

Decision of the FIBAA Accreditation and Certification Committee

17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION



Project Number:	23/105
Higher Education Institution:	Maqsut Narikbayev University, Business School (KAZGUU)
Location:	Astana, Kazakhstan
Study programme:	Master of Business Administration (MBA)
Type of accreditation:	Re-accreditation

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

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

Period of Accreditation: May 6, 2024 until May 5, 2031.

According to § 8 of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the FIBAA Premium Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

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

Assessment Report

Higher Education Institution:

Maqsut Narikbayev University, Business School
(KAZGUU), Kazakhstan

Master programme:

Master of Business Administration

Qualification awarded on completion:

Master of Business Administration (MBA)

General information on the study programme

Brief description of the study programme:

The study programme provides students with knowledge and skills relevant to Kazakhstan's green economy, energy transition, and business environment. The curriculum covers strategy, leadership, management, and external conditions, incorporating sustainable and digital business approaches. It combines theoretical concepts with practical applications, following international business education models. Graduates shall gain analytical and leadership skills, decision-making proficiency, and a global perspective.

Type of study programme:

Master programme

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

Two years, 120 ECTS points

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

20 – master students

Programme cycle starts in:

Fall semester

Initial start of the programme:

2009

Type of accreditation:

re-accreditation

For re-accreditation: last accreditation period:

2019-2024

Procedure

A contract for the re-accreditation of the Master of Business Administration was made between FIBAA and Maqsut Narikbayev University, Business School (KAZGUU) on January 4, 2024. On July 1, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Dennis Boelcke

Julius-Maximilians-University Würzburg
Student of Management, M.Sc
Student representative

Dr. Ekkehard Hermsdorf, MBA

Volkswagen Group AutoVision GmbH, Wolfsburg
Head of Quality Management / Qualification Coordination
(Business Administration, Economics, Quality Assurance, Certification)
Practice representative

Prof. Dr. Detlev Hummel

University of Potsdam
Professor of Business Administration, Finance & Banking

Dr. Loretta O'Donnell

Nazarbayev University, Almaty, Kazakhstan
Vice Provost Academic Affairs
(Management, Change Management, Human Capital Analysis, ESG Investing, Leadership, Change Management, Corporate Sustainability)
Country expert

FIBAA project manager:
Eva Seidel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on November 27-28, 2024, at the Maqsut Narikbayev University, Business Schools premises in Astana. The same cluster included an appraisal of Doctor of Business Administration. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the Maqsut Narikbayev University, Business School.

¹ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on February 24, 2025. The statement on the report was given up on March 3, 2025. It has been taken into account in the report at hand.

Summary

For Master programmes

The Master of Business Administration offered by Maqsut Narikbayev University, Business School fulfils the FIBAA quality requirements for master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on March 12, 2025, and finishing on March 11, 2032. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

The panel members identified two areas where the programme could be further developed:

- implementing measures to increase international student enrolment (see chapter 3.4)
- translating all signage and information within the university into English (see chapter 3.4).

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

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

- Positioning of the study programme in the educational market (see chapter 1.3).
- Positioning of the study programme on the job market for graduates („Employability“) (see chapter 1.3).
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3).
- Transparency and documentation of admission procedure and decision (see chapter 2.6).
- Logic and conceptual coherence (see chapter 3.1).
- Integration of theory and practice (see chapter 3.1).
- Ethical aspects (see chapter 3.1).
- Guest lecturers (see chapter 3.3).
- Skills for employment / Employability (see chapter 3.6).
- Practical business experience of faculty (see chapter 4.1).
- Programme Director (see chapter 4.2).
- Cooperation with business enterprises and other organisations (see chapter 4.3).
- Alumni Activities (see chapter 4.5).
- Evaluation by students (see chapter 5.2).

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

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Information

Information on the Institution

Maqsut Narikbayev KAZGUU University (hereinafter - the University or MNU) is a higher and postgraduate education institution established on 14 March 1994. It operates in accordance with its Charter and the relevant legal framework of the Republic of Kazakhstan, including laws on joint stock companies, education, and other regulatory acts.

The University offers 40 educational programmes across four schools: the Business School, providing business administration programmes for Master's and Doctoral students; the Law School, the oldest, focusing on legal education; the International School of Economics, specialising in Economics, Finance, Management, and Audit; and the School of Liberal Arts, the youngest, offering programmes in linguistics, tourism, psychology, and international journalism.

The University views itself as more than an educational provider, aspiring to contribute to societal development. Its guiding principles are reflected in its mission and vision:

Mission: To serve society by providing high-quality and affordable education.

Vision: To contribute to the creation of an honest and just society, driven by science, education, social responsibility, and moral values.

These principles underpin the University's strategic plan, which focuses on five key areas:

- Lifelong Learning,
- Innovation Research Activity,
- Innovation Environment Development,
- Internationalisation and Regional Impact, and
- Student Satisfaction.

Aiming to transition from a teaching-focused to a research-oriented institution, the University is developing its strategic plan for 2024-2027 in collaboration with multiple stakeholders, including the European Bank for Reconstruction and Development (EBRD). This process was initiated with a visit from the Director of the UCL Centre for Higher Education Studies, leading to the formation of an action plan (Strategic Plan 2024-2027 Development Evidence).

Beyond education and research, the University faces challenges such as financial sustainability, infrastructure development, inclusivity, and digital transformation. It strives to enhance its global presence despite obstacles, including salary competitiveness for foreign faculty, high costs of student mobility, and international perceptions of Kazakhstani education.

In February 2024, MNU achieved global quality accreditation from QAA after completing its International Quality Review (IQR). Since 2016, all academic programmes have undergone accreditation and re-accreditation.

The University is affiliated with the European Network for Academic Integrity and the International Centre for Academic Integrity. International collaborations include Erasmus Plus,

Ministry of Science scholarships, partnerships with Solbridge University in Korea, and the German Academic Exchange Service (DAAD), offering top-up programmes and dual diplomas. Campus events, including the model Pre-COP to the 2023 UN Climate Change Conference, EU model, Applied Diplomacy course, and Nauryz Festival, enrich the educational experience. A rigorous feedback system ensures continuous improvement.

Research Centres

The University contributes to society through legal and economic research, strengthening its role among Kazakhstan's top research institutions. It collaborates with industry and government to advance scientific knowledge.

Research is emphasised through the following centres:

- Maqsut Narikbayev Institute for Network and Development (MIND) – an interdisciplinary think tank focusing on social, economic, and business topics.
- School of Labour Law
- School of German and Administrative Law
- School of Theory and Philosophy of Law
- School of International and Competition Law
- Centre for Islamic and Kazakh Law
- School of Criminal Law and Procedure
- School of Private Law
- Institute of Constitutional and Political Research

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

Following recommendations from the panel, MNU has implemented several initiatives to enhance its MBA and DBA programmes. These recommendations were discussed at the University Academic Council level and incorporated into the annual monitoring by MNU's Quality Assurance department.

To improve the positioning of the study programmes, MNU invested in upgrading the Business School of Maqsut Narikbayev KAZGUU University (BSMNU), strengthening its administrative team with new positions and attracting full-time faculty members. An improvement plan was developed, leading to the introduction of a dedicated role focused on engaging target groups and marketing the MBA and DBA programmes. This position has played a key role in refining the MBA programme's positioning, participating in promotional activities, organising online events, developing the website, and managing social media with daily updates.

In response to recommendations to enhance the admissions process, structured interview questions have been introduced to ensure consistent applicant evaluation. These criteria undergo annual review and approval by the Admissions Committee to maintain their relevance and effectiveness.

Regarding curriculum and assessment optimisation, the BS Academic Quality Committee has annually reviewed and adjusted the assessment structure. During the COVID-19 period, assessment frequency was increased to maintain academic contact, but in subsequent years, adjustments were made to reduce workload.

To strengthen faculty development and research, MNU has expanded its full-time faculty, recruiting PhD holders from international universities to enhance research in economics and business. Many former part-time MBA faculty members have transitioned to full-time roles, while industry-active faculty have been retained to ensure practical relevance. Faculty members are encouraged to participate in university training sessions on teaching methodologies and research techniques.

Recognising the need for dedicated programme management, MNU has expanded administrative support for faculty and students. The restructuring of BSMNU's administrative team, with the introduction of new positions, has enabled the effective implementation of recommendations to enhance support services.

Table 1: Statistical data

	1. Cohort 2019-2020	2. Cohort 2020-2021	3. Cohort 2021-2022	4. Cohort 2022-2023	5. Cohort 2023-2024	6. Cohort 2024-2025
# Study Places offered by HEI	25	35	35	50	80	80
# Applicants	Σ	35	40	34	55	89
	f	16	18	15	25	37
	m	19	22	19	30	52
Application rate	140,00%	114,29%	97,14%	110,00%	111,25%	62,50%
# First-Year Students (accepted applicants)	Σ	25	31	27	49	77
	f	13	13	11	22	36
	m	12	18	16	27	41
Rate of female students	52%	42%	41%	45%	47%	20,93%
# Foreign Students	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students	0%	0%	0%	0%	0%	4,65%
Percentage of occupied study places	100%	89%	77%	98%	96%	53,75%
# Graduates	Σ	16	21	24	44	
	f	9	8	9	21	
	m	7	13	15	23	
Success rate (students who finished their studies)	64%	68%	89%	90%	0%	0%
Dropout rate (students who dropped their studies)	9	10	3	5	14	0
Average duration of study	2	2,25	2,5	2,05		
Average grade of final degree	81%	78%	93%	91%		

Appraisal

The University effectively addressed the recommendations from the last accreditation, successfully implementing the suggested improvements. The degree programme has been further developed in a structured and meaningful way.

Nearly all student places in previous cohorts were filled, while the application period for the current cohort was still ongoing. The number of places has been increased from 25 to 80 between 2019 and 2024. The high drop-out rate of the first and second cohorts was explained by the University with the Covid pandemic situation. There are still some drop-outs in the programme, but the average length of study is between 2 and 2.5 years, which means that the workload is manageable. The decline in the application rate after 2023 can be explained by the fact that the programme was conducted online due to COVID, and after 2023 it was again conducted with full classroom attendance. All fluctuations in the number of applicants, the number of foreign students, drop-outs and changes in the length of study and GPA are carefully evaluated by the University. Appropriate action is taken.

The average GPA of graduates each year is relatively stable around 78% and 93%. There were no foreign students. Now the rate in the 2024-2025 cohort is 4.65%. The rate of female students is between 20.93% and 52% in the period 2019-2024.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The Master of Business Administration (MBA) programme at MNU Business School (BSMNU) is designed to provide knowledge and skills relevant to the green economy in Kazakhstan. It prepares graduates to address energy transition challenges, navigate political and economic developments, and apply sustainable business strategies using digital solutions. The curriculum incorporates theoretical and practical components to develop competencies in managing socio-economic challenges, implementing sustainability initiatives, and leading organisations in changing economic conditions.

The programme follows the professional educational framework for MBA and DBA programmes in Kazakhstan (2018), based on EQUAL MBA Guidelines and AMBA accreditation standards. It is structured around four key areas: strategy and leadership, organisations, external conditions, and management. The intended learning outcomes include:

- **Analytical and Strategic Thinking:** Graduates shall combine theoretical knowledge with professional experience, applying it in practical contexts. They shall acquire strong analytical skills to assess business strategies, markets, theories, and business models for energy transition strategies, integrating digital tools and evaluating the economic and social impacts of sustainability initiatives across various industries. The programme intends to enhance their understanding of corporate management, including corporate structure, strategy, and the international business environment. Graduates shall develop strategic thinking abilities to identify opportunities and challenges in the transitional economy and digital transformation, addressing crises and formulating corporate and business strategies that consider internal and external factors.
- **Leadership Competencies:** Graduates shall develop leadership competencies to inspire and motivate teams, engage with competitors and stakeholders, foster innovation in green business practices, and drive organisational change. Students are enabled to examine leadership from multiple perspectives, reflect on their leadership behaviour, and practise stress management, personal resilience, and decision-making.
- **Decision-Making Proficiency:** Graduates shall gain expertise in making informed decisions in rapidly changing business environments, particularly regarding sustainable business practices, energy investments, and environmental risk management. They shall be able to consider ethical, environmental, and financial factors in their decision-making processes.
- **Global Perspective:** The curriculum intends to equip graduates with a global perspective on business development and transition. They shall apply modern international managerial approaches to the national market, enabling them to navigate diverse cultural, regulatory, and market contexts in pursuit of sustainability goals.

- **Communication Skills:** Graduates shall develop effective communication skills, engaging with diverse teams and stakeholders while demonstrating problem-solving, negotiation, and team-building abilities. They shall foster dialogue, collaboration, and support for business and social initiatives.
- **Ethics and Equity:** Graduates shall adhere to ethical leadership principles, demonstrating commitment to corporate social responsibility, environmental stewardship, and sustainable business practices.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group and the targeted professional field. BSMNU embraces an academic proficiency, and a comprehensive improved employability for the graduates. In addition, the training of various social skills clearly promotes the development of an individual student's personality. Also, the requirements of academic abilities and research skills on Master level are fulfilled in the view of the panel. The linking of theory and practice is clearly visible in the programme's objectives.

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

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

The Master of Business Administration programme is designed to align with international educational standards, reflecting Kazakhstan's commitment to the European educational area and global market needs. Developed and regularly updated in collaboration with experts with international academic backgrounds, as well as national and international stakeholders, the programme is delivered by faculty and top managers with relevant academic and industry experience. Course content incorporates at least 50% international practices.

MBA teaching staff engage in business research and consulting, with a minimum of 40% comprising foreign-trained lecturers or those with international education and research experience. The programme targets students working in international business environments, fostering intercultural cooperation. Instruction is delivered through seminars and case studies, with faculty holding degrees from leading global universities and industry experience.

An international study trip of ten –14 days is integrated into the curriculum, with over ten partner universities offering these programmes. The internship includes training at partner institutions and experience exchange visits to international companies. Designed to meet Kazakhstan's business needs, the internship allows students to deepen their business knowledge, gain cross-cultural exposure, develop leadership skills, and establish professional networks.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

As a leading business school in Kazakhstan, BSMNU has established itself as the top choice in the capital over the last fifteen years. MNU University, particularly its BSMNU division, has built a strong reputation for delivering top-tier knowledge and practical experiences. It integrates international best practices, systematises students' practical experience, and equips them to identify new business opportunities while enhancing organisational efficiency. Graduates gain real opportunities to advance their careers and address challenges posed by global and national economic trends, increasing their market value.

The MBA programme was initially designed to develop leaders for Kazakhstan's growing economy, with a particular focus on the oil and gas sector. Launched in 2009, it was the only MBA programme in Astana at the time. From 2019 to 2023, as Kazakhstan transitioned towards economic diversification and energy transition, the MBA programme adapted to cultivate leaders capable of driving change, fostering innovation, and navigating the shift to a digital and sustainable economy.

BSMNU MBA bases its programme alignment on continuous market research, incorporating findings into its unique selling points: leadership, change management, transitional economy, and both international and local contexts. A key aspect of training is a comprehensive understanding of business practices across various disciplines. Corporate training, including short-term programmes for managers, is increasingly popular. BSMNU also maintains a strong social impact, offering competitive tuition fees accessible to a broad segment of Kazakhstan's population.

BSMNU was the first business school established within a university in Astana, providing education in international management with insights into local applications. Faculty members possess international academic backgrounds and national industry experience, holding leadership positions in business and public service. This unique combination of expertise offers a distinct advantage for senior managers in Astana.

Student intake remains stable, demonstrating BSMNU's strong market presence. While COVID-19 caused a temporary enrolment decline, numbers have improved since 2023. The

school is recognised for preparing leaders capable of managing economic crises and fostering growth.

The MBA programme, launched in 2009, addresses the increasing complexity of leadership and management demands. There is a growing need for executives with analytical and methodological skills in logistics and supply chain management, driving demand for executive education. Astana's business education market has since diversified, now featuring six MBA programmes.

Among these, only three MBA programmes offer state-licensed diplomas: Nazarbayev University, BSMNU, and AlmaU. The remaining three—Metropolitan BS (Russian diploma), Astana School of Management and Business (Swiss partner diploma)—issue foreign diplomas. While Nazarbayev University offers high-quality education, it is among the most expensive. AlmaU has a branch in Astana but primarily conducts full training in other cities.

BSMNU stands out for its affordability and quality, maintaining a strong reputation. It is one of only three on-campus MBA programmes in Astana, ensuring permanent faculty access. Post-COVID-19, BSMNU has further strengthened its reputation by offering extensive on-campus opportunities, robust research capabilities, and industry connections at a reasonable tuition fee.

Kazakhstan's top companies, including "KazMunaiGaz" JSC (the leading national oil company), "Kazakhstan Temir Zholy" JSC, "KazGerMunai" JSC, and "Samruk-Kazyna" JSC, send employees to BSMNU for education and training, reinforcing its standing as a premier business school in the region.

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

BSMNU analyses the job market relevant to graduates and incorporates these findings into the programme's design annually. The demand for trained leaders with strong analytical and methodological skills in managing transitional economies, integrating digital and sustainability solutions with an agile mindset, remains high, influencing BSMNU's visibility and enrolment numbers.

The majority of MBA students are employed at the time of enrolment. BSMNU MBA graduates are highly sought after by employers, with career trajectories confirming the programme's positioning in the job market. A significant proportion of students assume leadership roles with managerial responsibilities during or shortly after their studies.

Research conducted in 2022 found that 60% of graduates received promotions and career advancements within six months. Many graduates also launch successful businesses.

Employers include national and international companies, commercial and investment banks, investment funds, and private and state enterprises. Alongside professional skill development, Master's students actively participate in domestic and global forums, deliver guest lectures, and share success stories.

To ensure programme quality, BSMNU includes stakeholders, alumni who are top managers, and employees in the BSMNU Quality Assurance Committee. This committee oversees learning outcomes and content, ensuring the programme meets the highest standards of excellence.

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

The Master of Business Administration (MBA) program is being developed in line with the University Strategy 2023-2027, a key pillar of institutional growth. MNU University leverages its reputation for resilience and flexibility to foster a student-centred, research-led culture. Committed to driving social and economic progress, MNU promotes social equity both within Kazakhstan and globally.

BSMNU has tailored its programme to equip leaders with the skills to address challenges, drive growth, and support a sustainable future. Aligned with the University's mission and strategy, the programme's objectives are designed to meet educational market needs.

The University strategy prioritises international education standards and strong partnerships with foreign institutions. The qualification goals of the study programme are integral to the University's vision and implemented sustainably.

In line with this strategy, BSMNU has effectively executed its goals. This year, the school has set new objectives aligned with the updated strategy, reinforcing its commitment to excellence and innovation in education.

Appraisal:

The University has conducted a comprehensive analysis of the educational market to establish its unique profile. By comparing its programme to similar offerings in the region, KAZKUU has identified its competitive edge. The program is one of six MBA programs in Astana and one of only three state-licensed diplomas. Its combination of affordability and quality makes it an attractive choice for prospective students. Additionally, KAZKUU collaborates with local companies, which send their employees to them for education and training.

The concept of the MBA is to train leaders with extensive analytical and methodological competencies in managing different areas like transitional, digital and sustainable economies. 60% of graduates received promotions within six months of their studies. A significant number of graduates start their own businesses and achieve success in their entrepreneurial endeavours. This shows that the University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme. The future fields of employment for graduates are plausibly set forth.

The study programme's qualification goals are in line with the HEI's mission and strategic planning. The mission is to serve people by providing high-quality and affordable education. The vision is to contribute to the creation of an honest and just society, driven by science, education, social responsibility, and moral values. The University's strategic plan

encompasses five strategic themes: Lifelong Learning, Innovation Research Activity, Innovation Environment Development, Internationalisation and Regional Impact, and Student Satisfaction. The panel saw these aspects realised in the MBA during the visitation. The programme is therefore not only convincingly integrated into the Universities' overall strategic concept, but its qualification goals constitute the core of the KAZKUU's strategy.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

The University ensures an equitable and rigorous admissions process, supporting academic progression and diploma conferral in compliance with national and international regulations. The admissions policy² aligns with state and institutional frameworks, prioritising inclusivity to attract a diverse and capable student body.

Admissions follow “The Standard Rules of Admission to Educational Institutions” set by the Ministry of Education.

Domestic Student Admission

To apply for the Master’s programme, candidates must submit:

- Original bachelor's or master's diploma with annex
- Six 3x4 photos
- 075-Y medical certificate & fluorography (originals)
- Foreign language certificate (if applicable)
- Educational grant certificate (if applicable)
- ID copy (original required for verification)
- Criminal record certificate
- Notarised translation (Kazakh/Russian) for foreign documents
- Admission fee receipt

Eligibility:

- A bachelor’s degree (or equivalent) with at least 240 ECTS credits from a recognised institution.
- All academic disciplines are eligible. Admission decisions are made by the committee.
- A minimum grade requirement, published in the Admission Policy, applies.

Additional Requirements:

- Recognition of Foreign Qualifications: Foreign degrees must undergo evaluation by the National Nostrification Center in accordance with Ministry of Education requirements.
- English Proficiency: Proof of English skills is required unless the applicant completed a 100% English-taught BA or MA.
- Professional Experience: At least three years of relevant experience is required, demonstrating career progression. Leadership experience is desirable.

Original documents must be submitted for verification; they are returned after the process. Enrollment is conducted by the Admissions Committee before 30 August, 10 December, and 10 March of the academic year.

Transfer & International Student Admission

- Transfer students: Must provide the same documents as domestic applicants.

² <https://bs.mnu.kz/admissionpolicyen>, last accessed February 5, 2025.

- International students: All documents must undergo notarisation and translation (Kazakh, Russian, or English). Nostrification is mandatory.

Entry Examinations

Admission is based on:

- Motivational essay
- Interview with the BSMNU Academic Quality Committee
- English proficiency test (MNU English Test, IELTS, or TOEFL)

Applicants must demonstrate sufficient English proficiency to read and understand academic materials. Essay and interview criteria are annually revised by the Academic Quality Committee.

2.2 Counselling for prospective students

Prospective students can find information about BSMNU programmes and access the FAQ section on the university's website. The programme's webpage³ and Instagram page offer an online brochure and the option to schedule a meeting with the programme manager.

For personal consultations on the study programme, scholarships, applications, admission, and career prospects, individuals can contact the MBA programme management or student recruitment via phone or email. Part-time programme inquiries are handled through personal advisory sessions and campus tours.

The academic director of the MBA programme is available for detailed inquiries, either in person or online. Further questions can also be addressed to BSMNU professors.

During "Open Door Day" events, prospective students can explore student life, attend lectures, and meet current students. They can also speak with university departments and academic heads. BSMNU has digitalised all advisory formats via Zoom and Instagram in response to the COVID-19 pandemic. Open Days are now hybrid to accommodate those outside Kazakhstan.

A monthly newsletter provides updates for future students. MNU experts and professors participate in TV expert talks, while the YouTube channel offers course information and alumni interviews. Additional insights are available on Instagram and at various fairs.

2.3 Selection procedure (if relevant)

BSMNU seeks aspiring professionals, middle and top managers, and entrepreneurs with at least two years of post-bachelor's experience. Applicants must provide legal proof of employment, specifying their role and field. A programme coordinator assesses whether the applicant's chosen study direction is well-founded, explains key programme components, and outlines its goals. If an applicant is uncertain about their choice, they may switch to a different programme. Those unsure of their ability to complete the programme successfully can withdraw their application without penalty.

³ <https://bs.mnu.kz/mbaen>, last accessed February 5, 2025.

The next stage includes an essay and an interview conducted by the Faculty Admissions Committee and the Programme Director. Candidates must demonstrate their commitment to the MBA programme.

2.4 Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)

During the application process, candidates are encouraged to submit records of relevant work experience, as it helps develop professional skills and confidence. Work experience is a key factor in assessing an applicant's motivation for the chosen programme.

BSMNU requires at least five years of experience for MBA applicants and seven years for DBA applicants.

Some modules are taught in English, so students must have a moderate proficiency level to understand the material, communicate, and learn effectively. For those facing difficulties, the business school may offer additional English training.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

A foreign language exam is part of the entry requirements to ensure candidates can successfully complete modules taught in a foreign language. A minimum score of 50 corresponds to a pre-intermediate level.

Most MBA students are non-native English speakers, though some speak one or two additional languages. Graduates are equipped to work effectively in English in an international environment.

2.6 Transparency and documentation of admission procedure and decision (Asterisk Criterion)

Based on examination results, the Business School issues admission orders before the official admission date.

To ensure fair and equitable treatment of all applicants, the admission process is designed in an open and transparent way. Selection is merit-based, following clearly defined entry criteria, and each application is assessed individually. Throughout the process, all applicants are treated courteously and efficiently. BSMNU's admission policy is objective and transparent. The Admissions Office evaluates submitted documents, essays, language test results, and interviews. Candidates are informed of the decision via email or in writing.

The admission process complies with the regulations of the Ministry of Education of Kazakhstan. Comprehensive details are available on the university's website. Admissions are based on formal and subject reviews, with final decisions made by the admissions committee and forwarded for further processing. Admission requirements and procedures are outlined in

the Admission Regulations, accessible on the website⁴, application portal, and programme brochure⁵.

Decisions are communicated within six to eight weeks. Conditional admission may require applicants to meet outstanding academic or formal criteria. The Admission Regulations also include provisions for students with disabilities or chronic illnesses.

Appraisal:

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

Applicants can directly turn to a student counselling service and the programme director at BSMNU, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the BSMNU is provided by telephone, via e-mail and in person. The study programme's brochure is available on the website.

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

The admission procedure ensures that the expected professional experience of the prospective student corresponds to the defined qualification profile and the study programme's objectives. Five years of job experience of the prospective MBA students go beyond the usual level of two years, which may foster the quality of studies.

The admission requirements (required language proficiency level or required result in a concrete language test) and if necessary a preparatory language courses ensure that students are able to successfully complete the study programme including English literature, the utilisation of counselling services, internships abroad and other extracurricular activities.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. Additionally, after evaluation, the admission office informs all the candidates about the decision via email or in a written form. Students are selected based on published criteria. Therefore, the admission decision is communicated in detail on the results of the admission procedure.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)			X		
2.2 Counselling for prospective students			X		
2.3* Selection procedure (if relevant)			X		
2.4(*) Professional experience (if relevant; Asterisk Criterion for master			X		

⁴ <https://bs.mnu.kz/admissionpolicyen>, last accessed February 5, 2025.

⁵ <https://bs.mnu.kz/mbaen>, last accessed February 5, 2025.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	programmes that require professional experience)					
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

The programme curriculum is designed to equip students with essential skills and knowledge in business, economics, management, leadership, sustainability, value creation, energy transition, and digitalisation. It is a two-year, full-time programme structured into semesters.

The curriculum follows a logical progression, integrating core courses in fundamental business disciplines and elective courses for specialised areas. Learning objectives are clearly defined to ensure students acquire relevant knowledge, skills, and competencies. The programme follows the European Credit Transfer and Accumulation System (ECTS), with 60 ECTS credits allocated per year. Modules are structured into subject units, providing a comprehensive and globally recognised education.

First Year

The first-year curriculum consists of three units:

1. **Strategy and Leadership Courses** – Covers core subjects such as Strategic Management, Leadership, Organisational Behaviour, Change Management, Risk Management, and Business Research, focusing on developing managerial and leadership proficiency.
2. **Corporate Finance Courses** – Develops competencies in financial management with courses including Accounting for Managers, Corporate Finance, Financial Assessment, Taxation in Business, and Quantitative Methods in Business.
3. **Special Courses in Management and International Business** – Prepares students to navigate global business trends, crisis management, and digital transformation. Courses include Economics, Project Management, IT in Business, Corporate Governance, Big Data Analytics, Supply Chain Management, Digital Transformation, Strategic Marketing, Brand Management, Disruptive Innovations, ESG, Global Business Trends, and Business Law.

Second Year

Students engage in advanced studies across two key units:

1. **Special Courses in Organisation Management** – Focuses on crisis management, business modelling, sales, operational management, and HRM. Courses include Crisis Management, Business Modelling, Sales Management, Operational Management, and Human Resource Management.

2. Professional Development Courses – Enhances soft skills with subjects such as Emotional Intelligence, Decision-Making Theory, Critical Thinking, Business Communication, Design Thinking, Business Ethics, CSR, and Team Building.

International Module

This module provides leadership and global business seminars, preparing students for international careers by offering insights into business practices, cultural differences, and global market trends.

The structured curriculum ensures students develop the expertise needed for leadership roles in today's competitive business landscape, with a strong emphasis on digital transformation and sustainability.

Table 2: Curriculum overview

Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
	Core courses (3 ECTS credits)						
BR 5201	Business research	3				30	60
	Core courses (1 semester)						
FAE 5202	Financial assesment for the enterprise	4				50	70
Eco 5203	Economics	4				50	70
Lead 5204	Leadership	3				30	60
CF 5205	Corporate finance	3				30	60
LSCh 5206	Logistics and supply chain	4				50	70
CTh 5207	Critical thinking	3				30	60
IBL 5208	International business law	3				30	60
	2 semester						
	Core courses (3 ECTS credits)						
SMn 5209	Strategic management		3			30	60
PMn 5210	Project management		3			30	60
RMn 5211	Risk management		3			30	60
OB 5212	Organizational behaviour		3			30	60
ChMn 5213	Change management		3			30	60
BDA 5214	Big data analytics		4			50	70
SD 5215	Sustainable Development (ESG)		3			30	60
	3 semester						
SMr 5216	Strategic marketing			3		30	60
BM 5217	Business modeling			3		30	60
DTh 5218	Design thinking			3		30	60
OMn 5219	Operational management			3		30	60
HRM 5220	Human resource management			3		30	60
CG 5221	Corporate governance			3		30	60
EI 5222	Emotional intelligence			3		30	60
Int 5501	Internship				8		240
	Research (Master thesis or business plan)				30		900
	Final exam (Master Thesis/Business plan defence)				12		360

total: 120 credits

L:	Lecture	480
S:	Seminar	260
T:	Tutorial	

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

In compliance with the Ministry of Education of Kazakhstan, graduates are awarded a Master of Business Administration (MBA) degree.

The programme equips students with essential skills and knowledge for success in today's dynamic business environment, including:

- Understanding and analysing business strategies, markets, theories, and models.
- Developing and evaluating corporate, business, and functional strategies.
- Applying business analysis for effective decision-making in changing environments.
- Understanding key theories and advancements in modern business and technology.
- Demonstrating leadership, communication, problem-solving, negotiation, and team-building skills.
- Implementing international managerial approaches in national markets.
- Applying ethical perspectives and best practices in social responsibility.

The curriculum is designed to align with job market needs, blending theoretical knowledge with practical experience through guest lectures, company visits, workplace-oriented assignments, and case studies.

The programme follows the European Higher Education Area's second-cycle qualification framework and includes a minimum of three credits, including an International Module abroad. It ensures a structured learning experience with syllabi detailing objectives, learning outcomes, topics, and class requirements.

Degree requirements meet both the programme's academic content and Kazakhstan's national MBA standards, preparing graduates for leadership roles in a competitive global market.

3.1.3 Integration of theory and practice (Asterisk Criterion)

BSMNU MBA programmes adopt an integrated teaching approach, connecting concepts from various disciplines and applying them to real-world business scenarios. This interdisciplinary method fosters a holistic understanding of business dynamics and enhances critical thinking by encouraging connections across diverse subject areas. External lecturers and guest speakers provide industry insights, while faculty members incorporate real-world examples, cases, and best practices to equip students with essential leadership skills for Kazakhstan's business landscape.

Through written assignments and exercises, students learn to navigate scientific literature, identify relevant sources, and properly use secondary materials in academic work. The MNU library offers an introductory session during MBA Welcome Days, and Research Training sessions are conducted to prepare students for their final thesis.

BSMNU collaborates with the BSMNU Business Council, comprising representatives from businesses, corporations, public organisations, and alumni. Regular meetings with the council and faculty help refine the MBA curriculum, ensuring alignment with employer expectations and industry needs. This collaboration integrates real-world business practices, keeping the programme relevant and effective.

Students apply theoretical concepts through case studies, simulations, and real-world business challenges, reinforcing problem-solving skills. Practical applications, such as developing a marketing plan, demonstrate their mastery of theoretical knowledge. Critical thinking and analytical skills are further developed through presentations and written assignments.

Student feedback is collected after each module to refine syllabi and enhance the overall learning experience. Faculty members with extensive professional experience share their insights, while guest lecturers provide additional perspectives, ensuring students gain a well-rounded understanding of industry practices. Furthermore, industry professionals actively contribute by updating module content, assessing programme quality, and facilitating student internships. This collaboration helps bridge the gap between theoretical knowledge and practical application.

Faculty members are selected based on their academic qualifications and professional expertise, ensuring a high standard of teaching. Case studies are integrated into all modules to develop students' problem-solving skills and provide practical context to theoretical concepts. Additionally, modules incorporate content from internationally recognised certification programmes, preparing students for industry-relevant qualifications and enhancing their employability.

At the start of the programme, all students receive BSMNU guidelines for presentations, written assignments, and final theses, along with the Code of Academic Integrity. These resources are accessible in Canvas for every course, ensuring students adhere to academic standards.

3.1.4 Interdisciplinary thinking

Interdisciplinary thinking is a key component of the BSMNU MBA curriculum, equipping students with the ability to navigate diverse perspectives and integrate knowledge across multiple disciplines. Through interdisciplinary subjects, students develop analytical skills and learn to apply different viewpoints to solve complex business problems. For example, modules such as marketing and management incorporate interdisciplinary approaches to enhance the study of business modelling.

Coursework and projects draw on principles from leadership, design thinking, ESG, digitalisation, finance, and change management to address business challenges. Collaborative projects encourage students from different disciplines to work together, fostering cross-disciplinary dialogue and problem-solving.

Guest speakers from various industries provide insights, while case studies require students to apply knowledge from multiple fields to analyse and solve business problems. The programme also offers hands-on learning experiences, including internships, consulting projects, and simulations, where students apply interdisciplinary approaches to real-world challenges.

3.1.5 Ethical aspects

Aligned with MNU's Integrity Policy, the university upholds quality and considers integrity fundamental. Efforts focus on preventing corruption, ensuring academic honesty, and maintaining high ethical standards, fostering an ethical learning environment.

The Code of Conduct outlines ethical responsibilities for faculty and students, reinforcing MNU's values. Principles of Academic Integrity are widely communicated, emphasising honesty, plagiarism prevention, and exam integrity. MNU promotes a culture of academic integrity through collaboration with international and local universities. Modules such as Organisational Behaviour and Accounting for Managers integrate ethical frameworks to support decision-making.

Transparency and openness are key to the educational process. The University employs a "single window" approach at the Service Centre to promote mutual respect and reduce corruption risks. This approach is a centralized system where students, faculty, and other stakeholders can access services, information, and assistance in one place, rather than navigating multiple departments.

MNU actively prevents dishonest practices in learning, teaching, and assessment. Modern technologies, including feedback systems and Social Media Marketing strategies, enhance access to information and communication. Academic honesty is a core value at MNU, guiding the learning process and reinforcing a commitment to ethical education.

3.1.6 Methods and scientific practice (Asterisk Criterion)

The curriculum emphasises methodological competency and scientific practice from the start of the programme. Through induction sessions and ongoing faculty support, students develop essential research skills, project management abilities, and proficiency in academic writing and presentation. Group discussions and networking opportunities enhance learning by fostering knowledge exchange and collaboration among peers and faculty.

Students receive comprehensive instruction in all key aspects of the research process through the **Business Research** module. This includes research conduct, literature preparation, and the effective delivery of research and project activities using various presentation techniques and visual aids. They develop skills in communicating research to diverse audiences, academic writing, and adhering to internationally accepted citation standards (APA style) for proper referencing. Additionally, they gain foundational knowledge in project and time management.

The programme ensures that students acquire interdisciplinary thinking, ethical awareness, and methodological competencies, preparing them for both academic and professional environments

3.1.7 Examination and final thesis (Asterisk Criterion)

The assessment process within the programme ensures alignment with learning outcomes and maintains academic standards consistent with the second cycle of the Dublin Descriptors.

Each module concludes with written exams designed to evaluate students' understanding of interconnected course content. Module syllabi detail evaluation criteria, procedures, performance expectations, active teaching methodologies, and study durations. Approved by academic authorities, these syllabi outline assessment types, duration, and specific requirements, including those for the Master's Thesis or Master's Project, ensuring adherence to academic standards.

Student performance is assessed based on their achievement of prescribed learning outcomes and overall programme performance. Assessment tasks, exam questions, and problems are collaboratively designed by faculty, focusing on both knowledge acquisition and learning outcome demonstration. While faculty have academic freedom in choosing assessment methods, examples include:

- Written or verbal projects
- Individual or group assignments
- Term and team projects
- Case studies
- Final assessments or exams

All exams are tailored to assess students' attainment of Master's level learning outcomes. The evaluation criteria, rules, and procedures for final theses are clearly defined and consistently applied. Through thesis work, students demonstrate their scientific inquiry skills, application of research methods, and ability to engage in scholarly work at an advanced level.

Appraisal:

The curriculum adequately reflects the qualification objectives of the MBA. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. The contents of the master programme take into account the students' prior professional experience and refer to it.

The contents of the programme are in line with the EQUAL MBA Guidelines. As mentioned in chapter 1.1 the programme is designed in alignment with the framework of professional educational programs MBA and DBA of the Republic of Kazakhstan (2018) which is based on the EQUAL MBA. This encompasses four central areas: strategy and leadership, organizations, external conditions, and management. This is for example shown by the fact that individuals from business enterprises help to create courses for the MBA students. The panel got even the impression that the courses consistently reflect the strategic orientation of the study programme. They clearly meet the requirements of the job market, because the students either get a promotion in the enterprise they are working in, or they open up their own business in the course or after the MBA. Additional electives enhance the graduates' employability.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

In the course of the visitation, the panel saw proof that theory and practice are systematically interrelated throughout the curriculum of the MBA. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies for interdisciplinary thinking.

In the MBA, ethical implications are appropriately communicated. The interviews in the course of the visit showed that the identification and reflection of ethical aspects are strongly promoted and considered key competencies of the study programme's qualification objectives.

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

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

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

The BSMNU MBA programme consists of thematically and temporally defined and self-contained study units (modules) according to the European Credit Transfer and Accumulation System (ECTS). The module descriptions provide information on the module contents and qualification objectives, teaching and learning methods, participation requirements, module

applicability, requirements for awarding ECTS credits according to the European Credit Transfer System, ECTS credits and grading, module frequency, workload, and module duration.

The curriculum encompasses 120 ECTS credit points, spanning a duration of 22 months. It is structured to build upon the foundational knowledge of business and management that students acquire through their prior studies or professional experience.

Table 3: Modular Structure

Projected study time	22 month
Number of credits (national credits and ECTS credits)	120 ECTS credits
Workload per credit	30 hours per credit
Number of modules	25
Time required for processing the final thesis/project and awarded credits	Five month/20 ECTS credits
Number of contact hours	600

The program fosters active engagement between faculty and participants through:

- **Live lectures, case studies, and team-based projects**, ensuring hands-on learning.
- **One-on-one faculty mentoring**, helping to tailor learning to individual career goals.
- **Industry networking, executive workshops, and peer discussions**, enhancing professional connections.

3.2.2 Study and exam regulations (Asterisk Criterion)

The study and examination regulations, along with the grading system, are established at the university level and outlined in the Academic Policy⁶. These regulations align with national and international standards and complement the university's framework examination regulations.

The curriculum meets the qualification and competency objectives of the programme. Students gain expertise in business, economics, management, logistics, and supply chain management. Modules are structured and interconnected to achieve specific learning outcomes, integrating leadership elements throughout. The programme covers four key areas: strategy and leadership, organisations, external conditions, and management, in line with MBA Guidelines. All subjects consider students' personal and professional experiences.

The final grade is determined by a weighted average of grades earned throughout the programme, including the MBA thesis/project and state examination. Assessment tasks are designed by faculty to evaluate both knowledge and learning outcomes.

A strong theory-practice connection is maintained through case studies, practical examples, exercises, and project work. Theoretical discussions and practical applications enhance students' competency development, further reinforced by study trips. Professors and students actively incorporate their professional experiences into learning.

⁶ <https://bs.mnu.kz/academicpolicyen>, last accessed February 5, 2025.

Examination formats align with the intended learning outcomes, ensuring assessments meet qualification level requirements. Final theses are evaluated using published, consistently applied criteria and regulations. Through their thesis work, students demonstrate scientific research skills and fulfil the programme's qualification objectives.

The study and examination system reflects the programme's structure and content. Modules with intensive workloads are typically assessed through written examinations. These regulations provide a legal basis for collaborations with partner universities, allowing students to undertake study periods or internships at other institutions without extending their overall study duration.

Degree and study period recognition follow the Lisbon Recognition Convention, with clear guidelines for recognising practical work periods. Further details on examinations and the final thesis are outlined in Section 3.1.7.

3.2.3 Feasibility of study workload (Asterisk Criterion)

The programme is delivered part-time with monthly attendance phases. The schedule, including attendance sessions and international study trips, is set and communicated before the start of the programme. Attendance and online sessions are complemented by self-study phases for module preparation and follow-up.

Each BSMNU MBA module ranges from 45 to 135 learning hours, corresponding to 2 to 5 ECTS credits, depending on the curriculum. Instructors follow the ECTS Users' Guide to determine credit allocation. A 3 ECTS module typically requires 90 learning hours, with at least 30 contact hours for lectures, seminars, exercises, group discussions, and interactions with instructors and guest speakers. The remaining 60 hours are dedicated to self-study, literature review, research, assignments, and consultations.

The workload is calculated at 30 hours per ECTS credit and follows a 1:2 ratio between attendance phases and self-study. It is regularly reviewed through teaching evaluations.

The programme's workload is considered manageable, with approximately 80% of students graduating on time. Workload distribution varies by subject and considers factors such as faculty and student feedback, knowledge homogeneity, and the fact that students are working professionals.

Examinations adhere to state regulations, with final module exams constituting at least 60% of the final grade, alongside continuous intermediary evaluations. The programme administration and faculty provide academic support, monitor student progression, and offer assistance to ensure students stay on track.

To better align with market needs and industry requirements, assignments and workload are structured accordingly. Recognising that delays in thesis completion were common, the programme implemented several measures to support students in completing their theses on time. These measures include early thesis planning, which begins during the first semester to help students define their research focus at an early stage. Additionally, the programme places

a strong emphasis on research during the international internship, allowing students to integrate practical insights into their academic work. To further assist students, academic supervisors are assigned to provide guidance and support, ensuring they can effectively manage their workload and stay on track with their research progress.

These improvements ensure students successfully complete their studies while balancing professional responsibilities.

3.2.4 Equality of opportunity

MNU is committed to diversity and inclusion, welcoming individuals from all backgrounds and providing special support to women and those with limited opportunities. The university's MBA programme and other academic offerings uphold transparent policies, ensuring equal opportunities for all students.

Special attention is given to underrepresented students, including those facing economic challenges or living with disabilities. The Admissions Department identifies and addresses special educational needs, reflecting MNU's core values of well-being and inclusivity, regardless of nationality, religion, gender, disability, or financial capacity.

University professors and experts contribute to legislative improvements, actively promoting and protecting women's rights, equity, and equality. Gender equality is a key principle at MNU, implemented in faculty hiring, staff recruitment, university management, and student admissions. The enrolment share of female students is documented accordingly.

Students with disabilities are entitled to reasonable adjustments regarding timing and formal requirements for their studies and examinations. In challenging situations, staff and students can confidentially seek psychological and medical support in Kazakh, Russian, or English.

MNU promotes honesty, integrity, and professionalism, valuing diversity and cross-cultural perspectives. The university fosters learner-centred teaching and student engagement, encouraging intellectual vitality and critical thinking.

Committed to non-discrimination in employment, education, and academic programmes, MNU adheres to the legislation of the Republic of Kazakhstan. It strives to accommodate individuals with disabilities within reasonable constraints and budget limitations.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns credits per module on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide. The programme includes a sub-stantial proportion of structured contact.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with / analogous to the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with an ECTS grading table.

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

The BSMNU MBA programme integrates theoretical knowledge with practical application, ensuring academic rigor while preparing students for real-world business challenges. It combines attendance and self-study phases, fostering learner-centred teaching. Students actively engage with interdisciplinary knowledge, scientific methods, and leadership principles, receiving continuous feedback from faculty through exercises and formative assessments. The Canvas learning platform (web and mobile) supports the learning process.

Interactive and Practical Learning

Courses are conducted as interactive seminars, with teaching methods tailored to module content and objectives, as outlined in the module handbook. A strong emphasis is placed on team-based case studies, supported by modern didactic tools, including virtual reality formats.

The programme benefits from a distinguished faculty, including industry experts with extensive experience and international qualifications, providing valuable practical insights. Teaching methods include:

- Case studies and situational analyses
- Guest lectures by industry practitioners
- Company visits and workplace-oriented assignments
- Business simulations and interactive workshops

This diverse approach ensures students develop a comprehensive understanding of managerial concepts and their real-world applications.

Academic Freedom and Collaborative Learning

Aligned with academic freedom and learner engagement, the programme encourages active participation in academic discourse. Students take ownership of their learning journey, contributing to decision-making processes. Faculty members independently develop their didactic materials while collaborating on core modules to ensure consistency and adaptability to diverse student needs.

The programme is application-oriented, integrating real-world problems, case studies, and projects drawn from students' work environments. Students apply knowledge to practical examples, implement management practices and leadership principles, and develop innovative solutions. Through role-plays, exercises, and workshops, they learn to apply scientific methods and tools, culminating in a final thesis based on a business-related question.

Interdisciplinary and International Perspectives

Students develop interdisciplinary, intercultural, and social skills through group work and peer collaboration on Canvas forums, chats, and assignments. Supplementary reading materials, video content, and additional exercises further enhance learning.

A key component is the international study trips, which broaden subject knowledge while strengthening intercultural, social, and leadership skills for international business roles.

The didactic concept aligns with programme objectives, ensuring flexibility in module delivery. The extensive use of case studies, projects, and workplace challenges reinforces practical relevance, while students are encouraged to actively shape their learning process. This dynamic educational environment effectively prepares them for leadership roles in a global business landscape.

3.3.2 Course materials (Asterisk Criterion)

While there are no strict regulations on module materials' structure and content, they must align with programme learning outcomes and adhere to quality assurance principles. Instructors tailor learning outcomes for each module, ensuring alignment with the overall

programme objectives. The Academic Quality Committee reviews and approves syllabi at least one month before each semester and exam materials one week before exams.

Learning Materials and Accessibility

As per the MNU Academic Policy, instructors must upload module materials (syllabus, lecture notes, case studies, assignments, and relevant textbooks) to Canvas, ensuring accessibility for all registered students. Recommended literature must be published within the last five years. Supplementary Canvas materials include:

- Literature
- Slides
- Case tasks
- Recorded lectures
- Virtual reality-based case studies
- Videos
- Exercises

The teaching faculty are responsible for developing and updating learning materials, while programme administration maintains syllabi and references for quality assurance. Students receive hard copies before each module, with additional materials distributed during lectures. All materials are regularly updated and available in electronic format throughout their studies.

Given the diverse student body, faculty are encouraged to present clear and accessible materials. This approach enhances learning quality and provides valuable feedback for improvement. Multiple perspectives are included to present varied academic approaches and solutions, ensuring versatility and avoiding a singular theoretical perspective.

Learning materials are not just for reading; interactive engagement is key. Students use materials provided by faculty while conducting independent research via online sources, literature, and workplace resources. This enables them to develop problem-solving strategies grounded in theory. Module content evolves based on didactical concepts and student needs.

Students can contact professors or the programme manager via email or Zoom for questions related to study materials. For technical support, they can reach out to the MNU Service Desk, library, or programme manager.

3.3.3 Guest lecturers

MNU ensures a balance of academically and professionally qualified faculty, including visiting professors and adjunct lecturers with practical business experience. These professionals are encouraged to integrate guest speakers into the teaching process, making guest lectures a key part of many MBA modules.

Guest speakers from local and international business communities provide students with broader learning perspectives, offering interdisciplinary insights that enhance their understanding of complex business challenges. Additionally, these sessions create valuable

networking opportunities, allowing students to connect with industry professionals and expand their professional networks.

Guest lecturers enhance the qualification process by sharing industry experience, scientific expertise, and insights from culture and politics. Their diverse professional backgrounds offer students valuable industry connections and better employment opportunities through real-world insights.

List of visiting lecturers:

1. **MSc Business and Management** (University of Nottingham), **CEO** of a business coaching association, **project manager** at a social-cultural foundation.
2. **PhD in Economics & Social Sciences**, MBA (University of Edinburgh), Master in Finance, National Expert in Kazakhstan and Uzbekistan at an international economic development centre.
3. **MBA, HR Director** of a major nuclear energy company, **International-level coach**, CCE Mentor, HRD, ICF member.
4. **Master of International Political Economy** (London School of Economics), PhD in Economics, **founder** of a rating agency, **expert** in international relations.
5. **Master's degree in Design** (IED), **Director** of ESG Practice, **expert** in social, charitable, and educational project management, experience in oil, energy, and renewable energy sectors, worked with World Bank, Asian Development Bank, European Bank for Reconstruction and Development.
6. **Master's degree** (Columbia University), **Chevening Alumni**, **Director** of ESG Practice, Independent Director of a national innovation agency, Certified Director (UK Institute of Directors).
7. **TV presenter, journalist, media trainer, founder** of a television training lab, **author** and **producer** of a TV series on national news.
8. **Doctor of Public Health** (Harvard University), **chairman** and **co-founder** of a healthcare managers' association, **Assistant Professor** at a medical school.
9. **MBA in Hospital Management**, Kazakhstan Association of Healthcare Managers, involved in medical university administration.

3.3.4 Lecturing tutors

The programme does not employ teaching assistants or student assistants, as there is no demand. However, MBA faculty members are available during office hours and via email or phone. While no additional support requests have been made, the programme administration remains open to discussions and ready to address student needs if required.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

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

Guest speakers are integrated into the courses at the MBA programme. This shows that their contribution forms an integral part of the study pro-gramme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

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

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

The study programme incorporates international and intercultural aspects into each module, reflecting Kazakhstan's economic transition with a focus on sustainability, environmental, and social governance. Case studies and practical examples in global contexts help students apply their skills in diverse work environments.

Study trips provide valuable international exposure, allowing students to spend a week at partner universities, participate in courses, visit companies, and network with peers. These experiences enhance intercultural awareness and introduce students to new business perspectives. Plans are underway to integrate exchange students into a dedicated intercultural reflection course.

MNU actively develops international cooperation, engaging students, scientists, and faculty in global projects, conferences, and competitions. The university continuously expands its international network, offering Master's, Bachelor's, PhD, MBA, and DBA programmes, alongside short-term certification modules relevant to business managers.

Currently, MNU collaborates with over 100 universities and has signed 80+ cooperation agreements in science and education. Its strategic partners include:

- University of Leicester (UK)
- European University Viadrina (Germany)
- Bologna University (Italy)
- International School of Business "SolBridge" (South Korea)

MNU's primary regions of cooperation are Western Europe and the United States.

The University supports academic mobility and joint research projects, ensuring students gain high-quality education and global exposure. The International and Admission Offices assist international students with administrative support throughout their studies.

MNU fosters an international academic environment, attracting ambassadors and diplomats who deliver guest lectures on international relations. Students increasingly engage with topics such as economic development, political interaction, and legal systems.

MNU also partners with international organisations including UN, OSCE, UNICEF, UNESCO, ICRC, IFCA (Astana International Financial Centre), and F. Ebert Foundation.

Since 2007, the DAAD (German Academic Exchange Service) has sent instructors to MNU and regularly conducts Summer Schools.

Through academic mobility programmes and double degree diploma partnerships, students in Bachelor's, PhD, MBA, and DBA programmes can participate in scientific internships abroad, further enhancing their global education experience.

3.4.2 Internationality of the student body

The International Office provides students and faculty with internships, short-term educational programmes, research projects, and language learning opportunities. These initiatives facilitate global networking, allowing access to research facilities and materials not available at MNU.

MNU's diverse student body includes 27+ nationalities, a number growing due to its internationally accredited programmes that meet both Kazakhstani and European higher education standards.

Each year, MNU expands its marketing efforts in neighbouring countries, participating in educational exhibitions in Kazakhstan, Kyrgyzstan, and Uzbekistan. Programmes such as Law, Jurisprudence, and Economics attract strong interest. Since 2015, international MBA enrolments have increased, with students from Oman, China, Azerbaijan, Turkey, South Africa, and South Korea studying in English-language MBA programmes. The COVID-19 pandemic has posed challenges, but efforts to attract and support international students continue.

The presence of international students enriches the learning environment through diverse perspectives. Many students work in national and international companies and have studied abroad, bringing global insights to the classroom. Since September 2020, the proportion of students employed in international organisations has grown. Their experiences contribute to discussions on business process optimisation, further enhancing MNU's business education approach.

3.4.3 Internationality of faculty

BSMNU fosters a diverse academic environment, with faculty members from various countries contributing to research and teaching. The university actively invites foreign lecturers to deliver modules (see chapter 3.3.3).

The local faculty includes PhD, MBA, and MSc graduates from prestigious international institutions such as:

- Cambridge University (UK)
- Columbia University (USA)
- Suffolk Business School (UK)
- University of Manchester (UK)
- Golden Gate University (USA)
- University of Nebraska (USA)
- Queen Mary University (UK)
- York University (UK)

Notably, 80% of local faculty members are graduates of foreign universities. Many hold terminal degrees from the USA, UK, and Kazakhstan and regularly participate in international internships, research projects, conferences, and seminars.

BSMNU is committed to attracting experienced professionals who provide practical insights into business management. The university ensures comfortable working and living conditions for foreign faculty by offering administrative and visa support, as well as accommodation.

Students can conduct research and defend their theses in Kazakh, English, or Russian, fostering a multilingual academic environment.

3.4.4 Foreign language contents

English plays a key role in teaching and research, supporting internationalisation efforts. The MBA programme is delivered in both Russian and English, with students bringing international work experience that enriches the educational process.

Programme development is based on foreign literature, supplemented by Kazakhstani case studies. A new English-only student cohort has been introduced, with the Russian-language cohort following an equivalent curriculum. At least 30% of lectures, materials, and case studies in Russian-language groups are in English, ensuring an internationally relevant education.

The MNU Library provides access to international libraries and platforms, offering literature in English and other foreign languages.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. They also spend a week at partner universities.

Although the number of international students remains low due to the lasting effects of the COVID-19 pandemic, the panel finds the international composition of the student body sufficient, but it could be enhanced. It **recommends** implementing measures to increase international student enrolment. Additionally, the panel was surprised to find that not all signs in the university building were translated into English. To enhance accessibility and create a more welcoming environment for international students, the panel **recommends** translating all signage and information within the University into English.

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

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The MBA programme is designed to develop industry-specific financial and economic skills, with a strong focus on employability. The curriculum incorporates innovative teaching methods, market trading simulations, multidisciplinary quantitative practices, and specialised software to equip students with essential workplace skills. A flexible learning environment and interactive delivery ensure active student engagement.

Students gain a multicultural and international experience through specialised modules integrating contemporary theories, practices, and tools. These modules enhance industry-specific employability, develop transferable skills, and provide up-to-date market knowledge.

The programme also fosters communication, public speaking, cooperation, and conflict resolution skills, which are integral to the curriculum.

The University collaborates with international and national research institutions to organise research activities and public discussions. These involve experts in socio-political fields, economics, law, public relations, international governance, and energy transition, further enriching the learning experience.

Appraisal:

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

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

The MBA programme ensures that graduates develop 100% employability skills, aligning with its objectives and strategy. While most students are already employed upon entry, the programme provides structured steps and opportunities to enhance career prospects.

Module descriptions are employability-focused, with intended learning outcomes designed to develop industry-relevant skills. The programme administration continuously refines these outcomes based on student needs, improving employability and specialised qualifications while bridging the gap between academic knowledge and business finance competencies.

Alumni studies and interviews highlight a professional network, where graduates support each other and share business insights beyond the university.

The programme encourages students to apply and expand their skills in new work environments. It is systematically designed to meet job market demands and incorporates graduate feedback to ensure continuous improvement.

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its courses. The panel applauds the University to have reached this goal by integrating theoretical and practical elements throughout the curriculum. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. This is shown by the fact that the skills acquired during the programme are used in the companies in which the students work or in the start-ups that the students and graduates set up. The programme is systematically designed to meet the anticipated needs of the dynamic job market and uses the results of graduate evaluations.

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

4. Academic environment and framework conditions

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

Table 4: Structure of faculty

	Master of Business administration Study Programme
Full-time teaching staff	8
Part-time teaching staff incl. visiting/adjunct lecturers	14
Total number of teaching staff	22
Among them:	
Teaching staff with professional experience	
Teaching staff with international experience	
Number of professors	2
Number of associate professors	1
Number of assistant professors	2
Number of senior lecturers	3
Number of lecturers	14
PhD holders	5
DBA holders	2
MBA/EMBA holders	7
Master degree holders	7
Guest lecturers	9

4.1.2 Academic qualification of faculty (Asterisk Criterion)

The hiring process follows the University's policy to ensure high educational standards. Staffing plans align with the corporate structure to support the University's mission and strategic goals. Hiring committees at each school review applications, conduct interviews, and evaluate candidates based on predetermined criteria.

Faculty recruitment emphasises integrating theory and practice. Most faculty members have significant industry experience, with many active as consultants. Practical experience is a key criterion for external lecturers, who are engaged whenever possible. Applicants must have strong publication records, didactic and methodological competence, and industry connections.

Full-time professor vacancies are typically advertised twice a year: June–August and January. Vacancies are posted on the University’s website, social networks (LinkedIn), recruitment platforms, and resources such as the Centre for International Programmes “Bolashak.” Positions arise due to restructuring, faculty assessments, new programmes, or other institutional needs.

Candidates must submit an application detailing qualifications, academic credentials, certifications, and experience. Selection involves application reviews, interviews, and knowledge assessments, per standard qualification requirements. Applicants prepare a sample lesson or electronic presentation for the HR department.

The University ensures equal opportunity in recruitment, promoting fair competition. It adheres to Standard Qualification Characteristics and updates from the Law of the Republic of Kazakhstan “On Education,” which grants academic freedom to determine qualification requirements. Selection considers formal criteria such as education level, teaching experience, language proficiency, scientific activity, and international certifications.

Following approval by the hiring committee and Provost, new instructors undergo a three-month probation period with performance indicators. Successful completion confirms their appointment as faculty members.

The University provides comprehensive support to teaching staff, fostering innovation in pedagogy. Faculty receive ongoing professional development through training workshops covering course design, student engagement, inclusivity, technology integration, and assessment. Resources include advanced technology (projectors, interactive boards, LMS platforms like Canvas and Platonus), virtual classrooms, and databases. Faculty also enhance their qualifications independently through scholarships like Bolashak or Erasmus+ and in-house seminars.

The Summer School of Professional Development (“Welcome Training Week”) supports MBA instructors with industry experience in refining teaching methodologies. It covers syllabus development, university regulations, safety, inclusivity, academic integrity, corporate culture, and information systems. The Professional Development Programme (PDP) offers training in teaching methods, academic writing, public speaking, change management, and interactive higher education pedagogy.

Academic workload planning follows a standardised system measuring instructional workload and course profitability. The primary unit of measurement is 1 ECTS credit (30 academic hours), covering class time, office hours, course development, and assessments. Full-time faculty workloads are 40 ECTS per year, with part-time faculty workloads calculated proportionally. Research allocations are included in Key Performance Indicators (KPI), while administrative roles with fixed salaries are excluded from workload planning.

Workload planning involves three main stages, with an optional fourth: calculating student groups, drafting individual workload allocations, adjusting and approving allocations post-registration, and, if necessary, revising allocations due to operational needs.

Teaching effectiveness is regularly evaluated through classroom observations, peer reviews (academic quality committee), and student feedback surveys. Semester-end rating

assessments measure teaching performance, organisational engagement, professional image, and research innovation, contributing to continuous improvement. Promotion to Associate or Full Professor requires publications, with bonuses for publishing in MNU-listed journals.

To retain faculty, the University offers clear career progression, a KPI system rewarding innovative teaching, and research grants. Staff can transition from faculty to administrative roles while maintaining teaching responsibilities. Many senior administrators, including deans and provosts, were formerly lecturers or professors, demonstrating career advancement within the University.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Faculty members must have business and management experience, as well as international exposure. All academic staff at BSMNU are pedagogically qualified, experienced in teaching, and fluent in English.

During MNU's appointment process, candidates are assessed on pedagogical qualifications and must present a didactic concept outlining their role, contributions to the curriculum, and ideas for MBA course development. Faculty members present their disciplines to the Academic Quality Committee (AQC) and students. The school encourages open discussion on teaching methods through roundtables and seminars.

The pedagogical and didactic qualifications of teachers align with their subjects and programmes. The AQC is actively involved in faculty selection. To support adaptation to the learning environment, each new teacher is assigned a supervisor by the BSMNU Programme Director.

Supervisors must be experienced in teaching methods, curricula, and educational foundations. They are responsible for developing competence in peer supervision and may engage in activities to enhance teaching and learning. They ensure professors acquire discipline-specific competencies, including relevant teaching methods, while integrating theoretical, academic, and practical aspects of teaching.

4.1.4 Practical business experience of faculty

Faculty members are encouraged to have substantial business experience alongside strong academic credentials, ensuring the integration of theory and practice. Over 90% have more than five years of practical experience. Visiting lecturers from national and international companies, as well as state and private organisations, bring significant business expertise to equip students with essential skills. Some students choose to specialise in fields such as accounting, economics, or corporate finance.

Faculty meetings provide a platform for visiting lecturers to discuss teaching methods, student career development, and professional issues. These discussions directly benefit students as new ideas are integrated into the classroom. Faculty members are also encouraged to engage

in research, often collaborating with businesses to enhance the practical relevance of the curriculum.

4.1.5 Internal cooperation (Asterisk Criterion)

The administration of BSMNU meets weekly, while the faculty meets monthly to discuss teaching, research, and administrative matters. Additionally, the Academic Quality Committee holds quarterly meetings where teaching, research topics, and strategic university issues are discussed in small groups, strengthening the internal network of professors. The Academic Directors and Programme Management meet monthly to discuss academic matters.

Faculty members, including external lecturers, collaborate on research projects and jointly develop teaching formats, occasionally implementing them in project-oriented courses. Course content and qualification objectives are coordinated with professors from related fields.

The Programme Director oversees internal collaboration, coordination, and administration. The programme coordinator, responsible for the academic aspects of a module, ensures that intended learning outcomes are met, lectures and training activities align with the programme schedule, and content is delivered as expected. The coordinator also manages communication with administration and oversees module evaluation. This process involves a future coordinator, responsible for an entire course or specific module, along with selected faculty members or external experts, in discussions on module content, themes, approaches, and evaluation methods.

The programme administrator addresses student concerns regarding organisational and academic issues. Teachers and students are integrated into the learning process where appropriate. Programme management responds to student complaints, ensuring fair and suitable solutions, and provides detailed information on programme structure, schedules, module requirements, expectations, and other relevant details.

4.1.6 Student support by the faculty (Asterisk Criterion)

The University provides comprehensive support services, creating an enabling learning environment for students. These services address security, medical, educational, and personal needs. Active centres and services include the Centre for Public Service, the Centre for Student Health, the Recreation Centre, IT Services, the Library, the Career Centre, the Endowment Fund, and Ongoing Support.

The small class sizes in the MBA programme facilitate direct and easy contact between faculty and students, with each cohort having a maximum of 20 students. Questions and comments are typically addressed during or around classes. An "open door policy" allows students to visit professors in their offices without appointments. Faculty members provide consultations in person, by phone, or via email regarding course content, exam requirements, assignments, and thesis-related queries.

Faculty communicate relevant information through Canvas, directories, catalogues, timetables, student papers, newsletters, and email. Academic support is a key element of the

learning process, with faculty regularly scheduling time for consultations and guidance. Students can meet faculty in person or request information via email. Programme students have corporate email accounts, enabling direct communication with teachers outside regular working hours. Additionally, the programme administration offers technical support and advisory services to faculty for e-learning equipment use.

Appraisal:

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

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. BSMNU verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The faculty's outstanding academic qualification is underlined by scientific publications.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. BSMNU verifies the qualifications of the faculty members by means of an established procedure. BSMNU ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. Because more than 90% of faculty staff have more than 5-year practical experience, the faculty members have above-average business experience and use them in their teaching activities.

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

The Programme Director coordinates all participants and ensures the effective operation of the programme. He/she is responsible for managing all aspects, including pedagogical, social, ethical, and legal matters, in line with the guiding principles of leadership, learning, accountability, and diversity.

The Programme Director's responsibilities include:

- Acting as a resource on programme rules, regulations, and procedures;
- Promoting graduate-level education;
- Overseeing academic studies, including entrance examinations, comprehensive exams, timetables, curricula, and consultations for teachers and students;
- Managing operational and administrative issues affecting the programme;
- Monitoring and implementing programme development and practice;
- Building strong working relationships with teachers, students, and staff;
- Initiating departmental activities related to higher education;
- Leading initiatives for systematic curriculum development involving all relevant groups;
- Establishing strong relationships with external stakeholders to enhance the programme's presence in education and labour markets.

The Programme Director seeks to improve programme quality, ensure effective implementation, evaluate organisational effectiveness, and serve as a basis for further discussions.

4.2.2 Process organisation and administrative support for students and faculty

Teachers and students receive support from the curriculum administration, with sufficient administrative personnel available. Decision-making processes, powers, and responsibilities are clearly defined, and teachers and students are involved in decisions relevant to their areas of work.

The administrative staff provides professional support in both operational management and the strategic direction of alumni administration. Their responsibilities include scheduling classes, managing admissions and requests for students and teachers, preparing letters, memoranda, reports, and final exams, distributing handouts and training materials, handling class cancellations and rescheduling, notifying students about class assignments and changes, and organising logistics for committee meetings and conferences. They also coordinate student internships and provide technical support for e-learning equipment. As a result, the administrative staff acts as a bridge between students and teachers, ensuring an effective learning process.

A questionnaire was recently introduced to assess the effectiveness of administrative staff, initially uploaded to the Platonus system and now available in Canvas. It includes questions evaluating access to university-level services, such as the office registrar, personnel management, library services, finance department, and IT department.

The university provides each teacher with a corporate email address, ensuring open and transparent communication.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The Panel applauds the MBA programme management team for successfully taking initiatives to promote the systematic development of the programme in a way that involves all relevant stakeholders.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. BSMNU offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

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

MNU has established partnerships with over 160 higher education institutions (HEIs), actively engaging in academic mobility for students, professors, and staff, as well as research, summer schools, short-term business programmes, joint conferences and seminars, dual degrees, and qualification programmes. Notable international partners include:

- University of JAEN, Spain
- Transilvania University, Romania
- Marburg University, Germany
- Mendel University in Brno, Czech Republic
- University of Porto, Portugal
- Nagoya University, Japan
- Sciences Po Toulouse, France
- Geneva Business School, Switzerland
- Rhine-Waal University, Germany
- Corvinus University, Hungary
- Kyiv National University of Trade and Economics, Ukraine
- Management Development Institute of Singapore, Singapore
- Heriot-Watt University, United Kingdom
- Vilnius University, Lithuania
- University of Gdansk, Poland
- Cambridge University, United Kingdom
- Penn State Law, United States
- Washington State University, United States

The University successfully implements academic mobility programmes with more than 20 universities, including the well-known Erasmus+ programme, supported by the EU. This includes partnerships with universities in Finland, Belgium, France, Germany, Lithuania, Latvia, and other countries.

Through collaborations with institutions such as Sciences Po Toulouse in France, Corvinus University in Hungary, and Geneva Business School in Switzerland, students and faculty gain access to international academic resources, exchange programmes, and research initiatives.

MNU, particularly its Business School, continues to expand international cooperation, strengthening its global academic and professional networks.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

Cooperation with commercial enterprises and organisations in curriculum development is based on mutually beneficial long-term agreements. These partnerships serve as a foundation for conducting research and offering workplace internships.

Internships in Kazakhstani and international organisations and enterprises in Astana provide students with invaluable practical, scientific, and research experience. This is reflected in their theses and contributes to the development of their professional competencies.

Representatives from partner organisations actively participate in the University's social activities. Business School students, many of whom are top managers in state, national, and international companies, share their experiences and organise meetings with graduates and students. These events help identify talented individuals and recruit them into companies. Employers also organise job fairs, where students can submit their résumés for specific job opportunities.

The Business School engages top managers and directors from various organisations and enterprises in developing the educational programme. This collaboration positively influences the academic content, which is designed to enhance managerial skills and competencies such as soft skills, effective communication, team leadership, and business process management.

This partnership framework strengthens national capacities in business education and research. The MBA programme management team involves industry leaders in shaping the curriculum, ensuring it aligns with employer and business leader expectations while fostering the development of skilled professionals.

These collaborations create a structured framework for cooperation between companies, organisations, and educational institutions in the fields of education and research.

Appraisal:

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

The BSMNU together with managers, directors of organisations and enterprises to develop the content of the MBA programme. These cooperations impact the academic content of the programme. Furthermore, these cooperations facilitate internships in Kazakhstani and international cooperation. The interviews in the course of the visit showed that cooperations with business enterprises and other organisations are actively promoted and that these cooperations have a formative impact on the contents of the programme and on the profile of the graduates. Through specific measures, they contribute significantly to the development of qualifications and skills and to the quality of the final theses.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
(Asterisk Criterion for cooperation programmes)					
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		x			

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

MNU invests annually in developing comfortable and innovative facilities for students, promoting a “Google office” concept to enhance the study experience.

The MNU campus includes 45 classrooms and seminar rooms, all equipped with projection screens, projectors, or interactive large-format screens. Each room features presentation computers, whiteboards, flipcharts, sound systems, media playback technology, and Wi-Fi. The campus also offers seven media-equipped rooms, some with the latest videoconferencing technology.

Additionally, students have access to 25 group study rooms, with Wi-Fi available throughout the entire campus, including database access. The administration values and encourages faculty and student feedback on space quality and support services. The campus features over ten classrooms accommodating up to 120 students, three large halls, several group study rooms, laboratory classrooms, and multimedia-equipped study spaces in the library.

The University ensures free wireless internet access across campus. Sufficient group study rooms are available, designed for both individual and collaborative learning. Facilities are fully accessible, with barrier-free elevator access and spaces adapted for students with disabilities. All classrooms and labs feature internet access and multimedia capabilities to support study programme requirements. Additionally, videoconferencing, local database networks, and resource-sharing platforms are integrated into the learning environment. Group study rooms are furnished with comfortable chairs and sofas, creating a more informal setting for research and discussions. Laboratory classrooms are equipped with state-of-the-art technology and Wi-Fi coverage extends throughout the university.

MNU's online portal can be accessed at <https://mnu.kz/>. It provides links to the education process automation system, Platonus, and the electronic document management system, Documentolog. These web-based platforms are developed using advanced web programming technologies and can be accessed via a standard internet browser. All automation systems are hosted on the university's internal servers and managed by the Information Department staff.

Feldfunktion geändert

4.4.2 Access to literature (Asterisk Criterion)

The University Library provides access to research materials and services through reasonable accommodations, including library software, special equipment, and personal assistance.

Books are available in Kazakh, Russian, English, and 33 other foreign languages. Regular library service hours during semesters are Monday to Friday from 09:00 to 22:00 and Saturday from 09:00 to 17:00.

Qualified library staff assist students in using, researching, and evaluating information resources. Wireless internet access is available throughout the library.

The library primarily focuses on electronic media, including databases, e-journals, and e-books. Library resources can be accessed via the Library website⁷ and the Online Public Access Catalogue (OPAC), which provides access to print and e-book collections. A Link Resolver allows direct access to full texts via search engines such as Google Scholar.

Most of the print collection, including books, course materials, and periodicals, is available for loan, with reserve copies ensuring continuous access to essential course literature.

MNU Library Collection (as of 2024):

- Nine current licensed databases, two licensed archive databases, and a directory of more than 100 Open Access Resources
- Over 20,000 electronic journals
- 3,474 current and archived print journal titles
- More than 180,000 books and publications, including over 28,000 e-books
- Total budget for 2024: 90,000 EUR
- Staff: eleven full-time professional staff, seven specialists

Under the State Licence, the library provides access to Web of Science, Scopus, and Wiley Online Library. From the fall semester of 2025, access to the HeinOnline library will be introduced.

Appraisal:

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

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

⁷ <https://library.mnu.kz/en/>, last accessed February 6, 2025.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

4.5.1 Career counselling and placement service

The student contingent at BSMNU consists of individuals who are already employed or own businesses. As a rule, during their education and after graduation, many advance in their careers or transition to new fields.

During final certification, graduates defend projects developed during their studies, which are often implemented either during or after training. Business School faculty serve as both academic advisors and project managers, offering ongoing support to students beyond the completion of their studies.

The Business School enables graduates to access new subjects introduced after their training, allowing them to enhance their management knowledge and revisit specific topics to further strengthen their competencies.

Throughout the programme, students have opportunities to engage in training sessions and practical internships. These internships involve studying training modules and visiting enterprises and companies, where they can exchange experiences or apply insights gained from other organisations.

4.5.2 Alumni Activities

MNU places significant emphasis on fostering relationships with alumni in their roles as mentors and potential employers. BSMNU has an Alumni Club, with most of its activities operating within the Business Club, which is open to all current students, alumni, and prospective students of BSMNU.

The Business Club creates a platform where graduates, faculty, and employers remain connected to the University, offering support through expertise, experience, and resources. It plays a key role in enhancing cultural and extracurricular activities, strengthening the University's engagement with the wider community.

Alumni actively participate in team-building activities, business breakfasts, workshops, coaching sessions, and master classes. These events bring together alumni, current students, prospective students, and faculty, fostering knowledge exchange and networking. During these

gatherings, participants share successes, support business development, exchange experiences, build partnerships, and propose ideas for future meetings.

Alumni and students frequently invite friends and acquaintances to these events, introducing them to the University's programmes. As a result, 75% of BSMNU students have been referred by individuals who previously attended or completed an MNU programme.

Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities (also known as the Alumni Club) are planned on a long-term basis and performed regularly. Alumni are actively involved in the organisation and delivery of team building activities, business breakfasts, workshops, coaching sessions and masterclasses. These events are not only for alumni, but also for current and prospective students. Alumni are actively involved in the evaluation and development of the programme through surveys, focus groups and personal interviews. Sufficient staff and resources are available for this purpose.

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

4.6 Financing of the study programme (Asterisk Criterion)

The University's Executive Board is responsible for aligning financial activities with strategic goals and is accountable to the General Meeting of Shareholders and the Board of Directors. These bodies receive annual reports, commission audits, and review major transactions. In compliance with Kazakhstani legislation, joint-stock companies, including the University, must publish financial and corporate reports in the Financial Statements Depository of the Ministry of Finance of the Republic of Kazakhstan.

An annual external audit is conducted, with the University engaging top-tier auditing firms, such as Moore Kazakhstan, a member of the Moore Global Network Limited, which ranks among the top 10 global auditing firms.

The University has developed a financial strategy that prioritises meeting the needs of students, faculty, and staff, while ensuring financial sustainability. The annual budget is formulated based on consistent revenue sources, past income levels, and revenue growth trends. It is structured according to principles of sustainability, budgetary balance, and reasonableness, using a unified expenditure classification.

The University's revenue comes from:

- Educational activities
- State scholarships
- Scientific and fundamental research
- Donations from the endowment fund
- Income from leasing residential and non-residential premises
- Public-Private Partnership (PPP) funds

Income growth is projected from 2021 to 2026, driven by an increasing student population. However, enrolment will be capped to align with campus capacity. Additionally, the University plans to expand research revenue as part of its financial growth strategy.

The University manages its financial activities across three main areas:

- Assessing the financial and economic situation
- Planning and monitoring financial activities
- Allocating financial resources

Key performance indicators include income, prime cost, and budget balance. To ensure financial stability, the University prepares short-term financial plans that adapt to internal and external factors, developing pessimistic, normal, and optimistic scenarios.

Revenue forecasting is primarily based on educational activities, without factoring in expected commercial revenue, research project output, sponsorships, or other funding sources. These additional resources are allocated to support University operations, such as student and staff events, material and financial support, infrastructure development, and access to educational and advisory services.

The Business School's financial model confirms the sustainability of its operations and positive financial outcomes.

Appraisal:

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

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

5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

The University's quality assurance management system upholds high standards in education, research, and service through internal and external mechanisms. Internally, committees and governance structures oversee quality, while externally, accrediting bodies, government agencies, and other stakeholders ensure accountability.

A quality assurance framework outlines principles and procedures for monitoring and improving education and research. The Quality Assurance Policy serves as the primary document, detailing key goals, responsible units, and both internal and external mechanisms. The Academic Policy, Handbook on Academic Integrity, Inclusive Education Policy, Educational Programme Development Policy, and Assessment Policy guide academic operations and are publicly available.

Collective decision-making is central to the University's governance, promoting openness, responsibility, and inclusiveness. Collaborative groups are involved at all levels of management.

The General Meeting of Shareholders holds authority over key decisions, including restructuring, governance amendments, financial matters, and Board of Directors appointments. The Board of Directors oversees governance and strategic development, while the Executive Board manages daily operations. The Chairman represents the University externally, the Provost (Rector) oversees academic and research activities, and deputies handle legal, commercial, governmental, strategic, and human resources matters. The Deans manage individual schools, while the Executive Board also includes the chief legal officer and head of accounting.

The Academic and Research Council (ARC) supervises academic and research matters with members including students, faculty, and school representatives. The Board of Trustees serves as an advisory body, enhancing governance, public relations, and international recognition.

Quality assurance is managed by three main units: The Academic and Research Council is the highest academic authority within the institution. It comprises students, faculty members, school committee chairs, deans, the head of the Quality Assurance Office (who serves as a non-voting member), the Provost, and representatives from both academic and non-academic divisions. This council is responsible for approving and revising academic policies, ensuring the quality of academic programmes, and monitoring reports submitted by various committees.

The School Academic Quality Committees are permanent bodies that develop and regulate educational and research policies. They are responsible for monitoring the quality of academic programmes and addressing issues related to academics, research, and ethics. These committees include both students and faculty members as voting participants, ensuring a balanced and inclusive decision-making process.

The Quality Assurance Office is an independent unit operating under the Executive Board. Its primary responsibilities include overseeing course satisfaction surveys, monitoring content on the Learning Management System (LMS), and generating analytics reports. It ensures transparency and accountability in academic processes.

The MNU Data Analytics platform analyses student performance, course grades, and satisfaction surveys, supporting evidence-based improvements.

Programme Development and Industry Engagement

Programme development is led by the Programme Director, integrating faculty, student, and employer feedback. Employers contribute via the Business Council, public forums, private interviews, and surveys, ensuring programmes align with industry needs and market trends.

To achieve international recognition, at least 70% of a professional certification's content is incorporated into the academic programme. The process includes curriculum mapping, internal review by the Academic Quality Committees, and final accreditation by the relevant professional body.

Alumni feedback is collected through surveys, focus groups, and interviews, analysed by school committees, and used to refine programmes. The University also participates in Atameken's National Chamber of Entrepreneurs ranking, which evaluates graduate employability, market relevance, and digitalisation.

National Accreditation and Programme Approval

Before final approval, programmes undergo internal review by the Academic Quality Committee, followed by submission to the Unified System of Management of Higher Education (ESUVO). An expert panel assesses alignment with the National Qualification Framework, industry standards, and professional qualifications before official inclusion in the Registry of Educational Programmes.

This structured quality assurance system ensures continuous improvement, transparency, and alignment with international academic and industry standards.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

All courses and study trips are evaluated by students, assessing content, lecturers, teaching materials, and excursions. The Director requests the Chairman of the Academic Quality Committee (AQC) to convene a meeting to discuss results, which are then communicated to programme coordinators and relevant teachers.

At the start of each semester, the Director holds an open forum where students receive an overview of general evaluation results and updates on actions taken by the BSMNU Administration to address concerns. This ensures transparency and keeps students informed of improvements.

External lecturers with consistently poor evaluations are not re-engaged. Evaluation results are provided to lecturers after module grades are submitted. Students are informed in advance about timing, goals, and methodology, and evaluations are conducted anonymously.

The management, Programme Director, and AQC analyse results, document findings, and communicate necessary actions. Regular evaluations help improve teaching quality and recognise outstanding learning experiences, motivating lecturers towards excellence.

An evaluation report is available to students on Canvas after course grades are published. Additionally, students can provide feedback directly to the Programme Manager through personal discussions. These results are reviewed, and necessary measures are taken to optimise study conditions. Content-related feedback is forwarded to the relevant programme managers. Furthermore, programme and institutional accreditation results are used by MNU management to enhance university development.

5.2.2 Evaluation by faculty

All teachers are invited to complete the Instructor's Assessment of Programme Management Effectiveness questionnaire via CANVAS. The results are collected, reviewed by committees, and included in the final quality report discussed by the Academic Quality Committee (AQC) at the university level. Any identified issues are addressed in collaboration with the BSMNU administration.

As part of self-assessment, teachers complete the Course/Module Management Form (CMF) and submit it to the Committee Chairman. The Department and Director review the results and present a CMF summary to the Quality Committee (QC). Based on these assessments, the BSMNU Academic Quality Committee (AQC) provides additional recommendations for lecturers.

5.2.3 External evaluation by alumni, employers and third parties

The annual alumni survey assesses graduates' employment, including job search duration, role, hierarchy, company size, and starting salary, as well as satisfaction with their education. The Career Office also gathers insights from partner companies through continuous surveys on the university's website.

Survey results are collected annually and reviewed by the Quality Committee. The study tracks employment and competency levels one-year post-graduation. Academic quality concerns related to programme content and structure are discussed through the Business Council, which also gathers employer feedback.

The Business Council serves as a platform for communication between graduates, employers, and MBA participants, ensuring academic quality aligns with industry expectations.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Information on programme content, requirements, application procedures, and financing is available on the MNU website, with the curriculum overview, online brochure, and academic calendar available for download.

Students can access the module handbook, admission, and examination regulations via CANVAS, with printed copies available upon request.

Programme Documentation includes:

- BSMNU Catalogue
- Study Programmes
- Admission Policy
- Programme Descriptions (Platonus, Canvas)
- Diploma Supplement (Sample)
- MBA/DBA Project Policies
- Internship Policy
- Academic Policy
- BSMNU Brochure
- Module Syllabus (Platonus)
- Evaluation Results
- Committee Protocols

All documentation is reviewed annually and approved by the relevant authorities. Programme documents are published on the University's website and available in printed form at BSMNU administrative offices.

5.3.2 Information on activities during the academic year

MNU regularly publishes news and updates about the study programme on its website and is particularly active on Facebook and Instagram. Information related to committee activities is available on Canvas, while announcements are also made via advertisements and the university radio.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated to the students at the beginning of the semester. They provide input for the quality development process (Academic Quality Committee). During the visit, it became visible to the panel that student evaluation is actively used to improve the programme, as the evaluation results are translated into a list of measures to be taken. Within the framework of controlling the implementation, it is ensured that measures are implemented, reviewed and evaluated with regard to their quality and faithfulness to the original objective, modified and adapted if necessary.

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

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

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

MNU regularly publishes current news and information – both quantitative and qualitative – about the study programme on its website and other platforms.

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

Quality profile

HEI: Maqсут Narikbayev University, Business School (KAZGUU)

Master programme: Master of Business Administration

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		x			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		x			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		x			
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			x		
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		x			
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		x			
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		x			
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects		x			
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers		x			
3.3.4	Lecturing tutors					x
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty		x			
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)			x		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		x			
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			x		

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