

**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

---

**Bachelor/Master programme:**

Jurisprudence (Bachelor)  
Jurisprudence (Master)  
State Audit (Bachelor)  
State Audit (Master)  
State and Local Government (Bachelor)  
State and Local Government (Master)

---

**Qualification awarded on completion:**

Bachelor of Laws in Jurisprudence  
Master of Laws in Jurisprudence  
Bachelor of Business and Management in State Audit  
Master of Economic Sciences in State Audit  
Bachelor of Business and Management in State and Local Government  
Master of Economic Sciences in State and Local Government

# Decision of the FIBAA Accreditation and Certification Committee

**22<sup>nd</sup> Meeting on June 19, 2026**

## PROGRAMME ACCREDITATION

|                                      |                                                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Number:</b>               | 24/097 Cl. 2                                                                                                                                                                         |
| <b>Higher Education Institution:</b> | L.N. Gumilyov Eurasian National University                                                                                                                                           |
| <b>Location:</b>                     | Astana, Kazakhstan                                                                                                                                                                   |
| <b>Study programme:</b>              | Jurisprudence (Bachelor)<br>Jurisprudence (Master)<br>State Audit (Bachelor)<br>State Audit (Master)<br>State and Local Government (Bachelor)<br>State and Local Government (Master) |
| <b>Type of accreditation:</b>        | For all 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 3.1.4):

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.

**Jurisprudence (Bachelor and Master), State Audit (Bachelor and Master):** Period of Accreditation: March 1, 2025, to February 29, 2032.

**State and Local Government (Bachelor and Master):** Period of Accreditation: March 1, 2027, to February 28, 2034.

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.....                                                                                                                          | 7  |
| Accreditation Data at a Glance .....                                                                                                    | 8  |
| General Information on the Study Programmes.....                                                                                        | 9  |
| Summary.....                                                                                                                            | 21 |
| Quality Profile.....                                                                                                                    | 24 |
| Information .....                                                                                                                       | 30 |
| Information on the Institution .....                                                                                                    | 30 |
| Further Development of the Programme, Implementation of Recommendations from<br>Previous Accreditation.....                             | 31 |
| Statistical Data .....                                                                                                                  | 34 |
| Programme Description and Appraisal in Detail.....                                                                                      | 41 |
| 1. OBJECTIVES .....                                                                                                                     | 41 |
| 1.1 Subject-specific qualifications and employability of students (Asterisk Criterion) .....                                            | 41 |
| 1.2 Positioning of the study programme on the educational market .....                                                                  | 44 |
| 1.3 Positioning of the study programme within the HEI's overall strategic concept....                                                   | 46 |
| 2. ADMISSION .....                                                                                                                      | 48 |
| 2.1 Admission requirements (Asterisk Criterion) .....                                                                                   | 48 |
| 2.2 Ensuring foreign language proficiency (Asterisk Criterion only for study<br>programmes offering courses in a foreign language)..... | 49 |
| 2.4 Selection procedure (if relevant) .....                                                                                             | 49 |
| 2.5 Counselling for prospective students .....                                                                                          | 50 |
| 3. IMPLEMENTATION OF THE STUDY PROGRAMME.....                                                                                           | 53 |
| 3.1 Structure and Content.....                                                                                                          | 53 |
| 3.1.1 Structure of the study programme (Asterisk Criterion) .....                                                                       | 53 |
| 3.1.2 Rationale for degree and programme name (Asterisk Criterion) .....                                                                | 55 |
| 3.1.3 Conceptual coherence of the curriculum (Asterisk Criterion).....                                                                  | 56 |
| 3.1.5 Examination and final thesis (Asterisk Criterion) .....                                                                           | 60 |
| 3.2 Intended competences and skills .....                                                                                               | 63 |
| 3.2.1 Methods and scientific practice (Asterisk Criterion).....                                                                         | 63 |
| 3.2.2 Integration of theory and practice (Asterisk Criterion) .....                                                                     | 65 |
| 3.2.3 Interdisciplinary and transdisciplinary thinking (Asterisk Criterion) .....                                                       | 67 |
| 3.2.4 International contents (Asterisk Criterion) .....                                                                                 | 68 |
| 3.2.5 Professional ethics and societal issues (Asterisk Criterion).....                                                                 | 70 |
| 3.3 Teaching and Learning Methodology .....                                                                                             | 73 |

|       |                                                                                                                                 |     |
|-------|---------------------------------------------------------------------------------------------------------------------------------|-----|
| 3.3.1 | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion).....                                       | 73  |
| 3.3.2 | Acquisition of future and soft skills .....                                                                                     | 74  |
| 3.3.3 | Course materials and recommended literature (Asterisk Criterion) .....                                                          | 76  |
| 3.3.4 | Extracurricular events .....                                                                                                    | 77  |
| 3.4   | International environment and mobility opportunities .....                                                                      | 79  |
| 3.4.1 | Foreign language contents .....                                                                                                 | 79  |
| 3.4.2 | International mobility of students and teaching staff and .....                                                                 | 80  |
| 3.4.3 | International composition of students and teaching staff .....                                                                  | 80  |
| 4.    | ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS .....                                                                             | 85  |
| 4.1   | Teaching staff .....                                                                                                            | 85  |
| 4.1.1 | Structure and quantity of teaching staff (Asterisk Criterion).....                                                              | 85  |
| 4.1.2 | Academic and comprehensive qualification of teaching staff (Asterisk Criterion).....                                            | 86  |
| 4.1.3 | Pedagogical qualification of teaching staff (Asterisk Criterion) .....                                                          | 88  |
| 4.1.4 | Professional experience of teaching staff.....                                                                                  | 89  |
| 4.1.5 | Internal cooperation (Asterisk Criterion).....                                                                                  | 90  |
| 4.1.6 | Student support by the teaching staff (Asterisk Criterion) .....                                                                | 91  |
| 4.2   | Programme management and administrative support.....                                                                            | 94  |
| 4.2.1 | Programme management .....                                                                                                      | 94  |
| 4.2.2 | Administrative support .....                                                                                                    | 94  |
| 4.2.3 | Public information .....                                                                                                        | 96  |
| 4.2.4 | Inclusive and equitable education (Asterisk Criterion).....                                                                     | 96  |
| 4.2.5 | Career counselling and placement service .....                                                                                  | 97  |
| 4.2.6 | Alumni activities .....                                                                                                         | 98  |
| 4.3   | Cooperation and partnerships.....                                                                                               | 100 |
| 4.3.1 | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) .....         | 100 |
| 4.3.2 | Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes) ..... | 101 |
| 4.4   | Facilities and equipment .....                                                                                                  | 104 |
| 4.4.1 | Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion).....                                         | 104 |
| 4.4.2 | Access to literature (Asterisk Criterion).....                                                                                  | 105 |
| 4.5   | Financing of the study programme (Asterisk Criterion) .....                                                                     | 107 |
| 5.    | QUALITY ASSURANCE .....                                                                                                         | 109 |
| 5.1   | Quality assurance and quality development with respect to contents, processes and outcomes.....                                 | 109 |
| 5.2   | Instruments of quality assurance .....                                                                                          | 110 |

|                                                      |                                                                 |     |
|------------------------------------------------------|-----------------------------------------------------------------|-----|
| 5.2.1                                                | Evaluation by students.....                                     | 110 |
| 5.2.2                                                | Evaluation by teaching staff.....                               | 111 |
| 5.2.3                                                | External evaluation by alumni, employers and third parties..... | 111 |
| Appendices .....                                     |                                                                 | 114 |
| Curricula.....                                       |                                                                 | 115 |
| Bachelor Jurisprudence Curriculum .....              |                                                                 | 115 |
| Master Jurisprudence Curriculum .....                |                                                                 | 120 |
| Bachelor State Audit Curriculum .....                |                                                                 | 123 |
| Master State Audit Curriculum .....                  |                                                                 | 126 |
| Bachelor State and Local Government Curriculum ..... |                                                                 | 129 |
| Master State and Local Government Curriculum.....    |                                                                 | 135 |

## List of Figures

|                                                                       |    |
|-----------------------------------------------------------------------|----|
| Figure 1 Statistical Data of Bachelor Jurisprudence .....             | 34 |
| Figure 2 Statistical Data of Master Jurisprudence.....                | 35 |
| Figure 3 Statistical Data of Bachelor State Audit .....               | 36 |
| Figure 4 Statistical Data of Master State Audit .....                 | 37 |
| Figure 5 Statistical Data of Bachelor State and Local Government..... | 38 |
| Figure 6 Statistical Data of Master State and Local Government.....   | 39 |

## For Bachelor Programmes

Jurisprudence (Bachelor), State Audit (Bachelor) and State and Local Government (Bachelor) offered by L.N. Gumilyov Eurasian National University fulfil, with a few exceptions, the FIBAA quality requirements for Bachelor's programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of seven years, starting on March 1, 2025, and finishing on February 29, 2032, subject to conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration.

## For Master Programmes

Jurisprudence (Master), State Audit (Master) and State and Local Government (Master) offered by L.N. Gumilyov Eurasian National University fulfil, with a few exceptions, the FIBAA quality requirements for Master's programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of seven years, starting on March 1, 2025, and finishing on February 29, 2032, subject to conditions.

The programmes comply with the national and European Qualifications Frameworks, the European Standards and Guidelines (ESG) in the version applicable at the time the procedure was opened, and the principles of the Bologna Declaration.

## Procedure

An agreement for the re-accreditation of the Bachelor and Master programmes in Jurisprudence, State Audit, and State and Local Government 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 panel<sup>1</sup>, 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

---

<sup>1</sup> The panel is presented in alphabetical order.

## Accreditation Data at a Glance

|                                                             |                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mode of the site visit</b>                               | At the HEI's premises in Astana, Kazakhstan<br><br>At the end of the visit, the panel provided brief feedback to representatives of the HEI on its first impressions.                                                                                                                    |
| <b>Date of the site visit</b>                               | on March 11, 12, 13, 2026                                                                                                                                                                                                                                                                |
| <b>Former accreditation period</b>                          | For Jurisprudence and State Audit: 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.<br>For State and Local Government: September 13, 2019, until end of winter semester 2026/27. |
| <b>Extension of the accreditation period</b>                | For Jurisprudence and State Audit: Accreditation period provisionally extended until 28 February 2026, with further extension until 30 June 2026.                                                                                                                                        |
| <b>Groups interviewed</b>                                   | University Top Management<br>Study Programme Management<br>Teaching Staff of the study programmes<br>Students and graduates<br>Administrative Staff<br>Study Programme Business Partners                                                                                                 |
| <b>Facilities and equipment inspected</b>                   | 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.                                             |
| <b>Use of virtual learning platforms/tools demonstrated</b> | yes                                                                                                                                                                                                                                                                                      |
| <b>Documents reviewed additionally on-site:</b>             | Final thesis examples                                                                                                                                                                                                                                                                    |
| <b>Date Report Delivered to HEI for Statement</b>           | May 19, 2026                                                                                                                                                                                                                                                                             |
| <b>Date of HEI Statement</b>                                | May 29, 2026                                                                                                                                                                                                                                                                             |
| <b>Programmes reviewed in the same cluster</b>              | Jurisprudence (PhD)<br>State Audit (PhD)                                                                                                                                                                                                                                                 |

# General Information on the Study Programmes

## General Information

Type of study programme:

*Bachelor programme*

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

*6B04201 – Құқықтану (In Kazakh)*

*6B04201 – Юриспруденция (In Russian)*

*6B04201 – Jurisprudence*

Degree title awarded (in original language and English translation)

*«6B04201- Құқықтану» білім беру бағдарламасы бойынша құқық бакалавры (In Kazakh)*

*Бакалавр права по образовательной программе «6B04201- Юриспруденция» (In Russian)*

*Bachelor of Laws in the educational program «6B04201- Jurisprudence»*

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

*4 years*

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

*240 ECTS Credits*

Type of accreditation:

*Re-accreditation*

Mode of study:

*Full-time*

Methodological approach:

*Study programme with obligatory class attendance*

Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):

*enter information*

Double/Joint Degree programme:

*no*

## Implementation

## Dates and Scope

Initial start of the programme:

**1997**

Programme cycle starts in:

***Autumn semester***

Scope (planned number of parallel classes) and enrolment capacity

***enter information***

## General Information

### Type of study programme:

*Master programme*

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

*7M04201 – Құқықтану (In Kazakh)*

*7M04201 – Юриспруденция (in Russian)*

*7M04201 – Jurisprudence*

### Degree title awarded (in original language and English translation)

*7M04201- «Құқықтану» білім беру*

*бағдарламасы бойынша заң*

*ғылымдарының магистры (In Kazakh)*

*Магистр юридических наук по*

*образовательной программе 7M04201-*

*«Юриспруденция» (in Russian)*

*Master of Law in educational program*

*7M04201-«Jurisprudence»*

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

*2 years*

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

*120 ECTS Credits*

### Type of accreditation:

*Re-accreditation*

### Mode of study:

*Full-time*

### Methodological approach:

*Study programme with obligatory class attendance*

**Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):**

*enter information*

### Double/Joint Degree programme:

*optional*

## Implementation

## Dates and Scope

Initial start of the programme:

**2004**

Programme cycle starts in:

***Autumn semester, winter semester***

Scope (planned number of parallel classes) and enrolment capacity

***enter information***

## General Information

### Type of study programme:

*Bachelor programme*

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

6B04103 - State and Local Government

6B04103- Мемлекеттік және жергілікті басқару (in Kazakh)

6B04103- Государственное и местное управление (In Russian)

### Degree title awarded (in original language and English translation)

Bachelor of Business and Management in the education program «6B04103 - State and Local Government»

«6B04103 – Мемлекеттік және жергілікті басқару» білім беру бағдарламасы бойынша бизнес және басқару бакалавры (in Kazakh)

Бакалавр бизнеса и управления по образовательной программе «6B04103 - Государственное и местное управление» (In Russian)

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

*4 years*

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

*240 ECTS Credits*

### Type of accreditation:

*Re-accreditation*

### Mode of study:

*Full-time*

### Methodological approach:

*Study programme with obligatory class attendance*

**Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):**

*enter information*

### Double/Joint Degree programme:

*no*

## Implementation

## Dates and Scope

Initial start of the programme:

**2001**

Programme cycle starts in:

**autumn semester**

Scope (planned number of parallel classes) and enrolment capacity

**enter information**

## General Information

### Type of study programme:

*Master programme*

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

7M04103 - State and Local Government

7M04103- Мемлекеттік және жергілікті басқару (in Kazakh)

7M04103- Государственное и местное управление (In Russian)

### Degree title awarded (in original language and English translation)

Master of Economic Sciences in the education program «7M04103 - State and Local Government»

Магистр экономических наук по образовательной программе «7M04103 - Государственное и местное управление» (In Russian)

«7M04103 – Мемлекеттік және жергілікті басқару» білім беру бағдарламасы бойынша экономика магистрі (in Kazakh)

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

*2 years*

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

*120 ECTS Credits*

### Type of accreditation:

*Re-accreditation*

### Mode of study:

*Full-time*

### Methodological approach:

*Study programme with obligatory class attendance*

**Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):**

*enter information*

### Double/Joint Degree programme:

*optional*

## Implementation

## Dates and Scope

Initial start of the programme:

**2002**

Programme cycle starts in:

***Autumn semester, winter semester***

Scope (planned number of parallel classes) and enrolment capacity

***enter information***

## General Information

### Type of study programme:

*Bachelor programme*

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

6B04121 – Мемлекеттік аудит (in Kazakh)

6B04121 – Государственный аудит (in russian)

6B04121 – State Audit

### Degree title awarded (in original language and English translation)

«6B04121 – Мемлекеттік аудит» білім беру бағдарламасы бойынша бизнес және басқару бакалавры; (in Kazakh)  
Бакалавр бизнеса и управления по образовательной программе «6B04121 – Государственный аудит»; (in russian)  
Bachelor of business and management in the educational program «6B04121 – State Audit»

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

*4 years*

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

*240 ECTS Credits*

### Type of accreditation:

*Re-accreditation*

### Mode of study:

*Full-time,*

### Methodological approach:

*Study programme with obligatory class attendance*

### Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):

*enter information*

### Double/Joint Degree programme:

*no*

## Implementation

## Dates and Scope

Initial start of the programme:

**2016**

Programme cycle starts in:

***autumn semester***

Scope (planned number of parallel classes) and enrolment capacity

***enter information***

## General Information

### Type of study programme:

*Master programme*

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

7M04120 – Мемлекеттік аудит (in Kazakh)

7M04120 – Государственный аудит (in russian)

7M04120 – State Audit

### Degree title awarded (in original language and English translation)

«7M04120 – Мемлекеттік аудит» білім беру бағдарламасы бойынша экономика ғылымдарының магистрі; (in Kazakh)

Магистр экономических наук по образовательной программе «7M04120 – Государственный аудит» (in Russian)

Master of Economic Sciences in the educational program «7M04120 – State Audit»

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

*2 years*

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

*120 ECTS Credits*

### Type of accreditation:

*Re-accreditation*

### Mode of study:

*Full-time*

### Methodological approach:

*Study programme with obligatory class attendance*

### Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):

*enter information*

### Double/Joint Degree programme:

*optional*

## Implementation

## Dates and Scope

Initial start of the programme:

**2016**

Programme cycle starts in:

***Autumn semester, winter semester***

Scope (planned number of parallel classes) and enrolment capacity

***enter information***

# Summary

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

### **Bachelor Jurisprudence**

The programme aims to provide high-quality legal education that meets modern labour market requirements, training students who are competitive and have mastered the theoretical and practical dimensions of national legal education, as well as analytical thinking skills and professional legal ethics. Students develop abilities in professional analysis and decision-making in legal work. Graduates may work as lawyers in law enforcement agencies, the judiciary, the prosecutor's office, government bodies of power and administration, as well as in the business sector.

### **Master Jurisprudence**

The programme aims for the training of highly qualified and competitive specialists in the field of law and to prepare graduates who possess professional, research, and analytical competencies that meet modern requirements of legal science and practice. These are fundamental knowledge and practical skills in solving legal problems, as well as research competencies necessary for conducting scholarly work in the legal sphere. Graduates are eligible for a wide range of professional positions and have opportunities for career advancement in law enforcement, law application systems, government bodies, private entrepreneurship, and other sectors.

### **Bachelor State Audit**

The programme aims to train highly qualified students with fundamental knowledge and practical skills in the field of state audit and financial control, capable of analytical thinking and the effective use of modern digital technologies. Graduates' professional careers span external and internal audit bodies, financial control departments of government agencies, the quasi-public sector, and audit and consulting firms.

### **Master State Audit**

The programme aims to prepare master's degree students with in-depth knowledge of modern trends in the science and practice of State Audit, as well as skills in administering educational and research processes. The acquired qualification, professional, and academic skills allow graduates to work in public and internal audit bodies.

### **Bachelor State and Local Government**

The programme aims to train competitive personnel in the field of public and local administration, possessing theoretical knowledge and practical skills for applying them in professional activities. Graduates are expected to be able to perform strategic and operational management at the level of local government, ministries, and departments, to develop and implement government decisions, programmes, and projects, to manage human resources, investments, budgets, as well as to participate in the development of regulatory and strategic documents related to socio-economic development. Future employers are state and local government bodies, offices of executive bodies, national public and private companies, as well as international organisations and international governing bodies.

## **Master State and Local Government**

The programme aims to train highly qualified personnel in the field of public administration and civil service, possessing professional knowledge, management skills and competencies for the effective implementation of public policy. Graduates are expected to be able to perform strategic planning and change management, formulate and justify management decisions based on the analysis of data and regulatory documents, conduct applied and scientific research in the field of public administration, as well as interact with stakeholders in the development and implementation of policies. Future employers are central and local government bodies, as well as in the quasi-public sector, institutions of civil society, public sector organisations, non-profit organisations, international organisations, research institutes, think tanks and consulting companies, as well as other organisations and departments for relations with government agencies and citizens.

### ***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 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 study programmes' strong focus on scientific methods and the integration of theory and practice. Student support and career counselling are strong across all study programmes, fostering an atmosphere in which students feel at the centre of care and attention. The Employers' Council ensures continuous, practice-oriented alignment of academic training with labour market needs. Stakeholders have a positive influence on curriculum development, especially in the **State Audit** programmes, contributing to the integration of practical components that are highly relevant to professional practice. The **State Audit** programmes are furthermore very competitively positioned in the educational market. The teaching staff of the **State Audit** and **Jurisprudence** programmes have professional experience that is very competitive and positively influences the integration of theoretical knowledge with practical application. The **State and Local Government** programmes have an additional strength in their interdisciplinarity.

### **Weaknesses**

The expert panel identified room for improvement in the academic rigour of bachelor's and master's dissertations, where differences in academic level and scope must be explicitly distinguishable in terms of complexity, independence, and scholarly contribution between the two degree levels. Furthermore, a formal policy governing the use of AI has not yet been established. Lastly, the expert panel found that the subject-specific use of English was insufficient and that the selection of courses taught in English seemed too arbitrary.

### ***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

**Bachelor / Master programme:**

Bachelor Jurisprudence (B Juris)

Master Jurisprudence (M Juris)

Bachelor State and Local Government (B Govern)

Master State and Local Government (M Govern)

Bachelor State Audit (B Audit)

Master State Audit (M Audit)

|               |                                                                                                                             | Exceptional | Exceeds <sup>2</sup> | Meets <sup>3</sup>                         | Does not meet <sup>4</sup> | n.r | Recommendation <sup>5</sup> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------|-------------|----------------------|--------------------------------------------|----------------------------|-----|-----------------------------|
| <b>1</b>      | <b>Objectives</b>                                                                                                           |             |                      |                                            |                            |     |                             |
| <b>1.1*</b>   | Subject-specific qualifications and employability of students (Asterisk Criterion)                                          |             |                      | X                                          |                            |     |                             |
| <b>1.2</b>    | Positioning of the study programme on the educational market                                                                |             | B Audit<br>M Audit   | B Juris<br>M Juris<br>B Govern<br>M Govern |                            |     |                             |
| <b>1.3</b>    | Positioning of the study programme within the HEI's overall strategic concept                                               |             | X                    |                                            |                            |     |                             |
| <b>2</b>      | <b>Admission</b>                                                                                                            |             |                      |                                            |                            |     |                             |
| <b>2.1*</b>   | Admission requirements (Asterisk Criterion)                                                                                 |             |                      | X                                          |                            |     |                             |
| <b>2.2(*)</b> | Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language) |             |                      | X                                          |                            |     |                             |
| <b>2.3(*)</b> | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)        |             |                      |                                            |                            | X   |                             |
| <b>2.4</b>    | Selection procedure (if relevant)                                                                                           |             |                      | X                                          |                            |     |                             |

<sup>2</sup> quality requirements.

<sup>3</sup> quality requirements.

<sup>4</sup> quality requirements leading to condition or recommendation.

<sup>5</sup> 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 <sup>2</sup>                       | Meets <sup>3</sup>                       | Does not meet <sup>4</sup> | n.r. | Recommendation <sup>5</sup> |
|--------|--------------------------------------------------------------------------------------|-------------|--------------------------------------------|------------------------------------------|----------------------------|------|-----------------------------|
| 2.5    | Counselling for prospective students                                                 |             |                                            | X                                        |                            |      |                             |
| 3      | Implementation of the study programme                                                |             |                                            |                                          |                            |      |                             |
| 3.1    | Structure and Content                                                                |             |                                            |                                          |                            |      |                             |
| 3.1.1* | Structure of the study programme (Asterisk Criterion)                                |             |                                            | X                                        |                            |      |                             |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion)                         |             |                                            | X                                        |                            |      |                             |
| 3.1.3* | Conceptual coherence of the curriculum (Asterisk Criterion)                          |             |                                            | X                                        |                            |      |                             |
| 3.1.4* | Study and exam regulations (Asterisk Criterion)                                      |             |                                            |                                          | Condition                  |      |                             |
| 3.1.5* | Examination and final thesis (Asterisk Criterion)                                    |             |                                            | X                                        |                            |      | X                           |
| 3.2    | Intended Competences and Skills                                                      |             |                                            |                                          |                            |      |                             |
| 3.2.1* | Methods and scientific practice (Asterisk Criterion)                                 |             | X                                          |                                          |                            |      |                             |
| 3.2.2* | Integration of theory and practice (Asterisk Criterion)                              |             | B Audit<br>M Audit<br>B Govern<br>M Govern | B Juris<br>M Juris                       |                            |      |                             |
| 3.2.3* | Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)                |             | B Govern<br>M Govern                       | B Juris<br>M Juris<br>B Audit<br>M Audit |                            |      |                             |
| 3.2.4* | International contents (Asterisk Criterion)                                          |             |                                            | X                                        |                            |      | X                           |
| 3.2.5* | Professional ethics and societal issues (Asterisk Criterion)                         |             |                                            | X                                        |                            |      | X                           |
| 3.3    | Teaching and Learning Methodology                                                    |             |                                            |                                          |                            |      |                             |
| 3.3.1* | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion) |             |                                            | X                                        |                            |      |                             |
| 3.3.2  | Acquisition of future and soft skills                                                |             |                                            | X                                        |                            |      | X                           |
| 3.3.3* | Course materials and recommended literature (Asterisk Criterion)                     |             |                                            | X                                        |                            |      | X                           |
| 3.3.4  | Extracurricular events                                                               |             |                                            | X                                        |                            |      |                             |
| 3.4    | International environment and mobility opportunities                                 |             |                                            |                                          |                            |      |                             |

|          |                                                                                                                   | Exceptional | Exceeds <sup>2</sup>                     | Meets <sup>3</sup>                         | Does not meet <sup>4</sup> | n.r. | Recommendation <sup>5</sup> |
|----------|-------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------|--------------------------------------------|----------------------------|------|-----------------------------|
| 3.4.1    | Foreign language contents                                                                                         |             |                                          |                                            | X                          |      | X                           |
| 3.4.2    | International mobility of students and teaching staff                                                             |             |                                          |                                            | X                          |      | X                           |
| 3.4.3    | International composition of students and teaching staff                                                          |             |                                          | X                                          |                            |      |                             |
| 4        | <b>Academic Environment and Framework Conditions</b>                                                              |             |                                          |                                            |                            |      |                             |
| 4.1      | <b>Teaching staff</b>                                                                                             |             |                                          |                                            |                            |      |                             |
| 4.1.1*   | Structure and quantity of teaching staff (Asterisk Criterion)                                                     |             |                                          | X                                          |                            |      |                             |
| 4.1.2*   | Academic and comprehensive qualification of teaching staff (Asterisk Criterion)                                   |             |                                          | X                                          |                            |      |                             |
| 4.1.3*   | Pedagogical qualification of teaching staff (Asterisk Criterion)                                                  |             |                                          | X                                          |                            |      |                             |
| 4.1.4    | Professional experience of teaching staff                                                                         |             | B Juris<br>M Juris<br>B Audit<br>M Audit | B Govern<br>M Govern                       |                            |      |                             |
| 4.1.5*   | Internal cooperation (Asterisk Criterion)                                                                         |             |                                          | X                                          |                            |      |                             |
| 4.1.6*   | Student support by the teaching staff (Asterisk Criterion)                                                        |             | X                                        |                                            |                            |      |                             |
| 4.2      | <b>Programme Management and Administrative Support</b>                                                            |             |                                          |                                            |                            |      |                             |
| 4.2.1    | Programme management                                                                                              |             |                                          | X                                          |                            |      |                             |
| 4.2.2    | Administrative support                                                                                            |             |                                          | X                                          |                            |      |                             |
| 4.2.3    | Public information                                                                                                |             |                                          | X                                          |                            |      | X                           |
| 4.2.4*   | Inclusive and equitable education (Asterisk Criterion)                                                            |             |                                          | X                                          |                            |      |                             |
| 4.2.5    | Career counselling and placement service                                                                          |             | X                                        |                                            |                            |      |                             |
| 4.2.6    | Alumni activities                                                                                                 |             |                                          | X                                          |                            |      |                             |
| 4.3      | <b>Cooperation and partnerships</b>                                                                               |             |                                          |                                            |                            |      |                             |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) |             |                                          | X                                          |                            |      | X                           |
| 4.3.2(*) | Cooperation with professional fields (Asterisk Criterion for educational and vocational                           |             | B Audit<br>M Audit                       | B Juris<br>M Juris<br>B Govern<br>M Govern |                            |      |                             |

|               |                                                                                                                 | Exceptional | Exceeds <sup>2</sup> | Meets <sup>3</sup> | Does not meet <sup>4</sup> | n.r. | Recommendation <sup>5</sup> |
|---------------|-----------------------------------------------------------------------------------------------------------------|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
|               | programmes, franchise programmes)                                                                               |             |                      |                    |                            |      |                             |
| <b>4.4</b>    | <b>Facilities and equipment</b>                                                                                 |             |                      |                    |                            |      |                             |
| <b>4.4.1*</b> | Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)                              |             |                      | X                  |                            |      | X                           |
| <b>4.4.2*</b> | Access to literature (Asterisk Criterion)                                                                       |             |                      | X                  |                            |      |                             |
| <b>4.5*</b>   | Financing of the study programme (Asterisk Criterion)                                                           |             |                      | X                  |                            |      |                             |
| <b>5</b>      | <b>Quality Assurance</b>                                                                                        |             |                      |                    |                            |      |                             |
| <b>5.1*</b>   | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) |             |                      | X                  |                            |      | X                           |
| <b>5.2</b>    | <b>Instruments of Quality Assurance</b>                                                                         |             |                      |                    |                            |      |                             |
| <b>5.2.1</b>  | Evaluation by students                                                                                          |             |                      | X                  |                            |      |                             |
| <b>5.2.2</b>  | Evaluation by teaching staff                                                                                    |             |                      | X                  |                            |      |                             |
| <b>5.2.3</b>  | External evaluation by alumni, employers and third parties                                                      |             |                      | X                  |                            |      |                             |

### **Accreditation with Conditions**

The panel members identified a need for improvement in the aspect<sup>6</sup> Study and Exam Regulations. Therefore, they recommend accreditation on condition of meeting the following requirement:

- **Condition 1** (see chapter 3.1.4):

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. Furthermore, the quality requirements that have not been fulfilled – Foreign Language Contents (chapter 3.4.1) and International Mobility of Students and Teaching Staff (chapter 3.4.2) – do not represent Asterisk Criteria and therefore do not result in conditions. The measures the HEI takes to solve the identified problems are to be reviewed as part of the re-accreditation process.

<sup>6</sup> These aspects are Asterisk Criteria which means that they are essential for the study programmes.

## **Recommendations**

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

- monitoring the implementation of the new regulations and students' success in demonstrating clearly distinguishable differences in academic level and scope, reflecting the expected progression in complexity, independence, and scholarly contribution between the two degree levels (see chapter 3.1.5);
- introducing preparatory intercultural training to help students further develop their intercultural skills and ensure they are well equipped for study periods at international partner universities (see chapter 3.2.5);
- adding subject-related IT skills, such as for legal tech, tools for accounting, or governmental use, to the curriculum, to enhance students' employability and practical readiness (see chapter 3.3.2);
- focusing the literature references on the most important, most relevant, and most current sources. If literature in Kazakh or Russian is not available, it should be clearly indicated which chapters of English-language books are required for the courses. Regardless of the language of instruction, English-language literature should be used in all courses. (see chapter 3.3.3);
- identifying the courses most suitable for delivery in English, particularly those with comparative or international content, ensuring that the use of English adds clear value to the course (see chapter 3.4.1);
- establishing measures specifically aimed at promoting the international mobility of their own students and teaching staff (see chapter 3.4.2);
- ensuring a complete, up-to-date, and easily accessible online presence for all programmes in Kazakh, Russian, and English (see chapter 4.2.3);
- strengthening their cooperation with relevant professional and international networks (see chapter 4.3.1);
- In line with the experts' recommendation in chapter 3.3.2, purchasing or subscribing to the necessary IT tools (see chapter 4.4.1);
- Instead of relying on the current Likert scale, which measures only the perceived workload (e.g., whether it feels too high or too low), 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 (see chapter 5.1).

For the Master Jurisprudence, the panel members identified an additional area of improvement and recommend:

- including more international and comparative aspects to the taught study courses, which would ensure the curriculum aligns with contemporary global standards. Therefore, students would benefit from the diverse, cross-border expertise required to excel in today's transnational legal landscape. (see chapter 3.2.4)

### ***Exceeding***

For **all six study programmes**, in addition to the conditions and recommendations, the expert panel recognised four strengths of the programmes that exceed the required standards:

- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3);
- Methods and scientific practice (see chapter 3.2.1);
- Student support by the teaching staff (see chapter 4.1.6);
- Career counselling and placement service (see chapter 4.2.5).

For the **Bachelor and Master Jurisprudence**, the expert panel recognised one additional strength of the programmes that exceeds the required standards:

- Professional experience of teaching staff (see chapter 4.1.4).

For the **Bachelor and Master State Audit**, the expert panel recognised four additional strengths of the programmes that exceed the required standards:

- Positioning of the study programme on the educational market (see chapter 1.2);
- Integration of theory and practice (see chapter 3.2.2);
- Professional experience of teaching staff (see chapter 4.1.4);
- Cooperation with professional fields (see chapter 4.3.2).

For the **Bachelor and Master State and Local Government**, the expert panel recognised two additional strengths of the programmes that exceed the required standards:

- Integration of theory and practice (see chapter 3.2.2);
- Interdisciplinary and transdisciplinary thinking (see chapter 3.2.3).

# 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 generating 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 specialities. 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 three Departments, two of which are in charge of the study programmes in Jurisprudence: the Department of Constitutional and Civil law, and the Department of Criminal Law Disciplines and International Law Department.

The Faculty of Economics was founded in 1996 and includes six Departments, two of which carry out the study programmes in State Audit and State and Local Government: the Department of State Audit and the Department of Management.

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

During the 2019 re-accreditation of the study programmes, the expert panel at the time made several recommendations.

### All study 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.

As recommended, ENU now issues a Europass Diploma Supplement in addition to the national Diploma Supplement upon request.

Syllabus templates have been updated to require the inclusion of relevant international sources and scientific journals. Module literature now draws on global digital libraries, and theoretical literature from the past five years is prioritised.

Compared with 2019, the language proficiency of teaching staff involved in programme delivery has improved. The University now places particular emphasis on language skills during recruitment. Conditions have been created for teachers to take an English training course on an online platform.

The expert panel recommended integrating all quality assurance elements into a coherent system aligned with the University's strategic objectives. In response, ENU 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 using the questionnaire "Assessment of Satisfaction with the Learning Conditions and Ecosystem Provided by ENU", which employs 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".

Graduate employment is monitored systematically. Employment data for the past five years is published in the "Employment" section of the University's website.

### Bachelor and Master Jurisprudence

Following the former expert panel's recommendation, a comparative analysis of the programmes with those of other universities, including foreign institutions, showed strong similarity with programmes in Kazakhstan, Kyrgyzstan, Uzbekistan, Russia, Belarus and Tajikistan, contributing to increased student mobility. In addition, between 2023 and 2025, an optional joint master's degree with the University of Tyumen (Russia) was developed. The experts also recommended strengthening links with European universities. Since then, several

staff members have completed PhD programmes at the University of Dundee and the University of Bristol (United Kingdom) and at Osnabrück University (Germany). One staff member undertook an internship at the University of Illinois Urbana–Champaign (USA).

The study programme heads reviewed the content of the general modules to ensure better alignment with the core programme content. Several new modules were introduced into the bachelor's programme, "Fundamentals of Scientific Research", "Fundamentals of Financial Literacy", "Culture of Speech" and "Anti-Corruption Culture", to develop flexible skills in legal terminology, legal language, legal drafting and public speaking. In the master's programme, "Methodology of Legal Analysis" and "Psychology of Management" were added to strengthen analytical and managerial competencies.

The expert panel recommended clearly defining individual study tracks and demonstrating how they support the achievement of learning outcomes. Students may choose courses within three trajectories: Public Law, Civil Law and Criminal Law. In the master's module "Theory and Practice of Implementing the Norms of Civil Procedure and Criminal Procedure Legislation", students may select either "Current Issues in the Development of Civil Procedure Law and Legislation" or "Current Trends in the Development of Criminal Procedure Law".

In response to the panel's recommendation, the programmes have invited more lecturers from foreign HEIs to teach international content and intercultural skills. Additional English-taught courses have been introduced. In the bachelor's programme, these include "Anti-Corruption Culture", "Theory of State and Law", "Constitutional Law of the Republic of Kazakhstan" and "Civil Law of the Republic of Kazakhstan". In the master's programme, they include "Methodology of Legal Analysis" and "Current Issues in the Development of Civil Law and Legislation of the Republic of Kazakhstan".

### **Bachelor and Master State and Local Government**

Following the former expert panel's recommendation, a comparative analysis of the programmes with those of other universities, including foreign institutions, and a review of the content of the general modules to better align with the core programme content were undertaken. This led to the implementation of the courses "Artificial Intelligence in Public Administration", "State Audit", "Business Processes in Public Administration", and "Project Management in Public Administration" into the bachelor's programme and "Antimonopoly Regulation in Kazakhstan and EU Countries" and "State Management of Foreign Economic Activity" into the master's programme.

As part of the syllabus update, topics related to public administration, digitalisation of the public sector, sustainable development and ethics in public service have been integrated into general education subjects. Learning tasks and case studies have been adapted to real-life examples of how state and local authorities function, emphasising a practice-oriented approach and the development of analytical and managerial skills.

In order to strengthen bachelor's students' scientific qualifications and methodological competence, the course "Fundamentals of Scientific Research" has been included in the curriculum.

The expert panel recommended clearly defining individual study tracks and demonstrating how they support the achievement of learning outcomes. As in the Bachelor and Master State and Local Government there are no dedicated tracks, electives aid students in choosing courses for their personal trajectory.

To strengthen the acquisition of soft skills, the bachelor's programme now includes the courses "Organisational Behaviour and Ethics", "Conflict Management", "Time Management", "Artificial Intelligence in Public Administration" and "Leadership in Management". The master's programme includes "E-government and the Organisation of Public Service Delivery" and "The Art of Computer Data Analysis".

### **Bachelor and Master State Audit**

The former expert panel recommended reviewing the content of the general modules to ensure better alignment with the core programme content, strengthening the acquisition of soft skills, as well as paying more attention to the compatibility of ENU curricula with those of foreign universities. Following the recommendation and based on the experience of students and faculty members abroad, as well as employer recommendations, the curricula have been updated. The bachelor's programme now includes "Activities of Supreme Audit Institutions of the European Union", "Time Management", and "Artificial Intelligence in State Audit", as well as "Compliance Control", which aims to help develop skills in analysing legal documentation, working with regulations, and applying legal terminology in the auditor's professional work. The course "Information and Communication Technologies" is being taught in English. The content of the general educational modules is structured to ensure close interconnection with the basic courses of the professional cycle and to support an interdisciplinary approach to personnel training. The master's programme now includes the courses "Performance Management (Advanced)" and "Strategic Corporate Reporting", developed based on benchmarking results against European master's programmes and the professional standards of the Association of Chartered Certified Accountants (ACCA).

The expert panel recommended clearly defining individual study tracks and demonstrating how they support the achievement of learning outcomes. As in the Bachelor and Master State Audit, there are no dedicated tracks; electives help students choose courses for their personal trajectory.

## Statistical Data

Study Programmes: Training programs: "6b04201-jurisprudence"

|                                                    |          | 2020                                                                                                               | 2021                      | 2022                              | 2023                              | 2024                             | 2025                             |
|----------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------------------------|
| # Study Places offered by HEI                      |          | No data                                                                                                            | 66                        | 64                                | 39                                | 40                               | 72                               |
| # Applicants                                       | $\Sigma$ | No data                                                                                                            | No data                   | No data                           | 260                               | 377                              | 347                              |
|                                                    | f        | No data                                                                                                            | No data                   | No data                           | No data                           | No data                          | No data                          |
|                                                    | m        | No data                                                                                                            | No data                   | No data                           | No data                           | No data                          | No data                          |
| Application rate                                   |          | No data                                                                                                            | No data                   | No data                           | 666,67%                           | 942,50%                          | 481,94%                          |
| # First-Year Students (accepted applicants)        | $\Sigma$ | 67 (in 2020, there were no admissions to th EP jurisprudence, admission only to the group of educational programs) | 37                        | 58                                | 105                               | 120                              | 185                              |
|                                                    | f        | 29                                                                                                                 | 12                        | 20                                | 47                                | 58                               | 79                               |
|                                                    | m        | 38                                                                                                                 | 25                        | 38                                | 58                                | 62                               | 106                              |
| Rate of female students                            |          | 28,00%                                                                                                             | 29,60%                    | 34,00%                            | 45,00%                            | 48,00%                           | 42%                              |
| # Foreign Students                                 | $\Sigma$ | 0                                                                                                                  | 0                         | 1                                 | 0                                 | 18                               | 13                               |
|                                                    | f        | 0                                                                                                                  | 0                         | 0                                 | 0                                 | 12                               | 10                               |
|                                                    | m        | 0                                                                                                                  | 0                         | 1                                 | 0                                 | 6                                | 3                                |
| Rate of foreign students                           |          | 0                                                                                                                  | 0                         | 1,72%                             | 0                                 | 15%                              | 7%                               |
| Percentage of occupied study places                |          | No data                                                                                                            | No data                   | No data                           | 269,23%                           | 300,00%                          | 256,94%                          |
| # Graduates                                        | $\Sigma$ | 67 (in 2020, there were no admissions to th EP jurisprudence, admission only to the group of educational programs) | 37                        | graduates in 2026                 | graduates in 2027                 | graduates in 2028                | graduates in 2029                |
|                                                    | f        | 29                                                                                                                 | 12                        | 0                                 | 0                                 | 0                                | 0                                |
|                                                    | m        | 38                                                                                                                 | 25                        | 0                                 | 0                                 | 0                                | 0                                |
| Success rate (students who finished their studies) |          | 100%                                                                                                               | 100,00%                   | graduates in 2026                 | graduates in 2027                 | graduates in 2028                | graduates in 2029                |
| Dropout rate (students who dropped their studies)  |          | (0 student dropped study)                                                                                          | (0 student dropped study) | 10 (students dropped their study) | 10 (students dropped their study) | 5 (students dropped their study) | 4 (students dropped their study) |
| Average duration of study                          |          | 4 years (8 semester)                                                                                               | 4 years (8 semester)      | 4 years (8 semester)              | 4 years (8 semester)              | 4 years (8 semester)             | 4 years (8 semester)             |
| Average grade of final degree                      |          | 3,36                                                                                                               | 3,26                      | graduates in 2026                 | graduates in 2027                 | graduates in 2028                | graduates in 2029                |

Figure 1 Statistical Data of Bachelor Jurisprudence

| Study Programmes: / MU4201 – Law                   |   |         |                               |                                |                              |                        |                        |
|----------------------------------------------------|---|---------|-------------------------------|--------------------------------|------------------------------|------------------------|------------------------|
|                                                    |   | 2020    | 2021                          | 2022                           | 2023                         | 2024                   | 2025                   |
| # Study Places offered by HEI                      |   | no data | 18                            | 6                              | 12                           | 16                     | 12                     |
| # Applicants                                       | Σ | no data | no data                       | no data                        | no data                      | 46                     | 40                     |
|                                                    | f | no data | no data                       | no data                        | no data                      | 9                      | 7                      |
|                                                    | m | no data | no data                       | no data                        | no data                      | no data                | no data                |
| Application rate                                   |   | no data | no data                       | no data                        | no data                      | no data                | no data                |
| # First-Year Students (accepted applicants)        | Σ | No data | 10                            | 9                              | 10                           | 8                      | 10                     |
|                                                    | f |         | 7                             | 5                              | 5                            | 3                      | 5                      |
|                                                    | m | No data | 3                             | 4                              | 5                            | 5                      | 5                      |
| Rate of female students                            |   | No data | 70,00%                        | 55,00%                         | 50,00%                       | 37,5%                  | 50%                    |
| # Foreign Students                                 | Σ | 0,00%   | 0                             | 0                              | 0                            | 0                      | 0                      |
|                                                    | f | 0       | 0                             | 0                              | 0                            | 0                      | 0                      |
|                                                    | m | 0       | 0                             | 0                              | 0                            | 0                      | 0                      |
| Rate of foreign students                           |   | 0       | 0                             | 0                              | 0                            | 0                      | 0                      |
| Percentage of occupied study places                |   | No data | No data                       | No data                        | No data                      | No data                | No data                |
| # Graduates                                        | Σ | 0       | 9                             | 8                              | 8                            | graduates in 2026      | graduates in 2027      |
|                                                    | f | 0       | 7                             | 4                              | 4                            |                        |                        |
|                                                    | m | 0       | 2                             | 4                              | 4                            |                        |                        |
| Success rate (students who finished their studies) |   | No data | 92,00%                        | 88,00%                         | 100,00%                      | graduates in 2026      | graduates in 2027      |
| Dropout rate (students who dropped their studies)  |   | No data | 10 %(1 student dropped study) | 11,1%(1 student dropped study) | 20%(2 student dropped study) | graduates in 2026      | graduates in 2027      |
| Average duration of study                          |   | No data | 2 years (4 semester) +        | 2 years (4 semester) +         | 2 years (4 semester) +       | 2 years (4 semester) + | 2 years (4 semester) + |
| Average grade of final degree                      |   | No data | 3,66                          | 3,69                           | 3,71                         | 0                      | 0                      |

Figure 2 Statistical Data of Master Jurisprudence

| Study Programmes: 6B04121-State audit              |          |                       |                       |                       |                       |                         |                       |
|----------------------------------------------------|----------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|-----------------------|
|                                                    |          | 2020                  | 2021                  | 2022                  | 2023                  | 2024                    | 2025                  |
| # Study Places offered by HEI                      |          | no data               | 16                    | 32                    | 32                    | 32                      | 32                    |
| # Applicants                                       |          | no data               | no data               | no data               | 63                    | 51                      | 42                    |
|                                                    | $\Sigma$ |                       |                       |                       |                       |                         |                       |
|                                                    | f        | no data               | no data               | no data               | no data               | no data                 | no data               |
|                                                    | m        | no data               | no data               | no data               | no data               | no data                 | no data               |
| Application rate                                   |          | no data               | no data               | no data               | 196,875               | 159,375                 | 131,25                |
| # First-Year Students (accepted applicants)        | $\Sigma$ | 10                    | 26                    | 25                    | 27                    | 44                      | 34                    |
|                                                    | f        | 6                     | 20                    | 19                    | 16                    | 29                      | 18                    |
|                                                    | m        | 4                     | 6                     | 6                     | 11                    | 15                      | 16                    |
| Rate of female students                            |          | 60%                   | 77%                   | 76%                   | 59%                   | 66%                     | 52,94%                |
| # Foreign Students                                 | $\Sigma$ | 0                     | 0                     | 0                     | 0                     | 0                       | 3                     |
|                                                    | f        | 0                     | 0                     | 0                     | 0                     | 0                       | 0                     |
|                                                    | m        | 0                     | 0                     | 0                     | 0                     | 0                       | 3                     |
| Rate of foreign students                           |          | 0                     | 0                     | 0                     | 0                     | 0                       | 8,80%                 |
| Percentage of occupied study places                |          | no data               | no data               | no data               | 84%                   | 138%                    | 106%                  |
| # Graduates                                        | $\Sigma$ | 10                    | 26                    | graduate in 2026      | graduate in 2027      | graduate in 2028        | graduate in 2029      |
|                                                    | f        | 6                     | 20                    |                       |                       |                         |                       |
|                                                    | m        | 4                     | 6                     |                       |                       |                         |                       |
| Success rate (students who finished their studies) |          | 100%                  | 100%                  | graduate expected     | graduate expected     | graduate expected       | graduate expected     |
| Dropout rate (students who dropped their studies)  |          | 0                     | 0                     | 0                     | 0                     | -1 (voluntary transfer) | 0                     |
| Average duration of study                          |          | 4 years ( 8 semester) | 4 years ( 8 semester) | 4 years ( 8 semester) | 4 years ( 8 semester) | 4 years ( 8 semester)   | 4 years ( 8 semester) |
| Average grade of final degree                      |          | 3,62 GPA              | 3,42 GPA              |                       |                       |                         |                       |

Figure 3 Statistical Data of Bachelor State Audit

|                                                    | Study Programmes: 7M04120-State audit |                      |                      |                      |                      |                          |                      |
|----------------------------------------------------|---------------------------------------|----------------------|----------------------|----------------------|----------------------|--------------------------|----------------------|
|                                                    |                                       | 2020                 | 2021                 | 2022                 | 2023                 | 2024                     | 2025                 |
| # Study Places offered by HEI                      |                                       | no data              | 12                   | 12                   | 18                   | 12                       | 26                   |
| # Applicants                                       |                                       | no data              | no data              | no data              | no data              | 10                       | 23                   |
|                                                    | Σ                                     |                      |                      |                      |                      |                          |                      |
|                                                    | f                                     | no data              | no data              | no data              | no data              | no data                  | no data              |
|                                                    | m                                     | no data              | no data              | no data              | no data              | no data                  | no data              |
| Application rate                                   |                                       | no data              | no data              | no data              | no data              | 83,00%                   | 88,00%               |
| # First-Year Students(accepted applicants)         | Σ                                     | 8                    | 13                   | 16                   | 14                   | 7                        | 38                   |
|                                                    | f                                     | 1                    | 10                   | 12                   | 11                   | 5                        | 29                   |
|                                                    | m                                     | 7                    | 3                    | 4                    | 3                    | 2                        | 9                    |
| Rate of female students                            |                                       | 77%                  | 75%                  | 78%                  | 71%                  | 62%                      | 80%                  |
| # 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 students                           |                                       | 0                    | 0                    | 0                    | 0                    | 0                        | 0,00%                |
| Percentage of occupied study places                |                                       | no data              | no data              | no data              | no data              | 58%                      | 146%                 |
| # Graduates                                        | Σ                                     | 8                    | 13                   | 16                   | 14                   | Graduate in 2026         | Graduate in 2027     |
|                                                    | f                                     | 1                    | 10                   | 13                   | 11                   |                          |                      |
|                                                    | m                                     | 7                    | 3                    | 3                    | 3                    |                          |                      |
| Success rate (students who finished their studies) |                                       | 100%                 | 100%                 | 100%                 | 100%                 | Graduate in 2026         | Graduate in 2027     |
| Dropout rate (students who dropped their studies)  |                                       | 0,00%                | 0,00%                | 0,00%                | 0,00%                | 14% (1 srudent drop out) | 0,00%                |
| Average duration of study                          |                                       | 2years (4 semesters) | 2years (4 semesters) | 2years (4 semesters) | 2years (4 semesters) | 2years (4 semesters)     | 2years (4 semesters) |
| Average grade of final degree                      |                                       | 3,8 GPA              | 3,9 GPA              | 3,8 GPA              | 3,9 GPA              | Graduate in 2026         | Graduate in 2027     |

**Figure 4 Statistical Data of Master State Audit**

|                                                    |          |                      |                      |                      |                      |                      |                      |
|----------------------------------------------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| EP 6B04103-SLG                                     |          |                      |                      |                      |                      |                      |                      |
|                                                    |          | 2020-2021            | 2021-2022            | 2022-2023            | 2023-2024            | 2024-2025            | 2025-2026            |
| # Study Places offered by HEI                      |          | no data              | 32                   | 48                   | 32                   | 16                   | 20                   |
| # Applicants                                       | $\Sigma$ | no data              | no data              | no data              | 180                  | 254                  | 207                  |
|                                                    | f        | no data              | no data              | no data              | no data              | no data              | no data              |
|                                                    | m        | no data              | no data              | no data              | no data              | no data              | no data              |
|                                                    |          | no data              | no data              | no data              | 562,5%               | 1567,5%              | 1035,0%              |
| # First-Year Students (accepted applicants)        | $\Sigma$ | 20                   | 19                   | 18                   | 19                   | 22                   | 20                   |
|                                                    | f        | 8                    | 11                   | 11                   | 3                    | 10                   | 6                    |
|                                                    | m        | 12                   | 8                    | 7                    | 16                   | 12                   | 14                   |
| Rate of female students                            |          | 0,4                  | 0,6                  | 0,6                  | 0,2                  | 0,5                  | 0,3                  |
| # Foreign Students                                 | $\Sigma$ | 1                    | 0                    | 0                    | 0                    | 0                    | 0                    |
|                                                    | f        | 0                    | 0                    | 0                    | 0                    | 0                    | 0                    |
|                                                    | m        | 1                    | 0                    | 0                    | 0                    | 0                    | 0                    |
| Rate of foreign students                           |          | 0,05                 | 0,00                 | 0,00                 | 0,00                 | 0,00                 | 0,00                 |
| Percentage of occupied study places                |          | no data              | 59,4%                | 37,5%                | 59,4%                | 137,5%               | 100,0%               |
| # Graduates                                        | $\Sigma$ | 20                   | 19                   | graduates in 2026    | graduates in 2027    | graduates in 2028    | graduates in 2029    |
|                                                    | f        | 8                    | 11                   |                      |                      |                      |                      |
|                                                    | m        | 12                   | 8                    |                      |                      |                      |                      |
| Success rate (students who finished their studies) |          | 100,0                | 100,0                | graduates in 2026    | graduates in 2027    | graduates in 2028    | graduates in 2029    |
| Dropout rate (students who dropped their studies)  |          | 0,0                  | 0,0                  | 0,0                  | 0,0                  | 0,0                  | 0,0                  |
| Average duration of study                          |          | 4 years (8 semester) | 4 years (8 semester) | 4 years (8 semester) | 4 years (8 semester) | 4 years (8 semester) | 4 years (8 semester) |
| Average grade of final degree                      |          | 3,4 GPA              | 3,5 GPA              | no data              | no data              | no data              | no data              |

Figure 5 Statistical Data of Bachelor State and Local Government

| EP 7M04103-SLG                                     |                      |                      |                      |                      |                      |                      |  |
|----------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--|
|                                                    | 2020-2021            | 2021-2022            | 2022-2023            | 2023-2024            | 2024-2025            | 2025-2026            |  |
| # Study Places offered by HEI                      | no data              | 12                   | 12                   | 12                   | 12                   | 12                   |  |
| # Applicants                                       |                      |                      |                      |                      |                      |                      |  |
| Σ                                                  | no data              | no data              | no data              | no data              | 14                   | 15                   |  |
| f                                                  | no data              | no data              | no data              | no data              | no data              | no data              |  |
| m                                                  | no data              | no data              | no data              | no data              | no data              | no data              |  |
| Application rate                                   | no data              | no data              | no data              | no data              | 116,7%               | 125,0%               |  |
| # First-Year Students (accepted applicants)        |                      |                      |                      |                      |                      |                      |  |
| Σ                                                  | 9                    | 9                    | 12                   | 9                    | 12                   | 5                    |  |
| f                                                  | 3                    | 5                    | 4                    | 6                    | 4                    | 3                    |  |
| m                                                  | 6                    | 4                    | 8                    | 3                    | 8                    | 2                    |  |
| Rate of female students                            | 0,3                  | 0,6                  | 0,3                  | 0,7                  | 0,3                  | 0,6                  |  |
| # Foreign Students                                 |                      |                      |                      |                      |                      |                      |  |
| Σ                                                  | 1                    | 0                    | 0                    | 0                    | 1                    | 0                    |  |
| f                                                  | 0                    | 0                    | 0                    | 0                    | 0                    | 0                    |  |
| m                                                  | 1                    | 0                    | 0                    | 0                    | 1                    | 0                    |  |
| Rate of foreign students                           | 11,11%               | 0,0                  | 0                    | 0                    | 8%                   | 0                    |  |
| Percentage of occupied study places                | no data              | no data              | no data              | no data              | 100%                 | 42%                  |  |
| # Graduates                                        |                      |                      |                      |                      |                      |                      |  |
| Σ                                                  | 9                    | 8                    | 11                   | 9                    | graduates in 2026    | graduates in 2027    |  |
| f                                                  | 3                    | 5                    | 4                    | 6                    |                      |                      |  |
| m                                                  | 6                    | 3                    | 7                    | 3                    |                      |                      |  |
| Success rate (students who finished their studies) | 100%                 | 89%                  | 92%                  | 100%                 | graduates in 2026    | graduates in 2027    |  |
| Dropout rate (students who dropped their studies)  | 0,0%                 | 1 Student drop out   | 1 Student drop out   | 0,0%                 | graduates in 2026    | graduates in 2027    |  |
| Average duration of study                          | 2 years (4 semester) | 2 years (4 semester) | 2 years (4 semester) | 2 years (4 semester) | 2 years (4 semester) | 2 years (4 semester) |  |
| Average grade of final degree                      | 3,55                 | 3,48                 | 3,43                 | 3,56                 |                      |                      |  |

**Figure 6 Statistical Data of Master State and Local Government**

## Appraisal:

No separate applicant data are available at the level of the individual education programme. The indicators are derived from the database of the National Testing Centre based on applications submitted by applicants who selected ENU.

The statistical data shows, for all study programmes, a high success rate with a low drop-out rate. In the cases of Bachelor Jurisprudence, Bachelor State Audit, Master State Audit, Bachelor State and Local Government, and Master State and Local Government, there are cohorts with success rates of 100%. This is reinforced by a structured monitoring and support mechanism. The expert panel learned that parents are contacted if a student misses a course, and most students are funded through grants that must be repaid only if the programme is not completed within the prescribed time. This system provides strong incentives for timely completion and contributes to the consistently high success rate. The same mechanism is the reason for average length of study being 4 years for bachelor's and 2 years for masters' programmes. The proportion of foreign students is low or zero across all programmes, with the

Bachelor Jurisprudence being the outlier with 18 and 13 foreign students in the last two cohorts.

The data shows a high final grade (GPA) for all programmes, with the Bachelor Jurisprudence being the lowest at an average of 3.31 and the Master of State Audit being the highest at 3.85.

# Programme Description and Appraisal in Detail

## 1. OBJECTIVES

### 1.1 Subject-specific qualifications and employability of students (Asterisk Criterion)

#### **All study programmes**

In accordance with the ENU's Development Strategy, all study programmes should align with the requirements of the National Qualifications Framework of Kazakhstan (NQF) and the European Qualifications Framework (EQF). The alignment with the Qualifications Frameworks is expressed in the curricula of all programmes at hand. The respective qualification level according to the NQF and EQF is Level 6 for the bachelor's programmes and Level 7 for the master's programmes.

In general, while defining the learning outcomes of the bachelor's programmes, ENU differentiates between Professional Competences, General Professional Competences and Universal Competences. At the master's level, no universal competences are required. The learning outcomes of the master's programmes are focused on providing Professional Competences and General Professional Competences.

The qualification objectives of each study programme and the Intended Learning Outcomes are specified in the Programme Passport and the Competency Profile Map. The study programmes are published on the University website, on the relevant department's webpage.

#### **Bachelor Jurisprudence**

The qualification objective of the educational programme 6B04201 – Jurisprudence (hereafter: **Bachelor Jurisprudence**) is to ensure the provision of high-quality legal education that meets modern labour market requirements; to train students (in line with international standards) who are competitive, respectful of human rights and freedoms, who possess Kazakhstani patriotism and leadership qualities, show zero tolerance towards corruption, and have mastered the theoretical and practical dimensions of national legal education, as well as analytical thinking skills and professional legal ethics. The objectives are achieved through the study of the programme's courses, through professional practice placements, and through the development of abilities in professional analysis and decision-making in legal work and the provision of legal services throughout graduates' professional careers.

Upon completion of the bachelor's programme, graduates are awarded the academic degree of Bachelor of Laws. Graduates may work as lawyers in law enforcement agencies, the judiciary, the prosecutor's office, government bodies of power and administration, as well as in the business sector.

#### **Master Jurisprudence**

The qualification objective of the educational programme 7M04201 – Jurisprudence (hereafter: **Master Jurisprudence**) is to ensure the training of highly qualified and competitive specialists

in the field of law; to prepare graduates who possess fundamental knowledge and practical skills in solving legal problems, as well as research competencies necessary for conducting scholarly work in the legal sphere. The objectives are achieved through a comprehensive organisation of the learning process, which includes the use of innovative teaching methods, the active development of independent work by master's students, the completion of research and pedagogical assignments, participation in research internships at Kazakhstani and foreign universities, as well as pedagogical and research practice. This approach aims to ensure the development of professional, research, and analytical competencies that meet modern requirements of legal science and practice.

Upon completion, graduates will possess the necessary knowledge and practical skills for effective professional activity, demonstrate leadership qualities, and be able to solve legal problems in accordance with modern requirements for specialists with higher education. After completing the programme, graduates are awarded the degree Master of Laws. Graduates are eligible for a wide range of professional positions. They have opportunities for career advancement in law enforcement, law application systems, government bodies, private entrepreneurship, and other sectors.

### **Bachelor State Audit**

The qualification objective of the study programme 6B04121 – State Audit (hereafter: **Bachelor State Audit**) is to train highly qualified students with fundamental knowledge and practical skills in the field of state audit and financial control, capable of analytical thinking and the effective use of modern digital technologies. In addition to level 6 of the NQF, the programme has been developed according to levels 5 and 6 of the industry qualifications framework of the Professional Standard “Accountant”<sup>7</sup>.

The awarded qualification is a Bachelor of Business and Management. Graduates' professional careers span external and internal audit bodies, financial control departments of government agencies, the quasi-public sector, and audit and consulting firms. Over the past five years, 208 students have graduated from the programme, 116 of whom were employed in their field within the first year after graduation.

### **Master State Audit**

The qualification objective of the study programme 7M04120 – State Audit (hereafter: **Master State Audit**) has been updated in 2020 due to the need to strengthen its practical focus, adapt it to current labour market requirements and professional standards, and take into account updated regulatory requirements and ENU's institutional objectives. The qualification objective is to prepare master's degree students with in-depth knowledge of modern trends in the science and practice of State Audit, as well as skills in administering educational and research processes. The degree awarded is a Master of Economic Sciences.

The study programme is aligned with the sectoral qualifications framework “Financial and Economic Sphere: Accounting, Auditing, and Taxation”, which provides for the qualifications

---

<sup>7</sup> Paragraphs 11, 12 of the Order of the Ministry of Finance of the Republic of Kazakhstan dated December 29, 2023 No. 1340 with the latest changes from 08.01.2025, as stated in the State Audit SER, p. 14.

of “Chief Auditor” and “Head of Accounting (Chief Accountant)” at level 7, with requirements for master’s degree education and work experience. The acquired qualification, professional, and academic skills allow graduates to work in public and internal audit bodies.

### **Bachelor State and Local Government**

The qualification objective of the study programme 6B04103 – State and Local Government (hereafter: **Bachelor State and Local Government**) are defined based on societal needs and aligned with the ENU’s strategy and mission as well as with the sectoral qualifications framework and professional standards. The qualification objective is to train competitive personnel in the field of public and local administration, possessing theoretical knowledge and practical skills for applying them in professional activities. The degree awarded is a Bachelor of Business and Management.

Graduates are expected to be able to perform strategic and operational management at the level of local government, ministries, departments, to develop and implement government decisions, programmes, and projects, to manage human resources, investments, budgets, as well as to participate in the development of regulatory and strategic documents related to socio-economic development.

Future employers are state and local government bodies, offices of executive bodies, national public and private companies, as well as international organisations and international governing bodies.

### **Master State and Local Government**

The qualification objective of the study programme 7M04103 – State and Local Government (hereafter: **Master State and Local Government**) is to train highly qualified personnel in the field of public administration and civil service, possessing professional knowledge, management skills and competencies for the effective implementation of public policy. The degree awarded is a Master of Economic Sciences.

Graduates are expected to be able to perform strategic planning and change management, formulate and justify management decisions based on the analysis of data and regulatory documents, conduct applied and scientific research in the field of public administration, as well as interact with stakeholders in the development and implementation of policies.

Future employers are central and local government bodies, as well as in the quasi-public sector, institutions of civil society, public sector organisations, non-profit organisations, international organisations, research institutes, think tanks and consulting companies, as well as other organisations, and departments for relations with government agencies and citizens.

### **Appraisal:**

The subject-specific qualification objectives of the study programmes are convincingly defined and correspond with the intended academic level at graduation. The objectives consider the requirements of the national qualification framework and the student’s personal development.

The graduation profile is aligned with the targeted professional field, with an emphasis on developing the employability skills necessary for the students' chosen careers.

|      |                                                                                    | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|------|------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 1.1* | Subject-specific qualifications and employability of students (Asterisk Criterion) |             |        | X    |               |      |                |

## 1.2 Positioning of the study programme on the educational market

### All study programmes

ENU is one of nine National Universities of Kazakhstan, which are considered leading centres of higher education as well as basic and applied research in the country.

In national rankings, the University regularly ranks at the very top. In the last five years, ENU has been ranked first or second in every single IAAR National Ranking on Demand for HEIs in Kazakhstan. Internationally, ENU is ranked 317th in the QS World University Ranking 2025.<sup>8</sup>

The study programmes at hand are also best ranked in the subject-specific National Ranking on Demand for HEIs 2025. The Bachelor Jurisprudence is ranked second among all Jurisprudence programmes in the country; the master's programme takes fourth place.<sup>9</sup> Both programmes in State Audit are ranked first. The bachelor's programme in State and Local Government occupies second place in Kazakhstan; the master's programme is in sixth place.<sup>10</sup>

### Bachelor and Master Jurisprudence

The programmes are designed and updated by benchmarking against competition in the field of legal education in the region and neighbouring regions, as well as in foreign universities as well as an analysis of labour market needs and current amendments to regulatory legal acts in the sphere of higher and postgraduate education.

The main competitor to ENU's Jurisprudence programmes 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". For admission, private universities tend to set a lower minimum admission threshold for applicants, whereas ENU sets a high threshold of 95 out of 140 points<sup>11</sup> for the bachelor's programme, which reflects the quality of the student body.

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 Vice Minister, a former member of the Parliament of

<sup>8</sup> Jurisprudence SER, p. 5.

<sup>9</sup> Jurisprudence SER, pp. 65.

<sup>10</sup> State and Local Government SER, p. 64.

<sup>11</sup> See also chapter 2.

Kazakhstan and a former member of the Prosecutor's Office. Another advantage lies in the curriculum, the inclusion of modern academic courses, the active involvement of stakeholders in programme development and enhancement, and the use of in-demand teaching methods. The programmes are further strengthened by practice-oriented approaches to teaching, delivered through branches of graduating departments operating within leading expert and research institutions (such as the Institute of Forensic Examinations in Astana) and law-enforcement bodies (including the Operational-Criminalistics Department of the Astana Police Department and the Judicial Administration of Astana).

### **Bachelor and Master State Audit**

Both programmes are pioneering in Kazakhstan, being the first of their kind, established in 2016 with the participation of the Supreme Audit Chamber of the Republic of Kazakhstan and the Internal State Audit Committee of the Ministry of Finance of the Republic of Kazakhstan. A distinctive feature of the study programmes is their delivery in the capital of Kazakhstan, where all central government agencies are located. ENU is the only university in Kazakhstan offering consecutive studies from bachelor's to master's level in State Audit.

Since 2025, competition has emerged in the Kazakhstani educational market in the form of a bachelor's programme in State Audit at Karaganda State University and a master's degree in State Audit and Financial Control at Al-Farabi Kazakh National University in Almaty.

In addition to being longer established, the bachelor's and master's programmes in State Audit benefit from a well-developed teaching and methodological base, supported by the publication of 47 textbooks and teaching aids, as well as five monographs on state audit produced by the Department of State Audit. For the bachelor's programme in particular, ENU has set a high admission threshold of 100 out of 140 points.

### **Bachelor and Master State and Local Government**

The uniqueness of the bachelor's programme lies in its consideration of the national specifics of the public administration system and legislative framework, while integrating advanced global approaches and practices. The programme emphasises practice-oriented learning, offering opportunities to attend lectures and masterclasses delivered by invited experts from ministries, government agencies, and organisations, as well as to complete internships at leading government bodies. An additional advantage is that most internship placements are located in Astana, ensuring direct interaction with central government institutions and expanding students' opportunities for professional development. Notably, in 2025, the programme ranked first among 30 similar programmes in the National Chamber of Entrepreneurs of the Republic of Kazakhstan's rating.

The uniqueness of the master's programme lies in its consideration of the national specifics of the public administration system and its strong research orientation. The programme focuses on developing the analytical and research competencies necessary to address current challenges in public administration. Master's students have the opportunity to undertake internships abroad, broadening their professional horizons. Among ENU's key advantages over its competitors are its strong academic reputation, status as a national research

university, extensive network of international partners, and active participation in academic mobility programmes.

At the regional level (Central Asia), the educational programmes are distinguished by their emphasis on international cooperation. The department regularly analyses the content and implementation of similar programmes at universities in Eastern Europe and the Commonwealth of Independent States. Based on the results of comparative analysis, it introduces courses into the curricula that reflect current trends and best global practices in training specialists in the field of State and Local Government.

## Appraisal:

For the **Bachelor and Master in Jurisprudence, as well as the Bachelor and Master in State and Local Government**, the reasons given for the positioning of these study programmes in the educational market are comprehensive and plausible, given the described qualification objectives and the graduation profile.

For the **Bachelor and Master State Audit**, ENU has demonstrably examined the educational market and established a unique and competitive profile of the study programmes. The programmes were developed with the participation of the Supreme Audit Chamber and the Internal State Audit Committee of the Ministry of Finance, being the first of their kind in Kazakhstan. While other State Audit programmes are emerging in Kazakhstan, ENU's programmes stand out as the most established, as well as for producing textbooks, teaching aids, and monographs on state audit.

|     |                                                              | Exceptional | Exceed             | Meet                                       | Does not meet | n.r. | Recommendation |
|-----|--------------------------------------------------------------|-------------|--------------------|--------------------------------------------|---------------|------|----------------|
| 1.2 | Positioning of the study programme on the educational market |             | B Audit<br>M Audit | B Juris<br>M Juris<br>B Govern<br>M Govern |               |      |                |

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

### All study programmes

The programmes, both in development and during implementation, are integrated into the overall concept of the 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.

ENU's mission is to generate new knowledge and innovation in the Eurasian region and develop competitive individuals to serve the state and society. The programmes align with this

mission by preparing personnel for work in jurisprudence, audit, and state and local government; for making management decisions based on the analysis of socioeconomic processes; and for implementing public policy. When formulating programme goals and defining competencies, the specific nature of the University as a multidisciplinary research university, its connections with the real sector of the economy and international partners are considered. The strategy emphasises the development of human capital, the digitalisation of education, and integration into the global educational space. The education programmes support these goals by integrating digital technologies into the educational process using innovative technologies, including distance learning, and utilising open online courses (MOOCs), digital educational resources, and the necessary software; enhancing academic mobility; and implementing a competency-based approach and practice-oriented learning.

### Appraisal:

The study programmes' qualification objectives constitute the core of the HEI's strategic concept and are clearly, measurably and permanently implemented, monitored and adjusted.

|     |                                                                               | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-----|-------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 1.3 | Positioning of the study programme within the HEI's overall strategic concept |             | X      |      |               |      |                |

## 2. ADMISSION

### 2.1 Admission requirements (Asterisk Criterion)

#### All study programmes

Admission to graduate and postgraduate programmes at ENU is regulated by the Rules for Admission. Regulatory documents and detailed information on the admission procedure are published on the University's website in the section "For Applicants"<sup>12</sup>. ENU has an Admissions Committee, whose activities are aimed at organising and monitoring all stages of admission and recruitment. Students are admitted until August 25 for bachelor's programmes, August 28 for master's and doctoral programmes, and from December 26 to January 10 of the calendar year.

Kazakhstan has a national system of admission to higher education. Admission to bachelor's programmes at all HEIs in Kazakhstan is conducted on a competitive basis, taking into account applicants' scores on one of two national tests for secondary school graduates: the Unified National Test (UNT) and the Comprehensive Test (CT). Students are admitted on the basis of state educational grants or on a fee-paying basis. The test scores are crucial for the distribution of state educational grants, which allow students to study at HEIs free of charge.

The maximum UNT/CT score as a result of all 5 tests is 140 points. Whereas the minimum entrance requirement for enrolling at HEIs in Kazakhstan is 50 points, it is necessary to score at least 65 points for paid tuition at the ENU's bachelor's programmes.

Bachelor students who want to follow an English-speaking study programme need to pass an obligatory English test after the general admission to the programme.

For the **Bachelor Jurisprudence**, there is a special admission scheme for applicants who have completed compulsory military service that implemented under the agreement of 2022 between the Ministry of Defence of Kazakhstan and ENU on military-patriotic education.

Admission to **master's programmes** is determined by the results of a comprehensive assessment. The assessment consists of three main sections: a foreign language test (with the possibility of exemption for applicants with an IELTS or TOEFL certificate), a readiness test, and a test on the study programme profile. The maximum score as a result of these tests is 150 points. The minimum threshold score for participation in the competition for state educational grants and fee-paying places is 78 points.

For foreign students, the Regulations on Academic Mobility, the Welcome ENU Academic Mobility Programme, and the Regulations on the Establishment of the Kultegin and Gumilyov Scholarships have been developed. Admission of international applicants to fee-paying bachelor's, master's, and doctoral programmes is determined based on the results of an interview.

---

<sup>12</sup> <https://www.enu.kz/en/page/applicants>, accessed April 28, 2026.

## 2.2 Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)

### **All study programmes**

The programmes are delivered in three languages: Kazakh, Russian, and English, with students divided into groups along the language lines. Groups with English as the language of instruction are formed on the basis of applications submitted by students who either hold a valid IELTS certificate or have successfully passed the University's English language test.

### **Bachelor's programmes**

To develop English language proficiency among bachelor's students, the first two semesters include courses in "Foreign Language" and "Kazakh (Russian) Language", which are aimed at developing academic and professional communication skills. By the end of the course, students must achieve a minimum CEFR level of B1-B2, which is a prerequisite for mastering specialised courses in English, as well as for participating in international research and educational projects.

### **Master's programmes**

The standardised foreign language test in English is organised by the National Testing Centre of the Ministry of Science and Higher Education. Alternatively, applicants may present language certificates with a certain minimum amount of points / minimal level requirements. To be admitted to a master's programme, applicants must confirm the required level of proficiency in a foreign language, as established by national legislation. Applicants are required to submit a valid international certificate confirming a level not lower than IELTS Academic 5.5, TOEFL ITP 460, or TOEFL iBT 46. In some cases, upon the decision of the admissions committee, the Duolingo English Test is also accepted.

Additionally, students may attend preparatory language courses such as "English Language Course", "English Language: Pre-intermediate Level", "Foreign Language: English Grammar Course, Intermediate Level". Students also have access to supplementary English-language learning materials through the University Library.

Foreign citizens and individuals who do not speak the language of instruction must undergo testing or an interview to confirm their proficiency in the relevant language.

## 2.4 Selection procedure (if relevant)

### **Bachelor's programmes**

Applicants to the bachelor's programmes are admitted based on the results of the UNT, and to the master's programmes on the basis of comprehensive testing and entrance examinations.

The University can set an entry threshold to make sure to select only the best students for the bachelor's programmes. For the Bachelor Jurisprudence, the threshold is 95 out of 140 points. For the Bachelor State Audit as well as for the Bachelor State and Local Government, the threshold is 100 points. In the bachelor's programmes, the entry threshold has been raised in

the past years due to increased competitive selection and higher requirements for applicants, in line with the state policy of improving the quality of training for the public administration system. The increase in the passing score aims to reflect the high level of competitive selection and to ensure the admission of the most prepared and motivated applicants.

Furthermore, there is a scheme for preferential admission that includes students from single-parent families, large families, orphans, persons with disabilities, “kandasy” (ethnic Kazakhs returning to their historical homeland), beneficiaries of programmes supporting youth from the western regions of Kazakhstan, and others.

Applicants submit a certificate of completion of the UNT and a certificate of receipt of an educational grant to the University Admissions Committee, after which they are accepted. Information about the award of an educational grant is published in the media and on the National Testing Centre website, where applicants can find out the selection results by entering their identification number. If any changes to the selection procedures or rules occur, an announcement is posted on the University's official website, and the information is updated promptly.

### **Master's programmes**

For admission to the master's programmes, the minimum threshold is 75 points out of a possible 150.

### **All study programmes**

Every applicant can appeal their answers if they disagree with the test results. To do so, they must submit an appeal request through the appeals committees at universities or authorised education bodies by applying in their National Testing Centre personal account and specify the questions they are appealing. The appeal results will be reflected in the applicant's personal account within the specified timeframe. Information on the appeal procedure and deadlines is communicated through regulatory documents, publications on the official websites of universities and the Ministry of Science and Higher Education of Kazakhstan, and through admissions committees and applicant information systems.

## **2.5 Counselling for prospective students**

### **All study programmes**

Applicants can obtain information about admission requirements on the ENU website in the “For Applicants” section, on the University's official social media accounts (Instagram), as well as from informational brochures.

Consultations are provided both online and offline: in person through the Admissions Committee, Open Days, and school visits, as well as at colleges and at educational exhibitions; and remotely via Zoom, Microsoft Teams, e-mail, messaging services, and the official ENU Telegram bot. The Career Guidance Office provides ongoing advisory support to applicants at all stages of the admission process, such as choosing a study programme, submitting

documents, and assisting with visa, migration, and adaptation issues. A call centre operates additionally during the admission campaign.

Advisory services also cover applicants with special needs and international applicants, including through the participation of the University's Centre for Inclusive Support.

At the beginning of the academic year, ENU's Career Guidance Office and the department or Faculty develop a career guidance plan. Brochures, videos, and presentations on the department's study programmes are prepared.

Throughout the academic year, Open Days, subject Olympiads, excursions for school and college students, offline/online meetings with graduates of schools and colleges, and career-guidance sessions for bachelor's and master's graduates are organised.

In order to recruit more students for the bachelor's programmes, the University works closely with secondary schools in different regions of Kazakhstan. During the school year, ENU organises University tours for the target groups of school students, including visiting laboratories, classrooms and gaining insight into the admission and study processes through the presentations of study programmes.

## 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.

The admission requirements are transparent about the required language proficiency level regarding the language mainly used for instruction of the programme, or the required result in a language test. If relevant, preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature and extracurricular activities).

Depending on the 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.

Applicants can directly turn to a student counselling service at ENU for clarification of specific questions, of personal aptitude, or of career perspectives, etc. Personal dialogue between applicants and ENU is provided. Vulnerable students, such as those in special circumstances like impairments or disabilities, students with children, foreign students, economically-disadvantaged students and/or students from non-academic backgrounds are particularly assisted, e.g. at the Centre for Inclusive Support.

|                |                                                                                                                             | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|----------------|-----------------------------------------------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>2.1*</b>    | Admission requirements (Asterisk Criterion)                                                                                 |             |        | X    |               |      |                |
| <b>2.2 (*)</b> | Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language) |             |        | X    |               |      |                |
| <b>2.3 (*)</b> | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)        |             |        |      |               | X    |                |
| <b>2.4</b>     | Selection procedure (if relevant)                                                                                           |             |        | X    |               |      |                |
| <b>2.5</b>     | Counselling for prospective students                                                                                        |             |        | X    |               |      |                |

### 3. IMPLEMENTATION OF THE STUDY PROGRAMME

#### 3.1 Structure and Content

##### 3.1.1 Structure of the study programme (Asterisk Criterion)

###### All study programmes

| Study programmes                                                          | Bachelor's programmes                                                                                                                                      | Master's programmes                           |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Projected study time (semesters, months/trimesters, years)                | 8 semester, 4 years                                                                                                                                        | 4 semesters, 2 years                          |
| Number of credits (national credits and ECTS credits)                     | 240 National credits<br>240 ECTS credits                                                                                                                   | 120 National credits<br>120 ECTS credits      |
| Workload per national credit                                              | The full academic load of one academic year corresponds to at least 60 academic credits and corresponds to at least 1800 academic hours per academic year. |                                               |
| Workload per ECTS credit                                                  | One academic credit corresponds to 30 academic hours; of that 9 hours in classroom, 21 hours independent work.                                             |                                               |
| Conversion from national credits to ECTS credits, if applicable           | 1 National credit = 1 ECTS credit                                                                                                                          |                                               |
| Weeks per semester                                                        | 15                                                                                                                                                         |                                               |
| Credits for the final thesis / final project and time awarded for writing | 8 National / ECTS credits, 8 weeks of writing                                                                                                              | 8 National / ECTS credits, 8 weeks of writing |

The study programmes are designed in accordance with paragraph 3-1 of 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). The GOSO describes the overall structure of curriculum, the required workload of its cycles and components, the compulsory educational activities, and their learning outcomes. The concrete module contents are to be developed by HEIs.

###### Bachelor's programmes

All bachelor's programmes include three cycles of disciplines: general education subjects (56 National/ECTS credits), basic disciplines (120 National/ECTS credits), and specialised disciplines (56 National/ECTS credits). Another eight National/ECTS credits are allocated for the final thesis. According to the GOSO, bachelor's programmes have to allocate no less than 240 National/ECTS credits for a bachelor's degree.

The cycle of the general education aims for the acquisition of a broad fundamental knowledge. It also aims at fostering the personal intellectual development of students. The further purpose of the cycle is to equip students with soft skills allowing them to adjust to the changing demands of the labour market and technology and also to work in teams. The cycle of the general education in all bachelor's programmes comprises:

- *Compulsory* components including “History of Kazakhstan”, “Philosophy”, “Foreign Language”, “Kazakh (Russian) Language”, “Information and Communication Technologies”, Module of Socio-Political Knowledge (Sociology, Political Science, Cultural Studies, Psychology), as well as Physical Education.
- *Elective* components with modules on Management psychology, Theory and practice of politics, Cultural studies, Self-knowledge, Digital Technologies by branches, Speech culture and Business Rhetoric, Sociology, Political Science, Fundamentals of Anti-corruption Culture.

The cycle of the basic (professional) disciplines, comprising of compulsory (76 National/ECTS credits) and elective (76 National/ECTS credits) courses as well as “Industrial (Workplace) Practice” (16 National/ECTS credits) and “Pre-graduation Practice” (eight National/ECTS credits).

The cycle of the specialised (profile-forming) courses allows bachelor’s students to get a stronger professional profile and a specialist expertise in certain fields.

All bachelor’s programmes contain five internships (“Practice”):

- one educational internship in the 2<sup>nd</sup> semester, which is carried out at the University
- three industrial internships in the 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> semester, which are in most cases carried out in external organisations, and during which students collect material for their bachelor’s thesis.
- one pre-graduation internship in the 8<sup>th</sup> semester.

### **Master’s programmes**

According to the GOSO requirements, there are two types of master’s programmes in Kazakhstan: Scientific and Pedagogical Master’s Programmes and Specialised (Profile) Master’s Programmes. All master’s programmes at hand fall under the “Scientific and Pedagogical” category, meaning that their primary goals are to develop competencies necessary for teaching and academic careers, research careers, as well as analytical and expert roles. The GOSO mandate is that not less than 120 National/ECTS credits be completed for master’s programmes of the scientific and pedagogical category.

All master’s programmes include two cycles of disciplines: basic courses (35 National/ECTS credits), specialised courses (77 National/ECTS credits). Another eight National/ECTS credits are allocated for the final thesis.

The cycle of compulsory basic courses in all three programmes includes modules on “History and Philosophy of Science”, “Foreign Language (Professional)”, “Higher Education Pedagogy”, “Management Psychology”, as well as “Pedagogical Practice”. The elective basic components are programme-specific.

The cycle of specialised courses includes:

- one compulsory module of the HEI component worth 10 National/ECTS credits (“Methodology of Legal Analysis” in Jurisprudence; “State Audit (Advanced)” in State

Audit; “Theory and Practice of Public Administration” in State and Local Government), as well as

- the elective component with 20 profile-forming modules specific for each study programme, worth 31 National/ECTS credits
- Research Practice (12 National/ECTS credits)
- Research Work of Master’s Students (24 National/ECTS credits).

The master’s programmes” curricula include two types of internships (“Practice”). The pedagogic internship in the 3<sup>rd</sup> semester aims at developing practical teaching skills. The research internship in the 4<sup>th</sup> semester aims at familiarising students with the latest theoretical, methodological, and technological achievements of national and international science, as well as with modern research methods and the processing and interpretation of experimental data and is conducted in scientific organisations or in organisations of relevant industries or fields. The place of research internship corresponds to the scientific direction of the study programme and the topic of the research, spanning not less than 14 calendar days.

### 3.1.2 Rationale for degree and programme name (Asterisk Criterion)

#### **All study programmes**

The titles of the programmes are prescribed by the GOSO and comply with the requirements of the Classifier of Areas of Training for Higher and Postgraduate Education (dated 13 October 2018, No. 569).

#### **Bachelor and Master Jurisprudence**

The degrees awarded upon completion of the programmes, Bachelor of Laws and Master of Laws, correspond to the qualification levels established by the NQF of the Republic of Kazakhstan:

- Level 6 NQF / Level 6 EQF for the Bachelor of Laws (focused on developing professional competencies necessary for independent performance of complex professional tasks in both standard and changing conditions of legal practice);
- Level 7 NQF / Level 7 EQF for the Master of Laws (focused on the development of research, analytical, and managerial competencies necessary for independently solving scientific and practical legal tasks, as well as for teaching in higher education).

#### **Bachelor and Master State Audit**

The degrees awarded upon completion of the programmes, Bachelor of Business and Management and Master of Economic Sciences, correspond to the qualification levels established by the NQF of the Republic of Kazakhstan:

- Level 6 NQF / Level 6 EQF for the Bachelor of Business and Management (focused on economic processes, strategic planning, and the effective use of resources. At the bachelor’s level, key professional competencies in the areas of state and local government, economics, and management are formed, and practical skills in public administration are developed.);
- Level 7 NQF / Level 7 EQF for the Master of Economic Sciences (The programme’s content includes specialised disciplines, teaching and research practice, a research

project, and a master's thesis, fully meeting the requirements for a Master of Science degree).

### **Bachelor and Master State and Local Government**

The degrees awarded upon completion of the programmes, Bachelor of Business and Management and Master of Economic Sciences, correspond to the qualification levels established by the NQF of the Republic of Kazakhstan:

- Level 6 NQF / Level 6 EQF for the Bachelor of Business and Management (focused on economic processes, strategic planning, and the effective use of resources. At the bachelor's level, key professional competencies in the areas of state and local government, economics, and management are formed, and practical skills in public administration are developed.);
- Level 7 NQF / Level 7 EQF for the Master of Economic Sciences (reflecting its research and analytical focus).

### **3.1.3 Conceptual coherence of the curriculum (Asterisk Criterion)**

#### **All study programmes**

The process of developing and approving educational programmes is carried out through an analysis of labour market needs and professional standards, consultations with stakeholders, including employers, and is regulated by the "Procedure for the Development of Educational Programmes".

The structure of the programmes is built on the principle of sequential mastery of educational cycles and includes key blocks described in chapter 3.1.1.

#### **Bachelor and Master Jurisprudence**

The bachelor's programme is aimed at developing theoretical knowledge and basic professional skills necessary for applying legal norms in various spheres: civil, criminal, administrative, and international law.

The master's programme is designed to enhance professional and research competencies, develop analytical thinking, and cultivate students' ability to engage in scholarly activity. The content of the master's curriculum emphasises the study of current issues in legal regulation, the analysis of judicial practice, research methodology, and the development of proposals to improve legislation.

The structure and content of the programmes aim to ensure conceptual integrity, logical coherence between modules, and the sequential development of competencies. Each subsequent module is based on previously studied prerequisites, aiming to ensure a gradual progression of knowledge acquisition.

The programmes include both compulsory and elective disciplines, ensuring a balance between fundamental training and the individualisation of the learning trajectory. Elective courses are developed with consideration of employer feedback and allow students to specialise in selected areas.

### **Bachelor and Master State Audit**

In the bachelor's programme, the general education subjects form the theoretical foundation and develop universal competencies necessary for professional and personal growth. The twenty-one core courses develop professional competencies and provide a transition from theoretical training. The courses "Economic Theory", "Public Administration", "Corporate Law", and "State Audit" aim to develop analytical thinking and an understanding of financial and legal mechanisms. The seven specialised courses provide in-depth professional training and develop practical skills in government auditing.

Final assessment and internships are the final stage of study, including on-the-job training, pre-graduation internships, and the writing and defence of a thesis. These are aimed at consolidating acquired knowledge and skills in a real-world professional environment.

The master's programme is aimed at training highly qualified personnel capable of organising and conducting state audits in various fields, developing methodological support, and monitoring compliance with procedural standards for state audit and financial control. The programme includes four compulsory basic courses of the university component to ensure the achievement of general professional competencies and learning outcomes established by the study programme. The cycle of specialised courses includes "State Audit (Advanced)" as well as "Methodology of Economic Research and Teaching Disciplines in the Field of State Audit", "Internal State Audit". Furthermore, there are elective courses which aim to ensure the development of specialised professional competencies and to conduct independent applied research in the field of State Audit and financial control.

Research internships are conducted at state audit and financial control bodies, providing master's students with opportunities to apply their theoretical knowledge in practice. Teaching internships focus on developing teaching skills.

### **Bachelor and Master State and Local Government**

In the bachelor's programme, the general education subjects form the theoretical foundation and develop universal competencies necessary for professional and personal growth. The twenty-one core courses develop professional competencies and provide a transition from theoretical training. Of them, seven courses are mandatory, and fourteen are elective, with courses such as "Economic Theory", "Constitutional Law", "Administrative Law", "Management", "Risk Management", and "Project Management". Those courses provide fundamental knowledge and develop analytical and legal skills.

Core subjects (six compulsory and sixteen elective subjects) such as "Theory of Public Administration", "State Regulation of the Economy", "Strategic Planning and Forecasting, Sustainable Regional Development Management" provide in-depth study of issues related to state and local government, public policy, strategic planning, finance, personnel policy, and modern digital technologies. A variety of elective courses allows students to study specific aspects of state and local government.

The master's programme's structure contributes to achieving its key objective: to train competitive personnel in state and local government who possess theoretical knowledge and

practical skills applicable to their professional activities. In the curriculum, there are Core courses, of which four are compulsory and four are elective, including “Research Methods in Management”, “Legal Aspects of Public Administration”, “Modelling and Risk Management in Conditions of Uncertainty” and aimed at developing fundamental knowledge and skills in the field of scientific methodology, modern public administration, legal regulation, and data analysis. Specialised courses (three compulsory, twelve elective) provide in-depth study of key aspects of public and local administration, strategic planning, digital transformation, international cooperation, antitrust regulation, and sustainable development.

### 3.1.4 Study and exam regulations (Asterisk Criterion)

#### **All study programmes**

At ENU, rules for studying and examinations are regulated by the “Rules for the Organisation of the Educational Process of ENU”, dated 30.05.2025, in particular, in §4 “General Provisions”, §9 “Interim Assessment of Students”, and §17 “Procedure for Conducting Final Assessment of Bachelor’s and Master’s Degree Students”, the “Regulation on the Organisation of Educational and Methodological Work” dated 25.09.2025 (in §8 “Conducting Interim Assessment”), and the “Academic Policy of ENU” (§9 and §11). The documents are published on the ENU website and are accessible to students via the electronic systems *Smart.enu* and *Platonus*. Additionally, students have access to the First-Year Student Guide<sup>13</sup> and the Student Guide<sup>14</sup>.

The study and examination regulations of ENU are in accordance with the rules specified in the Decrees of the Ministry of Science and Higher Education. According to the regulations, there are four main forms of controlling the performance in theoretical education of Bachelor and Master students:

1. The current control, which is a systematic assessment of students’ performance during the semester. The forms of the current control depend on the specific module and are selected by teachers. They can include surveys, written control, homework presentations, colloquia, essays, reports, tests, and project work.
2. The mid-term control, which includes the results of current control; usually, there are two periods of the mid-term control per semester, whereby each period lasts for one week.
3. The final control, which is conducted in the written, oral, tests or combined form after the completion of the study of the entire module during the examination session; the form and the procedure of the examination for each module are set by the Academic Council of the faculty.
4. The final attestation is conducted in the form of a state examination and the defence of the thesis for bachelor’s students and in the form of a state comprehensive examination and the thesis/project defence for master’s students.

Additionally, bachelor’s students must pass a State Examination in the Modern History of Kazakhstan in their first year of study.

---

<sup>13</sup> <https://smart.enu.kz/api/serve?path=/general/files/47e92de7-c72a-4124-9ae9-eb6d80c72dc2.pdf>.

<sup>14</sup> <https://smart.enu.kz/api/serve?path=/general/files/669f6d41-efa6-44aa-bcb7-7c31621792b8.pdf>.

Student assessment is carried out in accordance with the “Rules for the Organisation of the Educational Process of ENU” and is based on a 100-point scale. The final grade for a course consists of the current control (60%) and the final control (40%). Assessment results are recorded in the electronic gradebook in *Platonus*.

The grading system is based on a letter scale (A-F) with numeric equivalents compatible with the ECTS system, with one ECTS credit accounting for one National credit.

According to the state regulations, the maximum workload for bachelor’s students, including the self-study, must not exceed 54 academic hours (à 50 minutes) per week. The maximum workload for master’s students is 57 academic hours per week.

The study programmes allow students to study at foreign and domestic institutions under academic mobility schemes and in accordance with the principles of the Bologna Process. The Department of International Cooperation issues orders for sending students to partner institutions. Upon their return, credit transfer is carried out in accordance with the general rules of the “Academic Policy” and the “Regulations for the recognition of learning outcomes and credit transfer”. The credit transfer is conducted at the departmental level, after which the results are submitted to the Registrar’s Office for recording in the system. In the event of a discrepancy between the curricula, the academic difference is determined, which must be mastered by the student in the course of further study. Information about the academic difference is brought to the student's attention and included in their individual study plan.

Issues of academic integrity and plagiarism prevention are regulated by internal regulatory documents, including the “Policy of Academic Integrity for Faculty, Staff, and Students” and the “Rules for the Organisation of the Educational Process of ENU”, §16 “Procedure for Checking Students’ Graduation Theses for Plagiarism”.

All final written projects (as well as bachelor’s and master’s theses/projects) undergo mandatory plagiarism checking. The check is conducted through the student’s personal account in *Platonus*. The check covers verbatim copying without citation, paraphrasing without semantic transformation, translation-based plagiarism, and self-plagiarism. Similarly, the Constructor proctoring system is used, which is an online platform powered by artificial intelligence that detects suspicious behaviour (looking away, strangers, opening materials) and generates flags for potential violations. Proctors review the reports and, if necessary, forward them to a committee (the vice rector, the registrar's office, and the online learning department), which then decides on the exam results.

Particular attention is paid to ensuring equal access to education for students with special educational needs. The University implements affirmative action measures, including providing adapted assessment formats, additional time to complete assignments, and special conditions for exams. This is regulated in “Rules for Organising the Academic Process” and the “Methodological Recommendations for Faculty and Staff Working with Students with Special Educational Needs”.

Graduates are provided with a state-standard Diploma, and upon request, a Diploma Supplement in Kazakh, Russian, and English, containing information on courses completed, credits earned, final grades, and an ETCS Grade Distribution Table.

### 3.1.5 Examination and final thesis (Asterisk Criterion)

#### **All study programmes**

The form and procedure of examinations, oral exam questions, and written exam tasks are discussed and approved at departmental meetings. Each instructor proposes and justifies the choice of assessment format. For students with special educational needs, interim assessments may be conducted using distance-learning technologies, if requested.

The selection of exam formats and tasks is aligned with the objectives of the study programme and designed to directly verify the achievement of the intended learning outcomes and the required qualification level.

In the **bachelor's programmes**, assessment formats include oral, written, and combined (case-based) examinations, as well as computer-based and matrix testing, and focus on evaluating practical readiness and operational skills. Apart from computer-based tests, independent examiners are appointed from among leading professors and associate professors of the department whose qualifications correspond to the subject area.

The level of difficulty of examination tasks increases progressively from junior to senior years, reflecting the sequential development of competencies. In years 1–2, assessments focus on basic knowledge, terminology, and fundamental practical skills corresponding to the lower levels of Bloom's taxonomy ("knowledge" and "understanding"). In years 3–4, tasks include analysis, application, and critical evaluation, indicating a higher level of learning mastery.

In the **master's programmes**, assessment formats include detailed written analysis, case studies and problem-solving tasks, and defence of projects or essays. The examinations correspond to the level of postgraduate education and focus on scientific analysis, critical thinking and an interdisciplinary approach. They are geared towards developing research and analytical skills.

Students are provided with comprehensive support for exam preparation. Each course has textbooks, electronic resources, and syllabi that include a list of all examination questions. Mock tests are regularly used during current and mid-term assessments to help students self-evaluate their progress.

The process of scientific supervision of final qualification works follows ENU's established regulatory requirements. Each student is assigned a supervisor from the faculty. The supervisor provides advice on the topic selection, the structure of the work, the research methodology, and the progress of the research. A consultation schedule is developed and approved. In the bachelor's programmes, thesis topics and supervisors are assigned at the beginning of the fourth year. In the master's programmes, dissertation topics and supervisors are appointed during the first year. Each final qualification work is accompanied by mandatory expert documents, supervisor's feedback and an external review. The official defence of

theses and master's dissertations is conducted according to an approved schedule, following preliminary departmental defence. Students who have properly prepared their final written work and passed the plagiarism check are admitted to the official defence, conducted publicly before members of the Final Certification Committee. The purpose of the final thesis is to demonstrate the student's ability to apply acquired knowledge and skills to solve professional problems in the field of study.

## Appraisal:

The study programmes' structure supports the smooth implementation of the curriculum and helps students to reach the intended learning outcomes. The study programmes consist of courses and assign credits per course based on regularly conducted workload assessments. Practical components are designed and integrated in such a way that credits can be acquired. They can be completed within the projected study time.

The course descriptions and Programme Passports provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide 2015.

The degrees and study programme names correspond to the respective content of the curriculum and the study programmes' qualification objectives and are in line with the national requirements.

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Electives are an integral part of the curriculum that enable students to gain additional competencies and skills. The expert panel noticed that there are a number of general education courses in the bachelor's and master's programmes that are mandated by state regulations.

There are regulations and guidelines which contain all necessary rules and procedures for teaching, studies and examination. The faculties have available solutions to detect forms of plagiarism. Specific tools are in place for addressing AI-generated content.

During the on-site visit, the expert panel learned that ENU does not have, as of yet, 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.**

Final theses are evaluated based on previously published criteria, rules, and procedures, and are checked for the prevention of plagiarism.

Students with disabilities are provided with affirmative action measures regarding time and

formal standards and requirements throughout the study programmes and examinations. This is stipulated in a binding document.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined.

The University provides a Grade Distribution Table including a ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This is stipulated in a binding document.

All examinations, as they are defined for the courses, are suited in format and content to achieve the intended learning outcomes. The requirements are in accordance with the desired qualification level. The examinations are characterised by a wide variety of test formats.

During the on-site visit, the expert panel had the opportunity to review examples of theses at both bachelor's and master's levels. The panel formed the view that it was at times difficult to distinguish clearly between the two levels, and that some master's theses were overly descriptive and occasionally lacked a strong analytical focus. In some cases, they did not include a theoretical analysis grounded in scientific literature. In its statement on the report, the University explained how it has revised the regulatory and methodological framework of its theses in order to ensure a clearer distinction between bachelor's and master's level work. The expert panel welcomes this development and **recommends** monitoring the implementation of the new regulations and students' success in demonstrating clearly distinguishable differences in academic level and scope, reflecting the expected progression in complexity, independence, and scholarly contribution between the two degree levels.

|               |                                                              | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>3.1</b>    | Structure and content                                        |             |        |      |               |      |                |
| <b>3.1.1*</b> | Structure of the study programme (Asterisk Criterion)        |             |        | X    |               |      |                |
| <b>3.1.2*</b> | Rationale for degree and programme name (Asterisk Criterion) |             |        | X    |               |      |                |
| <b>3.1.3*</b> | Conceptual coherence of the curriculum (Asterisk Criterion)  |             |        | X    |               |      |                |
| <b>3.1.4*</b> | Study and exam regulations (Asterisk Criterion)              |             |        |      | Condition     |      |                |
| <b>3.1.5*</b> | Examination and final thesis (Asterisk Criterion)            |             |        | X    |               |      | X              |

## 3.2 Intended competences and skills

### 3.2.1 Methods and scientific practice (Asterisk Criterion)

#### **Bachelor and Master Jurisprudence**

**Bachelor's students** acquire the basics of legal research methodology, develop abilities in analysing and interpreting legal phenomena, and enhance skills in academic writing and argumentation. Throughout their studies, they complete small-scale research projects, write coursework papers and academic articles, prepare presentations for student and inter-university conferences, and complete bachelor's theses. This progression aims to ensure the gradual and consistent development of research competencies.

Students gain their first experience in independent research during the first and second years through essays, analytical reviews, reports, and research presentations. In the third and fourth years, they move on to more advanced research tasks, including the preparation and defence of a bachelor's thesis, which demonstrates their ability to apply legal methods of analysis and structured argumentation. A dedicated course, "Fundamentals of Scientific Research," is delivered by the Department of Constitutional and Civil Law.

At the **master's level**, research competencies are developed at a more advanced methodological and project-analytical level. The educational process is aimed at developing the ability to plan and conduct independent legal research, employ methods of comparative legal analysis, legal modelling, criminological statistics and content analysis of legislation. Master's students study approaches to legal research through courses such as "Methodology of Legal Analysis", "Contemporary Issues in the Theory of State and Law", and "Modern Trends in Law". A key component is the research work of master's students, which comprises 24 National/ECTS credits. Students also study tools for data processing and interpretation, aiming to enable them to identify patterns and trends in the development of the legal system.

Master's students are actively involved in preparing publications in peer-reviewed journals and presenting research findings at national and international conferences. During research and pedagogical practice, master's students apply their theoretical knowledge in real professional settings, prepare analytical reports, conduct legal assessments, and participate in interdisciplinary academic seminars.

Students have access to digital tools and legal information systems, namely national legal databases such as *Paragraph* and *Zakon.kz*, as well as international resources such as *Westlaw*, *LexisNexis*, and *HeinOnline*. The integration of these databases into the educational process aims to contribute to the development of analytical and critical thinking, information literacy, and skills in retrieving, systematising, and interpreting legal information.

#### **Bachelor and Master State Audit**

In the first year, **bachelor's programme** students take the course "Fundamentals of Scientific Research" to master goal and objective setting, data analysis methods, academic writing, and research ethics. These skills are further reinforced through courses in quantitative and qualitative analysis, econometrics, and modern digital technologies, including the course

“Artificial Intelligence in State Audit”. Students work with actual data on public procurement and budget expenditures, learning to identify risks, and prepare analytical reports.

In their fourth year, students complete internships and pre-graduation placements at the Internal State Audit Committee, the Supreme Audit Chamber of the Republic of Kazakhstan, and other organisations, collect data for their theses, and develop recommendations for real organisations.

Students study 1C Accounting: Government Institution, government accounting and procurement systems, and big data analytics platforms. This aims for them to learn how to model budget processes and apply machine learning methods to identify discrepancies and violations.

The **master’s programme** deepens the development of methodological competencies and research skills through the inclusion of master’s students in research and project activities. From the first semester, master’s students hone skills of academic writing, analysing scientific sources, and using international databases and research methods. Throughout their studies, they complete master’s student research projects, supported by consultations with their academic advisor and department.

The study programme includes a module of specialised courses aimed at developing students’ methodological competencies and research skills. Specifically, the “Master’s Methodology” module focuses on mastering the principles of academic writing, the logic of constructing scientific research, and the structure of a master’s thesis.

The course “Methodology of Economic Research and Teaching Disciplines in State Audit” aims to allow master’s students to learn modern approaches to conducting applied research in State Audit, as well as to acquire skills in teaching and presenting research results. The course “History and Philosophy of Science” aims to develop students’ critical understanding of the development of scientific ideas, interdisciplinary concepts, and the methodological foundations of scientific inquiry.

Master’s students complete project and research assignments, prepare analytical reports, and prepare case studies within their respective modules (e.g., in the courses “State Audit (Advanced)” and “Audit of the Effectiveness of the Implementation of Documents of the State Planning System of the Republic of Kazakhstan”). Research and teaching internships are also included, aiming at developing presentation, teaching, and applied research skills.

### **Bachelor and Master State and Local Government**

In the **bachelor’s programme**, students study methodological approaches to developing skills in independent work with educational and scientific literature, regulatory and legal acts, and in collecting and systematising practical and statistical materials, as well as applying simple research methods.

In the first year, students study “Fundamentals of Scientific Research”, which aims to develop basic research skills in students. As part of the programme, students complete academic

projects, for example, in the course “Project Management”, which aims at developing skills in analysing, structuring information, and presenting results, as well as preparing students for their bachelor’s thesis.

As part of student-centred learning, ENU supports students’ scientific activities and their participation in national and international competitions.

Methodological courses aim to provide modern approaches to data collection and processing, the application of qualitative and quantitative methods of analysis, and interdisciplinary approaches. Research practice is focused on applying the knowledge gained in real-world conditions: **master’s students** participate in scientific conferences and publish their research results in specialised journals.

In courses such as “Research Methods in Management”, “Project Management in Public Administration” and “Management of Socio-Economic Processes in the Region”, master’s students complete and defend project work as part of their midterm assessment. This assessment format is aimed at developing research and analytical skills, as well as the ability to apply theoretical knowledge to solve practical problems in public and local administration.

Research work is carried out throughout the entire period of study under the guidance of a research supervisor and includes both theoretical and practical research activities. It is aimed at developing research skills, as well as students’ ability to conduct independent scientific research and critically analyse processes in the field of public administration.

### 3.2.2 Integration of theory and practice (Asterisk Criterion)

#### **Bachelor and Master Jurisprudence**

In the **bachelor’s programme**, practical components are aimed at developing the professional skills and competencies required for effective work in various fields of law. Applied subjects include. “Law Enforcement Practice”, “Judicial Rhetoric”, “Criminalistics”, “Advocacy and Prosecutorial Supervision”. Furthermore, students complete professional and pre-graduation internship placements.

Attention is devoted to working with legal acts and databases. Students are trained to use legal information systems such as “Paragraph” and “Adilet”, which are tools for legal practitioners. They acquire skills in legal analysis and interpretation of legislation, as well as in drafting legal opinions and contracts. Practical training also involves working with real legal cases, allowing students to analyse complex legal situations, develop legal positions, and propose solutions. Additionally, the programme provides opportunities for students to participate in Olympiads, debates, legal competitions, and international moot courts.

Within the **master’s programme**, practice-oriented teaching methods are applied, including case-based learning, which aims to enable students to develop the skills necessary to address real professional situations. Teaching staff widely use case studies, especially in specialised courses. Students do field visits, such as to the Centre for Scientific and Practical Forensic Examinations in Astana.

Practice-oriented approaches are furthermore implemented through the branch departments of Criminal Law Disciplines operating at the Department of Operational and Criminal Investigation of the Astana Police Department, the Institute of Forensic Examinations (Astana), the shooting range “Alau”, and other facilities.

Master’s students undertake internships in courts, law enforcement bodies, law firms, notary offices, commercial companies, and government institutions to deepen their knowledge and gain experience working with legal cases. A particularly important element is their involvement in preparing legal opinions, analysing judicial acts, drafting regulatory documents, and providing legal consultation.

Employers are regularly invited to deliver guest lectures, including representatives of the Prosecutor’s Office and the Police Department of Astana.

### **Bachelor and Master State Audit**

From the first semester, **bachelor’s students** reinforce fundamental concepts of economics, law, and state audit through practical classes and the analysis of real government data. The structure of the study programme combines fundamental disciplines in economics and methodology with practice-oriented courses (“Auditing the Effectiveness of the Implementation of Documents of the State Planning System of the Republic of Kazakhstan”, “Digital Audit and Analytics in the Public Administration System”, and “Application of Artificial Intelligence in State Audit”).

Students undertake internships at key government agencies, such as the Supreme Audit Chamber of the Republic of Kazakhstan, the Internal State Audit Committee of the Ministry of Finance of the Republic of Kazakhstan, and the Centre for Research, Analysis, and Performance Evaluation.

In the **master’s programme**, theoretical courses are accompanied by practice-oriented assignments, such as case studies and project preparation. Auditing and management courses make use of examples from government agencies, the quasi-public sector, and real businesses, allowing master’s students to compare theoretical concepts with real-world practice.

Additionally, the programme provides research and teaching practices, as well as research work by the master’s student, which aims to ensure the application of knowledge in practice.

### **Bachelor and Master State and Local Government**

In the study programmes, theoretical components include fundamental courses, mastery of analytical and management methods aimed at studying and modelling management processes in the public sector. The practical components include educational and industrial (pre-diploma) internships conducted in government agencies, akimats, analytical centres, and non-profit organisations.

Practitioners and representatives of government agencies are actively involved in the educational process as guest lecturers and experts in masterclasses, training sessions, and

round tables. In February 2025, bachelor's students took part in the "School for Young Civil Servants" training programme that was organised by the Academy of Public Administration.

### 3.2.3 Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)

#### **Bachelor and Master Jurisprudence**

The **bachelor's programme** has a multidisciplinary character, aiming to foster systemic thinking and the ability to assess legal issues within wider social and technological contexts, and develop analytical and critical perspectives on legal processes.

The curriculum integrates a close connection with a number of related courses, such as "Sociology", "Psychology", "History", "Information Technologies / Legal Tech", and "Political Science" in the first year of study, and "Economics" in the second year. Furthermore, have courses about Kazakh, Russia, and English language, "Fundamentals of Financial Literacy", "Fundamentals of Scientific Research", "Anti-Corruption Culture", and "Fundamentals of Ecology and Life Safety".

Within the **master's programme**, the comprehensive study of legal phenomena is achieved through a combination of diverse scientific approaches, facilitating the development of analytical and predictive thinking. Courses include "Use of Criminalistic Tools in Pre-Trial Investigation", "Criminological Aspects of Combating Modern Crime", and "Correlation between Criminal and Administrative Liability". Furthermore, a particularly important course is "Transformation of Contract Law in the Digital Era", which explores legal risks, electronic forms of contracting, and the use of intelligent algorithms in civil transactions. Furthermore, there are compulsory interdisciplinary courses such as "History and Philosophy of Science", "Higher School Pedagogy", "Management Psychology", as well as "Foreign Language (Professional)".

#### **Bachelor and Master State Audit**

The **bachelor's programme** provides students with the interdisciplinary thinking necessary for analysing and solving complex problems in the field of state audit and financial control. From their first semester, students study general education modules that include philosophy, sociology, political science, the history of Kazakhstan, foreign languages, and ecology.

Elective courses, such as "Information Systems in Tax Accounting and Auditing" and "1C Accounting: Government Institution", and specialised courses, such as "Office Audit of Public Procurement", which combines financial and legal aspects, and "Artificial Intelligence in State Audit", which combines economics, IT, and public administration, deepen students' interdisciplinary thinking.

The **master's programme** promotes the development of interdisciplinary thinking with elective courses such as "Strategic Management", "Performance Management (Advanced)", and "Digital Audit and Analytics in Public Administration". There are also compulsory courses for every master's programme in humanitarian and social disciplines: "History and Philosophy of Science", "Higher School Pedagogy", "Management Psychology", as well as "Foreign Language (Professional)".

There are also interdisciplinary courses that integrate knowledge from various fields and develop a comprehensive understanding of public and quasi-public administration objectives, such as “Auditing the Effectiveness of the Implementation of Documents of the State Planning System of the Republic of Kazakhstan”, combining economics, law, and governance. “State Audit in Environmental Protection” combines environmental standards, natural resource management, and state audit methodology. The courses “Application of Artificial Intelligence in State Audit” and “Digital Audit and Analytics in the Public Administration System” focus on integrating IT technologies, digital analytics, and control procedures.

### **Bachelor and Master State and Local Government**

In the **bachelor’s programme**, interdisciplinary modules such as “Economics and Entrepreneurship” include the courses “Economic Theory”, “Macroeconomics”, “Microeconomics”, “Economic Analysis” and “State Regulation of the Economy”. The courses “Information and Analytical Work in Public Administration”, “Information Technology in Management”, and “Software in Economics aim to provide the digital and analytical literacy for data analysis in public policy. “Constitutional Law”, “Administrative Law”, “Philosophy”, “Political Science”, “Sociology”, “Anti-Corruption Culture”, and “History of Kazakhstan” provide students with legal and sociocultural competence.

In the **master’s programme**, besides the compulsory courses, there are interdisciplinary courses such as “Legal Aspects of Public Administration”, “Human Resources Policy in the Civil Service System”, “Ethics and Corporate Social Responsibility in the Public Sector”, “Management of Socio-Economic Processes in the Region”, focussed on law and management, and digital technologies such as “Data-Driven Decision Making”, “Risk Modelling and Management in Conditions of Uncertainty”, “Artificial Intelligence and Digital Transformation of Government Structures”.

### **3.2.4 International contents (Asterisk Criterion)**

#### **Bachelor and Master Jurisprudence**

The curricula include modules aimed at developing students’ understanding of international legal standards, comparative legal systems, and universal human rights protection mechanisms. Bachelor’s courses include “Public International Law”, “Comparative Law”, “Private International Law”, “Anti-Corruption Policy”, “International Organisations”, and, on the master’s level, “Methodology of Legal Analysis”. These disciplines contain thematic units on international law, case law, and issues related to the digital transformation of legal systems.

The international dimension is further reflected in course delivery in English, such as “Anti-Corruption Policy” and “Methodology of Legal Analysis”, which are delivered by visiting professors from Italy and Germany. Elective courses in international and comparative law are also taught in English, supporting integration into the European Higher Education Area and enhancing academic mobility.

Intercultural dimensions of the programmes are strengthened through joint work with international faculty and students from neighbouring and distant countries (Uzbekistan, Tajikistan, Turkey), as well as through the use of international case law and legal scenarios. For instance, within “Comparative Law” and “Private International Law”, students analyse case

studies from the European Court of Human Rights, the International Court of Justice, and EU arbitration institutions.

### **Bachelor and Master State Audit**

International content in the **bachelor's programme** is aimed at training personnel capable of working in a global professional environment and applying best international practices in the national public administration system. This is reflected in the course "Artificial Intelligence in State Audit", where students analyse international experience in implementing machine learning technologies and develop their own projects to automate public financial control processes. The curriculum furthermore includes specialised courses with international themes, such as "Accounting and Auditing in EU Countries", an introduction to international auditing standards and the practice of the European Court of Auditors, "Activities of the SAIs of the EU countries", studying the operating models of supreme audit institutions of the EU countries, and "International Standards on Auditing".

**Master's students** have access to academic mobility, participate in internships at European universities, and participate in the Jean Monnet Module "Euroaudit", which explores the European Union's experience in state financial audit. Online courses are offered, expanding intercultural interaction and enhancing graduates' competitiveness in the international labour market.

### **Bachelor and Master State and Local Government**

In the **bachelor's programme**, the courses "State Regulation of the Economy", "State and Business", "Business Negotiations", and "Antimonopoly Regulation" include international content and analysis of foreign case studies, which aim to provide a global perspective on the topics studied and develop students' ability to apply international experience in a national context.

Particular attention is paid to the intercultural aspect, which is integrated into the educational process through the study of real cases of interaction between government structures and business in foreign countries, as well as the participation of students in academic mobility programs and lectures by invited foreign professors.

In the **master's programme**, students study modern management approaches, critically analyse theoretical concepts, and apply analytical methods to solve practical problems in the professional sphere as part of the courses "Modelling and Risk Management in Conditions of Uncertainty" and "State Regulation of Entrepreneurial Activity".

Analysis of international cases and global trends in the field of public administration and economic regulation is focused, including the experience of the countries of the Organisation for Economic Cooperation and Development (OECD), the European Union, and the CIS. The study of foreign practices aims for students to compare national and international models of governance, understand the specifics of intergovernmental cooperation and sustainable development, and develop the systematic thinking necessary for effective work in an international management environment.

### 3.2.5 Professional ethics and societal issues (Asterisk Criterion)

#### **All study programmes**

Ethical conduct is governed by the ENU's internal Honour Code, the Academic Integrity Policy and the Corporate Ethics Policy, all of which are mandatory for students.

Ethical and social aspects are integrated into the compulsory bachelor's courses "Political Science", "Sociology", Philosophy, "Anti-Corruption Culture", and "History of Kazakhstan".

#### **Bachelor and Master Jurisprudence**

Ethical dilemmas and questions of professional conduct are embedded in the content of the **bachelor's programme's** legal courses (e.g. "Criminal Law", "Civil Law", "Advocacy", "Prosecutorial Supervision"). Ethical issues are examined through concrete legal situations and professional tasks. For example, ethical challenges related to witness interviewing, the use of evidence, and the protection of the rights of suspects are analysed. Case-based learning, particularly in courses such as "Civil Law" and Labour Law", aims to enable students to explore real or simulated situations involving ethical conflicts.

Practical seminars and workshops help students study the theoretical foundations of legal ethics, review ethical codes and standards, and discuss contemporary ethical challenges in legal practice. Seminars and training sessions are dedicated to developing ethical skills, such as decision-making in ethically complex situations, conflict-of-interest management, and maintaining confidentiality.

Students examine professional codes of conduct relevant to specific legal professions (e.g., the Code of Advocate Ethics and the Judicial Ethics Code). Code provisions are analysed in classes, including discussion of practical examples of their application.

In the **master's programme**, courses aimed at strengthening students' ethical and legal awareness, such as "Ethics in Law" (covering core ethical principles underpinning national and international legal regulation) and "Human Rights and Ethics" (theoretical and practical aspects of human rights protection and the importance of ethical standards) are implemented.

Course syllabi include practical tasks involving real case analysis, simulated court hearings, and the examination of ethical dilemmas facing legal practitioners. Research activities are also encouraged, focusing on ethical issues in law such as human rights protection, safeguarding civil liberties, and anti-corruption challenges within the rule-of-law framework.

#### **Bachelor and Master State Audit**

In the **bachelor's programme**, students study the principles of professional ethics, international standards of conduct, anti-corruption policies, compliance, and social responsibility through courses such as "Professional Ethics of a Government Auditor", "Anti-Corruption Policy and Compliance", and "Compliance Control", as well as thematic modules in digital ethics, environmental social governance, and sustainable development.

Of particular importance is the “Compliance Control” course, where students study internal control tools, Environmental, Social and Governance standards, analyse ethical violations, and develop their own projects to implement ethical practices in government agencies.

The **master’s programme** integrates professional ethics into the curriculum with courses such as “Psychology of Management”, “History and Philosophy of Science”, “International Standards of State Auditing”, and others that develop skills in ethical leadership, independence, objectivity, and academic integrity.

### **Bachelor and Master State and Local Government**

In the **bachelor’s programme**, issues of ethical behaviour and social responsibility are integrated both into the content of disciplines such as “Organisational Behaviour and Ethics”, “Business Negotiations”, “Public Service and Personnel Policy”, as well as in interdisciplinary courses such as “Entrepreneurship and Business” and “State and Business”. These courses cover the theoretical and practical aspects of professional ethics, the formation of an anti-corruption mindset, and the social responsibility of civil servants.

In the **master’s programme**, ethical aspects are presented in the courses “Ethics and Corporate Social Responsibility in the Public Sector”, “Personal Growth Management and Leadership”, “Management Psychology”, and “Human Resources Policy in the Public Administration System”. Issues of digital and managerial ethics, as well as the formation of responsible behaviour of managers in the context of the digitalisation of public administration, are integrated into the content of specialised courses “National Models of Sustainable Development in the ESG Projection”, “Artificial Intelligence and Digital Transformation of Government Structures”, and “Strategic Management of Sustainable Economic Development”.

### **Appraisal:**

Students acquire methodological competences and are enabled to do scientific work on the required level. In all study programmes, there is a strong focus on the teaching and use of research methods, in line with ENU’s overall strategic concept. Therefore, students are equipped with the necessary skills for research-oriented work and for applying them in their respective vocational fields. As a recent development, students are trained to use AI technologies ethically to support their learning and research process and to reflect critically on the influence of AI on their studies.

In the **Bachelor and Master State Audit** and the **Bachelor and Master State and Local Government**, theoretical discourse and practical application are closely interwoven, complementing each other in developing students’ qualification profiles. While practical application plays a role in all courses, there are, in all study programmes, dedicated practical courses. Real-world examples and data are used to show students the practical application of theoretical concepts. Students can undertake internships at (state or quasi-state) agencies and firms that also send their staff to give guest lectures or contribute to the shaping of the curriculum as the study programmes’ business council.

For the **Bachelor and Master Jurisprudence**, theory and practice are systematically interrelated throughout the curriculum, also promoting students' ability to transfer theoretical knowledge to solve problems in practice.

The students of the **Bachelor and Master Jurisprudence** and the **Bachelor and Master State Audit** acquire interdisciplinary and transdisciplinary qualifications in accordance with the qualification objectives. This is supported by suitable didactic and methodological measures.

For the **Bachelor and Master State and Local Government**, interdisciplinary and transdisciplinary qualifications are core competences of the qualification objectives and are appropriately taught and trained through a number of courses dedicated to economics, law, and other disciplines. The intended interdisciplinary and transdisciplinary competences are derived from benchmarking against the educational market's needs.

For all study programmes, international content is anchored in the curriculum and in accordance with the qualification objectives to prepare students for working in an international environment. Regarding the **Master of Jurisprudence**, the expert panel notes a focus on the issues in the national regulation, with the only course with international content devoted for the methodology of legal analysis. Since the study programme aims to equip professionals working within the Kazakh framework, the expert panel **recommends** including more international and comparative aspects to the taught study courses, which would ensure the curriculum aligns with contemporary global standards. Therefore, students would benefit from the diverse, cross-border expertise required to excel in today's transnational legal landscape.

Ethical implications, intercultural perspectives and current societal issues are appropriately integrated in the study programmes. Since ENU aims to expand opportunities for students to participate in academic mobility, the expert panel **recommends** introducing preparatory intercultural training to help students further develop their intercultural skills and ensure they are well equipped for study periods at international partner universities. In this context, the perspectives and experiences of incoming international students could be incorporated more purposefully into teaching practices in order to promote the intercultural competence among the student body as a whole.

|               |                                                         | Exceptional | Exceed                                     | Meet               | Does not meet | n.r. | Recommendation |
|---------------|---------------------------------------------------------|-------------|--------------------------------------------|--------------------|---------------|------|----------------|
| <b>3.2</b>    | Intended competences and skills                         |             |                                            |                    |               |      |                |
| <b>3.2.1*</b> | Methods and scientific practice (Asterisk Criterion)    |             | X                                          |                    |               |      |                |
| <b>3.2.2*</b> | Integration of theory and practice (Asterisk Criterion) |             | B Audit<br>M Audit<br>B Govern<br>M Govern | B Juris<br>M Juris |               |      |                |

|        |                                                                       |  |                      |                                          |  |  |   |
|--------|-----------------------------------------------------------------------|--|----------------------|------------------------------------------|--|--|---|
| 3.2.3* | Interdisciplinary and transdisciplinary thinking (Asterisk Criterion) |  | B Govern<br>M Govern | B Juris<br>M Juris<br>B Audit<br>M Audit |  |  |   |
| 3.2.4* | International contents (Asterisk Criterion)                           |  |                      | X                                        |  |  | X |
| 3.2.5* | Professional ethics and societal issues (Asterisk Criterion)          |  |                      | X                                        |  |  | X |

### 3.3 Teaching and Learning Methodology

#### 3.3.1 Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion)

##### All study programmes

Teaching methods for each module are described in the respective syllabi. The use of digital technologies and the rules governing online learning environments are regulated by the “Rules for the Organisation of the Educational Process”.

ENU prioritises the creation of an inclusive learning environment for all students, including those with special educational needs. The learning process for this category is organised in accordance with the “Methodological Recommendations for Working with Students with Special Educational Needs”.

The main principles of the didactic concept are aimed at developing the analytical, methodological, and project-based competencies necessary for scientific, practical, and managerial activities in the field of study and include a competence-based approach, practice orientation, interdisciplinarity, research orientation, ethical and civic orientation, interactive learning methods, as well as digitalisation of the educational process.

In the bachelor’s programmes, the educational process is organised to follow a gradual increase in learning complexity, from mastering basic concepts and categories (Years 1 and 2) to acquiring analytical and research competences required for the independent resolution of complex problems (Years 3 and 4).

##### Bachelor and Master Jurisprudence

Teaching is centred on developing professional, research and universal competences that prepare students for practical legal work, legal analysis and expert activities. Active learning techniques are used, including case studies, moot courts, discussions, brainstorming, debates and project-based learning.

Students take part in academic conferences, prepare publications and complete coursework and final qualification projects under academic supervision. In the master’s programme, these

skills are further strengthened through modules on legal research methodology and the master's research component.

To help students develop digital competences essential for lawyers in an era of globalisation and digital transformation, lecturers integrate legal information systems (*Paragraph*, *Zakon.kz*, *LexisNexis*, *Westlaw*, *HeinOnline*), electronic resources and distance-learning platforms into teaching.

### **Bachelor and Master State Audit**

The study programmes utilise active learning methods and formats, including lectures with problem-solving elements, flipped classrooms, seminars and workshops, group and project work, case studies, business and role-playing games, and research assignments.

Particular attention is paid to developing critical and systems thinking, the ability to analyse the effectiveness of public funds, and the application of international standards on state audit.

### **Bachelor and Master State and Local Government**

The study programmes use modern teaching methods to develop students' critical thinking, independence, and practical skills. The most common of these are interactive methods such as flipped classrooms, case studies, master classes, debates, discussions, business games, group work, as well as research and problem-based approaches such as problem-based learning, heuristic and research methods, and analysis of practical situations. Furthermore, digital learning tools, such as online surveys, interactive platforms, graphic and written assignments, are applied.

## **3.3.2 Acquisition of future and soft skills**

### **Bachelor and Master Jurisprudence**

Soft skills, such as communication skills, mediation and negotiation skills, critical and analytical thinking, ethics and legal consciousness, self-organisation and the ability to work under multitasking conditions and regulatory uncertainty, are taught in bachelor's-level modules such as "Alternative Dispute Resolution in Civil Law" and master's-level courses such as "Civil Legal Capacity of Minors". The development of these skills is furthermore achieved through participation in moot courts, case studies, role-play simulations, legal clinics and the completion of individual and group projects, as well as the completion of professional practice for bachelor's students (4 ECTS credits) and research internships for master's students (8 ECTS credits).

Among the specialised digital and analytical skills that are increasingly in demand in modern legal practice are digital literacy for legal professionals, legal data-analysis skills, competence in e-justice and electronic document management, and understanding the fundamentals of LegalTech, including the automation of legal processes, legal design, smart contracts and the use of artificial intelligence in law. The development of these competences requires the integration of digital tools into the educational process, the inclusion of practice-oriented assignments and the simulation of legal situations using modern technologies.

### **Bachelor and Master State Audit**

In the **bachelor's programme**, students learn to analyse and interpret complex information, present arguments, negotiate and make decisions under uncertainty. Particular emphasis is placed on communication and public speaking skills. Throughout their studies, students present analyses, participate in debates, and join roundtable discussions that simulate real professional situations. These elements feature in modules such as “State Audit”, “Compliance Control” and “Artificial Intelligence in State Audit”.

During internships in state audit bodies, students work alongside professionals, gaining experience in teamwork, communication with colleagues and managers, conflict resolution and joint decision-making. They also develop negotiation skills, report writing and the presentation of audit findings in both formal and informal settings.

Modules such as “Philosophy” and “Sociology” introduce students to critical thinking, argumentation and intercultural communication. The “Compliance Control” module teaches constructive communication in situations involving conflicts of interest, while “Artificial Intelligence in Government Audit” develops skills in using digital tools and working with big data.

In the **master's programme**, communication, public speaking and conflict-resolution skills are further strengthened through modules such as “Psychology of Management”, “Strategic Management”, “Pedagogy of Higher Education”, and “History and Philosophy of Science”. These focus on presenting research projects, leading discussions, group work, case studies and defending written papers. Professional modules such as “State Audit (Advanced)” and “Efficiency Audit of the Implementation of State Planning System Documents” allow students to refine their ability to present analytical results through presentations and public defences.

Students also participate in academic conferences and forums, developing leadership skills, and engage in individual research projects and modules such as “Performance Management (Advanced)”.

Future-oriented skills, including digital literacy, analytical thinking and working with big data and digital platforms, are developed in modules such as “Digital Audit”, “Analytics in Public Administration” and “International Auditing Standards”, which emphasise the digitalisation and automation of audit procedures.

Additionally, audit simulations and research internships help master's students gain experience in professional interaction, collaboration and decision-making in settings that mirror real-world practice.

### **Bachelor and Master State and Local Government**

The bachelor's programme develops soft skills, including interpersonal communication, public speaking, negotiation, conflict resolution, and teamwork, through modules such as “Public Relations in State and Local Government”, “Organisational Behaviour and Ethics” and “Conflict Management”. Group projects and individual assignments further develop skills in interaction, self-presentation, argumentation, and dispute resolution. Digital literacy is taught through

modules such as “Artificial Intelligence in Public Administration” and “Information and Analytical Work in Public Administration”.

In internships (educational, industrial, and pre-diploma), students participate in the real activities of government agencies and learn to communicate in a professional environment.

The master’s programme develops flexible thinking, effective communication, leadership qualities, teamwork skills, conflict resolution, as well as the ability to present and justify management decisions through research, project, and problem-oriented learning methods, especially in the modules “National Models of Sustainable Development in ESG Projection”, “Project Management in Public Administration”, and “Local Self-Government and Regional Development”, as well as interdisciplinary seminars, master classes, and round tables with practitioners, where master’s students can gain experience in public speaking and professional communication.

Analytical and consulting assignments during internships and the preparation of master’s theses contribute to the development of skills in reasoned analysis and defending one’s position. The use of digital tools for data analysis, visualisation, and presentation helps students further develop digital and presentation skills.

### 3.3.3 Course materials and recommended literature (Asterisk Criterion)

#### **All study programmes**

Course materials are created and collected for each module of the study programmes, and include a work programme (syllabus), thematic course plan, lecture abstracts, seminar plans, methodological recommendations for organising independent work, topics for written assignments, test assignments for self-assessment, knowledge assessment scale, as well as. Information on the necessary resources is provided to students during the orientation week of each semester.

Regarding compulsory and recommended literature, textbooks, teaching aids, and monographs published by the departments’ faculty are used. Recommended literature comes from leading international databases and platforms: “My Library on Fingertips”, Elsevier ScienceDirect, SpringerLink, Web of Science, and Scopus. Practical examples and case studies based on real data are included as well. All course materials are available in the university library and through information resources.

To ensure effective mastery of the material being studied, all teachers develop teaching and methodological packages and upload them to the *Platonus* information system.

The quality and relevance of teaching materials are ensured by an annual review before the start of the academic year, which is the responsibility of the head of department and the teaching staff. The content is updated taking into account current research, regulatory changes and current trends in the field of study. At department meetings and methodological seminars, their compliance with the objectives of the study programmes, the level of training of students, and modern requirements of science and practice is assessed. The departments hold internal

seminars and methodological training sessions for teachers on pedagogical design, competency-based approaches, and educational analytics.

### 3.3.4 Extracurricular events

#### **Bachelor and Master Jurisprudence**

The Faculty of Law organises guest lectures by foreign professors on a regular basis, such as the guest lecture “Anti-Corruption Culture”, and online lectures in civil and obligations law.

The teaching staff of the faculty participate in national and international research projects. Students are actively involved in research activities as well. They participate in conferences, publish academic papers and carry out research under the supervision of academic staff. Master’s students are members of the Council of Young Scientists.

Students acquire communication, public-speaking, teamwork and conflict-resolution skills through participation in various clubs. The Faculty of Law hosts a Debate Club, sports clubs and academic circles. Students can also take part in role-plays, business simulations and mock trials.

#### **Bachelor and Master State Audit**

Every year, the department holds meetings with representatives of government agencies, quasi-governmental structures, international organisations, and audit firms (such as Deloitte, KPMG, and the Supreme Audit Chamber of the Republic of Kazakhstan), as well as regularly organising guest lectures by professors from foreign universities within the framework of the Erasmus+ and Jean Monnet programmes. The meetings cover topics such as government and financial audit, public sector digitalisation, anti-corruption policy, ESG, and sustainable development. The formats include open lectures, master classes, roundtables, interactive sessions, and case studies.

Following the events, students actively engage with experts, discussing internships and employment opportunities.

Students also participate in debate clubs, public speaking competitions, team training, and student conferences, which contribute to the development of soft skills. Information about such activities is published on the University website.

Master’s students participate in academic forums, conferences, debate clubs, summer schools, and trainings organised in collaboration with international partners and the embassies of Germany, Italy, Türkiye, and other countries.

#### **Bachelor and Master State and Local Government**

The study programmes use extracurricular forms of interaction such as meetings and lectures with invited experts from state bodies and local executive structures, foreign professors and lecturers, heads of companies and public organisations, as well as graduates who have successfully established themselves in the field of public administration.

Invited experts are selected based on their practical experience, scientific competence, and relevance to the programmes' subject matter, primarily experts in the field of public administration, digitalisation, and sustainable development. The topics cover current areas of interest, such as modern public administration and the digitalisation of public services, sustainable development and ESG approaches in the public sector, innovative models of regional development and public-private partnerships, and anti-corruption policy and civil service ethics.

## Appraisal:

The teaching and learning methodology of the study programmes is plausible and oriented towards the qualification objectives. It allows for the application of varied teaching and learning methods, including AI tools. Students are encouraged to take an active role in creating the learning process. The expert panel learned that methods such as flipped classroom, case studies, simulations, learning games, Kahoot quizzes, moot court and legal clinics are used. The teaching and learning methodology is suited for online/distance learning. There is an elaborated concept for the use of the corresponding formats, including up-to-date techniques for digital education. During the on-site visit, the expert panel had the opportunity to visit the on-campus broadcasting studio, where Mass Open Online Courses are recorded.

The teaching and learning methods are described for each course in the course descriptions (course syllabi). ENU has installed a digital Learning Management System, SmartENU, as a practical tool that facilitates the delivery of the programmes.

The students acquire future skills that are currently in demand on the labour market and are expected to be in even greater demand in the future. Students are trained in digital literacy skills as well as communication and presentation skills in accordance with the intended qualification level, supported by means of suitable teaching and learning methods. The expert panel **recommends** adding subject-related IT skills, such as legal tech, accounting tools, or tools for governmental use, to the curriculum to enhance students' employability and practical readiness. This would enable graduates to work efficiently with the technologies commonly used by employers and public authorities and would make them more competitive on the job market for graduates.

The expert panel noticed how there is, as of now, no dedicated conflict management course. However, this topic is gaining relevance in light of the growing importance of mediation and other alternative non-judicial dispute resolution methods in professional practice. Teaching relevant content such as for example the "Harvard Concept" and Friedrich Glasl's conflict levels, would therefore be valuable for students. During interview sessions, the expert panel also heard from interview partners that students would benefit from such a course, and therefore **recommends** introducing a course dedicated to conflict management or introducing the topic of conflict handling explicitly into a preexisting course. The study programmes offer internships.

The accompanying course materials, including literature recommendations, are up to date and aligned with the intended learning outcomes. While they correspond to the required qualification level and reflect current research and trends in the programmes' subject areas, the expert panel noted that, in some cases, entire monographs in English are included in the mandatory or recommended reading lists, and that some lists are very extensive. The expert panel **recommends** focusing the literature references on the most important, most relevant, and most current sources. If literature in Kazakh or Russian is not available, it should be clearly indicated which chapters of English-language books are required for the courses. Regardless of the language of instruction, English-language literature should be used in all courses. The course materials are compatible with digital education techniques, and access is barrier-free. They support the learning process according to students' needs and motivate students to engage in further independent studies. When compiling online learning course materials, the specific up-to-date techniques for digital education are used.

ENU organises extracurricular events that contribute to the students' qualification process by inviting external lecturers with special experience from professional practice or scientific work on-campus or online. Furthermore, there are student clubs.

|               |                                                                                      | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>3.3</b>    | Teaching and Learning Methodology                                                    |             |        |      |               |      |                |
| <b>3.3.1*</b> | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion) |             |        | X    |               |      |                |
| <b>3.3.2</b>  | Acquisition of future and soft skills                                                |             |        | X    |               |      | X              |
| <b>3.3.3*</b> | Course materials and recommended literature (Asterisk Criterion)                     |             |        | X    |               |      | X              |
| <b>3.3.4</b>  | Extracurricular events                                                               |             |        | X    |               |      |                |

## 3.4 International environment and mobility opportunities

### 3.4.1 Foreign language contents

#### All study programmes

In all study programmes, there are compulsory English language modules. In the bachelor's programmes, there is the two-semester-long module "Foreign Language", earning five credit points per semester. The aim of the course is to enable students to communicate freely in English, understand the culture of other countries, and develop personal qualities such as thinking and memory. The course includes the study of grammar and vocabulary, and develops reading, listening, speaking and writing skills. In the master's programmes, there is the module "Foreign Language (Professional)", worth four credit points. The module is aimed at developing

academic and professional English language skills. This module is tailored to the respective English terminology needs of the individual study programmes.

Furthermore, students can attend preparatory language courses such as “English Language Course”, “English Language: Pre-intermediate Level”, “Foreign Language: English Grammar Course. Intermediate Level”. Students also have access to supplementary English-language learning materials through the University Library.

ENU has fifteen cultural and language centres, many of which are supported by embassies and foreign organisations. The centres offer language courses taught by native speakers specially recruited by the university, as well as various cultural events.

### **Bachelor and Master Jurisprudence**

The study programmes are offered in three languages: Russian, Kazakh, and English. When a multilingual (trilingual) group is formed within the bachelor’s programme, all modules for that group are taught in English. Admission to such groups is based on an interview or on the presence of an international certificate (e.g., IELTS, TOEFL).

### **Bachelor and Master State Audit**

The study programmes are offered in three languages: Russian, Kazakh, and English. In the later years of the bachelor’s programme, some specialised modules, such as “Accounting and Auditing in EU Countries” and “Activities of the SAI of the EU Countries”, as well as some elective modules such as “International Standards of Auditing” and “Performance Audit” are taught entirely or partly in English.

In the master’s programme, the main languages of instruction are Kazakh and Russian, but English is used for certain modules and professional training.

Teachers use textbooks and materials in English, including INTOSAI (ISSAI) international standards, IFAC and IPSAS materials, as well as specialised literature from Cambridge University Press, Oxford University Press, and professional resources (e.g., the Audit and Assurance Handbook).

Foreign professors and practitioners are involved in teaching international modules.

### **Bachelor and Master State and Local Government**

The study programmes are offered in Russian and Kazakh. English language teaching materials are used.

#### **3.4.2 International mobility of students and teaching staff and**

#### **3.4.3 International composition of students and teaching staff**

### **All study programmes**

ENU pays attention to international integration and cooperation with foreign universities regarding academic mobility for students and teaching staff. ENU has academic mobility agreements with more than 500 foreign universities. Currently, the programmes “ENU

Students Ambassador”, Erasmus+, Orhun, ITEC, and Dora Plus are implemented. Students as well as academic staff can apply and receive funding under these programmes. The University finances travel and accommodation expenses from targeted and internal budgets, and partially reimburses expenses related to visas, medical insurance and other associated services.

Furthermore, there are:

- The Republican Academic Mobility Programme, funded by the Ministry of Science and Higher Education of the Republic of Kazakhstan, provides grants for one semester of study abroad, covering accommodation, travel, visa costs and health insurance. Main destinations include the USA, EU countries and Southeast Asia.
- UMAP University Mobility in the Asia-Pacific enables students to complete one semester abroad as well as participate in short-term on-site and online programmes.
- The “Orkhun” Programme is an initiative of the Organisation of Turkic States and supports academic mobility among students and academic staff in Türkiye, Azerbaijan, Kyrgyzstan and Uzbekistan.
- The “Abay-Verne” Scholarship Programme is a joint Kazakhstan–France initiative providing state-funded scholarships for master’s degree study in France, including a monthly stipend.

In 2019, the University opened the Welcome to ENU incoming mobility programme for international students. The University provides international students with tuition-free study opportunities, free accommodation, and an adaptation guide offering essential information about the institution and its activities. ENU also enables participation in youth policy projects and international events organised on campus. Furthermore, within the Erasmus+ project, ENU has opened a fully equipped Welcome Centre designed for study, leisure and various academic and extracurricular activities.

Second- and third-year bachelor’s students and first-year master’s students are eligible to participate in academic mobility programmes. To participate, applicants must submit an application to the International Cooperation Department and undergo a competitive selection process in accordance with the “Regulations on Academic Mobility”.

To attract foreign scientists to ENU, the “Regulations on the Attraction of Foreign Specialists and the Procedure for Reimbursement of Expenses for their Invitation” is in place.

### **Bachelor and Master Jurisprudence**

To increase the number of international students, joint outreach and recruitment activities are conducted by the Faculty of Law and the Department of International Cooperation. Across the 2023–2024, 2024–2025 and 2025–2026 academic years, the number of international students increased by approximately 30%.<sup>15</sup> In the 2024-2025 academic year, eighteen international students from Russia, Tajikistan, Kyrgyzstan and Uzbekistan, as well as four students from Aktobe, were admitted to study in the bachelor’s programme, as well as six additional international students from Uzbekistan, Kyrgyzstan and Tajikistan.

---

<sup>15</sup> Jurisprudence SER, p. 44.

As part of its staff development strategy, ENU actively supports international internships and professional development. In recent years, the number of PhD graduates who completed their doctoral studies abroad (the United Kingdom, Poland, and Spain) has increased, significantly enhancing the international expertise of the academic staff and enabling the launch of multilingual educational groups. Academic staff regularly undertake international training placements and research internships, such as at the University of Dundee and the University of Bristol (United Kingdom), research internships at the University of Illinois Urbana–Champaign (USA), as well as internships at the Institute of European Law, Osnabrück University (Germany).

Joint research with international partners is actively carried out, including co-authorship of monographs and participation in collaborative research projects. One example is the project on judicial independence conducted with German legal scholars in Osnabrück. This cooperation resulted in the publication of a scientific monograph in June 2025 titled “Independence of the Judiciary: A Comparative Study of the Judicial Systems of Kazakhstan and Germany”, published in both Russian and German.

To expand the international academic staff, the programmes invite foreign scholars and lecturers, such as visiting professors from Italy (University of Ferrara) and Germany (Osnabrück University), as well as a guest lecturer from Poland (University of Rzeszów).

### **Bachelor and Master State Audit**

Since 2019, 40 students, including bachelor’s and master’s students, have completed their studies abroad. The exchanges have covered Belarus, Russia, Korea, Poland, Lithuania, Türkiye, Italy, Romania, and Slovenia. In the 2024–2025 academic year, two students from Kyrgyzstan (Osh State University) are studying under the incoming academic mobility program. The bachelor programme welcomed two students from Uzbekistan and Mongolia as full-time students in the academic year 2025-2026.

In the 2022–2023, 2023–2024, and 2024–2025 academic years, four visiting professors taught in the bachelor’s and master’s programmes from Germany (East Bavarian University of Amberg-Weiden) and Poland (Katowice Business University, Stanisław Staszic Academy of Applied Sciences, Warsaw University of Technology).

Faculty members from the State Audit programmes completed internships in Russia (Peoples’ Friendship University, Financial University) and the USA (University of Illinois Urbana-Champaign).

To encourage faculty publication activity in international scientific journals, bonuses are provided for publications in journals indexed in the international databases Scopus and Web of Science.

### **Bachelor and Master State and Local Government**

In the first semester of the 2023-2024 academic year, nine students from Zh. Balasagyn Kyrgyz National University and three students from the Osh State University (Kyrgyzstan) studied in

the bachelor's programme. In the 2024–2025 academic year, three students from Zh. Balasagyn Kyrgyz National University participated in the academic mobility programme, as well as three students from China and Uzbekistan joining the bachelor's programme as full-time students. In the master's programme, one student from Kyrgyzstan joined as a full-time student.

Every year, teachers undergo training and internships at foreign partner universities, such as the University of Lincoln (United Kingdom), research internships in the United States, and summer schools in Uzbekistan (Mirzo Ulugbek National University).

The Department of Management also conducts research seminars with foreign scholars, such as from China (Northwest A&F University). Furthermore, guest lecturers are invited from Kyrgyzstan (Zh. Balasagyn Kyrgyz National University), Belarus (Belarusian State Economic University), and Ireland (Dorset College).

In the 2024-2025 academic year, the study programmes invited two visiting foreign scientists, one from Türkiye (University of Social Sciences, Ankara), and one from Italy (Catholic University of Sacred Heart, Milano).

## Appraisal:

Students benefit from foreign-language courses (which are state-mandated for bachelor's and master's students) as well as from course materials and literature in English. The expert panel learned that, aside from these compulsory courses, it is theoretically possible for students to avoid courses taught in foreign languages, English in particular, entirely, if they proactively choose only courses delivered in Kazakh or Russian. The expert panel considers this a potential hindrance to ENU's internationalisation efforts. Courses taught in English should be unavoidable for all students to ensure that graduates develop not only general English-language competence but also subject-specific language skills at an operational level appropriate for bachelor's and master's graduates of their specific area of study.

During interviews with various stakeholders, the issue of graduates' English-language proficiency emerged as increasingly important, with employers expressing a preference for candidates who possess such skills. Therefore, the expert panel **recommends** that all study programmes identify the courses most suitable for delivery in English, particularly those with comparative or international content, ensuring that the use of English adds clear value to the course. The panel further **suggests** considering whether teaching some soft-skills-related courses in English could enhance students' international readiness and improve graduates' employability.

At the institutional level, the HEI implements targeted measures to enhance international student exchange and mobility and supports the academic mobility of teaching staff by facilitating their participation in international conferences, teaching assignments, and both individual and collaborative research projects. It also encourages the publication of academic works at an international level.

However, the expert panel was not able to determine how the respective study programmes directly benefit from these institution-wide measures, nor whether they have their own targeted measures to facilitate and support academic mobility. Therefore, the expert panel **recommends** that the study programmes establish measures specifically aimed at promoting the international mobility of their own students and teaching staff.

The international composition of the student body (consisting of incoming and outgoing students) as well as the international composition of the teaching staff (lecturers with international academic degrees and/or international professional experience) correspond to the study programmes' concept.

|              |                                                          | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|--------------|----------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>3.4</b>   | International environment and mobility opportunities     |             |        |      |               |      |                |
| <b>3.4.1</b> | Foreign language contents                                |             |        |      | X             |      | X              |
| <b>3.4.2</b> | International mobility of students and teaching staff    |             |        |      | X             |      | X              |
| <b>3.4.3</b> | International composition of students and teaching staff |             |        | X    |               |      |                |

## 4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

### 4.1 Teaching staff

#### 4.1.1 Structure and quantity of teaching staff (Asterisk Criterion)

|                                                           | Bachelor Jurisprudence | Master Jurisprudence | Bachelor State Audit | Master State Audit | Bachelor State and Local Government | Master State and Local Government |
|-----------------------------------------------------------|------------------------|----------------------|----------------------|--------------------|-------------------------------------|-----------------------------------|
| Full-time teaching staff                                  | 29                     | 25                   | 11                   | 10                 | 16                                  | 12                                |
| Part-time teaching staff incl. visiting/adjunct lecturers | 1                      | 1                    | 0                    | 4                  | 5                                   | 3                                 |
| <b>Total number of teaching staff</b>                     | <b>30</b>              | <b>26</b>            | <b>11</b>            | <b>14</b>          | <b>21</b>                           | <b>15</b>                         |
| <b>Among them:</b>                                        |                        |                      |                      |                    |                                     |                                   |
| Teaching staff with professional experience               | 10                     | 10                   | 5                    | 9                  | 4                                   | 4                                 |
| PhD holders                                               | 7                      | 7                    | 5                    | 7                  | 6                                   | 7                                 |
| Master degree holders                                     | 3                      | 1                    | 0                    | 0                  | 6                                   | 0                                 |
| Number of professors                                      | 6                      | 6                    | 3                    | 3                  | 3                                   | 3                                 |
| Number of associate professors                            | 8                      | 8                    | 4                    | 5                  | 6                                   | 5                                 |
| Number of assistant professors                            | 0                      | 0                    | 0                    | 0                  | 0                                   | 0                                 |
| Number of senior lecturers                                | 13                     | 9                    | 3                    | 6                  | 5                                   | 0                                 |
| Number of lecturers                                       | 1                      |                      | 1                    | 0                  | 0                                   | 0                                 |
| Guest lecturers                                           | 1                      | 1                    | 0                    | 0                  | 0                                   | 0                                 |

#### All study programmes

The principal document regulating human resource management at ENU is the University's Personnel Policy. The official website provides detailed information on recruitment procedures for vacant academic positions.

By defining the number of full-time teachers, the University adheres to the state regulation, which determines the ratio of students to teachers at all HEIs in Kazakhstan. For the Bachelor programmes, it amounts to 12:1; for the Master programmes, to 6:1; for the PhD programmes, to 4:1.

The qualification requirements for academic staff are defined through position-specific criteria, which include:

- possession of academic degrees and titles;

- relevant professional and teaching experience;
- level of formal education;
- professional and pedagogical competence, including high-quality teaching performance and research productivity.

Full-time faculty members carry the main teaching load, including delivering lectures and conducting seminars. They are actively involved in research and publication activities, supervise bachelor's and master's theses, and perform administrative and organisational duties, contributing to the comprehensive development of the educational process.

Part-time lecturers are generally engaged to teach specific courses or modules that correspond to their professional experience and areas of practical expertise. They generally do not contribute to research.

In the Jurisprudence programmes, the gender composition of the teaching staff is balanced at 48% women, 52% men. In the State Audit programmes, women make up 87% of teachers. In the State and Local Government study programmes, women make up 79% of teachers.

#### 4.1.2 Academic and comprehensive qualification of teaching staff (Asterisk Criterion)

##### **All study programmes**

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 ENU, the "Rules for Competitive Selection of Academic and Teaching Staff, Administrative and Managerial Personnel, and Researchers of L.N. Gumilyov Eurasian National University", 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 account of the academic degrees and titles of the potential employees, their teaching and research experience, methodical and scientific publications, and 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 an extensive 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 Lecturer:

- Higher education (specialist level) in a field corresponding to the personnel training profile.
- A Master's degree (scientific and pedagogical track) corresponding to the training profile or a Master's degree (specialised field) corresponding to the training profile, together with a certificate confirming completion of a Master's-level pedagogical study programme.
- At least one year of practical work experience in the relevant speciality.
- Publications in scientific journals included in the List of scientific publications recommended for the publication of key scientific results within the past two years.

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 (Clause 4, Rules for Assigning Academic Titles).

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" (Clause 5, 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.

### **Bachelor and Master Jurisprudence**

Over the past several years, the academic staff have produced more than 130 scientific articles (including indexed Scopus and WoS publications) as well as forty-two textbooks and monographs.

The academic staff have repeatedly been recognised with state awards and professional titles. For example, several lecturers have received the honorary title “Best University Lecturer”, e.g. in 2021.

### **Bachelor and Master State Audit**

The scientific and methodological qualifications of the faculty of the Department of State Audit are confirmed by membership in the Educational and Methodological Association of the Republican Educational and Methodological Council of Higher and Postgraduate Education at the University in the field of “Business, Management and Law” (Audit and Taxation). Four instructors of study programmes are members of this association.

### **Bachelor and Master State and Local Government**

Over the period 2020–2024, there has been a steady positive trend in the research activities of the academic and teaching staff, with an increase in the percentage of degree-holding staff and in publication activity.<sup>16</sup>

Lecturers hold the titles of “Honorary Worker of Education of the Republic of Kazakhstan” and “Best University Teacher”.

## **4.1.3 Pedagogical qualification of teaching staff (Asterisk Criterion)**

### **All study programmes**

High pedagogical standards are required for teaching positions at ENU. Besides holding an academic degree at the required 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 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 all study programmes, pedagogical and didactic qualifications are further demonstrated through membership in the Educational and Methodological Association of the Republican

---

<sup>16</sup> State and Local Government SER, p. 50.

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 provided the opportunity for the department’s academic and teaching staff 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-Centered 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 Professional experience of teaching staff

##### **All study programmes**

Faculty members possess practical experience, professional certification and long-standing expertise in scientific, legal and administrative fields. Their professional background aims at enhancing the integration of theory and practice within the educational process, at strengthening the practice-oriented nature of teaching and at improving the quality of student research.

##### **Bachelor and Master Jurisprudence**

Faculty members have extensive professional experience across various sectors of the legal system, including public administration, the judiciary, law enforcement bodies, legal consulting, business, advocacy, notarial practice and expert advisory councils. Distinguished staff members include a former member of the Parliament of Kazakhstan, a former Vice Minister, a former Judge of the Supreme Court of the Republic of Kazakhstan and a former member of the Prosecutor’s Office. Another academic staff member headed the Department for Research of the Judicial System, the Department of Strategic Development and Analysis of the Supreme Court of the Republic of Kazakhstan, and served as Adviser to a Judge of the Court of the Eurasian Economic Community. Someone else previously worked in the Supreme Court Office, supervising analytical and procedural support for plenary sessions. Another staff member is a member of the Human Rights Commission under the President of the Republic of Kazakhstan and participates in outreach seminars of the Presidential Administration as well as in the preparation of expert legal opinions.<sup>17</sup>

Furthermore, many faculty members provide pro bono legal consulting to the population. The participation of academic staff in professional associations, governmental commissions, and expert councils aims to ensure that changes in legislation and law enforcement practice are

---

<sup>17</sup> Jurisprudence SER, p. 49.

promptly reflected in the curriculum. Faculty members integrate their expertise into lectures, seminars and teaching materials to ensure the relevance of course content, strengthen students' practical skills, and align the programmes with current legal developments and industry needs.

### **Bachelor and Master State Audit**

Notable faculty members have experience as Chairperson of the Expert Council on Economics, Head of the Department of Accounting, Audit and Analysis, as an expert at the National Centre for State Scientific and Technical Expertise, and as a specialist in the financial support service of the Department of the specialised security service of the Karaganda region of the Ministry of Internal Affairs of the Republic of Kazakhstan. Some faculty members have experience as professional accountants and certified accounting practitioners.

There are several part-time faculty members that have extensive professional experience as well, such as Head of the Compliance Audit Department of the Internal State Audit Committee of the Ministry of Finance of the Republic of Kazakhstan, as Head of the Department of Interaction with International Finance of the Department of International Financial Relations of the Ministry of Finance of the Republic of Kazakhstan, or leading expert-analyst of the research and forecasting department of the Center for Research, Analysis and Evaluation of Effectiveness of the Supreme Audit Chamber of the Republic of Kazakhstan, as well as Chief Expert Analyst of the Research and Forecasting Department of the Center for Research, Analysis and Evaluation of Performance under the Supreme Audit Chamber of the Republic of Kazakhstan.

As part of a 2023 collaboration with the Kazakhstan Association of Blockchain Technologies and Data Centres, faculty members completed training at the School of Blockchain and Artificial Intelligence, enabling the inclusion of elements of the digital economy and blockchain technologies in the master's programme. In 2024, the faculty of the study programmes completed a workshop on "Designing a Business Model for a Competitive Graduate School of Business".

### **Bachelor and Master State and Local Government**

Faculty members have extensive professional experience working in state bodies, including ministries and agencies of the Republic of Kazakhstan, as well as in state enterprises and holdings.

Notable faculty members worked in the Republican State Enterprise on the Right of Economic Management "Information and Analytical Centre for Environmental Protection", as well as the non-commercial "Government for Citizens" State Corporation.

#### **4.1.5 Internal cooperation (Asterisk Criterion)**

##### **All study programmes**

Collaboration among academic staff is guided by the University's internal regulatory framework (Code of Corporate Culture of ENU Employees) 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. For example, in 2025, the Faculty of Law held a practical workshop titled “How to Publish an Article in International Scientific Databases: From Idea to Scopus”, during which faculty members and young researchers exchanged practical knowledge on academic writing and discussed future collaboration.

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.

Cooperation also takes place in the implementation of team-teaching courses. For instance, the compulsory course “Anti-Corruption Culture” (5 ECTS), taught in Kazakh, Russian and English, is delivered by several instructors across all study programmes of the University.

#### 4.1.6 Student support by the teaching staff (Asterisk Criterion)

##### **All study programmes**

ENU has established a system of student support, outlined in the official Student Guide<sup>18</sup>. The guide introduces students to the specifics of academic life, the organisation of the educational process, procedures for formative, mid-term and final assessment, progression rules, and student rights and responsibilities.

During the adaptation week, held at the beginning of studies, students meet with faculty deans, heads of departments and academic staff. Each academic group is assigned a curator and an academic advisor, who provide guidance to bachelor’s and master’s students in developing individual learning trajectories, selecting educational programmes and elective modules. The academic supervisor of master’s students supervises the implementation of the individual curriculum, provides advice on the research work of master’s students, and the preparation and defence of the master’s dissertation in accordance with the “Regulation on the Master’s Programme of ENU”.

Faculty members are available in person and online (via email, WhatsApp, Teams, SmartENU, and *Platonus*) in and out of office hours. Consultation schedules are approved by the department and posted in the *Platonus* system. Part-time faculty members have similar consultation schedules, which are communicated to students. For current questions, students can contact the dean or head of department directly via email.

---

<sup>18</sup> <https://enu.kz/en/page/for-students/students-guide>.

Academic staff supervise course papers and capstone projects, advise students on research and publications, and guide their participation in conferences and international competitions.

The University provides tailored academic support for students with special educational needs. This includes individualised syllabi, adapted assessment criteria, modified examination tasks, and alternative forms of evaluation (oral, written or creative assignments). Additionally, extended deadlines, accessibility formats (such as large print, digital copies, audio materials) and personalised learning pace adjustments are provided when required. Academic staff also assist these students during their adaptation period and encourage their participation in research activities and publications.

ENU operates a permanent Public Reception Office and an institutional Ombudsman service. Furthermore, the University maintains an Anti-Corruption Compliance Office, which aims to ensure transparency and monitors adherence to ethical and anti-corruption standards. The office considers submissions and proposals from students and staff.

## Appraisal:

The structure and number of teaching staff in the study programmes ensure the achievement of the intended qualification objectives. ENU has a policy for a balanced gender-ratio of teaching staff. In the **Jurisprudence** programme, the gender ratio is nearly 50/50. In the **State Audit** and **State and Local Government** study programmes, women make up 87% and 79% of teachers, respectively.

The academic and pedagogical qualification of the teaching staff in the study programmes corresponds to the qualification objectives. ENU verifies the qualifications of the teaching staff by means of an established procedure. Specific measures for further academic qualification and comprehensive qualification of the teaching staff are implemented. Academic qualifications are demonstrated by regular scientific publications. 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”.

Specific measures for further qualification of the teaching staff are implemented, including appropriate qualification regarding online teaching and learning elements.

For the teaching staff of the **Bachelor** and **Master State and Local Government**, the professional experience corresponds to the qualification objectives of the study programmes. Teaching staff include their experience and practical examples in their teaching.

The teaching staff in the **Bachelor** and **Master Jurisprudence** and the **Bachelor** and **Master State Audit** have extensive professional experience. For **Jurisprudence**, faculty members are a former member of the Parliament of Kazakhstan, a former Vice Minister, a former Judge of the Supreme Court of the Republic of Kazakhstan and a former member of the Prosecutor’s Office, and others with notable professional careers. For **State Audit**, faculty members are a

Chairperson of the Expert Council on Economics, a Head of the Department of Accounting, Audit and Analysis, an expert at the National Centre for State Scientific and Technical Expertise, a specialist in the financial support service of the Department of the specialised security, and others. These programmes furthermore have high-profile part-time faculty members.

Leveraging their professional expertise, the teaching staff's professional experience has a substantial impact on students' employability.

There is a regular process for internal cooperation between the teaching staff of the study programmes, the programme management, as well as external teaching staff (from other study programmes and guest lecturers). They cooperate with each other to tune the courses towards the overall qualification objectives. Cooperation also takes place in the form of joint teaching activities, joint research projects and regular exchange opportunities.

Student support is an integral part of the services provided by the teaching staff. There are options for online consultation to accommodate students remotely. The services are target-group oriented and take individual needs into account. Every intake group of students is assigned a dedicated academic advisor who helps students develop individual learning trajectories and elective modules. The academic supervisor of master's students supervises the implementation of the individual curriculum, provides advice on research work, and on the preparation and defence of the master's dissertation. The teaching staff demonstrate exceptional dedication to students' individual needs.

|               |                                                                                 | Exceptional | Exceed                                   | Meet                 | Does not meet | n.r. | Recommendation |
|---------------|---------------------------------------------------------------------------------|-------------|------------------------------------------|----------------------|---------------|------|----------------|
| <b>4.1</b>    | Teaching staff                                                                  |             |                                          |                      |               |      |                |
| <b>4.1.1*</b> | Structure and quantity of teaching staff (Asterisk Criterion)                   |             |                                          | X                    |               |      |                |
| <b>4.1.2*</b> | Academic and comprehensive qualification of teaching staff (Asterisk Criterion) |             |                                          | X                    |               |      |                |
| <b>4.1.3*</b> | Pedagogical qualification of teaching staff (Asterisk Criterion)                |             |                                          | X                    |               |      |                |
| <b>4.1.4</b>  | Professional experience of teaching staff                                       |             | B Juris<br>M Juris<br>B Audit<br>M Audit | B Govern<br>M Govern |               |      |                |
| <b>4.1.5*</b> | Internal cooperation (Asterisk Criterion)                                       |             |                                          | X                    |               |      |                |
| <b>4.1.6*</b> | Student support by the teaching staff (Asterisk Criterion)                      |             | X                                        |                      |               |      |                |

## 4.2 Programme management and administrative support

### 4.2.1 Programme management

#### **All study programmes**

The study programmes are led by the respective Heads of Department. In the case of Jurisprudence, the study programme is led by two department heads: the Head of the Department of Constitutional and Civil Law and the Head of the Department of Criminal Law Disciplines.

The functions and responsibilities of programme leaders are regulated by the job description of the Head of Department and aligned with the University's Academic Policy and Human Resources Policy.

Programme leaders are responsible for the strategic development, academic content, and quality assurance of the programmes. Their duties include:

- academic and organisational management of the department's study programmes, ensuring that the content and learning outcomes comply with national and international standards of higher and postgraduate education;
- monitoring the quality of the educational process and ensuring the objectivity of the assessment of students' learning outcomes;
- managing the department's activities, including the organisation and coordination of educational, methodological, research, and academic work;
- updating and modernising programme content to reflect advances in science, digitalisation, and labour-market needs;
- developing and revising curricula, syllabi, and modular structures in accordance with the National Qualifications Framework and relevant professional standards;
- integrating contemporary teaching methods (case-based learning, simulations, project-based learning, moot courts);
- developing and internationalising study programmes, participating in academic mobility projects, and promoting the department at the international level;
- implementing policy in the field of education quality, fostering a culture of academic integrity, and upholding anti-corruption principles;
- engaging with employers and external partners to enhance the practical orientation of training and improve graduate employability;
- supporting the formation and development of human resources, mentoring, assisting in the professional development of teachers, and implementing innovative pedagogical approaches.

### 4.2.2 Administrative support

#### **All study programmes**

The Dean's Office of each Faculty, the Department of Academic Affairs, the Postgraduate Education Department, the Registrar's Office, and other University departments involved in organising the educational process provide support to faculty and students.

The Dean's Office provides administrative support by organising the educational process, consulting students and faculty on academic and administrative matters, maintaining documentation, coordinating schedules and internships, and ensuring effective interaction with the Academic Administration and other University departments.

The Department of Academic Affairs implements the strategic development of the study programmes, aims to ensure the quality of the content of educational and methodological work, 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, the appointment of 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".

#### 4.2.3 Public information

##### **All study programmes**

Information about ENU's study programmes is publicly accessible through various channels. The main information is published on the official website of the Faculties in Kazakh, Russian, and English. Additionally, the Faculties' and departments' social media accounts (Facebook, YouTube, Instagram, and Telegram), as well as printed materials (booklets, brochures) and in-person consultations at the University, are used.

Visitors to the website may interact with ENU leadership and staff through feedback and communication channels such as the Rector's blog, the press service's email, and the contact information of faculties, departments and structural units. Communication between students, stakeholders, programme leadership and academic staff is also carried out through social media.

Information about study programmes, learning processes, and research activities of the departments is regularly updated and publicly accessible to all interested stakeholders, including applicants, students, faculty, employers, and external experts.

Departmental reports reflect the achievements and outcomes of study programmes, the effectiveness of faculty work, the results of quality monitoring, and proposals for further improvement of departmental activities.

#### 4.2.4 Inclusive and equitable education (Asterisk Criterion)

##### **All study 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.

The Centre for Psychological Support also functions at the University, 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 and over<sup>19</sup>.

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>).

#### 4.2.5 Career counselling and placement service

##### **All study programmes**

The Career and Business Partnership Office of the ENU Department for Academic Affairs oversees issues related to professional internships and employment support and coordinates the work of responsible staff members at the faculties and departments of the University in matters of professional practice and graduate employment.

ENU supports graduate employment by collaborating with potential employers: job fairs are held twice a year, along with seminars, trainings, webinars, master classes, and activities focused on preparing students for job interviews, CV writing, and related skills. For example, in April 2024, more than 70 graduates and representatives of leading government and law enforcement agencies participated in a university event, where they presented vacancies and explained employment procedures.

Job vacancy announcements and internship opportunities for graduates are posted weekly on the university website, on the Instagram page "[enu.alumni\\_office](#)", in the Telegram channel "Vacancies for ENU Graduates", and on WhatsApp channels. Students and graduates are also

---

<sup>19</sup> <https://enu.kz/en/news/5341>.

informed about the “Career” electronic platform available in the Smart ENU application. The platform allows for the most effective interaction between graduates and companies looking for new employees. Students or graduates of ENU can respond to job vacancies by filling out their CV in three languages.

#### 4.2.6 Alumni activities

##### **All study programmes**

ENU has an active Alumni Association<sup>20</sup> and the ENU Endowment Fund<sup>21</sup>. Their mission is to maintain connections between the University and alumni, strengthening the community for experience sharing, mutual assistance, and professional development. The Alumni Association regularly holds meetings, master classes, motivational sessions, and career consultations for students, where successful alumni share their experiences and offer career advice.

Staff members of the Career and Business Partnership Office, as well as faculty and department coordinators, are assigned to work with alumni. Additionally, the University's Alumni Association has designated personnel responsible for organising events, supporting projects and maintaining communication with graduates. Alumni are engaged through newsletters, social networks, and the University's official website. The Association actively informs alumni about upcoming activities, invites them to participate in University projects and maintains feedback channels. Image-building initiatives, grants and opportunities to participate in charitable projects are used to enhance the engagement of alumni.

Graduates also participate in ENU Family Day events and annual alumni reunions, which help strengthen ties between generations of students and faculty. The “Interviews with Successful Alumni” media format on the ENU website showcases real-life career paths and examples of professional growth for students.

The endowment fund plays a significant role in developing alumni's social responsibility. Prominent alumni provide financial support to students and contribute to the ENU Endowment Fund.

Information about all events is published on the University website and on social networks (Instagram, YouTube).

##### **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

---

<sup>20</sup> <https://www.enu.kz/en/page/graduates/alumni-association>.

<sup>21</sup> <https://endowmentenu.kz/enuendowmentfund>.

defined and take into account the specific circumstances of students and teaching staff. ENU provides administrative staff with opportunities for continuous professional development.

The content and qualification objectives of the study programmes are appropriately communicated to the public and are available in Kazakh, Russian, and English. The expert panel gained the impression that the information provided on the University's website is very complex, with a large number of documents available for download, which makes navigation difficult. It **recommends** that the University ensure a complete, up-to-date, and easily accessible online presence for all programmes in Kazakh, Russian, and English. This should include publicly available information on programme structure, learning outcomes, admission requirements, study regulations, teaching and assessment methods, staff profiles, and any other elements required by international standards for transparency. It would be advisable to reduce the complexity of the online information, as providing more content does not necessarily result in better or clearer information.

ENU regularly publishes current news and information about the study programmes through various communication channels, including its website and the Faculties' and departments' social media accounts (e.g. Facebook, YouTube, Instagram, and Telegram).

The study programmes comply with the principles of inclusive and equitable education and with 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.

In addition to standard services, career counselling and placement services (including internships) are offered to students and graduates on an individual basis. Job vacancy announcements and internship opportunities for graduates are posted weekly on the university website, on the Instagram page "enu.alumni\_office", in the Telegram channel "Vacancies for ENU Graduates", and on WhatsApp channels. Students and graduates are also informed about the "Career" electronic platform available in the Smart ENU application, where employers can post vacancies and students and graduates can directly apply. These activities are planned on a long-term basis, carried out regularly, and actively promoted.

To support career development, an alumni organisation has been established. It connects graduates with current students and provides them with access to professional networks, mentorship opportunities, and job placement assistance tailored to their specific fields of study, as well as alumni donations and alumni guest lectures.

|     |                                                 | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-----|-------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 4.2 | Programme management and administrative support |             |        |      |               |      |                |

|        |                                                        | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|--------|--------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| 4.2.1  | Programme management                                   |             |        | X    |               |      |                |
| 4.2.2  | Administrative support                                 |             |        | X    |               |      |                |
| 4.2.3  | Public information                                     |             |        | X    |               |      | X              |
| 4.2.4* | Inclusive and equitable education (Asterisk Criterion) |             |        | X    |               |      |                |
| 4.2.5  | Career counselling and placement service               |             | X      |      |               |      |                |
| 4.2.6  | Alumni activities                                      |             |        | X    |               |      |                |

## 4.3 Cooperation and partnerships

### 4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

#### All study 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.

### **Bachelor and Master Jurisprudence**

The international cooperation of the Faculty of Law spans cooperation agreements with domestic and foreign HEIs, including universities from Kazakhstan (Astana Medical University), Azerbaijan (Baku State University), Bulgaria (D. A. Tsenov Academy of Economics), China (Harbin Institute of Technology, Shanghai University of Political Science and Law), Estonia (University of Tartu), Germany (Technical University Dresden, Fraunhofer IOSB-AST), Italy (University of Padua), Japan (University of Tsukuba), Kyrgyzstan (Kyrgyz State Law Academy), Lithuania (Vilnius University), Poland (Jagiellonian University, University of Warsaw, SWPS University), Russia (Tyumen State University, Altai State University), Slovenia (University of Ljubljana), South Korea (Seoul National University), Spain (University of Alicante), Türkiye (Istanbul University), as well as USA (University of Pittsburgh).

Furthermore, the Faculty of Law has an agreement on an optional double-degree master's programme in Jurisprudence at Tyumen State University in Russia.

### **Bachelor and Master State Audit**

The international cooperation of the State Audit programmes spans cooperation agreements with foreign HEIs, including universities from Belarus (Belarusian State Economic University, Yanka Kupala State University of Grodno), Germany (University of Erfurt, University of Magdeburg, East Bavarian University of Applied Sciences Amberg-Weiden), Lithuania (Kaunas University of Applied Sciences), Poland (Warsaw University of Technology), Romania (Alba Iulia University), and Russia (Peoples' Friendship University of Russia, Lomonosov Moscow State University).

With Russia's Peoples' Friendship University, there is an agreement on an optional double-degree bachelor's or master's programme in State Audit.

### **Bachelor and Master State and Local Government**

Students in the bachelor's programme can participate in short-term academic programmes at universities in Turkey and Poland, where they study decentralisation and e-government.

#### **4.3.2 Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes)**

### **Bachelor and Master Jurisprudence**

ENU has agreements and memoranda of cooperation with the Notary Chamber of Astana, the Prosecutor's Office of Astana, the Ministry of Internal Affairs of the Republic of Kazakhstan, the Institute of Forensic Examinations of Astana, the Court Administrator of Astana, as well as private organisations such as OLYMPEX ADVISERS.

These agreements enable 2nd and 3rd year bachelor's students as well as master's students to undertake internships in the Prosecutor's Office, the courts and law-enforcement bodies.

Cooperation with professional partners has a direct impact on the design and development of the educational programmes. Recommendations from representatives of the Prosecutor's Office, the Ministry of Internal Affairs and the judicial system are taken into account when

updating curricula, ensuring their relevance and alignment with current requirements of legal practice.

In addition, partner institutions involve practising lawyers, prosecutors and judges in delivering lectures, masterclasses and mentoring activities, making the educational process as close as possible to real professional demands and increasing the competitiveness of graduates in the labour market.

### **Bachelor and Master State Audit**

The study programmes have been developed in close cooperation with the Supreme Audit Chamber of the Republic of Kazakhstan and the Internal State Audit Committee of the Ministry of Finance of the Republic of Kazakhstan, where bachelor's and master's students can also complete their professional internships as well as the Centre for Research and Analysis and other government agencies and organisations.

Additionally, the department implemented joint research projects with the Centre for Research, Analysis, and Evaluation under the Supreme Audit Chamber of the Republic of Kazakhstan. Among the active participants in this project is a master's student.

Of particular importance is the Jean Monnet EU Audit project, implemented within the Erasmus+ programme. This project integrates courses into the curriculum that explore European experience in State Auditing and the activities of supreme audit institutions, in particular the course "The Activities of Supreme Audit Institutions in EU Countries".

### **Bachelor and Master State and Local Government**

Cooperation in professional fields is carried out through interaction between the Department and state bodies, local executive authorities, public organisations, and the business sector, based on official agreements and memoranda of cooperation.

The Department cooperates with the Akimat of Nura District (Astana City), the Akimat of Baikonyr District, the Committee for Regulation of Natural Monopolies of the Ministry of National Economy of the Republic of Kazakhstan, and limited liability partnerships such as "Astana-Energo Aspekt", "NDFZ", "Innovator" and others.

Cooperation in the professional sphere is strategically implemented and encouraged by the university. It is an important element in the training of personnel in public and local administration, contributing to the development of professional, analytical, and managerial competencies, with particular attention to regional cooperation prospects with state bodies, local executive structures, and public organisations.

### **Appraisal:**

Cooperation with academic institutions relevant to the study programmes is plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. In cases where other institutions conduct parts of the study programme, ENU

ensures that the different responsibilities regulated in the contract are transparent and clearly defined and that the quality standards are met.

For the cooperation with relevant networks, the expert panel sees room for improvement for all study programmes. Cooperation with professional networks can provide access to current developments, best practices, and professional expertise, such as comparative legal perspectives and international legal standards, and global public-sector auditing standards and methodologies. Overall, these partnerships can contribute to curriculum development, guest lectures, internships, research cooperation, and improved graduate employability through certification. Therefore, the expert panel **recommends** that the study programmes strengthen their cooperation with relevant professional and international networks.

For the Bachelor and Master Jurisprudence and the Bachelor and Master State and Local Government, cooperation with the professional field relevant to the programmes is plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. Industry partners are part of the study programmes' respective business council and council the study programme management on topics regarding employability.

For the Bachelor and Master State Audit, cooperation with the professional field is a substantial element in the development of students' qualifications and skills. The study programmes have been developed in cooperation with the Supreme Audit Chamber of the Republic of Kazakhstan and the Internal State Audit Committee of the Ministry of Finance of the Republic of Kazakhstan, and are conducted together with the Chamber's Centre for Research, Analysis, and Evaluation. During the interview session with business and cooperation partners, the expert panel gained the impression that those stakeholders are very actively involved in the shaping of the curriculum and very invested in the study programmes and their students and graduates.

|                  |                                                                                                                           | Exceptional | Exceed             | Meet                                       | Does not meet | n.r. | Recommendation |
|------------------|---------------------------------------------------------------------------------------------------------------------------|-------------|--------------------|--------------------------------------------|---------------|------|----------------|
| <b>4.3</b>       | Cooperation and partnerships                                                                                              |             |                    |                                            |               |      |                |
| <b>4.3.1 (*)</b> | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)         |             |                    | X                                          |               |      | X              |
| <b>4.3.2 (*)</b> | Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             | B Audit<br>M Audit | B Juris<br>M Juris<br>B Govern<br>M Govern |               |      |                |

## 4.4 Facilities and equipment

### 4.4.1 Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)

#### **All study 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.

Bachelor and Master Jurisprudence are conducted in the 4-storey teaching building No. 1, located on Satpaev Street 2, where they use nine classrooms with approximately 25 seats each, two academic laboratories, two lecture halls, and a computer lab.

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 can also be used by students, with the approval of faculty, 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.

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 demonstrative 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 buildings offer free internet access. Wi-Fi. Free access to key information systems and resources 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](http://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](http://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](http://directum.enu.kz)), which is 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 Access to literature (Asterisk Criterion)

##### **All study programmes**

The Scientific Library of ENU is equipped with modern facilities and an infrastructure aimed at ensuring the effective operation of library processes and meeting the needs of users.

At the library building, there are two circulation desks and twelve reading rooms of various profiles (including periodicals, electronic resources, dissertation and research halls), with a total capacity of 830 seats. The physical library is open daily from 8:00 am to 8:00 pm.

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.

As of 2025, the total library collection amounts to 1,434,682 copies, including 539,738 in Kazakh (38% of the total). Of these:

- Educational and methodological literature: 886,037 copies, including 360,976 in Kazakh;
- Scientific literature: 377,131 copies, including 122,547 in Kazakh;
- Supplementary literature: 171,514 copies, including 5,688 periodicals;
- Electronic resources (EBS and databases): 563,604 book titles;
- Full-text scientific journals: 9,785 items.

The Electronic Library provides access to a wide range of academic and scientific materials and modern digital tools for searching, viewing, and ordering resources. The database of the electronic catalogue contains more than 221,000 bibliographic records of printed and electronic sources and approximately 80,000 full-text electronic documents, and includes open access to 25 licensed electronic resources available on campus, including JURIST database, Elslantar.kz, the Aknurpress digital library, the eBook Academic Collection database, the Oxford Scholarship Online (OSO) database, etc. University researchers have access to scientific journals indexed in the Web of Science and Scopus scientometric databases.

Library resources are updated in accordance with study programmes and current requirements for educational literature. Library staff provide individual assistance in searching for and selecting sources. The university cooperates with the National Library and libraries of partner universities and also develops Open Science initiatives, providing access to the results of its own research.

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.

The library organises faculty and department days and library training for students on all levels of study.

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. A sufficient number of workplaces (individual and for study groups) is available. Sufficient IT equipment and software appropriate for the programmes are available. In line with the experts' recommendation in chapter 3.3.2, where they commented on the necessity for students to gain subject-related IT skills, such as for legal tech, tools for accounting, or governmental use, the expert panel now **recommends** purchasing or subscribing to the necessary IT tools.

The technical equipment is adequate for the online learning elements as applied to the study programmes' concepts and content. ENU operates a broadcasting studio, where MOOC are professionally recorded. Technical support is offered to students during working hours.

The requirements for students with special needs are adequately provided.

Students have access to relevant recent literature, including in other languages, international and national magazines, licensed subscriptions and databases required for the study programmes. The opening hours and the facilities of the library take students' needs sufficiently into account. Relevant digital resources can be accessed from outside the campus. A support system for students is available.

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 |
|---------------|------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>4.4</b>    | <b>Facilities and equipment</b>                                                    |             |        |      |               |      |                |
| <b>4.4.1*</b> | Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion) |             |        | X    |               |      | X              |
| <b>4.4.2*</b> | Access to literature (Asterisk Criterion)                                          |             |        | X    |               |      |                |

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

### All study 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.

### Appraisal:

With ENU being a state-funded national university, the income related to the study programmes ensures that each cohort of students starting within the accreditation period is able to complete the study programmes.

|             |                                                       | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-------------|-------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>4.5*</b> | Financing of the study programme (Asterisk Criterion) |             |        | X    |               |      |                |

## 5. QUALITY ASSURANCE

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

#### **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, which are based on different technologies, methods and tools, and it 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, as well as 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 Instruments of quality assurance

### 5.2.1 Evaluation by 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 the personal data of respondents 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, followed by corrective actions.

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.

### 5.2.2 Evaluation by teaching staff

#### **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 strengths in teaching, 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.

### 5.2.3 External evaluation by alumni, employers and third parties

#### **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 identify the level of 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.

#### **Bachelor and Master Jurisprudence**

To improve the quality of student training, the Faculty of Law cooperates with government bodies and employers in special lectures and meetings organised with representatives of state bodies and public organisations (including police officers, specialists of the Astana Education Department, the Notary Chamber, and representatives of the Republican Public Association "National Anti-Corruption Movement").

The University has established an Employers' Council. From the Faculty of Law, the employer representative on the Council is the Chair of the Notary Chamber of Astana.

### **Bachelor and Master State Audit**

In order to further improve the quality of the study programme, an employer survey was conducted in 2024. The results of the survey showed the following that 79% of respondents agreed that the study programmes meet labour market requirements. The survey results also showed that 78% of respondents were satisfied with the quality of training of graduates, and 16% were partially satisfied.<sup>22</sup>

### **Bachelor and Master State and Local Government**

At the suggestion of employers and experts, the master's module "Electronic government and organization of public services" has been renamed and reviewed in 2024. On expert recommendation, new courses have been introduced into the programme, "Financial Management in Public administration", and "National models of sustainable development in the ESG projection".

### **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.

An evaluation by the students of the study programmes, particularly of the teaching and learning processes, is carried out regularly and in accordance with a prescribed procedure. The results are documented and clearly communicated to the students, and they provide valuable 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 **recommends** instead of relying on the current Likert scale, which measures only the perceived workload (e.g., whether it feels too high or too low), 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 programmes by internal and external teaching staff is carried out regularly and in accordance with a prescribed procedure. The outcomes are documented, communicated appropriately, and provide input for the quality development process.

An external evaluation is also conducted regularly and in accordance with a prescribed procedure. The outcomes are communicated and contribute to the quality development process, for example, through the annual report on employment.

---

<sup>22</sup> State Audit SER, p. 63.

|              |                                                                                                                 | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|--------------|-----------------------------------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>5.1*</b>  | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) |             |        | X    |               |      | X              |
| <b>5.2</b>   | Instruments of quality assurance                                                                                |             |        |      |               |      |                |
| <b>5.2.1</b> | Evaluation by students                                                                                          |             |        | X    |               |      |                |
| <b>5.2.2</b> | Evaluation by teaching staff                                                                                    |             |        | X    |               |      |                |
| <b>5.2.3</b> | External evaluation by alumni, employers and third parties                                                      |             |        | X    |               |      |                |

# Appendices

## Abbreviations

|                     |                                                                                                             |
|---------------------|-------------------------------------------------------------------------------------------------------------|
| ACCA                | Association of Chartered Certified Accountants                                                              |
| CIS                 | Commonwealth of Independent States                                                                          |
| CT                  | Comprehensive Test                                                                                          |
| EQF                 | European Qualifications Framework                                                                           |
| Fraunhofer IOSB-AST | Fraunhofer Institute of Optronics, System Technologies and Image Exploitations – Advanced System Technology |
| GOSO                | “State Compulsory Standard of Higher Education of the Republic of Kazakhstan”                               |
| IAAR                | Independent Agency for Accreditation and Rating                                                             |
| MOOC                | Massive Open Online Course                                                                                  |
| NQF                 | National Qualifications Framework of Kazakhstan                                                             |
| UNT                 | Unified National Test                                                                                       |

## Curricula

### Bachelor Jurisprudence Curriculum

## Curriculum

### Bachelor's degree program Jurisprudence, 8 semesters

1<sup>ST</sup>

#### Semester

| Module number. | Module Title / Course Units + Compulsory or Elective? | Credit points for the semester |    |    |    |    |    |    |    | Workload               |                                     | Teaching method<br>i.e. a course of lectures, a seminar | Form and duration of exams | exam weight associated with the final grade |
|----------------|-------------------------------------------------------|--------------------------------|----|----|----|----|----|----|----|------------------------|-------------------------------------|---------------------------------------------------------|----------------------------|---------------------------------------------|
|                |                                                       | 1.                             | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Clock in the classroom | Hours of Operation Independent Work |                                                         |                            |                                             |
| <b>M1</b>      | <b>Module 1</b>                                       | <b>12</b>                      |    |    |    |    |    |    |    | <b>360</b>             | <b>240</b>                          |                                                         |                            |                                             |
| M 1.1          | Kazakh (Russian) language I                           | 5                              |    |    |    |    |    |    |    | 150                    | 105                                 | S                                                       | Exam (35 min)              |                                             |
| M 1.2          | Foreign language                                      | 5                              |    |    |    |    |    |    |    | 150                    | 105                                 | S                                                       | Exam (35 min)              |                                             |
| M 1.3          | Physical culture                                      | 2                              |    |    |    |    |    |    |    | 60                     | 30                                  | S                                                       | Differentiated assessment  |                                             |
| <b>M2</b>      | <b>Module 2</b>                                       | <b>18</b>                      |    |    |    |    |    |    |    | <b>540</b>             | <b>375</b>                          |                                                         |                            |                                             |
| M 2.1          | Fundamentals of Scientific Research                   | 5                              |    |    |    |    |    |    |    | 150                    | 105                                 | L/S                                                     | Exam (60 min)              |                                             |
| M 2.2          | Theory of state and law                               | 8                              |    |    |    |    |    |    |    | 240                    | 165                                 | L/S                                                     | Exam (60 min)              |                                             |
| M 2.3          | Roman Law/Law Enforcement                             | 5                              |    |    |    |    |    |    |    | 150                    | 105                                 | L/S                                                     | Exam (60 min)              |                                             |
|                |                                                       | <b>30</b>                      |    |    |    |    |    |    |    | <b>900</b>             | <b>615</b>                          |                                                         |                            |                                             |
|                | <b>2 Semester</b>                                     |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     |                            |                                             |
| <b>M3</b>      | <b>Module 3</b>                                       | <b>17</b>                      |    |    |    |    |    |    |    | <b>510</b>             | <b>345</b>                          |                                                         |                            |                                             |
| M 3.1          | Kazakh (Russian) language 2                           |                                | 5  |    |    |    |    |    |    | 150                    | 105                                 | S                                                       | Exam (35min)               |                                             |
| M 3.2          | History of Kazakhstan                                 |                                | 5  |    |    |    |    |    |    | 150                    | 105                                 | L/S                                                     | Exam (60min)               |                                             |
| M 3.3          | Physical culture                                      |                                | 2  |    |    |    |    |    |    | 60                     | 30                                  | S                                                       | Exam (120 min)             |                                             |
| M 3.4          | Foreign language                                      |                                | 5  |    |    |    |    |    |    | 150                    | 105                                 | S                                                       | Exam (35 min)              |                                             |
| <b>M4</b>      | <b>Module 4</b>                                       | <b>13</b>                      |    |    |    |    |    |    |    | <b>390</b>             | <b>255</b>                          |                                                         |                            |                                             |
| M 4.1          | Cultural studies                                      |                                | 2  |    |    |    |    |    |    | 60                     | 38                                  | L/S                                                     | Exam (35 min)              |                                             |
| M 4.2          | Sociology                                             |                                | 2  |    |    |    |    |    |    | 60                     | 38                                  | L/S                                                     | Exam (35 min)              |                                             |
| M 4.3          | Political science                                     |                                | 2  |    |    |    |    |    |    | 60                     | 37                                  | L/S                                                     | Exam (35 min)              |                                             |
| M 4.4          | Psychology                                            |                                | 2  |    |    |    |    |    |    | 60                     | 37                                  | L/S                                                     | Exam (35 min)              |                                             |
| M 4.5          | Constitutional law of the Republic of Kazakhstan      |                                | 5  |    |    |    |    |    |    | 150                    | 105                                 | L/S                                                     | Exam (60 min)              |                                             |

|              |  |           |           |  |  |  |  |  |  |             |             |  |  |  |
|--------------|--|-----------|-----------|--|--|--|--|--|--|-------------|-------------|--|--|--|
|              |  |           | 30        |  |  |  |  |  |  | 900         | 600         |  |  |  |
| <b>total</b> |  | <b>30</b> | <b>30</b> |  |  |  |  |  |  | <b>1800</b> | <b>1215</b> |  |  |  |

### 3 Semester

| Module number. | Module Title / Course Units + Compulsory or Elective?                  | Credit points for the semester |    |    |    |    |    |    |    | Workload               |                                     | Teaching method<br>i.e. a course of lectures, a seminar | Form and duration of exams | exam weight associated with the final grade |
|----------------|------------------------------------------------------------------------|--------------------------------|----|----|----|----|----|----|----|------------------------|-------------------------------------|---------------------------------------------------------|----------------------------|---------------------------------------------|
|                |                                                                        | 1.                             | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Clock in the classroom | Hours of Operation Independent Work |                                                         |                            |                                             |
| <b>M1</b>      | <b>Module 1</b>                                                        |                                |    | 24 |    |    |    |    |    | <b>720</b>             | <b>480</b>                          |                                                         |                            |                                             |
| M 1.1          | Physical Education                                                     |                                |    | 2  |    |    |    |    |    | 60                     | 30                                  | S                                                       | Differentiated Assessment  |                                             |
| M 1.2          | Anti-Corruption Culture                                                |                                |    | 5  |    |    |    |    |    | 150                    | 105                                 | L/S                                                     | Exam (60 min)              |                                             |
| M 1.3          | Administrative Law                                                     |                                |    | 5  |    |    |    |    |    | 150                    | 105                                 | L/S                                                     | Exam (60 min)              |                                             |
| M 1.4          | Civil Law of the Republic of Kazakhstan (General Part)                 |                                |    | 6  |    |    |    |    |    | 180                    | 120                                 | L/S                                                     | Exam (60 min)              |                                             |
| M 1.5          | Criminal Law/Criminal Law of the Republic of Kazakhstan (General Part) |                                |    | 6  |    |    |    |    |    | 180                    | 120                                 | L/S                                                     | Exam (60 min)              |                                             |
| <b>M2</b>      | <b>Module 2</b>                                                        |                                |    | 6  |    |    |    |    |    | <b>180</b>             | <b>120</b>                          |                                                         |                            |                                             |
| M 2.1          | BD/KV Fundamentals of Private Law / Family Law                         |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| M 2.2          | BD/KV Fundamentals of Private Law / Housing Law                        |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| M 2.3          | BD/KV Fundamentals of Criminal Liability / Comparative Criminal Law    |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
|                |                                                                        |                                |    | 30 |    |    |    |    |    | 900                    | 600                                 |                                                         |                            |                                             |
|                | <b>4 Semester</b>                                                      |                                |    |    |    |    |    |    |    |                        |                                     |                                                         |                            |                                             |
| <b>M3</b>      | <b>Module 3</b>                                                        |                                |    |    | 7  |    |    |    |    | <b>210</b>             | <b>135</b>                          |                                                         |                            |                                             |
| M 3.1          | Philosophy                                                             |                                |    |    | 5  |    |    |    |    | 150                    | 105                                 | L/S                                                     | Exam (35 min)              |                                             |
| M 3.2          | Physical Education                                                     |                                |    |    | 2  |    |    |    |    | 60                     | 30                                  | S                                                       | Differentiated assessment  |                                             |
| <b>M4</b>      | <b>Module 4</b>                                                        |                                |    |    | 13 |    |    |    |    | <b>300</b>             | <b>110</b>                          |                                                         |                            |                                             |
| M 4.1          | Civil Law of the Republic of Kazakhstan (Special Section)              |                                |    |    | 5  |    |    |    |    | 150                    | 105                                 | L/S                                                     | Exam (60 min)              |                                             |

|              |                                                                               |  |  |  |           |           |  |  |  |             |             |            |               |  |
|--------------|-------------------------------------------------------------------------------|--|--|--|-----------|-----------|--|--|--|-------------|-------------|------------|---------------|--|
| M 4.2        | Criminal Law of the Republic of Kazakhstan (Special Section)                  |  |  |  | 5         |           |  |  |  | 150         | 105         | L/S        | Exam (60 min) |  |
| M 4.3        | Industrial practice                                                           |  |  |  | 3         |           |  |  |  |             |             |            | Report        |  |
| <b>M5</b>    | <b>Module 5</b>                                                               |  |  |  | <b>5</b>  |           |  |  |  | <b>150</b>  | <b>105</b>  | <b>L/S</b> |               |  |
| M 4.4        | BD/KV Financial Law of the Republic of Kazakhstan                             |  |  |  |           |           |  |  |  |             |             | L/S        | Exam (60 min) |  |
| M 4.5        | BD/KV Entrepreneurial Law of the Republic of Kazakhstan                       |  |  |  |           |           |  |  |  |             |             |            | Exam (60 min) |  |
| <b>M6</b>    | <b>Module 6</b>                                                               |  |  |  | <b>5</b>  |           |  |  |  | <b>150</b>  | <b>105</b>  | <b>L/S</b> |               |  |
| M 4.6        | BD/KV Fundamentals of Criminal Offense Qualification and Qualification Errors |  |  |  |           |           |  |  |  |             |             | L/S        | Exam (60 min) |  |
| M 4.57       | BD/KV Environmental Law of the Republic of Kazakhstan                         |  |  |  |           |           |  |  |  |             |             | L/S        | Exam (60 min) |  |
| M 4.8        | BD/KV Legal Status of Legal Entities                                          |  |  |  |           |           |  |  |  |             |             | L/S        | Exam (60 min) |  |
| M 4.9        | BD/KV Judicial Authority and Criminal Policy                                  |  |  |  |           |           |  |  |  |             |             | L/S        | Exam (60 min) |  |
|              |                                                                               |  |  |  | <b>30</b> |           |  |  |  | <b>810</b>  | <b>555</b>  |            |               |  |
| <b>total</b> |                                                                               |  |  |  | <b>30</b> | <b>30</b> |  |  |  | <b>1710</b> | <b>1710</b> |            |               |  |

## 5 Semester

| Module number. | Module Title / Course Units + Compulsory or Elective? | Credit points for the semester |    |    |    |           |    |    | Workload               |                                     | Teaching method i.e. a course of lectures, a seminar | Form and duration of exams | exam weight associated with the final grade |
|----------------|-------------------------------------------------------|--------------------------------|----|----|----|-----------|----|----|------------------------|-------------------------------------|------------------------------------------------------|----------------------------|---------------------------------------------|
|                |                                                       | 1.                             | 2. | 3. | 4. | 5.        | 6. | 7. | Clock in the classroom | Hours of Operation Independent Work |                                                      |                            |                                             |
| <b>M1</b>      | <b>Module 1</b>                                       |                                |    |    |    | <b>15</b> |    |    | <b>450</b>             | <b>315</b>                          |                                                      |                            |                                             |
| M 1.1          | International Law                                     |                                |    |    |    | 5         |    |    | 150                    | 105                                 | L/S                                                  | Exam (60 min)              |                                             |
| M 1.2          | Civil Procedural Law of the Republic of Kazakhstan    |                                |    |    |    | 5         |    |    | 150                    | 105                                 | L/S                                                  | Exam (60 min)              |                                             |
| M 1.3          | Criminal Procedural                                   |                                |    |    |    | 5         |    |    | 150                    | 105                                 | L/S                                                  | Exam (60 min)              |                                             |

|              |                                                                         |  |  |  |  |           |           |  |  |             |             |     |               |
|--------------|-------------------------------------------------------------------------|--|--|--|--|-----------|-----------|--|--|-------------|-------------|-----|---------------|
|              | Law of the Republic of Kazakhstan                                       |  |  |  |  |           |           |  |  |             |             |     |               |
| <b>M2</b>    | <b>Module 2</b>                                                         |  |  |  |  | <b>15</b> |           |  |  | <b>450</b>  | <b>315</b>  |     |               |
| M 2.1        | BD/KV Information Technology in Legal Activity                          |  |  |  |  | 5         |           |  |  | 150         | 105         | L/S | Exam (60 min) |
| M 2.2        | BD/KV Organizational and Legal Framework for Admission to Civil Service |  |  |  |  | 5         |           |  |  | 150         | 105         | L/S | Exam (60 min) |
| M 2.3        | BD/KV Labor Law of the Republic of Kazakhstan                           |  |  |  |  | 5         |           |  |  | 150         | 105         | L/S | Exam (60 min) |
|              |                                                                         |  |  |  |  | <b>30</b> |           |  |  | <b>900</b>  | <b>630</b>  |     |               |
|              | <b>6 Semester</b>                                                       |  |  |  |  |           |           |  |  |             |             | L/S |               |
| <b>M3</b>    | <b>Module 3</b>                                                         |  |  |  |  | <b>20</b> |           |  |  | <b>450</b>  | <b>315</b>  |     |               |
| M 3.1        | Criminology                                                             |  |  |  |  | 5         |           |  |  | 150         | 105         | L/S | Exam (60 min) |
| M 3.2        | Land Law of the Republic of Kazakhstan                                  |  |  |  |  | 5         |           |  |  | 150         | 105         | L/S | Exam (60 min) |
| M 3.3        | Non-procedural information and the process of proof                     |  |  |  |  | 5         |           |  |  | 150         | 105         | L/S | Exam (60 min) |
| M 3.4        | Industrial practice                                                     |  |  |  |  |           | 5         |  |  |             |             |     | Report        |
|              |                                                                         |  |  |  |  |           |           |  |  |             |             |     |               |
| <b>M4</b>    | <b>Module 4</b>                                                         |  |  |  |  | <b>5</b>  |           |  |  | <b>150</b>  | <b>105</b>  |     |               |
| M 4.1        | BD/KV Procedural Foundations of Pre-Trial Investigation                 |  |  |  |  |           |           |  |  |             |             | L/S | Exam (60 min) |
| M 4.2        | BD/KV Consumer Law                                                      |  |  |  |  |           |           |  |  |             |             | L/S | Exam (60 min) |
| <b>M5</b>    | <b>Module 5</b>                                                         |  |  |  |  | <b>5</b>  |           |  |  | <b>150</b>  | <b>105</b>  |     |               |
| M 4.3        | BD/KV Administrative Justice                                            |  |  |  |  |           |           |  |  |             |             | L/S | Exam (60 min) |
| M 4.4        | BD/KV Legal Basis for Drafting Criminal Procedure Documents             |  |  |  |  |           |           |  |  |             |             | L/S | Exam (60 min) |
|              |                                                                         |  |  |  |  |           |           |  |  |             |             |     |               |
|              |                                                                         |  |  |  |  | <b>30</b> |           |  |  | <b>750</b>  | <b>525</b>  |     |               |
| <b>total</b> |                                                                         |  |  |  |  | <b>30</b> | <b>30</b> |  |  | <b>1650</b> | <b>1155</b> |     |               |

## 7 Semester

| Module number. | Module Title / Course Units + Compulsory or Elective?              | Credit points for the semester |    |    |    |    |    |    |    | Workload               |                                     | Teaching method<br>i.e. a course of lectures, a seminar | Form and duration of exams | exam weight associated with the final grade |
|----------------|--------------------------------------------------------------------|--------------------------------|----|----|----|----|----|----|----|------------------------|-------------------------------------|---------------------------------------------------------|----------------------------|---------------------------------------------|
|                |                                                                    | 1.                             | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Clock in the classroom | Hours of Operation Independent Work |                                                         |                            |                                             |
| <b>M1</b>      | <b>Module 1</b>                                                    |                                |    |    |    |    |    |    | 6  | 180                    | 120                                 |                                                         |                            |                                             |
| M 1.1          | Extrajudicial Resolution of Civil Disputes                         |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| <b>M2</b>      | <b>Module 2</b>                                                    |                                |    |    |    |    |    |    | 6  | 180                    | 120                                 |                                                         |                            |                                             |
| M 1.2          | Forensic Expertise                                                 |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| <b>M3</b>      | <b>Module 3</b>                                                    |                                |    |    |    |    |    |    | 6  | 180                    | 120                                 |                                                         |                            |                                             |
| M 1.3          | Analytical Methods for Lawyers                                     |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| <b>M4</b>      | <b>Module 4</b>                                                    |                                |    |    |    |    |    |    | 7  | 210                    | 135                                 |                                                         |                            |                                             |
| M 1.4          | Tax Law of the Republic of Kazakhstan                              |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| M 1.5          | Notary Services                                                    |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| <b>M5</b>      | <b>Module 5</b>                                                    |                                |    |    |    |    |    |    | 5  | 150                    | 105                                 |                                                         |                            |                                             |
| M 2.1          | Workshop on Drafting Civil Procedure Documents                     |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| M 2.2          | Victimological Crime Prevention                                    |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| <b>M6</b>      | <b>Module 6</b>                                                    |                                |    |    |    |    |    |    | 6  | 180                    | 120                                 | L/S                                                     |                            |                                             |
| M 2.4          | Fundamentals of Enforcement Proceedings                            |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
| M 2.5          | Organizing the Investigation of Certain Types of Criminal Offenses |                                |    |    |    |    |    |    |    |                        |                                     | L/S                                                     | Exam (60 min)              |                                             |
|                |                                                                    |                                |    |    |    |    |    |    | 36 | 1080                   | 720                                 |                                                         |                            |                                             |

## 8 Semester

| Module number. | Module Title / Course Units + Compulsory or Elective? | Credit points for the semester |    |    |    |    |    |    |    | Workload               |                                     | Teaching method<br>i.e. a course of lectures, a seminar | Form and duration of exams | exam weight associated with the final grade |
|----------------|-------------------------------------------------------|--------------------------------|----|----|----|----|----|----|----|------------------------|-------------------------------------|---------------------------------------------------------|----------------------------|---------------------------------------------|
|                |                                                       | 1.                             | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Clock in the classroom | Hours of Operation Independent Work |                                                         |                            |                                             |
| <b>M1</b>      | <b>Module 1</b>                                       |                                |    |    |    |    |    |    | 6  |                        |                                     |                                                         |                            |                                             |
| M 1.1          | Industrial practice                                   |                                |    |    |    |    |    |    |    |                        |                                     |                                                         | Report                     |                                             |
| <b>M2</b>      | <b>Module 2</b>                                       |                                |    |    |    |    |    |    | 6  |                        |                                     |                                                         |                            |                                             |



|            |                                                                                                         |    |           |  |  |            |            |     |               |  |
|------------|---------------------------------------------------------------------------------------------------------|----|-----------|--|--|------------|------------|-----|---------------|--|
|            |                                                                                                         | 30 |           |  |  | 690        | 480        |     |               |  |
|            | <b>2nd Semester</b>                                                                                     |    |           |  |  |            |            |     |               |  |
| <b>M1</b>  | <b>Module 5</b>                                                                                         |    | <b>10</b> |  |  |            |            |     |               |  |
| M 3.1      | Pedagogy of Higher Education                                                                            |    | 4         |  |  | 120        | 83         | L/S | Exam (60 min) |  |
| M 3.2      | Management Psychology                                                                                   |    | 4         |  |  | 120        | 82         | L/S | Exam (60 min) |  |
| M 3.3      | Master's Research Work, including internship and completion of master's dissertation (NIRM)             |    | 2         |  |  |            |            |     | Research Work |  |
| <b>M5</b>  | <b>Module 6</b>                                                                                         |    | <b>10</b> |  |  |            |            |     |               |  |
| M 3.4      | Current Issues in the Development of Civil Law and Legislation of the Republic of Kazakhstan            |    | 5         |  |  | 150        | 105        | L/S | Exam (60 min) |  |
| M 4.1      | Current Issues in the Development of Civil Procedural Law and Legislation of the Republic of Kazakhstan |    | 5         |  |  | 150        | 105        | L/S | Exam (60 min) |  |
| <b>M 6</b> | <b>Module 7</b>                                                                                         |    | <b>5</b>  |  |  |            |            |     |               |  |
| M 3.5      | Criminological Aspects of Countering Modern Crime                                                       |    | 5         |  |  | 150        | 105        | L/S | Exam (60 min) |  |
| <b>M 7</b> | <b>Module 8</b>                                                                                         |    | <b>5</b>  |  |  |            |            |     |               |  |
| M 4.2      | Sustainable Development and Changing Labor Relations in Kazakhstan                                      |    | 5         |  |  | 150        | 105        | L/S | Exam (60 min) |  |
|            |                                                                                                         |    | <b>30</b> |  |  |            |            |     |               |  |
|            |                                                                                                         |    | <b>30</b> |  |  | <b>600</b> | <b>420</b> |     |               |  |

|            |                                                                                             |  |  |          |  |     |     |     |               |  |
|------------|---------------------------------------------------------------------------------------------|--|--|----------|--|-----|-----|-----|---------------|--|
|            | <b>3rd Semester</b>                                                                         |  |  |          |  |     |     |     |               |  |
| <b>M1</b>  | <b>Module 9</b>                                                                             |  |  | <b>9</b> |  |     |     |     |               |  |
| M 3.1      | Master's Research Work, including internship and completion of master's dissertation (NIRM) |  |  | 5        |  |     |     |     |               |  |
| M 3.2      | Pedagogical                                                                                 |  |  | 4        |  |     |     |     |               |  |
| <b>M 2</b> | <b>Module 10</b>                                                                            |  |  | <b>5</b> |  |     |     |     |               |  |
| M 3.4      | Theory and Practice of Evidence in                                                          |  |  | 5        |  | 150 | 105 | L/S | Exam (60 min) |  |

|              |                                                                                      |           |           |           |           |             |            |     |                      |  |
|--------------|--------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-------------|------------|-----|----------------------|--|
|              | Criminal Proceedings                                                                 |           |           |           |           |             |            |     |                      |  |
| <b>M 3</b>   | <b>Module 11</b>                                                                     |           |           | <b>5</b>  |           |             |            |     |                      |  |
| M 3.5        | Problems of Methodology of Environmental Law                                         |           |           | 5         |           | 150         | 105        | L/S | <b>Exam (60 min)</b> |  |
| <b>M 4</b>   | <b>Module 12</b>                                                                     |           |           | <b>5</b>  |           |             |            |     |                      |  |
| M 4.2        | Problems of the Theory of Financial Law                                              |           |           | 5         |           | 150         | 105        | L/S | <b>Exam (60 min)</b> |  |
| <b>M1</b>    | <b>Module 13</b>                                                                     |           |           | <b>6</b>  |           |             |            |     |                      |  |
| M 3.1        | Criminal Policy in the System of Ensuring the Rights of Minors                       |           |           | 6         |           | 180         | 120        | L/S | <b>Exam (60 min)</b> |  |
|              |                                                                                      |           |           | <b>30</b> |           | 630         | 435        |     |                      |  |
|              | <b>4th Semester</b>                                                                  |           |           |           |           |             |            |     |                      |  |
| M 3.4        | Research work                                                                        |           |           |           | 12        |             |            |     |                      |  |
| <b>M 3</b>   | <b>Module 14</b>                                                                     |           |           |           |           |             |            |     |                      |  |
|              | Master's Research Work, including internship and completion of master's dissertation |           |           |           | <b>10</b> |             |            |     |                      |  |
| <b>M 4</b>   | Preparation and Defense of Master's Dissertation                                     |           |           |           | <b>8</b>  |             |            |     |                      |  |
|              |                                                                                      |           |           |           | 30        |             |            |     |                      |  |
|              |                                                                                      |           |           |           |           | <b>630</b>  | <b>435</b> |     |                      |  |
| <b>Total</b> |                                                                                      | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>1230</b> | <b>855</b> |     |                      |  |

| Sample Curriculum Overview                          |                                                               |                            |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       |         |
|-----------------------------------------------------|---------------------------------------------------------------|----------------------------|----|----|----|----|----|----|----|----------------|------------------|--------------------------------------------------------|-----------------------------------|---------------------------------------|---------|
| Here: Bachelor's Programme State Audit, 8 Semesters |                                                               |                            |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       |         |
| Modul No.                                           | Title of Module / Course Unit + Compulsory or elective?       | Credit Points per Semester |    |    |    |    |    |    |    | Workload       |                  | Method of Teaching<br><br>i.e. lecture course, seminar | Form and Duration of Examinations | weight of exam related to final grade |         |
|                                                     |                                                               | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study |                                                        |                                   |                                       |         |
|                                                     | 1st Semester                                                  |                            |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       |         |
| M1                                                  | General module                                                | 12                         |    |    |    |    |    |    |    | 70             | 80               |                                                        |                                   |                                       | 5 / 210 |
| M 1.1                                               | Foreign Language                                              | 5                          |    |    |    |    |    |    |    | 45             | 105              | S                                                      | Exam Paper (40 Min)               |                                       |         |
| M 1.2                                               | Kazakh (Russian) Language                                     | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/T/S                                                  | Exam Paper (35 Min)               |                                       |         |
| M 1.3                                               | Physical Training                                             | 2                          |    |    |    |    |    |    |    | 30             | 30               | L/T/S                                                  | not provided for                  |                                       |         |
| M2                                                  | General Module 1                                              | 5                          |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       | 5 / 210 |
| M 2.1                                               | Fundamentals of scientific research                           | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/T/S                                                  | Exam Paper (60 min)               |                                       |         |
| M3                                                  | Educational Program Module 2                                  | 5                          |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       | 5 / 210 |
| M 3.1                                               | Fundamentals of Mathematics and Its Applications in Economics | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/T/S                                                  | Exam Paper (40 Min)               |                                       |         |
| M4                                                  | Educational Program Module 3                                  | 8                          |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       | 5 / 210 |
| M 4.1                                               | Economic Theory                                               | 8                          |    |    |    |    |    |    |    | 75             | 165              | L/T/S                                                  | Exam Paper (35 min)               |                                       |         |
|                                                     | 2nd Semester                                                  |                            |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       |         |
| M5                                                  | General module                                                |                            | 30 |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       | 5 / 210 |
| M 5.1                                               | History of Kazakhstan                                         |                            | 5  |    |    |    |    |    |    | 45             | 105              | L/T/S                                                  | Exam Paper (35 Min)               |                                       |         |
| M 5.2                                               | Kazakh (Russian) Language                                     |                            | 5  |    |    |    |    |    |    | 45             | 105              | L/T/S                                                  | Exam Paper (35 Min)               |                                       |         |
| M 5.3                                               | Foreign Language                                              |                            | 5  |    |    |    |    |    |    | 45             | 105              | L/T/S                                                  | Exam Paper (40 Min)               |                                       |         |
| M 5.4                                               | Physical Training                                             |                            | 2  |    |    |    |    |    |    | 30             | 30               | L/T/S                                                  | not provided for                  |                                       |         |
| M6                                                  | General Module 1                                              |                            |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       |         |
| M 6.1                                               | Psychology                                                    |                            | 2  |    |    |    |    |    |    |                |                  | L/T/S                                                  | Exam Paper (35 Min)               |                                       |         |
| M 6.2                                               | Political science                                             |                            | 2  |    |    |    |    |    |    |                |                  | L/T/S                                                  | Exam Paper (35 Min)               |                                       |         |
| M 6.3                                               | Cultural studies                                              |                            | 2  |    |    |    |    |    |    |                |                  | L/T/S                                                  | Exam Paper (35 Min)               |                                       |         |
| M 6.4                                               | Sociology                                                     |                            | 2  |    |    |    |    |    |    |                |                  | L/T/S                                                  | Exam Paper (35 Min)               |                                       |         |
| M7                                                  | Educational Program Module                                    |                            |    |    |    |    |    |    |    |                |                  |                                                        |                                   |                                       | 5 / 210 |

|        |                                                   |  |   |    |  |  |  |  |    |         |       |                              |            |
|--------|---------------------------------------------------|--|---|----|--|--|--|--|----|---------|-------|------------------------------|------------|
| M 7.1  | Public Finance Management                         |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (35 min)          |            |
|        | <b>3rd Semester</b>                               |  |   |    |  |  |  |  |    |         |       |                              |            |
| M8     | <b>General Module</b>                             |  | 2 |    |  |  |  |  | 45 | 10<br>5 |       |                              | 5 /<br>210 |
| M 8.1  | Physical Training                                 |  | 2 |    |  |  |  |  | 30 | 30      | L/T/S | not provided for             |            |
| M9     | <b>General Module 1</b>                           |  | 5 |    |  |  |  |  |    |         |       |                              |            |
| M 9.1  | Basics of financial literacy                      |  | 5 |    |  |  |  |  |    |         |       | Exam Paper (35 Min)          |            |
| M10    | <b>Educational Program Module</b>                 |  | 5 |    |  |  |  |  |    |         |       |                              |            |
| M 10.1 | Management                                        |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (35 min)          |            |
| M11    | <b>Educational Program Module 2</b>               |  | 8 |    |  |  |  |  |    |         |       |                              | 5 /<br>210 |
| M 11.1 | Accounting                                        |  | 8 |    |  |  |  |  | 75 | 16<br>5 | L/T/S | Exam Paper (60 Min)          |            |
| M12    | <b>Educational Program Module 3</b>               |  | 5 |    |  |  |  |  |    |         |       |                              | 5 /<br>210 |
| M 12.1 | State Regulation of the Economy                   |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (35 Min)          |            |
| M13    | <b>Educational Program Module 4</b>               |  | 5 |    |  |  |  |  |    |         |       |                              | 5 /<br>210 |
| M 13.1 | Corporate Law                                     |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (60 Min)          |            |
|        | <b>4th Semester</b>                               |  |   |    |  |  |  |  |    |         |       |                              |            |
| M14    | <b>General Module</b>                             |  | 7 |    |  |  |  |  |    |         |       |                              | 5 /<br>210 |
| M 14.1 | Philosophy                                        |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (35 Min)          |            |
| M 14.2 | Physical Training                                 |  | 2 |    |  |  |  |  | 30 | 30      | L/T/S | not provided for             |            |
| M15    | <b>Educational Program Module</b>                 |  | 5 |    |  |  |  |  |    |         |       |                              |            |
| M 15.1 | Audit and Related Services                        |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (35 min)          |            |
| M16    | <b>Educational Program Module</b>                 |  | 3 |    |  |  |  |  |    |         |       |                              |            |
| M 16.1 | Industrial practise                               |  | 3 |    |  |  |  |  |    |         |       | Project Essay / Presentation |            |
| M17    | <b>Educational Program Module 1</b>               |  | 5 |    |  |  |  |  |    |         |       |                              | 5 /<br>210 |
| M 17.1 | State Finance Statistics                          |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (60 min)          |            |
| M18    | <b>Educational Program Module 2</b>               |  | 5 |    |  |  |  |  |    |         |       |                              | 5 /<br>210 |
| M 18.1 | Accounting and Auditing in Public Institutions    |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (35 Min)          |            |
| M19    | <b>Educational Program Module 3</b>               |  | 5 |    |  |  |  |  |    |         |       |                              | 5 /<br>210 |
| M 19.1 | Basics of Budget Revenue and Expenditure Planning |  | 5 |    |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (60 Min)          |            |
|        | <b>5th Semester</b>                               |  |   |    |  |  |  |  |    |         |       |                              |            |
| M20    | <b>Educational Program Module</b>                 |  |   | 10 |  |  |  |  |    |         |       |                              | 5 /<br>210 |
| M 20.1 | State audit                                       |  |   | 5  |  |  |  |  | 45 | 10<br>5 | L/T/S | Exam Paper (35 Min)          |            |

|            |                                                        |  |  |  |           |   |  |    |         |       |                                 |                    |
|------------|--------------------------------------------------------|--|--|--|-----------|---|--|----|---------|-------|---------------------------------|--------------------|
| M 20.2     | Practical Audit                                        |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(35 Min)          |                    |
| <b>M21</b> | <b>Educational Program Module 1</b>                    |  |  |  | <b>15</b> |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 21.1     | Activities of the SAI of the EU Countries              |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(35 Min)          |                    |
| M 21.2     | Accounting and Auditing in EU Countries                |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(35 Min)          |                    |
| M 21.3     | Expert and analytical activities of state audit bodies |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(60 Min)          |                    |
| <b>M22</b> | <b>Educational Program Module 2</b>                    |  |  |  | <b>5</b>  |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 22.1     | Taxes and Taxation                                     |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(35 Min)          |                    |
|            | <b>6th Semester</b>                                    |  |  |  |           |   |  |    |         |       |                                 |                    |
| <b>M23</b> | <b>Educational Program Module</b>                      |  |  |  | <b>10</b> |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 23.1     | Basics of Financial Statement Audit                    |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(60 Min)          |                    |
| M 23.2     | State Financial Control                                |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(60 Min)          |                    |
| <b>M24</b> | <b>Educational Program Module</b>                      |  |  |  | <b>5</b>  |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 24.1     | Basics of Organization of Internal State Audit         |  |  |  |           |   |  | 45 | 10<br>5 | L/T/S | Project Essay<br>/ Presentation |                    |
| <b>M25</b> | <b>Educational Program Module 1</b>                    |  |  |  | <b>5</b>  |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 25.1     | Tax Audit                                              |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(60 Min)          |                    |
| <b>M26</b> | <b>Educational Program Module 2</b>                    |  |  |  | <b>5</b>  |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 26.1     | The In-House Audit of Public Procurement               |  |  |  | 5         |   |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(35 Min)          |                    |
| <b>M27</b> | <b>Educational Program Module 3</b>                    |  |  |  | <b>5</b>  |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 27.1     | Industrial Practice                                    |  |  |  | 5         |   |  | 45 | 10<br>5 |       | Project Essay<br>/ Presentation |                    |
|            | <b>7th Semester</b>                                    |  |  |  |           |   |  |    |         |       |                                 |                    |
| <b>M28</b> | <b>Educational Program Module</b>                      |  |  |  | <b>11</b> |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 28.1     | Basics of Compliance Audit                             |  |  |  |           | 6 |  | 60 | 12<br>0 | L/T/S | Exam Paper<br>(40 Min)          |                    |
| M 28.2     | Basics of Efficiency Audit                             |  |  |  |           | 5 |  | 45 | 10<br>5 | L/T/S | Exam Paper<br>(60 Min)          |                    |
| <b>M29</b> | <b>Educational Program Module 1</b>                    |  |  |  | <b>6</b>  |   |  |    |         |       |                                 |                    |
| M 29.1     | Subject-specific audits                                |  |  |  |           | 6 |  |    |         |       |                                 |                    |
| <b>M30</b> | <b>Educational Program Module 2</b>                    |  |  |  | <b>6</b>  |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 30.1     | Compliance Control                                     |  |  |  |           | 6 |  | 60 | 12<br>0 | L/T/S | Project Essay<br>/ Presentation |                    |
| <b>M31</b> | <b>Educational Program Module 3</b>                    |  |  |  | <b>6</b>  |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |
| M 31.1     | Financial Analysis                                     |  |  |  |           | 6 |  | 60 | 12<br>0 | L/T/S | Exam Paper<br>(60 Min)          |                    |
| <b>M32</b> | <b>Educational Program Module 3</b>                    |  |  |  | <b>7</b>  |   |  |    |         |       |                                 | <b>5 /<br/>210</b> |

|            |                                                           |  |  |  |  |  |   |           |    |         |       |                     |                 |
|------------|-----------------------------------------------------------|--|--|--|--|--|---|-----------|----|---------|-------|---------------------|-----------------|
| M 32.1     | Information Systems in Tax Accounting and Audit           |  |  |  |  |  | 7 |           | 75 | 13<br>5 | L/T/S | Exam Paper (35 Min) |                 |
|            | <b>8th Semester</b>                                       |  |  |  |  |  |   |           |    |         |       |                     |                 |
| <b>M33</b> | <b>Educational Program Module</b>                         |  |  |  |  |  |   | <b>10</b> |    |         |       |                     | <b>5 / 210</b>  |
| M 33.1     | Industrial practice                                       |  |  |  |  |  |   | 10        |    |         |       |                     |                 |
| <b>M34</b> | <b>Educational Program Module</b>                         |  |  |  |  |  |   | <b>6</b>  |    |         |       |                     | <b>5 / 210</b>  |
| M 34.1     | Pre – diploma practice                                    |  |  |  |  |  |   | 6         |    |         |       |                     |                 |
| <b>M35</b> | <b>Module 30</b>                                          |  |  |  |  |  |   | <b>8</b>  |    |         |       |                     | <b>5 / 210</b>  |
| M 35.1     | State examination in the speciality                       |  |  |  |  |  |   | 4         |    |         |       |                     |                 |
| M 35.2     | Completion and defense of Bachelor degree diploma project |  |  |  |  |  |   | 4         |    |         |       |                     |                 |
| <b>C</b>   | <b>Colloquium</b>                                         |  |  |  |  |  |   |           |    |         |       |                     | <b>1 / 210</b>  |
| <b>BA</b>  | <b>Bachelor's Thesis</b>                                  |  |  |  |  |  |   |           |    |         |       |                     | <b>11 / 210</b> |

|                    |          |          |          |          |          |          |          |          |  |  |  |  |
|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|--|--|--|--|
| <b>total</b>       | <b>3</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>2</b> |  |  |  |  |
|                    | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>6</b> | <b>4</b> |  |  |  |  |
|                    | 90       | 90       | 15       | 12       | 18       | 15       |          | 16       |  |  |  |  |
| <b>L: Lecture</b>  |          |          | 0        | 0        | 0        | 0        |          | 5        |  |  |  |  |
|                    | 19       | 21       | 13       | 13       | 90       | 75       |          | 19       |  |  |  |  |
| <b>S: Seminar</b>  | 5        | 0        | 5        | 5        |          |          |          | 5        |  |  |  |  |
|                    | 61       | 60       | 61       | 55       | 63       | 52       |          | 72       |  |  |  |  |
| <b>T: Tutorial</b> | 5        | 0        | 5        | 5        | 0        | 5        |          | 0        |  |  |  |  |

## Master State Audit Curriculum

### Sample Curriculum Overview

#### Here: Master's Programme State Audit, 4 Semesters

##### 1<sup>st</sup> Semester

| Modul No. | Title of Module / Course Unit + Compulsory or elective? | Credit Points per Semester |    |    |    | Workload       |                  | Method of Teaching<br>i.e. lecture course, seminar | Form and Duration of Examinations | weight of exam related to final grade |
|-----------|---------------------------------------------------------|----------------------------|----|----|----|----------------|------------------|----------------------------------------------------|-----------------------------------|---------------------------------------|
|           |                                                         | 1.                         | 2. | 3. | 4. | Hours in Class | Hours Self-Study |                                                    |                                   |                                       |
| <b>M1</b> | <b>Module 1</b>                                         | <b>13</b>                  |    |    |    | <b>120</b>     | <b>270</b>       |                                                    |                                   | <b>13 / 120</b>                       |
| M 1.1     | Foreign language (professional)                         | 4                          |    |    |    | 37             | 83               | T/S                                                | Exam Paper (35 Min)               |                                       |
| M 1.2     | History and Philosophy of Science                       | 4                          |    |    |    | 38             | 82               | L/T/S                                              | Exam Paper (40 Min)               |                                       |
| M 1.3     | State audit (advanced)                                  | 5                          |    |    |    | 45             | 105              | L/T/S                                              | Exam Paper (60 Min)               |                                       |
| <b>M2</b> | <b>Module 2</b>                                         | <b>5</b>                   |    |    |    | <b>45</b>      | <b>105</b>       |                                                    |                                   | <b>5 / 120</b>                        |
| M 2.1     | Strategic management                                    | 5                          |    |    |    | 45             | 105              | L/T/S                                              | Exam Paper (60 Min)               |                                       |
| M 2.2     |                                                         | 5                          |    |    |    | 45             | 105              | L/T/S                                              |                                   |                                       |

|                     |                                                                                                                                                |          |          |  |  |           |            |       |                     |                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|--|--|-----------|------------|-------|---------------------|----------------|
| <b>M3</b>           | <b>Module 3</b>                                                                                                                                | <b>5</b> |          |  |  | <b>45</b> | <b>105</b> |       |                     | <b>5 / 120</b> |
| M 3.1               | Performance audit of the realization of documents of the State Planning System of the Republic of Kazakhstan                                   | <b>5</b> |          |  |  | 45        | 105        | L/T/S | Exam Paper (35 Min) |                |
| M 3.2               |                                                                                                                                                | <b>5</b> |          |  |  | 45        | 105        | L/T/S |                     |                |
| <b>M4</b>           | <b>Module 4</b>                                                                                                                                | <b>7</b> |          |  |  |           |            |       |                     | <b>7/120</b>   |
| M 4.1               | Scientific-research work of graduate students                                                                                                  | <b>7</b> |          |  |  |           |            |       |                     |                |
| <b>2nd Semester</b> |                                                                                                                                                |          |          |  |  |           |            |       |                     |                |
| <b>M5</b>           | <b>Module 5</b>                                                                                                                                | <b>8</b> |          |  |  | <b>75</b> | <b>165</b> |       |                     | <b>8/ 120</b>  |
| M 5.1               | Higher School Pedagogy                                                                                                                         |          | 4        |  |  | 37        | 83         | L/T/S | Exam Paper (40 Min) |                |
| M 5.2               | Management Psychology                                                                                                                          |          | 4        |  |  | 38        | 82         | L/T/S | Exam Paper (40 Min) |                |
| <b>M6</b>           | <b>Module 6</b>                                                                                                                                | <b>5</b> |          |  |  | <b>45</b> | <b>105</b> |       |                     | <b>5/120</b>   |
| M 6.1               | Methodology of economic research and teaching of disciplines in the field of state audit                                                       |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (60 Min) |                |
| <b>M7</b>           | <b>Module 7</b>                                                                                                                                | <b>5</b> |          |  |  | <b>45</b> | <b>105</b> |       |                     | <b>5/ 120</b>  |
| M 7.1               | Accounting and financial reporting in the quasi-public sector in accordance with international financial reporting standards                   |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (35 Min) |                |
| M 7.2               | International standards of auditing                                                                                                            |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (60 Min) |                |
| <b>M8</b>           | <b>Module 8</b>                                                                                                                                | <b>5</b> |          |  |  | <b>45</b> | <b>105</b> |       |                     | <b>5/ 120</b>  |
| M 8.1               | Accounting and financial reporting in public institutions in accordance with international financial reporting standards for the public sector |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (35 Min) |                |
| M 8.2               | International standards of state audit                                                                                                         |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (60 Min) |                |
| <b>M9</b>           | <b>Module 9</b>                                                                                                                                | <b>5</b> |          |  |  | <b>45</b> | <b>105</b> |       |                     | <b>5/120</b>   |
| M 9.1               | Compliance audit                                                                                                                               |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (40 Min) |                |
| M 9.2               | Expert and analytical activity in the state audit                                                                                              |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (60 Min) |                |
| <b>M10</b>          | <b>Module 10</b>                                                                                                                               | <b>2</b> |          |  |  |           |            |       |                     |                |
| M 10.1              | Scientific-research work of graduate students                                                                                                  |          | 2        |  |  |           |            |       |                     |                |
| <b>3rd Semester</b> |                                                                                                                                                |          |          |  |  |           |            |       |                     |                |
| <b>M11</b>          | <b>Module 11</b>                                                                                                                               |          | <b>5</b> |  |  | <b>45</b> | <b>105</b> |       |                     | <b>5 / 120</b> |
| M 11.1              | Internal public audit                                                                                                                          |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (35 Min) |                |
| <b>M12</b>          | <b>Module 12</b>                                                                                                                               |          | <b>5</b> |  |  | <b>45</b> | <b>105</b> |       |                     | <b>5/120</b>   |
| M 12.1              | Audit of financial statements                                                                                                                  |          | 5        |  |  | 45        | 105        | L/T/S | Exam Paper (60 Min) |                |

|                     |                                                        |           |           |           |           |            |             |       |                     |               |
|---------------------|--------------------------------------------------------|-----------|-----------|-----------|-----------|------------|-------------|-------|---------------------|---------------|
| M 12.2              | State audit in the field of environmental protection   |           |           | 5         |           | 45         | 105         | L/T/S | Exam Paper (35 Min) |               |
| <b>M13</b>          | <b>Module 13</b>                                       |           |           | <b>5</b>  |           | <b>45</b>  | <b>105</b>  |       |                     | <b>5/120</b>  |
| M 13.1              | Application of artificial intelligence in public audit |           |           | 5         |           | 45         | 105         | L/T/S | Exam Paper (60 Min) |               |
|                     |                                                        |           |           |           |           |            |             |       |                     |               |
| <b>M14</b>          | <b>Module 14</b>                                       |           |           | <b>6</b>  |           | <b>60</b>  | <b>120</b>  |       |                     | <b>6/120</b>  |
| M 14.1              | Performance audit                                      |           |           | 6         |           | 60         | 120         | L/T/S | Exam Paper (60 Min) |               |
|                     |                                                        |           |           |           |           |            |             |       |                     |               |
| <b>M15</b>          | <b>Module 15</b>                                       |           |           | <b>9</b>  |           |            |             |       |                     | <b>9/120</b>  |
| M 15.1              | Teaching internship                                    |           |           | 4         |           |            |             |       |                     |               |
| M 15.2              | Scientific-research work of graduate students          |           |           | 5         |           |            |             |       |                     |               |
| <b>4th Semester</b> |                                                        |           |           |           |           |            |             |       |                     |               |
| <b>M16</b>          | <b>Module 16</b>                                       |           |           |           | <b>22</b> |            |             |       |                     | <b>22/120</b> |
| M 16.1              | Research practice                                      |           |           |           | 12        |            |             |       |                     |               |
| M 16.2              | Scientific-research work of graduate students          |           |           |           | 10        |            |             |       |                     |               |
| <b>M17</b>          | <b>Module 17</b>                                       |           |           |           | <b>8</b>  |            |             |       |                     | <b>8/120</b>  |
| MA                  | Accomplishment and defense of Master's degree thesis   |           |           |           | 8         |            |             |       | Dissertation        |               |
| <b>total</b>        |                                                        | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>660</b> | <b>1500</b> |       |                     |               |

**L: Lecture** 375  
**S: Seminar** 285  
**T: Tutorial** 1500

## Sample Curriculum Overview

### Programme 6B04103 - State and Local Government, 8 Semesters

#### 1st Semester

| Module No. | Title of Module / Course Unit + Compulsory or elective | Credit Points per Semester |    |    |    |    |    |    |    | Workload       |                  | Method of Teaching | Form and Duration of Examinations | Weight of exam related to final grade |
|------------|--------------------------------------------------------|----------------------------|----|----|----|----|----|----|----|----------------|------------------|--------------------|-----------------------------------|---------------------------------------|
|            |                                                        | 1.                         | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study |                    |                                   |                                       |
| <b>M 1</b> | <b>Module 1</b>                                        | <b>12</b>                  |    |    |    |    |    |    |    | <b>130</b>     | <b>140</b>       |                    |                                   | <b>12 / 380</b>                       |
| M 1.1      | Foreign language                                       | 5                          |    |    |    |    |    |    |    | 50             | 105              | S                  | Exam Paper (120 Min)              | 5 / 160                               |
| M 1.2      | Kazakh (Russian) language                              | 5                          |    |    |    |    |    |    |    | 50             | 105              | S                  |                                   | 5 / 160                               |
| M 1.3      | Physical Training                                      | 2                          |    |    |    |    |    |    |    | 30             | 30               | S                  | Differentiated attestation        | 2 / 60                                |
| <b>M 2</b> | <b>Module 2</b>                                        | <b>8</b>                   |    |    |    |    |    |    |    | <b>75</b>      | <b>165</b>       |                    |                                   | <b>8 / 240</b>                        |
| M 2.1      | Economic theory                                        | 8                          |    |    |    |    |    |    |    | 75             | 165              | L/S                | Exam Paper (120 Min)              | 8 / 240                               |
| <b>M 3</b> | <b>Module 3</b>                                        | <b>5</b>                   |    |    |    |    |    |    |    | <b>45</b>      | <b>105</b>       |                    |                                   | <b>5 / 150</b>                        |
| M 3.1      | Entrepreneurship and business                          | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/S                | Exam Paper (120 Min)              | 5 / 150                               |
| M 3.2      | Fundamentals of financial literacy                     | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/S                |                                   | 5 / 150                               |
| M 3.3      | Anti-corruption culture                                | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/S                |                                   | 5 / 150                               |
| M 3.4      | Sustainable development, ecology and life safety       | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/S                |                                   | 5 / 150                               |
| M 3.5      | Inclusive culture in modern society.                   | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/S                |                                   | 5 / 150                               |
| M 3.6      | Fundamentals of scientific research                    | 5                          |    |    |    |    |    |    |    | 45             | 105              | L/S                |                                   | 5 / 150                               |

|            |                                     |           |          |  |  |  |  |  |  |             |            |     |                            |                  |
|------------|-------------------------------------|-----------|----------|--|--|--|--|--|--|-------------|------------|-----|----------------------------|------------------|
| <b>M 4</b> | <b>Module 4</b>                     | <b>5</b>  |          |  |  |  |  |  |  | <b>45</b>   | <b>105</b> |     |                            | <b>5 / 15 0</b>  |
| M 4.1      | Mathematics in Economics            | 5         |          |  |  |  |  |  |  | 45          | 105        | L/S | Exam Paper (120 Min)       | 5 / 15 0         |
| M 4.2      | Software in economics               | 5         |          |  |  |  |  |  |  | 45          | 105        | L/S |                            | 5 / 15 0         |
|            | <b>2nd Semester</b>                 |           |          |  |  |  |  |  |  |             |            |     |                            |                  |
| <b>M 5</b> | <b>Module 5</b>                     | <b>25</b> |          |  |  |  |  |  |  | <b>25 5</b> | <b>495</b> |     |                            | <b>25 / 75 0</b> |
| M 5.1      | History of Kazakhstan               | 5         |          |  |  |  |  |  |  | 45          | 105        | L/S | Exam Paper (120 Min)       | 5 / 15 0         |
| M 5.2      | Kazakh (Russian) language           | 5         |          |  |  |  |  |  |  | 45          | 105        | L/S |                            | 5 / 15 0         |
| M 5.3      | Foreign language                    | 5         |          |  |  |  |  |  |  | 45          | 105        | L/S |                            | 5 / 15 0         |
| M 5.4      | Physical Training                   | 2         |          |  |  |  |  |  |  | 30          | 30         | S   | Differentiated attestation | 2 / 60           |
| <b>M 6</b> | <b>Module 6</b>                     | <b>8</b>  |          |  |  |  |  |  |  | <b>45</b>   | <b>150</b> |     |                            | <b>8 / 19 5</b>  |
| M 6.1      | Political Science                   | 2         |          |  |  |  |  |  |  | 23          | 37         | L/S | Exam Paper (120 Min)       | 2 / 60           |
| M 6.2      | Cultural Studies                    | 2         |          |  |  |  |  |  |  | 22          | 38         | L/S |                            | 2 / 60           |
| M 6.3      | Sociology                           | 2         |          |  |  |  |  |  |  | 22          | 38         | L/S |                            | 2 / 60           |
| M 6.4      | Psychology                          | 2         |          |  |  |  |  |  |  | 23          | 37         | L/S |                            | 2 / 60           |
| <b>M 7</b> | <b>Module 7</b>                     | <b>5</b>  |          |  |  |  |  |  |  | <b>45</b>   | <b>105</b> |     |                            | <b>5 / 15 0</b>  |
| M 7.1      | Microeconomics                      | 5         |          |  |  |  |  |  |  | 45          | 105        | L/S | Exam Paper (120 Min)       | 5 / 15 0         |
|            | <b>3rd Semester</b>                 |           |          |  |  |  |  |  |  |             |            |     |                            |                  |
| <b>M 8</b> | <b>Module 8</b>                     |           | <b>5</b> |  |  |  |  |  |  | <b>45</b>   | <b>105</b> |     |                            | <b>5 / 15 0</b>  |
| M 7.1      | Fundamentals of scientific research |           | 5        |  |  |  |  |  |  | 45          | 105        | L/S | Exam Paper (120 Min)       | 5 / 15 0         |
| <b>M 8</b> | <b>Module 8</b>                     |           | <b>5</b> |  |  |  |  |  |  | <b>45</b>   | <b>105</b> |     |                            | <b>5 / 15 0</b>  |
| M 8.1      | Macroeconomics                      |           | 5        |  |  |  |  |  |  | 45          | 105        | L/S | Exam Paper (120 Min)       | 5 / 15 0         |

|             |                                 |  |  |   |  |  |  |  |  |    |     |     |                            |         |
|-------------|---------------------------------|--|--|---|--|--|--|--|--|----|-----|-----|----------------------------|---------|
| <b>M 9</b>  | <b>Module 9</b>                 |  |  | 5 |  |  |  |  |  | 45 | 105 |     |                            | 5 / 150 |
| M 9.1       | Introduction to the specialty   |  |  | 5 |  |  |  |  |  | 45 | 105 | L/S | Exam Paper (120 Min)       | 5 / 150 |
| <b>M 10</b> | <b>Module 10</b>                |  |  | 2 |  |  |  |  |  | 30 | 30  |     |                            | 2 / 60  |
| M 10.1      | Physical Training               |  |  | 2 |  |  |  |  |  | 30 | 30  | S   | Differentiated attestation | 2 / 60  |
| <b>M 11</b> | <b>Module 11</b>                |  |  | 5 |  |  |  |  |  | 45 | 105 |     |                            | 5 / 150 |
| M 11.1      | Constitutional law              |  |  | 5 |  |  |  |  |  | 45 | 105 | L/S | Exam Paper (120 Min)       | 5 / 150 |
| M 11.2      | Administrative law              |  |  | 5 |  |  |  |  |  | 45 | 105 | L/S | Exam Paper (120 Min)       | 5 / 150 |
| <b>M 12</b> | <b>Module 12</b>                |  |  | 8 |  |  |  |  |  | 75 | 165 |     |                            | 8 / 240 |
| M 12.1      | State regulation of the economy |  |  | 8 |  |  |  |  |  | 75 | 165 | L/S | Exam Paper (120 Min)       | 8 / 240 |
| M 12.2      | Economic policy                 |  |  | 8 |  |  |  |  |  | 75 | 165 | L/S |                            | 8 / 240 |
|             | <b>4nd Semester</b>             |  |  |   |  |  |  |  |  |    |     |     |                            |         |
| <b>M 13</b> | <b>Module 13</b>                |  |  | 7 |  |  |  |  |  | 75 | 135 |     |                            | 7 / 210 |
| M 13.1      | Philosophy                      |  |  | 5 |  |  |  |  |  | 45 | 105 | L/S | Exam Paper (120 Min)       | 5 / 150 |
| M 13.2      | Physical Training               |  |  | 2 |  |  |  |  |  | 30 | 30  | S   | Differentiated attestation | 2 / 60  |
| <b>M 14</b> | <b>Module 14</b>                |  |  | 5 |  |  |  |  |  | 45 | 105 |     |                            | 5 / 150 |
| M 14.1      | Management                      |  |  | 5 |  |  |  |  |  | 45 | 105 | L/S | Exam Paper (120 Min)       | 5 / 150 |
| <b>M 15</b> | <b>Module 15</b>                |  |  | 3 |  |  |  |  |  |    |     |     |                            | 5 / 150 |
| M 15.1      | Educational practice            |  |  | 3 |  |  |  |  |  |    |     |     | Report                     | 3       |
| <b>M 16</b> | <b>Module 16</b>                |  |  | 5 |  |  |  |  |  | 45 | 105 |     |                            | 5 / 150 |
| M 16.1      | Economic analysis               |  |  | 5 |  |  |  |  |  | 45 | 105 | L/S | Exam Paper (120 Min)       | 5 / 150 |

|             |                                                          |  |  |  |           |  |  |  |  |            |            |     |                      |                 |
|-------------|----------------------------------------------------------|--|--|--|-----------|--|--|--|--|------------|------------|-----|----------------------|-----------------|
| M 16.2      | Statistics                                               |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| <b>M 17</b> | <b>Module 17</b>                                         |  |  |  | <b>5</b>  |  |  |  |  | <b>45</b>  | <b>105</b> |     |                      | <b>5 / 150</b>  |
| M 17.1      | Information technology in management                     |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| M 17.2      | Information and analytical work in public administration |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| <b>M 18</b> | <b>Module 18</b>                                         |  |  |  | <b>5</b>  |  |  |  |  | <b>45</b>  | <b>105</b> |     |                      | <b>5 / 150</b>  |
| M 18.1      | Business processes in public administration              |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| M 18.2      | Government and business                                  |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
|             | <b>5nd Semester</b>                                      |  |  |  |           |  |  |  |  |            |            |     |                      |                 |
| <b>M 13</b> | <b>Module 19</b>                                         |  |  |  | <b>15</b> |  |  |  |  | <b>135</b> | <b>315</b> |     |                      | <b>15 / 450</b> |
| M 13.1      | Leadership in management                                 |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| M 13.2      | Public Relations in Public and Municipal Administration  |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| M 13.2      | Organizational behavior and ethics                       |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| <b>M 13</b> | <b>Module 20</b>                                         |  |  |  | <b>5</b>  |  |  |  |  | <b>45</b>  | <b>105</b> |     |                      | <b>5 / 150</b>  |
| M 13.1      | Conflict management                                      |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| M 13.2      | Time management                                          |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| <b>M 13</b> | <b>Module 21</b>                                         |  |  |  | <b>5</b>  |  |  |  |  | <b>45</b>  | <b>105</b> |     |                      | <b>5 / 150</b>  |
| M 13.1      | Public sector marketing                                  |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| M 13.2      | Marketing of territories                                 |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| <b>M 13</b> | <b>Module 22</b>                                         |  |  |  | <b>5</b>  |  |  |  |  | <b>45</b>  | <b>105</b> |     |                      | <b>5 / 150</b>  |
| M 13.1      | Government finance                                       |  |  |  | 5         |  |  |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |

|             |                                       |  |  |  |   |           |  |            |            |     |                      |                 |
|-------------|---------------------------------------|--|--|--|---|-----------|--|------------|------------|-----|----------------------|-----------------|
| M 13.2      | State budget management               |  |  |  | 5 |           |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
|             | <b>6nd Semester</b>                   |  |  |  |   |           |  |            |            |     |                      |                 |
| <b>M 23</b> | <b>Module 23</b>                      |  |  |  |   | <b>19</b> |  | <b>195</b> | <b>375</b> |     |                      | <b>21 / 630</b> |
| M 23.1      | Theory of Public Administration       |  |  |  |   | 7         |  | 75         | 135        | L/S | Exam Paper (120 Min) | 7 / 210         |
| M 23.2      | Development of management solutions   |  |  |  |   | 7         |  | 75         | 135        | L/S | Exam Paper (120 Min) | 7 / 210         |
| M 23.2      | Civil service and personnel policy    |  |  |  |   | 5         |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150         |
| <b>M 24</b> | <b>Module 24</b>                      |  |  |  |   | <b>6</b>  |  | <b>60</b>  | <b>120</b> |     |                      | <b>6 / 180</b>  |
| M 24.1      | Project management                    |  |  |  |   | 6         |  | 60         | 120        | L/S | Project              | 6 / 180         |
| M 24.2      | Risk management                       |  |  |  |   | 6         |  | 60         | 120        | L/S | Project              | 6 / 180         |
| <b>M 25</b> | <b>Module 25</b>                      |  |  |  |   | <b>5</b>  |  |            |            |     |                      | <b>5</b>        |
| M 25.1      | Industrial practice (1)               |  |  |  |   | 5         |  |            |            |     | Report               | 5               |
|             | <b>7nd Semester</b>                   |  |  |  |   |           |  |            |            |     |                      |                 |
| <b>M 26</b> | <b>Module 26</b>                      |  |  |  |   | <b>6</b>  |  | <b>60</b>  | <b>120</b> |     |                      | <b>6 / 180</b>  |
| M 26.1      | Public service personnel management   |  |  |  |   | 6         |  | 60         | 120        | L/S | Exam Paper (120 Min) | 6 / 180         |
| <b>M 27</b> | <b>Module 27</b>                      |  |  |  |   | <b>6</b>  |  | <b>60</b>  | <b>120</b> |     |                      | <b>6 / 180</b>  |
| M 27.1      | Government finance                    |  |  |  |   | 6         |  | 60         | 120        | L/S | Exam Paper (120 Min) | 6 / 180         |
| M 27.2      | State budget management               |  |  |  |   | 6         |  | 60         | 120        | L/S | Exam Paper (120 Min) | 6 / 180         |
| <b>M 28</b> | <b>Module 28</b>                      |  |  |  |   | <b>6</b>  |  | <b>60</b>  | <b>120</b> |     |                      | <b>6 / 180</b>  |
| M 28.1      | The integration policy of the state   |  |  |  |   | 6         |  | 60         | 120        | L/S | Exam Paper (120 Min) | 6 / 180         |
| M 28.2      | International Workership in the State |  |  |  |   | 6         |  | 60         | 120        | L/S | Exam Paper (120 Min) | 6 / 180         |



|              |                                                                                               |           |           |           |           |           |           |           |           |           |             |     |                      |          |
|--------------|-----------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-----|----------------------|----------|
| <b>M 29</b>  | <b>Module 29</b>                                                                              |           |           |           |           |           |           | 6         |           | 60        | 120         |     |                      | 6 / 180  |
| M 29.1       | Strategic planning in public administration                                                   |           |           |           |           |           |           | 6         |           | 60        | 120         | L/S | Exam Paper (120 Min) | 6 / 180  |
| M 29.2       | Modern technologies of planning and forecasting the socio-economic development of territories |           |           |           |           |           |           | 6         |           | 60        | 120         | L/S | Exam Paper (120 Min) | 6 / 180  |
| <b>M 30</b>  | <b>Module 30</b>                                                                              |           |           |           |           |           |           | 6         |           | 60        | 120         |     |                      | 6 / 180  |
| M 30.1       | Crisis management                                                                             |           |           |           |           |           |           | 6         |           | 60        | 120         | L/S | Exam Paper (120 Min) | 6 / 180  |
| M 30.2       | State policy of Kazakhstan                                                                    |           |           |           |           |           |           | 6         |           | 60        | 120         | L/S | Exam Paper (120 Min) | 6 / 180  |
| <b>M 31</b>  | <b>Module 31</b>                                                                              |           |           |           |           |           |           | 6         |           | 60        | 120         |     |                      | 6 / 180  |
| M 31.1       | Antitrust regulation nistration                                                               |           |           |           |           |           |           | 6         |           | 60        | 120         | L/S | Exam Paper (120 Min) | 6 / 180  |
| M 31.2       | State regulation of the social sphere                                                         |           |           |           |           |           |           | 6         |           | 60        | 120         | L/S | Exam Paper (120 Min) | 6 / 180  |
|              | <b>8nd Semester</b>                                                                           |           |           |           |           |           |           |           |           |           |             |     |                      |          |
| <b>M 32</b>  | <b>Module 32</b>                                                                              |           |           |           |           |           |           |           | 6         |           |             |     |                      | 6        |
| M 32.1       | Industrial practice(2)                                                                        |           |           |           |           |           |           |           | 6         |           |             |     | Report               | 6        |
| <b>M 33</b>  | <b>Module 33</b>                                                                              |           |           |           |           |           |           |           | 6         |           |             |     |                      | 6        |
| M 33.1       | Pre – diploma practice                                                                        |           |           |           |           |           |           |           | 6         |           |             |     | Report               | 6        |
|              |                                                                                               |           |           |           |           |           |           |           |           |           |             |     |                      |          |
| <b>C</b>     | <b>Colloquium</b>                                                                             |           |           |           |           |           |           |           |           |           |             |     |                      | 1 / 210  |
| <b>B A</b>   | <b>Bachelor's Thesis</b>                                                                      |           |           |           |           |           |           |           |           |           |             |     |                      | 11 / 210 |
| <b>Total</b> |                                                                                               | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>16</b> | <b>22</b> | <b>4025</b> |     |                      |          |

| Sample Curriculum Overview                                               |                                                         |                            |    |    |    |                |                  |                                                                             |                                   |                                       |
|--------------------------------------------------------------------------|---------------------------------------------------------|----------------------------|----|----|----|----------------|------------------|-----------------------------------------------------------------------------|-----------------------------------|---------------------------------------|
| Master's Degree program 7M04103- State and Local Government, 4 semesters |                                                         |                            |    |    |    |                |                  |                                                                             |                                   |                                       |
| Modul No.                                                                | Title of Module / Course Unit + Compulsory or elective? | Credit Points per Semester |    |    |    | Workload       |                  | Meth<br>od of Teac<br>hing<br><br>i.e.<br>lecture<br>course<br>,<br>seminar | Form and Duration of Examinations | weight of exam related to final grade |
|                                                                          |                                                         | 1.                         | 2. | 3. | 4. | Hours in Class | Hours Self-Study |                                                                             |                                   |                                       |
| <b>M1</b>                                                                | <b>Module 1</b>                                         | <b>13</b>                  |    |    |    | <b>120</b>     | <b>270</b>       |                                                                             |                                   | <b>13/390</b>                         |
| M 1.1                                                                    | Foreign language (professional)                         | 4                          |    |    |    | 37             | 83               | S                                                                           | Exam Paper (120 Min)              | 4/120                                 |
| M 1.2                                                                    | History and Philosophy of Science                       | 4                          |    |    |    | 38             | 82               | L/S                                                                         | Exam Paper (120 Min)              | 4/120                                 |
| M 1.3                                                                    | Research methods in management                          | 5                          |    |    |    | 45             | 105              | L/S                                                                         | Exam Paper (120 Min)              | 5/150                                 |
| <b>M2</b>                                                                | <b>Module 2</b>                                         | <b>10</b>                  |    |    |    | <b>90</b>      | <b>210</b>       |                                                                             |                                   | <b>10/240</b>                         |
| M 2.1                                                                    | Legal aspects of public administration                  | 5                          |    |    |    | 45             | 105              | L/S                                                                         | Exam Paper (120 Min)              | 5/120                                 |
| M 2.2                                                                    | Personnel Policy in the Public Service                  | 5                          |    |    |    | 45             | 105              | L/S                                                                         | Exam Paper (120 Min)              | 5/120                                 |
| <b>M3</b>                                                                | <b>Module 3</b>                                         | <b>17</b>                  |    |    |    | <b>90</b>      | <b>210</b>       |                                                                             |                                   | <b>17/300</b>                         |
| M 3.1                                                                    | State regulation of entrepreneurial activity            | 5                          |    |    |    | 45             | 105              | L/S                                                                         | Exam Paper (120 Min)              | 5/150                                 |
| M 3.2                                                                    | Public procurement: theory and practice                 | 5                          |    |    |    | 45             | 105              | L/S                                                                         |                                   | 5/150                                 |
| M 3.3                                                                    | Scientific-research work of graduate students           | 7                          |    |    |    |                |                  |                                                                             |                                   |                                       |
| <b>M4</b>                                                                | <b>Module 4</b>                                         | <b>13</b>                  |    |    |    | <b>120</b>     | <b>270</b>       |                                                                             |                                   | <b>13/390</b>                         |
| M 4.1                                                                    | Higher School Pedagogy                                  |                            | 4  |    |    | 37             | 83               | L/S                                                                         | Exam Paper (120 Min)              | 4/120                                 |
| M 4.2                                                                    | Management Psychology                                   |                            | 4  |    |    | 38             | 82               | L/S                                                                         |                                   | 4/120                                 |
| M 4.3                                                                    | Government Management                                   |                            | 5  |    |    | 45             | 105              | L/S                                                                         | Exam Paper (120 Min)              | 5/150                                 |
| <b>M5</b>                                                                | <b>Module 5</b>                                         | <b>10</b>                  |    |    |    | <b>90</b>      | <b>210</b>       |                                                                             |                                   | <b>10/300</b>                         |



|                      |                                                                                                |  |           |  |  |            |            |     |                      |                |
|----------------------|------------------------------------------------------------------------------------------------|--|-----------|--|--|------------|------------|-----|----------------------|----------------|
| M 5.1                | Antitrust regulation in Kazakhstan and in the countries of the countries of the Eurasian Union |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150        |
| M 5.2                | State management of foreign economic activity                                                  |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150        |
| <b>M6 Module 6</b>   |                                                                                                |  | <b>10</b> |  |  | <b>90</b>  | <b>210</b> |     |                      | <b>10/300</b>  |
| M 6.1                | The art of data analysis on a computer                                                         |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150        |
| M 6.2                | E-government and organization                                                                  |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5/150          |
| <b>M7 Module 7</b>   |                                                                                                |  | <b>12</b> |  |  | <b>90</b>  | <b>210</b> |     |                      | <b>12/300</b>  |
| M 7.1                | State performance audit of the budget planning and execution                                   |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5/150          |
| M 7.2                | System of the Republic of Kazakhstan                                                           |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5/150          |
| M 7.3                | Scientific-research work of graduate students                                                  |  | 2         |  |  |            |            |     |                      |                |
| <b>M8 Module 8</b>   |                                                                                                |  | <b>5</b>  |  |  | <b>45</b>  | <b>105</b> |     |                      | <b>5 / 150</b> |
| M 8.1                | Decision-making based on data analysis                                                         |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5 / 150        |
| <b>M9 Module 9</b>   |                                                                                                |  | <b>10</b> |  |  | <b>90</b>  | <b>210</b> |     |                      | <b>10/300</b>  |
| M 9.1                | Management of strategic and program documents                                                  |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5/150          |
| M 9.2                | Project Management in Public Administration                                                    |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5/150          |
| <b>M10 Module 10</b> |                                                                                                |  | <b>10</b> |  |  | <b>90</b>  | <b>210</b> |     |                      | <b>10/300</b>  |
| M 10.1               | Professional communications and conflict management                                            |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 5/150          |
| M 10.2               | Personal Growth Management and leadership                                                      |  | 5         |  |  | 45         | 105        | L/S | Exam Paper (120 Min) | 12/360         |
| <b>M11 Module 11</b> |                                                                                                |  | <b>12</b> |  |  | <b>120</b> | <b>240</b> |     |                      |                |
| M 11.1               | City Economy Management                                                                        |  | 6         |  |  | 60         | 120        | L/S | Exam Paper (120 Min) | 6/180          |
| M 11.2               | Management of socio-economic processes in the region                                           |  | 6         |  |  | 60         | 120        | L/S | Exam Paper (120 Min) | 6/180          |
| <b>M12 Module 12</b> |                                                                                                |  | <b>9</b>  |  |  |            |            |     |                      | <b>9</b>       |

|                 |                                               |                |                |                |                |                  |                  |  |  |           |
|-----------------|-----------------------------------------------|----------------|----------------|----------------|----------------|------------------|------------------|--|--|-----------|
| M<br>12.<br>1   | Teaching internship                           |                |                | 4              |                |                  |                  |  |  |           |
| M<br>12.<br>2   | Scientific-research work of graduate students |                |                | 5              |                |                  |                  |  |  |           |
| <b>M1<br/>3</b> | <b>Module 13</b>                              |                |                |                | <b>2<br/>2</b> |                  |                  |  |  | <b>22</b> |
| M<br>13.<br>1   | Research practice                             |                |                |                | 1<br>2         |                  |                  |  |  |           |
| M<br>13.<br>2   | Scientific-research work of graduate students |                |                |                | 1<br>0         |                  |                  |  |  |           |
| <b>Total</b>    |                                               | <b>4<br/>0</b> | <b>4<br/>5</b> | <b>4<br/>6</b> | <b>2<br/>2</b> | <b>10<br/>35</b> | <b>23<br/>55</b> |  |  |           |