

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

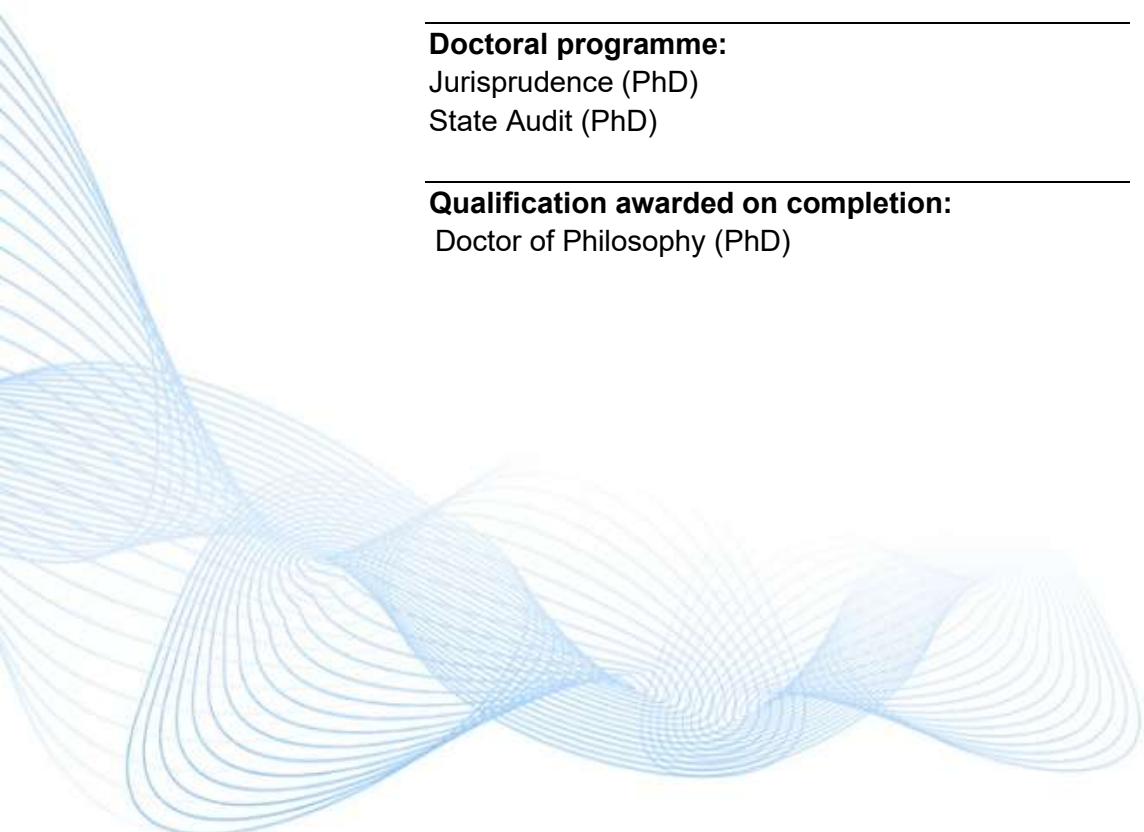
L.N. Gumilyov Eurasian National University,
Kazakhstan

Doctoral programme:

Jurisprudence (PhD)
State Audit (PhD)

Qualification awarded on completion:

Doctor of Philosophy (PhD)



Decision of the FIBAA Accreditation and Certification Committee

22nd Meeting on June 19, 2026

PROGRAMME ACCREDITATION

Project Number:	24/097 Cl. 2
Higher Education Institution:	L.N. Gumilyov Eurasian National University
Location:	Astana, Kazakhstan
Study programme:	Jurisprudence (PhD) State Audit (PhD)
Type of accreditation:	For both programmes: re-accreditation

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

Accreditation

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

Condition (see chapter 3.1.3):

The University develops a comprehensive institutional policy on the use of Artificial Intelligence (AI) in teaching and learning. This policy should provide clear guidance for students and staff on the appropriate and responsible use of AI tools within the academic environment.

Proof of fulfilment of the above-mentioned condition must be submitted by March 18, 2027.

Period of Accreditation: March 1, 2025, to February 29, 2032.

The FIBAA Quality Seal is awarded.

This decision will be published in accordance with FIBAA's publication policy. The accreditation applies to the programme as described in the documentation submitted; any substantive changes require prior notification.

Table of Contents

Procedure.....	6
Accreditation Data at a Glance	7
General Information on the Study Programme	8
Summary.....	12
Quality Profile.....	14
Information	18
Information on the Institution	18
Further Development of the Programme, Implementation of Recommendations from Previous Accreditation.....	19
Statistical Data	20
Programme Description and Appraisal in Detail.....	22
1. OBJECTIVES	22
1.2 Positioning of the Doctoral Programme on the Education Market	24
1.3 Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution	26
2. ADMISSION	29
2.1 Admission Conditions and Procedures (Asterisk Criterion)	29
2.2 Selection Procedure	29
3. IMPLEMENTATION.....	31
3.1 Structure.....	31
3.1.1 Structural Setup of the Doctoral Programme (Asterisk Criterion)	31
3.1.2 Scientific Supervision (Asterisk Criterion)	32
3.1.3 Doctoral Degree Regulations (Asterisk Criterion).....	33
3.2 Contents	36
3.2.1 Logic and Conceptual Consistency (Asterisk Criterion).....	36
3.2.2 Science and Research Based Teaching (Asterisk Criterion)	37
3.2.3 Multidisciplinary Qualifications (Asterisk Criterion)	38
3.2.4 Examinations (Asterisk Criterion).....	39
3.3 Teaching and Learning Methodology	41
3.3.1 Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion)	41
3.3.2 Course Materials and Recommended Literature	43
4. SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS.....	45
4.1 Teaching staff	45
4.1.1 Structure and Number of Teaching Staff (Asterisk Criterion).....	45
4.1.2 Scientific Qualification of Teaching Staff (Asterisk Criterion).....	46

4.1.3	Pedagogical Qualification of Teaching Staff (Asterisk Criterion)	47
4.1.4	Internationality of Teaching Staff.....	48
4.1.5	Internal Cooperation within the Faculty (Asterisk Criterion).....	49
4.2	Cooperation and Partnerships	51
4.2.1	Scientific Integration of the Doctoral Students (Asterisk Criterion)	51
4.2.2	Networking of the Scientists.....	52
4.2.3	Networking of the Doctoral Students.....	54
4.3	Programme Management	55
4.3.1	Structural Organisation (Asterisk Criterion).....	55
4.3.2	Management Support	56
4.4	Material Resources	57
4.4.1	Quality of the Classrooms and Working Places (Asterisk Criterion)	57
4.4.2	Equipment (Literature, Magazines, Databases) for the Library (Asterisk Criterion).....	59
4.5	Finance Planning and Financing.....	61
4.5.1	Finance Planning and Financing of the Doctoral Programme (Asterisk Criterion).....	61
4.5.2	Financial Support and Scholarship Programmes	61
5.	QUALITY ASSURANCE	63
5.1	Quality Assurance in terms of Contents, Processes and Research (Asterisk Criterion)	63
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion)	64
5.3	Evaluation by Doctoral Students.....	64
5.4	Evaluation by Supervisors and Faculty	65
5.5	Evaluation by Third Parties (Graduates and other external Stakeholders)	65
	Appendices	68
	Curricula.....	68
	Jurisprudence Curriculum	68
	State Audit Curriculum	69

List of Figures (optional)

Figure 1 Statistical Data of PhD Jurisprudence	20
Figure 2 Statistical Data of PhD State Audit	21

For Doctoral Programmes

The Doctoral programmes in Jurisprudence and State Audit offered by L.N. Gumilyov Eurasian National University fulfil with few exceptions the FIBAA quality requirements for PhD programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on March 1, 2025, and finishing on February 29, 2032, under condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Procedure

An agreement for the re-accreditation of the Doctoral programmes in Jurisprudence and State Audit was concluded between FIBAA and L.N. Gumilyov Eurasian National University on February 17, 2025. On November 28, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and additional documents to demonstrate that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹, which was approved by the HEI. The panel consisted of:

Dr. Zhanibek Arynov

Nazarbayev University, Astana, Kazakhstan
Assistant Professor of Public Administration

Prof. Dr. Joël Branson

Vrije Universiteit Brussel, Belgium
Professor of Accounting and Auditing

Assoc. Prof. Dr. Dovilė Gailiūtė Janušonė

Mykolas Romeris University, Vilnius, Lithuania
Associate Professor of Law

Assoc. Prof. Dr. Rūta Petrauskienė

Kaunas University of Technology, Kaunas, Lithuania
Associate Professor
Investigator of Research Group Public Governance, Coordinator of the Committee of Political Science, Sociology and Public Governance Study Programmes

Pamela Stenzel

Office K61, Berlin, Germany
Attorney at Law

Nina Thömmes

Humboldt University, Berlin, Germany
PhD Student in Law
Research Assistant at the Chair of Law

FIBAA project manager:
Marie Bielke

¹ The panel is presented in alphabetical order.

Accreditation Data at a Glance

Mode of the site visit	at the HEI's premises in Astana, Kazakhstan At the end of the visit, the panel provided brief feedback on its first impressions to representatives of the HEI.
Date of the site visit	on March 11, 12, 13, 2026
Accreditation period	September 13, 2019 (amended on February 26, 2021), (amended on March 10, 2025): The accreditation is valid until the end of the winter semester 2024/25.
Extension of the accreditation period	Accreditation period provisionally extended until 28 February 2026, with further extension until 30 June 2026.
Groups interviewed	University Top Management Study Programme Management Teaching Staff of the study programmes Students and graduates Administrative Staff Study Programme Business Partners
Facilities and equipment inspected	Main buildings, including teaching rooms, offices, library, student study spaces, broadcasting studio, moot court, lecture halls, meeting spaces, student support offices such as registrar's office and psychological services, and others.
Use of virtual learning platforms/tools demonstrated	yes
Date Report Delivered to HEI for Statement	May 19, 2026
Date of HEI Statement	May 29, 2026
Programmes reviewed in the same cluster	Bachelor Jurisprudence Master Jurisprudence Bachelor State Audit Master State Audit Bachelor State and Local Government Master State and Local Government

General Information on the Study Programme

General Information

Type of study programme:

Doctoral Programme

Name of the study programme (in original language and English translation):

8D04201 – Құқықтану (in Kazakh)

8D04201 – Юриспруденция (in Russian)

8D04201 – Jurisprudence (in English)

Degree title awarded (in original language and English translation)

«8D04201 – Құқықтану» білім беру бағдарламасы бойынша философия докторы PhD/ құқық докторы (in Kazakh)

Доктор философии PhD/доктор права по образовательной программе 8D04201 (6D030100) – Юриспруденция (in Russian)

Doctor of Philosophy PhD/Doctor of Law in the educational programme «8D04201 – Jurisprudence» (in English)

Projected study time (years / months / semester / trimester)

Three years

Number of ECTS credits & national credits assigned to the study programme

180 ECTS Credits

Type of accreditation:

Re-accreditation

Mode of study:

Full-time

Methodological approach:

Study programme with obligatory class attendance

Language of instruction:

Russian, Kazakh, English

Double/Joint Degree programme:

no

Implementation

Dates and Scope

Initial start of the programme:

September 2005

Programme cycle starts in:

both winter and summer semesters

General Information

Type of study programme:

Doctoral Programme

Name of the study programme (in original language and English translation):

8D04121 – Мемлекеттік аудит (in Kazakh)

8D04121 – Государственный аудит (in Russia)

8D04121 – State Audit (in English)

Degree title awarded (in original language and English translation)

Doctor of Philosophy (PhD) in the educational program «8D04121 – State Audit»

Projected study time (years / months / semester / trimester)

Three years

Number of ECTS credits & national credits assigned to the study programme

180 ECTS Credits

Type of accreditation:

Re-accreditation

Mode of study:

Full-time

Methodological approach:

Study programme with obligatory class attendance

Language of instruction:

Russian, Kazakh, English

Double/Joint Degree programme:

no

Implementation

Dates and Scope

Initial start of the programme:

September 2016

Programme cycle starts in:

both winter and summer semesters

Summary

Brief description of the study programmes

Jurisprudence

The programme aims to train highly qualified professionals capable of conducting research, teaching, consulting, and analytical activities in the field of jurisprudence. The programme focuses on fundamental educational, methodological and research training for PhD students based on in-depth study of current issues in legal science and modern research methods. The programme aims for graduates to be competitive in the labour market and pursue a wide range of positions, career advancement in law enforcement and legal practice, roles in government agencies, the private sector, and beyond.

State Audit

The programme aims to prepare graduates who possess innovative skills in performing expert-analytical, educational and scientific research functions that contribute to increasing the role and effectiveness of the State Audit in the context of ensuring sustainable development and quality of life of the population.

After graduation, possible employment positions include chief research fellow, leading research fellow, senior research fellow, research fellow, junior research fellow, university lecturer, state auditor, compliance specialists, chief accountant, heads of economic, financial, and audit services.

Highlights of the site-visit

The site visit was well-structured and provided comprehensive insight into the academic and organisational framework of the study programmes. It took place on-site and included in-depth discussions with programme management, teaching staff, students, alumni, administrative representatives, business partners, and graduate employers. These exchanges offered a realistic view of day-to-day operations, as well as the study programme's strengths and potential areas for further enhancement. Overall, the visit conveyed the impression that the study programmes perform consistently and reliably across all dimensions.

Special Features / Strengths and Weaknesses of the Study Programmes

Admission to the study programmes is highly competitive, with only the strongest applicants being accepted. The programmes' structure is designed to ensure a very high completion rate: for instance, most students receive a state grant, and they are required to repay it if they do not complete their studies, which creates a strong incentive for academic progression and success.

All study programmes stand out for strong positioning in the University's overall strategic concept. The expert panel was impressed with the well-implemented Scientific Supervision, with every doctoral student having a second, international supervisor, whom they visit at their university and with whom they keep close contact.

The **State Audit** programme stands out as the single doctoral State Audit programme in Kazakhstan.

The expert panel identified room for improvement in establishing a formal policy governing the use of AI, as one has not yet been established.

General impressions of the panel members

The expert panel formed an overall favourable impression of the study programmes, particularly regarding the University's commitment to ensuring quality and pursuing continual enhancement. The on-site visit was marked by openness and constructive exchange, which the panel greatly appreciated. Stakeholders across all groups demonstrated a high degree of engagement and were actively involved in the discussions.

The expert panel was particularly impressed by the professionalism of the teaching staff and the effectiveness of the student support services across the study programmes. Furthermore, the objectives of the programmes appeared well aligned with both academic standards and the evolving requirements of the labour market. The learning environment was perceived as inclusive and supportive, contributing to a positive student experience. Throughout the visit, ENU's willingness to respond to feedback and to align its practices with international standards was clearly evident.

Quality Profile

HEI: L.N. Gumilyov Eurasian National University, Astana

PhD programme:

PhD Jurisprudence (Jurisprudence)

PhD State Audit (State Audit)

		Exceptional	Exceeds ²	Meets ³	Does not meet ⁴	n.r.	Recommendation ⁵
1	Objectives						
1.1*	Objectives of the Doctoral Programme (Asterisk Criterion)			X			
1.2	Positioning of the Doctoral Programme on the Education Market		State Audit	Jurisprudence			
1.3	Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution		X				
1.4*	Inclusive and Equitable Education (Asterisk Criterion)			X			
2	Admission						
2.1*	Admission Conditions and Procedures (Asterisk Criterion)			X			
2.2	Selection Procedure			X			
3	Implementation						
3.1	Structure						
3.1.1*	Structural Setup of the Doctoral Programme (Asterisk Criterion)			X			X
3.1.2*	Scientific Supervision (Asterisk Criterion)		X				
3.1.3*	Doctoral Degree Regulations (Asterisk Criterion)				Condition		
3.2	Contents						
3.2.1*	Logic and Conceptual Consistency (Asterisk Criterion)			X			
3.2.2*	Science and Research Based Teaching (Asterisk Criterion)			X			X
3.2.3*	Multidisciplinary Qualifications (Asterisk Criterion)			X			X

² quality requirements.

³ quality requirements.

⁴ quality requirements leading to a condition or recommendation.

⁵ The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

		Exceptional	Exceeds ²	Meets ³	Does not meet ⁴	n.r.	Recommendation ⁵
3.2.4*	Examinations (Asterisk Criterion)			X			
3.3	Teaching and Learning Methodology						
3.3.1*	Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion)			X			
3.3.2	Course Materials and Recommended Literature			X			
4	Scientific Environment and Framework Conditions						
4.1	Teaching Staff						
4.1.1*	Structure and Number of Teaching Staff (Asterisk Criterion)			X			
4.1.2*	Scientific Qualification of Teaching Staff (Asterisk Criterion)			X			
4.1.3*	Pedagogical Qualification of Teaching Staff (Asterisk Criterion)			X			
4.1.4	Internationality of Teaching Staff			X			
4.1.5*	Internal Cooperation within the Faculty (Asterisk Criterion)			X			
4.2	Cooperation and Partnerships						
4.2.1*	Scientific Integration of the Doctoral Students (Asterisk Criterion)			X			
4.2.2	Networking of the Scientists			X			
4.2.3	Networking of the Doctoral Students			X			
4.3	Programme Management						
4.3.1*	Structural Organisation (Asterisk Criterion)			X			
4.3.2	Management Support			X			
4.4	Material Resources						
4.4.1*	Quality of the Classrooms and Working Places (Asterisk Criterion)			X			
4.4.2*	Equipment (Literature, Magazines, Databases) for the Library (Asterisk Criterion)			X			
4.5	Finance Planning and Financing						
4.5.1*	Finance Planning and Financing of the Doctoral Programme (Asterisk Criterion)			X			

		Exceptional	Exceeds ²	Meets ³	Does not meet ⁴	n.r.	Recommendation ⁵
4.5.2	Financial Support and Scholarship Programmes			X			
5	Quality Assurance						
5.1*	Quality Assurance in terms of Contents, Processes and Research (Asterisk Criterion)			X			X
5.2*	Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion)			X			
5.3	Evaluation by Doctoral Students			X			
5.4	Evaluation by Supervisors and Faculty			X			
5.5	Evaluation by Third Parties (Graduates, and other external Stakeholders)			X			

Accreditation with Conditions

The panel members identified a need for improvement in the following aspect:⁶ Doctoral Degree Regulations. Therefore, they recommend accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1.4):
The University develop a comprehensive institutional policy on the use of Artificial Intelligence (AI) in teaching and learning. This policy should provide clear guidance for students and staff on the appropriate and responsible use of AI tools within the academic environment.

Proof of fulfilment of the above-mentioned condition must be submitted by March 18, 2027.

Recommendations

The panel members identified several areas where improvements could further strengthen the programmes and **recommend**:

- introducing more elective courses into the programmes (see chapter 3.1.1).
- developing two separate courses in order to deepen students' understanding of the different research methods (see chapter 3.2.2).
- providing training on how to publish in international journals (e.g. how to select journals, different writing styles, and the requirements of various journals) (see chapter 3.2.2).

⁶ This aspect is an Asterisk Criterion which means that it is essential for the study programmes.

- strengthening students' training in management skills (see chapter 3.2.3).
- Instead of relying on the current Likert scale, which measures only the perceived workload (e.g., whether it feels too high or too low), collect more precise and quantitative information. Asking students to indicate the actual number of hours spent on course preparation, revision, and independent study would provide the Quality Assurance system with more meaningful and comparable data (see chapter 5.1).

Exceeding

In addition to the condition and recommendations, the expert panel recognised the strengths of both programmes that exceed the required standards:

- Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution (see chapter 1.2)
- Scientific Supervision (see chapter 3.1.2).

For the **State Audit Programme**, the expert panel recognised one additional strength of the programme that exceeds the required standards:

- Positioning of the Doctoral Programme on the Education Market (see chapter 1.2).

Information

Information on the Institution

L.N. Gumilyov Eurasian National University (hereafter: ENU) was founded in 1996 by the Decree of N.A. Nazarbayev, the first President of the Republic of Kazakhstan. In 2022, ENU was granted the status of a research university.

The University's mission, vision, and values were determined based on an analysis of global and national trends in higher education and the results of the previous strategy.

ENU's mission is to generate new knowledge and innovation in the Eurasian space, developing competitive individuals to serve the state and society. Its vision is to become a globally competitive national research university built on an innovative ecosystem and digital technologies. The University's values are quality, trust and openness, professionalism and responsibility, academic honesty, tolerance and patriotism.

ENU consists of eleven faculties, the Institute of Physical and Technical Sciences, the Higher School of Education, and the Dutch Business School (Eurasian Netherlands Business School). There is also a military department in two military accounting specialties. Study programmes are offered at the Bachelor, Master and PhD levels. The courses are conducted in Kazakh, Russian and English.

Currently, the University continues to strengthen its reputation and develop its research potential. ENU's research activities are developing along a cluster approach and are aimed at advancing fundamental and applied scientific research, as well as innovative activities. The six priority scientific clusters are: Physical Sciences and Nuclear Technologies; Mathematics and Information Technology; Biology, Biomedicine and Biotechnology; Engineering; Chemistry and Earth Sciences; Social Sciences and Humanities.

The Faculty of Law was established in 1998 and currently comprises four Chairs, two of which are in charge of the doctoral programme in Jurisprudence: the Chair of Criminal Law, the Chair of Civil, Labour and Environmental Law and the Chair of Theory and History of State and Law, as well as Constitutional Law.

The Faculty of Economics was founded in 1996 and includes six Chairs. The Chair of State Audit implements the doctoral programme in State Audit.

Further Development of the Programme, Implementation of Recommendations from Previous Accreditation

Both programmes

Following the panel's advice, ENU updated its website in the 2022/2023 academic year, improving design, navigation and accessibility, including for visually impaired users. Information on the study programmes is now publicly available without requiring a login.

The expert panel recommended integrating all quality assurance elements into a coherent system aligned with the University's strategic objectives. In response, the HEI has published a comprehensive Quality Assurance Policy reflecting its vision, mission and development strategy, including strategic directions (see chapter 5.1).

Another recommendation was to formulate questions on student workload more precisely. Workload distribution is now assessed through the questionnaire "Assessment of Satisfaction with the Learning Conditions and Ecosystem Provided by ENU", using a standard Likert scale. Respondents may also provide free-text comments, such as "What problems did you encounter while studying at ENU?" and "Please write your recommendations and suggestions for improving the learning conditions".

Jurisprudence

The expert panel recommended revising the structure of the programme. The structure of the curriculum and the content of the modules for general education subjects (four modules in total) have been analysed. The structure of the programme has been evaluated as corresponding to the objectives of the doctoral programme and linking the range of courses to the research tasks of doctoral students.

State Audit

The expert panel recommended revising the structure of the programme. The structure has been revised and the workload reduced from 196 to 180 ECTS credits. Despite the reduction in the overall course load, the reallocation of credits has allowed for a stronger practice-oriented and research-based component.

Statistical Data

Educational program: 8D04201 (6D030100) - Jurisprudence							
		2020	2021	2022	2023	2024	2025
Number of study places offered by the university		8%	7%	5%	2%	10%	15%
Number of applicants/candidates	Σ	12	18	13	9	28	34
	f female	5	10	8	3	11	14
	m male	7	8	5	6	17	20
Application rate		66,60%	38,80%	38,46%	22,20%	35,70%	44,10%
Number of first-year students (accepted applicants)	Σ	8	7	5	2	10	15
	f	5	1	4	1	7	8
	m	3	6	1	1	3	7
Percentage of female students		62,5%	14,29%	80%	50,00%	70%	53,33%
# International students	Σ	--	--		--		
	f						
	m						
Number of international students		--	--		--		
Percentage of occupied study places							
Number of graduates	Σ	5	8	15	8	7	5
	f	1	3	10	5	1	4
	m	4	5	5	3	6	1
Success rate (students who completed their studies)		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
Dropout rate (students who discontinued their studies)							
Average duration of studies		95,08%	95,00%	95,08%	97,43%	95,20%	96,60%
Average final diploma grade		4,83	4,8	4,84	4,93	4,14	4,8

Figure 1 Statistical Data of PhD Jurisprudence

Educational program 8D04121-State audit							
Study Programmes:							
		2020	2021	2022	2023	2024	2025
		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places		4	4	2	2	10	10
# Applicants	Σ	4	4	2	2	10	10
	f	3	3	0	0	6	5
	m	1	1	2	2	4	5
Application rate		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# First-Year Students (accepted applicants)	Σ	4	4	2	2	10	10
	f	3	3	0	0	6	5
	m	1	1	2	2	4	5
Rate of female		0,75	0,75	0	0	0,6	0,5
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign		0	0	0	0	0	0
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# Graduates	Σ	4	4	2	2	10	10
	f	3	3	0	0	6	5
	m	1	1	2	2	4	5
Success rate		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
Dropout rate		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Average duration of							
Average grade of final degree		3,77	3,83	3,27	3,31	3,75	0

Figure 2 Statistical Data of PhD State Audit

Appraisal:

The statistical data show a high success rate of 100% for both programmes, with no drop-outs. The expert panel learned that most students are funded through state grants that must be repaid if the programme is not completed.

In both programmes, the ratio of female students varies greatly from cohort to cohort, possibly due to the low number of applicants.

Programme Description and Appraisal in Detail

1. OBJECTIVES

1.1 Objectives of the Doctoral Programme (Asterisk Criterion)

All study programmes

The programmes are implemented in accordance with the national regulatory legal acts of the Republic of Kazakhstan, the National Qualifications Framework of the Republic of Kazakhstan (NQF) Level 8, the European Qualifications Framework (EQF) Level 8, the State Compulsory Standards of Higher and Postgraduate Education, the Professional Standard for Teaching Staff, and for State Audit, with the Law of the Republic of Kazakhstan “On State Audit and Financial Control”, and the Professional Standard “Accountant”.

NQF / EQF Level 8 assumes the presence of conceptual knowledge in the field of science and professional activity, the creation of new applied knowledge in the professional field, in particular in the field of jurisprudence, for work in the field of organisational and technological, production and management, project, research, pedagogical, environmental and other types of activities.

After graduation, both programmes award the degree Doctor of Philosophy (PhD). Jurisprudence awards the title Doctor of Law.

Jurisprudence

The qualification objective is to train highly qualified professionals capable of conducting research, teaching, consulting, and analytical activities in the field of jurisprudence. The programme focuses on fundamental educational, methodological and research training for PhD students based on in-depth study of current issues in legal science and modern research methods. The purpose of the programme and the planned learning outcomes are set out in the programme passport and the Competence Profile Chart.

The programme is designed to develop universal, general professional and specialised competencies through innovative teaching methods, independent work by doctoral students, research and teaching activities, scientific internships at other universities (including abroad), and pedagogical and research practices. Students gain competencies aimed at instilling the ability to conduct legal expertise of draft laws, provide qualified legal opinions and advice in specific areas of legal practice, and the ability to carry out research, teaching, consulting, and analytical activities in jurisprudence. These competencies aim to enable graduates to be competitive in the labour market and pursue a wide range of positions, career advancement in law enforcement and legal practice, roles in government agencies, the private sector, and beyond.

Upon completion of the programme, graduates will possess the knowledge, skills and competencies necessary for effective professional activity in fields corresponding to their positions:

- to analyse the state and dynamics of legal phenomena;
- to conduct independent scientific research and scientific-pedagogical activities requiring a high level of expertise;
- to work with national and international databases, including enhancing research productivity and publication activity;
- to apply digital technology skills in the context of integrating education, science and innovation;
- to apply theoretical knowledge in educational management and establish professional, constructive communication with employers;
- understanding of the pedagogical potential of new knowledge in the supervised disciplines and the ability to apply it effectively.

State Audit

The qualification goal of the doctoral programme is to prepare graduates who possess innovative skills in performing expert-analytical, educational and scientific research functions that contribute to increasing the role and effectiveness of State Audit in the context of ensuring sustainable development and quality of life of the population.

Upon completion of the programme, graduates should demonstrate the following learning outcomes:

- Possess skills in written scientific communication; analyse scientific publications and present the results of one's own research in writing in accordance with accepted academic standards; model and determine the direction of scientific inquiry; search for, accumulate, and analytically process scientific information; and conduct, process, and formalise the results of scientific and experimental research in the field of State Audit.
- Analyse public finance models and budget regulation methods in international practice, and develop and substantiate theoretical and applied approaches to assessing the effectiveness of financial mechanisms and organising State Audit.
- Analyse and systematise criteria for assessing the effectiveness of government programmes; carry out strategic monitoring of budget planning and execution; apply research and analytical methods to assess risks and performance; and use methodological approaches in the field of State Audit.
- Analyse and evaluate the effectiveness of the management and use of budgetary funds, state assets, and the quasi-public sector using indicators, analytical approaches, and artificial intelligence technologies to optimise resource management and minimise economic risks.

After graduation, possible employment positions include chief research fellow, leading research fellow, senior research fellow, research fellow, junior research fellow, university lecturer, state auditor, compliance specialists, chief accountant, heads of economic, financial, and audit services.

Appraisal:

The subject-specific qualification objectives of the study programmes are convincingly defined and correspond with the intended doctoral degree. They take into account the requirements of the national qualification framework. The subject-specific qualification objectives undergo a rigorous and proactive review process to ensure their continued relevance and alignment with current developments. The review process actively involves key stakeholders and leads to timely adaptations.

The graduation profile is aligned with the qualification for science and research and considers the individual student's personal development.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.1*	Objectives of the Doctoral Programme (Asterisk Criterion)			X			

1.2 Positioning of the Doctoral Programme on the Education Market

All study programmes

In national rankings, the University regularly takes a position at the very top. In the last five years, ENU has been ranked first or second every single year of IAAR's National Ranking on Demand for HEIs in Kazakhstan. Internationally, ENU is ranked 317th in the QS World University Ranking 2025.

The programmes at hand are also ranked highest in the subject-specific National Ranking on Demand for HEIs 2025, with Jurisprudence ranked first among all Doctor of Law programmes in Kazakhstan, and State Audit ranked first as the only State Audit doctoral programme in Kazakhstan.

Jurisprudence

The Department of Constitutional and Civil Law and the Department of Criminal Law Disciplines conduct ongoing monitoring and comparison with the study programmes of leading Kazakhstani and foreign universities, some of whom are cooperation partners of ENU, such as with Al-Farabi Kazakh National University, Maqsut Narikbayev University, the University of Ferrara (Italy), Lomonosov Moscow State University and Patrice Lumumba Russian University of Friendship of Peoples (Russian Federation, Moscow).

The main competitor of ENU's programme in Jurisprudence in Astana and the region is Maqsut Narikbayev University. However, ENU has advantages associated with its status as a "national university" and a "research university". An advantage of ENU's programmes in Jurisprudence is the highly qualified teaching staff, who combine research expertise with substantial

professional experience, including distinguished figures such as a former member of the Parliament of Kazakhstan and a former member of the Prosecutor's Office.

Besides academic excellence, the doctoral programme focuses on meeting the expectations of the labour market and professional communities. Employers, representatives of scientific and educational organisations, and graduates are involved in its development and improvement. Based on admission results, the number of grant places allocated to ENU remains stable.

State Audit

Unlike the PhD programme in Jurisprudence, which is well established in the education market of Kazakhstan, the programme in State Audit has a pioneer character. It was introduced at ENU in 2016, together with the corresponding Bachelor and Master programmes, as the first PhD programme of this subject profile in the Kazakh higher education. The demand for the programmes has been identified in connection with the reform and transformation of the state financial control system into a state audit system, which has created a new profession of a state auditor. ENU's programmes in State Audit have been established and designed in cooperation with the Accounts Committee for Control over the Execution of the Republican Budget, the supreme body in the system of State Audit in Kazakhstan. To date, the ENU is the only HEI in the country that offers the State Audit higher education at all three levels (Bachelor, Master and PhD).

The doctoral programme is the only programme in the educational market of the Republic of Kazakhstan that provides training for Doctors of Philosophy in the field of state audit. Unlike doctoral programmes in related fields (Economics, Finance, and Public Administration), this programme integrates specialised professional standards and national legislation, providing training for personnel with in-depth expertise specifically in the field of State Audit. The programme focuses both on the practical tasks of state audit bodies and on developing research and methodological potential in the field of financial control.

Appraisal:

The Jurisprudence programme is positioned convincingly in the postgraduate education market based on the described profile, the pursued qualification and competency goals.

ENU's State Audit programme is the only doctoral-level study programme in Kazakhstan dedicated specifically to State Audit. It has been developed in collaboration with the supreme body for State Audit in the Republic of Kazakhstan, ensuring alignment with employer needs and addressing research gaps in State Audit in Kazakhstan. Now in its tenth year, the programme continues to retain a pioneering character. Its strong appeal, in relation to its qualification and competency objectives, is reinforced by external examiner feedback, which highlights the programme's distinctive intellectual value and its exceptional ability to equip graduates with high-level employability skills, positioning ENU as a leader in its field.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.2	Positioning of the Doctoral Programme on the Education Market		State Audit	Juris-prudence			

1.3 Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution

All study programmes

The programmes, both in development and during implementation, are integrated into the overall concept of ENU's Strategy. They consider the mission, vision, and institutional values, and are aimed at harmonising their content with comparable programmes offered by foreign universities, as well as at incorporating the results of scientific research. The programmes correspond to the 6th priority scientific cluster with regional impact – Social Sciences and Humanities:

- Contribution to the development of the country and the capital,
- Strengthening ENU's global standing,
- Autonomisation and expansion of managerial and financial autonomy,
- Creating a Science and Education Ecosystem,
- Computerisation and digitalisation of core activities and management.

The programmes focus on providing fundamental educational, methodological, and research training for PhD students, based on in-depth study of current issues in legal science, state audit, and modern scientific research methods.

When formulating the programme's objectives and defining competencies, consideration is given to the specific nature of ENU as a multidisciplinary research university and its links with the real sector of the economy and international partners. Specific procedures for planning and implementing educational activities are outlined in the Academic Policy.

As a research university, the institution encourages doctoral students to publish their work and participate in scientific seminars and conferences, including international ones. In accordance with the Strategy, the programmes are implemented on the basis of innovative technologies, including distance learning technologies, open online courses (MOOCs), digital educational resources and the necessary software.

Appraisal:

The doctoral programmes' qualification objectives constitute the core of the HEI's research strategy and are sustainably implemented through long-term research collaborations with industry partners and dedicated funding schemes that ensure continuity and impact.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.3	Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution		X				

1.4 Inclusive and Equitable Education (Asterisk Criterion)

All programmes

The University has approved a Roadmap for the Development of Inclusive Education at ENU for 2023 to 2025. The educational process is carried out in accordance with the “Methodological Recommendations for Teachers and Staff on Working with Students with Special Educational Needs”.

ENU operates a Centre for Inclusive Support and has implemented measures to develop an inclusive educational environment through infrastructure improvements such as ramps, lifts, elevators, tactile boards, call buttons, anti-slip flooring, and others. If a student with special educational needs requires an individualised educational process, teachers develop individual assessment criteria for the subject, taking into account the student’s perception, pace of learning and specific interaction style. ENU offers a 30% tuition discount for students with special educational needs. Additional support is provided through the ENU Endowment Fund scholarship programme in the “Inclusion” category. Students may also receive social scholarships, financial aid and benefits in accordance with the legislation of the Republic of Kazakhstan.

At the Scientific Library, an Inclusive Information and Resource Room is set up, equipped with personal computers and a scanner, with screen-reading software installed to facilitate access to information for students with visual impairments.

There is a Centre for Psychological Support, and an Ombudsperson has been appointed to protect students’ rights. Social support is provided to all categories of students. In 2022, the University launched the Silver University programme through the Institute of Continuing Education, offering courses for citizens aged 50+.

In 2024, the University approved a Sustainable Development Policy. The document was developed considering requirements and provisions in the field of ESG (environmental, social, and corporate governance).

ENU pays special attention to international students studying on joint programmes and academic mobility programmes, within which free tuition and free accommodation are provided.

The University has an Academic Policy. Clause 4 of the Policy outlines the University's values, including academic integrity, tolerance, and patriotism. Clause 26 states that the organisation of the educational process is based on the principles of openness, transparency, objectivity, accessibility, and ethical norms. Any form of discrimination at the University is prohibited, including on social, racial, gender, ethnic, and religious grounds.

Information on the principles of equality and inclusiveness is communicated to students and staff through:

- orientation meetings and advisor hours;
- the *Platonus* system;
- ENU official web resources (<https://enu.kz/ru/page/student-life>);
- the Centre for Inclusive Support (<https://enu.kz/ru/page/inclusive-enu/the-center-for-inclusive-support>).

Appraisal:

The study programmes comply with principles of inclusive and equitable education and non-discrimination policies. There is a Centre for Inclusive Support as well as a Centre for Psychological Support, guaranteeing that assistance and support are available for students in special circumstances, including students with impairments or disabilities, students with children, international students, economically disadvantaged students, and students from non-academic backgrounds. They have a legitimate claim in terms of temporal and formal requirements in the programmes, as well as for all concluding or accompanied certificates of achievement, as outlined in the Academic Policy.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.4*	Inclusive and Equitable Education Criterion (Asterisk)			X			

2. ADMISSION

2.1 Admission Conditions and Procedures (Asterisk Criterion)

All programmes

Admission to doctoral programmes at ENU is performed according to the “Admission Rules for Higher and Postgraduate Education Programs at ENU”. These rules conform to the “Model regulations of admission to the educational organisations implementing study programmes of higher and postgraduate education” issued by the Ministry of Science and Higher Education. All information about admission rules is posted on ENU’s website.

Admission is based on a state educational grant or on a fee-paying basis. Individuals with general secondary, technical, vocational, or postsecondary education may apply. Applicants must also successfully complete the Unified National Test and achieve the passing score of 75 points, consisting of an essay, a programme-specific exam, and an interview.

Mandatory admission requirements are:

- possession of a master’s degree in the relevant field;
- passing entrance exams in the speciality and a foreign language (English/German/French); Acceptable documents include:
 - IELTS Academic (not lower than 5.0),
 - TOEFL IBT (from 35 points),
 - TOEFL ITP (from 417 points),
 - TOEIC (from 550 points),
 - Duolingo English Test (from 80 points) or corresponding exams in German or French at a level of at least B1.
- submission of a preliminary research proposal reflecting the candidate’s research interests and compliance with the profile of the doctoral programme;
- passing an interview with the prospective supervisor and members of the department.

Students are enrolled until August 25 for doctoral programmes until August 28 and from December 26 to January 10 of the calendar year

Admission of foreign applicants to the fee-paying department of doctoral studies is carried out based on the results of an interview.

2.2 Selection Procedure

All study programmes

The Ministry of Science and Higher Education awards educational grants on a competitive basis, based on the number of grants awarded and the number of applicants participating. This mechanism aims to ensure transparency and fairness of the selection process and to facilitate the attraction of the most qualified candidates to tertiary education programmes.

The selection stage includes a computer-based test at the National Testing Centre, consisting of an essay and specialised exam questions. An interview is also held to assess academic

motivation, research potential, and the relevance of the research topic to the priorities of the Jurisprudence or State Audit doctoral programme. Analytical skills, critical thinking, and the ability to formulate scientific hypotheses are focused. This way, the assessment process encompasses both the applicant's formal knowledge and personal competencies.

Based on the results of testing, examinations, and interviews, a final ranking of applicants is determined. Only those candidates who meet the minimum threshold (75 points) are admitted to the competition for a state educational grant. Priority is given to applicants with proven scientific experience, publications, and participation in research projects. The admission decision is made by the ENU's Admissions Committee, approved by order of the rector, and officially communicated to applicants. The selection procedure at the University is documented and publicly available on the University website.

Table 1 Student Selection

Year of Admission	Jurisprudence		State Audit	
	Number of Applicants	Number of students	Number of Applicants	Number of students
2022	13	5	3	2
2023	9	2	3	2
2024	28	10	12	10
2025	34	15	11	10

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and considered. The admission requirements and procedure are described, documented, and accessible for interested parties.

Depending on the number of study places available, the selection procedure is based on transparent criteria and ensures that qualified students are admitted. The selection procedure is described, documented, and accessible to interested parties. The selection decision is communicated to all applicants.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
2.1*	Admission Conditions and Procedures (Asterisk Criterion)			X			
2.2	Selection Procedure			X			

3. IMPLEMENTATION

3.1 Structure

3.1.1 Structural Setup of the Doctoral Programme (Asterisk Criterion)

All programmes

Projected study time (semesters, years)	Six semesters / three years
Number of credits (national credits and ECTS credits)	180 National / ECTS credits
Workload per National / ECTS credit	30 academic hours per credit
Conversion from national credits to ECTS credits, if applicable	1 National credit = 1 ECTS credit
Weeks per semester	15
Credits for the dissertation	12 National credits / ECTS credits
Time allocated for writing the dissertation (weeks and/or months)	12 weeks

The structure of the programmes follows the general default structure provided by the “State Compulsory Standard of Higher Education of the Republic of Kazakhstan” (the “GOSO”, approved by Order of the Minister of Science and Higher Education No. 2, 2022) for the postgraduate (doctoral) level of study, a normative framework for designing PhD programmes at the HEIs in Kazakhstan. At the same time, the status of the National University makes it possible for the ENU to develop experimental study programmes, which can deviate from the GOSO.

In accordance with the GOSO, the structure of the PhD programmes comprises the following components:

- the educational component, including the cycles of basic and major modules (the cycles contain obligatory and elective modules, the pedagogical and the research internship);
- the scientific component, enclosing the scientific and research work, the scientific internship abroad and the preparation of the PhD thesis;
- the final attestation, including the defence of the PhD thesis.

For both doctoral programmes, the curriculum is balanced between theoretical training (45 National/ECTS credits), including compulsory and elective courses, research work (123 National/ECTS credits), and the writing of a doctoral dissertation (12 National/ECTS credits).

The first year is devoted to mastering basic and specialised courses (5 National/ECTS credits each), including courses in Academic Writing, Research Methods, Formation of Constitutionalism and Legal Pluralism (Jurisprudence), Innovative Approaches to Solving

Problems in General Criminal Law (Jurisprudence), which form the methodological foundation of doctoral research.

In the second year, the focus shifts to practice-oriented components, such as teaching internship (10 weeks, 10 National/ECTS credits) and research internship (10 weeks, 10 National/ECTS credits). For Jurisprudence, the teaching internship is conducted at the Department of Constitutional and Civil Law, and for State Audit at the Department of State Audit. It is aimed at developing doctoral students' teaching and methodological skills. The research internship for State Audit takes place at state audit and financial control bodies, as well as at the Centre for Research, Analysis, and Performance Evaluation. During the research internship, doctoral students acquire skills in analysing and systematising data. Both types of internships culminate in a detailed report, which is defended at a department meeting, aiming to ensure the quality of the acquired competencies.

The third year focuses on the final stage of scientific work. Doctoral students complete a research internship (at least 30 calendar days, in accordance with Section 10 "Requirements for the organisation of doctoral student research internships" of the Regulations on Doctoral Studies) as part of their research work, to deepen their expertise and establish international academic connections.

3.1.2 Scientific Supervision (Asterisk Criterion)

Regulations regarding scientific advisors and doctoral dissertation topics are defined in the GOSO and are approved by order of the Rector of the University based on the decision of the Academic Council. The academic supervision of PhD students is provided by at least two advisors, one of whom is a scholar from a foreign university. Section 7.3 of the "Doctoral Studies Regulations" sets forth the appointment and replacement of academic advisors. In accordance with subsection 7.3.1, academic advisor nominations must be discussed at meetings of the graduating departments and the Faculty Council no later than the fifteenth day of the second month of study.

Scientific supervision is assigned to scholars in the relevant scientific field corresponding to the doctoral training profile. A scientific supervisor must hold one of the following academic degrees: Candidate of Sciences, Doctor of Sciences, PhD, or Doctor in Profile, and must have at least three years of scientific and teaching experience. In addition, the supervisor must be the author of at least five scientific articles in publications included in the list of scientific journals recommended by the authorised body in the field of higher and postgraduate education, as well as at least one article in an international peer-reviewed journal.

Foreign supervisors are recruited from leading foreign universities and scientific organisations and must hold a PhD (or equivalent) in the field of the dissertation and relevant scientific publications on the topic over the last five years. One foreign scientific supervisor in doctoral studies is assigned no more than two doctoral students simultaneously within one academic period, and no more than four over three years. The mandatory involvement of a foreign consultant for each doctoral student expands the international context of research and networking opportunities for doctoral students.

Scientific advisors perform a full range of duties related to supporting doctoral students. They jointly plan research work, conduct regular consultations, and monitor the progress and quality of dissertation research. An important principle is the selection of supervisors based on the topic of the dissertation. The professor's specialisation corresponds to the doctoral student's field of research.

The dissertation topic is determined jointly with the supervisor and, in the case of State Audit, with the relevant government agencies responsible for State Audit and financial control, to ensure the research's relevance and alignment with the strategic objectives and priorities of State Audit and financial control development.

3.1.3 Doctoral Degree Regulations (Asterisk Criterion)

All programmes

The doctoral programme has established rules and procedures for awarding PhD degrees. The preparation of the dissertation complies with the requirements established by the regulatory legal acts of the Republic of Kazakhstan and the University's internal documents. In particular, the process of awarding degrees is regulated by the Order of the Ministry of Science and Higher Education "Rules for Awarding Degrees" and the "Regulations on Doctoral Studies", and the "Regulations on the Dissertation Council". The documents are publicly available.

The study and examination regulations for the ENU are based on the rules specified in the Decrees of the Ministry of Science and Higher Education, which were incorporated into the University's Academic Policy.

To be awarded the PhD degree, a doctoral student has to meet the following criteria:

- to fully master all components of the study programme and successfully pass the module examinations;
- to publish the results of the research work in scientific publications in accordance with the state rules for awarding academic degrees;
- to pass a comprehensive examination and to complete and successfully defend a PhD thesis in due time.

Dissertations must demonstrate internal coherence, scientific novelty, reliability and practical significance. To safeguard these principles, ENU has introduced measures. Before submitting their dissertation to the Dissertation Council, doctoral students must undergo an ethics review at ENU. The procedure is set out in the "Regulations for the Ethical Review Committee for Dissertation (PhD) Research" from 2022. The Ethics Committee evaluates the establishment of integrity standards (checking the originality of the text, correct citations, and copyright compliance), requirements for ethical approval of research with sensitive data/empirical data. All dissertations undergo plagiarism checks conducted by the National Centre for State Scientific and Technical Expertise, which issues an official report on the originality. Additionally, doctoral candidates are required to comply with ethical standards when using the latest technologies, such as the use of artificial intelligence tools in the research process, which is only permitted with the prior approval of scientific supervisors and the ethics committee, with mandatory disclosure of the fact and nature of the use of artificial intelligence in the text of the

dissertation. This requirement is based on the updated degree-awarding regulations and ensures that the principles of independence and authenticity of results are upheld.

The defence of doctoral dissertations is carried out at a meeting of the Dissertation Council. The defence of a doctoral dissertation is carried out in the presence of:

- positive feedback from scientific consultants;
- a series of at least two articles and one review, or three articles published in journals ranked in the first and/or second quartile by impact factor according to Journal Citation data Reports of the company Clarivate Analytics. In one of the articles, the doctoral student is the first author or corresponding author;
- decisions on recommendations for defence (extract from the minutes of the department meeting);
- reviews by two official reviewers whose qualifications (academic or scientific degree) correspond to the profile of the work being defended, which provide a comprehensive description of the dissertation and a reasoned conclusion, with the possibility of awarding the degree of Doctor of Philosophy in the relevant speciality.

Appraisal:

The programmes' structure corresponds to the qualification objectives and effectively links the courses with the research tasks of doctoral students. The expert panel noted that only a small number of elective courses is available. A broader range of elective courses would enable doctoral students to tailor their learning and research interests, also to deepen their specialist expertise. Therefore, the expert panel **recommends** introducing more elective courses into the programmes.

The study programmes allocate credits based on the required student workload. The course descriptions provide detailed intended learning outcomes and the information specified in the ECTS Users' Guide (2015).

The research focus of the supervising scientists corresponds to the student's dissertation topic. Being allocated to a supervisor/assessor both in fact and in law ensures continual and intensive professional, methodological, and scientific supervision of doctoral students. Appropriate time planning for this supervision is also guaranteed. In addition to national supervisors, doctoral students are supervised by foreign scientists/scholars. The expert panel learned that doctoral students form close connections with their foreign supervisors as well, visiting them at their universities abroad and meeting online regularly. Domestic and international supervisors jointly plan research work, conduct consultations, and monitor the progress and quality of dissertation research.

There are regulations and guidelines which contain all necessary rules and procedures for teaching, studies and examinations. The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The faculty has available solutions to detect forms of plagiarism.

During the on-site visit, the expert panel learned that ENU does not yet have an institutional

policy governing the use and restrictions of AI. Therefore, it recommends the following **condition**:

The University develops a comprehensive institutional policy on the use of Artificial Intelligence (AI) in teaching and learning. This policy should provide clear guidance for students and staff on the appropriate and responsible use of AI tools within the academic environment.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.1	Structure and content						
3.1.1*	Structural Setup of the Doctoral Programme (Asterisk Criterion)			x			X
3.1.2*	Scientific Supervision (Asterisk Criterion)		X				
3.1.3*	Doctoral Regulations Degree (Asterisk Criterion)				Condition		

3.2 Contents

3.2.1 Logic and Conceptual Consistency (Asterisk Criterion)

Jurisprudence

All components of the programme are integrated and serve the unified purpose to train highly qualified legal scholars and analytical practitioners capable of conducting independent research and solving complex professional problems. The curriculum follows a sequence from theoretical and methodological foundations to advanced research and practical training. Each course corresponds to the learning outcomes, which are presented in the competency map/profile of the programme. First, doctoral students acquire fundamental knowledge of legal theory and methodology on an advanced level, then move on to practice-oriented and research-intensive modules. This structure aims to ensure the gradual accumulation of competencies without duplication or gaps. The programme concept is aligned with the NQF.

The programme implements a practical and research-oriented approach, which means close integration of science, education and practice. Many lecturers also serve as research project leaders and scientific advisors who strengthen the connection between the academic process and real research problems.

Academic clubs and discussion platforms, such as the doctoral club “Voice of Law”, aim to contribute to integrating doctoral students into the professional community and stimulating thematic scientific discussions.

State Audit

The programme is designed to train researchers capable of developing scientifically sound approaches to improving State audit and financial control. The programme is structured as a unified research pathway, aiming to ensure a logical connection between the objectives, competencies, learning outcomes, and modules.

The key elements of the programme are the doctoral student's research project and the “Dissertation Writing and Defence” module, which combine theoretical training and practical research, providing a logical culmination of the doctoral student's educational and research trajectory. Each semester, doctoral students present their research results and defend their reports at meetings of the Department of State Audit. This interim assessment system ensures academic continuity, quality control, and the consistent development of doctoral students' academic autonomy.

Opportunities for individualisation and deepening of research are realised through the choice of elective courses on the topic of the dissertation, participation in research and teaching practices, regular scientific seminars, and external expert interactions on the topic of State Audit, which allows doctoral students to set their own research priorities and consolidate their results in the professional environment.

The programme's practical focus is realised through research internships focused on developing competencies in research and expert analysis in the field of State audit and financial control.

3.2.2 Science and Research Based Teaching (Asterisk Criterion)

Jurisprudence

The programme is characterised by a close link between teaching and contemporary scientific activity, following ENU's view that teaching at the PhD level should be scientifically sound and research-oriented. The curriculum includes a number of courses directly related to research methodology (e.g., "Methods of Scientific Research", "The Formation of Constitutionalism and Legal Pluralism", "Innovative Approaches to Solving Problems in General Criminal Law"). The theories, models and approaches considered correspond to the current level of legal research and are aimed at achieving the qualification goals of the programme.

All programme lecturers are actively engaged in scientific work and integrate the results of their research into the teaching process. In each course, doctoral students are presented with examples from the latest scientific publications, articles from leading legal journals are analysed, and real data from official sources is examined. This approach aims for students to see the application of theory in practice and learn methods of analysis using relevant material.

Teaching is conducted using research-based teaching methods such as case analysis, legal modelling, project assignments, among others. In the course "Current Issues in Civil Law and Procedure", situational analysis and discussion moderation are practised, aiming to encourage doctoral students to consider civil law issues from a scientific perspective. Overall, such interactive research teaching methods aim to develop critical thinking and independent research skills.

Beyond classroom activities, doctoral students are involved in the active scientific work of the department. Students participate in research projects and grants, work in the scientific club, and regularly give presentations at departmental seminars and conferences. The scientific results they obtain are used in the preparation of dissertations, publications, and reports on doctoral research work.

State Audit

The programme is characterised by a close connection between teaching and contemporary research. Teaching is based on modern scientific data, advanced methodological approaches, and the results of applied and fundamental research conducted by the department and University research teams. Research results by the department and the University are integrated into the educational process, aiming to ensure the relevance and practical significance of doctoral training.

The relevance of teaching is confirmed by the sustainable publication activity of the faculty and doctoral students, such as articles in peer-reviewed journals (Scopus / Web of Science, categories Q1-Q3), joint publications of the doctoral student and supervisor, chapters of monographs in the international publishing house Springer, and scientific reports. One of the doctoral students' supervisors publishes in Scopus journals and has 25 publications, with an

h-index of seven in this database. Another supervisor has developed three electronic manuals and three online courses based on the results of her own research, has ten articles in Scopus journals, and participates in international Erasmus+ projects. Another faculty member actively collaborates within the Jean Monnet programme, introducing European approaches to training in the field of State audit, has 16 publications in Scopus journals, an h-index of seven, and has published monographs with the international publishing house Springer.

In the programme, the research-methodology courses “Academic Writing” and “Research Methods/Science Research Methods” are included. These courses aim to ensure the development of stable skills in academic writing, research design, the selection and justification of data collection and analysis methods, as well as the presentation of results in accordance with international academic standards. The courses include critical reviews of contemporary research and analysis of methodological debates. Furthermore, “Research Methods”, “State Audit Methodologies”, and “Public Finance in the European Union” are also translated into specialised elective courses, assignments, and materials from scientific seminars and colloquiums.

The results of dissertation research and practical work are incorporated into course content, case studies, and teaching materials. Based on the testing and application of their developments, doctoral students receive implementation certificates from leading scientific organisations, government agencies, and audit companies, confirming the practical significance of their research and strengthening the connection between training and the professional environment.

External specialists from government audit and financial control agencies, the quasi-public sector, audit and consulting firms, and research centres are involved in the educational process and performance assessment. They participate in departmental seminars, give guest lectures, review project papers and dissertation chapters, and serve as committee members and external reviewers. Joint case studies and pilot implementations are organised based on the topics of doctoral students’ research and dissertations, documented by implementation reports and expert reviews. Doctoral students present at international conferences.

3.2.3 Multidisciplinary Qualifications (Asterisk Criterion)

Jurisprudence

The curriculum includes subjects that integrate methods and approaches from various scientific fields, aiming to broaden the horizons and toolkit of doctoral students. For example, the course “Social and Labour Relations in the Context of Digitalisation” includes elements of labour law and digital technologies, while “Modern Methods of Protecting National Interests: Criminal Procedure and Forensic Aspects” combines criminal procedure with forensics, and the course “Legal Postmodernism in Kazakhstan and the World” combines legal and literary aspects of development.

At the same time, courses such as “Research Methods”, “Academic Writing”, and “The Formation of Constitutionalism and Legal Pluralism” teach doctoral students to draw on knowledge from various fields, such as social and political, when planning and conducting

research. The topics of scientific research and doctoral dissertations are also interdisciplinary in nature.

To develop professional competencies, the programme incorporates additional learning formats beyond classroom instruction. In particular, the department holds interdisciplinary seminars (e.g., on digital criminology, legal linguistics, and legal anthropology), aiming to enable doctoral students to learn to apply cross-disciplinary approaches and develop inter-sectoral analysis skills. Regular workshops with invited experts introduce advanced methodologies such as correlation analysis, legal modelling and analytical diagnostics using real case studies. Doctoral students regularly participate in conferences, round tables and seminars where issues at the intersection of different fields are discussed.

State Audit

The development of interdisciplinary competencies at the intersection of public sector economics, law, public administration, and research methodology is aided by the module “Methodology for Preparing a Doctoral Dissertation in the Field of Public Audit” with the courses “Academic Writing”, and “Research Methods”, as well as subject-specialised courses in public audit, dissertation-related electives, research and teaching internships, and furthermore regular extended departmental sessions where doctoral students present their research design and results to a professional audience and discuss them with external practitioners.

The programme provides doctoral students with opportunities to discuss their acquired knowledge in specialised fields with colleagues at seminars, preliminary defences, and conferences, present their results to an academic audience and adapt them for non-specialists through open reports, teaching internships, and implementation reports, and develop management skills by participating in research projects, coordinating joint publications, and leading small study groups.

Doctoral students have access to extracurricular formats that enhance interdisciplinary learning, such as interactions with experts in related fields, guest lectures by representatives of state audit bodies and the public sector, and individual mentoring from faculty on the selection of elective courses and publication strategies tailored to the interdisciplinary focus of their topic.

3.2.4 Examinations (Asterisk Criterion)

All programmes

Rules for studying and examinations are regulated by the “Rules for the Organisation of the Educational Process of ENU”, dated 30.05.2025, particularly §§ 8-10, in accordance with the rules specified in the Decrees of the Ministry of Science and Higher Education.

Various forms of assessment are used: written and oral exams, midterm assessments, and project and research report defences. In the Jurisprudence programme, a written examination format is used, which is designed to assess both the theoretical knowledge and research skills of students. Each exam paper includes three types of tasks: a theoretical question aimed at testing fundamental knowledge (legal theories, methodological foundations); a methodological question requiring the application of scientific apparatus to analyse a specific legal situation,

model or statistical data; a research question that involves formulating a scientific hypothesis, selecting research methods, or interpreting expected results on a topic related to the field of the dissertation.

Exams are held twice a year during the interim assessment period at the end of each semester, according to the approved schedule. The midterm assessment serves as the basis for admitting the doctoral student to the final exam in the course. Assessment criteria are approved by the head of the department and communicated to doctoral students in advance.

The final grade for a course is calculated based on the total score for the current semester's academic performance, the results of interim assessments, and the exam assignment. The exam accounts for up to 40% of the total score, aiming for a balanced consideration of both the doctoral student's current work and their final knowledge.

A key element of the examination system is the use of the *Platonus* automated information system, which records all grades and automatically calculates exam eligibility. Only doctoral students who have achieved at least 50% of the maximum score for the semester are admitted to the exam, aiming to guarantee their readiness for the final knowledge assessment.

Doctoral students who have fully completed the educational process and have met all the requirements for admission to the defence, as stipulated in the University's "Regulations on Doctoral Studies" (§ 11), may publicly defend their doctoral dissertation. A doctoral student may submit a doctoral dissertation for defence within two years after completing their studies, free of charge, and in subsequent years on a paid basis, amounting to at least eight and four credits respectively.

The rules provide for an appeal procedure. Doctoral students have the right to appeal against their assessment, for which an appeals committee is set up.

Appraisal:

The doctoral programmes adequately reflect the qualification objectives and take the national qualifications framework into account. The programmes aim to foster a systematic understanding of the respective research discipline and the application of research methods. Competence in contributing to the advancement of the research field is central to their implementation.

Courses on different research methods and approaches to science form part of the doctoral curriculum. The expert panel noticed that both quantitative and qualitative research methods are taught in the same course. In this regard, the expert panel **recommends** developing two separate courses in order to deepen students' understanding of the different research methods. Furthermore, as doctoral students are required to publish their research internationally, the expert panel **recommends** providing training on how to publish in international journals (e.g. how to select journals, different writing styles, and the requirements of various journals). Teaching reflects the current state of scientific knowledge in accordance with the qualification objectives and incorporates the most recent developments in research.

The doctoral programmes enable students to discuss the knowledge gained in their specialised fields with colleagues, present it to an academic audience, and communicate it to laypersons. The programmes promote the ability to contribute to social, scientific, or cultural progress within the relevant professional environment. The expert panel identified room for improvement in relation to management skills e.g., regarding self-organisation, leadership tasks in teams, project and research management and **recommends** strengthening students' training in this area.

Course examinations are aligned in format and content with the intended learning outcomes. The dissertation aims at a research contribution that expands the existing state of knowledge and stands robust against any national or international assessment carried out by scientists. The evaluation process is transparently organised in accordance with international standards.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.2	Intended competences and skills						
3.2.1*	Logic and Conceptual Consistency (Asterisk Criterion)			X			
3.2.2*	Science and Research Based Teaching (Asterisk Criterion)			X			X
3.2.3*	Multidisciplinary Qualifications (Asterisk Criterion)			X			X
3.2.4*	Examinations (Asterisk Criterion)			X			

3.3 Teaching and Learning Methodology

3.3.1 Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion)

Jurisprudence

The pedagogical logic is reflected in the transition from the objectives of each course to the achievement of measurable learning outcomes through appropriate teaching methods and forms of knowledge assessment. The content of the courses, the teaching methods used and the types of assessment are selected to facilitate the gradual development of all the necessary competencies in doctoral students. There is a student-centred approach to teaching, using active methods such as inquiry-based learning, case studies, flipped classrooms, problem-based learning, interactive seminars and academic discussions.

Lecturers use interactive technologies and original teaching techniques. For example, in the course "The Formation of Constitutionalism and Legal Pluralism", pedagogical technologies, including analysis of real legal processes, conducting mini-research by the doctoral students

themselves, and developing original methodological cases, are used. In practical classes for the same course, case methods, legal models, and analysis of legal situations are used, making the training applied and closely aligned with the real tasks of higher education.

In the course “Current Issues in Civil Law and Procedure”, doctoral students conduct research based on official legal statistics on the legislation of Kazakhstan. They learn to identify key development indicators, seek solutions to identified problems in line with the topic of their dissertations, and analyse specific cases. This experience aims to link theoretical knowledge to each doctoral student’s future dissertation work.

Elements of blended learning are being introduced, with some classes being conducted online using Microsoft Teams. In particular, visiting professors from other universities give lectures in the courses “Academic Writing” and “Research Methods” in a distance-learning format.

The courses are supported by teaching materials with descriptions of objectives, expected outcomes, a detailed syllabus with a thematic plan, teaching methods and forms of assessment, aimed to ensure transparency of requirements and to give doctoral students a clear idea of what they need to learn and how they will be assessed.

Assessment is focused on testing doctoral students’ ability to apply theoretical approaches to solving scientific problems, justify their conclusions, and present their research results at an academic level, in line with the principles of outcome-based education.

State Audit

The educational concept of the programme is based on a systematic and innovative approach to training doctoral students as highly qualified researchers in the field of State Audit. The educational process is based on the principles of scientific approach, interdisciplinarity, and a practice-oriented approach.

The advanced public audit module includes the course “Strategic Audit,” and the national resources audit module includes the course “Audit of Public Assets and Investments”. These modules aim to develop analytical, expert, and managerial competencies that enable doctoral students to conduct scientific research in the field of public audit, develop recommendations to improve the efficiency of public asset management, and integrate sustainable development principles into the public and strategic audit system.

The advanced public sector audit module includes the course “Methodology of Public Audit” and is aimed at developing analytical and expert competencies necessary for designing scientific research, analysing the effectiveness of public resource management, and improving audit mechanisms.

The faculty of the Department of State Audit is engaged in research aimed at developing the system of State Audit and financial control in Kazakhstan. Particular attention is paid to applied research, which is used in courses and in supervising doctoral students. As part of their research, doctoral students publish articles that demonstrate a close connection between the doctoral programme and the national priorities of Kazakhstan and international standards of government audit.

Doctoral students are actively involved in scientific seminars and conferences. For example, in May 2025, the department held a scientific seminar with doctoral students and representatives of the Ministry of Finance of the Republic of Kazakhstan, where issues of digitalisation of auditing activities were discussed.

The programme's structure utilises digital technologies and distance learning elements. The curriculum includes a course called "Digitalisation of State Auditing with Artificial Intelligence", which is aimed at developing competencies in the application of IT solutions in auditing practice, aligning with ENU's strategic focus on digitalising the educational process and training specialists capable of adapting to technological change.

3.3.2 Course Materials and Recommended Literature

All programmes

Each course is supported by a teaching and learning package. In addition to the syllabus, this includes lecture notes, seminar materials, assignments for independent study, and sets of questions for ongoing and final assessment. Teaching and learning materials are updated annually and stored electronically in *Platonus*. ENU's educational process organisation department monitors the content of electronic courses in *Platonus*, aiming to ensure that lecturers upload updated materials in a timely manner.

Doctoral students have access to a wide range of sources. These are covering both classic fundamental works on legal theory and contemporary applied works on the state and law, theories and applied works on state audit, entrepreneurship and digital transformation. The literature is selected taking into account the latest scientific research. Lists of recommended sources are regularly updated and include the latest editions of monographs, articles from international databases (Scopus, Web of Science), reports from research centres, etc. Updates to the literature are recorded in the syllabus section on teaching and methodological support.

Digital educational resources and interactive platforms are used in the learning process. Teaching materials are posted and made available to doctoral students through the *Platonus* platform, as well as external systems such as Moodle, Zoom, Google Classroom, and Microsoft Teams. Video lectures on basic and specialised disciplines are used. These video materials are posted on the MOOC.enu.kz platform.

Multimedia lectures, video case studies, and electronic textbooks make the learning process more visual and flexible for adult learners. The result is a combination of research-oriented learning, a problem-oriented approach, case studies, business games, and scientific seminars.

The departments collect feedback from doctoral students on the resources provided and take it into account when updating teaching guidelines. The departments also share supporting materials with doctoral students to help them develop their academic skills, such as article templates, academic writing guides, and examples of successful dissertations by graduates.

Appraisal:

The teaching and learning methodology of the doctoral programmes is plausible and oriented towards the qualification objectives. Varied teaching and learning methods are applied, such as student-centred learning, inquiry-based learning, case studies, flipped classrooms, problem-based learning, interactive seminars and academic discussions. AI is included in some of the teaching methods. Students are enabled to carry out critical analyses, evaluations and syntheses of new and complex ideas. The teaching and learning methods are described for each course in the course descriptions.

ENU has installed a digital platform, *Platonus*, as a practical tool that facilitates the delivery of the programmes.

The accompanying course materials and recommended literature are up-to-date, oriented towards the intended learning outcomes and correspond to the required qualification level. The course materials consider teaching students techniques related to digital education. They support the learning process and encourage students to engage in further independent studies.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.3	Teaching and Learning Methodology						
3.3.1*	Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion)			X			
3.3.2	Course Materials and Recommended Literature			X			

4. SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS

4.1 Teaching staff

4.1.1 Structure and Number of Teaching Staff (Asterisk Criterion)

	Jurisprudence	State Audit
Full-time teaching staff	9	10
Part-time teaching staff incl. visiting/adjunct lecturers	1	1
Total number of teaching staff	10	11
<i>Among them:</i>		
Number of professors eligible to supervise doctoral students	6	4
Number of associate professors eligible to supervise doctoral students	4	4
Number of assistant professors teaching in the doctoral programme	0	0
Number of senior lecturers teaching in the doctoral programme	0	3
Number of lecturers teaching in the doctoral programme	0	0
Guest lecturers		2
Ratio of supervisors and doctoral students in the doctoral programme	10 scientific supervisors (+9 foreign consultants) - 25 doctoral students [2,5 student per 1 supervisor] (foreign consultants [2,7 student per 1 supervisor])	9 scientific supervisors (+14 foreign consultants) - 22 doctoral students [2,5 student per 1 supervisor] (foreign consultants [1,6 students per 1 supervisor])

The teaching staff of the study programmes consists of the Deans of both Faculties, the deputy Deans, the Heads of the related Chairs, professors, associate professors, senior lecturers, lecturers and visiting professors / lecturers.

In Jurisprudence, the gender ratio is 44% men and 56% women, in State Audit, 76% of teachers are women and 24% men.

4.1.2 Scientific Qualification of Teaching Staff (Asterisk Criterion)

All programmes

The provision of higher education institutions with full-time teaching staff in accordance with the courses of the educational programme is stipulated by Order of the Ministry of Science and Higher Education No. 4 of January 2024 “On the approval of qualification requirements for the educational activities of organisations providing higher and/or postgraduate education, and a list of documents confirming compliance with them”.

Staff recruitment for vacant positions falls within the competence of the HR department and is carried out on a competitive basis according to the HR Policy of the ENU, the Rules on the procedures for recruitment, admission, adaptation, transfer and dismissal of employees of the ENU, the staffing schedule and the job descriptions. The invitation of foreign lecturers is regulated by the Rules on attracting foreign specialists and the procedure for reimbursement of expenses for invitations.

When selecting candidates, ENU's Competition Commission takes into account the academic degrees and titles of the potential employees, their teaching and research experience, methodical and scientific publications, as well as their English language proficiency. The decision on hiring a candidate is made by the Rector of the University on the basis of the meeting minutes of the Competition Commission. For hiring visiting lecturers, no formal competition procedure is necessary; the recruitment is carried out in accordance with the relevant civil law legislation.

For each of the study programmes, the University has provided a staff handbook, where the qualification levels, the academic career and the main publications of each teacher are described.

According to the approved “Qualification Characteristics of Academic and Teaching Positions”, the requirements for the teaching staff include the possession of academic degrees and titles, work experience, educational background, and other competencies.

Qualification requirements for appointment to the position of Senior Lecturer:

- Higher and postgraduate education (holding an academic Master of Science degree and/or an academic degree such as Candidate/Doctor of Science, Doctor of Philosophy (PhD), or Doctor of Science in the relevant field) corresponding to the training profile.
- At least three years of experience in scientific and pedagogical activity, including a minimum of three years in a teaching position, or at least five years of practical work experience in the relevant speciality (activity profile).
- Scientific publications in domestic scientific journals recommended by the authorised body, as well as in international scientific publications, and educational or methodological works corresponding to the personnel training area.
- Possession of professional certificates in the relevant training profile within the last three years (preferred).

Appointment to the position of Associate Professor at the University is carried out after the conferment of the academic title of Associate Professor in accordance with the “Rules for

Assigning Academic Titles” approved by the Ministry of Science and Higher Education of the Republic of Kazakhstan.

Appointment to the position of Professor at the University is carried out after the conferment and confirmation of the academic title of Professor in accordance with the “Rules for Assigning Academic Titles”. The academic title of Professor is awarded to applicants who already hold the academic title of Associate Professor or Senior Research Fellow and work full-time in the organisation submitting the application.

As part of its staff development strategy, ENU supports international internships and professional development. In recent years, the number of PhD graduates who completed their doctoral studies abroad has increased, enhancing the international expertise of the academic staff and enabling the launch of multilingual educational groups. ENU supports the professional development of academic staff, including financial assistance for participation in conferences, research projects, and professional development courses.

For the professional development and realisation of the creative potential of all categories of employees, ENU implements mechanisms of moral and material incentives, including letters of appreciation, certificates of merit, bonuses, nomination for the honorary title “Honorary Worker of Education of the Republic of Kazakhstan”, and recommendations for participation in the “Best University Teacher” competition, which is awarded annually by the Ministry of Science and Higher Education of the Republic of Kazakhstan.

In both programmes, the faculty actively publishes in leading domestic and international scientific journals indexed in Scopus and Web of Science, and participates in international conferences, expert councils, and professional associations. In the last five years (period of 2021 to 2025), teaching staff of the Faculty of Law published 64 publications, including eighteen articles in highly rated scientific journals included in the first and second quartiles of the Journal Citation Reports classification.⁷ In the same period, State Audit faculty members published 257 publications, including monographs, articles in international and domestic journals, and conference papers.⁸

4.1.3 Pedagogical Qualification of Teaching Staff (Asterisk Criterion)

All programmes

High pedagogical standards are required for teaching positions at ENU. Besides the possession of an academic degree at the needed level, prior teaching experience is compulsory (typically three to five years for Senior Lecturer, Associate Professor or Professor positions), as is regular professional development through advanced training and retraining programmes.

ENU provides opportunities and institutional support for the professional development of academic staff through the Institute of Continuing Education, a structural division of the University that carries out educational activities to improve the qualifications of faculty and

⁷ Jurisprudence SER, p. 35.

⁸ State Audit SER, p. 35.

research staff. Continuous education includes participation in certified courses, for example, through the Coursera platform, covering IT competencies and modern teaching methodologies, in conferences, joint projects with partner universities and funded access to continuing education programmes.

For both programmes, pedagogical and didactic qualifications are further demonstrated through membership in the Educational and Methodological Association of the Republican Educational and Methodological Council for Higher and Postgraduate Education in the field of “Business, Management, and Law”, as well as through the authorship of teaching and learning materials, textbooks, study guides and monographs.

During the 2023/2024 academic year, the University administration offered the department’s academic and teaching staff the opportunity to complete professional development courses on the Coursera platform. The number of faculty members who completed training amounted to 91% of the total staff.

From 2022 to 2025, the Institute of Continuing Education organised several courses to enhance pedagogical qualifications, such as a Digital Literacy courses at Silver IT University, “Smart University: digital skills, online learning, artificial intelligence”, “IT competencies and online learning methods”, “Organisation of Education for Students with Special Educational Needs in an Inclusive Education Environment”, and “Trends in Education: The Learner-Centred Approach as a Vector of Modern Education”. Furthermore, the University is implementing a training project using the unique educational platform “Easy English” to enhance the professional knowledge of its staff in English.

4.1.4 Internationality of Teaching Staff

All programmes

As part of its staff development strategy, ENU actively supports international internships and professional development, facilitating international integration and cooperation with foreign universities regarding academic mobility for students and teaching staff. ENU has academic mobility agreements with more than 500 other foreign universities. Currently, the programmes “ENU Students Ambassador”, Erasmus+, Orhun, ITEC, and Dora Plus are implemented. Students as well as academic staff can apply to them. The University finances travel and accommodation from targeted and internal budgets, and partially reimburses expenses related to visas, medical insurance and other associated services. Furthermore, academic staff members participate in international conferences.

As described in chapter 3.1.2, every PhD student has two PhD supervisors, one of whom is a scholar from a foreign university, introducing their individual international perspective. These are from countries such as Lithuania, Poland, Russia, the United Kingdom, Germany, or Belarus.

Jurisprudence

The Faculty of Law cooperates with foreign universities, including Jagiellonian University (Poland), Vilnius University (Lithuania), Peoples’ Friendship University of Russia (Russia) and others. Academic staff regularly undertake international training placements and research

internships, such as at the Institute of European Law, Osnabrück University (Germany), Queen Mary University (United Kingdom) and Harbin Institute of Technology (China).

The programme invites foreign scholars and lecturers, such as visiting professors from Italy (University of Ferrara) and Germany (Osnabrück University), as well as guest lecturers from China (Shanghai University of Political Science and Law), Russia (Lomonosov Moscow State University), Switzerland (University of Fribourg) and Uzbekistan (Tashkent State University of Law).

State Audit

There are faculty members who have experience in international research and teaching abroad. For example, one teacher was in Romania (University of Iasi), Italy (University of Milano-Bicocca), Poland (University of Rzeszow), Belarus (Grodno State University), and Latvia (University of Economics and Culture).

The programme invites foreign scholars and lecturers, such as via the Erasmus+ Jean Monnet Chair “Euroaudit”⁹, with visiting professors from Germany (East Bavarian University of Amberg-Weiden), and Poland (Warsaw University of Technology; Katowice Business University; Stanisław Staszic Academy of Applied Sciences).

4.1.5 Internal Cooperation within the Faculty (Asterisk Criterion)

All programmes

Collaboration among academic staff is guided by the University’s internal regulatory framework (Code of Corporate Culture of ENU Employees and ENU Doctoral Programme Regulations §§ 1, 4) and is manifested in the continuous exchange of pedagogical, methodological and research expertise. Systematic interaction occurs both within teaching activities and in the context of scientific research. Faculty members discuss coordination of syllabi, share teaching and research literature, co-author academic publications, and participate jointly in scientific competitions.

Internal interaction among faculty and department-level issues is conducted at regular and extraordinary department meetings. The department’s meeting agenda regularly addresses issues related to the development and implementation of study programmes. They serve as a platform for discussing challenges in teaching, as well as academic, methodological, research, and educational work, involving the entire faculty. The results of these meetings are recorded.

To share teaching experiences and improve teachers’ professional skills, as well as to master modern teaching methods and techniques, mutual visits to classes are conducted according to an approved schedule. The results of these visits are analysed and discussed at department meetings and are reflected in the department journal.

A key collaboration feature of the programmes is the collaborative leadership model, implemented through a pairing of a national supervisor and a foreign academic advisor.

⁹ <https://project8438097.tilda.ws/>.

The Departments collaborate with other departments within the Faculty of Economics or Law by organising preliminary defences of doctoral dissertations at an extended faculty meeting. Each dissertation undergoes an internal review by at least three faculty members from other departments. The results of the discussions are recorded in the minutes of the extended meetings and serve as the basis for admitting the doctoral candidate to defend their dissertation before the dissertation council.

Appraisal:

The structure and number of teaching staff in the doctoral programmes ensure the achievement of the intended qualification objectives. ENU has established policies to ensure the continuous delivery of the doctoral programmes and to promote a balanced gender ratio among teaching staff.

The academic and pedagogical qualifications of the teaching staff in the study programmes align with the qualification objectives and support the scientific education of the doctoral students. ENU verifies the qualifications of the teaching staff by means of an established procedure. The research activities correspond to the orientation of the doctoral programmes and support the scientific education of doctoral students. Specific measures for further qualification of the teaching staff are implemented. ENU offers and promotes pedagogical training for its teaching staff. Teaching staff are members of the Educational and Methodological Association of the Republican Educational and Methodological Council for Higher and Postgraduate Education in the field of "Business, Management, and Law".

Doctoral supervisors, who are lecturers from foreign countries, hold international academic degrees and/or international professional experience appropriate for the supervision of doctoral students, have relevant experience in international research and/or teaching abroad, and promote the acquisition of international competencies and skills.

There is a regular process for internal cooperation between doctoral supervisors and other teaching staff in the doctoral programmes. The teaching staff cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the doctoral programmes take place regularly.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.1	Teaching Staff						
4.1.1*	Structure and Number of Teaching Staff (Asterisk Criterion)			X			
4.1.2*	Scientific Qualification of Teaching Staff (Asterisk Criterion)			X			
4.1.3*	Pedagogical Qualification of Teaching Staff (Asterisk Criterion)			X			

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.1.4	Internationality of Teaching Staff			X			
4.1.5*	Internal Cooperation within the Faculty (Asterisk Criterion)			X			

4.2 Cooperation and Partnerships

4.2.1 Scientific Integration of the Doctoral Students (Asterisk Criterion)

All programmes

In accordance with the University Development Strategy for 2021 to 2026, within the framework of Strategic Direction 3, “Internationalisation and Development of International Cooperation,” the University is implementing a policy aimed at strengthening and developing existing international agreements and establishing new partnerships. The goal of this direction is to integrate the University into the global educational and scientific space, enhancing its international competitiveness and academic reputation.

Within the framework of cooperation agreements, the University regularly conducts joint events with partner HEIs, which are reflected in the annual development plan of ENU’s Department of International Cooperation. Furthermore, ENU promotes academic mobility, including through the Erasmus+ programme, the MEVLANA academic exchange programme, the ORHUN academic exchange programme, the UGRAD student exchange programme of the US Department of State, and the DAAD academic exchange programme.

With their international HEI cooperation partners, ENU cooperates in areas such as

- Joint scientific research;
- Exchange of specialists, internships, and academic mobility;
- Exchange of information in scientific and academic work
- Participation in scientific forums, conferences, and seminars
- Joint conferences and seminars;
- Access to library and informational resources.

In accordance with the Doctoral Programme Regulations, a mandatory part of the programme is a foreign research internship lasting at least 30 calendar days, which aims to ensure the inclusion of doctoral students in global academic networks and improve their research competence in the fifth semester of study. Internships take place at leading foreign universities and research centres.

Jurisprudence

Doctoral students regularly participate in scientific seminars organised by the department and faculty, where they present the interim results of their research and receive feedback from colleagues and academic supervisors. These events create a platform for discussing current

issues in jurisprudence and exchanging methodological approaches. Joint publication activities by doctoral students are encouraged, including co-authoring articles for peer-reviewed journals, including publications indexed in Scopus and Web of Science databases.

Doctoral students are involved in interdisciplinary research projects funded by grants from the Ministry of Science and Higher Education of the Republic of Kazakhstan, as well as international foundations. For example, following the results of the Competition for Grant Funding for 2025–2027, funded by the Ministry of Science and Higher Education of the Republic of Kazakhstan.

ENU supports doctoral students' participation in international scientific events, such as in the opening ceremony of the China-SCO Innovative Postgraduate Training Centre, as well as the launch of the Harbin Institute of Technology International Campus as part of an international conference held in China.

In August 2025, ENU hosted an international scientific and practical conference entitled "Trends in the Development of Civil Procedure and Arbitration in Kazakhstan and Other Central Asian Countries".

State Audit

Academic mobility, international integration, and research collaboration among doctoral students are part of the programme's development strategy. Doctoral students are involved in departmental research seminars, where their work is discussed with external experts, employer representatives, and international partners.

Doctoral students participate in research internships under agreements with the Financial University under the Government of Russia, the Belarusian State University of Economics, Yanka Kupala State University of Grodno, Otto-von-Guericke University in Germany, and Lomonosov Moscow State University in Russia.

4.2.2 Networking of the Scientists

All programmes

The development of international scientific cooperation is part of the University's strategic documents, including the ENU Development Strategy until 2030 and the Education Internationalisation Programme.

In accordance with its strategy, ENU allocates special budget funds to support international scientific cooperation, including financing business trips, organising conferences and implementing joint projects. The memorandum establishes joint supervision and scientific consultation in the writing of doctoral dissertations, conducting joint research, lectures and scientific events.

Jurisprudence

ENU has concluded a number of strategic agreements with foreign educational and scientific institutions, with the aim of providing a solid foundation for scientific cooperation:

- with Osnabrück University (Germany), there is long-term cooperation in the field of legal research, including teacher exchanges, joint research projects and dual degree programmes;
- with the University of Ferrara (Italy), there is a partnership in international and comparative law with a focus on tax law and European integration;
- In accordance with the agreement with the Bolashak Kazakhstan Centre for International Programmes, a professor completed a research internship at the University of Osnabrück (Germany) from March 2024 to February 2025.

The agreements provide for overseas research internships for teachers, aimed at improving their academic qualifications and enhancing the educational process. The agreements form the basis for the development of joint programmes and double degrees, the attraction of guest lecturers, joint scientific research, publications, participation in projects and other competencies relevant to the strategic objectives of the programme.

An important step in institutional development was the faculty's accession to the Association of Law Schools of the Shanghai Cooperation Organisation, which expands opportunities for joint research and academic exchange among member countries. Cooperation is also developing with European organisations such as the Centre for Information on Mobility and Academic Recognition and the European Public Law Organisation to discuss the prospects for digitalisation and cross-border integration of education.

The programme's lecturers are involved in preparing academic papers and participating in the publication of the ENU Bulletin "Jurisprudence", which involves the most promising doctoral students as co-authors.

One professor is a member of the Association of Eastern Law Lawyers at the Christian-Albrechts-Universität zu Kiel (Germany). An internship in Kiel contributed to the study of advanced methods of teaching legal disciplines, the establishment of long-term scientific contacts with German colleagues, participation in the work of the Association, and the preparation and publication of the collective monograph "Unabhängigkeit der Justiz. Eine rechtsvergleichende Studie über das System der Justiz in Kasachstan und in Deutschland".

International scientific conferences are organised annually with the participation of leading legal scholars from more than fifteen countries, creating a platform for the exchange of experience and the establishment of new scientific contacts.

State Audit

Interaction of scientists covers both internal cooperation within universities and external international collaborations. Foreign scientists participate as scientific consultants, professional auditors as expert reviewers (members of the Professional Council of Audit Activities of Kazakhstan), while the implementation of international scientific projects (Erasmus+ Jean Monnet project "Euroaudit") facilitate the exchange of best practices and scientific results in the field of auditing.

Scientific cooperation of the department's professors with foreign scientists is furthermore realised through participation as members of the editorial board of Kazakhstani and international journals, publication of the results of joint research in journals indexed by Scopus and Web of Science. Moreover, the department collaborates through joint dissertation supervision and dissertation review, which aims to contribute to the expansion of scientific influence and integration into the international research quality assessment system.

4.2.3 Networking of the Doctoral Students

All programmes

The internal digital platform Smart.ENU is an integration platform of the University that combines educational, scientific, personnel and service processes. It allows doctoral students to exchange scientific materials, discuss research issues, plan joint events, coordinate the work of clusters, and create virtual research groups that include doctoral students and their foreign colleagues from partner universities. Google Workspace and Mendeley are used for collaborative work on doctoral articles, and discussions take place in Microsoft Teams.

Jurisprudence

In line with the objectives of the programme, a system has been established to facilitate the exchange of experience and research findings among doctoral students and to expand scientific knowledge.

The departments facilitate masterclasses, such as on the topic "How to publish an article in international scientific databases: from idea to Scopus", held in April 2025. The aim of the masterclass was to develop international publishing activity master's students', doctoral students' and young researchers' practical skills in preparing articles for publication in the Web of Science, Scopus and Google Scholar databases, and improve the quality of scientific works.

The departments furthermore facilitate round table discussions, such as in October 2025 on the topic "Some issues of applying artificial intelligence in the field of law: problems and prospects".

State Audit

The Department of State audit hosts a research seminar as a permanent platform for academic discussions, the sharing of research results, and the implementation of joint initiatives. Seminar meetings are held at least once a month and include discussions of methodological approaches, presentations of interim dissertation research results, and consultations on preparing publications in international journals.

Doctoral students participate in organising and holding international conferences of the University, including the annual sections "State Audit and Governance" and "Strategic Management in the Public Sector".

In 2024, a series of joint round tables in the Erasmus+ Jean Monnet format was held as part of cooperation with universities in Germany, Poland and Lithuania. The included workshops, where doctoral students presented the results of their research aimed at developing State auditing and ensuring transparency in public administration.

Appraisal:

Cooperation with HEIs and other scientific establishments is an integral part of the programmes. Doctoral students are encouraged to participate in relevant conferences and to take part in other scientific events and activities.

ENU takes measures to promote exchange between scientists and doctoral students by supporting doctoral student mobility. Doctoral students are encouraged to participate in relevant conferences and to engage with other scientific events and institutions. All measures to promote the academic integration of doctoral students are strategically designed, and scientific networking provides a recognisable benefit for doctoral students.

In line with its objectives, the doctoral programmes promote the exchange of experiences and research results among doctoral students and contributes to the broadening of research-based knowledge.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.2	Cooperation and Partnerships						
4.2.1	Scientific Integration of the Doctoral Students (Asterisk Criterion)			X			
4.2.2	Networking of the Scientists			X			
4.2.3	Networking of the Doctoral Students			X			

4.3 Programme Management

4.3.1 Structural Organisation (Asterisk Criterion)

All programmes

The management of the State Audit programme is represented by the Dean of the Faculty of Economics, the Deputy Deans for Academic Affairs, Scientific Work and Work with Students, as well as the Head of the Department of State Audit. The Jurisprudence programme is managed by the Dean of the Faculty of Law, the Deputy Deans for Scientific Work and Work with Students, as well as the Heads of the Departments of Criminal Law and of Constitutional and Civil Law.

The departments are the basic organisational units responsible for study programmes. They supervise programme-related activities, coordinate and support the work of teachers who develop and conduct particular modules, organise the work of the educational and methodological commissions through department meetings, methodological meetings and expert discussions of plans. The Heads of the Department appoint faculty members to tasks

in accordance with the departments' work plans and organise and monitor the work of advisors and student curators.

Doctoral students are provided with personalised support that reflects their individual research development trajectories. The departments regularly monitor the implementation of individual study plans and provide doctoral students with timely consultations. Assistance is provided in organising research internships, including the selection of host organisations and the preparation of the necessary documentation.

4.3.2 Management Support

All programmes

ENU has established an administrative support system that provides support to doctoral students and teaching staff at all stages of the educational process, teaching and research. The process is coordinated by the Department of Academic Affairs and the Office of Postgraduate Education, and the Department of State Audit, as well as the Departments of Criminal Law and of Constitutional and Civil Law play the primary organisational role.

The Department of Academic Affairs implements the strategic development of the doctoral programmes, aims to ensure the quality of the content of educational and methodological work, and improves the standards of service provision to students and the educational process.

The Registrar's Office under the Department for Academic Affairs operates both offline and online through the "Virtual Registrar's Office" section on the University's official website. The responsibilities of the office include maintaining academic documentation, registering students for courses, forming class schedules and academic groups, recording and transferring academic credits, organising examination sessions and summer semesters, calculating GPA, and assigning scholarships and compensations. It also issues academic orders related to student status (enrolment, expulsion, academic leave, transfer, and graduation). The office ensures the preparation and issuance of educational documents, the processing of duplicates and diploma supplements, the maintenance of student personal files, and provides consultation on academic matters. To facilitate prompt communication with students, a Call Centre has been established.

The Department of Postgraduate Education helps with the preparation of scientific internships, approval of dissertation research topics, scientific advisers, and the preparation of orders for graduation.

The Career and Business Partnerships Department coordinates the professional internship and employment processes for graduates, coordinating interactions with external partners and employers.

The Department of International Cooperation coordinates work on international cooperation and the development of academic mobility, provides consultations and supports students in topics regarding international mobility.

ENU has an Ombudsman institution, whose main role is to provide advice to employees, students, and participants in labour disputes and conflicts.

The Anti-Corruption Compliance Service is responsible for ensuring transparency of activities, preventing corruption, and monitoring compliance with anti-corruption legislation and corporate standards.

Furthermore, ENU operates a Centre for Inclusive Support, a Department for Social and Civic Development, a Medical Service, Sports Club, a Centre for Psychological Assistance, as well as various student associations such as the Youth Centre, student clubs, the Student Parliament, and the volunteer movement “Qamqor”.

Appraisal:

The responsibilities for programme management, both academic and organisational, are clearly defined and ensure that the programmes run smoothly.

Administrative staff support teaching staff and students in the organisation of the study programmes. Decision-making processes for administrative support services are clearly defined and take into account the specific circumstances of students and teaching staff. ENU provides administrative staff with opportunities for continuous professional development.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.3	Programme Management						
4.3.1*	Structural Organisation (Asterisk Criterion)			X			
4.3.2	Management Support			X			

4.4 Material Resources

4.4.1 Quality of the Classrooms and Working Places (Asterisk Criterion)

All programmes

ENU comprises seven academic-laboratory and administrative buildings, seven student houses and dormitories, the House of Young Scientists, the small family dormitory for students and teaching staff, the “Eurasia” sports complex, the canteens, the sports and recreation centre “Tymar”, and the building of a scientific library.

To ensure accessibility of the educational environment, the University buildings are equipped with ramps, tactile markings, and visual indicators for persons with visual impairments. For students with limited mobility, classes are held in classrooms located on the ground floor.

Classrooms are available not only during teaching hours but also, with faculty approval, for laboratory work, project preparation, and research activities. Routine cosmetic repairs are carried out periodically, and they are equipped with modern furniture, ventilation and lighting systems.

The Jurisprudence programme has access to seven lecture halls of varying sizes, offering between eight and 154 seats, a Forensic Laboratory of the Department of Criminal Legal Disciplines, a training laboratory, and a teacher's office with twenty seats.

The State Audit programme has access to three classrooms and two teacher offices.

All classrooms are equipped with multimedia projectors, screens and built-in computers. Interactive panels are installed in 70% of the classrooms. Academic staff use multimedia presentations, video lectures and demonstrational materials with access to the Internet and the University's local network. Electronic courses are utilised, and remote consultations are conducted via Microsoft Teams and Zoom. The building offers free internet access. Wi-Fi. Free and convenient access to key information systems and resources necessary for effective learning and teaching is provided.

Students and teachers have access to the following resources:

- Information System *Platonus* for registration for courses, receiving grades, class schedules, access to syllabi and course materials, as well as student and teacher surveys;
- Smart ENU (smart.enu.kz) is a platform for obtaining up-to-date information about the educational process, schedules, events, announcements, etc.;
- MOOC ENU (mooc.enu.kz) is a system for taking online courses, self-studying subjects, and hosting digital educational resources. When organising the educational process using distance learning technologies, the department's teaching staff primarily utilises the capabilities of the MOODLE.enu.kz and MOOS.enu.kz platforms. Still, Microsoft Teams, Webex, as well as Moodle are available;
- Corporate email is the primary means of official communication within the University.

Furthermore, teachers have access to Directum ENU (directum.enu.kz), an electronic document management system used for official correspondence, approval, and storage of internal documents.

All of these systems are integrated into the University's unified information space and are accessible 24/7 online using personal logins and passwords. Students and faculty are promptly provided with consultations and technical support regarding access and use of these systems.

Regarding the general principles of sustainable development in education, ENU's infrastructure and development strategy can be characterised by the following directions:

- Environmental sustainability through renovation of buildings, laboratories and equipment in line with energy efficiency and modern standards; reduction of resource consumption; implementation of "green" technologies (LED lighting, high-efficiency ventilation/air-conditioning).

- Social sustainability: ensuring equal access for all students to quality educational conditions, equipment and laboratories; creating a safe and comfortable learning environment; supporting research aimed at societal issues and sustainable development.
- Economic sustainability: efficient use of resources, strategic financial planning, infrastructure modernisation, considering long-term maintenance costs.
- Institutional sustainability: continuous monitoring, updating of infrastructure, laboratories and study programmes.

4.4.2 Equipment (Literature, Magazines, Databases) for the Library (Asterisk Criterion)

All programmes

ENU's scientific library's¹⁰ physical infrastructure includes twelve reading rooms with 830 seats, including a specialised "Scholars' Room" and a dissertation room. The physical library is open daily from 8:00 am to 8:00 pm.

The total collection exceeds 1.4 million items, of which more than 377,000 are scientific literature. Doctoral students are provided with 100% access to the necessary literature for their respective programme. For users with special educational needs, there is an inclusive information and resource room equipped with specialised equipment and software.

Students have round-the-clock access to the electronic catalogue and subscription databases, which include scientific journals, books, and dissertations. Access to resources is available both on-campus and remotely through a secure login on the library website. During the 2024/2025 academic year, the library recorded 355,593 views of electronic documents and 910,417 search queries in the electronic catalogue.

A key element of research support is a subscription to twenty-five international and national databases, providing access to up-to-date scientific information, with

- scientometric databases such as Web of Science and Scopus for citation analysis and publication search,
- international full-text databases: such as Springer Link, Cambridge Core, Wiley Online Library, JSTOR, ProQuest Dissertations & Theses Global, etc.,
- national and regional resources, such as the JURIST database, Kazakhstani and foreign electronic library systems (Elsantar.kz, Lan, Znanium.com, etc.).

To support research activities, the library operates a Department for Research Support and Institutional Repository, which provides researchers with up-to-date information, assists in increasing publication visibility and author metrics (including the h-index), and offers training on working with scientometric platforms and databases. Additionally, the library houses the American Corner and Maker Space, which provides resources for learning English and mastering digital technologies (3D modelling, robotics), thereby promoting the development of interdisciplinary skills. ENU provides access to programmes such as SPSS, Stata, Python (Notebook) and Project Expert, which are standard tools for economic analysis and modelling.

¹⁰ <https://lib.enu.kz/en/>

Furthermore, students have access to the following types of software:

- Electronic libraries, archives and repositories, such as DSpace/Repository.ENU.
- Legal databases and programmes, offering access to legal information systems (legislation, case law) through the *Platonus* portal.
- Specialised tools for research activities, such as datasets and software for statistical analysis.

Appraisal:

The quantity, quality and equipment of the facilities correspond to the necessities described for the study programmes. The requirements for students with special circumstances are adequately taken into account. A sufficient number of workplaces (individual and for study groups) is available.

Sufficient IT equipment and software appropriate for the programmes are available. The technical equipment is adequate for online learning elements as applied to the study programmes' concept and content. ENU operates a broadcasting studio, where MOOCs are professionally recorded. Technical support is offered to students during working hours. The requirements for students with special needs are adequately provided.

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the doctoral students.

Online access to technical literature is guaranteed. Outside of ENU's campus, doctoral students have digital access to a large section of technical literature. The most important databases are accessible totally free of charge.

During the on-site visit, the expert team learned that Kazakhstan's national subscription to SCOPUS had not been renewed. As a result, at the time of the visit, ENU also had no access to SCOPUS, since it, like other universities, relied on this national subscription. As publishing in SCOPUS is very common in Kazakhstan, the expert panel hopes that this situation will be resolved or that ENU will independently subscribe to SCOPUS.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.4	Facilities and equipment						
4.4.1*	Quality of the Classrooms and Working Places (Asterisk Criterion)			X			
4.4.2*	Equipment (Literature, Magazines, Databases) for the Library (Asterisk Criterion)			X			

4.5 Finance Planning and Financing

4.5.1 Finance Planning and Financing of the Doctoral Programme (Asterisk Criterion)

All programmes

As a National University, ENU is state-funded, including the costs of teaching staff, administrative staff, facilities, library and other services.

The University's income is formed from income from educational services (both under the state order and on a paid basis), research activities, and other services:

- State budget (subsidies, grants, targeted programs);
- ENU's own funds (tuition fees, research projects, commercial activities);
- Partner investments (sponsors, business entities, foundations);
- International grants and investments, endowment fund.

Funds from the republican budget are allocated to fulfil the state order for training personnel with higher education, in accordance with the number of students and the cost of education per student (state educational grant), which is approved annually by a Resolution of the Government of the Republic of Kazakhstan.

The rules for the calculation of tuition fees per student for the state-funded HEIs are approved by the Ministry of Education and Science. A tuition fee per student is calculated based on the number of teaching staff involved in the programme. The total number of teachers is defined by the ratio of students to one teacher.

The purchase of technical equipment and teaching materials is carried out according to the public procurement plan, which is annually approved by a commission headed by the Rector of the University.

4.5.2 Financial Support and Scholarship Programmes

All programmes

ENU provides doctoral students with forms of financial support. There is a state grant provided through the Ministry of Science and Higher Education of the Republic of Kazakhstan. The grant covers the full cost of tuition, including tuition fees and a monthly stipend for the doctoral student. If a doctoral student does not receive a grant, they can continue their studies on a fee-paying basis at their own expense.

Doctoral students can receive financial support through other state and international grant programmes aimed at conducting scientific research and internships (for example, "Zhas Galym", ERASMUS+, DAAD and others), as well as participation in grant research projects that provide additional remuneration for research activities within the framework of grant funding.

Additionally, the University provides doctoral students with the opportunity to be employed in part-time or full-time positions (e.g., trainee lecturer, research assistant) within the framework

of scientific projects. ENU pays for participation in research projects, including participation in grant projects. All doctoral students undergo a foreign research internship in the country of their foreign advisor, with full financial support (travel, accommodation, and research).

The University also encourages doctoral students' research and publication activities by providing allowances and bonuses for publications in Q1-Q2 journals, thereby stimulating participation in global research projects and enhancing the prestige of the programmes.

Appraisal:

As ENU is a state-funded national university, income from the study programmes ensures that each cohort of doctoral students starting within the accreditation period can complete their doctoral degrees.

In accordance with the objectives, the finance planning considers staff planning for scientific employees/doctoral positions.

In accordance with the objectives, ENU guarantees the financial protection of doctoral students and supports them in their financial situation by informing them about opportunities for scholarships or grants and providing the necessary financial counselling to complete the doctoral degree.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.5	Finance Planning and Financing						
4.5.1*	Finance Planning and Financing of the Doctoral Programme (Asterisk Criterion)			X			
4.5.2	Financial Support and Scholarship Programmes			X			

5. QUALITY ASSURANCE

5.1 Quality Assurance in terms of Contents, Processes and Research (Asterisk Criterion)

All study programmes

ENU has established a quality assurance system working on the level of the institution as a whole, its faculties and study programmes. This system comprises several sub-systems based on different technologies, methods, and tools, and involves both internal and external stakeholders.

Quality assurance is carried out in accordance with the “Quality Assurance Policy” as well as the University’s internal documents regulating the procedures and requirements for educational, research, and training processes. All documents are posted on the Smart ENU corporate platform as well as the University website.

Each structural unit (faculty, department, division, office) is responsible for ensuring the quality of the educational process within its competence, while the overall coordination is carried out by the Department of Quality Assurance. The main objective of the Department of Quality Assurance is to maintain and improve the system of internal quality assurance and internal control, aimed at increasing the efficiency of structural divisions and developing a quality culture at the University, as well as improving the quality of educational and research activities, and increasing the satisfaction of key stakeholders by identifying and addressing their needs.

The quality assurance process is implemented in stages and includes four main steps:

- development of a regulatory framework and planning of activities in the field of quality assurance;
- collection of data reflecting the status and dynamics of quality indicators;
- analysis of the results obtained in order to identify strengths and areas for improvement;
- implementation of corrective measures and changes based on analysis and feedback from stakeholders.

Monitoring of the quality of study programmes is conducted regularly in accordance with the internal document “Regulations on Monitoring to Assess Internal Quality Assurance of ENU Study Programmes”. Feedback is provided in accordance with University-wide Survey Guidelines. As part of internal quality assurance, regular surveys are conducted in the following areas:

- employee satisfaction with working conditions (administrative and managerial personnel);
- survey of graduates;
- survey of first-year students on the reasons for choosing ENU;
- assessment of the organisation and implementation of practices;
- assessment of student satisfaction with the quality of teaching of disciplines (once every semester);
- assessment of employer satisfaction with the quality of graduate training;

- assessment of student satisfaction with learning conditions and the university ecosystem;
- assessment of the satisfaction of the teaching staff with working conditions.

The results of surveys and monitoring are discussed at staff meetings, meetings of the Academic and Methodological Council, the Academic Council, and the University's Academic Council. Following these discussions, reports are sent to the faculty for further analysis, discussion with the faculty and students, and corrective action. All reports are posted on the Smart ENU corporate platform.

5.2 Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion)

All study programmes

The doctoral programmes' quality assurance system is integrated into ENU's institutional quality concept "Quality Assurance Policy" and aligns with the priorities defined in the "ENU Development Strategy for 2021-2026" through planning, standardised internal and external control procedures, and the development of a culture of academic responsibility, transparency, and continuous improvement.

According to these documents, quality assurance is a strategically important area aimed at achieving ENU's mission of creating a competitive, academically free, and research-oriented educational environment. The internal quality assurance system is regulated by the "Regulations on Monitoring and Evaluating the Quality of Doctoral programmes" and the "Guidelines for Internal Quality Assurance Standards".

Developing an academic culture based on the principles of integrity, transparency, and equal access is deemed important. At the faculty and department levels, faculty and doctoral students are actively involved in self-evaluation processes, discussing monitoring results, and developing proposals to improve programme delivery quality.

5.3 Evaluation by Doctoral Students

All study programmes

An important tool for quality assessment is the student feedback system, implemented through surveys. In the *Platonus* automated academic management system, under the "Surveys" tab, the "Student Satisfaction with the Quality of Teaching" surveys are available. The surveys are anonymous, and respondents' personal data is encrypted. Students evaluate programmes twice a year, in December and April. Based on the results, the Department of Quality Assessment analyses and interprets the data. Results are discussed at meetings of the Academic Council, Methodological Council, and University Senate. At the faculty level, survey results are reviewed at department meetings, and corrective actions are taken.

Students participate in the following surveys:

- first-year student motivation survey;

- student satisfaction with learning conditions and the ENU ecosystem, which evaluates the teaching quality of programme disciplines (theoretical level), use of diverse teaching methods, development of skills and competencies, as well as overall satisfaction with disciplines within the programme;
- evaluation of internship organisation;
- evaluation of satisfaction with the quality of teaching.

Furthermore, at the end of each academic period, the departments hold discussions with students on the content of the study programmes, the quality of courses, workload, and the topics of final projects. Student suggestions are taken into account in the development of the study programmes and documented in the minutes of department meetings.

ENU also has a system for responding to student complaints, which is aimed at ensuring and improving the quality of the educational process, as well as providing support in cases where students encounter problems. A number of effective practices and mechanisms are used for this purpose.

If necessary, students can contact the university administration directly. Personal appeals can be made in the following ways:

- In person at a meeting with the University management or department heads.
- By email, sending a message to the official University addresses.
- Through the official University website, using the available feedback forms.

5.4 Evaluation by Supervisors and Faculty

All study programmes

The Department of Quality Assurance conducts an annual survey of teaching staff to assess working conditions and analyses the results to identify key issues and areas for improvement. Based on the analysis, recommendations are made to the University management and structural units to increase faculty satisfaction, improve their working conditions and stimulate academic motivation.

The quality of the educational process is assessed by the teaching staff at department meetings through open classes, mutual visits as well as working groups. These forms facilitate the exchange of pedagogical experience, the identification of teaching strengths, and the determination of areas for improvement in methodological approaches. The results of inspections are documented, analysed and used to make improvements in the study programmes.

5.5 Evaluation by Third Parties (Graduates and other external Stakeholders)

All study programmes

ENU establishes and maintains continuous cooperation with labour market representatives and employers. They participate in the development and evaluation of educational

programmes, professional internships, expansion of practice bases, development of final thesis topics, activities of the state attestation commission, joint research projects, and assistance in graduate employment.

External parties, including graduates, employers and practice partners, regularly evaluate the study programmes. Graduate surveys are conducted to assess satisfaction with the quality of the educational process, including the teaching of disciplines, the level of methodological support, and the availability of educational literature. Once every year, researchers and practitioners are invited to review the goals, content, and structure of the study programmes. Additionally, employers' opinions and suggestions are recorded during regular job fairs and round tables organised by the University and the Departments.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the study programme with respect to its contents, processes, and outcomes, has been established. This also includes demands on online teaching. The procedure takes into account the evaluation results and an analysis on student workload, success rate and graduate employment. Responsibilities for quality management are clearly defined. ENU ensures that necessary measures and developments are implemented and documented. Representatives of faculty members and students are involved in the quality assurance and development procedures.

The quality assurance of the doctoral programmes is systematically embedded in the quality concept for the research of the faculty and the concept for research of the entire HEI.

An evaluation by the doctoral students of the study programme, learning, teaching and research is carried out on a regular basis and in accordance with a prescribed procedure. The results are documented and communicated to the students and provide input for the quality development process.

Although the University has included a workload question asking students how much time they allocate to a course, the expert panel wishes to make the following **recommendation**: Instead of relying on the current Likert scale, which measures only the perceived workload (e.g., whether it feels too high or too low), the panel recommends collecting more precise and quantitative information. Asking students to indicate the actual number of hours spent on course preparation, revision, and independent study would provide the Quality Assurance system with more meaningful and comparable data.

Quality control of the doctoral programme by supervisors and faculty of doctoral candidates is carried out regularly and in accordance with a prescribed procedure; the outcomes are documented, adequately communicated to all involved, including students, and used as input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process, for example through the annual report on employment.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
5.1*	Quality Assurance in terms of Contents, Processes and Research (Asterisk Criterion)			X			X
5.2*	Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion)			X			
5.3	Evaluation by Doctoral Students			X			
5.4	Evaluation by Supervisors and Faculty			X			
5.5	Evaluation by Third Parties (Graduates, and other external Stakeholders)			X			

Appendices

Curricula

Jurisprudence Curriculum

Sample Curriculum Overview
Here: PhD Programme, 6 Semesters

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester						Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations
		1.	2.	3.	4.	5.	6.	Hours in Class	Hours Self-Study		
	1st Semester										
M1	Module 1 Academic writing	5						45	105		
M 1.1	Academic writing	5						45	105	L,S	Exam (35 min)
M2	Module 2 Legal continuity of the political system of Kazakhstan's constitutionalism (choice 1)	5						45	105		
M 2.1	The formation of constitutionalism and legal pluralism	5						45	105	L,S	Exam (35 min)
M3	Module 3 The trajectory of criminal direction (choice 2)	5						45	105		
M 3.1	Innovative solutions of problems General part of criminal law	5						45	105	L,S	Exam (35 min)
M 4	Module 4 Module scientific-research work and internship	20									
M 4.1	Doctoral research work, including internships and doctoral dissertation	20									Report
	Total in CGES SC	30						90	210		
	2nd Semester										
M1	Module 1 Theoretical legal direction		10					90	210		
M 1.1	Science research methods		5					45	105	L,S	Exam (35 min)
M 1.2	Evolution of the State and the Law of Foreign Countries		5					45	105	L,S	Exam (35 min)
M 2	Module 2 Module scientific-research work and internship		15								
M 2.1	Doctoral research work, including internships and doctoral dissertation		15								Report
M3	Module 3 Theoretical legal direction (choice 1)		5					45	105		
M 3.1	Social and labour relations in the context of digitalization		5					45	105	L,S	Exam (35 min)
M4	Module 4 The trajectory of criminal direction (choice 2)		5					45	105		
M 4.1	Modern methods of protecting national interests		5					45	105	L,S	Exam (35 min)
	Total in CGES SC		30					135	315		
	Total for 1 course	30	30					225	525		

	3 Semester												
M1	Module 1 Scientific-research work and internship			10									
M 1.1	Teaching practice			10									Report
M2	Module 2 Module scientific-research work and internship			20									
M 2.1	Doctoral research work, including internships and doctoral dissertations			20									Report
	Total in CGES SC			30									
	4 Semester												
M1	Module 1 Module scientific-research work and internship				30								
M 1.1	Research intership				10								Report
M 1.2	Doctoral research work, including internships and doctoral dissertations				20								Report
	Total for the 2nd course			30	30								
	5 Semester												
M1	Module 1 Scientific-research work and internship					30							
M 1.1	Doctoral research work, including internships and doctoral dissertations					30							Report
	6 Semester												
M1	Module 1 Scientific-research work and internship						18						
M 1.1	Doctoral research work, including internships and doctoral dissertations						18						Report
M2	Module 2 Module final attestation						12						
M 2.1	Accomplishment and defense a doctoral dissertation						12						DDD
	Total for the 3rd course					30	30						
	Total	30	30	30	30	30	30	22	5	525			

State Audit Curriculum

Sample Curriculum Overview Here: PhD program, 6 Semesters

1st Semester

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester						Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations
		1	2	3	4	5	6	Hours in Class	Hours Self-Study		
M1	Module 1	5						45	105		
M 1.1	Academic writing	5						45	105	L,S	Exam Paper (60 Min)
M2	Module 2	5						45	105		
M 2.1	The methodology of state audit	5						45	105	L,S	Exam Paper (35 Min)
M 2.2	Public finances in the European Union countries	5						45	105	L,S	Exam Paper (60 Min)
M3	Module 3	20									

M 3.1	Doctoral research work, including internships and doctoral dissertations	20									Report
	Total in CGES SC	30						90	210		
	2nd Semester										
M4	Module 4	10						90	210		
M 4.1	Science research methods	5						45	105	L,S	Exam Paper (60 Min)
M 4.2	Strategic audit	5						45	105	L,S	Exam Paper (40 Min)
M5	Module 5	5						45	105		
M 5.1	Audit of state assets and investments	5						45	105	L,S	Exam Paper (35 Min)
M 5.2	Digitalization of public audit with the application of artificial intelligence	5						45	105	L,S	Exam Paper (40 Min)
M6	Module 6	15									
M 6.1	Doctoral research work, including internships and doctoral dissertations	15									Report
	Total in CGES SC	30						135	315		
	Total for 1 course	30	30					225	525		
	3rd Semester										
M7	Module 7			30							
M 7.1	Teaching practice			10							
M 7.2	Doctoral research work, including internships and doctoral dissertations			20							Report
	Total in CGES SC			30							
	4th Semester										
M8	Module 8				30						
M 8.1	Research internship				10						
M 8.2	Doctoral research work, including internships and doctoral dissertations				20						Report
	Total in CGES SC				30						
	Total for 2 course			30	30						
	5th Semester										
M9	Module 9					30					
M 9.1	Doctoral research work, including internships and doctoral dissertations					30					Report
	Total in CGES SC					30					
	6th Semester										
M10	Module 10						30				
M 10.1	Doctoral research work, including internships and doctoral dissertations						18				Report
M 10.2	Accomplishment and defense a doctoral dissertation						12				Dissertation

	Total in CGES SC						30				
	Total for 3 course					30	30				
C	Colloquium										
BA	PhD's Thesis										
total		30	30	30	30	30	30	225	525		