

Decision of the FIBAA Accreditation and Certification Committee



7th Meeting on September 28, 2022

PROGRAMME ACCREDITATION

Project Number:	21/060, Cluster 2
Higher Education Institution:	KIMEP University
Location:	Almaty, Kazakhstan
Study Programmes:	Bachelor of Information Systems Master of Management Master of Education Policy and Management
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: ~~September 28, 2022 to September 27, 2027~~

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

KIMEP University, Almaty, Kazakhstan

Bachelor/Master programme:

1. 6B06101 Bachelor of Information Systems (BIS)
2. 7M04103 Master of Management (MMGT)
3. 7M04109 Master of Education Policy and Management (MEPM)

Qualification awarded on completion:

1. Bachelor of Information Systems
2. Master of Management
3. Master of Education Policy and Management

General information on the study programme

Brief description of the study programmes:

Bachelor of Information Systems (BIS)

The 6B06101 Bachelor of Information Systems (BIS) programme at KIMEP is dedicated to training professionals who can successfully develop and manage information systems of organisations both in Kazakhstan and internationally. The programme provides fundamental knowledge in the fields of both information systems and business. After completing this programme, students are well qualified for careers in a variety of related fields, such as AI, information security analysis, big data analysis, business analysis, computer systems analysis, information security analysis, computer and information research sciences. They also acquire knowledge and skills in software development, decision support systems, data analytics, business intelligence systems, database and resource planning systems, and design and management of business information systems. Graduates of the programme acquire fundamental knowledge of accounting, finance, management, and marketing.

Master of Management (MMGT)

The 7M04103 Master of Management (MMGT) programme at KIMEP is dedicated to ensure that graduates of the programme will have a mastery of contemporary management, and will acquire key skills in order to advance their professional careers as successful managers and intellectuals. The mission of the MMGT programme is to train and prepare graduate students for managerial and leadership positions in various organisations. The objectives of the programme are to provide students with advanced graduate-level knowledge and analytical skills needed to become managers in business, public and non-profit organisations as well as higher education institutions.

Master of Education Policy and Management (MEPM)

The 7M04109 Master in Education Policy and Management (MEPM) aims to train educational leaders. Graduates have a systemic and critical understanding of the discipline, are able to make original and significant contributions to knowledge in the field of education policy and management, and are capable of qualitatively transforming the education system at the level of an organisation, region, or country. The programme's learning objectives equip students with the skills to undertake independent research, involving the synthesis and application of theoretical constructs to topics in the fields of education policy and management, with a specific focus on Kazakhstan and Central Asia.

Type of study programme:

Bachelor of Information Systems: Bachelor programme

Master of Management, Master of Education Policy and Management: Master programmes

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

Bachelor of Information Systems: 3,5 - 4 years/7 - 8 semesters, 240 ECTS

Master of Management: 1 – 1,5 years/2 - 3 semesters, 60 ECTS

Master of Education Policy and Management: 1 year/2 semesters, 60 ECTS

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:

Bachelor of Information Systems: 50 students per year

Master of Management: 10 – 15 students per year

Master of Education Policy and Management: 15 – 20 students per year

Programme cycle starts in:

Fall and /or spring semester

Initial start of the programme:

Bachelor of Information Systems: 2018

Master programmes: 2020

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the of the study programmes Bachelor of Information Systems, Master of Management and Master of Education Policy and Management was made between FIBAA and KIMEP on April 29, 2021. On February 21, 2022, 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 panel. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Karin Halbritter

International Hochschule, Germany

Professor of Business Education, especially Competence Development and Aptitude Diagnostics

Stefanie Dorner

SAPSE, Germany

Senior **Marketing Specialist**

Prof. Dr. Holger Hinz

University of Flensburg, Germany

Professor of Business Administration, in particular Finance

Kerstin MÜthing

University of Paderborn, Germany

Student of Management Information Systems (MSc.)

Dr. Loretta O'Donnell

Nazarbayev University, Nur-Sultan, Kazakhstan

Vice Provost Academic Affairs

Prof. Dr. Wolfgang Renninger

Ottobrunische Technische Hochschule Ansbach, University of Applied Sciences, Germany

Professor of Organization and Business Informatics

FIBAA project manager:

Michael Stephan

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on April 26-28, 2022 via the video conferencing tool Zoom. The same cluster included an appraisal of the programme PhD of Education Policy and Management. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 17, 2022. The statement on the report was given up on August 29, 2022. It has been taken into account in the report at hand.

Summary

The study programmes 6B06101 Bachelor of Informations Systems in Business (BISB), 7M04103 Master of Management (MMGT) and 7M04109 Master of Education Policy and Management (MEPM) offered by KIMEP University, Almaty, Kazakhstan fulfil the FIBAA quality requirements for bachelor and master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on ~~September 28, 2022~~ and finishing on ~~September 27, 2027~~, without conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified several areas where the programmes could be further developed. The panel recommends:

- more transparency in the exam and assessments regulations, e.g. by defining and describing the different types of assessments in the University catalogue (see chapter 3.2);
- to closely monitor workload and assure that assessment preparations are fully represented in the workload calculation (see chapter 3.2);
- to keep up the effort to further improve the ratio of premises with barrier-free access (see chapter 4.4);
- to include “Placement classes” in the curricula (especially in the Bachelor Programme) with credits assigned (see chapter 4.5);
- to create a full-time staff for alumni activities to utilise the full potential of the high employability of KIMEP graduates for the benefit of the HEI (see chapter 4.5).

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

There are many criteria in which the programmes 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 (see chapter 1.3),
- Counselling for prospective students (see chapter 2.),
- Integration of theory and practice (see chapter 3.1),
- Guest lecturers (see chapter 3.3),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Skills for employment/Employability (see chapter 3.6),
- Student support by the faculty (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Information on activities during the academic year (see chapter 5.3)

There is also one criterion in which the programme is exceptional:

- Process organisation and administrative support for students and faculty (see chapter 4.2)

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

Kazakhstan has established four types of Higher Education Institutions (HEIs): universities, institutes, academies, and other equivalent organisations (conservatories, higher schools, and higher specialised schools). There are 128 HEIs in Kazakhstan, including 55 private institutions.

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

KIMEP University currently offers 34 degree programmes for students including 14 undergraduate and 20 graduate-level programmes in Business Administration, Accounting and Audit, Finance, Marketing, Management, Information Systems, Economics, International Journalism, Public and Municipal Administration, International Relations, International Law, Law in Jurisprudence, Cognitive Science, Foreign Languages, Education Policy and Management, and Translation and Professional Communication. KIMEP offers Doctoral programmes in Business Finance, Marketing, Management and Accounting and Audit, Economics, Public Administration and Education Policy and Management. The programmes are offered at KIMEP's four academic colleges: the Bang College of Business (BCB), College of Social Sciences (CSS), Law School (LS) and College of Humanities and Education (CHE) that are supported by various units on the university level.

Based on Fall 2021 data, there are 2,007 students at KIMEP. KIMEP students (including exchange students) historically originate from 88 different countries, representing about 50 different ethnicities and nationalities. Currently, there are 128 faculty members including 95 full-time faculties. The overall faculty/student ratio for KIMEP is 0.06 or 15.7 students per faculty. About 73 % of the University's full-time faculty members hold terminal degrees¹, and its 13,783 alumni work all over the globe.

From a legal viewpoint, KIMEP is a joint-stock company, a non-profit organisation, which offers higher education services (including further education). Although 60 % of KIMEP shareholders are private and 40 % shares belong to the government of Kazakhstan, KIMEP University does not receive any funding from the government.

In accordance with the Mission Statement, KIMEP is committed to delivering a world-class education experience to all its students. KIMEP's core values, comprising a fundamental commitment to honesty, integrity, transparency, meticulous care for the well-being of its students, and the delivery of academic excellence, are the foundation stones of this process. This includes developing well-educated citizens and improving the quality of life in Kazakhstan and the Central Asian region through teaching, learning, community service and the knowledge advancements in the fields of business administration and social sciences. KIMEP University seeks to enrol outstanding students who have demonstrated the potential to succeed through leadership and talent and who have also shown evidence of their capability to contribute to the community. The programmes are highly regarded in the Eurasian region ranked first in the Central Asian region and

¹ highest achievable degree in an academic field or professional discipline, usually doctorate degree.

are gaining increasing recognition in the global community. The IQAA² ranking re-confirmed the Bang College of Business (BCB) programme rankings as some of the best in the country³. The BIS and the MMGT programmes are conducted by the BCB.

Kazakhstan became the 47th signatory of the Bologna Process and the first Central Asian nation to join the European Higher Education Area (EHEA) under the 2010 Budapest-Vienna Declaration. This commits Kazakhstan:

- To the full and proper implementation of the Bologna Process, in close cooperation with HEIs, their faculty, staff, students, and other stakeholders; and
- To ensuring academic freedom as well as the autonomy and accountability of HEIs, in accordance with the governing principles of the EHEA, in recognition of the role played by HEIs in fostering peaceful democratic societies and strengthening social cohesion.

Kazakhstan signed the Lisbon Recognition Convention in 1999. The Ministry of Education and Science of the Republic of Kazakhstan (MES of RK), has instituted the European Credit Transfer System (ECTS).

² Independent Agency for Quality Assurance in Education, Kazakhstan

³ <https://www.kimep.kz/about/en/kimep-rankings-accreditation/> , last call August 5th, 2022

Statistical data

Table 1: Statistical Data Bachelor of Information Systems (BIS)*

		2018-2019	2019-2020	2020-2021	2021-2022
# Study Places offered by HEI		50	50	50	50
# Applicants	Σ	141	195	261	145
	f	61	80	123	63
	m	80	115	138	82
Application rate		282%	390%	522%	290%
# First-Year Students (accepted applicants)	Σ	39	33	31	42
	f	16	10	12	13
	m	23	23	19	29
Rate of female students		41%	30.3%	38.7%	30.9%
# Foreign Students	Σ	6	9	8	9
	f	2	3	2	4
	m	4	9	6	5
Rate of foreign students		15.4%	27.3%	25.8%	21.4%
Percentage of occupied study places		78%	66%	62%	84%
# Graduates	Σ	7	-	-	-
	f	3	-	-	-
	m	4	-	-	-
Success rate (students who finished their studies)		18%	-	-	-
Dropout rate** (students who dropped their studies)		18.4%	12%	10.7%	-
Average duration of study		4-5 years	-	-	-
Average grade of final degree		3.43 (out of 4.33)	-	-	-

*transfer students are not included in the calculation

** after one year

Table 2: Statistical Data Master of Management (MMGT)

		2020-2021	2021-2022
# Study Places offered by HEI		10	10
# Applicants	Σ	7	11
	f	5	6
	m	2	5
Application rate		70%	110%
# First-Year Students (accepted applicants)	Σ	5	5
	f	3	4
	m	2	1
Rate of female students		60%	80%
# Foreign Students	Σ	0	2
	f	0	2
	m	0	0
Rate of foreign students		0	40%
Percentage of occupied study places		50%	50%
# Graduates	Σ	0	0
	f	0	0
	m	0	0
Success rate (students who finished their studies)		0.00%	0.00%
Dropout rate (students who dropped their studies)		0.00%	0.00%
Average duration of study		-	-
Average grade of final degree		-	-

Table 3: Statistical Data Master in Education Policy and Management (MEPM)

		2020-2021	2020-2021
# Study Places offered by HEI		10	10
# Applicants	Σ	10	5
	f	7	4
	m	3	1
Application rate		100.00%	50.00%
# First-Year Students (accepted applicants)	Σ	2	1
	f	2	1
	m	0	0
Rate of female students		1	1
# Foreign Students	Σ	0	0
	f	0	0
	m	0	0
Rate of foreign students		0	0
Percentage of occupied study places		20.00%	10.00%
# Graduates	Σ	1	1
	f	1	1
	m	0	0
Success rate (students who finished their studies)		50.00%	0.00%
Dropout rate (students who dropped their studies)		0.00%	0.00%
Average duration of study		-	-
Average grade of final degree		4.33/A+	-

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

Students of the Bachelor of Information Systems (BIS) and Master of Management (MMGT) programmes are expected to develop expert knowledge in their respective professional domains and occupy senior and top level positions in a wide spectrum of organisations. Students of these programmes receive a solid foundation of business skills and knowledge. The students are also encouraged to develop their leadership competencies including effective communication, persuasion, motivation, and presentation abilities. BIS and MMGT programmes foster students to develop high standards of ethical behaviour and enable them to transfer this knowledge to the business, industry, and educational arenas.

The Master of Education Policy and Management (MEPM) programme is designed for teachers, educational leaders, administrators, and other educational professionals seeking to extend and deepen their expertise in management policy and research in teaching and learning.

The programmes' objectives are reviewed and revised on an annual basis by the Undergraduate/Graduate Programme Committees, resulting in regular minor changes in curriculum, ensuring that the programme is able to prepare students for leadership positions and service in business, public, and non-profit organisations, or for graduate/post-graduate study.

The undergraduate and graduate programmes lead to an award that signifies that students have completed the first cycle under the Qualification Framework for the European Higher Education Area (QF-EHEA). Since 2010, Kazakhstan has been a member of the EHEA under the Budapest-Vienna Declaration and is in accordance with the Ministry of Education and Science (MES). According to the National Qualifications Framework (NQF), BIS corresponds to level 6 and MMGT to level 7.

Objectives and Learning Outcomes of the BIS Programme

The Bachelor of Information Systems (BIS) programme at KIMEP is dedicated to training professionals who can successfully develop and manage information systems of organisations both in Kazakhstan and internationally. The programme provides fundamental knowledge in the fields of both information systems and business that will allow them to pursue careers in information systems in business organisations and consulting firms.

Since the main purpose of any business organisation is profit maximisation, an organisation's information systems must be developed in such a way to assist the organisation in achieving this goal. Information Systems specialists help business organisations to successfully integrate new knowledge in business and effective management of document streams. The role of Information Systems specialists is to assist various employees in fulfilling their duties by integrating the specifications of different information systems within a business or organisation, and taking into account the needs of several functional areas and managerial levels.

The BIS programme prepares students with specialised fundamental and advanced theoretical knowledge and practical skills in the field of information systems and computer applications to meet the diverse needs of contemporary Kazakhstan and worldwide employment markets. After completing this programme, students are well qualified for careers in a variety of related fields, such as AI (including improving or developing new software), information security analysis, big data analysis, business analysis, computer systems analysis, information security analysis, computer and information research sciences. They also acquire knowledge and skills in software development, decision support systems, data analytics, business intelligence systems, database and resource planning systems, and design and management of business information systems. Graduates of the programme acquire fundamental knowledge of accounting, finance, management, and marketing. The programme also provides an excellent background for students who wish to pursue graduate studies in these areas.

The learning objectives of the BIS are to prepare graduates who will have a thorough knowledge and skills (in addition to the common knowledge and skills set in information systems) of:

- the knowledge, theory and practice of information systems management;
- a solid knowledge in contemporary trends in information systems and technologies;
- a solid understanding of critical thinking and ethics.

In accordance with the programme's Intended Learning Outcomes (ILOs), on successful completion of the BIS programme, graduates will:

- understand the concepts and the principles of information technology and systems;
- use information technology for the retrieval, analysis, and presentation of information for effective management of information systems of business organisations;
- perform basic and advanced programming;
- apply knowledge and skills in IT in different fields of economics, business & research;
- demonstrate skills in structuring, analysis, visualisation and reporting of data;
- improve and utilise the possibilities of information technologies to make Information Systems capable of solving routine and unique problems.

Objectives and Learning Outcomes of the MGMT Programme

The Master of Management (MGMT) programme at KIMEP is dedicated to ensure that graduates of the programme will have a mastery of contemporary management, grounded in both theoretical and practical knowledge, and will acquire key skills in order to advance their professional careers as successful managers and intellectuals. The mission of the MGMT programme is to train and prepare graduate students for managerial and leadership positions in various organisations. This is accomplished through an intellectual and practical multidisciplinary approach to learning and through mastering knowledge in the field of management.

The overarching goals of the programme are:

- to promote excellence in the study and practice of Management through the building and strengthening of the analytical, problem-solving, and leadership capacities of its graduates;
- to train leaders who can effectively manage and successfully transform organisations both in Kazakhstan and internationally; and
- to prepare high-quality decision-makers and business leaders capable of solving contemporary business problems in a dynamic and competitive global marketplace, in an ethically and socially-responsible manner.

The objectives of the programme are:

- to provide students with advanced graduate-level knowledge and analytical skills needed to become managers in business, public and non-profit organisations as well as higher education institutions. In particular, it aims to develop specialized knowledge and skills among its graduates in the areas of Management and Leadership.
- to educate graduate students for ethical service to their society and the broader regional and international community; and
- to provide graduates with a solid foundation knowledge and skills necessary for pursuing higher studies in areas relevant to business administration.

The programme's learning objectives ensure that graduates have:

- A satisfactory knowledge of:
 - the core business disciplines of Business Communications and Organisational Behaviour;
 - the major specialisation areas in the field of Management;
 - the local, regional and international business perspectives;
 - interdisciplinary nature and challenges of business operations and strategic management of organisations, in a global context;
 - quantitative and qualitative techniques of decision making and problem solving; and
 - ethics as they apply to business practises.
- The necessary cognitive, interpersonal and self-management skills to:
 - undertake supervised independent research, involving the synthesis and application of theoretical constructs to topics in the field of Management, with a specific focus on Kazakhstan and Central Asia;
 - communicate ideas and information clearly and effectively in written and oral English;
 - use information technology for the retrieval, analysis and presentation of information; and
 - work effectively with others in the pursuit of common objectives.

In accordance with the programme's Intended Learning Outcomes (ILOs), at the successful completion of the Masters of Management programme, graduates will be able to:

- take a broader and more strategic view of management — positioning himself/herself as a leader;
- define and apply the concepts and theories of managing people and organisations;
- describe and apply the concepts and theories of decision making and creative problem solving;
- develop skills for effective business communications;
- describe and apply the concepts and theories of ethics as they apply to business organisations;
- analyse and solve business problems, using the necessary quantitative and qualitative tools;
- use information technology for the retrieval, analysis, and presentation of information for effective management of business organisations;
- communicate ideas and information clearly and effectively in written and oral English;
- undertake supervised independent research and practical training, involving application of theoretical constructs related to marketing management in the context of Kazakhstan and the Central Asian and CIS region;
- synthesise knowledge of management from different specialty areas and apply that knowledge to activities of organisations in a global context;
- conduct field research and present results in a professional manner;
- demonstrate the complex skills needed to be a successful manager, such as managing change, cross-cultural team building, and crisis management;
- explain the evolving roles of managers and leaders in the global business environment; explain how to successfully manage employees in a virtual company; and
- describe and apply the concepts and theories of ethics as they apply to the field of management.

Objectives and Learning Outcomes of the MEPM Programme

The Master in Education Policy and Management (MEPM) is based at the College of Humanities and Education (CHE). The programme aims to train educational leaders who have systemic and critical understanding of the discipline, who are able to make original and significant contributions to knowledge in the field of education policy and management, as well as capable of qualitatively transforming the education system at the level of an organisation, region, or country.

Currently, teaching and education is a highly in-demand field in Kazakhstan currently, particularly as the country experiences demographic changes that lead to a growing number of schools and a new wave of reforms.

The programme's intended learning objectives equip students with the cognitive, interpersonal, and self-management skills to:

- undertake supervised independent research, involving the synthesis and application of theoretical constructs to topics in the fields of education policy and management, with a specific focus on Kazakhstan and Central Asia;
- communicate ideas and information clearly and effectively in written and oral English;
- use information technology for the retrieval, analysis, and presentation of information;
- work effectively with others in the pursuit of common objectives;
- encourage analytical thinking, critical analysis, and innovative problem solving.

In accordance with the programme's Intended Learning Outcomes (ILOs), upon successful completion of the MEPM programme, graduates will be able to:

- critically analyse and evaluate education policy and management and how the education system is related to social, political, economic and cultural aspects of life;
- develop organisational and institutional behaviours to promote inclusion and equity in education;
- evaluate programmes, instructors, students, and institutional performance;
- design quality education programmes and develop high-quality written products in multiple formats typically utilised by education policy professionals;
- communicate complex subject matter in writing and present to professional and academic audiences; and
- demonstrate the ability to sustain their own leadership growth.

The MEPM programme equips its students with the theoretical and practical background to:

- demonstrate expert, specialised cognitive, technical, and research skills in the discipline to function as an independent and intellectually autonomous researcher who is able to make a substantial contribution to a discipline or area of professional practice in the sphere of education.
- demonstrate ethical and transformative leadership; become critical leaders, policymakers, and scholars who are able to apply theories of education policy and management in professional practice.
- interpret and communicate knowledge of education that informs research, policy, and managerial practice to professional and expert community to promote quality and equity in education.
- strictly follow academic, pedagogical, and leadership ethical principles in research, teaching, and managerial practice.

Appraisal:

The qualification objectives of each of the programmes are explained and sufficiently presented in relation to the target groups, targeted professional fields and societal context of the related disciplines. They embrace academic proficiency, comprehensive employability, as well as the

development of the individual student's personality. The described objectives and skills to be acquired correspond with the aspired bachelor and master level at graduation.

The programmes take into account the requirements of the Kazakh national qualification framework.

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

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

In line with KIMEP's mission, strategy and core values, the University is fully committed to educating and preparing students for careers in an international environment. KIMEP achieves internationalisation through active recruitment of students and faculty from other countries. KIMEP has active collaboration with more than 160 international partner institutions⁴ in fields such as student exchanges, joint programmes and research activity, and carrying out research of international relevance and scope. The University, as part of several Erasmus Mundus consortia, provides scholarships and stipends to Bachelor and Master students to study for 6 to 24 months at one of the EU universities.

From the early stages of programme design, KIMEP intends to prepare graduates to be internationally competitive. All programmes take into account both international and Kazakh standards in terms of modularisation and frameworks. The programmes have a highly international faculty. Theory and practice are in line with international standards, readings and class resources are produced both within and outside Kazakhstan, internationally relevant research is disseminated abroad, and case studies and theories from around the world are implemented in the curriculum.

Additionally, the programmes are aligned with European Higher Education Standards and follow the ECTS system to grant international mobility and crediting. They are also clearly specified to convert to the US credit system in official transcripts. The curricula were developed in alignment with leading business schools of the world and are periodically reviewed to update with trends of global business education.

According to KIMEP's graduate survey, about 40 % of the graduates work for international companies or organisations (cf. Alumni Satisfaction Survey 2021, p.4).

⁴ www.kimep.kz/diam/en/academic-partners, last call August 5th, 2022

Appraisal:

Each of the programme designs take into account international aspects. Academic mobility is facilitated for students and teaching staff. International exchange takes place. International experience promotes international content and orientation in each of the study programmes.

	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

There is a growing need in Kazakhstan for professionals with a deep knowledge of languages, content, research and technology. The Bachelor of Information Systems (BIS), Master of Management (MMGT) and Master of Education Policy and Management (MEPM) programmes are not only offered in English, according to the SER unique in the local market (see self-evaluation report p.8) but they are also internationally oriented and developed around the latest theories in their respective fields. This is well suited for local need and demand due to policy changes that have drastically raised the profile of English in the Kazakhstani educational sector – English has become not only a required subject but the medium of education for a number of content courses in schools.

Globalisation is also a factor driving further engagement with Kazakhstan and the country's need to represent itself on the international stage. According to the self-evaluation report, the programmes place more emphasis on the development of critical thinking and independent inquiry than those of the competitors. The main competitors of the Bang College of Business (BCB) programmes (BIS and MMGT) are the Kazakh-British Technical University, University of International Business, International University of Information Technologies, and Astana IT University. The main competitors of the College of Humanities and Education (CHE) programme (MEPM) are Nazarbayev University, AlmaU, and TuranUniversity. Beyond receiving training in business, management, IS, and other professional competencies, the graduates become leaders and innovators in their fields (see self-evaluation report p.8).

According to a survey conducted by the Quality Assurance and Institutional Research Department (QAIR) of KIMEP, students and graduates mention the following top five factors as benefits of a KIMEP education:

1. faculty academic performances,
2. networking opportunities,
3. convenient class schedules,
4. teaching methodologies,
5. programme administration.

Historically, graduates of KIMEP programmes are highly sought in the job market due to the qualifications gained during their undergraduate and graduate studies, including but not limited to:

- English language proficiency in reading, writing, speaking, quantitative reasoning, and digital communications;
- knowledge of all the major areas of business: Information Systems, Economics, Accounting, Finance, Marketing, Management, Operations Management, and Business Law; knowledge of all the major areas of humanities and education;
- analytical reasoning, research conducting and writing skills;
- professional internship experience and the application of theory to praxis;
- soft skills (such as communications and presentation skills) oral and social competencies

(such as interpersonal and group working skills); and

- personal development through internships and opportunities to study abroad.

Although the BIS, MGMT & MEPM programmes are new, KIMEP claims strong evidence that graduates will be highly competitive in the job market. Before launching any new programme, KIMEP conducts market research with students, parents, and potential employers, as well as consult with its advisory board. The programmes to be accredited were created after research indicated they would be in demand with prospective students, their families, and the labour market in Kazakhstan.

KIMEP conducts market research before launching any new programme and pursues only those most desired by students, parents, and employers. KIMEP regularly receives requests from companies to hire graduates. In addition, many of the soon-to-be graduates apply to graduate study programmes.

Upon completion of the programmes, BIS and MGMT graduates can expect to find employment in the following fields:

- Financial institutions, auditing companies, and banks;
- Industrial and agricultural companies both private and state, as well as non-profit organisations;
- Educational institutions and organisations both private and state;
- Energy companies both local and foreign;
- IT companies;
- Logistics and supply chain industry;
- Medical organisations and clinics.

Upon completion of the MEPM programme, graduates can expect to find employment in the fields of:

- teaching, educational leadership and administration;
- educational leadership as well as managerial positions in universities, vocational schools, and high schools;
- educational funds and educational departments in government ministries, administrative offices, business, industry, and other sectors.

The CHE, in partnership with educational organisations and other entities actively pursues various initiatives intended to improve the quality of educational policy and management programmes, further the employability and professional success of its graduates, and contribute to the overall socio-economic development of the society at-large.

The mission of KIMEP is to develop well-educated citizens and to improve the quality of life in Kazakhstan and Central Asia through teaching, learning, community service, and the advancement of knowledge in the fields of business information systems, business administration, law, social sciences, humanities, and education.

The BIS, MGMT, and MEPM programmes all fit into KIMEP's strategic plan and mission in a number of respects. On a fundamental level, KIMEP's mission is to provide top quality education and to prepare students and graduates who are:

- well-versed in a breadth of business fields necessary to the social and economic development

of the region;

- excellent communicators with the necessary skills to share information and knowledge across cultural and language barriers;
- ethically-trained and personally-motivated individuals equipped to contribute to their individual communities; and
- ready to take up leadership roles in offering quality education in the future.

This ensures that graduates of the programmes possess the knowledge and cognitive and behavioural skills to gain leadership positions and provide ethical service in private, public, non-profit and organisations, or to engage in postgraduate study, thus furthering the mission and strategic concept of KIMEP University.

The BIS programme was opened to further expand education into the field of business information systems, thereby meeting the growing market need for professionals who are well-versed in both business and IT. The MGMT and MEPM programmes were developed within the strategic alignment of KIMEP's overall strategic goals. The University shifted over recent years from an institution primarily focused on teaching to one with a much greater emphasis on research. PhD programmes are seen as an integral part of this shift as they allow for the development of a stronger research culture at KIMEP and place KIMEP at the cutting edge of developing multidisciplinary work. In addition, the PhD programmes help KIMEP to develop qualified industry professionals, and to meet the growing demand of pedagogically trained academicians for Kazakhstan and the region. The MGMT and MEPM programmes will equip specialised postgraduates to pursue PhDs for future pedagogical and research careers to transform the educational system of the country and the region.

Appraisal:

Based on the self-evaluation report and the discussions during the assessment conference, the panel concludes that the University has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. The University has also thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme. The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

	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				
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)				
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				

2. Admission

Kazakhstan has a national system of admission to higher education. The admission to Bachelor and Master programmes at all HEIs of Kazakhstan is performed on a competitive basis taking into account the scores of applicants in two national tests - the Unified National Test (UNT, for bachelor programmes) and the Comprehensive Test (CT, for master programmes). The test scores are also crucial for the distribution of state educational grants, which allow students to study at HEIs free of charge. Thus, the decision on admission and awarding state educational grants is made at the state level by passing the National Testing UNT/CT, after which, in accordance with the passing scores and the selected subjects for the exam, a student chooses a higher educational institution and educational programme.

KIMEP's admission requirements for all types of students are recorded in the Admission Policy, which is reviewed and issued on an annual basis and published in the University Catalogue. State admission legislation applies when making admission decisions, including the Law of the RK on Education, Standard Rules of Admission to Academic Institutions Offering Undergraduate Education, Standard Rules of Admission to Academic Institutions Offering Graduate Education, and Rules for Students' Transfer and Reinstatement, as well as the RK Government Order (as of July 9, 2013 #701). KIMEP University and its academic units review specific requirements for the submission of documents and criteria of admission of students to each programme on an annual basis. Requirements are approved by the University Academic Council (or its standing committee during the summer period) as well as by the President's Cabinet.

Admitted students will immediately receive notifications to their email address, indicated in their application form, as well as via the Applicant Portal in the section "Check your admission status".

Entry requirements to BIS program

1. Completed secondary education

- a) Attestat (diploma) for completion of high school or professional vocational school (authentic copy). According to state law, documents, submitted in foreign languages, have to be accompanied with a certified translation into Kazakh or Russian language.
- b) RK citizens: The original Unified National Testing (UNT) certificate issued for the current year with passing scores as set by the Ministry of Education and Science of the RK for the year of entry. The UNT has to be in Maths and Physics as specialized subjects. Results of the entrance examinations with passing scores are required for the applicants to bachelor's degree programmes.
- c) Foreign citizens: an interview is required for which the programme management is responsible. Foreign citizens also have to provide a criminal records form and a financial statement on availability of funds to cover accommodation and tuition in accordance with the educational services contract.

2. Other requirements

- a) The score of UNT subject "Math literacy" shall be not less than 50 % of the maximum score (8 points out of 15) for applicants to the BIS programme. A cumulative score of 4 out of 5 (or 70 % equivalent if other grading scale applies) in math subjects in high

school or professional vocational school for those applicants who do not have to take UNT to fulfil admission requirements (international applicants, professional vocational graduates following fast-track programmes, students transferring or reinstating from abroad universities, etc.).

- b) KIMEP University awards college credits for participation in the International Baccalaureate Programme and to graduates of Nazarbayev Intellectual Schools possessing an NIS Grade 12 Certificate that reflects completion of higher and standard level courses with grades not lower than C. Details for requirements and credits awarded are included in the University Catalogue (see p. 13)
- c) Students may be transferred or reinstated after withdrawal from other universities if they have fully completed the first academic period of a programme of study according to their individual study plan (with a GPA of not less than 2.0 or not less than 50 %). The student may be transferred or reinstated to any programme of study and to any specialisation of undergraduate studies. The process and responsibilities are described in the University Catalogue (see p. 13)

Admission requirements for Master level programmes

Graduate programmes accept those individuals who completed undergraduate programmes. Entry requirements include:

1. General Entry Requirement

- The general entry requirement for Master programmes at KIMEP University is an academic Bachelor degree or former Diploma of Higher Education of minimum 4 years.
- Applicants have to provide a copy of a diploma confirming the completion of undergraduate degree(s). and a copy of a transcript (diploma supplement) with grades

2. Complex Test (CT)

- CT follows the method developed by the National Testing Center of the Ministry of Education and Science of Kazakhstan. All graduate applicants – citizens of the Republic of Kazakhstan – have to take the Complex Test in order to secure admission to the graduate programme.

3. Entrance examinations by specialisations⁵

- Entrance examination for MMGT programme (KGET – KIMEP Graduate Entrance Test; GMAT-like test) score not lower than 15 out of 50. The KGET measures various skills that should have been or will be developed in an educational and work environment. The test is given in English and consists of three sections (50 multiple choice questions):
 - Problem solving (20 questions in 30 minutes)
 - Data sufficiency (20 questions in 40 minutes)
 - Critical thinking (10 questions in 20 minutes)

⁵ KIMEP graduates with GPA of 3.0 and above are exempted from programme entrance tests.

According to the self-evaluation report (see p.15), KIMEP University provides extensive counselling to prospective students in both in-person as well as through a dedicated IT system. Prospective students can receive in-person counselling services from faculty and staff members at “Open House” events regarding admission procedure, programme information, scholarships and financial aid, exchange and academic mobility, dual degree opportunities, and career opportunities. Specialists in the Department of Student Recruitment and Admission (DSRA) provide assistance and answer all questions regarding the application process year-round. The DSRA organises more than 200 annual events such as open houses, educational fairs, exhibitions, and teacher days throughout Kazakhstan and abroad to provide information directly to prospective students and their parents. In addition to the DSRA, the University has appointed ‘KIMEP University Admission Liaison Officers’ in foreign countries, including China and South Korea. For distance counselling services, the DSRA has developed a dedicated IT system to provide information to prospective students. A 24-hour telephone service (Smartcall), online interactive service (Chatra), and applicant portal (Check your admission status) provide necessary information regarding admission, selection, and other counselling services.

The Department of Student Recruitment and Admission (DSRA) is empowered and responsible for all activities related to collection, review, and data entry from online applications of all programmes of KIMEP University. The DSRA is also responsible for the review of all applicants to determine admission or rejection to KIMEP programmes with the follow up communication that would lead to arrival, visa, registration and enrolment or re-application for the next intake.

In collaboration with Deans, faculty, and the DSRA Office, the Office of Academic Affairs plans, organises, conducts, and reports on entrance exams that lead to admission or rejection decisions.

There are no professional experience requirements for any students of the BIS, MMGT, or MEPM programmes.

Teaching at KIMEP University is conducted exclusively in English. To evaluate English-language proficiency, KIMEP University accepts international English proficiency test certificates according to the following tables:

Table 4: Requirements English proficiency Undergraduate Level

Level of English Foundation Course	KEPT*	CEFR*	IELTS / IELTS indicator	TOEFL IBT	TOEFL PBT/ Institutional TOEFL	Revised TOEFL paper-delivered test	Duolingo English test
Academic English	80-100%	B2	5.5 (not less than 5.0 in the Writing section)	70	523	52	85-90
UF A	51-79%	B1	4.5	57-69	475-522	42-51	65 -84

UF B	30-50%	A1	3.5	27-56	380-474	19-41	45-64
UF C	< 30 %	Beginner or False Beginner	<3.0	<26	<379	<18	<44

Table 5: Requirements English proficiency Graduate Level

Level of English Foundation Course	KEPT*	CEFR*	IELTS/ IELTS indicator	TOEFL IBT	TOEFL PBT/ Institutional TOEFL	Revised TOEFL paper-delivered test	Duolingo English Test
Direct to programme MMGT/MEPM	60-100%	B1/B2	4.5/5.5	70	523	52	65-70
Graduate English Foundation level A	50-59%	A2	4	41-69	437-522	37-51	55-64
Graduate English Foundation level B	21-49%	A1	3.5	27-40	380-436	19-36	45-54
Graduate English Foundation level C	< 20 %	Beginner or False Beginner	<3.0	<26	<379	<18	<44

*KEPT – KIMEP English Placement Test (University Catalogue p. 22), (held during the year at KIMEPU in Almaty and in other major cities of Kazakhstan)

*CEFR - Common European Framework of Reference (Common European competencies of foreign language proficiency: studying, learning, assessment)

KIMEP College of Humanities and Education (CHE) has developed a comprehensive Foundation English Programme for those students whose English proficiency must improve to succeed in their study programmes. The Foundation English Programme is a package of courses designed for students whose language is other than English and whose knowledge and use of English do not meet the standards for entry into regular first-year English courses. The programme focuses on developing four language skills (reading, writing, listening, and speaking), which prepare for academic subjects. Its goals are to encourage students' independent learning and critical thinking abilities. The Foundation Programme consists of three courses — levels A, B, and C, in descending order of proficiency. The total number of courses that a student needs to complete will depend on his/her proficiency in English.

Students who obtain less than 60 % on the KEPT (or equivalent) will be placed in the Foundation Phase according to their KEPT (or equivalent) score.

Although the tests are used as the primary reference for placement, new students can move to a higher level during the first week of their study. This can be done in accordance with an instructor's recommendation if the student's level of English proficiency has been proved to be higher, or if they submit their IELTS or TOEFL results before the semester starts or during the first week of study. Students that did not undergo evaluation of their English-language proficiency begin their studies at the beginner level (UF C / GRAD C).

The status of a submitted application may be reviewed using the applicant portal or the KIMEP website⁶.

Student admission decisions are recorded in the form of an order specifying the grounds of admission. Each Admission Order has a list of requirements that admitted students shall fulfil to ensure eligibility for full admission. Those admitted students who did not comply with all requirements listed in the Admission Order are withdrawn as non-matriculated students. Students who comply with all requirements stipulated in the Admission Orders access to course registration in accordance with their programme and terms of study.

Upon completion of the process of admission, all applicants receive letters of admission, or letters of rejection. Admitted students will immediately receive notifications to their email address, indicated in their application form, as well as via the Applicant Portal in the section "Check your admission status". The order provides a list of requirements that each admitted student must fulfil before classes start. Admitted students who do not fulfil all requirements listed in the order shall be withdrawn from the university during the semester in which they are to commence studies.

Information packages are sent to all admitted students via email indicated in the application form. The package includes the admissions letter, important contacts, information about orientation programmes, terms and conditions of tuition payment, registration for foundation and degree courses, medical requirements, nostrification requirements, and more.

Applicants who did not fulfil the admissions requirements may contact the DSRA in order to take part in the next admission round and to voluntarily participate in the special preparatory programme.

Applications for admission are reviewed separately from applications for financial aid (see also 3.2). Admission to academic programmes at KIMEP University does not guarantee provision of financial aid to applicants. The Admissions and Scholarship Committee is the standing committee of the KIMEP Academic Council responsible for setting policies and procedures for financial aid.

Appraisal:

The rules for admission to KIMEP's Bachelor and Master programmes are developed on the basis of the state regulatory documents issued by the Government of the Republic of Kazakhstan. These rules are defined and comprehensible as well as documented and openly available for interested parties on the website of the University.

The panel members find that KIMEP's counselling processes and offerings meet the needs of applicants. Potential students can directly turn to the Department of Student Recruitment and

⁶ <http://www.kimep.kz/prospective/en/check-your-admission-status-and-tests-results/>, last call August 5th, 2022

Admission (DSRA) for clarification of specific admission-related questions. Telephone and e-mail contacts are prominently displayed on the website. Personal dialogue between applicants and the University is ensured. Based on the documentation in the University Catalogue, the University website and the interviews during the assessment conference, the panel came to the conclusion that the HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

The selection procedure is transparent and ensures that qualified students are admitted. As for international students for the Bachelor programme, KIMEP has set up a personal interview with applicants. The interview manual has been provided by the University.

Due to the fact that all programmes are entirely conducted in English, ensuring English language proficiency is crucial. The admission requirements and preparatory language courses ensure that students are able to successfully complete the study programmes.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

3. Contents, structure and didactical concept of the programmes

3.1 Contents

Bachelor of Information Systems (BIS)

Table 6: BIS Programme Study Plan

Year 1					
Fall semester			Spring semester		
Course code	Course title	ECTS	Course code	Course title	ECTS
GEN1000	History of Kazakhstan	5	MATH1202	Mathematics for Computer science*	5
GEN/OPM1300 OR GEN/OPM2301	Information & Communication Technologies OR Business Computer Applications	5	CIT2731	Digital graphics in business	5
MATH1202	Calculus I	5	CIT3734	Web technologies in business	5
IFS2204	Algorithms, Data structures & Programming	5	CIT2735	Introduction to Programming	5
ENG1120	Academic reading/writing I	5	MGT3001	Principles of Management	5
GEN2510 /IRL2510	Principles of Ethics	5	KAZ2101	Professional Kazakh	3
GENXXXX	Physical Education	3	GEN 2502	Cultural Studies 1: Kazakhstan	3
Total credits per semester		33	Total credits per semester		31
Year 2					
Fall semester			Spring semester		
PHYS1201	Physics	5	IFS2203	Management Information Systems	5
CIT3803	Python Programming	5	CIT3807	Introduction to operations management*	5
IFS4204	Decision support systems	5	OPM3131	Information Systems Security**	5
CIT2302	Database management systems	5	IFS3211	Business statistical analysis (elective)	5
CIT1303	Information Systems & networking	5	GEN2402	Financial Accounting I	5
MKT3130	Principles of Marketing	5			
Total credits per semester		30	Total credits per semester		25

Year 3					
Fall semester			Spring semester		
IFS4203	Big data management and analysis**	5	OPM3011	Decision techniques and tools*	5
CLP3302	Human-computer interaction	5	CIT3810	Machine Learning**	5
IFS4302	Business intelligence applications**	5	CIT4215	System Analysis & Design	5
CIT3802	Advanced Programming	5	IFS4206	Enterprise Resource Planning Systems	5
CIT3745	Information security management**	5	FIN3121	Principles of Finance	5
ACC3212	Accounting Information Systems	5	ACC2102	Internship I + Internship II	4
Total credits per semester		30	Total credits per semester		29
Year 4					
Fall semester			Spring semester		
CIT3801	Software Engineering Concepts**	5	CIT3804	Engineering Computation & Data Science**	5
BUS4800	Cases in Contemporary Business**	5	CIT3815	Programming in SQL**	5
CIT3816	Mobile Technologies and Applications**	5	MKT4210	Digital marketing	5
CIT3806	Cryptographic Data Security**	5	IFS4305	Data Visualization**	5
CIT2733	Survey research with SPSS	5	CIT3811	Security in Computer Networks**	5
BUS4271	Undergraduate Thesis I	6	IFS4272	Undergraduate Thesis II	6
Total credits per semester		31	Total credits per semester		31

*Programme foundation elective

** programme specialization elective

The BIS programme curriculum combines the study of theoretical concepts, case methods, and practical application in course contents and learning materials. At the foundation level, students acquire knowledge of Computer and Information Systems and Technologies.

Additional Competencies and Skills: At the advanced level, BIS students acquire concentrated knowledge mainly in Information Systems and Technologies areas. Throughout the course of study, students are also able to customise their degree with optional specialisations and minor programmes which offer the opportunity to acquire additional competences and skills. Students have the opportunity to choose one of the two specialisations: (1) Management Information Systems and (2) Computer Applications. These specialisations provide students theoretical foundations and practical knowledge in different functional areas.

Students of the programme can choose one of the following minors: Accounting, Finance, Management, Leadership, Human Resource Management, Taxation, or Operations Management. A

minor requires a set of required and elective “Basic Discipline” courses for a minimum of nine credits. A student is not required to choose a minor. Those who graduate without a minor have more flexibility in selecting elective courses within the basic discipline of the programme.

Elective courses are described as Programme foundation electives and Programme Specialization electives from the following catalogues (5 ECTS credits per course):

Programme foundation electives	Programme Specialization electives
• Mathematics for Computer Science 1 • Introduction to Operations Management • Probability and Mathematical Statistics • Management Accounting I • Financial Institutions and Markets • Business Law • Strategy and Business Policy • Decision Techniques and Tools • Mathematics for Computer Science 2	• Information Security Management • Mobile Platforms and Systems • Introduction to Data Science • Software Engineering Concepts • Mobile Programming • Machine Learning • Engineering Computation and Data Science • Project Management • Business Intelligence Applications • Big Data Analytics • Cryptographic Data Security • Security in Computer Networks • Programming in C • Python Programming • Programming in Java • Programming in PHP • Programming in SQL • Data Visualization • Cybersecurity • Mobile Technologies and Applications • Digital Business • IT-Driven Business Model • Business Analytics • Big Data Management and Analysis • Cases in Contemporary Business

The Intended Learning Outcomes for the programme and core courses that support those outcomes are as follows:

Table 7: Contents of ILOs of the Core Courses of BIS Programme

Courses	Analytical thinking and problem solving skills	Understanding the concepts and the principles of information technology and systems	A strong level of knowledge and skills in utilising information technology for the retrieval, analysis, and presentation of information for effective management of information systems of business organisations	Competence in performing basic & advanced programming	Competence in application of knowledge and skills in IT in different fields of economics, business & research	Skills in structuring, analysis, visualisation and reporting of data, big data	The ability to improve and utilise possibilities of information technologies to make IS capable for solving routine and unique problems
Algorithms, data structures and programming	✓	✓		✓		✓	
Introduction to programming	✓	✓		✓		✓	✓
Information systems and networking		✓	✓				
Decision support systems	✓	✓	✓		✓	✓	✓
Database management systems in business	✓	✓	✓	✓	✓	✓	✓
Advanced programming	✓	✓	✓	✓	✓	✓	✓
Digital graphics in business	✓	✓	✓	✓	✓	✓	✓
Web technologies in business	✓	✓	✓	✓	✓	✓	✓

Financial accounting	✓	✓				✓	
Principles of finance	✓	✓					✓
Principles of management	✓		✓		✓		
Principles of marketing	✓				✓	✓	
Credit Internship Programme I, II	✓	✓	✓	✓	✓	✓	✓

Master of Management (MMGT)

Table 8: MMGT Programme Study Plan

An Indicative Study Plan			
Fall (year 1)		Summer (year 1)	
	22 ECTS		13 ECTS
MGT5100	Business Communication (2)	MGT51xx	Internship (1)
MGT5101	Organizational Behavior and Leadership Ethics (4)	MGT51xx	Thesis Defense (12)
BUS5200	Business Research Methods (3)		
MGT51xx	HRM (2)		
MGT51xx	Decision Making (2)		
MGT5xxx	Elective Course (4)		
MGT5xxx	Elective Course (5)		
Spring (year 1)			
	22 ECTS		
MGT5xxx	Elective Course (5)		
MGT5xxx	Elective Course (5)		
MGT5xxx	Elective Course (5)		
MGT5xxx	Master Thesis (8)		
MGT5xxx	Research Internship (2)		

The MMGT programme curriculum combines study of theoretical concepts, case methods and practical application in course contents and learning materials. At the core courses level, students acquire basic knowledge of different aspects of Management. At the advanced level, students acquire concentrated knowledge mainly in specialised Management related areas.

Additional Competencies and Skills: Throughout the course of study, students are also able to customise their degree with preferable courses to acquire additional competencies and skills. Currently students have the opportunity to choose five preferable courses out of 13 optional courses. These courses provide students with theoretical foundations and practical knowledge in different aspects of their jobs according to their needs and preferences in managerial careers and include:

- Project Management
- Human Resource Analytics
- Managerial and Interpersonal Skills
- Situational Leadership
- Managing Negotiation
- International Management
- Logistics and Supply Chain Management
- Competitive Advantage Strategy

- Innovation Management
- Hospitality Management
- Strategic Management
- Change Management
- Selected Topics in Management

Table 9: Contents of ILOs of the Core Courses of MGMT Programme

Courses	Master of Management Graduates will Demonstrate						
	Analytical thinking, problem solving, and decision making skills	Communication and leadership skills	Understanding global business environment, including economic, legal and ethical issues	Competence in the core functions of business organisational management	Advanced specialised knowledge in one or more areas of business foundations	Integrative business knowledge	The ability to apply of theoretical knowledge to practice and research
Business Communications		√					√
Organizational Behaviour and Leadership Ethics	√	√	√		√		
Research Methods			√			√	√
Human Resources Management	√		√		√	√	
Decision Making	√		√	√			
Project Management		√				√	√
Credit Internship Programme / Business Research Project	√		√		√	√	√
Thesis	√	√			√		√

Master of Education Policy and Management (MEPM)

Table 10: MEPM Programme Study Plan

Code	Fall Semester (year 1)	ECTS	Code	Spring Semester (year 1)	ECTS
EPM5101	Strategic Management in Education	2	EPM5104	Curriculum Development and Management	5
EPM5102	Managerial Psychology	2	EPM5301	Programme Evaluation	5
EPM5106	Business Correspondence	2	EPMxxxx	Programme Specialization Elective	5
EPMxxx	Programme Foundation Elective	4	EPMxxxx	Programme Specialization Elective	5
EPM5302	Professional Apprenticeship	5	EPM5302	Thesis 2. Defence	12
EPM5301	Thesis 1	13			
	Total	28		Total	32

Total for Programme: 60 ECTS

The MEPM curriculum combines study of theoretical concepts, case methods and practical application in course contents and learning materials. At the foundation level, students acquire knowledge of all areas of business and business administration. At the advanced level, students acquire concentrated knowledge mainly in their specialised knowledge areas. Throughout the course of study, students are also able to customise their knowledge with programme electives which offer the opportunity to acquire additional competencies and skills.

Table 11: Contents of ILOs of the Courses of MEPM Programme

No	Name of discipline	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7	ILO8
		Be able to critically analyse the policies and principles of management in the field of education and understand how the education system is connected with the social, political, economic and cultural aspects of society	Be able to evaluate the organisational and institutional system of the educational process, including ensuring equal access, social integration and inclusive	Be able to set goals and formulate tasks related to the implementation of professional functions, using various techniques for making managerial decisions necessary for the effective operation of the educational institution and process.	To develop high-quality educational programmes in compliance with state and international educational and professional standards.	To apply subject theoretical knowledge and research skills to evaluate educational programmes, teachers and students.	To demonstrate the research skills, develop analytical materials for specific management tasks and present the results to a professional and academic	To demonstrate effective oral and written communication skills and comply with business ethics.	To demonstrate the appreciation of the social and ethical values and adhere to the principles of ethical management when making decisions.

			educatio n.				c audienc e.		
1	Business Correspondence (Foreign Language) (1)					V	V	V	
2	Managerial Psychology (1)		V	V		V			
3	Strategic Management in Education (1)	V	V	V			V		
4	Educational Assessment (2)	V	V	V	V	V			
5	Language Education Policy (2)	V	V	V	V		V		
6	Finance and Budget in Education (2)	V	V	V			V		
7	Programme Evaluation (3)	V	V	V	V	V	V		
8	Curriculum Development and Management (3)	V	V		V				
9	Analysing Educational Policy (4)	V	V	V			V		
11	Educational Equity (4)	V	V		V		V		V
12	Organizational Behaviour and Leadership	V	V	V		V		V	V

	in Education (4)								
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- (1) Programme Foundation required course
- (2) Programme Foundation elective course (one to choose)
- (3) Programme Specialization required course
- (4) Programme Specialization elective course (two to choose)

For all three study programmes

KIMEP University offers Bachelor and Master level degrees according to the Law of the Republic of Kazakhstan “On Education” # 319-III as of July 27, 2007 (with amendments and additions as of July 11, 2017), the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019 (approved by the Decree of the President No. 205 on March 1, 2016 – SPDES), Resolution of the Government of the Republic of Kazakhstan No. 1080 as of August 23, 2012 “State Mandatory Standard of Higher Education”, “State Mandatory Standard of Postgraduate Education”, as well as other regulatory legal acts of the MES of the RK.

The Bachelor of Information Systems (BIS) programme was established in 2018 and the Master of Management (MMGT) programme was established in 2020 in the BCB, The Master of Education Policy and Management (MEPM) programme was established in 2020 at the CHE. The curricula and courses are developed in accordance with the Dublin descriptors. They also correspond to the guidelines and degree programmes specifications of the Ministry of Education and Science of the Republic of Kazakhstan to award BIS, MMGT and MEPM degrees to the graduating students. The degree names were chosen to comply with standards set by the Ministry of Education in Kazakhstan, who maintains a list of available degree and subject names. The University awards the following degrees

- Bachelor of Information Systems (BIS)
- Master of Management (MMGT)
- Master of Education Policy and Management (MEPM)

All three programmes integrate theoretical knowledge and practical insights throughout the structure of each programme into the curricula, courses, and teaching methods. In the overall course structure, there is a balance between courses that are practically and theoretically oriented, but even within those courses, faculty draw strong connections between theory and practice. Many of the courses include both theoretical and practical elements, and the coursework and assessment of these courses encourage students to engage with the links between the two.

- Credit-bearing internships are a mandatory part of each programme. BIS students are required to take two internship courses, whereas MMGT and MEPM students are required to take one internship course („Professional Apprenticeship“) with one of KIMEP’s partner organisations to gain practical industry experiences at private or public companies and institutions (cf. Internship Guidelines/Manuals). Based on these internships, students are required to write internship reports on issues related to applied theories and practises.
- Students are also involved in industry projects in several courses. These projects involve the study of particular topics related to real organisations’ operations. Some courses offer excursions to companies/factories/techno-parks to observe.

- A link between theory and practice is created by inviting guest speakers to classes. Guest lectures from respective fields, case studies, and simulation games add value to students' corporate world learning. Some of the courses are taught by industry practitioners as adjunct lectures of the programmes. Invited speakers from different disciplines contribute to students' understanding of real world functions.
- Since 2010, the Bang College of Business (BCB) has offered the Leadership Certificate Programme for KIMEP students. At least 16 business leaders from the industries are invited as speakers to each of the three courses composing the programme. Occasionally, faculty members arrange industry visits for students to help them gain insight into the day-to-day functioning of companies and corresponding management and practical experiences.
- Faculty members are always encouraged to bring industry demanded practical experience and knowledge to their classes. Thus, the BCB has established courses jointly delivered by industry professionals and full-time faculty members of the BCB, such as the E&Y IFRS course and Mars Strategic Management/ Marketing course. These courses provide the opportunity to integrate theoretical knowledge with practitioners' perspective and equip the students with hands-on skills to deal with the real-life business and industry challenges.

The BCB Business Advisory Council (BAC) and the CHE Advisory Board (CAB) are initiatives to integrate theory and practical knowledge together. The Advisory Councils meet and provide the colleges an opportunity to incorporate industry suggestions on curricula improvements, strategic directions, and university-industry cooperation.

All undergraduate students at KIMEP must take courses in General Education, usually in the first two years of their programme, which encourage the development of interdisciplinary thinking and skills of inquiry outside of their major fields. The coursework helps the students to develop a critical and inquiring attitude, an appreciation of the interdisciplinary nature of subject areas, acceptance of persons of different backgrounds or values, and a deepened sense of self. Students must learn to comprehend complex scientific and social materials, evaluate moral and ethical dilemmas, consider different and sometimes conflicting perspectives, derive solutions to problems, and communicate effectively throughout the process.

In terms of core knowledge, all undergraduate programmes in the BCB, including Bachelor of Information Systems (BIS), expose students to the basic principles in the different functional areas of business organisation: accounting, finance, management, marketing, and operations management. Additionally, the importance of economic, financial and legal institutions as they relate to business decision making are incorporated into the body of core knowledge in IT in Business. Students of Bachelor programmes are able and encouraged to take courses in the other disciplines offered by KIMEP. All bachelor programmes have 15 ECTS credits available to either take a minor or take electives in fields outside their major.

To equip students of the Master of Management (MMGT) programme with knowledge of all facets of management theory and practice, courses include: Human Resource Management, Hospitality Management, Managerial and Interpersonal skills, International Business, Project Management, Supplies and Logistics Management. These courses incorporate perspectives of other disciplines, such as sociology, psychology, political science, conflict management, and resolution.

To equip the students of the Master of Education Policy and Management (MEPM) programme with knowledge of all facets of education policy and management theory and practice, courses include:

Strategic Management, Managerial Psychology, Finance and Budget in Education, Organisational Behaviour and Leadership, and others. These courses incorporate perspectives of other disciplines, such as sociology, psychology, finance, economics, policy making, and leadership.

The BIS, MGMT and MEPM programmes nurture students to maintain high ethical standards and moral values in their personal and professional life. As part of ethical grooming, BCB and CHE colleges' Ethics, Responsibility and Sustainability (ERS) initiatives cultivate an institutional ethical culture, embedding ethical and sustainability issues in courses and modules, encouraging ethical engagement and discussion of the faculty members, and integrating ethical aspects in programme learning outcomes. Key elements of the institutional ethical culture include institutional policies, code of practice for both students and the faculty members, designated sites in the institutional setting for monitoring and exercising control over ERS issues, and uses of sanctions when necessary.

The foundation for ethical standards at KIMEP is laid out in the KIMEPU Charter which is posted on the website of the University along with a statement of KIMEP Values, which are the central pillars of the ethical culture of the institution.

Apart from the ethical standards that KIMEP establishes in its colleges ethical aspects are also included in the study programmes. In the curricula of the BIS and the MEPM programmes, the syllabi of some courses include ethical aspects („Information and Communication Technologies“ and „Web Technologies in Business“ in BIS and „Strategic Management in Education“ in MEPM). In the Master of Management programme, „Organizational Behaviour and Leadership Ethics“ is a mandatory course (4 ECTS credits). Furthermore ethical aspects are part of the syllabi in the mandatory courses „Business Research Method“, „Human Resource Management“ „Decision Making“ and „Business Communication“ as well as in electives like „International Management“ „Change Management“ or „Strategic Management“.

According to the self-evaluation report, KIMEP uses the range of academic resources available to KIMEP students (see chapter 3.3) to teach students how to read academic sources, summarise, synthesise, and integrate what they have read, as well as comment on sources in a scholarly way.

Almost all the programmes' required and elective courses include student-generated group projects and group research assignments (p. 27). BIS students are required to complete Academic English Writing 1 & 2, Academic English Reading, Business Statistical Analysis, and Business Research Methods courses as compulsory courses to learn scientific research skills in the programme. In those courses, students learn and develop scientific work competencies through knowledge on research methods, data analysis skills, and report writing skills. Thesis Assessment Criteria assure that research work performed by students corresponds to the undergraduate-level scientific work ILOs requirements (cf. Thesis Guidelines 2021 (BCB Bachelor)).

MMGT students are required to complete Business Communication and Business Research Methods courses as compulsory courses. In those courses, students learn and develop scientific work competencies through knowledge on research methods, data analysis skills, and report writing skills. Additionally, MMGT students are required to complete a „Research Internship“ course and to write a report on the accomplished work. MMGT students are required to write a thesis following specific scientific methods. Completion of a thesis and internship report proves students possess competencies in methodological aspects of scientific work. Thesis Assessment Criteria assure that

research work performed by master students corresponds to the graduate-level scientific work ILOs requirements (cf. BCB Thesis guidelines).

MEPM students are required to complete Research Methods and Thesis writing courses as compulsory courses to learn scientific research skills in the programmes. The students are also required to write a thesis following specific scientific methods. Completion of thesis proves students' competencies in methodological aspects of scientific work (cf. MEPM Thesis Guidelines).

Assessment for all courses in KIMEP is planned to reinforce course intended learning outcomes. Students are informed about the type and amount of assessment for each course in the course syllabus. Module content concerning examination and learning outcomes demonstrate that they are in line with the programme's learning outcomes. The type of evaluation, procedures, and module performance are included in the respective syllabi along with the employed teaching methods and duration of studies. Student performance follows the syllabus requirements, including assessment types, duration, and respective requirements as academically approved by the CHE's Curriculum Development Committee and the BCB's Curriculum and Quality Enhancement Committee, including the Master Thesis.

Based on the requirements of the Ministry of Education and Science of the Republic of Kazakhstan, the course assessments of the study programmes are divided into three parts: two assessments/exams that constitute 60 % of the total points and the final assessments/exams that should not exceed 40 %. The University allows sufficient flexibility to faculty members to devise their own assessment systems, subject to a few general overarching guidelines.

Usually faculty members use different types of questions, Multiple Choice Questions, scenario analyses, case analyses, and other methods to assess different learning outcomes of the courses. Other than written examinations, faculty members conduct class tests, presentations, written projects, and assignments for the purpose of evaluations. To ensure the intended learning outcome, colleges have developed exam questionnaire policies whereby faculty members are required to include a wide variety of questions to assess students' critical thinking, logical reasoning, numerical competences, and verbal and written communication skills.

The following example shows what course assessments, which is included in the module description and syllabus, may look like. The module mark is an arithmetic aggregation of the comprising modules: the grade is given for the course.

Table 12: Example: Assessment categories and evaluation

(BIS course IFS 4204 Decision Support Systems)

Course assessment	Evaluation
Quizzes 1-4	20%
Assignments 1-4	40%
Final Exam/Assessment	40%
Total Mark for the module	100%

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

All programmes have a dissertation component; thesis I and II. Thesis I helps to formulate the topic, do literature review, formulate research questions and proposals; thesis II is more independent work with the guidance of their supervisors.

For Bachelor's programmes, students first defend their thesis proposals to the leader of the Research Methods course and other KIMEP faculty. After completing their thesis research under their supervisor's guidance, they defend their thesis in a public oral defence, where KIMEP faculty, including the supervisor and assigned examiner, listen to the student present their work and are able to ask questions, after which suggestions for revision are provided. All thesis regulations and procedures are described in the Bang College of Business Guidelines and Standards for Bachelor's Theses.

Every student of the Master programmes MGMT and MEPM has to write a thesis before graduation. The primary purpose of the thesis work is to enhance and apply the body of knowledge acquired by the student. The secondary purpose is to share this knowledge with interested parties in society. These purposes are accomplished through an in-depth investigation of a particular issue and dissemination of findings. The Master thesis is a composition of practical research work, involving the analysis of a specific problem in the area of the major, and evaluation of the results of the analysis that serve as a basis for developing specific proposals and implementing the appropriate solution to the problem. A student is expected to devote 135 hours of work in terms of attending thesis sessions, consulting with the supervisor, reading relevant literature, developing research methodology, collecting and analysing data, and writing the thesis, defending it in public, and submitting it. The Master Thesis evaluation process includes evaluation of the main supervisor, internal committee member, and the external supervisor of the thesis committee.

A Master's thesis must reflect that the student has:

- demonstrated an appreciation of the academic and professional literature pertinent to his/her research;
- demonstrated a knowledge of, and ability to apply, the research methods pertinent to his/her research;
- used information sources, and analytical tools pertinent to effective research and analysis pertinent to his/her research; and

- evidenced the acquisition of transferable and personal skills such as reasoning, report writing, independent learning, communication, critical thinking, personal management, and presentation skills.

All master thesis regulations and procedures are described in the Bang College of Business Guidelines and Standards for Master's Theses and the MEPM Thesis Guidelines.

Assessment for classes is meant to not only test knowledge acquired in class, but also build and reinforce that knowledge as well. Assessment may take the form of tests and essays, but also analytical projects, problem-solving exercises, process writing tasks, creative projects, independent research, teaching demonstrations, presentations, and group investigations.

Appraisal:

In the opinion of the panel, the curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules/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. Even though the programmes are quite new, there is evidence that contents are constantly developed. For instance, the courses Advanced Programming as well as System Analysis & Design have been added to the Bachelor of Information Systems (BIS) programme.

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

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

There is evidence that the programmes qualify for interdisciplinary thinking. Ethical implications are appropriately communicated and integrated into the curriculum. Within the Master of Management (MMGT) programme, the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives by implementing a mandatory course on „Organizational Behaviour and Leadership Ethics“.

From the insights provided by KIMEP into assessment and examples of theses, the panel concluded that students acquire methodological competences and are enabled to do scientific work at the required level. All exams, as they are defined for the modules/courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats,

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 (MMGT)	X (BIS, MEPM)		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

The mentioned curricula structures help the students to combine the core subjects (theoretical background studies and concepts, textbooks, literature review, and research assignments) with the practical components. Practical components (guest lectures, company visits, work-place oriented practical assignments, internships, business case studies) are regarded to be an integral part of each course.

The schedule of the programmes are planned in advance and available for each cohort in electronic format in the Student Portal. Every course syllabus (i.e. module description) states the subject matter, learning objectives, and requirements of the course. BIS classes are scheduled on weekdays, MMGT and MEPM classes are scheduled on evenings during the week and weekends. Usually there are no master classes during the weekdays since a majority of the master students work.

The learning objectives stated in the syllabi guide students to manage their workload and help acquire skills related to the learning objectives.

The students also know from the syllabus what is expected of them as learners. The goals and learning outcomes of the courses are also clearly defined in the syllabi. The overall curriculum and organisation schedule of the teaching process address all elements of learning so that the programme structure is balanced. All course descriptions are linked with to the programmes' overarching learning outcomes and described according to the ECTS modularisation.

Bachelor of Information Systems

Projected study time	4 years
Number of Credit Points (CP)	240 ECTS credits
Workload per CP	27 hours
Number of modules/courses	52 modules
Time required for processing the final thesis and awarded CP	2 semesters, 20 ECTS credits (8 writing, 12 defence)
Number of contact hours	9 per ECTS credit

Master of Management

Projected study time	1 year
Number of Credit Points (CP)	60 ECTS credits
Workload per CP	27 hours
Number of modules/courses	10 + Internships and Thesis
Time required for processing the final thesis and awarded CP	1 year, 12 ECTS credits
Number of contact hours	9 per ECTS credit

Specific course requirements for the MMGT programme are as follows:

Table 13a: Structure of the Study Programme (MMGT)

Courses	ECTS
Programme Foundation Courses	10
Specialization Courses (including Internship)	25
Research Work	13
Master Thesis	8
Research Internship	2
Business Research Methods	3
Final Attestation	12
Thesis Defence	
Total	60

Table 13b: Programme Foundation Courses (MMGT)

Course Code	Course Title	ECTS	Prerequisite
MGT5100	Business Communications (Professional Foreign Language)	2	none
MGT5201/ MGT5101	Organisational Behaviour and Leadership Ethics (Management and Psychology)	4	none
MGT5102	Human Recourse Management	2	none
MGT5103	Decision Making	2	none
Total		10	

Table 13c: Elective Specialized Courses* (MMGT)

Course Code	Course Title	ECTS	Prerequisite
MGT5104	Project Management	4	MGT5201
MGT5105	Human Resource Analytics	5	MGT5201
MGT5106	Managerial and Interpersonal Skills	5	MGT5201
MGT5107	Situational Leadership	5	MGT5201
MGT5108	Managing Negotiation	5	MGT5201
MGT5109	International Management	5	MGT5201
OPM5203	Logistics and Supply Chain Management	5	MGT5201
MGT5229	Competitive Advantage Strategy	5	MGT5201
MGT5230	Innovation Management	5	MGT5201
MGT5225	Hospitality Management	5	MGT5201
MGT5250	Strategic Management	5	MGT5201
MGT5227	Change Management	5	MGT5201
MGT5260	Selected Topics in Management	5	MGT5201
MGT517x	Internship	1	none
Total		25	
*A student must complete 5 courses from this list and Internship.			

Table 13d: Research Work, including Master Thesis (MMGT)

Course Code	Course Title	ECTS	Prerequisite
MGT5150	Master Thesis	8	BUS5200
MGT51xx	Research (Scientific) Internship	2	BUS5200
BUS5200	Business Research Methods	3	none
Total		13	

Table 13e: Final Attestation (MMGT)

Course Code	Course Title	ECTS	Prerequisite
MGT51xx	Thesis Defense	12	none
Total		12	

Master of Education Policy & Management

Projected study time	1 year
Number of Credit Points (CP)	60 ECTS credits
Workload per CP	27 hours
Number of modules/courses	10 + Internships and Thesis
Time required for processing the final thesis and awarded CP	1 year, 25 ECTS credits (13 writing, 12 defense)
Number of contact hours	9 per ECTS credit

The following schedule is suggested to ensure that students make orderly progress towards degree completion. Requirements for the MEPM are as follows:

Table 14a: Structure of the Study Programme (MEPM)

	Discipline Module	ECTS
1	Theoretical Education	35
1.1	Programme Foundation Requirements	10
a)	Required Courses	6
b)	Elective Courses	4
1.2	Programme Specialization Requirements	25
a)	Required Courses	10

b)	Elective Courses	10
c)	Professional Apprenticeship	5
2	Experimental Research Work (Thesis)	13
3	Final Attestation (Thesis defence)	12
	Total Required for Graduation	60

Table 14b: Theoretical Education - Programme Foundation Requirements (MEPM)

a) Required Courses (6 ECTS)

Course Code	Course Title	ECTS
EPM5101	Strategic Management in Education	2
EPM5102	Managerial Psychology	2
EPM5106	Business Correspondence (Foreign Language)	2

b) Elective Courses (4 ECTS), Students choose ONE course

Course Code	Course Title	ECTS
EPM5105	Educational Assessment	4
EPM5214	Language Education Policy	4
EPM5215	Finance and Budget in Education	4

Table 14c: Theoretical Education - Programme Specialisation Requirements (MEPM)

a) Required Courses (10 ECTS)

Course Code	Course Title	ECTS
EPM5104	Curriculum Development and Management	5
EPM5301	Programme Evaluation	5

b) Elective Courses (10 ECTS), Students choose TWO courses:

Course Code	Course Title	ECTS
EPM5103	Organizational Behavior and Leadership in Education	5
EPM5111	Analyzing Education Policy	5
EPM5211	Educational Equity	5

c) Professional Apprenticeship (5 ECTS)

Course Code	Course Title	ECTS
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EPM5302	Professional Apprenticeship	5
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Table 14d: Experimental-Research Work, Dissertation (MEPM)

Course Code	Course Title	ECTS
EPM5301	Thesis	13

Table 14e: Final Attestation (MEPM)

Course Code	Course Title	ECTS
EPM5301.1	Thesis Defense	12

Total: 60 ECTS

A student will be able to graduate within a year by taking courses successfully according to the following study plan.

Kazakhstan ratified the Lisbon Convention in December 1997 and KIMEP follows the Lisbon guidelines as part of the Ministry of Education and Sciences of the Republic of Kazakhstan (MES) requirements. In general, students follow the curriculum requirements at the time the student begins to study at KIMEP, which is specified in the KIMEP's yearly Catalogue. KIMEP has the right to improve or make substitutions to the curriculum. Every effort is made to ensure that any necessary changes do not put the student at a disadvantage or disrupt the programme of study. In some cases, students in a particular programme may have the choice of completing the programme under all or part of the requirements from a later edition of the KIMEP Catalogue. Whenever this is the case, students are informed of their options and can consult with advisers to determine the best course of action.

Undergraduate students (including BIS) are allowed maximum ten years to complete all requirements for graduation. Master degree (MMGT and MEPM) students have a maximum five-year limit for completing graduation requirements. Any period of academic leave from KIMEP is included in these time limits. Academic Suspension is allowed only once in the course of the programme.

KIMEP has established six general requirements that a student must meet to earn a Bachelor degree:

- Earn credits with a minimum passing grade of “D –” or better in each course.
- Earn at least 50 % from courses taken at KIMEP University.
- Have a cumulative grade point average (GPA) of at least 2.00. (It is necessary to have grades above the minimum passing grade in order to meet the 2.0 GPA requirement).
- Complete General Education required courses based on programme curricular.
- Receive a passing grade in all required non-credit prerequisite courses.
- Complete all of the requirements in a KIMEP degree programme. Degree programme requirements are stated in later sections.

To earn a graduate degree from KIMEP, Master level student must fulfil the following

requirements:

- Complete a residency requirement consisting of a minimum of 50 % of graduate coursework completed at KIMEP. Up to 6 credits of graduate coursework completed at a partner university in a KIMEP-sponsored exchange programme can be included in the 24 credits. Additional credits earned at partner universities can be transferred but cannot be applied to KIMEP minimum credits. Thesis and internship normally are supervised by KIMEP.
- Receive a passing grade in all required credit and non-credit courses.
- Complete the number of credits required by the degree programme with a passing grade in each course.
- Grades between “A+” and “B–” are passing grades. “C+”, “C”, or “C–” can be passing subject to the 2 C’s policy limitation.
- For the College of Social Sciences and the College of Humanities and Education two grades of “C” in elective courses are allowed for graduation. The two-C’s policy does not apply to zero-credit English courses.
- Have a cumulative grade point average (GPA) at or above the minimum requirement: 3.0 for master students
- Research, write, and publicly defend the thesis.
- Meet all requirements for the programme in the student’s major field of study.

The University uses a letter grading system of A, B, C, D, F. Letter grades are further differentiated with “+” for the top of the grade range or “–” for the bottom of the grade range. Based on the grades assigned, a grade point average is calculated and recorded on the student’s transcript.

Details of exam policy and the grading system are included in the KIMEP Catalogue (p. 40 et seqq.)

Table 15: KIMEP University’s Grading System

Grade	Undergraduate	Masters	Points
A+	Highest grade	Highest grade	4.33
A	Excellent	Excellent	4
A-	Very good	Very good	3.67
B+	Good	Good	3.33
B	Good	Satisfactory	3
B-	Good	Passing	2.67
C+	Satisfactory	Failing or Passing*	2.33
C	Satisfactory	Failing or Passing*	2
C–	Satisfactory	Failing or Passing*	1.67
D+	Passing	Failing	1.33
D	Passing	Failing	1
D–	Lowest Passing	Failing	0.67
F	Failing	Failing	0

*Grade “C” for Master students can be considered as either passing or failing, depending on the specific programme

A special section describing the evaluation criteria, examination policy and faculty expectations from students is included in the syllabus of each module/course at all level degree programmes. The module syllabus (which serves as a learning agreement between the student and the programme) is provided for students in advance, from the beginning of the classes, and describes

what types of evaluation and requirements are set out in this particular module.

The course assessment methods are explained in detail in the course syllabus. Moreover, suggested assessment-related learning activities are identified to guide students on their allocation of study time. When grades are assigned according to KIMEP's letter-grading system, the assessment criteria and standards applied to written and oral presentations are those that have been incorporated into the internal degree validation documentation approved by KIMEP's Academic Council. The review of course assessment methods, in light of the programme's ILO matrix, is an integral part of the syllabus and course review processes embedded in the programme's quality assurance arrangements.

KIMEP has special examination regulations included in KIMEP Catalogue⁷, course syllabi, and module descriptions. The following example shows how the course assessment included in the module description and syllabus may look like. The module mark is an arithmetic aggregation of the comprising modules: the grade is given for the course. KIMEP provides a transcript with detailed grades for each course and supplements this with a relative grading of the student's performance.

Table 16: Example Assessment category and evaluation, Grading

(from IFS2203 Management Information system course; BIS)

	Attendance	Quizzes	Assignments	Exam
First Assessment	02% - 14 classes	7% - 2 quizzes	20% - 2 assignments	
Second Assessment	02% - 14 classes	8% - 2 quizzes	20% - 2 assignments	
Final Assessment	01% - 02 classes	-- --		40%
Total	05%	15%	40%	100%
Total Mark (all exams/assignments/tests):		100%; Grading: A 80+; B 70+; C 60+; D 50+; F below 50		

All programmes take into account the requirements of both Kazakhstan national and European qualification frameworks under the EHEA standards for the services of higher education institutions.

The average course is about 135 learning hours which corresponds to five ECTS. Of these 135 learning hours in such case, the student workload is divided between the minimum in-class activities of 45 contact learning hours or “teaching period,” including lectures, seminars, theoretical and practical exercises, group discussions and interaction with the course teachers and guest speakers, and 90 learning hours of the student self-studies or “learning period,” including the reading literature, independent research/problem investigations, homework, preparation of assignments, case-study preparation, consultation with teaching faculty and other activities designed to be organized outside of the class.

⁷ KIMEP Catalogue AY 2021-2022, p. 8.

The overall workload for a bachelor or master student is generally 60 ECTS per year, which is based on 27 learning hours per one hour work which corresponds to 1,620 learning hours per year. Most undergraduate and graduate courses are five ECTS (a limited number of courses are offered with fewer or more than five ECTS). This corresponds to amounts set out in the Bologna process.

With the purpose of determining an optimal workload, the curriculum is designed and organized with regard to

- (a) account evaluation results from students and teaching faculty
- (b) homogeneity of knowledge and study group.

The examinations are due to national regulations, focused on the final module examination, but including continuous intermediary evaluations.

Regarding the workload, college administration, staff and teaching faculty:

- (a) guide their students throughout the programme;
- (b) follow the status of their academic progression;
- (c) provide assistance to students on-demand basis, should they feel they are falling behind.

The fact that all coursework involves continuous assessment (not just final assessment) also helps students to know where they stand in a course and gives them the opportunity to address any issues over the course of the semester. Feedback from faculty and students is considered in programme design and workload levels.

The students are supported by faculty and administrative units to make sure that they successfully complete their studies on time. Faculty members maintain regular office hours to consult students. There are teaching assistants for each course who provide additional academic tutoring on the subject matters. Besides, the students have access to counselling services of the programme Managers in the colleges. KIMEP-wide, the Student Learning Support Centre provides services of both academic and personal support to help students continue and complete their studies. The support includes academic tutoring, psychological counselling, and a special programme to address at-risk students.

KIMEP University is committed to a policy of equal opportunity for admission of all qualified individuals. The University is also committed to the principles of continuing life-long education, and does not discriminate against any individual or group on the basis of race, ethnicity, nationality, religion, gender, social or sexual orientation, creed, marital status, physical disabilities, remote area location, age and/or any other subjective criteria (cf. University Catalogue, p.6). Special assessment arrangements, especially in relation to final examinations, are also made on a case-by-case basis for students with confirmed physical disabilities or special learning needs.

Table 17: Composition of Student Body by Gender

Period	# of students enrolled (BIS): F/M	Percentage of females	# of students enrolled (MMGT): F/M	Percentage of females	# of students enrolled (MEPM): F/M	Percentage of females
AY 2018-19	15/25	37.5%	NA	NA	NA	NA
AY 2019-20	24/42	36%	NA	NA	NA	NA
AY 2020-21	33/51	39%	2/1	67%	7/0	100%
AY 2021-22	41/70	37%	6/2	75%	9/1	90%

Any information concerning an applicant's disability provided during the admissions process is voluntary and leads to the specific services once eligibility is proven through professional documentation to KIMEP Medical Centre. It is maintained in accordance with laws relating to confidentiality. No limitations are placed on the number or proportion of persons with disabilities who may be admitted or enrolled. The University has two academic buildings and a residence hall. All three buildings are equipped with ramps, elevators; automatic sliding doors are installed at entrances to academic buildings. In addition, special buttons are installed at the entrances to all buildings to call staff if any assistance is needed. Since the buildings are of quite old construction, gradual reconstructions in compliance with all newly established standards are carried out. Each floor is equipped with specialized sanitary facilities for people with disabilities.

KIMEP University also offers scholarships to highly deserved applicants and students. Details of the scholarship and financial supports are available on the website of the University⁸.

Appraisal:

With regard to the overall structure of the study programmes, KIMEP follows the national state regulations and the international standards.

The curricula and the module descriptions provided by the University for each programme show how the curricula are constructed and how the modules are grouped. The syllabi provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. The programme assigns ECTS credits per course. The practical components, such as internships, are designed and integrated in such a way that ECTS credits can be acquired. The panel sees that the structure of the programmes generally supports the smooth implementation of the curricula and contributes towards achieving the defined learning outcomes.

⁸ www.kimep.kz/prospective-students/en/financial-aid, last call August 5th, 2022

KIMEP has study and examination regulations for all study programmes based on ministerial orders, which are legally checked. The recognition of studies at other Kazakh higher education institutions is assured, as basically all of them use the state educational standards and further state regulations as a basis for the design of their curricula. The recognition of study periods abroad is organised based on the Republic of Kazakhstan's ratification of the Lisbon convention.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programmes are 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 the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with a relative grade.

The panel notes that there are a lot of assessments in each module. In Kazakhstan, continuous assessment is mandated by MES regulations, whereas Bologna principles favour one assessment per module. During the online conference KIMEP argued that continuous assessment allows closer monitoring of the learning progress, but also conceded that student evaluation after each semester shows that a lot of students consider the workload and number of assessments to be too high. Students and graduates also pointed out that in some modules workload is higher than calculated. The panel recommends more transparency in the exam and assessments regulations, e.g. by defining and describing the different types of assessments in the University catalogue. The panel also recommends to closely monitor workload and assure that assessment preparations are fully represented in the workload calculation. Finally, the panel suggests to reduce assessments where possible and consider to increase the use of portfolio assessments.

The overall feasibility of the study programmes' workload is ensured by a suitable curriculum design as well as through appropriate support of students by their advisors. The academic load is evenly distributed within each semester, with the number of hours in each semester comprising 30 ECTS credits and 810 hours.

Within the master programmes, courses take place in the evening and on Saturdays as most master students have a fulltime job. Although the panel emphasizes that full-time study and full-time work are very difficult to accomplish at the same time, the panel learned that this is quite common in Kazakhstan.

KIMEP ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programmes and examinations. There are numerous assistance services and offerings for students in special circumstances. During the assessment conference, the panel got the conviction that equality of opportunity is an integral part of KIMEP's academic policy.

		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

According to the self-evaluation report (see p. 40), KIMEP follows a student-centered approach where students should take an active role in their own education. Accordingly, faculty members of BIS, MMGT and MEPM programmes employ a various range of active learning teaching methods such as a student discussion, hands-on projects, consideration of case studies, student reports and presentations, data analysis, practical exercises, learning games, project work (team and individual), self-study reading, note-taking, chapter reviews, different tests and exams, class and home assignments, lectures, guest lectures (conferences), field work and researches. This is done in accordance with the programme ILOs. Almost all the courses in BIS, MMGT and MEPM programmes use numerous case studies to improve students' decision making abilities and to understand application of theoretical knowledge in real Information System design and management scenarios.

Using diverse range of teaching methods, teachers help the learners to meet their needs by developing and improving communicative, critical thinking, analytical, synthesizing skills, knowledge, behaviour, values and study experiences. Office hours and appointments support the development of students' academic and personal skills via advising, consulting, and directing.

Teaching is intended to focus not from teacher's point of view but from the learner's viewpoint. So the learning integration and course structure introduced in the curriculum allow the students to have clear logic about the course's learning objectives. A learner-centred education concept includes:

- To be consistent with the professional needs, classes are organised in a combination of contact hours (in class) and hours dedicated for student learning and self-studies (outside class).
- That the learning process is organised in a way that students spend an average of 36 hours per week on it
- A flexible curriculum where courses may be updated from year to year depending on the business environment and market demands; optimisation issues and faculty/guest speaker availability is taken into account.
- Although the course content reflects the programme's learning objectives, specific aims and material updates may also include a missing set of skills.

- Aspects of managing marketing or management issues of organisations and businesses and of practical company management are covered throughout the programmes by balancing the theoretical concepts and applied knowledge.

A core principle is implemented in the teaching approach: The teaching faculty is expected to take into consideration subject-specific didactic requirements by choosing appropriate teaching and learning methodology, which are described in the course descriptions.

The learning materials are the area of responsibility for the teaching faculty who deliver classes. College departments, BCB Undergraduate /Graduate Programme Committees and CHE Curriculum Committee academically review course syllabi on an annual basis. The programme administration keeps syllabi and related learning materials for reference. Learning materials are provided to students before each course begins, with additional materials distributed by the teaching faculty during lecture/contact hours.

All programmes are supported by a range of supplementary material drawn from the latest and most influential research in their respective fields. All learning materials are regularly updated and also made available for students through the library and online as well through the Moodle and L-drive that are accessible for the students 24/7 from any computer connected to the Internet.

Faculty members use their own course material developed while conducting their researches. Literature is updated (once a semester by requirements) and physically available in the library (see chapter 4.4). Office hours and appointments are seen as a way of developing students' academic and personal skills via advising, consulting, and directing the learners on the issues they arouse.

BIS, MGMT and MEPM programmes' faculty members may invite guest speakers, both academics and industry professionals, to different courses. The guest speakers are mainly selected from a wide range of professional domains such as C-suite executives of multinationals and local organisations, civil servants, public sector specialists, internationally distinguished leading consultants, and academics. A list of guest speakers for the BIS programme is available in the LDP (Leadership Development Programme) Programme office. Students in KIMEP's programmes also have the opportunity to interact with a range of scholars as part of KIMEP's Research Talk series (see chapter 4.1), in conferences that the CHE holds, as well as the KIRC conferences (see chapter 4.1) held by BCB.

The University operates a university-wide tutoring programme. The tutoring programme is a peer tutoring programme where tutors are students who have been selected by academic department faculty and have completed a tutor training programme conducted by the Student Learning Support Centre⁹.

KIMEP's tutoring programme is designed for students who are seeking additional assistance to improve their academic performance. Tutors are available for almost all academic subjects in many of the introductory level courses, as well as some of the upper-level courses. Small group, drop-in, and by-appointment tutoring are available at no additional cost to students.

Peer tutoring begins on the second week of classes and ends the last day of classes. The tutoring programme is a part of the Academic Support Programme, a mandatory programme that is offered

⁹ <https://www.kimep.kz/current-students/en/student-affairs/learning-support-center/>; last call August 5th 2022

only during regular semesters. Tutoring is available for all undergraduate students. Some high-capacity courses may be automatically open for small group sessions.

Appraisal:

The didactical concept of each of the study programmes 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. The taken measures and the conceptual structure of knowledge transfer are suitable to encourage students' to take part actively within their own educational development.

The panel had the opportunity to have a look at exemplary course materials. 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.

During the online assessment conference, the panel learned from the discussions with lecturers, students and graduates, that guest lecturers from a variety of occupations are regularly invited and that their contributions form an integral part of the study programmes' didactical concept. Guest lecturers come from a variety of occupations. The panel suggests that the University may engage more foreign guest lecturers as students in the online assessment conference mentioned their wish for more international guest lecturers.

Tutors support the students in the learning process and help them develop competences and skills.

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

3.4 Internationality

In line with KIMEP University's mission, strategy and core values, the Bachelor of Information Systems (BIS), Master of Management (MMGT) and Master of Education Policy and Management (MEPM) programmes are committed to educating and preparing students for careers and graduate study in an international environment.

According to the self-evaluation report, courses draw on international case studies, research, readings, and theories. In the BIS Programme international aspects are explicitly covered in modules like Management Information Systems and Accounting Information Systems. In the MMGT programme, international aspects are explicitly covered in modules like International Management, Change Management, Hospitality Management or Strategic Management.

In the MEPM programme such core courses as Strategic Management in Education, Managerial Psychology, Business Correspondence (Foreign Language), and elective courses in Organisational Behaviour and Leadership in Education include contents related to diversity, cross cultural issues, and other international aspects in the education policy and management functions. Textbooks for these programme courses are selected from globally leading international publishers which introduce examples and cases from all around the world.

There is a constant proportion of international students in the total student body (including the pandemic period), showing 13 % in the 2021-22 academic year. Students come from more than 20 foreign countries including China, Germany, Korea, Russia, Tajikistan, Turkey, Uzbekistan, the UK, and the US. KIMEP opened the China Affairs Office, which is currently transitioning to an East Asian Affairs office, to establish closer relations with universities in China, South Korea, and Japan, one aspect of which is student recruitment. The table with numbers of international students is given below.

Table 18: International Student Population at KIMEP

Figures	2013 - 2014 AY	2014 - 2015 AY	2015 - 2016 AY	2016 - 2017 AY	2017 - 2018 AY	2018- 2019 AY	2019- 2020 AY	2020- 2021 AY	2021- 2022 AY
Total Student Population	3562	3457	3116	2876	2789	2813	2573	2311	2227
International Student Population	385	476	385	338	364	385	321	274	297
%	10,8%	13,8%	12,4%	11,8%	13,1%	13,7%	12,5%	11,9%	13,3%

Currently, most international students in BCB and CHE are from Central Asia (Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan), China, and South Korea. International composition of student body in the programmes BIS, MMGT and MEPM students are as follows:

Table 19: Composition of International Student Body in BIS, MMGT, MEPM

	BIS		MMGT		MEPM	
Period	# of students enrolled	# of foreign students and %	# of students enrolled	# of foreign students and %	# of students enrolled	# of foreign students and %
AY 2018-19	40	10 (25%)	NA	NA	NA	NA
AY 2019-20	66	22 (33%)	NA	NA	NA	NA
AY 2020-21	84	23 (27%)	3	-	7	1 (14.3%)-
AY 2021-22	111	33 (30%)	8	-	10	1 (10%)-

To foster the international orientation of the programmes, the University emphasises hiring faculty members from diverse national background and with internationally recognized qualifications. Both BCB and CHE faculty members regularly participate in international faculty development and research projects such as Erasmus Mundus, Erasmus +, DAAD, HAW International, and Mevlana programmes to update their teaching and research capabilities. In 2019-20, 21 faculty and staff members of KIMEP visited partner universities as part of short training on teaching, research, and administrative affairs in leading European universities. BCB and CHE core faculty publications in international outlets in recent years include academic and practice-oriented research articles in international journals, books, book chapters, and conference proceedings papers. Faculty have also presented their research at international conferences. Some BCB faculty members are involved in international research projects, for example in the GUESSS - a large, global research project about student entrepreneurship (<https://www.guesssurvey.org/>). BIS programme has an agreement with Oracle Academy on utilization of some Oracle educational sources in the programme curriculum.

Faculty members in the BCB originate from eight countries (Kazakhstan, Turkey, South Korea, Pakistan, Bangladesh, New Zealand, US, and UK), with educational backgrounds from all over the world. The share of international faculty members is 31 % for the BCB core faculty. The share of core faculty with substantial international academic or professional experience is 84 %.

Faculty members in the CHE represent six nationalities, with educational backgrounds from many systems. The share of international faculty members is 42 % for the CHE core faculty. The share of core faculty with substantial international academic or professional experience is 72 %.

The official language of the three programmes is English. Therefore, all course contents, learning materials, and course instruction are offered in English. In some cases, students with lower English language competencies need to complete additional foundational English language courses in the first year of studies. Students can take other foreign language courses such as Chinese, Korean, and German.

Appraisal:

The panel noted in the discussions with teaching personnel, students and graduates during the online assessment conference that international contents and research perspectives are an integral part of the curricula, although they are not explicitly highlighted in the syllabi. Within the modules, discussions on the intercultural and multinational environment are frequently stimulated. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. It has to be taken into account that the Master programmes have only started in 2020 and within the pandemic, so that the internationality of student body could not yet reach its full potential and is to be developed. In the panel's opinion, measures taken to promote internationality are goal-oriented.

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

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

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

KIMEP programmes are designed not only to create competent professionals, but good citizens and community members. The ILOs of each degree give attention to the development of soft skills and abilities such as public speaking, teamwork, cooperation, time management, critical thinking and reading, and independent research.

BIS students are required to take courses such as sociology, psychology, philosophy, history, and culture as part of general education to broaden their understanding of life, society, and the world beyond the limits of business education during the first two years of their studies. They are also required to take programme foundation course from other business disciplines such as accounting, finance, marketing, and management.

Master level students are required to attend core and programme foundation courses before attending course related to their specialized professional domain. MGMT students select courses from diversified perspectives such as Strategic Management, HRM, Supply Chain and Logistics Management, Hospitality Management, Innovation Management, Managerial and Interpersonal Skills. MEPM students select courses like Strategic Management in Education, Managerial Psychology, Finance and Budget in Education, Business Correspondence to gain multi-disciplinary skills.

The programmes go beyond professional orientation and include personal development, ethics, and values, widening the learning horizons of undergraduate and graduate students. They do so by introducing new concepts, case-studies, and guest speakers.

Students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions, such as in the Business Communication and Managing Negotiation courses. This is supported by means of suitable didactical and methodological measures.

Within the programmes, there are different types of evaluation including communication skills, case-studies, development discussions and arguments. Managerial competences can be found in several modules and are to be achieved as LOs of core courses. The programme participants are introduced to professionally-oriented international experience and also strengthen other aspects,

such as cultural awareness. Intercultural aspects with regard to exchange programme opportunities offer opportunities for personal development.

Leadership guest lectures attended by the students involve group presentation projects, role-playing exercises, and case studies. These are good examples focusing on discussions, including leadership as methodological tools to reach these skills such as critical thinking, conflict handling, and problem solving.

Appraisal:

Through various methods the students are in the position to acquire communication and public-speaking skills as well as cooperation and conflict handling skills in the study programmes. This is documented in the module descriptions. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is also 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)

According to the self-evaluation report (see p. 47), KIMEP's programmes are designed with the understanding that no matter how thorough they may be, it is important to give students the abilities they will need to continue to learn, grow, and adapt even after graduation. In addition to the knowledge of their fields, they take away the ability to think critically, evaluate evidence and process new information quickly.

In six modules each BIS student has to sign up to present and facilitate a discussion with a partner for 50-60 minutes using presentation software, handouts, activities, etc. Oral presentations are a component of the final assessment in several modules in the master programmes.

KIMEP regularly conducts employer opinion surveys with regards to graduates' skill acquisition during their studies. The Corporate Development Department administers "The Survey of Employers Satisfaction with KIMEP Graduates"¹⁰. This Survey is held once every four years. According to the results of the most recent employer survey, held in 2021, overall employers expressed a high level of satisfaction with KIMEP graduates' professional preparedness (3.45 out of 4.00). The portion of employers expressing a desire to continue to hire KIMEP graduates in the future has grown from 82 % in 2013 to 96 % in 2017 and 97% in 2021¹¹. KIMEP University annually

¹⁰ Report_Survey on Employer Satisfaction with KIMEP Alumni, Fall 2021.

¹¹ Cf. Report_Survey on Employer Satisfaction with KIMEP Alumni, Fall 2021, p. 18

takes 1st place among the humanitarian-economic universities according to nation-wide Ratings of IQAA (Independent Agency for Quality Assurance in Education)¹².

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all of their modules.

The University has convincingly stated that graduates of the programmes find a profession shortly after graduation of the programme.

In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

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

¹² <https://iqaa-ranking.kz/rejting-vuzov/rejting-vuzov-kazakhstana-2020/natsionalnyj-rejting-luchshikh-gumanitarno-ekonomicheskikh-vuzov-kazakhstana-4>, last call July 18th, 2022

4. Academic environment and framework conditions

4.1 Faculty

In Bang College of Business (BCB) there are 32 full time faculty members in the 2021-2022 academic year. The share of adjunct faculty is 44 %. Nearly 80 % of faculty have doctorate degrees (PhD, doctorate or Doctor of Business Administration (DBA)), In College of Humanities and Education (CHE) there are 29 full time faculty members in the 2021-2022 academic year. The share of adjunct faculty is 34 %. To reduce the share of adjuncts, CHE is actively hiring – there are five vacancies to fill by AY 2022-23. More than two thirds of CHE full-time faculty have terminal degrees¹³: 52 % of faculty have doctorate degrees (PhD, doctorate or DBA), 21 % have Candidate of Sciences or Master of Fine Arts degrees. Junior faculty actively work to upgrade their academic qualifications: four faculty members are studying in KIMEP's new PhD programme in Education Policy and Management; four more are currently pursuing doctorate degrees at other local universities or international universities.

Recruiting of BCB and CHE faculty members follows KIMEP regulations¹⁴ called “KIMEP Employment Guidelines”. CHE monitors teaching faculty concerning compliance with respective requirements including pedagogy and teaching activities. Overall the policy is in compliance with Order No. 635 of the Ministry of Education and Science of RK as of 14.12.2007 on “Regulations of Competitive Hiring and Selection of Faculty and Researchers in the Institutions of Higher Education” and outlines approved professional qualifications required for certain vacant positions. For teaching at the undergraduate level, faculty members must have at least a master's degree. A doctorate degree is required for teaching any graduate coursework.

In addition to academic qualification of terminal degree, all faculty are expected to engage in scholarly research, to engage with the international research community, and to update their knowledge on a continuous basis. According to the self-evaluation report, faculty members disseminate the latest knowledge and research agendas to students through cutting edge research in their respective subject areas (see self-evaluation report p. 50). CHE has created a scoring system for faculty annual evaluation that creates an incentive to target publications in more established academic journals. CHE has also created the position of Research Director/Coordinator, who is responsible for working with faculty, students, and other departments to support research activities. KIMEP University allocates a research budget that is generally used for supporting faculty in participating in international conferences and in financial rewards for publications. The aggregated results of faculty scholarly activities are shown in the following tables:

¹³ highest achievable degree in an academic field or professional discipline, usually doctorate degree.

¹⁴ www.kimep.kz/about/files/2018/02/17-06-2016-Faculty-Code-of-Practice-June-2016-final-revised.pdf, last call August 5th, 2022

Table 20a: BCB Faculty Research Output

Research Type	AY 2018-2019	AY 2019-2020	AY 2020-2021
Practice-Oriented Research Articles			
Academic Research Articles (peer-reviewed)	60	27	38
Articles on Pedagogic Development and Innovation	1		
Published Case Studies	35	7	45
Papers in academic conferences (peer-reviewed)	19	25	30
Papers in professional conferences			
Other Publications			

Table 20b. CHE Faculty Research Output

Research Type	2018-19	2019-20	2020-21
Peer-reviewed international journal	2	5	8
International book publication	1	1	2
International book chapters	3	3	3
Textbooks approved by MES		4	2
Local MES approved journals	2	9	11
Other publications	9	12	7

Of all countries in the Commonwealth of Independent States (CIS), KIMEP University's faculty have the highest proportion of holders of terminal degrees from Western universities, and the faculty's broad worldview, dedication, and academic expertise allow them to contribute to academic excellence not only in Almaty but across Kazakhstan and around the world. The BCB, CHE and other colleges hire and retain only academically qualified (AQ) and professionally qualified (PQ) faculty members to teach undergraduate, graduate, and post-graduate programmes (based on the KIMEP Retention and Promotion Policy - Faculty Code). Faculty degrees are obtained mainly from the UK, US, EU, and strictly from internationally accredited universities with very strong theoretical and research backgrounds.

For newly hired faculty, an academic degree and minimum three years of teaching experience in higher education, English proficiency, and evidence of remote instructional design are required. During interviews, special attention is given to assessment and feedback practises. These are just the minimum required qualifications – interviews are conducted with all prospective faculty by a committee, during which more detailed questions about teaching philosophy and assessment style are asked. In some cases, job candidates are asked to give a demo lesson. Experience with distance and online teaching is also required. New full-time faculty and adjuncts who do not have online teaching experience are required to attend training designed and conducted by the CHE Centre of Educational Excellence.

Moodle pages are regularly reviewed by the Associate Deans/Department Chairs. Dean and Associate Dean conduct class observations, particularly of newly hired faculty or in the case of complaints from students.

For continuing faculty members, KIMEP provides regular training sessions through the Vice President of Academic Affairs (VPAA) Office or the KIMEP Centre of Educational Excellence, housed in the CHE, to improve and hone pedagogical competencies. In addition, the CHE organises regular internal professional development workshops where faculty share and discuss best practises.

According to the self-evaluation report, KIMEP faculty members regularly participate in international academic mobility programmes to learn and update teaching and research qualifications. University faculty members regularly attend international teaching and research seminars and workshops to improve further pedagogical qualifications in their respective areas. The University provides financial incentives occasionally in this respect (see self-evaluation report p.51).

Most of the faculty members, together with their academic and research experience, have managerial/business and professional experience. Faculty members regularly participate in meetings of both international and local professional associations, such as the American Chamber of Commerce or EUROBAK.

BCB faculty members should have relevant work experience and must engage in a sufficient level of activities including but not limited to consulting, publishing in international journals, recertifying professional credentials, participating in professional workshops; presentations at professional conferences.

All CHE faculty are actively engaged with teaching and continual development through research, professional development, and collaboration with students and colleagues. Not only do faculty regularly attend professional development, the CHE provides professional development training on instructional design to other colleges within KIMEP.

Most of the part-time faculty members are invited from the corresponding industries where they are employed full-time. This facilitates the students' exposure to the real-life hands-on experience of contemporary business practice.

Learning environments in higher education in Kazakhstan undergo rapid changes, and KIMEP offers new tools for reaching international standards to HEIs and school management in Kazakhstan to help them get upgrades in global higher education through its Centre of Educational Excellence (CEE, see also chapter 4.3) and CHE faculty members. The CEE strives to enhance the quality of learning, teaching, scholarship, and educational management by being a change agent supporting the transformation of Kazakhstan's system of education.

Internal collaboration and overall administration are systematically ensured by Deans, Associate Deans, and the respective Department Chairs. At the beginning of each academic year, College Deans form committees for internal cooperation and smooth functioning of the programmes, assigning full-time faculty to serve in departmental and university-level committees. These committees meet throughout the year as needed to decide issues related to research, curriculum, hiring, promotion, budgeting, social media, and more. The BCB has separate Undergraduate and Graduate Programme Committees and the CHE maintains the Curriculum Committee to constantly review curricula, courses, course content, assessment methods, learning materials, and teaching

methods and practises. Each committee is required to meet regularly to discuss all related issues and report to the deans on a continuous basis.

The Deans also periodically convene general faculty meetings to improve internal cooperation among faculty. Occasionally, social events are arranged to promote faculty team building. Chairs of departments organise departmental meetings to promote internal communication and coordination among faculty members. Professional development seminars are another form of opportunity for faculty to share their experiences as professionals, and these take place on a regular basis. In addition to officially scheduled meetings, faculty meet informally to share course materials and teaching experiences.

The BCB and CHE Research Committees organise regular research seminars and research talks, as well as the annual conferences (KIRC and CALE) to promote joint research and internal research collaboration among faculty members. There are regular research seminars throughout the year within the CHE college where faculty share their own research findings or listen and discuss the research of other scholars both within KIMEP and from other Kazakhstani and international institutions.

Additionally, the CHE has a strong record of cooperation with the General Education programme — many CHE faculty have developed and teach courses for General Education, many courses of CHE programmes are cross-listed as General Education courses, and General Education faculty are also “housed” within the CHE. The college also cooperates with the Bang College of Business, particularly regarding Cognitive Science courses in the BIS programme.

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

Faculty all hold mandatory office hours, which are posted on Moodle, syllabi, and on office doors (when teaching in-person). For students completing their theses, supervising faculty are in regular contact with students via email and Zoom calls and/or face-to-face meetings. The BCB and CHE also arrange support activities like training sessions on how to write conference abstracts, or more informal help with research and conferences, for graduate students.

Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty’s composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. During the online assessment conference, the panel noted that the teachers have a teaching load of four courses per semester. The teachers pointed out that it is challenging to combine teaching obligations and research activities. The panel suggests to further monitor workload and the teaching/research ratio in order to support KIMEP’s shift from an institution primarily focused on teaching to one with a much greater emphasis on research (see chapter 1.3).

The academic, pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. Faculty have the necessary corresponding academic and research background to teach assigned courses and supervise thesis writing. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The panel welcomes that KIMEP encourages faculty to get a doctoral degree by offering a discount on the tuition fees.

The faculty members have above-average business experience and use them in their teaching activities.

KIMEP Colleges are highly collegial and cooperative. There are numerous opportunities for faculty to collaborate and interact. The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. During the online assessment conference, the panel noted that faculty members also cooperate very much on an informal level. Meetings of all those teaching in the programme, both at the level of the Chairs and the Faculty, take place regularly. Scientific projects are conducted cooperatively by groups of teachers.

Student support and coaching are an integral part of the services provided by the academic staff of the faculty. During the online assessment conference, students reported that they are fully content with the support they receive.

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

4.2 Programme management

The Programme Managers/Department Chairs of the colleges coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. The Programme Managers coordinate on an academic level with the Dean/Associate Deans, and on organisational level activities of everyone involved.

The programmes' administrations discuss academic-related recommendations together with faculty members and introduce changes to assure the programmes' competitiveness and market orientation and the next steps of development aimed on improving the programmes for competition reasons.

In Bang College of Business (BCB), at the legislative level, the programmes are managed through departmental meetings and four formal committees: Curriculum and Quality Enhancement Committee; Undergraduate and Graduate Program Committees; College Council; and Academic Council (university-level). First, the Curriculum and Quality Enhancement Committee periodically revisits the curricula, course contents and the course management of the programmes. Second, the Undergraduate and Graduate Programme Committees in BCB check and make recommendations regarding the management, quality, and standards of the respective programmes, consistent with intended learning outcomes. Then the College Council approves the management, operations, changes, and improvements of the programmes to align with the strategic vision, mission and objectives of the BCB. Finally, at the university level, the Academic Council as the supreme academic policy making authority, provides final approval of the programme management activities.

In the CHE, the programme is managed through the following committees: College Curriculum Development Committee, College Council, and the Academic Council (university-level). First, the Curriculum Development Committee periodically revisits the curricula, course contents, and the course management of programmes. Second, the College Council approves the management, operations, changes, and improvements of the programmes to align with the strategic vision, mission, and objectives of the CHE. Finally, at the university level, the Academic Council as the supreme academic policy making authority, provides final approval of programme management activities.

Activities of all programmes within the academic year are analysed and documented on a regular basis and reported to the Dean in terms of academic affairs. In addition, programme activities are also reported to the Associate Deans to monitor organisational performance. Associate Deans analyse reports and use them as bases for further improvement and upgrade of services.

Intensive cooperation between the college administration and the faculty members of respective programmes are required for decision-making of all academic issues. The college programme management works closely with the Dean and the Registrar's Office to provide necessary support related to registration, course scheduling, classroom assignment, on-time grade submission, and more. Student course evaluation results are assessed regularly and future improvement plans are developed by the administrative support teams.

KIMEP has developed its own unique Online Registration System, which allows the students, faculty, the registrar, and administration to enjoy a number of web-based real-time services, and effectively supports the education process. Using the system, students can exercise the following features from any location in the world online: check their schedule for the upcoming semester, communicate with their academic advisors, choose and register for courses according to their descriptions and prerequisites, check their grades and GPA for the previous semester, review their financial obligations to KIMEP, and check their individual academic requirements. Faculty members can access the following features directly from their offices online: check student registration, obtain rosters of registered students, carry out advisory services, and enter final

grades. The Office of the Registrar can obtain the following current and exact information on any student directly from the office online: the number of credits obtained, GPA, lists of courses completed, individual schedules, and financial obligations.

For current students, the Department of Student Affairs, headed by the Associate Vice President of Student Affairs, provides support and counselling services for study plans, personal counselling needs as well as information about the social environment at KIMEP University and in Kazakhstan.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Faculty members and students are well informed about the programme, schedule, course requirements and expectations, and other necessary details.

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. The HEI offers the administrative staff opportunities for continuous professional development.

The administrative staff acts as a service provider for students and faculty. During the online assessment conference, the panel experienced a highly motivated and well organized administration. Students and graduates highlighted availability, responsiveness and quality of overall services.

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

4.3 Cooperation and partnerships

The University has established links and partnerships with more than 165 universities in North America, Europe and East Asia that offer exchange programmes and dual degree programmes for undergraduate and graduate students, joint forums and research opportunities, faculty visiting and exchange programmes, summer schools, and study abroad programmes. A full list of partner universities and cooperation agreements, student mobility statistics, and dual degree accomplishments are available in the L Drive.

According to the self-evaluation report, cooperation agreements with HEIs also offer faculty and staff members a range of opportunities to study, carry out research, and experience international academic life at partner universities worldwide. Faculty and staff members gain valuable experience at partner institutions in countries as diverse as Germany, the Netherlands, Denmark,

UK, US, Korea, China, Sweden, Spain, Slovenia, Romania, Hungary, Turkey, and Poland (see self-evaluation report p. 54).

KIMEP has more than 200 corporate partners. To help select, manage, and maintain beneficial, long-term partnerships with the business community of Kazakhstan and abroad, the KIMEP Corporate Development Department, Business Advisory Council (BAC, see chapter 3.1), KIMEP Alumni Association, and KIMEP Advising, Internship and Career Placement Centre (KAIC) were established.

Bang College of Business (BCB) signed Memorandum of Understandings with the Astana International Financial Centre (AIFC) and the Astana International Exchange to bring fresh learning platforms on capital market financing solutions and retail market investment solutions.

College of Humanities and Education (CHE) has extended the list of its corporate partners as well with such as the National Centre for Professional Development for Teachers in Kazakhstan - ORLEU, TALAP holding (oversees vocational schools in the country), elite high schools as Astana Garden School (AGS), New Generation School (NGS) and partner-universities.

Faculty members conduct consulting services to industries to share academic experience and knowledge with society. Faculty members regularly participate and organise seminars and conduct collaborative research and consulting activities with corporate partners in areas related to their expertise. Faculty members also cooperate with businesses, industries, and various field experts in organising guest lectures by professionals from different industries.

Regular feedback from corporate partners, internship programmes, and career workshop/seminars help KIMEP to update its curriculum to ensure its relevance in Kazakhstan and within the CIS. Corporate partnerships is evidenced by the presence of industry professionals among its teaching faculty and broad representation of key Kazakhstani organisations in KIMEP's Board of Trustee. This Board is responsible for formulating the specifics of the institute's mission, establishing policies to fulfil this mission and strategic development of KIMEP, the utilisation of up-to-date international educational technologies, and the development of research activities and international academic collaboration.

BCB faculty members in cooperation with the Executive Education Centre (EEC) have created several professional platforms where company CEOs, industry and business professionals, and market experts can gather to share ideas, problems, and experiences. At the Centre's HR Club and Marketing Club on-campus meetings, HR and marketing executives of companies gather regularly and participate in the conferences organised on national and international levels. Both HR and Marketing Clubs provide the opportunity for faculty and students to interact with industrial senior managers on campus. Faculty members participate as moderators and speakers. The BCB has also established the Leadership Development Programme. BCB faculty members regularly conduct training and professional seminars on investment, accounting, IT for specialists of Kazakhstani banks, investment firms, oil and gas companies, and more.

The College of Humanities and Education has created the Centre of Educational Excellence (CEE), which serves as a collaborative, high-rank platform to host professional workshops, seminars, webinars, conferences, discussion groups, professional development programmes, and additional opportunities for the educational market: for university and school management. CHE faculty collaborate with participants, are involved as moderators, and regularly conduct trainings and

professional seminars on pedagogy, linguistics, curriculum, and materials development for various modes of studies within the Centre's offerings.

Appraisal:

The scope and nature of cooperation with HEIs, networks, business and organisations relevant for the programmes are plausibly presented. Agreements forming the basis of the cooperation are documented. Cooperations are actively pursued and have a clear impact on the students' studies and on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

Cooperation with business enterprises and other organisations is actively promoted. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. In the opinion of the panel, cooperations with business enterprises and other organisations significantly contribute 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 (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

As the assessment conference took place online, the panel did not assess the facilities on-site. The total area available in KIMEP University is 6.370 square metres. The total number of classroom seats available is 3.003. Air-conditioning systems (centralised) are installed in all classrooms.

Table 21: Teaching Facilities

Building Location	Area sq. m.	Seating Capacity	Screens	IB	LCD	Computer	TV Set	Video	Telephone	Tribune
Valykanov	3596,7	1771	37	15	37	176	4	3	0	37
EEC	169,7	56	3	0	3	3	2	2	2	3
Dostyk	155,2	67	2	0	2	13	1	0	2	2
Library	148,3	35	2	0	2	35	0	5	3	1
New Academic Building	2300,1	1074	24	11	24	110	2	2	0	21

Total	6370	3003	68	26	68	337	9	12	7	59
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Notation:

IB - Interactive board

LCD - Display

The computer and related hardware and facilities at KIMEP University include:

- 1,209 computers on campus, all are connected to LAN and the Internet;
- 411 printers;
- 29 scanners;
- 155 web-cameras;
- 68 LCD-projectors;
- 26 interactive boards;
- 6 servers; and
- 13 computer laboratories, all of which are connected to LAN and the Internet.

Classrooms are equipped with LCD-projectors, LCD-panels, interactive boards and computers, which allow multimedia presentations and access to file servers, electronic materials, and the Internet during lectures. A number of conference halls, such as the Great Hall and the High-Tech Conference Hall, are equipped with all necessary hardware to run multimedia presentations for groups of varying size. There are also eleven study rooms available with wireless Internet access (total space ~250 square metres).

For IT courses (BIS) KIMEP uses MS Office'10, MS Office'365. For programming courses KIMEP uses MS Visual Studio, and some free coding platforms like Replit.com. For Business Intelligence Applications and Decision Support Systems courses KIMEP uses MS Excel, MS Power BI, Google analytics, Tableau, and other platforms. For "Digital Graphics in Business" course KIMEP uses Corel Draw Graphics Suit'17, and some other free online platforms like Tableau, Datastudio.google.com, Piktochart, Canva, Inkscape. For "Web technologies in Business" course KIMEP uses MS Share Point Designer and other software, for "Database Management Systems" course KIMEP uses Oracle Academy resources, MS Access. In some courses, faculty members use virtual simulation software to make the courses more practical and realistic.

KIMEP Library is located in a separate building on the University campus with an area of 2,719 m² and can serve up to 350 students at a time. According to the self-evaluation report KIMEP library has one of the largest academic collections in Central Asia (see page 41) and is the owner of one of the biggest English-language library collection in Central Asia (see page 56). KIMEP Library facilities include public reading areas for the library's circulating collection and for reference, periodicals, and reserves materials; a conference room and two independent study laboratories with computer workstations. The conference room and laboratories are equipped with all necessary software and hardware to run multimedia presentations.

The library has 87 computers at the disposal of students (renewed by 17 % in AY 2020-21) and provides unlimited access to the Internet via high speed WI-FI.

The library collection includes 102,795 print copies (of these 72,838 in English), and 18 international and local electronic databases, which comprise over 700 thousand full-text

documents (e-books, magazines, conference materials, legislative acts of Kazakhstan and foreign countries). The databases can be accessed from any computer on campus and include: CARD (library bibliographic database), Ebook Central, EBSCO EconLit, EBSCO Business Source Complete, EBSCO Ebooks, Emerald, JSTOR, Paragraph, Polpred, ProQuest One Business, Sage, Scopus, Taylor and Francis Ebooks, The Chronicle of Higher Education, TOL, Westlaw, Web of Science and Zakon. The remote access is organised to 14 electronic databases, so now library users can access these resources from any place outside the campus. Bibliographic records of all print literature are entered into an electronic catalogue (KIMEP uses AMLIB), which is accessible to all users both in the library and through KIMEP website.

The library is constantly developing a book collection and its electronic resources. Twice a year, the library orders textbooks, as well as reference and research titles requested by the faculty and students to keep the collection up-to-date. The budget allocated for acquisition of learning resources for the 2021-2022 academic year will allow increasing the library collection to nearly 1,300 print books, renewing subscriptions for the existing electronic resources and subscribing to two new electronic databases.

In order to provide students with necessary literature for the study programmes, the KIMEP library provides a textbook rental service. The library typically acquires course titles at 30-50 % of overall enrollment. Three to five copies are put on reserve to make the course titles available for all students and can only be used only in the library reading rooms.

Every semester, the library administrator sends book request forms to all faculty members. Based on faculty recommendations, new books are bought.

Library users are not only students, teachers and staff of KIMEP, but also university graduates and external users – students, teachers, and researchers of other universities. Eleven library staff members provide a wide range of services to all users: open access to the entire book collection, assistance in selecting titles, individual consultations, presentations, trainings, orientation sessions to entering students and new faculty, seminars, and webinars on the use of the electronic catalogue and electronic databases. The Library organises practical training for students together with teachers, provides printing for clients, scanning materials for teachers, draws up thematic exhibitions, regularly updates and places information on the website and on social networks, and provides unlimited Internet access.

Annually, the Department of Quality Assurance and Institutional Research at KIMEP conducts a survey among students and graduates that assesses the work of all departments, including the library, and all their requests and comments are analysed and taken into account.

During the COVID-19 pandemic, the KIMEP library moved to a limited work schedule of 64.5 hours per week. However, the Library is ready to return to its usual working hours (seven days or 94.5 hours a week: on weekdays from 8.30 to 24.00, Saturdays from 10.00 to 19.00, and Sundays from 10.00 to 18.00) as soon as it will be permitted. During final examinations, the library also operates 24/7 based on student requests.

Appraisal:

The panel team had access to a virtual 3D tour via the KIMEP campus¹⁵. As far as could be seen and checked in an online assessment conference, KIMEP University provides adequate space for students to study and learn. In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are appropriate to the needs for conducting the programmes. The buildings are properly equipped with modern information technology. Access to the internet through laptops in classrooms and, in general, via wireless LAN is provided free of charge. The requirements for disabled students are taken into account. However, not all rooms are accessible barrier-free. Although the panel realized during the online conference that the University is well aware of this it recommends to keep up the effort to further improve the ratio of premises with barrier-free access.

The library offers opening hours convenient to the needs of the students. The panel highlights the library's opening hours on seven days a week. Access to literature and journals is adequate and usability of digital media (e.g. electronic media, databases) is properly ensured. Access to relevant digital media is available from the students' home. Literature, media and data are regularly kept up to date, according to the self-evaluation report (p. 57 et seq.) and the interviews during the online assessment conference. Qualified library staff is there to advise students.

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

4.5 Additional services

KIMEP established a Career & Employment Services (CES) in 1996 with the purpose of building strong cooperation between the business community, alumni, and students of KIMEP University. CES provides students, starting from their first year of study, with career advising, career events, recruitment assistance, employer outreach programmes, and networking opportunities.

Career and Employment opportunities are available for graduate and undergraduate KIMEP students, as well as alumni. Assistance is provided to company partners seeking either full- or part-time employees. The staff of CES provides counselling on internship opportunities, preparation for job interviews, writing resumes, and job search techniques. Career and Employment Services organises an annual Jobs Fair and a lot of various events and training devoted to career skills development. The department also runs a webpage with job and internship opportunities, employment statistics and events calendar¹⁶.

¹⁵ <https://www.kimep.kz/ru/3d-tour/#pano753/152.0/30.6/74.4>, last call August 5th, 2022

¹⁶ <https://kimep.kz/current/en/career-employment>, latest visit July 18th, 2022

Students of the CHE have access to additional career development services as the College's Centre of Educational Excellence offers professional development seminars for students.

The Alumni Association was established to maintain a permanent relationship between KIMEP and its alumni, with the purpose of mutual service and support. The Alumni organisation is run by the KIMEP Corporate Development Department.

The goal of the Alumni Association is to keep Alumni conversant with the programmes and activities of KIMEP and provide support to the University and its programmes. The Alumni Association assists the University in the growth of its cultural and extracurricular activities and facilitates KIMEP's involvement in the community. Alumni currently serve at KIMEP's business advisory boards, as ambassadors, speakers in the Leadership Development Programme (LDP), alumni talks and career talks, and as mentors to students and various student organisations on campus. Alumni Association activities also include fundraising for current students through the Rakhmet Scholarship Fund and organising annual reunions, luncheons, and networking activities that recognise outstanding alumni in areas of professional development and community service.

The Career & Employment Services (CES) and the KIMEP Corporate Development Department co-operate in organising Job Fairs, Alumni Talks and Career Days. The Corporate Development Department invites working experts to share their experience every semester.

Appraisal:

During the online assessment conference the panel had the opportunity to talk to the staff of the Career Center and the Corporate Development Department. The panel appreciates the range of services that KIMEP offers to the students and graduates and the dedication and motivation of the staff. Students can approach the Career and Employment Services and receive counselling on an individual basis. Students have access to the HEI-wide corporate network. KIMEP also brings its graduates in contact with representatives from business and industry at regular events. The panel is convinced that the services help to promote employability, the support provided is comprehensive. But to further coordinate and consolidate the range of career and development services for the students and graduates and to ensure top notch employability and career service, the panel recommends to include "Placement classes" in the curricula (especially in the Bachelor Programme) with credits assigned. Possible contents for placement classes can be that students

- access and complete a range of well-regarded individual psychological profiles to create a preliminary personal career plan;
- create structured resumes based on their experiences and their career plans. Resumes may be critiqued and discussed by industry professionals;
- learn how to conduct a job interview;
- create structured role plays for job interviews, and for managing specific problems and activities;
- work closely with the Careers Staff to organise job fairs on campus;
- write structured reflections on their internship experiences, specifically connecting theory to practice;
- use cooperations with/ do internships in consulting companies with fields of activity such as career or outplacement counseling

- participate in a mentoring programme where Master students/Alumni offer student career counseling

An alumni organisation has been set up. Alumni activities are planned on a long-term basis and performed regularly. The panel is convinced that the unit will help to develop the University's alumni efforts systematically and on a long term. The panel recommends to create a full-time staff for alumni activities to utilise the full potential of the high employability of KIMEP graduates for the benefit of the HEI.

	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 Bachelor of Information Systems (BIS) and Master of Management (MMGT) programmes are managed by the Bang College of Business (BCB). The BCB is the largest college of the University, accounting for almost two-thirds of total KIMEP students. BCB generates more than 60 % of University's total revenues and operating with a financial surplus that ensures smooth financing and sustainability of all BCB Programmes.

KIMEP has set up an overall financial plan until the Academic Year 2024-2025. All programmes are part of KIMEP central accounting. The forecast for each programme is based on certain assumptions and includes an increase of students in the next academic year. Figures are calculated on the basis of fees multiplied by the number of admitted students. These calculations for the years of 2017-2021 are valid; the forecasts for AY 2021-2024 are based on the expected number of applicants. According to the self-evaluation report, the financial sustainability of all programmes is guaranteed as it is included in the KIMEP Strategic Plan for 2017-2022, as well as for the entire accreditation period. Financial stability is ensured by KIMEP for the current academic year as well as for the entire period of the accreditation (see self-evaluation report p.58).

Appraisal:

The system of tuition fees and educational grants ensures that the University receives resources on the basis of student numbers and can thus finance its teaching activities. Hence, a general budget exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years, the panel concludes that financial stability is ensured for each current programme cycle and the entire accreditation period.

	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

KIMEP has established a framework for quality assurance that is compatible with mechanisms for institutional, departmental, and programme quality assurance. This framework is embedded in each college and in every department, whether academic or non-academic.

Each college or academic division is responsible for creating their own continuous quality improvement process to include annual and cyclical programme reviews of each aspect. Chairs work together with the Deans to revise the academic catalogue as needed. CHE programme faculty teaching new courses informally discuss their instructional decisions, the faculty consult with the CHE Dean regularly on course design.

Annual programme reviews are limited in scope to particular programme learning outcomes, but also include overviews of curriculum, faculty, finances, student learning, and programme effectiveness. Full programme reviews take place every three to five years and incorporate thorough assessments of the same information in addition to an overview of all programme learning outcomes and student learning assessments.

Information from both annual and cyclical reports is used to make revisions to the curriculum and programme effectiveness, as well as to determine market needs, student interest, value added, and financial impact. Both types of programme review are completed in the fall semester following the academic year in which data was collected and analysed. After completion, programme reviews are sent to the Vice President of Academic Affairs, Curriculum Review Committee, the Department of Quality Assurance and Institutional Research, and the Admission and Scholarship Standing Subcommittee for review and feedback. In instances of major issues or revisions, programme reviews are presented to the Academic Council and the President's Cabinet.

- The College Curriculum Committees review course design and syllabi to ensure they are in line with KIMEP's own and international standards, use appropriate methods and amount/type/variety of assessment, and have reasonable policies, resources, and study plans. KIMEP draws on Bloom's Taxonomy as a tool to help design different types of learning activities as appropriate to different levels of instruction. With the transition to distance learning necessitated by the pandemic, the HEI also draws on a variety of online tools, such as Moodle, Padlet, Kahoot, etc.
- The Department of Quality Assurance and Institutional Research (QAIR) is responsible for collaboration between different units at KIMEP – executive, management, departmental, and programme level – in order to provide necessary information to support strategic decision-making and quality assurance systems, which promote integrity and effectiveness across the University. The primary roles of the office are as follows:
 - Provide the information and analysis necessary to support decision-making at the institutional level and within colleges / divisions.
 - Undertake such reviews and audits as necessary to safeguard the integrity and quality of the institution's activities.
 - Advise the institution on quality implications of proposals, policies and strategic plans.

QAIR also acts as a liaison between state bodies, higher education institutions, and both national and international agencies to share best practices and develop strategies for the

benefit of the community as a whole. Additionally, they carry out various studies upon request that investigate particular quality aspects in individual programmes or separate areas of the University's performance.

- The Academic Council of KIMEP University manages general academic affairs, oversees academic quality assurance and curriculum review, and develops recommendations for further approval by the President's Cabinet and the Board of Trustees. College deans, the Director of the Admission and Financial Aid Office, and the Deputy to the President for Student Recruitment & Admission have representation on this committee. This committee reviews curriculum to ensure alignment with the National Qualifications Framework. The function of the committee is to evaluate, analyse, and determine the appropriateness of any new programmes or courses, or of changes in existing programmes, criteria to be established for quality assurance controls over all matters of academic import, and to make recommendations concerning admission and scholarship, including additional criteria and student enrolment rules not covered by state standards for each major.
- The President's Cabinet is the executive body of KIMEP University and consists of the President; Provost and General Deputy to the President; Vice President of Academic Affairs; Vice President of Finance; Associate Vice President of Student Affairs; Acting Dean of BCB, Dean of College of Social Sciences; Dean of Law School; Dean of General Education; and Dean of CHE. The Cabinet has the right to make decisions on any issues of KIMEP University operations that are not covered by legislative acts of the Republic of Kazakhstan and are not governed (according to the Charter) by other bodies and officials of KIMEP University, including financial management, strategic planning, development of organisational structure of the institution, and resolution of departmental or programmatic issues.

Evaluation by Students

QAIR conducts the evaluation by students every semester. Student Perception of Instruction Survey (SPIS, previously titled Faculty Teaching Evaluation Survey) is an important part of the general formal faculty evaluation process and is mandatory for each module taught at the Bachelor, Master and Doctorate Programmes as it allows retrieving valuable student opinion on their perceptions of the instructional effectiveness, quality of teaching, and their learning experience. In annual faculty evaluations, student interaction (both teaching and mentoring) is given a 40 % weight assuming a four-course load for the semester.

The Survey is conducted via an internet-based approach to assure higher rate of responses. Links to questionnaires are distributed via email, regular reminders are sent, and respondents are encouraged, but not obliged, to answer all questions. Questionnaires are processed and analysed by the Office of Quality Assurance and Institutional Research.

Starting with spring 2020, the questionnaire has been updated to reflect the transition to online mode of course delivery. The questionnaire covers the quality of teaching in three areas:

- Faculty: The first section consists of questions about instructional delivery and academic professional attitude towards students.
- Class sessions: The second part covers questions about management of class sessions and learning environment.

- Courses: The third part incorporates questions about student's understanding of course requirements and syllabus, workload, availability of course materials as well as overall level of satisfaction.

Respondents are also provided with the possibility to add any information regarding the faculty member and course quality by including two open-ended questions.

To ensure objectivity, students fill in the SPIS forms after the completion of final examinations but prior to issuance of final grades, and the survey is anonymous. Feedback to faculty members is provided on the basis of each module and in aggregated format on a semester level.

Evaluation by Faculty

- Course Management Forms: Filled out by faculty at the end of each semester.
- Faculty Satisfaction Survey: Conducted every spring semester since the 2005-06 academic year, the survey measures the level of faculty satisfaction pertaining to working conditions, professional development and leadership at KIMEP University. The survey is conducted on an anonymous and voluntary basis. Survey results are presented to management and faculty in the form of a report that highlights both strong and weak points of KIMEP's working conditions and compares overall satisfaction with data from previous periods.

Evaluation by Alumni, Employers and Third Parties

- KIMEP Alumni Survey (KAS): QAIR conducts the annual alumni surveys regarding employment and overall satisfaction with the quality of KIMEP's education. The KAS aims to assure the quality of professional preparation of graduates by collecting their feedback about working experience, job performance and level of satisfaction with the quality of KIMEP education, which would allow identifying areas for improvement.

The survey has been conducted each summer since 2005, targeting alumni who graduated one year earlier. Since 2019, following a FIBAA recommendation, the target respondent group has been extended to simultaneously collect the opinions of three cohorts of alumni: those who graduated one, five and ten years earlier. The aim is to track alumni career paths and gather their opinion on how their education influenced their current activity.

Survey results are reported to management and shared with KIMEP faculty and students. Key messages are taken as the basis for further enhancement of KIMEP's programmes, services, and overall environment.

- Employer Satisfaction Survey (ESS): ESS seeks opinion of employers on levels of KIMEP graduates' professional preparedness in terms of knowledge, skills, and attitudes. The survey has been conducted every fourth year since 2007 through different channels. The most recent evaluation was conducted in Fall 2021. Overall, according to the latest employer survey conducted in 2021, 98 % of employers are satisfied with the skills and qualities of KIMEP University graduates. At the same time, the proportion of employers who expressed a desire to continue to hire graduates of KIMEP in the future increased from 82 % in 2013 to 97 % in 2021. The survey results illustrate employers' perception of KIMEP graduates' professional qualities and help to guide further improvement of academic programmes.

- Advisory Boards/Councils: The BCB Business Advisory Council (BAC), CHE Advisory Board (CAB) (see chapter 3.1) provide the colleges an opportunity to incorporate industry suggestions on curricula improvements, strategic directions, and university-industry cooperation.

Documentation

All programme descriptions and curricula including course/module syllabi, learning strategy and methodology, and other relevant documents about the programme are communicated to newly-admitted students during each induction session, and are alternatively available for the programme applicants through various channels including the University's Catalogue, programme brochures and leaflets. The information is also available upon request through the offices of the respective programmes. The annual KIMEP Catalogue provides full details concerning the academic calendar, academic policies, and codes of conduct, disciplinary procedures, student facilities, student support services, as well as details concerning all admission requirements, programme structures, courses, and graduation requirements. Some documents including the catalogue are accessible on the University's webpage in electronic format.

The Marketing, Communications and Public Relations (MCPR) department at KIMEP University is responsible for the internal and external dissemination of KIMEP-related information and news. Internally, the MCPR regularly informs students, faculty, and staff of upcoming events (visiting speakers, athletic and intellectual competitions, and performances), undergraduate, graduate, and doctor degree programmes, student services, publications, and accomplishments of KIMEP community members. Externally, the MCPR department shares information regarding admissions, scholarships, academic programmes, athletic and intellectual competitions for school students, events open to the greater community, and institutional accomplishments.

The MCPR staff operate several social media accounts (Instagram, Facebook, LinkedIn, YouTube, Vk.com, Telegram); disseminate mail and e-mail; place advertisement placards on building facades, billboards; design and print leaflets, brochures, and posters; photo-zones, press-walls, banners, flags, create digital campaigns (targeted and contextual ads), produce promo videos and conduct photoshoots, order KIMEP branded souvenirs, and organise the graduation ceremony. The MCPR department also manages the KIMEP website (kimep.kz). During the online assessment conference, the panel learned that a newsletter is being published once a week.

The MCPR department also provides counselling and printing services for the KIMEP Times, an independent student newspaper founded in 1995. It is published in English and Russian. every three months throughout the academic year. The newspaper publishes articles and commentaries on KIMEP University programmes, achievements of students, faculty and staff and many other things.

The MCPR department coordinates the production and distribution of the yearbook for graduates, a student-driven project, founded in 2020.

At the beginning of each academic year, MCPR department develops the marketing activities plan and obtains a list of necessary advertisement and informational materials approved by all units of KIMEP University. MCPR also assesses the efficiency of previous marketing activities and

communication campaigns to ensure that the department continuously and effectively reaches its target audiences.

Appraisal:

In the opinion of the panel team, 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. The panel suggests that the University also includes a process to announce when changes on student feedback are to be expected and communicated.

Evaluations by the students, by the faculty, by alumni and employers are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated and provide input for the quality development process.

The study programmes' content, curriculum and examination scheme have been suitably documented and published. The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programmes. Press relations and network communication are actively maintained. In its annual report the HEI presents a summary of the activities of the academic year.

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

Quality profile

HEI: KIMEP University, Almaty, Kazakhstan

Bachelor / Master programme:

- ~~Bachelor of Information Systems (BIS)~~
- ~~Master of Management (MMGT)~~
- ~~Master of Education Policy and Management (MPM)~~

		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 (MMGT)	X (BIS, MPEM)		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

		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 and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers		X			
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty		X			
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty	X				
4.3	Cooperation and partnerships					

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