

Decision of the FIBAA Accreditation Committee for Programmes



105a Meeting on 05 February 2018

Project Number:	17/081
Higher Education Institution:	KIMEP University
Location	Almaty, Kazakhstan
Study Programme:	Executive MBA (EMBA)
Type of Accreditation	re-accreditation

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

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

Period of Accreditation: Summer semester 2018 until end of Winter semester 2024/25

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):
KIMEP University, Almaty, Kazakhstan

Master study programme:
Executive MBA

Qualification awarded on completion:
Executive Master of Business Administration
(EMBA)

General Information on the study programme

Brief description of the study programme:

The programme enables working professionals to gain a comprehensive understanding of business and earn an MBA degree without interrupting their careers. The purpose of the Executive MBA programme (EMBA) – which is providing business enterprises with strategic competitive advantages and government agencies with the enhanced capacity to deliver public services by building on the existing capacities of the next generation of senior managers and executives, to train them as more effective leaders – is in line with the university's mission. The programme is offered both in English and in Russian through a flexible learning model which allows combining full-time employment with obtaining the EMBA degree within three years.

Type of study programme:

Master programme

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

12 -18 months, 60 ECTS points

Mode of study:

part-time

Didactic approach:

Study programme with obligatory class attendance / blended-learning study programme

Double/Joint Degree programme:

no

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

2 – 3, max 20 students

Programme cycle starts in:

Fall, Spring and Summer semesters

Initial start of the programme:

July, 2007

Type of accreditation:

Re-accreditation

For re-accreditation: last accreditation period:

30 November 2012 until end of Winter semester 2017/18

Procedure

A contract for the re-accreditation of the Executive MBA (Executive Master of Business Administration) was made between FIBAA and KIMEP University on 08 September, 2017. On 14 September, 2017, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

Prof. Dr. Burkhard von Velsen-Zerweck

Magdeburg-Stendal University of Applied Sciences

Professor of Management of Services

Module manager of multiple postgraduate B.A. and M.A. Programmes

(Business Administration, especially Management, Leadership, Organisation, Human Resources, Quality Management, Marketing, Communication, Public Relations, Digital Business Management)

Prof. Dr. H.-Christian Brauweiler

Westsächsische Hochschule Zwickau

Professor of Business Administration, especially Accounting and Internal Audit (Controlling, internal and external Accounting, Start Up and Innovation Management, experience in Conception of Continuing Education)

Dr. Meruyert Narenova

University of International Business, Almaty

Academic director of the MSc and PhD programs on Economics and Management

Docent in several M.Sc., MBA, PhD and DBA programs

(Management & Economics, Transition Economies and Management, International Trade (WTO))

Dr. Renata Faizova

KAZGUU University, Astana

Director of Institute of postgraduate programs and international affairs

(National Economics, Foreign Policy, International Relations)

Dipl.-Wirtschaftsing. (FH) Heinrich Cevajka

SAP Deutschland SE & Co. KG

SAP Cloud Managed Services

Security Officer Cloud Services

(Management, Contract Design, Human Resources Management)

Julia Ekhardt

Technical University of Munich

Student of Management and Technology (M.Sc.)

(Completed: Business Administration B.A.)

FIBAA project manager:

Dr. Heinz-Ulrich Schmidt

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on 8-9 November 2017 at the HEI's premises in Almaty. On end of the site visit, the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on 14 December, 2017. The statement on the report was given on 31 December, 2017. It has been taken into account in the report on hand.

Summary

The Executive MBA offered by KIMEP University fulfils the FIBAA quality requirements for Master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years beginning with Summer semester 2018 and finishing on end of Winter semester 2024/25. The programme is in accordance with the national and the European Qualifications Framework and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

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

- Positioning of the study programme (see Chapter 1.3),
- Admission requirements (see Chapter 2.1),
- Counselling for prospective students (see Chapter 2.2),
- Transparency and documentation of admission procedure and decision (see Chapter 2.6),
- Logic and conceptual coherence (see Chapter 3.1),
- Integration of theory and practice (see Chapter 3.1)
- Guest lecturers (see Chapter 3.3),
- Internationality of faculty (see Chapter 3.4),
- Foreign language contents (see Chapter 3.4),
- Skills for employment (see Chapter 3.6),
- Student support by the faculty (see Chapter 4.1),
- Programme management (see Chapter 4.2),
- Cooperation with HEIs and other academic institutions or networks (see Chapter 4.3),
- Access to literature (see Chapter 4.4),
- Alumni activities (see Chapter 4.5),
- Programme documentation (see Chapter 5.3).

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

Information

Information on the Institution

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

KIMEP University currently offers 22 degree programmes for students including ten undergraduate and eleven graduate-level programmes. KIMEP also offers a doctoral programme in Business Administration, and the Executive MBA, and recently received new licences for four PhD programmes. Programmes are offered by the Bang College of Business (BCB), College of Social Sciences (CSS), Law School and Language Centre that are supported by various units on the university level. A wide range of certificate programmes are also offered in its Executive Education Centre (EEC). All KIMEP degree programmes are taught in English, including the Executive MBA, which can also be offered in Russian. Executive Education Centre is academically supervised by the Bang College of Business and is responsible for administering the Executive MBA as well as a broad range of non-degree programmes.

Based on the 2017 data, there are 2929 students at KIMEP. KIMEP students (including exchange students) historically represent 51 different ethnicities. Currently, there are 155 faculty members including 112 full-time faculty, representing teaching capacity of KIMEP University. The faculty/student ratio for KIMEP is 18.8 students per faculty. About 65.2% of the university's full-time faculty members hold PhD degrees, and its 11,624 alumni work all over the globe. From the legal viewpoint, KIMEP is a joint-stock company, a non-profit organisation, which offers higher education services (including further education). Although 60% of KIMEP shareholders are private and 40% shares belong to the Kazakhstan government, KIMEP University doesn't receive any funding from the government.

KIMEP University was the first on the market of Kazakhstan to offer an MBA degree.

Since its establishment, KIMEP focused on the Master-level programmes.

EEC seeks to deliver on the KIMEP mission in the area of executive education. In partnership with the BCB, Executive Education Centre:

- Educates and prepares business professionals and leaders to meet industry challenges.
- Assists the BCB in providing key links between the academic programmes and industry through the EMBA and by developing partnerships with major industry players.
- Addresses KIMEP strategic goal of embedding executive education by improving the contribution of executive education through EMBA and other professional/certificate programmes.

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

The two following principles are being implemented on the programme level after the programme is redesigned and updated to satisfy Bologna and ECTS requirements.

Principle 1:

The programme management started discussion with the BCB and Executive MBA Programme Oversight Committee to supervise the programme's structure and content from the following angles:

- compliance with legal regulations,
- possible types of assignments and reasoning behind practicing particular assignments,
- how the form of assignment fits into the content and learning outcomes,
- and how learning outcomes are reflected into the assignments. For example, having only multiple-choice questions is not and should not be the case for the programme.

Principle 2:

Currently the programme in cooperation with BCB and Executive MBA Programme Oversight Committee works on the list of measures to ensure that learning outcomes stated in the module descriptions are aligned with both the teaching methods and modules duration, and that evaluation methods are clearly described and linked with the module's description.

Implementation of the five recommendations of FIBAA panel members from 2012:

Recommendation 1: The assessors recommend that a plan is to be established by the HEI to make, in the long run, all facilities barrier-free and apt for persons with physical disabilities.

The answer: KIMEP provides all students who need assistance with mobility with elevators in the new academic building, Valikhanov Building, the library and the KIMEP Residence Hall and ramps where appropriate. The university resurfaced all of the roadways and pathways in the summer of 2016 to make mobility for individuals who are visually impaired or use assistance in mobility easier and safer.

Recommendation 2: Regarding the curriculum, they recommend putting more weight on law, on human resource management, on operative marketing, on quantitative methods, and on risk management.

The answer: The Risk Management course was separated from Global Business, Innovations and Risk Management and introduced as a separate course based on EMBA Oversight Committee decision;

Law, human resource management and operative marketing aspects is embedded into different courses like Accounting, and Global Business, Innovation and Risk Management, Strategic Marketing; Human Resource management has been added in Organizational Behavior and Development course.

Quantitative Methods is included into the Managerial Economics as an econometrics aspect.

Recommendation 3: The assessors recommend publishing examination and study regulations as a separate, comprehensive and long-lasting foundation document.

The answer: Exam and Study Regulations are published. A folder has been presented.

Recommendation 4: They recommend re-considering the allocation of only 5 ECTS points for the thesis

The answer: 10 ECTS points have been assigned to EMBA Thesis.

Recommendation 5: They recommend, in line with KIMEP's own intentions, offering at least a small number of compulsory modules in English also to students studying mainly in Russian.

The answer: EMBA Oversight Committee has introduced Business English only for Russian cohorts.

Statistical data:

Executive MBA Study Programme:												
2015 *16 *17												
		E07	E08	E09	R03	R04	R05	R06	R07	R08	R09	R10
# Study Places		20	20	20	20	20	20	20	20	20	20	20
# Applicants	∑	13	5	17	14	24	12	12	22	10	15	12
	f	6	3	6	4	11	5	4	2		2	4
	m	7	2	11	10	13	7	8	20	10	13	8
Application rate		65%	25%	85%	70%	120%	60%	60%	110%	50%	75%	60%
# First-Year Student	∑	13	5	17	14	24	12	12	22	10	15	12
	f	6	3	6	4	11	5	4	2		2	4
	m	7	2	11	10	13	7	8	20	10	13	8
Rate of female students		0,46	0,6	0,35	0,28	0,46	0,42	0,33	0,09	0	0,13	0,33
# Foreign Students	∑	3	0	3	0	0	0	0	2	0	0	1
	f	1										
	m	2		3					2			1
Success rate		46,15 %	0,00 %	58,8 %	57,14 %	41,67 %	58,33 %	50,00 %	63,64 %	40,00 %	0,00 %	0,00 %
Dropout rate		0,00 %	0,00 %	11,76 %	7,14 %	8,33 %	0,00 %	16,67 %	9,09 %	0,00 %	0,00 %	0,00 %
Average duration of study		3,2		1	3,5	2,8	3	2,8	2,3	1		

The composition of EMBA cohorts by gender and international students::

By enrolled students	Male / Female, in number of students	Male / Female, in %	International students, in number of students	International students, in %
Cohort E07	7/6	54/46	3	23%
Cohort E08	2/3	40/60	0	0%
Cohort E09	11/6	65/35	3	18%
Cohort R03	10/4	71/29	0	0%
Cohort R04	13/11	54/46	0	0%
Cohort R05	7/5	58/42	0	0%
Cohort R06	8/4	67/33	0	0%
Cohort R07	20/2	91/9	2	9%
Cohort R08	10/	100/0	0	0%
Cohort R09	13/2	87/13	0	0%
Cohort R10	8/4	67/33	1	8%
Total	109/47		9	
AVG	10/4	70/30		6%

Evaluation results:

Executive MBA at KIMEP is acknowledged in terms of international recognition as follows:

- Level 3 Accreditation by the Asian Forum of Business Education in 2013.
- AQ Austria Board in its 16th meeting on 3rd September 2013 decided to award the AQ Austria seal to Executive MBA programme.

Appraisal:

Since the initial accreditation the EMBA programme has been further developed according to the respective requirements of Bologna process and ECTS and in line with KIMEP University's strategy. The recommendations of the previous assessment report have been plausibly implemented. The programme runs smoothly. Rates of foreign students are still rather small. As explained during the site visit, the programme has planned to take several measures to increase foreign students' rates. For instance, KIMEP has two foreign recruiting representatives in China and in South Korea. These representatives can work also to gather students for the EMBA programme. In addition, KIMEP is planning to take EMBA programme classes out of Kazakhstan to Uzbekistan and other Central Asian countries.

Dropout rate is low, but average of study duration seems to be mostly correspondingly long; there are 36 months available to finish. KIMEP University is aware of that and explained that is to a certain extent due to the state regulation (see below chapter 2.1).

The definition of the success rate is difficult, as the number of graduates divided by total number of enrolled students depends, to a wide extent, on the student cohorts considered, on the point in time of enrolment, and on the definition of study success as a function of the admissible duration of studies.

The programme is offered both in English and in Russian through a flexible learning model, which allows combining full-time employment with obtaining the EMBA degree and explains duration between 12 and 18 months out of max. 36 months.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The programme enables working professionals to gain a comprehensive understanding of business and earn an MBA degree without interrupting their careers. The purpose of the Executive MBA (EMBA) is providing business enterprises with strategic competitive advantages and government agencies with the enhanced capacity to deliver public services by building on the existing capacities of the next generation of senior managers and executives, to train them as more effective leaders. The EMBA programme targets middle and senior managers with high potential. The programme is designed to broaden participants' strategic and global perspectives of business and to expand their capabilities towards a wider range of leadership and management skills. Students develop strategic thinking necessary in today's business world to gain increased understanding of an entire organisation.

Appraisal:

Through its objectives Executive the MBA has a unique selling point through the quality knowledge continuously provided by KIMEP University since the programme was established. Curriculum design and learning materials are geared to reaching the learning objectives of the programme while implementing its philosophy and purposes.

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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

1.2 International orientation of the study programme design (Asterisk Criterion)

The Executive MBA is international: The language of instructions, teaching faculty, modul descriptions, literature and case-studies as well demonstrate how the programme aims at the international orientation. The Executive MBA Programme Oversight Committee together with the programme administration decided to add an international component to the programme, so that students can experience different cultures and gain multinational experience. For example, EMBA module "Global Business, Innovation and Risk Management" was conducted outside of Kazakhstan in the School of Economics in Prague. Other modules "Applied Managerial Economics" and "Management Control Systems" were conducted in Hong Kong.

The programme is enhanced by the international faculty and content. About 33.3% of KIMEP BCB faculty members are international. The programme's content is intended as international

and covers many aspects and examples of international and multinational companies. The Executive MBA Programme Oversight Committee together with the programme administration decided to add an international component to the programme so that students can experience different cultures and gain multinational experience. For example, EMBA module “Global Business, Innovation and Risk Management” was conducted outside of Kazakhstan in the School of Economics in Prague. Other modules “Applied Managerial Economics” and “Management Control Systems” were conducted in Hong Kong. The EMBA programme administration this academic year 2017-2018 decided to organize 1 outside EMBA module for two current cohorts in Astana on Strategic Marketing or Global Business in order to give an opportunity to the EMBA students to experience international component and gain multinational experience. The knowledge in the aspects of other cultures adds value to the modern management skills and makes some challenging tasks that executive students are facing much easier.

Appraisal:

The programme design appropriately takes into account the required international aspects. Each module stimulates discussions on intercultural and multinational environment. For example, the learning outcomes of the modules Global Business, Innovation and Risk Management are convincingly aimed at international orientation. An international perspective with regard to the graduates’ employability in an international context is shown in the programme’s objectives/orientation.

		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

The Executive MBA was developed due to market needs for executive knowledge, skills, and qualifications aimed to fulfil the demand for executive education in addition to the already existing regular MBA programme of KIMEP.

The Executive MBA is offered since 2007, relevant to the KIMEP mission and in conformity with the degree profiles incorporated into the Charter of KIMEP. The programme enables working professionals to gain a comprehensive understanding of business and earn an MBA degree without interrupting their career. It is in line with the university’s mission.

There are five other business schools (Alma University, Narhoz, KBTU, Geneva Business School and Turan University) in Almaty offering Executive MBA programmes in Russian mainly. Duration of study varies from 12 to 24 months period. Admission requirements also differ by programme. Two major requirements are common to all programmes: (i) higher education diploma; (ii) work experience. However, KIMEP University sets out higher academic standards including admission requirements and entrance examination. One difference of Executive MBA of KIMEP from the rest of the programmes in the market is the requirement of minimum 7 years of executive or managerial experience (in fact, it uses to be 14 years on average). The university also has its own KIMEP English Placement Test, which is also required for admission to Executive MBA.

The Executive MBA is offered because of the specific needs for the programme on the labour market, which was identified and discussed with the university’s stakeholders. In addition to educational needs, there is additional demand from the employers’ side and programme applicant’s viewpoint for intended learning outcomes.

Since its establishment, KIMEP focused on the Master-level programmes. As a part of the university's strategic plan, the KIMEP strategy is to provide further education to the students in different fields of economics, social sciences, law and management.

Appraisal:

KIMEP's EMBA programme falls into the category of programmes that are expected to provide more value-added services. It differs from its competitors in terms of requirements and organisation. The programme is flexible in terms of the schedule, classes run on Friday afternoons and Saturdays, or on Saturdays and Sundays which is convenient for working professionals. Also, enrolment to the programme is ongoing throughout the year. The described profile and the competence goals are such that the programme can compete on the education market even beyond Kazakhstan. Thus, the university has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

There is a demand in Kazakhstan by the employees who are qualified specialists or corporate managers and successful in their career: KIMEP enables them to proceed to the executive education. Executive MBA is offered by KIMEP as there is a niche in Kazakhstan labour market of people who are not yet trained in business administration and who work full time, without being able to attend full-time master-level programmes. The university has also thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme, because the modern industry and business companies need employees with this kind of background.

As a part of the university's strategic plan, the KIMEP strategy is to provide further education to the students in different fields of economics, social sciences, law and management.

The Executive MBA is a flagship of this further education. The study programme's qualification goals constitute the core of the EEC's strategy and are sustainably implemented.

		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

An applicant is expected to fulfil the following four entry requirements when applying for a graduate programme at KIMEP University:

1. General Entry Requirement:

The general entry requirement for Executive MBA programme at KIMEP University is an academic Bachelor degree or former Diploma of Higher Education of minimum 4 years.

This requirement for graduate programmes refers to the applicant's educational background. In addition to the general requirement, there are also other entry requirements, which refer to the applicant's special qualifications within certain subject areas, and which all applicants must fulfil.

2. Professional Experience Requirement:

An applicant is expected to possess sufficient experience and overall profile should align with the programme's objectives and qualification.

At least seven years of professional experience is required. This may be verified by supporting documents (labour book, an official letter from an employer, application form, references and passing a random double-checking procedure). Maturity and motivation is a part of the overall applicant's assessment.

3. Language Requirement:

An applicant must fulfil the language requirement in English or Russian when applying to a respective studies cohort.

3.1. English Requirements for Admission:

As part of the KIMEP admission process, applicants write the KIMEP English Placement Test (KEPT). Their results in the KEPT are used for initial placement. Students with higher proficiency levels in English who obtained a score above of 50% are admitted directly to their programme.

3.2. Foundation English Courses:

Students who obtain less than 50% in the KEPT will be placed into the Foundation Phase. The primary goals of this phase include not merely the development of English language competence to a level that sustains study at master's level, but also the improvement of study and organizational skills, critical and analytical thinking, and other skills that contribute to successful university study at an advanced level.

Students in the Foundation Phase are placed in a Graduate Foundation English course according to their KEPT score. Two levels of Graduate Foundation English are offered:

1. Graduate Foundation English Level B – for those with a KEPT score of 30-39%
2. Graduate Foundation English Level A – for those with a KEPT score of 40-49%

Classes are intensely learner-centered and task-based. Great emphasis is placed on encouraging students to take responsibility for their learning and to realize the crucial importance of diligent study habits both in the classroom and outside. Assessment is continuous, feedback is constructive and frequent.

4. State Foreign Language Test (SFLT) by the Ministry of Education and Science of Republic of Kazakhstan (MES RK)

To be admitted to the Executive MBA programme, students are expected to satisfy the SFLT by MES RK and must have an acceptable score.

For applicants from other countries:

Nostrification procedure is obligatory for the documents submission: all copies of the documents shall be officially notarized and translated into one of the following languages: Kazakh, Russian, or English.

Admission for non-degree status:

KIMEP offers to take any EMBA courses to all interested persons as non-degree students.

A candidate entering the programme as non-degree students are expected to have:

- A bachelor's degree from a Higher Education Institution with minimum 5 years of experience or minimum 10 years of managerial experience in business/non-for-profit/government organizations.
- The user of IT software, computer-literate.
- Demonstrated commitment to the programme.
- The non-degree student registers for the course and pays regular course fee valid at the time of registration.
- In case a non-degree student wishes to transfer to a degree student status, s/he is expected to meet the minimum requirements for degree student status.

Non-degree students are eligible to take courses according to the current schedule, and only in courses for which they meet the prerequisites (due to the fact that students might be jointed to the programme after it was started). If a non-degree student applies for degree programmes s/he is eligible to transfer courses taken as a non-degree student upon consideration by the programme.

Currently there are 22 out of 45 students who applied for a regular degree EMBA programme but they need to pass Ministry of education entrance exam in foreign language (English, German, French), compulsory for all master degree program applicants of the Republic and is not authorized by the HEI. This exam is organized by the ministry only once a year in August. Before passing it every candidate will get a non-degree student status in KIMEP by entering the program through KIMEP's EMBA admission criteria. Once they pass the ministry exam in August, they automatically get a new ID, their earned credits will be transferred from their non-degree ID to a degree ID. Those who fail the ministry exam have to re-sit it the following year. Otherwise, the state Degree Diploma will not be issued by the Ministry. The final degree of all 22 will be an EMBA degree.

Admission rules for transfer status:

- Students of graduate programmes of other Higher Education Institutions can transfer to KIMEP Executive MBA, if their study programme does not show substantial differences to the Executive MBA at KIMEP.
- Students must provide the KIMEP Executive MBA with all the required documents.
- Once admitted to KIMEP Executive MBA the student has to submit a detailed description of courses taken at the other institutions to be considered for transferring to the Executive MBA programme at KIMEP.

Fulfilling these entry requirements does not guarantee admission, as the admission is subject to approval of the Executive MBA Programme Oversight Committee. The approval is in line with the requirements of the Lisbon Recognition Convention.

It is a permanent commitment of the programme administration to provide personal counselling and advisory services to potential students, current students, and faculty where needed in relation to their studies, academic issues, organizational issues, etc. Individual counselling to the students through the study process is to ensure that they are treated with the respective and appropriate manner in due approach.

If there is anybody who needs psychological or welfare assistance, the programme administration will either provide it or refer to a relevant organization. The services are always guaranteed.

Appraisal:

KIMEP seeks to admit students who have demonstrated the potential to succeed in business and government and have shown evidence of their managerial and leadership capability at the supervisory, tactical and strategic levels. Criteria for admission include such qualities as demonstrated management and leadership performance, competency in English, work/real life business experience and achievements combined with leadership and creativity.

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Additionally, the admission requirements are oriented towards the strategic goals of the study programme. With regard to the admission rules for incoming students the application of the Lisbon Recognition Convention has explicit been agreed upon by the EEC management.

The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries, as students confirmed during the site visit. The counselling options are based on the target group's needs.

The required professional experience corresponds to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience is shown at the time of the admission. EMBA requires at least 7 years of professional experience after the first higher education qualification, with some at a leadership level. On average, students use to have more than 14 years of professional experience.

Altogether, the admission requirements are in line with the MBA Guidelines and ensure that enrolled students are able to successfully complete the study programme.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. In addition, the admission decision contains detailed information on the results of the admission procedure.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The following table shows the curriculum of the study programme:

Curriculum Overview						
Here: Executive MBA Programme AY 2017-2018						
Modul No.	Title of Module / Course Unit	Credit Points per Semester (in ECTS)			Workload	
		1.	2.	3.	Hours in Class	Hours Self-Study
	Fall 2017 (period of modules: end of September till the end of November 2017)					
M1	Research Methodology	5			45	90
M2	Organizational Behaviour and Development	4			45	70
	Spring 2018 (period of modules: January 2018 until end of May 2018)					
M3	Applied Managerial Economics	3			30	45
M4	Finance and Accounting: Theory and Applications	6			60	120
M5	Leadership & Ethics	4			45	70
M6	Business Intelligence Applications	5			45	90
	Fall 2018 (period of modules: from middle of August 2018 until December 2018)					
M7	Management Control Systems		5		45	90
M8	Financing and Investment Decision Making		5		45	90
M9	Global Logistics and Supply Chain Management			3	30	40
M10	Strategic Marketing			3	30	40
M11	Global Business, Innovation & Risk Management			3	30	40
M12	Strategic Management & Business Policy			4	45	70
M13	MBA Thesis (Integrated Business Research Project) and Final Attestation			10	0	270
total		27	10	23	495	1125

There are electives when specialisation is demanded by a corporate group of students. Based upon the demands from certain corporate groups, more student-tailored specialisations are developed for the corporate groups and implemented when needed.

Specialisation is comprised of three additional courses in the relevant area: finance, marketing, management, accounting as regulated by the current KIMEP Catalogue for academic year 2017-2018: In addition to 60 ECTS, Executive MBA students wishing to obtain a specialisation are expected to complete at least three additional modules weighting 15 additional ECTS.

However, students may receive an EMBA without a specialisation.

Specialisation areas are:

- Oil & Gas Management
- Leadership & Organizational Development
- Global Logistics & Supply Chain Management
- Corporate Governance
- Marketing
- Management
- Finance

For example:

Oil & Gas Management specialisation requires three modules to be completed from the list:

OGM5201 Energy Policy

OGM5202 Environment

OGM5203 Petroleum Economics

OGM5210 Oil and Gas Business and Markets

OGM5260 Selected Topics in Oil and Gas Management

Leadership & Organisational Development specialisation requires three modules to be completed from the list:

ELD5201 Leading Change and Innovation

ELD5202 Managing Organizational and Business Processes

ELD5203 Leadership Workshops

ELD5260 Selected Topics in Leadership

The six core courses are built around the following concept of business perspectives:

Starting from the foundation core, which is designed to guide students through the casestudy analysis and basics of research methodology and then introduce organisationalbehaviour and development principles.

Secondly, the students will learn the management core, which is organized around micro/macroeconomics, financial and accounting theories and applications.

The third step in Executive MBA is dedicated to the leadership core including various concepts, general management and ethical implications, information technology/systems and telecommunication areas of business enterprises, and business intelligence concepts and applications. It also gives the students valuable insights into the modern role of globalisation and technology, as well as importance of managing innovations and leadership.

The fourth step is to further learn about decision-making, focusing on financial management, especially investments and management control systems.

The fifth step will deepen the student strategic core and provide knowledge on global business and marketing perspectives, logistics and operations management, and also innovations and risk management.

The sixth step contains integrative concepts (strategic management and business policy and EMBA thesis including integrated business research project and final attestation).

Since most of the students come from the business domain and may need an update on the scientific and research methodology from their bachelor-level studies, the sequence of the courses is based on the principle that the students first create a basis for business studies, learn the vocabulary and introduce themselves to terms and theories, learn the way of solving the problem and the algorithm of how to approach and deal with the problem. So that at later stages of their studies, the students can learn which kind of instruments they do need to solve specific issues and business problems. Another reason – why the research methodology module is put

first in the programme curriculum – is based on the Master-thesis requirements. Students are guided to various areas of concentration in their thesis.

The experience of the last years and feedback from both the students and teaching faculty show the proper way to organize courses (and modules), so the programme is constantly improving from the academic and organisational viewpoints by taking into account results and evaluation of studies (by students, teachers, and the programme), and how these results correspond to the learning outcomes.

According to KIMEP University, the programme's curriculum is in compliance with KIMEP's Faculty Code of Practice of 2017 in terms of academic standards regarding values and ethics. KIMEP's core values include a commitment to ethical issues. All graduate programmes/courses at KIMEP University including EMBA involve sufficient elements for ethics.

If a student is not able to attend modules of the programme for a valid reason, s/he has an opportunity to make up for those missed classes by taking the classes with the next cohort.

The same programme is developed for Russian-speaking students with nearly identical content to the programme delivered in English.

By completion of their studies, executive graduates – who achieved the programme's intended learning objectives – are awarded the degree of Executive Master of Business Administration.

Each module is required to have a combination of theoretical and practical aspects; guest lecturers from real business firms or industry representatives are strongly encouraged to combine theory and practice in their contributions. The policy of inviting external guest speakers from real business established on the programme is aimed to strengthen the practical aspects of the courses, to share additional external expertise and experiences, and to broaden perspectives and vision of the students.

As stated by KIMEP, different guest speakers bring latest examples or business practices from the industry environment or provide valuable examples by adding case studies to the theoretical background covered by the text and theory-based materials.

Executive MBA includes interdisciplinary issues, and case studies in the modules of: Global Logistics and Supply Chain Management; Global Business, Innovation and Risk Management; Business Intelligence Applications; Strategic Management and Business Policy.

From the beginning of their studies, the Executive MBA students familiarise themselves with the methodological competences, requirements for study regulations, assignment performance, exams taken, academic work expectations, business research and master thesis performance. Induction session is held at the beginning of studies for every new cohort. The programme curriculum, learning strategy and methodology are explained by the programme administration and invited faculty during the induction session.

Teaching faculty are adding various learning objectives into their syllabuses/module descriptions, including specific guidelines into the learning materials, so that the students can understand the methodology for each discipline and learn the competence through various techniques set for a particular module. The programme graduates are familiarized with methodological component with regard to completing not only their master thesis but also to be able to conduct academic work in the future. Teachers train students to be well-prepared and well-started for their thesis.

The type of assessments, procedures and module performance are included in the respective syllabi along with the applied teaching methods and studies duration. Student performance follows the syllabus requirements, including assessment types, duration and respective requirements as academically approved by the BCB and Executive MBA programme Oversight Committee, including the Master thesis.

Composition of assessment items for each module is defined by the teaching team and agreed between teaching faculty and the Dean. In addition, as one of the MES' national requirements, the final assessment part of the continuous assessment process of the module should be not less than 40% of the total mark (of 100%).

Different types of intermediate evaluation enable assessing social and other skills that cannot be measured by written examinations; this facilitates the assessment process.

The module evaluations are defined in syllabi and part of agreement of the teaching team. According to the different subjects (modules) there are additional evaluations. This information – on what kind of student evaluation is given – is systematically provided to the students before the module starts. The assessments vary according to the requirements of measuring the intended learning outcomes. KIMEP applies continuous assessment approach for all modules of Executive MBA. The continuous assessment is divided into stages where the students earn relevant parts of their grade. There are interim assessments throughout semester and final assessments.

The examples of the assessments methods are:

- Written / oral projects
- Home or in-class individual / group assignments
- Term projects
- Quizzes
- Midterm exams
- Final assessment / exam

During the research methodology classes, which are put in front of other modules of the programme, students are encouraged to start working on their thesis since the inception and during the passage of modules of the programme. It is expected that students submit their research proposal by the beginning of the module 9 so that sufficient time is left for completion and preparation for defense. During the first research module, students receive the document called Executive MBA programme thesis guidelines.

The student completes individual research project in an area of interest under the supervision of academic adviser or full-time faculty including domestic or international business applicable to Kazakhstan. The procedure of defining the dissertation subject is a part of the thesis guidelines. The students define the topic themselves and according to the procedures and thesis guidelines. The thesis procedure is divided into a number of steps. First, the student should successfully pass the State Exam (State Foreign Language Test) and then registers for the EMBA thesis and fill out the thesis registration form. Secondly, s/he attends mandatory classes of the first module (called Research Studies) where students get all this thesis-related information. Third step is forming the thesis committee (by the student) including at least two full-time members of BCB faculty and one external member who has the expertise on the thesis topic. During the step four, the student submits the thesis proposal and completed proposal submission form. To follow the programme schedule, students should complete step four before the module 9 starts. At step five, the student submits the full thesis along with the required submission forms by due date. Step six is the thesis public defence with 15-20 min presentation and 20-25 min Q&A sections. On conclusion of the defence, the EMBA thesis committee agrees on the grade for thesis. And on the final step seven, the students submit the final version of their thesis including all supporting documents.

KIMEP University adopted diploma supplement to accompany graduate's diplomas to enhance graduate's mobility and employability.

Appraisal:

The above-mentioned curriculum structure helps the students to combine the core subjects (theoretical background studies and concepts, textbooks, literature review and research assignments) with the practical components, which became an integral part of each module (guest lectures, company visits, work-place oriented practical assignments, business case studies).

The contents of the modules consistently reflect the strategic orientation of the study programme and are in line with the EQUAL MBA Guidelines. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

The degree requirements are consistent with the programme content and Kazakhstan's national requirements. The degree and programme name correspond to the contents of the curriculum and the programme's objectives.

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the modules, 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 variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

Projected study time	12 – 18 months (part-time students)
Number of Credit Points (ECTS)	60 ECTS
Workload per ECTS	27 hours
Number of modules	13
Time required for processing the final thesis and awarded ECTS	270; 10 ECTS
Number of contact hours	495 contact hours out of 1620 total hours

The programme consists of 12 modules and MBA Thesis (Integrated Business Research Project) and Final Attestation.

The programme provides no internship since the learners are part-time students and work full-time. All core subjects are mandatory. There are electives when specialisation is demanded by a corporate group of students (see above).

The Executive MBA is offered via a venue that is consistent with the area that business and government needs. Class meetings are scheduled on weekends during intensive learning

sessions. According to the allocated ECTS, hours in class differ between 30 and 45 hours per module. The value of credits for the Executive MBA programme is based on the ECTS model so that credits are harmonised and compatible with other international education systems.

The module descriptions contain detailed information according to the respective regulations including on the learning outcomes and acquisition of skills.

KIMEP provides examination regulations in a comprehensive folder as requested in the previous assessment report and in addition in the respective catalogue and module descriptions. The examinations are due to national regulations, focused on the final module examination (which should take minimum 40% of the total 100% mark), but including continuous intermediary evaluations.

KIMEP University uses a letter grading system A, B, C, D, F, etc. Letter grades are further differentiated with “+” for the top of the grade range or “-” for the bottom of the grade range.

Based on the grades assigned, a grade point average is calculated and recorded on the student’s transcript and on the Diploma Supplement as a relative grade, according to the ECTS Users’ Guide.

Assessment category and evaluation (example, excerpt from module 6 Management control system):

Course assessment	Evaluation
Mini exam 1	12.5%
Mini Exam 2	12.5%
Presentation	25%
Attendance/Participation	10%
Final Exam/Assessment	40%
Total Mark for the module	100%

Total Mark (all exams/assignments/tests): 100%; Grading: A 80+; B 70+; C 60+; D 50+; F below 50

KIMEP University BCB Executive MBA Grading System:

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

Grading policy reference: <http://www.kimep.kz/academics/registrar/grades-description>

KIMEP’s core values include a commitment to the care for the well-being of all members of the KIMEP community – including students, faculty, and staff – regardless of their nationality, religion, gender or other factors, such as physical disability, special needs, or capacity to pay the required tuition. The EBMA Programme follows the KIMEP University Faculty Code of Practice of 2017 in relation to equality of opportunities which states “...is committed to provide fair and inclusive secular environment for all members of our diverse community and prohibits discrimination and harassment against any individual on the basis of ethnic or national origin, race, gender, age, personal beliefs, socioeconomic background, sexual orientation, physical or psychological disability unrelated to job or learning requirements. This policy extends to all privileges, rights, and activities and applies to all recruitment, admission, scholarship, registration, housing,

learning support policies and to all employment decisions including hiring, promotion, recruitment, termination, compensation, and benefits.

KIMEP's commitment to care of all its students is manifested in a set of practices that support them on a case-by-case basis. Typically, students with physical disabilities or other special needs are given support, at KIMEP's expense, by paid student assistants to facilitate their physical mobility or meet their particular learning needs (such as being a reader). Priority access to on-campus student accommodation is given to disabled and orphaned students. Special assessment arrangements, especially in relation to final examinations, are also made on a case-by-case basis, by the BCB in consultation with the Student Support Centre.

To determine an optimal workload and to make it feasible, the curriculum is designed and organized with regard to (a) account evaluation results from students and teaching faculty, (b) homogeneity of knowledge and cohort, and (c) that students are working managers. The workload calculation is not based on mechanical distribution but depends on respective subjects and has been and will be checked on a regular basis annually.

Regarding the workload, the programme administration and teaching faculty also: (a) guide students throughout the programme; (b) follow the status of their academic progression; and (c) provide assistance on demand basis, just in case the students feel they are not catching up. This approach is continuously useful (as it indirectly affects the student success rate) and appraised by the students, based on the recent surveys conducted with several students and graduates from the current cohorts. In the students' evaluation questionnaire workload is an extra issue.

Appraisal:

Module descriptions include course objectives, prerequisites, ECTS credit allocation, course content, testing methods and evaluation of student's performance, basics of the grading, and detailed teaching and assessment methods plus bibliographic and other resources and references to programme or university policies as necessary. The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

The programme includes a substantial proportion of structured contact, which is in line with the EQAL MBA Guidelines.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention, as already mentioned above. The final grade is supplied with a relative grade.

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. In interviews, students confirmed that the programme is feasible, nevertheless not always in planned time due to full-time work of participants.

When reviewing the workload based on students' feedback, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate (see above chapter 0).

It is the University's policy that no qualified student or faculty with a disability be excluded from participating in any University programme or activity, denied the benefits of any University programme or activity, or otherwise subjected to discrimination with regard to any University programme or activity.

The HEI 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

	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

There is a concept of team teaching implemented for Executive MBA programme. It means there are generally two people who teach one module, and one faculty member is appointed as the module coordinator. The module coordinator manages all related modules and coordinates the appointed faculty, who in turn manage content/reading/assignments on the module level.

Teaching is intended to focus not from teacher's point of view but from the learner's viewpoint, by converting the studies into educational outcomes with 2-3 modules under the same subject/domain area. So, the learning integration and modular structure introduced in the curriculum allow the executive students to have clear logic about the module's learning objectives and also umbrella course's objectives.

According to EEC a learner-centred education concept means:

- To be consistent with the business and government organisational needs, classes are organized in a combination of contact hours (in class) and hours dedicated for student learning and self-studies (outside class).
- The curriculum is fixed and modules within courses may be updated from year to year depending on the business environment and market demands, the order of modules may vary for different cohorts because of optimization issues and faculty/guest speaker availability. Oversight committee reviews on annual basis the module descriptions and where relevant recommends amendments to be made.
- Although the course content reflects the programme's learning objectives, specific aims and material updates may also include a missing set of skills for a particular group of students, especially for core courses/modules, and business-specific topics for a particular module.
- Aspects of managing the large organisations, small and medium-sized businesses, and of practical company management are covered throughout the programme by balancing the theoretical concepts and applied knowledge.
- Since EEC does not have any full-time faculty, it invites BCB faculty members and hires part-time adjuncts to teach at EMBA programme. In the last 3 years BCB selected the best instructors every year through different competitive criteria's and "Teaching Excellence Award" is given to the best faculty members every year. Almost all those winners of these awards are among the core faculty list.

The programme values its students to have substantial business experience and unique knowledge. Sharing this in class adds value to all participants including the teacher. Smaller class size (up to 20 students) and various instruction methods (case studies, group discussions, guest lecturing, collaboration on e-learning platform) are consistent to the teaching and learning process, which is based on the MBA classes adapted for the executive audience.

Two core principles are implemented regarding the teaching approach: The teaching faculty is expected to take into consideration (1) the age of participants and (2) subject-specific didactic requirements by choosing appropriate teaching and learning methodology, which are described in the module descriptions.

The programme administration keeps syllabuses and related learning materials for reference. A hard copy of the learning materials is provided to students before each module begins, with additional materials distributed by the teaching faculty during lecture/contact hours. Taking into account the composition of the student body, teaching faculties are encouraged to make materials clear and reader-friendly. References to the sources and used literature, practical aspects are always included in the learning materials. The learning materials give the programme participants different points of view including approaches, solutions to different academic aspects, vision from various angles. This enables certain degree of versatility and avoids sticking to one theory or one opinion.

Learning materials are not simply given to the programme participants to read. A part of their studies is focusing on the materials provided and delivered by the teaching faculty and another

part the students seeking out information on their own, because the students are required to update their knowledge from the other sources beyond the lecture, such as investigate on the Internet, find in the reading literature, use their own experience/company resources.

Thus, learning materials are also available in an electronic format. First, students are provided with an authorized access to the L-drive – electronic database of the learning materials prepared by teachers. Second, teachers have an alternative way of delivering the course materials to the students via the Moodle-based e-learning platform.

The Russian Cohorts have a special version of the course materials (equivalent to the English materials), which is also based on the e-learning platform.

The Executive MBA Programme Oversight Committee ensures a combination of the academically qualified and professionally qualified members who have practical business experience, i.e. a visiting professors or adjunct lecturers. The latter are encouraged and expected to integrate the guest speakers into the teaching process; consequently, a guest lecture is an integral part of many modules at the Executive MBA programme. Guest speakers represent local or international business community and, according to the students' feedback: (a) provide broader learning horizon and perspectives including interdisciplinary aspects, and (b) create additional networking circles for executive students.

The programme does not have formal assistants and does not apply student assistants to facilitate learning by the participants, as there is no need.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. The methodology and learning techniques, selected for each course and included in the module descriptions, are transparent and aligned with the programme objectives.

The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives. It allows for the application of different teaching and learning methods. Students are encouraged to take an active role in creating the learning process.

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.

Guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

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

3.4 Internationality

As already mentioned above, international contents are an integral part of the curriculum. The content of the programme's learning materials and the language of instructions provide evidence to have sufficient usage of English language. Language skills of KIMEP students

including EMBA participants and their ability to communicate business issues in English as foreign language – these are additional traits, which increase the graduate value on the labour market. Therefore, 100% of the student workload including the literature is in foreign language (English).

Since the rate of foreign students is still rather low on average, EEC is promoting its cooperation with foreign universities and increases respective marketing activities.

Because EMBA programme doesn't have faculty and relies on BCB faculty, the following internationality aspects are valid for the Executive MBA.

For AY 2017-2018 the Bang College of Business will have 36 fulltime faculty members of which 12 (33.3%) are from foreign countries. There are 5 countries represented with the US (8.3%) and South Korea (16.6%) being the two leading sources. There are 12 foreign faculty members, who hold western degrees.

Appraisal:

By international contents and respective didactical methods students are prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. A wide range of international aspects is visible in the programme's contents and provides the students with an international learning experience.

The international composition of the student body is low and differs among the cohorts. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the HEI.

Lectures and course materials in foreign languages predominate. Internationality is clearly a key element of the study programme's profile.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The programme participants learn the skills as described by the HEI: There are different types of training and assessments including communication skills, case-studies, development discussions, arguments, public speaking skills. This demonstrates to what extent these generic skills are provided in different modules and to what extent they are really achieved.

Students are expected to have some communication skills (as identified in the student interview during the enrolment process), but in addition teaching faculty guide executive students. Leadership guest lectures attended by executive students involve group presentation projects, role-playing exercises and case studies. These are good examples focusing on discussions including leadership as methodological tools to reach these skills such as critical thinking, conflict handling, problem solving. For example, based on the module 6 called Business Intelligence Applications: The students participate in programme activities and regularly discuss the issues in class during the group assignments and outside of the class framework when they communicate on their business-related issues.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module 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 (Asterisk Criterion)

As described by the HEI, Executive MBA of KIMEP not only helps business leaders grow, it helps them make significant career transitions, find a new better job, garner a promotion, or launch a new business. EEC structures the modules to aim a further career boost of the students, reaching for higher ground and be ready for more professional responsibility.

Appraisal:

KIMEP's EMBA is designed to broaden the horizons of students by offering fundamental knowledge that can be applied to all kinds of situations while also supporting personal and leadership development. The promotion of employability runs as a common thread of the study programme through all its modules. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations. For the enhancement of the programme quality, results and findings from surveys among students and other stakeholders are continuously taken into account.

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

4. Academic environment and framework conditions

4.1 Faculty

The Executive MBA programme does not have its fulltime-employed faculty. Academic supervision is with the Bang College of Business and the programme depends on the BCB faculty members as approved and agreed upon by the Executive MBA Programme Oversight Committee. Academically and professionally-qualified faculty and business experts with sound industrial background are involved in teaching the programme.

The Executive MBA Programme Oversight Committee approves every year the BCB Executive MBA Core Faculty since 2012. These Core Faculty members (so-called faculty leaders) are responsible for all modules of the programme. Academic qualifications of the faculty are guaranteed by the simultaneous membership with the BCB. There are currently twelve members of the BCB faculty (from senior lecturer to full professor, as identified by the Oversight Committee) who teach at the Executive MBA covering all modules.

Faculty teaching in the Executive MBA is expected to meet the following four criteria:

- Previous teaching experience with the Executive MBA.
- Research activities records.
- Teaching evaluations from the Executive MBA.
- Industry experience.

Faculty members for team teaching may be selected on competitive basis after a public announcement is made by the Executive MBA Programme Oversight Committee. Number of teaching faculty varies from 1 to 4 depending on the particular module requirements. Any other applying faculty or professional, who is external to the EMBA and BCB, is also expected to meet the criteria mentioned above respectively.

Business experience of the faculty who teach at EMBA is shown in their CVs. The practical business experience of the teaching faculty is in line with the programme's teaching requirements. Also, faculty members should have a minimum of five years relevant work experience and must engage in sufficient level activities including but not limited to:

- Consulting,
- Publications in trade journals,
- Recertification of professional credentials,
- Participating in professional workshops,
- Presentations at professional conferences.

Twelve faculty members are sufficient to deliver all modules, but due to internal KIMEP regulations, there is an option of hiring additional faculty to improve the diversity of the teaching and methodological approaches. This option improves the potential of team teaching that is in favour of the programme, and also assures lecture delivery in case of illness of one of the teachers.

As the core faculty is already appointed by the BCB, there is no risk of not covering the Executive MBA curriculum for the next two years. Although the core faculty members are appointed by the BCB, their teaching at EMBA (based on a special contract) is focused on weekends – additionally and voluntarily – so there is no conflict of their regular teaching workload at the BCB. Opportunities for the further qualification of the faculty members are offered; faculty use to be encouraged to participate.

Adjunct or invited faculties are business practitioners and have no teaching obligations with any other universities. The Committee's procedure ensures that the selected teachers meet the qualification requirements of the KIMEP University, and is aligned with the Programme goals.

Internal collaboration, coordination and overall administration are systematically ensured by the Associate Dean of BCB for EEC.

The role of the module coordinator, who is responsible for academic aspects with regard to the module, is to make sure the intended learning outcomes are met, the lectures and other learning activities follow the programme schedule and syllabus, the content is delivered to the

programme participants as intended. The coordinator is also responsible for communication process with the programme administration and module evaluation of the team teaching.

The respective coordinator, who is academically responsible for either the whole course or a particular module, and additional selected faculties (members of the faculty or external experts) are involved in discussion of the module content (topics to be covered, approaches to be used, assessment scheme utilised).

With regard to the Executive MBA, EEC proposed to the BCB regular meeting of the persons involved to further monitoring of an academic quality of the programme. The academic level is assured by the BCB.

Student learning support and coaching are de-facto integral parts of the services provided by KIMEP University and are offered on a regular basis according to the syllabi. Where necessary, the students are given full support with academic and related issues. The students are provided with support on skills development and activities aimed at the students' individual and team success regarding the learning process.

In order to support students, faculties are requested to publish their student advising hours on their syllabi and on their office doors. Programme administration is available to support students with administrative issues. Programme administrators help faculty in preparing the course materials, providing technical support and consultancy services to faculty in using the e-learning equipment.

Appraisal:

Even when their teaching assignments in other study programmes are taken into account, 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 (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification as well as the pedagogical/didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI 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.

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

The faculty members are available for the students outside the specified office hours as well. Students are enthusiastic re the faculty ("brilliant teachers") and "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

The programme managers coordinate the activities of everyone involved in the programme and ensure that the programme runs noiseless. The programme managers coordinate on academic level with the Executive MBA Programme Oversight Committee and BCB, and on organisational level activities of everyone involved. Responsibility for academic level / standards lies with the BCB and the Oversight Committee.

The programme managers provides the general management by tracking the implementation of the programme in compliance with approved plans. Teaching faculty and students are integrated into the learning process on a regular basis as this is reasonable and as their interests are concerned.

The programme management relies on cooperation

- with BCB and Executive MBA Programme Oversight Committee on academic level,
- with EEC on organisational level.

Intensive cooperation between BCB and Executive MBA Programme Oversight Committee is required in terms of decision-making on the academic level.

Appraisal:

As confirmed by all interviewees during the site visit, the programme runs smoothly. As stated, faculty and students are highly satisfied with programme management.

The programme managers successfully take initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

The administrative staff acts as a service provider for students and faculty.

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

4.3 Cooperation and partnerships

The EMBA programme established its own cooperation connections with HEIs and is developing it further. KIMEP Executive Education Centre has long-term partnerships and has signed memorandums of understanding with various HEIs organisations which are mutually beneficial for all parties where the EMBA programme always takes part in it. The purpose of these MOUs is to provide a framework of cooperation between HEIs, companies and organisations and KIMEP in areas of common interest, for the purpose of further implementation of joint programmes and projects, which are aimed to strengthen national capacities in the areas of education and research, through different activities.

The Executive Education Centre supports the business community by introducing new alternative learning and networking opportunities. These take many forms and can be designed to serve audiences ranging from the general community to specific industries or business functions. The EEC has signed the MOUs with AmCham (American Chamber of Commerce in Kazakhstan); EUROBAK (European Businesses Association in Kazakhstan); AWARD.kz (IT Conferences and Business Labs schools).

Appraisal:

Cooperation with HEIs, other academic institutions and networks are aligned with the strategy of the study programme and actively promoted. Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific measures (e.g. staff exchange and the joint offer of additional electives), they significantly contribute to the development of qualifications and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to 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 students' qualification and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

Executive Education Centre building at KIMEP University – where the programme facilities are located – offers the specially equipped premises for executive learning including multimedia capabilities, videoconferencing support, and wireless Internet coverage for students and teachers in the halls throughout the EEC building via Wi-Fi. Thus, a wireless local area network (LAN) connects the whole building to the Internet and KIMEP local network for database access and resource sharing.

EEC provides three lecture halls of approx. 65 sq. meters. Each hall is accommodating space for 25 persons and equipped with the individual power outlets for laptop or other digital device

connections. Two of three major halls are equipped with the latest technology and able to deliver simultaneous translation services via wireless headsets.

Additionally, two conference rooms of approx. 22 sq. meters each offer extra space for up to six people. There is also a library lounge for coffee breaks and more relaxed environment, of approx. 60 sq. meters, which provides ample space for the small group activities. Fitted with chairs and sofas, it allows for research and discussion in a more informal environment than in the lecture rooms.

The KIMEP campus offers multimedia capabilities available for executive learning. Executive students have access to the Moodle-based platform that provides e-learning component and offers extra self-study to the core Executive MBA courses. The students can alternatively access learning materials from L-drive, which is the special folder – accessible through LAN or via Internet – where the teaching faculty can share learning materials with students/faculty, including extra readings and case studies.

When necessary, due to the increase of the Executive MBA student numbers, the programme may rely on other KIMEP facilities.

According to KIMEP University, its library is the largest university library in Central Asia, with approximately 105,092 volumes and with electronic access to over 747,511 journal and newspaper articles. The updated library facility serves up to 350 students simultaneously. There are public reading areas for the library's circulating collection and sections for reference, periodicals and reserves materials. Books necessary for Executive MBA students (hard copies) are also available in English, Kazakh and Russian languages. There is sufficient number of copies of mandatory literature (described in the module description) for every student.

Regular library service hours during semesters are seven days a week: from Monday to Friday 8:30-24:00; on Saturday: 10:00-19:00; on Sunday: 10:00-18:00. Wireless Internet access is provided for students throughout the Library building.

The KIMEP Library is making use of technology to bring students the information sources not readily available in Kazakhstan. Students have access to several databases with bibliographic citations and in some cases full text articles from hundreds of referred academic journals. These international databases include Econlit and Business Source Complete (EBSCO Host), Business Premium Collection (ProQuest), JSTOR, Ebook Academic Complete, SAGE, Taylor & Francis eBook, Ebscohost eBooks, Emerald, Transitions Online (TOL), SpringerLink, Web of Science (Clarivate Analytics Company), Westlaw Academic and Jurist VIP, Zakon Kazakhstan legal databases.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

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.

		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

Though almost all student of the EMBA programme are fully employed, they are offered career and employment services upon demand when a candidate is looking for new challenges in their careers. Given that many of them are progressing and getting promoted in their organisations, they become very attractive target clients for Career & Employment Services (CES) existing at KIMEP.

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

The KIMEP Alumni Association was established in 2004 in to maintain a permanent relationship between KIMEP and its alumni, with the purpose of mutual service and support (see also chapter 5). Association actively functions in two main cities of Kazakhstan: in Astana and in Almaty. Meetings are held in other regions as well such as Atyrau, Shymkent KIMEP Alumni meetings.

Appraisal:

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

Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose.

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

4.6 Financing of the study programme (Asterisk Criterion)

The current finance plan relates to institutional level decisions. The Executive MBA is part of the KIMEP central accounting. Forecast for the EEC is based on certain assumptions and includes increase of students in the next academic year.

Figures are calculated on the basis of the programme fees (KZT 5,937,880 = EUR 15,059.16) multiplied by the number of admitted students. These calculations for the academic years 2012-2017 have been valid; while the forecasts for 2017-2018 are based on the expected number of applicants.

According to the HEI's statement, financial sustainability of the programme is guaranteed as it is included in the KIMEP Strategic Plan for 2017-2022 as well as for the entire accreditation period.

Appraisal:

Since its establishment, the EEC has been operating to demonstrate its self-sustainability to support the overall financial viability of KIMEP University. The financial stability is ensured by the KIMEP for the current academic year as well as for the entire period of the accreditation. Thus, the study programme is funded so that students will definitely be able to complete their studies.

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

5. Quality assurance and documentation

Quality assurance within the KIMEP has been centered with the Office of Quality Assurance and Institutional Research (QAIR), which contributes to the collaboration between the President and different units including programme level of KIMEP. The strategy following management PDCA cycle on all level and collaboration is being realized on all levels throughout KIMEP University. The BCB and Oversight Committee regularly review quality issues regarding the programme.

The QAIR deals with the elaboration of the systems for assuring the quality of activity by developing practices of evaluation and internal reviews of KIMEP University.

QAIR aims to ensure regular quality monitoring of academic activity and educational milieu, effective feedback from faculty, students, staff, alumni, employers and other stakeholders for revealing aspects that require further enhancement.

QAIR's primary areas:

- conducting regular surveys among students, faculty, staff, alumni and their employers;
- providing KIMEP University's top management with analytical data on academic activity and educational milieu;
- providing external organizations: state authorities, partner HEIs, agencies for ranking of HEIs, national and international accreditation agencies etc. with information on activity of KIMEP University;
- developing cooperation with local and international partners for the purpose of experiencing exchange and general strategies determination for development of academic quality.

Within two weeks of the evaluation, the survey results are provided to the administrators of the programme and faculty are given the access to individual grades after "Change Grades Form due" dates assigned in the Academic Calendar. Other regular meetings take place on a bi-weekly basis during which various issues are discussed.

The QAIR also acts as a liaison between state bodies, Higher Education Institutions, and both national and international agencies to share best practices and develop strategies for the benefit of the community as a whole.

QAIR activities include close collaboration with faculty and students and colleagues from different units. In particular, this comprises regular advising on survey arrangements, addressing the inquiries about data collection, analysis, and access, consultancy on the use of information; QAIR open days, discussions of quality assurance issues with members of KIMEP communities, etc.

The QAIR interacts with EEC on the programme level – and provides the questionnaires for the students. There is de-facto a practice that evaluation results from students and faculty are taken into consideration for the further improvement of the programme.

On the programme level, the students evaluate each module online just before the end of the studies or right after they are finished. The results of student evaluations are provided to the programme administration. The feedback from the QAIR is the source for discussion for the further improvement (on BCB level for KIMEP faculty, and on the programme level for external/additional faculty). Academic issues related to the module content and teaching faculty, especially regarding methodological aspects and scientific methods applied to the modules/courses, are taken into account by BCB and Oversight Committee based on the evaluation results. The student recommendations and feedback are considered on annual basis to improve the content and incorporate more advanced and modern concepts into the teaching and learning.

Instruments of quality assurance:

The QAIR's regular activities include KIMEP internal assessment tools - teaching evaluation by students, student satisfaction survey and faculty satisfaction survey, as well as external ones – surveys of KIMEP alumni and their employers. The Office also carries out various on-request

studies that investigate particular quality aspects in individual academic programmes or separate areas of KIMEP's activities.

As far as programme results are concerned (on the programme level) QAIR is based on student/teacher evaluations.

Quality assurance on programme level depends on three sources:

- Evaluation by students,
- Evaluation by faculty,
- Comments, complaints, and suggestions by stakeholders.

The third tool is systematically included and employed on a case-by-case basis. These evaluations take place in compliance with the QAIR requirements both internally and externally. Quality assurance procedures with regard to the students' evaluations, faculty and administration are centralized by the QAIR.

Faculty members and students see results in the aggregated format on a modular basis. With regard to the delivered results, the Programme Managers report to the Executive MBA Programme Oversight Committee for further consideration. The evaluation results are taken into account during the annual evaluation period and when faculty applies for teaching at the programme next time.

Analysis and results of students' surveys are sources for the further discussion and activities for the EEC; collaboration with the BCB and the Executive MBA Programme Oversight Committee becomes stronger as far as the academic standards and quality of teaching are concerned.

The KIMEP alumni association aims to assure the quality of professional preparation of graduates by collecting their feedback about working experience, job performance and level of satisfaction with the quality of KIMEP University's education, which would allow identifying areas for improvement.

The survey is conducted each summer since 2005 by the means of e-mails and phone interviews with graduates of the previous year. The survey results are reported to the top management and shared with KIMEP University's community members. The key messages are taken as the basis for the further enhancement of University's programmes and services.

Documentation:

The Executive MBA programme description and curriculum including course/module syllabi, learning strategy and methodology and other relevant documents about the programme are (a) given to the newly admitted students as a hard copy during the induction session, (b) alternatively available for the programme applicants through various channels including university's catalogue, programme brochures, leaflets, website and (c) some documents are accessible on the university's web-pages in an electronic format. The programme description follows curriculum's content and is in compliance with the Executive MBA programme title. The information follows transparency principle and is also available upon request through the EMBA office at Executive Education Centre building at KIMEP University. Documentation provided is always up-to-date.

Executive MBA reports to the Executive MBA Programme Oversight Committee on a quarterly basis with the provision of the following documents:

- Curriculum changes.
- Quality assurance documentation.
- Classes schedules.
- Faculty appointment.
- Report of all activities to the President's Cabinet once a year and upon request.

Appraisal:

During the site visit EEC and KIMEP University have convincingly demonstrated that the PDCA cycle is not only theory, but has been successfully implemented and is applied. Thus, 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 meetings to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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

External evaluations e.g. by stakeholders and quality assurance agencies are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

Press relations and network communication are actively maintained. In its regular reports the HEI presents a summary of the activities of the academic year.

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

Quality profile

HEI: KIMEP University

Master programme: Executive MBA

		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					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
4.3.1(Cooperation with HEIs and other *) academic institutions or networks		X			

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
(Asterisk Criterion for cooperation programmes)					
4.3.2(Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) *)			X		
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)		X			
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities		X			
4.6* Financing of the study programme (Asterisk Criterion)			X		
5 Quality assurance and documentation					
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)		X			
5.3.2 Information on activities during the academic year		X			