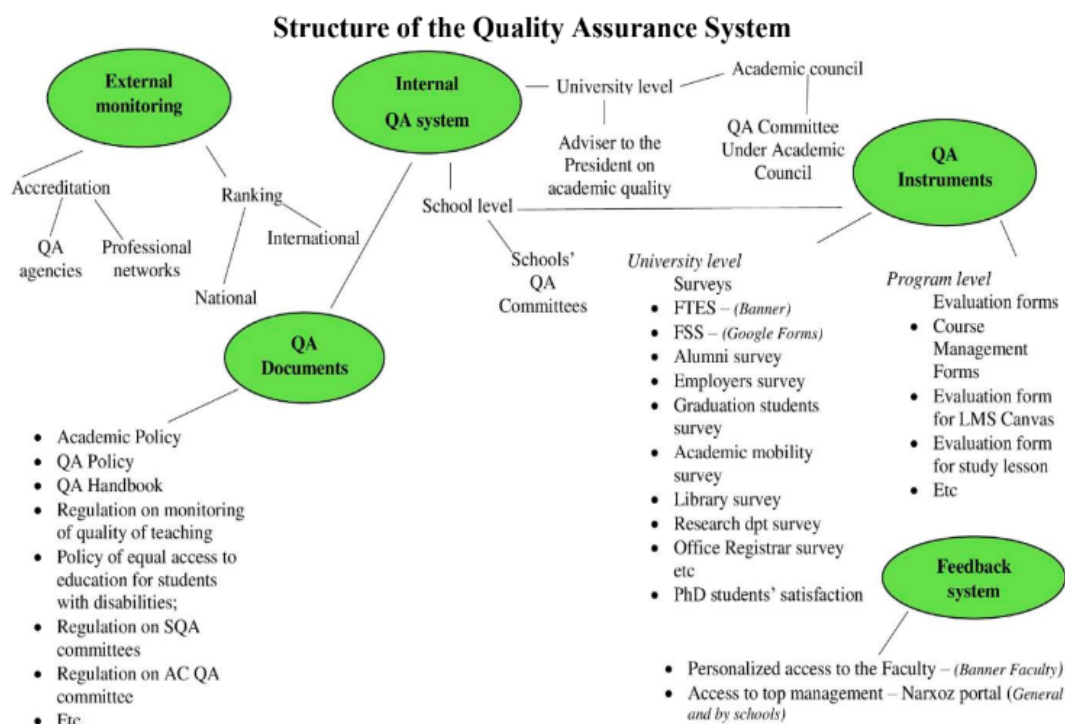


Figure 3: Structure of the Quality Assurance System

5.2 Instruments of quality assurance

Evaluation by students and faculty

Student feedback is gathered through surveys, while external assessment of students' academic achievements includes the volume of the curriculum and the final assessment at the state exam and diploma defence. Monitoring knowledge quality requires the organisation and implementation of lectures, practical classes, and students' individual work, as well as promoting motivation through active teaching methods, use of motivating factors for assessments, and individualization of tasks. The ultimate goal of independent work is to equip students with the skills to work independently with educational and scientific materials, to develop self-organisation and self-education, and to enable continuous professional development and creative application of knowledge.

Regular feedback from **faculty** is also provided. By taking part in both routine and request-based surveys, faculty members contribute to the assessment process. The Accreditation Department regularly solicits instructor feedback for the university and the SASS management through the Faculty Satisfaction Survey. It demonstrates faculty members' levels of satisfaction with their working environments, opportunities for professional growth, and management at Narxoz University for the institution's continued growth.

The survey is conducted on a voluntary basis every year during the spring semester utilizing a web application. Every year, the survey is updated to reflect administrative changes that have occurred throughout the previous academic year (e.g., new appointments in central administration). Senior management and university workers are informed of the survey results via an internal shared platform.

The survey's findings paint a picture of significant facets of faculty support and experience, including:

- identifying the dynamics of happiness and the working environment in comparison to the prior era;
- when organizing initiatives to find and keep the best teachers;
- When creating suitable action plans for services, resources, and procedures.

External evaluation by alumni, employers and third parties

Evaluation of the programme by graduates, employers and third parties is carried out on an ongoing basis. Thus, the Center for Career Development and Alumni Relations conducts a University **Alumni Survey**, based on the results of which their feedback on career experience and the level of applicability of knowledge and skills acquired in the process of studying at the university are analyzed. The survey is conducted annually among graduates by sending a questionnaire by email, telephone interviews and online questionnaires. The survey determines the general impressions of graduates, their level of satisfaction with the programme of study, academic and other services, and their plans for the future.

The results of the survey are important in terms of taking into account the recommendations of graduates to update the content of the programme (correlation between the theoretical and practical parts; feedback on the bases of professional practice, internships, etc.); developing skills to increase employability; personal development during study and identify areas for improvement.

The opinions of employers about the levels of professional preparation of graduates in terms of knowledge, skills and attitudes are clarified as part of the **Employers Satisfaction Survey** (Employers satisfaction survey). The survey is conducted by the Center for Career Development and Alumni Relations via email, fax, mail, phone calls and meetings. The results of the survey are brought to the attention of the University staff.

Every year, graduate surveys and surveys of employers are conducted on the content of educational programmes and requirements for University graduates. Cooperation with employers is expanding. It has become a sustainable practice to involve employers not only to evaluate educational programmes, but also to hold guest lectures, seminars and trainings, after which employers express their opinion on the level of student training.

The Alumni Survey, which is conducted by the Department of Career Development and Alumni Relations, asks respondents about their professional experiences as well as the degree of relevance of the knowledge and skills they learned in university. An email survey, phone interviews, and online questionnaires are used to collect data from alumni each year.

The study identifies the graduates' general perceptions of them, their level of satisfaction with the academic, extracurricular, and other services, as well as their future plans.

The results of the graduate survey are crucial for updating educational programmes' content in light of graduate suggestions (the proportion of theoretical and practical content, feedback on professional practice bases and internships, etc.); for developing students' employability skills; for identifying areas for improvement; and for developing students personally throughout their studies. In addition, an Alumni Employer's Satisfaction survey is conducted in order to be able to update the program to fit the evolving job market.

Reports on the alumni survey are shared with the university administration, as well as with current and former students, faculty, and staff of Narxoz University.

Programme documentation and Information on activities during the academic year

The programmes structures, contents and didactical methods are transparent and described as follows:

- The stakeholders have access to information regarding all aspects of the university's activities.
- Information about educational programmes is made available on the university's website and the Digital University platform under the "Study at Narxoz University" section
- Various decision-making bodies such as the Academic Council, the Ethics Committee, and the School Councils.
- Employers, students, and teaching staff are involved in the development and management of programmes.
- There is a multichannel feedback system in place, and normative documentation is compiled in a comprehensive database that is accessible to both students and teaching staff on the university website
- Information systems like Banner and Moodle are employed to support all programmes.

The University is actively engaged in reaching out to various groups of people including applicants, parents, teachers, students, partners, employers, and government agencies.

Their efforts involve:

- strengthening their social media presence;
- expanding the features on their website;
- using messaging and CRM systems;
- implementing a mobile application;
- introducing top-notch enrollment management software;
- enhancing their PR services.

The University's official website includes information about its license, ratings, and professional accreditations to keep the public informed. Additionally, the website has a separate page dedicated to the SASS which provides information about the faculty, research and programmes.

The University's strategy and objectives, organizational structure, infrastructure, and key regulations and policies can also be found on the website.

The University regularly updates and publishes its internal regulatory documents on its corporate portal, portal.narxoz.kz, and staff members are kept informed through corporate email and social media platforms.

Narxoz regularly disseminates up-to-date news and information, both quantitative and qualitative, about the programmes.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. 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.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. There is no evidence that the outcomes are proactively communicated to students.

Therefore, the panel issues a recommendation to ensure that the survey outcomes are communicated proactively to students.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated. However, during the interview rounds the panel did not get any examples that the outcome of faculty assessment has an influence on the quality development process. **Therefore, the panel recommends to check its processes and to ensure a documented and comprehensive quality management system that includes a closing control loop based on the PDCA cycle.**

An external evaluation by alumni, employers and third parties is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated. However, the panel missed some evidence examples on how the output of employer/alumni assessment has an influence on the quality development process. **Therefore, the panel recommends to check its processes and to ensure a documented and comprehensive quality management system that includes a closing control loop based on the PDCA cycle.**

The study programme's content, curriculum and examination scheme have been suitably documented and published. This includes course plans and exam regulations.

Narxoz regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

		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: Narxoz University Almaty

Bachelor programmes:

1. Environment and Sustainable Development
2. Tourism and Hospitality
3. International Relations

		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 (T&H)	X (E&SD; IR)		
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		