

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

Project Number:	24 /005
Higher Education Institution:	Narxoz University
Location:	Almaty, Kazakhstan
Study programme:	Bachelor of Business Administration in Business Economics Bachelor of Science in Sociology Master of Economic Sciences in Business Economics Master of Economic Sciences in Management Master of Economic Sciences in Public Administration
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: June 5, 2025 until June 4, 2030.

The FIBAA Quality Seal is awarded.

*The FIBAA Accreditation and Certification Committee meeting added the following **recommendation** for all study programmes:*

The HEI includes the learning outcomes to the description of the study programmes and publishes them on the website.

Assessment Report

Higher Education Institution:

Narxoz University, Kazakhstan

Bachelor programmes:

Business Economics

Sociology

Master programmes:

Business Economics

Management

Public Administration

Qualification awarded on completion:

Bachelor of Business Administration in Business Economics (6B04112)

Bachelor of Science in Sociology (6B03103)

Master of Economic Sciences in Business Economics (7M04119)

Master of Economic Sciences in Management (7M04117)

Master of Economic Sciences in Public Administration (7M04101)

General information on the bachelor study programmes

Brief description of the study programme:

Bachelor of Business Administration in Business Economics is 4-years undergraduate programme designed to provide students with a strong foundation in both business and economics. The programme equips students with the analytical, quantitative, and managerial skills needed to understand economic principles and apply them to real-world business challenges. Key topics include microeconomics, macroeconomics, business strategy, financial analysis, marketing, and organizational behavior. The programme is taught in English language.

Bachelor of Science in Sociology is a 4-year undergraduate program designed to provide students with a comprehensive understanding of social behavior, institutions, and processes. The programme covers topics related to culture, social inequality, globalization, gender policy, and the role of power and identity in society. While the programme is taught in Kazakh and Russian, students have the option to attend classes in English. As of the 2024 enrolment, there is a group of seven students in the English department.

Type of study programme: Bachelor programme

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

4 years / 240 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

Bachelor of Business Administration in Business Economics: yes

Bachelor of Science in Sociology: no

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

Bachelor of Business Administration in Business Economics: 50 students

Bachelor of Science in Sociology: 65 students

Programme cycle starts in:

other start date: fall semester

Initial start of the programme:

Bachelor of Business Administration in Business Economics: September 2023

Bachelor of Science in Sociology: September 2020

Type of accreditation:

initial accreditation

General information on the master study programmes

Brief description of the study programme:

Master in Business Economics is a 2-year graduate programme designed to equip students with advanced knowledge and skills in economic analysis, business strategy, and decision-making. Taught in English, the programme combines theoretical frameworks with practical applications to prepare students for leadership roles in business, finance, and economic consulting.

Master in Management is a 2-year graduate programme designed to provide students with a comprehensive understanding of management principles and practices. The programme focuses on developing leadership, strategic thinking, and decision-making skills, with an emphasis on global business challenges. Taught in English, the programme covers key areas such as organizational behaviour, marketing, finance, operations, and human resources.

Master in Public Administration is a 2-year graduate programme designed to equip students with the knowledge and skills necessary to effectively manage and lead in the public sector. The programme focuses on areas such as public policy, governance, ethics, public finance, and organizational management.

Type of study programme: Master programme

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

2 years / 120 ECTS credits

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:

Master in Business Economics: 50 students

Master in Management: 50 students

Master in Public Administration: 2 parallel classes / 15 students

Programme cycle starts in:

other start date: fall semester

Initial start of the programme:

Master in Business Economics: September 2024

Master in Management: September 2004

Master in Public Administration: September 2003

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Business and Management, Bachelor of Science in Sociology, Master of Economic Sciences in Business Economics, Master of Economic Sciences in Management, Master of Economic Sciences in Public Administration was concluded between FIBAA and Narxoz University on 13 February 2024. On 11 October 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Julian Dressler

Berlin School of Economics and Law
International Business Management (B.A.)

Prof. Dr. Assel Nurgazina

Almaty Management University
(Economics, Management, International Economic Relations, Finance, Public Relations, Securities Market, Corporate Finance, Monetary policy, Financial Market)

Dr. Rūta Petrauskienė

Kaunas University of Technology (KTU)
Associate Professor
(Public Governance, Public Administration, Political Science, Non-governmental Sector, Strategic Management in Public Sector, Public Services Management)

Prof. Dr. rer. pol. Dieter Rebitzer

Nürtingen-Geislingen University for Economy and Environment
Professor of Finance and Investment
(Economics, Business Administration, Financing, Investment, Property Management)

Prof. Dr. Lutz H Schminke

Fulda University of Applied Sciences
Professor emeritus of International Management and Marketing
(Management, International Management, Digital Management, Economics, Digitalization, International Marketing, Strategic Management, Corporate Social Responsibility, Sustainability)

Prof. Dr. Jeffrey Wimmer

University of Augsburg
Professor of Communication Science
(Sociology, Social Sciences, Public Relations, Media & Communication, Qualitative Methods)

Magdalena Wittmann

Körber Supply Chain Logistics GmbH
Head of Finance, Customer Services Parcel International and Mail Lifecycle Business

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Yuliia Bleshmudt

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on December 4 and 5, 2024 at the HEI's premises in Almaty. At the end of the on-site visit, the panel gave short feedback on its first impressions to representatives of HEI.

The assessment report based on this was delivered to the HEI for comments on May 8, 2025. The statement on the report was given up on May 23, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor of Business and Management and Bachelor of Science in Sociology offered by Narxoz University fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 5, June 2025 and finishing on 4 June 2030. 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 Master of Economic Sciences in Business Economics, Master of Economic Sciences in Management, Master of Economic Sciences in Public Administration offered by Narxoz University fulfils the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on starting on 5, June 2025 and finishing on 4 June 2030. 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 with the Bologna Declaration.

The quality requirements that have not been fulfilled for Master Public Administration: 3.4.2 – Internationality of the student body, 3.4.4 – Foreign language contents – are not an asterisk criterion and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel identified several areas where **all programmes** could be further developed and **recommends**:

- developing formal requirements for the application of AI in both the study process and scientific research (3.1.7);
- conducting a survey on students' workload (see chapter 3.2.3 and 5.2.1);
- further developing Narxoz's concept of introducing lecturing tutors (see chapter 3.3.4);
- integrating an international orientation into the University's overall strategic plan, including the academic dimension and the development of global partnerships, to outline the rationale behind collaborations with existing and prospective partner institutions and to detail the implementation of such cooperation (see chapter 3.4.1);
- considering and implementing measures to attract more foreign students (see chapter 3.4.2);
- expanding the availability of courses in English and motivating students to pursue their studies in English language (see chapter 3.4.4).

In addition, for Master Public Administration the panel **recommends**:

- considering opportunities for international internships and exchanges, particularly within international organisations (see chapter 1.2);
- analysing and assessing the reasons for the low application rate and taking steps and measures to increase the number of applicants (see chapter 1.3.1 and 4.5.2);

In addition, for Master in Management the panel **recommends**:

- placing greater emphasis on management-specific subjects, particularly by integrating topics such as Leadership, Human Resource Management, Strategic Management and Marketing (see chapter 3.1.1).

The measures that the HEI takes 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 exceed the quality requirements:

- Counselling for prospective students (see chapter 2.2);
- Selection procedure (if relevant) (see chapter 2.3);
- Student support by the faculty (see chapter 4.1.6);
- Access to literature (see chapter 4.4.2);
- Career counselling and placement service (see chapter 4.5.1);
- Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5.1).

In addition, for Bachelor in Business Economics, Master in Business Economics Master in Management, Bachelor in Sociology exceed the quality requirements:

- Positioning of the study programme on the job market for graduates ("Employability") (see chapter 1.3.2).

In addition, for Bachelor in Business Economics, Master in Business Economics Master in Management exceed the quality requirements:

- International orientation of the study programme design (see chapter 1.2);
- Positioning of the study programme in the educational market (see chapter 1.3.1).

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

Information

Information on the Institution

Founded in 1963 as the Alma-Ata Institute of National Economy, Narxoz University originated from the Economics College of Kazakh National University. Its mission was to train highly qualified specialists to support economic reforms. Over the years, it operated under various names but has always been informally known as “Narxoz” – derived from the Russian term for “national economy.” In 2016, it officially became Narxoz University and was reorganized as a Non-Profit Joint-Stock Company in 2020.

Narxoz University (the “**Narxoz**”) offers programmes in business, economics, digital technologies, law, and social sciences. As of 2024 the University had over 140,000 alumni and moved into a modernised campus in 2022. That same year, it received institutional and programme accreditation from FIBAA.

In January 2023, Narxoz adopted its ambitious Strategy 2030, aiming to become an internationally accredited, industry-connected, and multidisciplinary university. Its five strategic goals are:

1. Talented learners – high-quality admissions, programmes, and graduate outcomes.
2. Faculty & knowledge – attracting international and regional experts.
3. Real-world connection – strong employer partnerships and business council involvement.
4. Digitalisation – enhancing digital literacy and embedding tech in all operations.
5. Campus development – improving facilities, including two new dormitories.

Narxoz operates under Kazakhstani law, is licensed to provide higher education, and governed by its Charter and national regulations. The vision is that Narxoz is “*to become an internationally accredited university that provides multidisciplinary and globally-oriented education with strong ties to the industry for future real-life leaders*”.

The mission is “*to contribute to the development of society through the training of leaders who take on and solve complex integral tasks in real life*”.

The Board of Directors is the governing body responsible for key decisions regarding the strategic development of the University. It determines priority areas, approves strategies, evaluates reports on implementation, and approves the annual financial strategy to ensure financial sustainability.

The University Management Board, elected by the Board of Directors, is responsible for executing the University’s operations. The Management Board includes the President (Chairman of the Board), Provost, Vice-President for Academic Affairs, Finance Director, and Directors of various schools (Economics and Management, Law and Public Policy, Graduate School of Business, Digital Technologies, Arts and Social Sciences). The Management Board develops operational plans aligned with the University’s strategy, reports to the Board of

Directors, implements decisions, ensures financial statements are prepared and published, and interacts with government and non-governmental organisations.

In Fall 2021, Narxoz University established a University-level Employers' Advisory Committee (EAC), which includes alumni and members of the business community. The EAC advises the university on its relationships with the business sector and the quality of internship bases.

The Academic Council, headed by the Vice-President for Academic Affairs (Provost), ensures the integrity of academic and research activities. It serves as a formal communication platform for faculty and students and oversees academic affairs, quality assurance, and research. The Council also develops academic policies, admission requirements, and academic calendars. Several working groups, including the Technology and Innovation Committee and the University Quality Assurance Committee, represent faculty, students, and staff.

Narxoz University's management structure includes the Board of Directors, responsible for strategic decisions, and the University Management Board, led by the President, which oversees daily operations. The Management Board includes various senior administrative officers, including the Provost, Vice-President for Academic Affairs, and the Financial Director. The Financial Director is responsible for the university's financial strategy, ensuring sustainability through tuition fees, state scholarships, and additional funds from the university's shareholder.

The Provost oversees academic affairs and quality management, while the Vice-President for Academic Affairs leads the university's academic and research initiatives. The Vice-President also coordinates faculty development and supports accreditation efforts.

School Directors are responsible for the development and implementation of academic programs, ensuring the academic, research, and administrative functions of their schools. They also manage the school's budget and strategic direction.

The Registrar's Office, Advising Office, and other administrative departments, including Human Resources and Legal Affairs, support the university's daily operations. The Director of the Administrative Department ensures the smooth operation of logistics and resolves operational issues, while the Director of Human Resources manages staffing and employee development.

Statistics

Bachelor in Business Economics started in September 2023, therefore there no graduates yet and statistical data are limited to two cohorts as presented below:

	1. Cohort 2024	2. Cohort 2023
# Study Places offered by HEI	50	50
# Applicants	Σ 10	15
	f	
	m	
Application rate	20,00%	30,00%
# First-Year Students (accepted applicants)	Σ 8	14
	f 5	9
	m 3	5
Rate of female students	0,625	0,642857143
# Foreign Students	Σ 1	0
	f	
	m	
Rate of foreign students	0,125	0
Percentage of occupied study places	16,00%	28,00%
# Graduates	Σ	
	f	
	m	

Bachelor in Sociology started in September 2020. It was only provided information for cohort 2024.

	Cohort 2024
# Study Places offered by HEI	50
# Applicants	Σ N/A
	f N/A
	m N/A
Application rate	#WERT!
# First-Year Students (accepted applicants)	Σ 35
	f 30
	m 5
Rate of female students	0,857142857
# Foreign Students	Σ 0
	f 0
	m 0
Rate of foreign students	0
Percentage of occupied study places	70,00%
# Graduates	Σ 33
	f 29
	m 4
Success rate (students who finished their studies)	0,942857143
Dropout rate (students who dropped their studies)	0,057142857
Average duration of study	4 years
Average grade of final degree	3,238823529

Master in Business Economics started in September 2024, therefore there no graduates yet and statistical data are limited to one cohort as presented below:

	1. Cohort 2024
# Study Places offered by HEI	50
# Applicants	10
	Σ
	f
	m
Application rate	20,00%
# First-Year Students (accepted applicants)	6
	Σ
	f
	m
Rate of female students	0,5
# Foreign Students	0
	Σ
	f
	m
Rate of foreign students	0
Percentage of occupied study places	12,00%
# Graduates	
	Σ
	f
	m

Statistical data regarding Master in Management is presented below:

	Graduates 2023	Graduates 2022	Graduates 2021	Graduates 2020	Graduates 2019
# Study Places offered by HEI					
	15	15	15	15	15
# Applicants	18	7	14	7	13
	Σ				
	f	4	9	3	7
	m	3	5	4	6
Application rate	120,00%	46,67%	93,33%	46,67%	86,67%
# First-Year Students (accepted applicants)	13	5	10	7	12
	Σ				
	f	2	6	3	7
	m	3	4	4	5
Rate of female students	0,615384615	0,40	0,60	0,43	0,58
# Foreign Students	0	0	0	0	0
	Σ				
	f				
	m				
Rate of foreign students					
	0	0	0	0	0
Percentage of occupied study places	86,67%	33,33%	66,67%	46,67%	80,00%
# Graduates	14	7	10	6	11
	Σ				
	f	5	6	3	6
	m	2	4	3	5
Success rate (students who finished their studies)	100%	83,30%	100%	100%	100%
Dropout rate (students who dropped their studies)					
	0%	16,7%	0%	0%	0%
Average duration of study	2	2	2	2	2
Average grade of final degree	3,42	3,54	3,78	3,63	3,78

Statistical data regarding Master in Public Administration is presented below:

		Graduates 2023	Graduates 2022	Graduates 2021	Graduates 2020	Graduates 2019
# Study Places offered by HEI						
		15	15	15	15	15
# Applicants	Σ	8	11	9	6	5
	f	5	7	5	3	4
	m	3	4	4	3	1
Application rate		53,33%	73,33%	60,00%	40,00%	33,33%
# First-Year Students (accepted applicants)	Σ	3	6	5	3	3
	f	3	4	3	2	2
	m		2	2	1	1
Rate of female students		1	0,67	0,60	0,67	0,67
# Foreign Students	Σ	0	0	0	0	0
	f					
	m					
Rate of foreign students						
		0	0	0	0	0
Percentage of occupied study places						
		20,00%	40,00%	33,33%	20,00%	20,00%
# Graduates	Σ	4	5	5	3	3
	f	4	3	3	2	2
	m	0	2	2	1	1
Success rate (students who finished their studies)						
		100%	83,30%	100%	100%	100%
Dropout rate (students who dropped their studies)						
		0%	16,7%	0%	0%	0%
Average duration of study		2	2	2	2	2
Average grade of final degree		3,42	3,54	3,76	3,53	3,76

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Bachelor in Business Economics

The Bachelor of Business Administration in Business Economics is implemented by the School of Economics and Management (the “**SEM**”). The programme learning outcomes (the “**LO**”) aim to develop students' interdisciplinary problem-solving skills and adaptability to market conditions, ensuring sustainable and effective results. They are aligned with the Dublin Descriptors for first-cycle (Bachelor’s level) qualifications.

Graduates of the study programme will be able to:

LO 1	Apply the knowledge of economic theory, concepts, and policies in problem-solving.
LO 2	Apply statistical and econometric skills, database management in business consulting and financial sector.
LO 3	Demonstrate continuing development of written and verbal competencies, as well as effective teamwork and soft skills.
LO 4	Apply the developed research skills, develop a research design, and conduct a research project on socioeconomic and business areas.
LO 5	Demonstrate a critical thinking mindset aimed at finding effective solutions and tools given the scarce resources.
LO 6	Demonstrate acquired comprehensive analysis skills that can be applied at firm and macroeconomic levels and international business.
LO 7	Develop strategies at the company level based on a rigorous assessment of various business risks and government policies.
LO 8	Provide data-driven reports for stakeholders, demonstrate developed presentation skills.
LO 9	Develop interdisciplinary approaches used in business, government, and non-profit sectors.
LO 10	Implement the forecasting of economic factors using the models, assess the outcomes and draw conclusions.
LO 11	Implement effective planning and decision-making at firm and macroeconomic levels in line with sustainable development goals.

Graduates of the SEM are expected to communicate effectively in Kazakh, English, and Russian, demonstrate personal responsibility and critical thinking, and make informed management decisions based on strategic planning and business analysis. They should be able to work in diverse, intercultural environments, uphold ethical and legal standards, and evaluate socio-cultural, economic, and political developments globally. Additionally, they are expected to maintain professional integrity, collaborate well in teams, and commit to ongoing personal and professional growth.

Bachelor in Sociology

The Sociology study programme is implemented by the School of Arts and Social Sciences (the “**SASS**”). The programme is designed around principles and learning outcomes that foster interdisciplinary problem-solving skills and adaptability to changing market conditions.

The LOs are based on the Dublin Descriptors of the first cycle of higher education (Bachelor's degree) and students are able to:

LO 1	Make decisions and evaluate their consequences, analysing current sociological information, using a variety of analytical methods, including methods of modern digital data processing, and taking into account the principles of social responsibility, ethical consequences, academic honesty and development programs of the city and territories.
LO 2	Use appropriate digital technologies, tools and theories, including SPSS, R, MaxQDA, carrying out professional functions in the field of sociological research of territories and digitalization of society.
LO 3	Demonstrate the skills of academic writing and public speaking in Kazakh, Russian and English, the ability to work in a team, think critically in the fields of economics, psychology, management.
LO 4	Integrate key concepts, paradigms, and theoretical developments in the functional areas of general sociology, complex and implicit dependencies, sociology of the city and territories, forecasting the future, and data analytics for the implementation of professional functions.
LO 5	Present processed sociological, social, and statistical information to internal and external stakeholders, visualizing the results of sociological studies, and demonstrating sustainable academic writing and public speaking skills.
LO 6	Demonstrate leadership qualities and practices independent training based on advanced knowledge in the professional field, both to unleash individual potential and to benefit the service of society.
LO 7	Collect raw data using a variety of quantitative and qualitative methods of collecting information.
LO 8	Develop the design of sociological research, including the selection of the research object, the development of the research program, the definition of tools, the format for presenting the results, taking into account modern research trends, including digitalization of society, the growth of agglomerations and polycentricity.
LO 9	Systematize raw data, using critical thinking, analysis and synthesis, methods of generalization, processing, interpretation and visualization of sociological information.
LO 10	Carry out advisory activities, formulating expert opinions and recommendations, based on identified causal relationships and patterns of development of social processes and social phenomena.
LO 11	Draw up objective reporting documentation based on the results of sociological surveys, satisfying customer requests, specifying it in case of changing requirements.
LO 12	Conduct internal sociological research in organizations, exploring the specifics of organizations, including the implementation of development strategies and labour

	relations, using relevant theoretical and practical tools for analysing organization processes.
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Master in Business Economics

The Master of Business Economics programme is implemented by the SEM. The programme aims to develop competent leaders with advanced expertise in economics, organizational design, and strategic management and aligns with level 7 of the National Qualification Framework. Graduates shall be prepared for managerial roles in marketing, finance, and strategic planning within multinational corporations, domestic companies, and public or non-governmental organisations. They may also pursue careers in consulting, financial analysis, or entrepreneurship, applying their advanced knowledge of economic principles.

The LOs of the programme are aligned with the Dublin Descriptors and graduates will be able to:

LO 1	Apply advanced microeconomic and macroeconomic theories to analyse market behaviour, economic policies, and business environments.
LO 2	Utilise advanced econometric and statistical techniques to analyse economic data and inform business decisions.
LO 3	Develop and implement financial strategies, including the analysis of financial performance and optimisation of a company's capital structure, to enhance organisational performance.
LO 4	Formulate and execute strategic business plans that promote organisational growth and competitive advantage in dynamic global markets.
LO 5	Conduct empirical research, including the development of research proposals, design of studies, and presentation of findings in a scholarly manner.
LO 6	Assess the impact of monetary and fiscal policies on economic indicators such as inflation, employment, and GDP growth.
LO 7	Apply principles of ethics and sustainability in business decision making processes and corporate governance.
LO 8	Demonstrate proficiency in negotiation techniques, including bargaining strategies, communication tactics, and problem-solving approaches, to achieve mutually beneficial outcomes in business transactions, contracts, and partnerships.
LO 9	Identify and assess potential financial risks, incorporating risk mitigation strategies into the budgeting process to safeguard economic stability.

Master in Management

The Master in Management is implemented by the SEM. The programme aims to equip future top- and mid-level managers with the skills necessary to make effective strategic decisions, foster organizational growth, and navigate the complexities of a rapidly evolving business environment. The curriculum aligns with level 7 of the National Qualification Framework.

Graduates shall be prepared to take on managerial roles in marketing, finance, and strategic planning within multinational corporations, domestic enterprises, and governmental or non-

governmental organisations. They may also pursue careers in consulting, financial analysis, or entrepreneurial ventures, applying their advanced understanding of management principles.

The LOs of the programme are aligned with the Dublin Descriptors and graduates will be able to:

LO 1	Demonstrate the ability to lead effectively in diverse and global environments, understanding the complexities of organizational development.
LO 2	Attain proficiency in professional English communication, enabling effective interaction within international business contexts.
LO 3	Apply psychological principles to management practices, fostering a work environment that enhances productivity and wellbeing.
LO 4	Utilise quantitative analysis to inform business decisions accurately.
LO 5	Develop strategies for leading organizational change effectively, ensuring adaptability in dynamic business landscapes.
LO 6	Master principles of financial management and cost accounting to support budgeting, financial analysis, and decision-making processes.
LO 7	Analyse ethical issues and integrate sustainable practices and governance principles into management strategies.
LO 8	Design and manage efficient operations and supply chains that contribute to organizational competitiveness and customer satisfaction.
LO 9	Implement strategic HR practices that align with organizational goals, enhancing talent management and employee engagement.
LO 10	Conduct rigorous business research, from proposal development to thesis completion, to generate valuable insights for management practices.

Master in Public Administration

The master's programme Public Administration belongs to the School of Law and Public Administration (the “**SLPA**”) and corresponds to qualification level 7 of the National Qualification Framework.

According to the LOs of the programme graduates will be able to:

LO 1	Carry out professional, pedagogical and research activities, makes non-standard decisions, assessing their consequences and considering risks, issues of interaction between government and other structures, using critical thinking, quantitative and qualitative methods, applying analytical skills.
LO 2	Critically evaluate the processes of implementation of managerial activities of government bodies, considering the analysis of the effectiveness of the provided electronic services based on the use of digital technologies, as well as propose and timely make appropriate adjustments.
LO 3	Analyse socio-economic indicators, identify the role of priority areas and draw conclusions about the effectiveness of the implementation of public administration.
LO 4	Develop an effective strategy for the development of state and social facilities, predicting the future, taking into account alternative development opportunities and risks, applying key concepts, paradigms and theoretical developments of state and local government.

LO 5	Build corporate culture, including knowledge management, through leadership development and stimulating self-directed learning among employees.
LO 6	Manage the resources of cities and other territorial units, using methods and tools of public policy, ensuring the achievement of sustainable development goals, achieving national security, using various process administration technologies.
LO 7	Analyse ethical issues and integrate sustainable practices and governance principles into management strategies.
LO 8	Plan a set of activities aimed at implementing the tasks of public management, preventing the emergence of problems in the interaction of stakeholders, using the results of a systemic analysis of public policy in Kazakhstan and foreign countries, as well as the practice of its implementation, adapting approaches, models and concepts to determine the effectiveness of the development of the state management system and multi-level analysis of socio-economic indicators.
LO 9	Measure the effectiveness of the implementation of state development programs of Kazakhstan, using various models for assessing processes and systems to analyse the managerial activities effectiveness of state and local executive bodies of the Republic of Kazakhstan, as well as civil servants.
LO 10	Independently compare, carry out calculations and use economic and statistical models to assess the management activities efficiency of state and local executive bodies of the Republic of Kazakhstan.

The goal of the programme is to train highly qualified managers for central and local authorities, government agencies, and national holdings—professionals who demonstrate strong, practice-oriented professional and personal competencies in the field of public service. Graduates of the programme are able to work in government bodies at both the national and regional levels, as well as in national companies and holdings.

Appraisal:

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

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

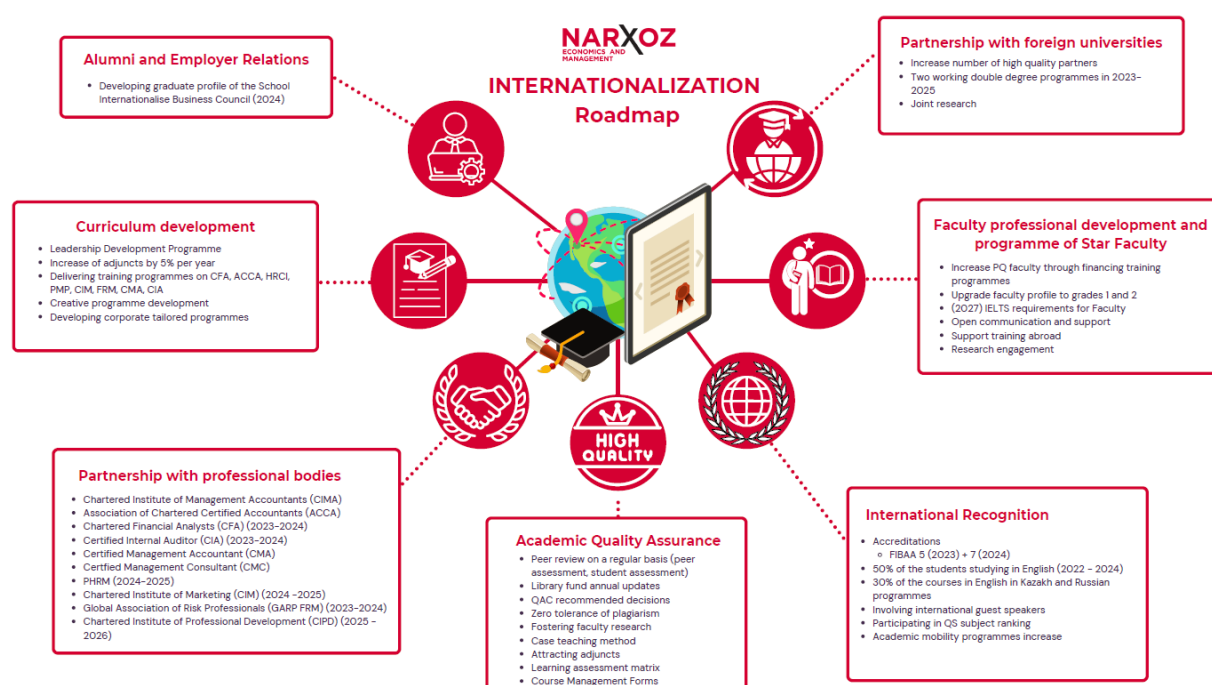
	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

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

Bachelor in Business Economics, Master in Business Economics and Master in Management

The SEM prioritises internationalisation as a strategic goal. This direction is implemented through an international curriculum, offering students opportunities to gain global experience and involving internationally recognized faculty members. SEM takes measures to attract faculty members with international qualifications. Another key focus of the programme is enhancing students' language proficiency, with the entire programme delivered in English. Students are required to use internationally recognised textbooks, case studies, and other teaching materials that have a strong international context.

The SEM internalisation road map below provides a detailed overview of international goals and the necessary steps:



The organisation of international conferences, seminars, and other events hosted by SEM and the University includes faculty participation in training programs and research internships abroad (e.g., in USA), the involvement of international faculty in teaching and research, faculty and student academic mobility, and the invitation of foreign lecturers to enrich the academic experience. Between 2019 and 2024, six bachelor students participated in academic mobility programs at partner universities in Poland, Turkey, Lithuania, Germany.

Bachelor in Sociology

The SASS regularly undertakes the following actions to fulfil its internationalization strategy:

1. The programme is developed in close collaboration with employers, aiming to meet the demands of both international employers and leading Kazakhstani companies.
2. The programme is currently offered in Russian and Kazakh. However, the School is actively working toward expanding English-medium instruction by incorporating English-language materials, international literature, and teaching resources into the curriculum. As of the 2024 enrolment, a programme has a group of seven students in the English department.
3. Organising and participating in international conferences, seminars, and other academic events hosted by the University and partner institutions.
4. Facilitating faculty participation in training programmes and research internships abroad. For example, in July 2024, the University supported a training programme for 10 SASS faculty members in the USA.
5. Involving international faculty in teaching and research, supported by funding from the Ministry of Science and Higher Education or through internal recruitment procedures.
6. Supporting academic mobility for both faculty and students. Between 2019 and 2024, four students participated in academic mobility programmes in Poland and one Russia.

Master in Public Administration

The development of international activities is a strategic objective of the School of Law and Public Administration. To implement this goal, the School organises international research and applied conferences, seminars, and round tables that address both global and local issues in law and public administration. The programme supports internationalisation through several initiatives: benchmarking its curriculum against leading global and Kazakhstani universities to align with labour market needs; involving faculty and practitioners with international education and professional experience; offering select courses in English and planning to expand English-medium instruction; encouraging faculty to participate in international internships, conferences, and seminars; and promoting student participation in international conferences, competitions, and academic mobility programmes.

Appraisal:

The programmes design appropriately considers the required international aspects, with respect, too, to its graduates' employability. However, in the practical point of view, the panel noted that Master of Public Administration should further develop its international orientation. Most students complete their internships in local organisations, which limits their exposure to international work environments and cross-cultural experiences. Therefore, the panel **recommends** considering opportunities for international internships and exchanges, particularly within international organisations. This exposure should provide students with valuable global experience and better prepares them for successful international careers.

At the same time the panel highlights the emphasis on internationality in the design of the Bachelor in Business Economics, Master in Business Economics, and Master in Management programmes. This focus is reflected in the curriculum, academic staff, and opportunities for practical experience abroad. The internationalisation road map presented by SEM clearly outlines strategic goals and practical steps to integrate global perspectives into the curriculum, faculty development, student mobility, quality assurance. The panel appreciates such a strategic

approach at faculty level, as it demonstrates SEM's commitment to long-term international engagement.

		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)		BBA MBE MM	BS MPA		

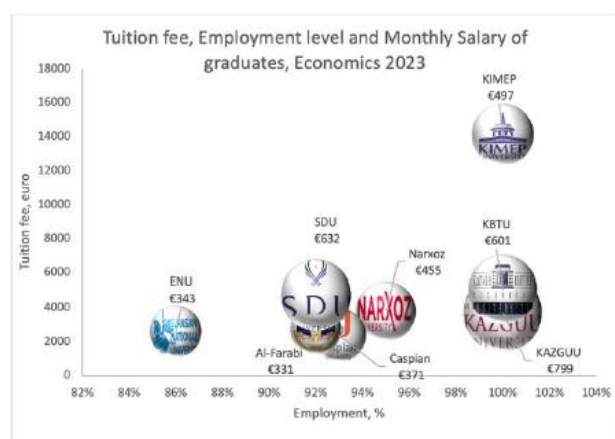
1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

Bachelor in Business Economics

In Kazakhstan, the National Chamber of Entrepreneurs "Atameken"² annually assesses HEIs using a rating system based on 19 criteria across three main areas: graduate career prospects, programme quality, and student achievements. According to the results, the programme notably advanced from 8th to 4th place among 53 programmes, with job placement rates increasing from 77.8% in 2022 to 95.0% in 2023, and average job search time decreasing from 3.3 to 2.7 months. The main competitors are study programmes offered by institutions such as SDU, KIMEP, KAZGUU, Al-Farabi University, and ENU.

Figure 1. Business Economics programmes positioning map for direct competitor-universities in Kazakhstan



Bachelor in Sociology

The Sociology programme has been updated to strengthen research competencies, align with labour market needs, and increase collaboration with employers. New components such as Urban Sociology and professional internships further enhance its relevance, and the uniqueness of the study programme.

² <https://atameken.kz/ru/news/51288-677474>.

Master programmes

In 2014, there were 32,500 master's students in Kazakhstan. This number dropped to 30,000 in 2015 but increased to 35,600 by 2019. In 2022, the number of students enrolling in universities increased significantly, rising from 477,000 to 604,000 during the same period, which represents a growth of over 20%.

The Master in Business Economics and Master in Management programmes typically enrol 10 to 15 master's students annually, this cohort constitutes only 5% of the total master's student population. According to Narxoz, the programmes' key competitive advantages include highly qualified faculty with both academic and professional experience, responsiveness to labour market needs, active involvement of industry practitioners in curriculum design and teaching, practice-oriented training and personalised learning and individual career coaching and leadership development.

Master in Public Administration

The programme offered alongside similar programmes at 23 other Kazakhstani universities, is enhancing its competitiveness through a curriculum aligned with international standards and labour market demands, strong graduate employability, involvement of current civil servants and experts, extensive internship opportunities across various sectors, and a highly qualified faculty actively engaged in academic and professional communities. The main competitors are KIMEP, Al-Farabi Kazakh National University, KazNPU named after Abai, Academy of Public Administration under the President of the Republic of Kazakhstan, ENU named after Gumilyov.

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

Bachelor in Business Economics

The programme collaborates with key industries such as construction, finance, energy, IT, and manufacturing. It also promotes entrepreneurship through partnerships with organisations like the Association of Business Women of Kazakhstan. According to Narxoz, students benefit from extensive networking opportunities, including guest lectures, industry meetings, and participation in business forums, which help them build connections and explore diverse career paths.

Bachelor in Sociology

During 2022-23, the Sociology programme signed several MoUs and partnership agreements with key institutions, providing students with internship opportunities and promoting the programme to potential employers. The programme also tracks the salary levels of specialists in the field of sociology to ensure that graduates secure positions across various sectors, including consulting, academia, and entrepreneurship, with opportunities in international organisations, consulting firms, and government agencies.

Master in Business Economics and Master in Management

The SEM collaborates closely with Career Development and Alumni Relations to build strong relationships with employers. This includes participating in job fairs, inviting industry professionals for guest lectures, and organising industry-specific case competitions. These

initiatives aim to enhance students' career prospects and ensure they are well-prepared for the workforce upon graduation. However, there is a trend, that employers often prefer graduates from specific countries or universities (e.g., the United Kingdom or the USA). Therefore, to align with employers' expectations, master's students are encouraged to improve their English language skills, participate in mobility (exchange) programs, and gain international experience, as these factors can significantly enhance their competitiveness in the job market.

Master in Public Administration

Students are employed in local authorities (Akimats), the Agency of the Republic of Kazakhstan for Civil Service Affairs, social organizations, national companies, commercial banks, and more. Employment indicators of MPA graduates are specified below:

Years	2019	2020	2021	2022	2023
Total of graduates / number of employed	3/3	3 /3	5 /5	5/3	4/4
Employment rate of MPA graduates, %	100 %	100 %	100 %	60 %	100 %

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

The bachelor programmes accept students with high UNT (Unified National Test) scores above 100, a math score above 17, and a minimum IELTS score of 5.5, ensuring high-quality admission, programme standards, and employment outcomes to develop talented students as future leaders, which is also in line with strategic goal to attract talented learners. Furthermore, to ensure high employability, all study programmes closely cooperate with its business partners in the development and expertise of the programme, the selection of elective courses, and the structure of the programme.

To foster HEI's overall strategic concept regarding Internalisation, all study programmes work on increasing the proportion of international faculty members, and faculty members who have graduated from internationally recognised universities. In addition, steps such as aligning programme content with international standards, pursuing international accreditations, and promoting faculty and student diversity are key actions that support the internationalisation track of the HEI. Using international databases like Bloomberg and Refinitiv or NVIVO and SPSS for qualitative data analysis required for Sociology study programme, as well as further developing digital literacy and embedding technology in teaching, research and business processes correspond to the HEI's goal regarding digitalisation.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. The study programmes are aware of their strengths and uniqueness, as well as their main competitors in the educational market, and continuously monitor trends and stakeholder expectations to maintain their relevance and competitiveness, within labour market. The HEI

has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. At the same time, although, the Master in Public Administration is a relatively rare study programme, the application rate remains low. During the interview, the panel was informed that one of the measures taken to attract more students was the renaming of the programme from Master in State and Local Government to Public Administration. The panel **recommends** analysing and assessing the reasons for the low application rate and taking steps and measures to increase the number of applicants. This matter is also relevant for Chapter (4.6) below, particularly in relation to the programme's financial sustainability.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Furthermore, during the interview round, it was confirmed that the majority of master's students are already employed and balancing their studies with their work. The HEI has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission and strategic planning. The study programmes feature a wide range of initiatives aimed at ensuring the institution's global competitiveness, digitalisation, real-world connection and promoting an inclusive and diverse academic environment.

		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		BBA MBE MM	BS MPA		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")		BBA MBE MM BS	MPA		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

2.1 Admission requirements (Asterisk Criterion)

Bachelor programmes

When recruiting students, the University relies on the internal Rules for Admission of Applicants. In accordance with the Ministry of Science and Higher Education of the Republic of Kazakhstan requirements, candidates seeking admission to the undergraduate programme must take the UNT (Unified National Test). Applicants who graduate from high school (grades 11-12) are required to take the Unified National Testing (UNT). For paid admissions, a minimum score of 75 out of 140 is needed, with specific score requirements in "Mathematical Literacy," "Reading Literacy," "History of Kazakhstan," and two specialised subjects. English language proficiency must be demonstrated to be admitted into the English language programme with a minimum of 5.5 IELTS points (which corresponds to B1 level). All students, regardless of the language of instruction, take a language proficiency test before orientation week to ensure appropriate language training. The results of this test also serve as the basis for determining eligibility for a state educational grant. The National Testing Centre administers and scores the test, with results published on their website to ensure transparency.

Candidates apply directly to the University Admission Office with the necessary supporting documents listed on the university website³. International students are admitted based on an interview or admission test conducted by the University Admissions Office. Foreign students who have graduated from educational institutions in Kazakhstan can be admitted based on the interview or test, while those who have graduated from institutions outside Kazakhstan must undergo a qualification certification process before their studies begin. Various scholarships based on merit and need are available⁴.

Master programmes

The admission regulations for "Postgraduate Education" at Narxoz University are established in accordance with the requirements set by the Ministry of Science and Higher Education of the Republic of Kazakhstan, as well as the University's Academic Policy specified in "Admission Rules in the Narxoz University of Applicants for Postgraduate Educational Programmes".

In alignment with the entry requirements set by the Ministry of Science and Higher Education for the Master's programme, candidates must (i) hold a bachelor's degree and (ii) successfully complete examinations organised by the Ministry, which include comprehensive testing, covering both a foreign language assessment (English, French, German, optional) and tests in major-related subjects.

³ <https://en.narxoz.kz/admission/>.

⁴ <https://en.narxoz.kz/grants-and-discounts/>.

Candidates must submit their applications directly to the University Admission Office, along with the required supporting documents. A detailed list of these documents can be found on the University website.

2.2 Counselling for prospective students

Narxoz University's Recruitment and Admissions Department is responsible for managing engagement with prospective students through both online and offline channels. Key activities of the Department are, in particular career guidance and counselling; school visits; open days; exhibitions and fairs; offline admissions; virtual admissions; online counselling.

Detailed and up-to-date information regarding admission rules and procedures is available on the University's official website⁵, which serves as the central hub for all relevant details for prospective applicants.

Online consultations are offered via a virtual admission committee on the University's website, as well as through corporate email (admission@narxoz.kz), and social media platforms, including Instagram⁶, Facebook, and TikTok. The counselling service can also be accessed through the Call Centre, the online consultant on the website, or via direct email.

The offline consultation is conducted on the university campus in the Recruitment and Admission Department. The staff of the admissions committee conducts a consultation and tour of the University.

2.3 Selection procedure (if relevant)

Bachelor in Business Economics

To attract highly qualified applicants, bachelor programmes has implemented additional admission requirements for the Business Economics programme, which include:

- Overall UNT score > 100⁷
- English proficiency (IELTS > 5.5⁸)
- Mathematics UNT score > 17 points.

Applicants must also pass an English Placement Test (EPT). If an applicant has an IELTS score above 5, this requirement is waived. If the applicant does not meet the required English level, they may attend intensive classes in the Foundation programme. If applicants score between 5 and 17 points in Mathematics and are determined to pursue the programme, preparatory courses in the Mathematics Foundation programme will be provided. If applicants do not meet the exit requirements, admission will be refused.

Bachelor in Sociology

⁵ <https://narxoz.edu.kz>.

⁶ <https://www.instagram.com/narxozkz/?igsh=MXF0MWg5cnIncDdzeg%3D%3D>.

⁷ since 2024.

⁸ since 2024.

Starting from the academic year 2024-2025, applicants to the programme must meet the following admission requirements:

- English proficiency of CEFR A2 for applicants to the Kazakh and Russian departments (as required by the School of Arts and Social Sciences)
- English proficiency of CEFR B1 for applicants to the English department.
- Achieve a UNT score of 75 or higher.

Master in Business Economics and Master in Management

The selection procedures for master's programmes primarily focus on the candidates' proficiency in a foreign language, as many of the university's master's programmes are fully or partially taught in English. Thus, the candidates shall fulfil the following language requirements:

Language	Exam	Threshold score (level)
	Test of English as a Foreign Language Institutional Testing Programme (TOEFL ITP)	not less than 498 points
English	Test of English as a Foreign Language Institutional Testing Programme Internet-based test (TOEFL IBP)	not less than 60
	International English Language Tests System (IELTS)	not less than 6.0

Master in Public Administration

The programme is primarily offered in Kazakh and Russian, but several courses are available in English. Candidates with internationally recognised certificates are exempt from the foreign language entrance examination if they meet the following conditions:

Language	Exam	Threshold score (level)
	Test of English as a Foreign Language Institutional Testing Programme (TOEFL ITP)	not less than 498 points
English	Test of English as a Foreign Language Institutional Testing Programme Internet-based test (TOEFL IBP)	not less than 60
	International English Language Tests System (IELTS)	not less than 6.0

When enrolling candidates into the master's programme, a comparison is made to assess the alignment of their previous level of education with the programme's requirements. Applicants with a bachelor's degree in related specialties (primarily from the "Business and Management") are exempt from training in prerequisites. However, candidates from unrelated specialties must undergo training and pass exams in the following prerequisite subjects: 1) Theory of Public Administration, 2) Local Government and Self-Government, and 3) State Regulation of the Economy.

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

N/R

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Bachelor in Business Economics

B2 level certificate in English language proficiency is required. All students, regardless of the language of instruction, take a language proficiency test before the orientation week to form the best learning path and ensure they receive the language training most appropriate to their needs. Additionally, Narxoz University provides support for students to prepare for the English entry examination and enhance their English skills throughout their studies by utilising course textbooks in English.

Bachelor in Sociology

As mentioned above students must take language placement tests before enrolment to assess their proficiency in the target language or submit an IELTS certificate. For students studying in Kazakh and Russian, the required entrance English level is CEFR A2, equivalent to IELTS 3.0 or A2 on the Narxoz English Placement Test (NEPT). For students studying in English, the required level is CEFR B1, equivalent to IELTS 5.0 or B1 on the NEPT. English language instructors continuously assess and track students' proficiency levels during the first two years as part of the Foreign Language course.

Master in Business Economics and Master in Management

Given the aforementioned admission criteria regarding English language proficiency, and considering that all courses are delivered in English, it is essential for students to be prepared to engage with the curriculum in English.

Master in Public Administration

Considering the above admission criterion on English language proficiency and the fact that some disciplines are delivered in English, students must be prepared to engage with and complete the courses in English.

For all study programmes Narxoz University provide additional English courses for a fee during the academic year or opt for Intensive Summer English Language courses.

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

Starting from the beginning of August, the University issues documents about student enrolment, which officially confirms students being accepted by the University. The admission decision is made by the University Admissions Committee and communicated to applicants once the Committee's recommendations are approved by the President/Provost of the University. Upon enrolment, a Learning Agreement is signed by the student or their legal representative using an electronic signature, ensuring clarity and mutual understanding of the terms and expectations associated with the programme. Financial support for applicants through state-funded grants is based on the results of a national Republican Competition Commission in accordance with comprehensive testing.

Appraisal:

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

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, via e-mail. 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. The main focus is on language proficiency, which is reasonable given that the study programmes include English-language courses.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). Furthermore, the University supports students in enhancing their language skills. The selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

The admission procedure is described, documented in Rules for Admission of Applicants or Admission Rules in the Narxoz University of Applicants for Postgraduate Educational Programmes, 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 programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Bachelor in Business Economics, Master in Business Economics and Master in Management

The SEM in partnership with its Business Council designed its programmes following the requirements of certification associations and institutions, such as FRM (Global Association of Risk Professionals), CFA (CFA Institute), CIMA (Chartered Institute of Management Accountants) and ACCA (ACCA Global) given the competitiveness of the business education market. Please refer to Annex 1 for the curriculum overview of the Bachelor in Business Economics programme, Annex 2 for the Master in Business Economics programme, and Annex 3 for the Master in Management programme.

Bachelor in Sociology

The curriculum is structured to include General Education Courses, core modules in Sociology, Research, and Professional development, along with specialised Sociology electives; additionally, it offers minor electives that encourage students to explore interdisciplinary subjects such as IT, law, or economics. Please refer to Annex 4 for the curriculum overview.

Master in Public Administration

The first semester curriculum includes a set of required courses for all graduate students, aimed at developing academic writing skills, fostering adherence to ethical standards, and building core management competencies expected of all graduates. The content of these courses is developed based on recommendations from the University Academic Council, the University Quality Assurance Committee, and the School Quality Assurance Committee. The curriculum for subsequent semesters is subject to approval by the Quality Assurance Committee. Please refer to Annex 5 for the curriculum overview.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

The bachelor programmes align with Level 6 of both the European Qualifications Framework (EQF) and the National Qualifications Framework of Kazakhstan, while master study programmes correspond to Level 7.

Bachelor in Business Economics

The title "Bachelor of Business Administration (BBA) in Business Economics" reflects the programme's integrated focus on both economic theory and its practical application in the business world.

Bachelor in Sociology

The title "Bachelor of Science (BSc) in Sociology" highlights the programme's scientific and empirical approach to understanding society and human behaviour. It reflects the analytical

and research-oriented nature of the discipline and signals a particular emphasis on quantitative research methods, statistical analysis, and scientific inquiry.

Master in Business Economics

Graduates are awarded an academic master's degree, specifically the Master of Economic Sciences in Business Economics.

Master in Management

Graduates of the Management programme are awarded an academic master's degree, specifically the Master of Economic Sciences in Management.

Master in Public Administration

The graduate of the Public Administration programme is awarded an academic master's degree in Master of Economic Sciences in Public Administration.

3.1.3 Integration of theory and practice (Asterisk Criterion)

Bachelor in Business Economics

The curriculum is aligned with the requirements of internationally recognised certification bodies such as FRM, CFA, CIMA, and ACCA, ensuring relevance to real-world business and financial environments. Practical application is embedded throughout the programme via case studies and projects that simulate real economic scenarios, allowing students to apply theoretical knowledge to practical challenges. Collaboration with industry partners, including the Business Council, provides students with access to internships, real-world projects, and guest lectures from practitioners, bridging academic knowledge with professional practice. In addition, students engage in research projects addressing socioeconomic and business issues, strengthening their analytical and critical thinking skills.

Bachelor in Sociology

Practical application is given through research projects, case studies, and fieldwork, where students employ methods like surveys, interviews, and data analysis to explore real social phenomena. The programme begins with introducing classical and contemporary sociological theories that explore key aspects of society such as structure, culture, inequality, and social change. Practical application is emphasised through research projects, case studies, and fieldwork, where students employ methods like surveys, interviews, and data analysis to explore real social phenomena.

Master in Business Economics and Master in Management

The programme includes a pedagogical internship aimed at developing teaching and learning skills, as well as a research component that enhances students' research capabilities through exposure to theoretical, methodological, and technological advancements. Students are trained in research methodology, data processing, and interpretation. The programme uses different international case studies from sources such as CIMA and NACRA. To further bridge theory and practice, the programmes also include certification-oriented courses (e.g., CIM, HRCI, CIPD, etc.)

Master in Public Administration

The programme includes such activities as attracting qualified, professionally trained teaching staff; organising Business Orientation and Internship Week in collaboration with institutions such as the Almaty branch of the Academy of Public Administration under the President of the Republic of Kazakhstan, the Department of the Agency for Civil Service Affairs in Almaty, local authorities (Akimats) of Almaty districts, and other government agencies at Narxoz University; inviting guest lecturers and using case studies from sources such as Journal of Public Administration Research & Theory and mini-cases based on the business environment of Kazakhstan in teaching practice.

3.1.4 Interdisciplinary thinking

Bachelor in Business Economics

The structure of the programme includes a Business Core module designed to develop interdisciplinary thinking. This module covers a broad range of courses from various interconnected business areas, including Accounting, Management (e.g. courses such as 'Principles of Management', 'Organisational Behaviour'), Marketing (e.g. 'Principle of Marketing'), and Information Technologies (e.g. 'Computer Application in Business Course').

Bachelor in Sociology

The programme includes courses that draw from various disciplines, such as psychology, anthropology, economics, political science, and history. For example, the course on 'Social Psychology' integrates both sociological and psychological theories. Similarly, the 'Sociology of labour' course incorporates perspectives from economics, political science, and cultural studies to examine the dynamics of work, employment relations, and labour markets. The Minor in 'Urban Studies', offered to all students combines environmental science, economics, sociology, and public policy to address urban challenges, encouraging collaboration among students from diverse disciplines like finance, IT, and international relations. There also such initiatives as “Urban Talks” and “Sociological Meet Ups”.

Master in Business Economics

By combining various business disciplines with specialized courses in 'Mathematical Statistics' and 'Advanced Econometrics', the programme prepares students to tackle real-world economic challenges. This approach enables students to analyse economic data, make informed business decisions, and strategically navigate the complexities of global markets.

Master in Management

Through core courses such as 'Operations and Supply Chain Management', 'Data-Driven Decision Making', 'Financial Management and Cost Accounting', students gain an understanding of business dynamics. Additionally, the inclusion of 'Risk and crisis management' emphasises the importance of understanding global and cross-cultural factors.

Master in Public Administration

The following courses were included in the programme to foster interdisciplinary thinking: 'Critical Thinking and Decision Making', 'Project Approaches in Public Administration', 'Legal Support of Public Administration', 'Regional Governance and Sustainable Development',

'English (professional)'. These courses shall promote interdisciplinary thinking by connecting knowledge from law, economics, management, policy analysis, and other fields considering public administration perspective.

3.1.5 Ethical aspects

All study programmes

The Code of Conduct at Narxoz University establishes the necessary standards for behaviour across all aspects of University life. It applies to all members of the community, emphasising responsible and ethical actions in line with the values of integrity, objectivity, accountability, openness, honesty, leadership, and respect for others. Ethical behaviour, as defined by the Code of Conduct, involves acting consistently according to these principles and encouraging others to do the same through transparency and fairness. The Narxoz Examination Regulations and the course syllabi emphasise ethical thinking and behaviour.

Bachelor in Business Economics

Required courses such as 'Academic Writing', 'Academic Research', 'Business Ethics', 'Corporate Business Law' and enhance students' ethical thinking by focusing on integrity, responsibility, and ethical decision-making in both academic and professional contexts. These courses aim to help students develop the skills and awareness needed to navigate complex ethical dilemmas in their future careers.

Bachelor in Sociology

Ethical aspects are communicated throughout the Sociology programme at University to ensure that students develop a solid ethical foundation. The 'Ethics in Social Research' course covers key topics such as informed consent, confidentiality, research integrity, and the responsibilities of sociologists towards communities. Ethics aspects are also reflected across various courses, including 'Academic Research 1-3' and 'Qualitative and Quantitative Methods', where students learn ethical guidelines for research design, data collection, and analysis. In Spring 2024, students organised a forum, "Academic Integrity at the Age of AI," to discuss issues like plagiarism and the impact of new technologies.

Master in Business Economics and Master in Management

Courses like 'Research Methodology', 'Research Work of the Master's Student', and 'Ethics, Sustainability and Governance' enhance students' ethical reasoning by focusing on integrity, responsibility, and ethical decision-making in both academic and professional settings.

Master in Public Administration

'Research Methodology' teach student to comply with the ethical principles of conducting research. There is a course 'Corruption Risks in Government' which equips students with the knowledge and skills to identify, assess, and manage corruption risks within public administration. This course helps students apply ethical principles in real-world settings, ensuring they can contribute to the establishment of fair, accountable, and transparent public institutions.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Bachelor in Business Economics

In the Business Economics programme, students begin by developing writing and basic research skills through the 'Academic Writing' course, where they learn to write paragraphs, essays, and articles, and engage with research literature. Quantitative research methods through 'Quantitative Methods 1 and 2' courses preparing students for economic research. The use of the Bloomberg platform further allows students to gain practical experience in collecting, processing, and analysing financial and economic data. In their final year, students have to write their thesis or case studies, integrating both quantitative and qualitative approaches.

Bachelor in Sociology

The curriculum includes courses on both qualitative and quantitative research methods, such as surveys, interviews, participant observation, content analysis, statistical analysis, and experimental design. These courses shall provide students with a comprehensive understanding of the strengths, limitations, and ethical considerations associated with different methods, equipping them to choose and apply the right methods for their research. Students gain hands-on experience through practical training in research design, data collection, and data analysis, using tools like SPSS. In coursework and independent projects, students apply these skills to conduct original research, receiving guidance from faculty mentors. Additionally, during their first-year seminar, students engage in peer review activities, providing feedback on each other's research, which enhances their writing, presentation skills, and ability to collaborate. Faculty also provides feedback, helping students refine their research ideas and projects.

Master in Business Economics and Master in Management

The 'Research Methods' course provides students with a foundation in academic research, helping them develop essential skills such as conducting literature reviews and creating theoretical frameworks. In the 'Research Work of Master Students' course, students prepare and defend research proposals before a committee, enhancing their research planning and presentation skills. Students also gain practical experience with Bloomberg platform to access and analyse financial data. In their final year, students work on their thesis to proof they are well-prepared for independent academic research.

Master in Business Economics

Courses like 'Mathematical Statistics', 'Advanced Econometrics', and 'Economic Data Analysis' teach students to apply data analysis for strategic decision-making, using software tools for economic modelling.

Master in Management

Courses like 'Mathematical Statistics', 'Empirical Econometrics', and 'Data-Driven Decision Making' equip students with the tools to use data for strategic decision-making and business modelling.

Master in Public Administration

The programme curriculum fosters methodological competencies and research skills through core and elective courses in academic research, project evaluation, and public administration. Students gain hands-on experience with research methods, data analysis using tools like MS Excel, Asana, and GanttPRO, and accessing academic databases such as EBSCO, Scopus, and JSTOR. An orientation week at the start of the programme introduces students to dissertation topics and supervisors, initiating their research journey. In their final year, students work on their thesis to prove they are well-prepared for independent academic research.

3.1.7 Examination and final thesis (Asterisk Criterion)

Bachelor programmes

According to the University Regulations for offline exams with proctoring, the form of examination (written, oral or combined) is defined by faculty members and reflected in the syllabi. According to the Academic Policy, all written assignments that form part of the assessment must be submitted via the LMS Canvas platform, which is integrated with Turnitin software. Turnitin enables faculty members to identify citation errors and instances of inappropriate copying by comparing submissions to a comprehensive database of student work, websites, books, articles, and other sources.

The “Bachelor Thesis/Diploma Project Assessment Guide” is a document specifying thesis timeline, assessment and assessment scheme. According to this guide student performance is evaluated continuously throughout the process, including the submission of both intermediate and final products. Thus, students have an opportunity to present their preliminary work approximately one month prior to the final defence. At this stage, a panel of faculty members is convened to assess the readiness of the thesis project for defence. During the presentation, faculty members provide feedback and recommendations for improvement. In cases where the project is deemed not ready for defence, the panel may advise students to postpone the defence and continue working on the thesis for an additional semester or academic year. Following such preliminary assessment, students must submit the final version of their thesis project for a plagiarism check at least seven calendar days before the scheduled defence date. As part of the final evaluation, a qualified reviewer is appointed to assess the work.

The thesis defence is open to members of the faculty and the wider university community, who are welcome to attend and participate in the Q&A session. Upon successful defence, the secretary of the defence committee collects the hard-bound final version of the thesis, which must include the supervisor’s and reviewer’s feedback as well as the official defence protocol.

Bachelor in Business Economics

At SEM, the final examination constitutes 40% of the course assessment. The examination period begins after the 15th week of study and follows the “Regulations on Conducting Intermediate Examinations of Students”. The exam schedule is prepared two weeks before the period starts, and one month prior, the SEM Quality Assurance Committee (QAC) reviews the examination instruments. Independent proctors, assigned from other schools, invigilate all exams. Additionally, an appeal committee, consisting of at least three faculty members, is established to address any concerns during the exam period. Course syllabi outline the criteria

for assessing student knowledge, including interim and final exams. Exams may take various forms, such as written exams, project writing and defenses, case studies, or research papers/projects.

Bachelor in Sociology

In the majority of classes—particularly the Academic Research in Social Sciences I–III—students are required to write essays and/or research papers that demonstrate their understanding of theoretical frameworks, concepts, and empirical research findings. In General Education courses (e.g., Philosophy and the Module of Social and Political Knowledge), oral presentations are included as part of the final grade. These presentations require students to reflect on assigned readings, present their analyses, and articulate arguments before their peers and instructors.

For written exams, the University Regulations mandate the presence of proctors, with a typical ratio of one proctor per 25–30 students. To ensure impartiality, the School conducting the exam invites proctors from other University Schools. In the event of academic dishonesty, the proctor is required to submit an official report (Act on Violation of Academic Honesty Rules), specifying the reason for early termination of the exam.

A key component of the Sociology programme is the Thesis Project. Students, typically in groups of up to three, conduct original research on a sociological topic under the guidance of a faculty mentor. The process includes formulating a research question, conducting a literature review, designing methodology, collecting and analysing data, and compiling the findings into a thesis.

Master study programmes

The final examination is a required part of every course taught and accounts for 40% of the course grade. The examination period typically begins after the 15th week of the semester and is conducted in accordance with the Regulations on Conducting Intermediate Examinations of Students. The examination schedule is published two weeks prior to the start of the examination period. Each course syllabus outlines the criteria for evaluating student knowledge, including the structure and expectations for both interim and final assessments. Course assessments may take a variety of formats, including written examinations, project submissions and defenses, case study analyses, and research papers or projects.

One month before the start of examinations, the School Quality Assurance Committee (QAC) reviews all examination instruments to ensure alignment with academic standards. All final examinations are supervised by independent proctors assigned from other schools within the University to ensure fairness and impartiality.

During the examination period, an appeal committee operates under the School QAC. This committee consists of at least three faculty members with expertise in the relevant subject areas and is responsible for reviewing and resolving student appeals related to examination results.

The “Regulation on preparation and performance of master’s thesis” as of 2024 determines the requirements for the content, the structure and scope of the master’s thesis / project, as well as the defense procedure. The master’s thesis / project is carried out under the supervision

of a scientific advisor. The topics must be relevant, aligned with current developments and future prospects in the field, and correspond to the academic direction and profile of the master's programme. The general list of thesis/project topics is reviewed and updated annually. The master's thesis or project, prepared in accordance with established requirements, must be submitted to the graduating School for a pre-defense review. As part of this procedure, the supervisor provides a written evaluation with a reasoned conclusion indicating whether the student is "Admitted to defense" or "Not admitted to defense."

The Attestation Commission (AC) is established by order of the University Provost, based on the decision of the University's Academic Council. The AC may include individuals holding academic degrees such as Doctor or Candidate of Sciences, PhD, as well as specialists qualified at Level 8 of the NFQ, provided their expertise aligns with the profile of the master's programme. The defense of a master's thesis or project takes place in an open session of the AC, with at least two-thirds of its members present and conducted as a scientific discussion.

The AC evaluates the master's thesis or project based on the following weighted criteria:

1. Quality of Research (50%) includes the completeness of the research in relation to the defined goals and tasks, the level of independence demonstrated, the thoroughness and relevance of the literature review, and the applicability of the results in scientific, practical, or educational contexts.
2. Clarity and Literacy of Presentation (25%) is the effectiveness and clarity with which the research findings are presented in the final report.
3. Defense Performance (25%) is the accuracy, completeness, and justification of the student's responses to questions posed by AC members during the defense.

The final decision on the outcome of the defense is made during a closed session of the AC and is recorded in the official meeting protocol.

Appraisal:

The curriculum adequately reflects the qualification objectives of each 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. At the same time, the panel noted that Master in Management demonstrates strong integration with economics, while the management content could be further strengthened. Therefore, the panel **recommends** placing greater emphasis on management-specific subjects, particularly by integrating topics such as Leadership, Human Resource Management, Strategic Management and Marketing.

In addition, for all study programmes the panel **suggests** integrating the United Nations Sustainable Development Goals (SDGs) and broader sustainability aspects into their curricula. It should help students develop a global perspective, understand current societal challenges, and be equipped to contribute to sustainable development in their respective fields (e.g., economics, sociology, public administration). This approach also aligns with international academic trends and employer expectations, ultimately enhancing the graduates' profiles.

The degrees and programmes names correspond to the contents of the curriculum and the programme objectives.

Theoretical concepts are, wherever possible, explained using practical examples. However, considering that the majority of master's students, as well as several bachelor's students, are already employed and gaining job experience, the panel sees opportunities to enhance interaction and exchange among students. Therefore, for all study programmes, the panel **suggests** organising more exchange opportunities between students with work experience and those currently working, enabling them to share practical examples and insights with one another. Students with professional experience can provide valuable examples, which can help those without such experience better understand how to apply theoretical concepts in real-life situations. Moreover, it should develop teamwork and communication skills.

There is evidence that the programmes encourage interdisciplinary thinking, with the option for students to attend elective courses from other faculties, such as law and IT classes. This flexibility allows students to broaden their knowledge, integrate diverse perspectives, and develop a more well-rounded skill set. Furthermore, during the interview round, it was confirmed that students can easily participate in courses offered as by other schools.

Ethical implications are effectively communicated at both the University and programme levels, ensuring that students are aware of the ethical standards and expectations in their academic and professional pursuits. Courses like 'Academic Writing' and 'Academic Research' are important for developing ethical academic behaviour. They teach students how to properly cite sources, avoid plagiarism, conduct responsible research, and respect intellectual property. For the Master in Public Administration the panel **suggests** moving course MEPA5309 "Corruption Risks in Government" to the group of mandatory courses.

Students acquire methodological competences and are equipped to conduct scientific work at the required level. A variety of research courses, starting from the beginning of the study, further foster their research, analysing and writing skills.

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. There is also an established appeal procedure in place if a student does not agree with their exam assessment.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. All bachelor theses and diploma projects are checked for plagiarism through Turnitin. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programmes' qualification objectives. Given ongoing developments in AI, these should also be systematically considered and integrated into the study process, therefore, for all study programmes the panel **recommends** developing formal requirements for the application of AI in both the study process and scientific research.

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Bachelor in Business Economics

Projected study time	4 academic years, 8 semesters
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	1 ECTS credit = 27 academic hours
Number of modules/courses	6 modules / 46 courses
Time required for processing the final thesis/project and awarded credits	8 ECTS credits. The designated time is around 6 months.
Number of contact hours	27 hours * 240 ECTS = 6,480 academic hours, or 2,160 contact hours

The study programme is structured progressively over four years, as follows:

First year: Students begin with General Education (GED) courses in the first semester. In the second semester, they continue with GED and start introductory Business Core and School Required courses.

Second year: The focus shifts mainly to Business Core and School Required modules, with one Major course per semester.

Third and fourth year: These years include Major and Minor modules, along with advanced Business Core courses. Strategic Management, taught in the eighth semester, serves as a capstone course assessing key learning outcomes. Career Development supports internship and job readiness. Students conclude the programme by completing and defending a Diploma Project or Case Study, as required by national regulations.

Bachelor in Sociology

Projected study time	4 academic years, 8 semesters
Number of credits (national credits and ECTS credits)	240 ECTS credits + 8 non-academic credits
Workload per credit	1 ECTS credit = 27 academic hours
Number of modules/courses	7 modules / 56 courses
Time required for processing the final thesis/project and awarded credits	The final thesis is 8 ECTS credits. Total workload for the final thesis = 8 ECTS credits * 27 hours/ECTS = 216 academic hours. Students work on their thesis over the course of several months under the guidance of a supervisor. The designated time is around 6 months.
Number of contact hours	27 hours * 240 ECTS = 6,480 academic hours, or 2,160 contact hours

The programme structure is divided into several key modules, namely:

- General Education (53 ECTS credits): This module provides an overview of a broad range of subjects outside the student's main field of study. It aims to develop critical thinking, communication skills, and cultural awareness.
- University Component (10 ECTS credits): Designed to expose students to disciplines outside their primary focus, this module encourages interdisciplinary exploration. It is provided by other schools, including the School of Economics and Management, School of Law and Public Policy, and School of Digital Technologies.
- Sociology Core (45 ECTS credits): This module covers foundational concepts and theories in sociology, providing students with the essential skills required for their future careers.
- Research Core (53 ECTS credits): Focuses on research methodologies specific to the field, including research design, data collection, and analysis. This module also includes the final thesis or capstone project.
- Major Electives (35 ECTS credits): Offers advanced exploration in areas such as sociology, psychology, and social work, allowing for a deeper understanding of specialized topics.
- Minor Electives (20 ECTS credits): Students can select electives or micro-qualification courses that align with their personal interests or career aspirations.
- Professional Core (24 ECTS credits): This module emphasises methodologies alongside project-based learning or internships, allowing students to apply their knowledge and skills in a practical setting.

Master in Business Economics

Projected study time	2 academic years, 4 semesters
Number of credits (national credits and ECTS credits)	120 ECTS credits
Workload per credit	1 ECTS credit = 27 academic hours
Number of modules/courses	6 modules / 23 courses

Time required for processing the final thesis/project and awarded credits	The final thesis is 8 ECTS credits. Total workload for the final thesis = 8 ECTS credits * 27 hours/ECTS = 216 academic hours. Students work on their thesis over the course of several months under the guidance of a supervisor. The designated time is around 6 months.
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The modules have the following types, as General Required (17 ECTS credits), Business Core Required (25 ECTS credits), Major Required (15 ECTS credits), Major Electives (15 ECTS credits), Internships (11 ECTS credits), Research (29 ECTS credits), Master's Thesis (8 ECTS credits).

Master in Management

Projected study time	2 academic years, 4 semesters
Number of credits (national credits and ECTS credits)	120 ECTS credits
Workload per credit	1 ECTS credit = 27 academic hours
Number of modules/courses	6 modules / 23 courses
Time required for processing the final thesis/project and awarded credits	The final thesis is 8 ECTS credits. Total workload for the final thesis = 8 ECTS credits * 27 hours/ECTS = 216 academic hours. Students work on their thesis over the course of several months under the guidance of a supervisor. The designated time is around 6 months.

The modules have the following types, as General Required (17 ECTS credits), Business Core Required (25 ECTS credits), Major Required (15 ECTS credits), Major Electives (15 ECTS credits), Internships (11 ECTS credits), Research (29 ECTS credits), Master's Thesis (8 ECTS credits).

Master in Public Administration

Projected study time	2 academic years, 4 semesters
Number of credits (national credits and ECTS credits)	120 ECTS credits
Workload per credit	1 ECTS credit = 27 academic hours
Number of modules/courses	7 modules / 21 courses
Time required for processing the final thesis/project and awarded credits	The final thesis is 12 ECTS credits. Total workload for the final thesis = 12 ECTS credits * 27 hours/ECTS = 324 academic hours. Students work on their thesis over the course of several months under the guidance of a supervisor. The designated time is around 6 months.

The modules have the following types, as School Required (25 ECTS credits), Major Required (25 ECTS credits), Public Administration Core Required (5 ECTS credits), Public Administration Core Electives Internships (5 ECTS credits), Major Electives (15 ECTS credits), Research (33 ECTS credits), Master's Thesis (12 ECTS credits).

3.2.2 Study and exam regulations (Asterisk Criterion)

Narxoz University maintains a dedicated online platform that includes access to essential academic and student services. This section features links to the Canvas Learning Management System⁹ (LMS), the Academic Calendar, and resources related to student life, including academic mobility opportunities. For assessments conducted via Canvas LMS, instructors input the results into the system, which are then automatically transferred to the Platonus database¹⁰ within 48 hours. The format and content of examinations are determined by the teaching faculty and reviewed by the Quality Assurance Committee prior to administration. Students can view their class and examination schedules via the Platonus system.

The regulations governing academic studies and examinations are defined at the University level and are published in official documents such as the Academic Policy, the Catalogue, and the University Examination Regulations. In line with the principles of the Lisbon Recognition Convention Narxoz University has implemented procedures and guidelines for the recognition of degrees and periods of study completed at other accredited higher education institutions. All relevant provisions are outlined in the University Regulation for the Recognition of Formal and Informal Education, ensuring compliance with national and international recognition standards.

Narxoz University employs a 100-point grading system, aligned with the MSHE standards and mapped to internationally recognised letter grades. Positive results are assigned grades ranging from "A" to "D," while unsatisfactory performance is recorded as "FX" or "F." This grading scale is also mapped to the traditional Kazakhstani system. Grading and Assessment Framework is presented below:

Rating by letter system	GPA equivalent	Points (% content)	Evaluation according to the traditional system
A	4,0	95-100	Excellent
A-	3,67	90-94	
B+	3,33	85-89	Good
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	

⁹ <https://canvas.narxoz.kz/login/ldap>.

¹⁰ <https://platonus.narxoz.kz>.

C	2,0	65-69	Satisfactory
C-	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	

Intermediate (midterm or intra-semester) assessments are conducted in accordance with the Academic Calendar, programme curriculum, and course syllabi. As per the Ministry of Science and Higher Education guidelines, final course grades are calculated based on a weighted average: 60% derived from formative (continuous) assessments and 40% from the final examination. Final assessments may include various formats such as written examinations (closed or open book), individual or group projects, case study presentations, or computer-based assessments.

3.2.3 Feasibility of study workload (Asterisk Criterion)

The academic year comprises academic periods, interim certification phases, internships, and vacation breaks. In the final year of study, the academic calendar also includes a designated period for final examinations. The student workload is structured in accordance with the requirements of the Ministry of Higher and Secondary Education and the European Credit Transfer and Accumulation System (ECTS), with ECTS credits allocated for both diploma projects and internships. The total duration of the academic year is no less than 36 weeks, as stipulated in the Academic Calendar.

Each regular semester spans 15 weeks (Fall and Spring), followed by 2–3 weeks of examinations. Two midterm assessments are administered per course—typically during the 7th–8th and 14th–15th weeks of the semester. Examinations are held at the end of each semester. Students may enrol in Summer or Winter semesters, which are up to 6 weeks and designed to allow students to earn additional credits, address academic debts, or improve their GPA. These intensive sessions help ensure academic continuity and timely graduation.

To monitor and ensure the appropriateness of student workload, the University employs two quality assurance tools: the Faculty Teaching Evaluation Survey and the Course Management Form.

3.2.4 Equality of opportunity

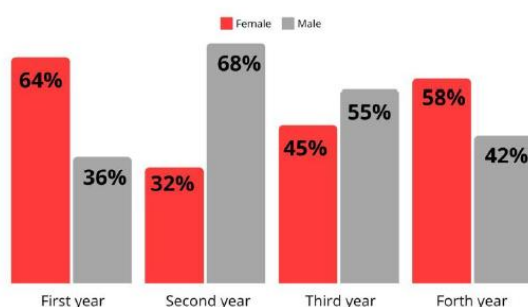
Narxoz University is committed to ensuring equal access to educational services for all students, including those with special needs. The University's policy on academic diversity, equity, and inclusion (DEI) was formally endorsed by the Academic Council in 2021 and enhanced in 2022. The University Committee on Academic Diversity, Equity, and Inclusion

(DEI), operating under the Academic Council, plays a key role in advancing initiatives that promote diversity, equity, and inclusion across the institution. The committee is focused on meeting the needs of students with special needs, ensuring they have access to campus facilities, educational materials, and online resources.

The University offers students with disabilities a 50% tuition fee reduction in accordance with its regulations. Prospective applicants with special needs can receive remote guidance via the virtual admission office on the university's website. Students are also provided with a dedicated advisor to assist with academic planning, and a full-time psychologist is available to support mental well-being.

Furthermore, the University is committed to gender equality, ensuring equal opportunities in education and research for all students. This inclusive approach is integral to fostering a diverse and supportive academic environment. Gender equality principles extend to students, ensuring equal access to educational and research opportunities.

Student gender breakdown is shown below:



Appraisal:

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

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

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

Although the HEI conduct an evaluation and foster student feedback related to workload, questions such as Question 7: 'What percentage of the intended content were you able to cover?' and Question 13: 'Do you believe that ECTS credits were distributed effectively in relation to achieving the learning outcomes?' do not address critical elements, such as student perceptions of workload intensity, the time required for preparation, or the balance between contact hours and self-study. Therefore, in along with chapter 4.6 below the panel **recommends** conducting a survey on students' workload.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. Financial support is available through the Committee for Financial Support, offering scholarships to orphans, students with special needs, students with a special-needs parent, and students with high GPAs.

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

3.3 Didactical concept

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

Bachelor in Business Economics

Various teaching methods are integrated, including problem-solving, presentations, discussions, case studies, group work, business and role-playing games, projects, critical thinking exercises, and brainstorming. These methods aim to stimulate students' desire to independently find and process information while also developing their presentation skills.

Bachelor in Sociology

The Sociology programme ensures alignment between the content taught and the intended learning outcomes of each module and course. Recognising that different modules or courses have distinct learning outcomes, systematically derived didactical methods allow instructors to

tailor their teaching strategies. For example, when a course aims to develop analytical skills, instructors use case studies to provide practical examples for analysis. In contrast, when a course focuses on applied knowledge, faculty members emphasise practical projects that allow students to apply theoretical concepts in real-world contexts. For example, in the Urban Sociology course, students are expected to develop a deep understanding of urbanisation processes and their effects on social structures and dynamics. Instructors integrate practical projects to achieve this objective, such as fieldwork where students observe changes in the built environment, interview residents and business owners, and analyse demographic and economic data.

Master in Business Economics

The programme applies a range of interactive methods tailored to specific subject areas, including:

Course	Interactive methods
International Business Economics	Case studies, discussions, and problem-solving exercises.
Advanced Strategic Management	Individual essays and projects.
Advanced Microeconomics	Problem-solving, discussions, and case studies.
Governance and Sustainability	Interactive presentations, group discussions, individual case study analysis, group seminars, and peer-to-peer discussions.
Monetary Policy, Global Leadership and Organizational Development, Financial Management, and Cost Accounting	Problem-solving, case studies, group discussions, and group projects.

Master in Management

The programme employs a variety of interactive methods tailored to specific subject areas, including case studies (e.g., Psychology of Management), discussions (e.g., Strategies for Growth and Transformation), and problem-solving exercises (e.g., Advanced Strategic Management); individual essays and projects (e.g., Ethics, Sustainability and Governance); interactive presentations; group discussions; individual case study analysis; group seminars; and business simulations (e.g., Data Driven Decision Making).

Master in Public Administration

Various teaching methods are used, such as: problem-solving cases (e.g., Global Leadership and Organizational Development), presentations (e.g., State management in the agriculture sector), discussions, case studies (e.g., Corruption Risks in Government), group activities (e.g., Efficiency of implementation of Government Programs in Kazakhstan), projects, critical thinking and brainstorming.

3.3.2 Course materials (Asterisk Criterion)

Course materials are uploaded to the Canvas LMS by the faculty member. According to the University Academic Policy, instructors are required to upload all course materials, including the syllabus, lecture presentations/notes, textbooks or book links (to library access), case studies, assignments, tests, etc., to the Canvas LMS. Faculty members have full autonomy and responsibility for the structure and content of these materials. The literature used must include materials published within the last five years. To ensure the relevance of materials, the programme manager has 'read-only' access to Canvas.

Course materials are developed in alignment with the learning outcomes of the programme. One month before the start of each semester, the School's Quality Assurance (QA) team reviews and approves all syllabi. Similarly, exam materials are checked and approved one month prior to the exam.

3.3.3 Guest lecturers

The SEM invites Guest Lecturers as part of the Leadership Development Programme, which was launched in the 2022-2023 academic year. These lecturers, primarily industry experts and employers, play a crucial role in shaping the programme's educational approach by offering students valuable insights into the practical applications of their studies. Throughout the 2023-2024 academic year, were 24 guest lecturers invited from different business branches, including the Head of Business and Controlling Department from Carlsberg Kazakhstan, the CEO of Kazpost, and the Chairman of JSC Halyk Bank. Their involvement helps students connect academic knowledge with real-world leadership and business practices, providing essential exposure to the industry.

Bachelor in Sociology

In the 2023-24 academic year, the following guest lecturers were invited to contribute to the study programme: a representative from Brif Research Group, a representative from the Gaidar Institute with the topic "Urbanisation and Radicalism: What Was the Result of the Field Research in the Northern Caucasus?", a regional specialist from the Public Foundation "Ana Yui" with the topic "Professional Foster Families in the Project 'Mother's Home'", and a postdoctoral student from Oxford University with the topic "Sociology of Reproduction and Surrogacy". In total it was 12 guests lectures the 2023-24 academic year.

Master in Public Administration

Throughout the 2023-2024 academic year, were 9 guest lecturers invited from different branches, including the Director from Center for German Studies, Al-Farabi Kazakh National University, Kazakhstan, Professor from Branch of the Academy of Public Administration in Almaty, Senior lawyer from European Court of Human Rights, Secretariat.

3.3.4 Lecturing tutors

The tutoring approach is not very common in the Kazakhstani education system. Currently, one lecturer fully covers all course work, and the assistance of a tutor is provided as part of the pedagogical internship by Master's and PhD students. According to the Self-Evaluation

Report (SER), the introduction of the lecturer-tutor position is planned and is being discussed at the university level.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. They are encouraged to have presentations, participate in discussions, and engage in interactive activities that promote critical thinking and collaboration.

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

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The inclusion of guest lecturers enriches the students' qualification process and provides them with diverse perspectives and insights from professionals, scholars, and practitioners. Their contributions help students bridge the gap between academic learning and real-world applications, allowing them to better understand the complexities of contemporary issues.

Currently, there are no lecturing tutors to support students in the learning process or assist them in developing competences and skills. Although, the concept of lecturing tutors is not yet common in the Kazakhstani education system, the panel **recommends** further developing Narxoz's concept of introducing lecturing tutors. This recommendation aligns with the feedback provided by FIBAA experts during the accreditation process of other study programmes.

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

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)¹¹

Bachelor in Business Economics

There are courses covering international and global aspects. For example, the Corporate Finance course also covers cross-border valuation matters, while the Principles of Marketing course includes topics on international marketing. Additionally, the Strategic Management course addresses competitive strategies in international markets, ensuring that students gain a comprehensive understanding of global business dynamics. Furthermore, since the study programme is conducted in English, it ensures that students benefit from global and international literature, providing them with access to a wide range of resources and research from around the world.

Bachelor in Sociology

International content and intercultural aspects are integrated into the curriculum to equip students with a comprehensive understanding of sociological phenomena within a global context and to foster intercultural competence. The programme includes coursework that explores sociological theories, research, and case studies from diverse global perspectives. Students examine how social structures, institutions, and processes manifest differently across cultures and societies, allowing them to develop a nuanced understanding of sociological phenomena beyond their own cultural context. For example, the Sociology of Labor course involves an in-depth analysis of consumer behaviour among urban residents and in different territories. It explores how globalization, urbanization, and trends related to environmental culture and responsibility influence shifts in consumer behaviour.

Master in Business Economics

There are such courses as International Business Economics or Global Leadership and Organisational Development. Both courses aim to equip students with the necessary skills and knowledge to navigate the complexities of international business and leadership in today's interconnected world.

Master in Management

Courses such as Global Leadership and Organisational Development, Advanced Strategic Management, and Ethics, Sustainability, and Governance integrate international topics to equip students with the knowledge and skills needed to navigate the complexities of a globalised world.

Master in Public Administration

While the program is more locally oriented, it also covers cross-border and international topics. For example, in the "Social Processes Governance" course, students explore world models of social policy, providing them with insights into how different countries address key social challenges. Similarly, in the "Management of Special Economic Zones" course, students gain

¹¹ in addition to the activities outlined in Chapter 1.2. above.

knowledge of modern concepts in the creation and development of special economic zones (SEZs) and examine their role in the global economy.

3.4.2 Internationality of the student body

Most of the students enrolled in the programme are Kazakhstani citizens, hailing from diverse ethnic backgrounds. Only the Bachelor in Business Economics programme has international students from Lithuania, Tajikistan, Georgia, and Uzbekistan, totalling four students.

3.4.3 Internationality of faculty

At the SEM, 22 faculty members hold degrees from international universities. Several earned their Master's degrees from prestigious institutions such as New York University, Maastricht University (Netherlands), and the University of Edinburgh (the UK). Others completed their PhDs in Economics at universities including the University of Regensburg (Germany) and Cardiff University (the UK). Additionally, the faculty includes international lecturers from the Czech Republic, Ukraine, Belgium, and Kyrgyzstan.

The faculty members at SASS possess international experience, gained through participation in various international research and academic projects. Several of them are graduates of foreign universities while others have enhanced their expertise through international internships, fellowship programmes, and academic exchanges. One professor completed both MA and PhD at the University of Cambridge and specialises in research methodology and ethics, with a focus on action research in professional development. Additional faculty members are engaged in international fellowships and research in the US and Germany, covering topics such as language policy, sustainable infrastructure, and ethnic studies. Moreover, in 2023 and 2024, two faculty members received the prestigious Bolashak scholarship to study at leading U.S. institutions.

In the Master of Public Administration, six faculty members hold academic degrees and have studied or completed research internships at internationally recognised universities. Their backgrounds, *inter alia*, include a PhD in Education from the University of Cambridge (UK), a Master of Science from the University of Glasgow (UK), as well as research internships at the University of Reading (UK) and Georgetown University (USA).

3.4.4 Foreign language contents

At the SEM all courses within the are delivered in English. In addition, in line with the requirements of the Ministry of Science and Higher Education, Narxoz University allocates 10 ECTS credits to English language courses or Professional English during the first year of study.

Bachelor in Sociology

The SASS is committed to ensuring that all graduates attain proficient English language skills necessary for effective professional communication in international and multicultural contexts. In alignment with the Ministry of Science and Higher Education requirements, Narxoz University mandates the completion of a structured English language programme. This

includes 10 ECTS credits allocated to English B2 and B2+ levels in the first and second semesters, respectively; 5 ECTS credits to English C1 level in the third semester; and an additional 5 ECTS credits dedicated to either Foreign Language (IELTS preparation) or Foreign Language (Narxoz Talks) for advanced learners. Although graduates studied primarily in Russian or Kazakh, approximately 30% of the curriculum's reading materials were provided in English.

Master in Public Administration

The Public Administration programme offers selected courses in English, such as Social Processes Governance, Theory and Practice of Public Administration, Global Leadership and Organisational Development, Psychology of Management. The main language of instruction chosen by students is Kazakh.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. To further foster global awareness across all study programmes the panel **suggests** incorporating more international and global examples, along with case studies that address international and global issues. This should provide students with a deeper understanding of global trends, challenges, and solutions and help them to develop a broader perspective on their respective fields.

Although the HEI performs a significant number of activities related to internationalisation and has numerous MoUs and other cooperations, the panel noted that a university-level strategy is not clear enough. While the Master of Public Administration programme is working on establishing cooperation for a double degree programme, which is highly welcomed by the panel, it was unclear why a particular university was chosen for this partnership. The criteria or goals for selecting this university for the cooperation were not clearly defined, making the rationale behind the partnership unclear. Therefore, for all study programmes the panel **recommends** integrating an international orientation into the University's overall strategic plan, including the academic dimension and the development of global partnerships, to outline the rationale behind collaborations with existing and prospective partner institutions and to detail the implementation of such cooperation. Additionally, it should be clearly demonstrated how these collaborations are integrated into the University's overall strategic plan to ensure alignment with its long-term internationalisation goals.

The measures taken to promote internationality are goal-oriented, though the international composition of the student body does not always fully align with the programme concept. Since the Business Economics was launched in September 2024, there is no academic mobility statistics yet. Although there are no permanent foreign students, a Master's student in Management, part of the Erasmus+ programme, completed her studies at University Colleges Leuven-Limburg (UCLL), Belgium. Nonetheless, there is room for improvement, particularly given that the programmes are taught in English. Therefore, the panel **recommends** considering and implementing measures to attract more foreign students. These measures could include targeted marketing, strengthening international partnerships, offering

scholarships, and enhancing the global reputation of the programmes to create a more diverse and internationally engaged student body.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Although the Master of Public Administration programme provides an opportunity to take classes in English, students prefer having classes in Kazakh. Thus, for Master of Public Administration the panel **recommends** expanding the availability of courses in English and motivating students to pursue their studies in English language.

	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			BBA MBE MM BS	MPA	
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			BBA MBE MM BS	MPA	

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

All study programmes

Narxoz has various student organisations and initiatives such as the Debate Club 'Dispute Narxoz', Financial Club, Adrenaline, Medialab, and Narxoz Pride. The aim of these clubs is to develop students' multidisciplinary competencies and enhance their personal and professional growth in management and related fields.

Bachelor in Business Economics

Courses such as 'Organisational Behaviour', 'Strategic Management', and 'Business Communications' aim to equip students with the skills and confidence to handle challenging and unexpected communication situations. These courses focus on proven tools and techniques, teaching students how to stay calm under pressure, overcome common obstacles, and present effectively. Through individual and group assignments, discussions, and case studies, students develop their ability to communicate clearly, concisely, and ethically, particularly in high-pressure situations.

Bachelor in Sociology

Throughout their studies, students take courses in 'Ethics and Academic Research', utilising a diverse range of tools to develop the ability to communicate effectively across various disciplines. In the second and third years, students can also take elective classes from other programmes or Schools.

Master in Business Economics

The programme includes courses such as 'Global Leadership and Organisational Development', 'Psychology of Management', 'Ethics, Sustainability and Governance', 'Financial Management and Cost Accounting', and 'Advanced Strategic Management' which provide students with an understanding of the business world and matters related to management. Through individual and group assignments, discussions, and case studies, students are encouraged to respond clearly, concisely, and ethically, particularly in spontaneous situations.

Master in Management

The programme offers courses such as 'Global Leadership and Organisational Development', 'Psychology of Management', 'Mathematical Statistics', 'Ethics, Sustainability and Governance', 'Financial Management and Cost Accounting', and 'Advanced Strategic Management'. These courses integrate knowledge and methodologies from various fields such as leadership, psychology, economics, finance, ethics, and strategic management.

Master in Public Administration

The curriculum of the programme is designed to equip students with a diverse range of knowledge and skills from various areas of business, including law, management, and economics. Communication skills are developed through courses such as 'Professional English', while teamwork and collaboration are emphasised in 'HR Management in the Public Sector'. Digital and Legal Literacy skills are addressed through courses on 'Legal Support of Public Administration'. Leadership development is fostered through courses like 'Global Leadership and Organisational Development', while 'Regional Governance and Sustainable Development' contribute to a comprehensive understanding of governance in a global context.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/course descriptions. This is supported by means of suitable didactical and methodological measures, because a wide range of courses incorporate methods such as problem-solving, presentations, games, discussions, and case studies, all of which further support students in acquiring soft skills.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. Additionally, the University offers a variety of extracurricular activities that enhance students' development of these essential skills.

		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)

Bachelor study programmes

According to the 'Regulations on the Organisation of Internships for Students of Narxoz University', the internship is a mandatory component of all educational programmes. It aims to help students explore career options prior to graduation and develop communication, interpersonal, and other essential skills for the job application process. Furthermore, study programmes are regularly reviewed by external stakeholders, ensuring the relevance and quality.

Master study programmes

Master's students are required to complete a research internship, which, in contrast to the bachelor-level internship, focuses not only on practical experience but also on enhancing students' research competencies. Before their internships, students undergo preparatory training to ensure they properly benefit from the experience.

Bachelor in Business Economics

The study programme is designed to equip students with skills aligned with future labour market demands and prepare them for international certifications such as FRM, CFA, ACCA, and CIM. Such courses as 'Career Development' and 'Computer Applications in Business', further strengthen students' employability by enhancing practical competencies and application-oriented knowledge. Additionally, the Leadership Development Programme supports students' professional growth, while internships allow them to explore career paths and develop critical communication and interpersonal skills prior to graduation.

Bachelor in Sociology

There are also courses that equip students with employment-relevant skills, such as 'Digital Sociology'. Upon completion, students can use digital technologies, tools, and theories—including SPSS, R, and MaxQDA—in conducting sociological research related to territorial and societal digitalization. The course 'Social Assessment' includes practical training sessions based on real organizational settings.

Master in Business Economics

In the course 'Game Theory', students engage in problem-solving activities and case studies, utilizing online tools such as Canvas to apply theoretical concepts to real-world strategic interactions.

Master in Management

In the course 'Negotiation and Conflict Resolution', students learn to utilise effective negotiation strategies—both written and oral—to reach mutually beneficial agreements. In 'Strategies for

Growth and Transformation', they apply strategic tools to develop growth and transformation plans. This practical approach shall further strengthen students' employability by enhancing their communication, decision-making, and strategic thinking skills.

Master in Public Administration

Courses such as 'Global Leadership and Organizational Development' and 'HR Management in the Public Sector' are relevant to employability, as they foster students' leadership and management skills—key competencies for a career in the public sector.

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 programme through all its modules/courses.

An internship, designed to achieve the practical use of professional skills, the enhancement of soft skills, and the acquisition of hands-on experience that integrates both personal and technical abilities also plays a crucial role for acquiring employment and practical skills.

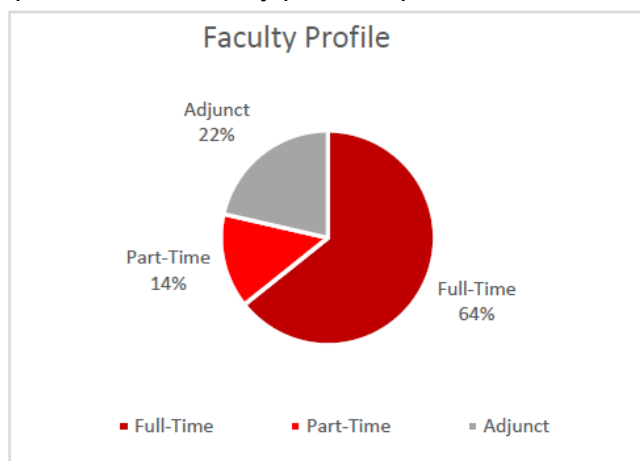
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

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

The SEM has 28 faculty members of the programme are either professionally or academically qualified. The faculty profile is presented below:



In SASS, teaching within the programme involves:

- five full-time lecturers, including one Doctor of Sociological Science, two candidates of Sociological Science, and one PhD holder
- two full-time lecturers from other Departments/Schools
- two adjunct-assistant professors.

This results in a lecturer-to-student ratio of 9 lecturers per 162 students. Among the five lecturers, three hold the rank of associate professor, one holds a doctorate, and two hold master's degrees.

The Public Administration employs 8 full-time, 3 part-time faculty members.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

According to the Ministry requirements, at the bachelor's level, instructors must possess at least a master's degree, while teaching at the master's level necessitates holding a Candidate of Sciences, PhD, or Doctor of Sciences degree. The University has a regulation called the "Regulation on the grading of faculty positions, teaching staff of NJSC Narxoz University," which outlines the qualification requirements for various faculty positions, including part-time faculty. The University provides the following faculty positions under its regulations: Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, Professor, Adjunct Assistant Professor, and Adjunct Associate Professor. To maintain the positions and grades assigned

to the teaching staff throughout the academic year, faculty members are required to meet specific criteria in four key areas of activity: research, academic, administrative, and social. For example, in order to maintain the Associate Professor of Grade 3 position, a faculty member must achieve a performance total of 70 points across these four areas, while to maintain the Professor of Grade 3 position, the required performance total increases to 90 points.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

The SEM faculty members possess required pedagogical qualifications and teaching experience. They are proficient in English and deliver their courses in the language. The programme management and the SEM actively foster a culture of continuous improvement by promoting open dialogue on teaching methods and pedagogical issues through regular round tables and workshops organised by the faculty. To further enhance teaching competencies, the University supports a range of professional development opportunities, including foreign internships, domestic internships, and internal training courses. For example, case writing workshops are held as part of the University's Winter School.

The SASS regularly attend training sessions on remote teaching tools, such as e-libraries, e-learning platforms, and video conferencing software (Google Meet, Zoom, and Coursera). Additionally, they are encouraged to participate in national and international workshops, conferences, and forums, both online and offline, organised by the University and other institutions in Kazakhstan. In 2024, SASS organised Teacher Excellence Lab seminars to provide additional support to the faculty, further enhancing the teaching and learning environment.

The Quality Assurance Committee of the SLPA regularly attends classes to conduct peer reviews and provide feedback on teaching methods and the overall quality of instruction. Faculty members are encouraged to participate in workshops, seminars, and master classes, often organised in collaboration with other higher education institutions and public organisations.

4.1.4 Practical business experience of faculty

In 2022 the University implemented the "Teach for Narxoz" programme, which supports the recruitment of faculty members with practical business experience to serve as Adjunct Professors.

Bachelor in Business Economics

Within one the programme, several adjunct professors are successfully contributing by sharing their hands-on expertise. These include professionals such as an audit specialist from PwC, a representative from the Research Department of the National Bank of Kazakhstan, a Project Analyst from Azurite Logistics, and the Asset Management Department Director at Centras Securities.

Bachelor in Sociology

Between 2022 and 2024, the University hired several faculty members with professional backgrounds in areas such as social transformation, urban development, human resource management, and social work.

Master in Business Economics and Master in Management

Several professors are currently sharing their practical, hands-on experience, including a project manager from a major energy company, a representative from the National Bank's Research Department, and an investment director from a private equity firm.

Master in Public Administration

There are professionals hired as part-time faculty members and serve as adjunct professors. They are affiliated with prominent public institutions and organisations in Kazakhstan, including national-level training academies for civil servants, governmental project offices, and former high-level administrative bodies.

4.1.5 Internal cooperation (Asterisk Criterion)

The faculty members collaborate closely with both employers and one another to ensure that the programme remains relevant, coherently structured, and practice-oriented, with minimal content duplication. Faculty members also engage in joint research projects, often resulting in co-authored publications.

Furthermore, the faculty members maintain effective coordination with other units for quality assurance, minor programme offerings, and scheduling of classes and examinations. Faculty members work in close collaboration with administrative staff to develop and revise study programmes, organise academic conferences and seminars, deliver professional training, and advance scientific research. Weekly faculty meetings provide a platform for addressing implementation challenges, sharing feedback, and proposing improvements.

Additionally, Narxoz University fosters a culture of continuous development and collaboration through annual university-wide events. These include Town Hall meetings with the University President, sessions with the Provost, End-of-Year ceremonies, and team-building activities—designed to celebrate achievements and introduce new institutional initiatives.

4.1.6 Student support by the faculty (Asterisk Criterion)

All study programmes

Support for students is carried out in collaboration with the Advising Office. Faculty members hold fixed office hours, which are specified in each syllabus, and offer additional consultations by appointment when necessary. Students can also access support through various online platforms such as email, Zoom, Google Meet, and Canvas, ensuring flexible and comprehensive assistance for educational matters. Additionally, a full-time psychologist is employed to address the mental well-being of students. Faculty members support students in preparing for international competitions, guiding them through all stages of the process. In

addition, faculty members engage both undergraduate and graduate students in research projects, helping them develop strong research, analytical, and critical thinking skills.

Appraisal:

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

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme and are in line with government requirements. The HEI verifies the qualifications of the faculty members by means of an established procedure, in particular in "Regulation on the grading of faculty positions, teaching staff of NJSC Narxoz University" where requirements are cleared defined. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The faculty's practical business experience aligns with the programme's requirement to effectively integrate theory and practice.

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

Student support is an integral part of the services provided. The faculty offers regular assistance to students, ensuring their success in the programmes. This collaborative approach is demonstrated by the availability of office hours, clearly outlined in course syllabi, during which faculty members provide support beyond regular class hours. These office hours allow students to seek help and discuss coursework and progress. Additionally, the integration of online consultations via corporate email enhances accessibility, enabling remote communication between students and instructors. This approach caters to diverse needs and fosters a supportive and flexible learning environment.

		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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)					N/A

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

Bachelor in Business Economics and Master in Business Economics

The person responsible for the development of the economics programmes is an associate professor who manages and oversees programmes. At least once a year, the Programme Manager ensures the regular updating of the training programmes, taking into account market trends, recommendations from the SEM Business Council, and advancements in the field. The Programme Manager also actively engages with employers and the expert community to further develop and refine the programme.

Bachelor in Sociology

A Programme Manager holds a Ph.D. in Sociology from Kazakh National University named after al-Farabi (2014). She is responsible for regular updates of the Programme, ensuring its relevance in the evolving market. She also works on the programme's curriculum, where she organises frequent review meetings and integrates innovative pedagogy and technological advancements. As a Programme Manager, advocates for funding of the programme and support at the School level. She supports a culture of continuous improvement by championing faculty development initiatives and fostering avenues for student enrichment.

Master in Management

The individual responsible for the development of the Master's Programme in Management is Professor, who oversees and monitors the programme. She ensures that the training programmes are regularly updated, at least once a year, based on market trends, recommendations from the SEM Business Council, and advancements in the field.

Master in Public Administration

The responsible person for programme management and development is the Programme Manager, Professor, who manages and monitors the programme, and who at least once a year will ensure regular updating of programme based on trends in Public Administration and recommendations of the QAC.

4.2.2 Process organisation and administrative support for students and faculty

The University administration provides extensive support to both faculty and students, including an annual Orientation Week for first-year students and access to a comprehensive Catalogue with key academic and program information. The Registrar's Office manages official records, course registration, curriculum changes, and student transfers. It operates through the Front Office (handling student inquiries and administrative tasks) and the Back Office (handling complex processes like scholarship allocation and statistical reports).

An automated Student Help Desk addresses student complaints and inquiries, ensuring timely support. The Department of Marketing and Admissions provides up-to-date information about the University and educational program changes.

The Advising Office offers academic guidance, helping students plan their studies and navigate University policies. It also supports credit transfers and the recognition of learning outcomes.

Appraisal:

The programme manager coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. In addition, during the interview round, it was confirmed that administrative staff also have mobility opportunities for further development (e.g., participation in courses, workshops, etc.).

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.

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

4.3 Cooperation and partnerships

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

Narxoz has entered into numerous partnership agreements with foreign HEIs, including, but not limited to institutions in the UK, Spain, France, Germany, Poland, Hungary, Turkey, the USA, China, Japan, South Korea, Malaysia, India, Pakistan, the UAE, Azerbaijan, and across Central and Eastern Europe.

As of January 2024, SEM signed an agreement with Queen's University, Belfast, UK, regarding three double-degree programmes: BBA in Business Economics, BBA in Business Management and BBA in Finance. The main partners for SEM, *inter alia*, are Hof University of Applied Sciences, FH Muenster University, ESMT Berlin from Germany, University of Granada, University of Malaga from Spain, Pennsylvania State University, Coastal Carolina University, University of Massachusetts Amherst, University of Pittsburgh from the USA.

Partnerships for the Sociology are established with several international institutions, including, but not limited to Coastal Carolina University and the University of Massachusetts (USA), Amsterdam University of Applied Sciences (the Netherlands), and Yonsei University (South Korea).

The main partners for academic mobility for Master of Public Administration are Istanbul University (Turkey), East Asia Institute of Management (Republic of Singapore), Coastal Carolina University (USA), Poznan University of Economics and Business (Poland), University of Massachusetts Amherst (USA), National-Louis University (Poland), University of Tsukuba (Japan), China University of political Science and Law.

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

As previously mentioned, one of Narxoz University's strategic goals is to enhance cooperation with employers. To this end, the University actively engages with business entities and organizations, having signed a significant number of MoUs. For example, MoUs with business entities such as LLP METRO Cash & Carry, JSC Eurasian Financial Company, JSC Halyk Bank of Kazakhstan, and JSC Kazpost, as well as with associations like LLP KTA (Kazakhstan Association of Hotels and Restaurants) and LLP Central Asian Advertising Association are essential in supporting study Bachelor in Business Economics, the Master in Business Economics, and the Master in Management. Based on these cooperation arrangements, SEM actively involves employers, business partners, and other stakeholders in curriculum review processes, taking their feedback into account to ensure relevance and quality.

Meanwhile, the Sociology study programme profits from established partnership agreements with various NGOs, including the Centre for the Study of Public Opinion, Youth Information Service of Kazakhstan, SANGE Research Center, Bulat Utemuratov Foundation, and the National Alliance of Professional Social Workers. It also collaborates with international organisations such as UNICEF Kazakhstan to organise joint events, conduct research, and enhance both students' professional competencies and faculty members' qualifications. These partnerships reflect the University's strong commitment to collaborative innovation and social development.

The University also has MoUs relevant to the Master in Public Administration, particularly with government agencies and departments such as the Employment Center, as well as with international organisations including, but not limited to the Eurasia Foundation, UN Women (the UN Entity for Gender Equality and the Empowerment of Women), the United Nations in Kazakhstan.

Appraisal:

The scope and nature of cooperation with HEIs, academic institutions, and relevant networks are plausibly presented and supported by documented agreements, as well as MoUs. These partnerships are actively maintained and have a tangible impact on the design and implementation of the study programmes. Such collaborations contribute to the development

of students' qualifications and skills, actively promote academic mobility and international collaboration, support curriculum development, foster joint research initiatives, and facilitate the establishment of dual-degree programmes.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements and MoUs forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes, e.g. via joint projects and programmes (e.g., programmes spanning urban and territorial development, education, etc.), as by providing internship opportunities. All such activities contribute to the development of the students' qualification and skills.

In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

	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

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

At Narxoz classes are conducted in 34 computer labs. The University operates a total of 607 PCs, primarily with Intel Core i5-12400 processors (2.5/4.4 GHz), 8GB RAM, and 480GB SSDs. The average internet speed ranges from 6 to 20 Mbit/s, and all computers not in use for classes are accessible to students and faculty. The IT Department provides hardware and software support, maintaining telecommunication servers and PBX systems, and offers technical assistance, in particular for web conferences. External access to University databases is secured via SSL-VPN connections using FortiGate. The University also provides access to tools such as Narxoz Online, Microsoft Teams, Zoom, and a corporate cloud system. The University ensures 24/7 high-speed Wi-Fi across campus.

In addition to computer labs, Narxoz operates a Bloomberg Professional Laboratory with 20 computers. These allow real-time and historical access to financial data, including company performance, stock prices, bonds, and global market information.

The main academic building covers 29,613.4 m² and includes 115 classrooms and 34 IT labs. The International Business School with 10 classrooms, covering a total area of 2,137.9 sq. m. The Assembly Hall seats 598 people, including accessible seating for individuals with disabilities. For security, a Face Recognition (Face ID) system and 44 webcams are in place.

There is a sports complex with a total area of approximately 11,683.9 sq. m., supporting students sports activities, such as football, boxing, swimming, volleyball, basketball, handball, tennis.

Narxoz promotes equal educational opportunities for students with special needs by equipping entrances with ramps and call buttons for barrier-free access, which was also noted during on-site visit.

The Sociology study programme is in process of establishment a laboratory for social research and social technologies. Specialised software, including SPSS and NViVO, is available in classrooms where students are taught quantitative methods.

4.4.2 Access to literature (Asterisk Criterion)

The Narxoz University Library is the library of the University, covering a total area of 1,496.81 sq.m., including a reading room with 174 seats. It provides 24/7 access. The library is equipped with a reception desk to advise students. The library caters to both educational and research needs in three languages, including Kazakh, Russian, and English. While the reference library primarily focuses on Kazakh and Russian materials that comes to 817,567 publications in two languages, English books and journals are predominantly available digitally. The library also features separate small rooms where students can make short phone or video calls. Additionally, there is a dedicated room for PhD students, providing a quiet space for conducting research activities. The library is equipped with modern tools that facilitate access to licensed national and international resources and create a user-friendly environment for students and faculty. It also ensures inclusive access for students with disabilities, offering assistance in selecting appropriate materials and providing books in Braille.

The electronic resources are hosted on remote servers and are accessible via the University's IP addresses. These include an archive of digitised textbooks and articles, national databases, and international scientific databases such as EBSCO Business Source Ultimate, JSTOR, Oxford Handbooks Online, Oxford Scholarship Online, and the Wiley Online Library.

Since May 12, 2023, the Narxoz University Scientific Library has also been participating in the US Library of Congress' "Emerging Nations Article Exchange Programme."

Every year, faculty members submit lists of recommended literature for acquisition, along with a brief justification, to ensure the collection remains up-to-date and aligned with the needs of study programmes.

Narxoz University Library's Electronic databases include scholarly journals, articles, research papers, chapters from books and other:

	https://www.scopus.com/
	https://search.ebscohost.com/
	https://www.jstor.org/subjects
	https://illman.loc.gov/ILLiad/DLC/Lending/LendingLogon.html
	https://onlinelibrary.wiley.com/
	https://academic.oup.com/journals
Additional for Master in Public Administration:	
	https://academic.oup.com/oxford-handbooks-online?login=false
	https://prg.kz/

Appraisal:

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

The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours.

During the site visit, the panel had the opportunity not only to visit the library, laboratories, including Bloomberg Professional Laboratory and main campus facilities but was also invited to tour a newly opened and modern dormitory. The dormitory was well-equipped and thoughtfully designed. The panel noted that the University is making commendable efforts to ensure that students feel comfortable and supported during their time at the institution. This approach — addressing not only educational and research needs but also student well-being — is highly appreciated. In light of the University's commitment to enhancing student life, the panel lightly **suggests** considering adjusting the bistro's opening hours, adding more lockers and study spaces in the library, and creating additional private space for individual work.

The opening hours of the library take students' needs sufficiently into account. The library is accessible during most of the day. Access to the literature and journals as well as to digital

media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programmes are available in the library and kept up to date. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

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

4.5 Additional services

4.5.1 Career counselling and placement service

The Career Development Office supports students and graduates on employment-related matters. It works closely with study programme managers to organise student internships and professional practice. The Career Development Office regularly updates its activities on the University website¹². It hosts annual job fairs at the end of the spring semester and organises various career development events such as alumni nights, round tables, guest lectures, and workshops on CV writing and interview skills. Additionally, it offers consultations, training sessions, and seminars to enhance students' professional competencies. The Career Development Office responsible for overseeing the University's Employers' Council, analysing employer applications, monitoring the graduate database, and responding to graduate requests by issuing archival certificates, transcripts, and diploma duplicates.

The Career Development Center collaborates closely with leading employers and companies in Kazakhstan, e.g. such as Verniy Capital, Eurasian Bank, Air Astana, Deloitte, PwC, and EY, etc. to build partnerships and expand opportunities for students and graduates.

4.5.2 Alumni Activities

The Alumni and Fundraising Office is responsible for strengthening alumni relations, fostering connections with employers, and supporting lifelong learning. The Alumni and Fundraising Office maintains a database of graduate employment outcomes, enabling data-driven decisions and supporting fundraising efforts through alumni contributions and collaborative projects. The Alumni and Fundraising Office also focuses on securing additional funding for the University through alumni contributions and by supporting joint projects. The Alumni and Fundraising Office regularly gathers alumni feedback through surveys.

¹² <https://en.narxoz.kz/career>.

The Narxoz Alumni Club established in 2022 enhances alumni engagement by encouraging graduates to contribute as guest lecturers, members of school advisory boards, mentors to student organisations, and sponsors for financially disadvantaged students.

To support ongoing professional development, Narxoz offers annual BootCamp programmes, which are free of charge for alumni and designed to ensure continuous learning and skills enhancement.

Appraisal:

Career counselling and placement services offered by the Career Development Office aim to enhance the employability of both students and graduates. The University allocates sufficient resources and organizes various activities that play a key role in preparing students for the job market, including job fairs, alumni nights, and workshops on CV writing. Additionally, the Career Development Office actively supports students in securing internship opportunities and assists graduates in finding employment, making it an important component of career support system.

An alumni organisation has been established, including the creation of the Narxoz Alumni Club. However, during the interview round, the panel noted that the Narxoz Alumni Club does not organise networking events on a regular basis, and that the University could further strengthen alumni network. Therefore, the panel **suggests** expanding the alumni network activities to foster more regular and valuable networking opportunities and cultivate a stronger sense of connection and engagement among its graduates (e.g. more active role of University in facilitating and resourcing alumni engagement; predictable schedule for networking events; etc.).

		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)

Narxoz University operates as a private institution, structured as a non-profit joint stock company. The budgetary framework, as outlined in the University Budget Policy from December 15, 2020, and the University-wide order regarding the budget from April 4, 2023, regulates financial operations. 50% of the annual budgets is allocated to research activities.

Academic programmes revenues will come from tuition fees, fees, either through state grants that cover tuition costs or direct payments made by students. The Bachelor in Sociology in 2024 attracted students who applied for the state scholarship; therefore, they make up 95,59%

of the student body. In comparing the Bachelor in Business Economics has approx. 9.4% of total revenue from grants from Ministry of Education and Science of the Republic of Kazakhstan, while approx. 90.6% are from tuition fees paid by students. In Master in Business Economics approx. 50.8% are grants from the Ministry of Education and Science of the Republic of Kazakhstan and approx. 49.2% from tuition fees paid by students. In Master in Management and Master in Public Administration 59.5% of the revenue are grants from the Ministry of Education and Science of the Republic of Kazakhstan and approx. 40.5% of total are tuition fees.

Departments submit budget requests, while the school's budget is developed based on projected enrolment figures, academic year needs, and statistical data. The University Budget Committee reviews the schools budgets and provides recommendations as necessary. The consolidated University budget—funded primarily through state scholarships and student fees—is then submitted for approval by the Board of Directors.

Appraisal:

In general, the income related to the study programmes ensures that each cohort of students starting within the accreditation period can complete the study programme. The Bachelor of Science in Sociology receives more funding from the Ministry of Education and Science of the Republic of Kazakhstan, while Bachelor of Business Administration is more reliant on tuition-paying students.

The Master programmes show equal support from state grants and commercial contracts. Nonetheless, the panel noted, that for Master in Public Administration the application rate is quite low. Therefore, the panel **recommends** for Master in Public Administration analysing and assessing the reasons for the low application rate and taking steps and measures to increase the number of applicants. This would be helpful for ensuring the financial sustainability of the study programme, through increased tuition revenue.

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

5. Quality assurance and documentation

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

The Quality Assurance system at Narxoz University has been designed in alignment with the University's mission, vision, and values to support and implement the University Development Strategy 2030. The quality management strategy is aimed at supporting the University's overall strategy and profile by:

- Enhancing the quality of teaching via ensuring high standards of education through continuous improvement and innovative teaching methods.
- Enhancing the quality of research via fostering a research-driven academic environment that meets international standards.
- Enhancing key stakeholders' satisfaction via prioritising the satisfaction of students, academic and non-academic staff, researchers, employers, and other relevant organizations and institutions.
- Improving operational effectiveness via streamlining processes and operations to increase efficiency and effectiveness across all departments.

Narxoz University has an internal document control and navigation system, including QA documents, to monitor and improve its operations. This system is updated with changes in the university's legal form, strategic documents (such as the Development Strategy 2030), and organisational structure. Key documents include the "Statement on Narxoz University Quality Assurance Commission" (approved in 2015, revised in 2020 and 2021), the "Regulation on Monitoring the Quality of Teaching" (approved in 2019, revised in 2021), and the "Quality Assurance Policy" (approved in 2020, revised in 2021).

The Quality Assurance system at Narxoz University encompasses both academic and non-academic areas of university functions. The University's quality management process includes four stages: (1) developing regulations and plans, (2) collecting quality data, (3) analysing the data, and (4) implementing revisions based on analysis. Results are published for transparency and to guide decision-making by internal and external stakeholders.

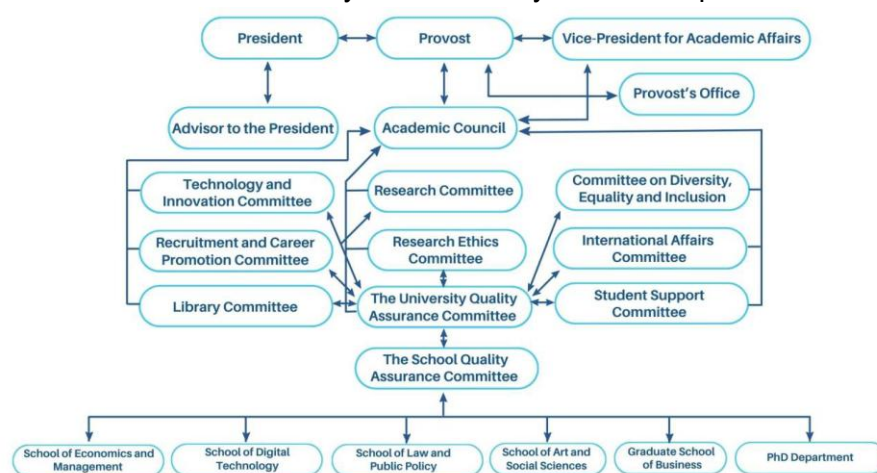
The University level quality assurance management is presented as follows:

Unit	The main responsibilities
The Academic Council	• Making decisions on fundamental issues related to the organisation of educational and research activities. • Overseeing the monitoring of the academic process and implementation of research projects across schools and departments. • Discussing annual reports from department heads on teaching, research, and other activities and making decisions based on those reports.

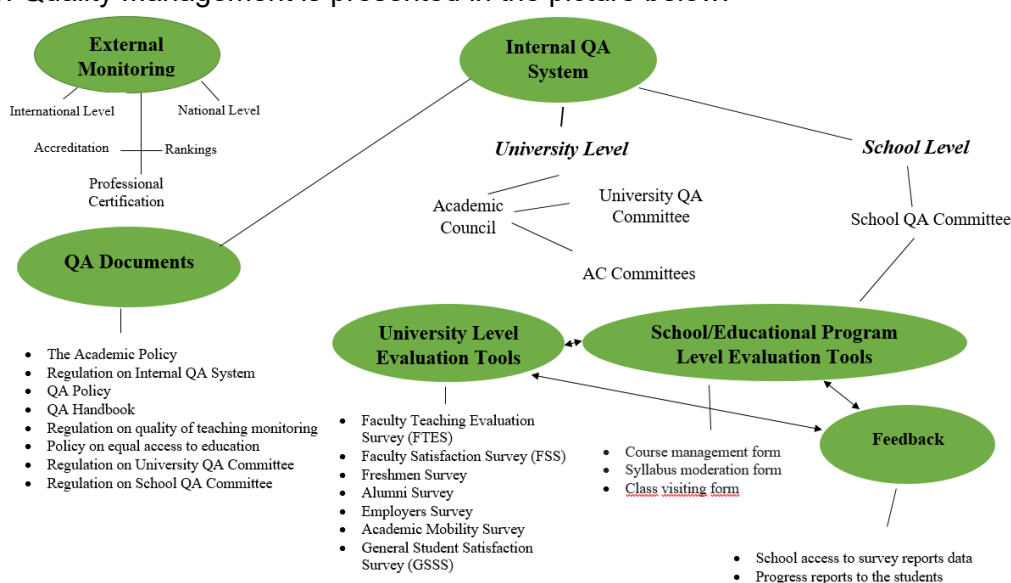
	- Proposing the approval of new educational programmes, changes to existing programs, and curricula, as well as considering the development of new training directions. - Approving regulations for committees and commissions.
Academic Council's committees , including the Academic Quality Committee, the Technology and Innovation Committee, the Library Committee, the Research Ethics Committee, the Recruitment and Career Promotion Committee, the Student Support Committee, the Research Committee, the International Affairs Committee and the Diversity, equity and inclusion committee (D&EI)	Requests from schools are first sent to the relevant AC Committees (e.g., requests for book purchases go to the library committee). The second stage involves the committee reviewing the application, and if approved, forwarding it to the Academic Council. The committee's recommendation holds the same weight as the Academic Council's approval. Committees are collegial bodies composed of faculty, students (graduate and postgraduate), and administrative staff. The Academic Council may establish additional committees or commissions to fulfil specific tasks. All committees and ad hoc commissions report directly to the Council.
University Quality Assurance Committee	The Quality Assurance Committee is the central body in the University's internal quality assurance system. Its main activities include: - Formulating and periodically reviewing the University Quality Assurance Policy. - Monitoring the management of the internal quality assurance system for educational services and ensuring that planned activities of schools and departments are implemented. - Studying and introducing new elements and methods to enhance the internal quality assurance system. - Coordinating the work of the Quality Assurance Committees in the schools.
The School Level Quality Assurance Management	Each school and academic unit is responsible for creating its own continuous quality improvement process, including annual and cyclical programme analysis and planning. The School Quality Assurance Commission (QAC) reports to the University's Quality Assurance Committee. The commission develops the quality control strategy, monitors the application of quality principles, and ensures quality policy objectives are met. It oversees the approval

	and regular revision of educational programmes, involving students and industry partners. The commission also moderates syllabuses, discusses teaching and research methods, develops and approves assessment materials, and monitors curriculum and learning outcomes. Additionally, it develops the school's quality assurance policy, discusses program development plans, reviews self-assessment reports for accreditation, considers rankings, engages industry representatives, and addresses student appeal cases.
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Elements of internal Quality Assurance System are stipulated below:



University staff are informed about quality management measures and outcomes through meetings of the Academic Council, School Boards, and regular gatherings with the President, Provost, and Vice President for Academic Affairs. The quality control loops and instruments of Quality Management is presented in the picture below:



Narxoz University has implemented a "Regulation on Monitoring the Quality of Teaching" (approved in 2019 and updated in 2021), which guides the evaluation of teaching staff and course quality. Various tools are used, including the Course Management Form completed by faculty at the end of each academic year. This form covers key elements such as syllabus content, learning outcomes, teaching materials, assessment methods, and challenges faced, and must be submitted with supporting documents. Additionally, peer class visits are conducted each semester, where faculty assess the quality and relevance of teaching using a standard form. The findings from these tools are reviewed by the School Quality Assurance Committee, which provides recommendations to faculty and refers relevant issues to support units like the library or IT services. The University also gathers regular feedback from students, graduates, and employers to ensure continuous improvement of academic processes and programmes.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Narxoz University conducts several types of surveys to ensure and enhance the quality of teaching and student services. One of the key tools is the Faculty Teaching Evaluation Survey (FTES), carried out twice a year toward the end of each semester. The FTES gathers feedback from undergraduate and postgraduate students about the effectiveness of instruction, teaching quality, and their learning experience. The survey includes both multiple-choice and open-ended questions, focusing on three areas: the instructor's teaching approach and professionalism, the management of class sessions, and the clarity and accessibility of course materials. The results inform faculty about their strengths and areas for improvement, foster a culture of healthy competition, and serve as a communication channel between students, faculty, and academic leadership. Faculty, programme managers, school directors, and university leadership have access to the evaluation results, which are also considered in faculty grading, promotion, contract renewal, and salary decisions. The Accreditation Department submits reports, and School Quality Assurance Committees issue follow-up "Progress Reports." In addition, Narxoz University conducts a survey on the satisfaction of students participating in external outgoing academic mobility. This anonymous survey helps evaluate the quality of services provided by the responsible department and collects recommendations for improvement.

To understand the reasons for student withdrawal, the Registrar's Office administers a Survey of Withdrawn Students. It captures students' dissatisfaction across academic, social, and accommodation aspects. The results are reviewed by the School Quality Assurance Committees to inform corrective measures.

5.2.2 Evaluation by faculty

Faculty members at Narxoz University participate annually in assessment processes, primarily through the Faculty Satisfaction Survey (FSS). This survey gauges their satisfaction with working conditions, professional development opportunities, and institutional leadership, aiming to enhance Narxoz as a desirable workplace. Conducted online, participation is voluntary, and strict confidentiality is maintained. The questionnaire, developed via Google

Forms and updated annually to reflect structural changes, includes 30 items grouped into categories such as background information, academic involvement, workload, teaching and learning, research, facilities, and overall impressions, with both scaled and open-ended questions. The results, reported to top management, offer a clear view of faculty experiences, helping identify strengths and areas needing improvement, guide recruitment and retention efforts, and inform action plans related to services and resources. Both the Faculty Satisfaction Survey and the Faculty Teaching Evaluation Survey (FTES) are overseen by the Accreditation Department and Institutional Research Office.

5.2.3 External evaluation by alumni, employers and third parties

The University conducts external assessments as part of its institutional research, including surveys of alumni and employers, participation in rankings, and accreditation processes. The Alumni and Fundraising Office and Career Development Office conduct annual surveys of graduates one year after graduation via email, phone, and online forms. These surveys collect information on employment status, salary range, further studies, satisfaction with their education, and suggestions for improvement. Results, broken down by programme, are shared with management, staff, and alumni to inform curriculum updates, teaching improvements, alumni engagement strategies, donation planning, and student support services. The Employers' Satisfaction Survey gathers feedback on graduates' preparedness, skills, and attitudes through calls, emails, and visits. Results, published on the website, help identify opportunities for collaboration with industry, enhance graduate employability, and align academic programmes with labour market needs.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It considers 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. Additionally, graduates and representatives from the business world are included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted, if necessary, as well as d) documented.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. However, the panel **recommends** also conducting a survey on students' workload.

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

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

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Transparency in programme management is maintained through several practices. Information on all areas of activity is accessible to stakeholders, and educational programme details are available on the University website under the "Study at Narxoz University¹³" section on the Digital University platform. Additionally, the website provides detailed information about all educational programmes at Narxoz University, including those at the bachelor's, master's, and doctoral levels. All enrolled students can access the course syllabi on the LMS Canvas platform, which is updated by faculty during the semester to keep students informed about the assignments and the overall academic process. In addition, internal regulatory documents of the University are regularly published, updated, and stored on the corporate portal, *portal.narxoz.kz*.

The programmes web page on the University website provides up-to-date information about the programme's objectives, a list of courses, faculty members, employment prospects, and programme partners¹⁴.

1.3.2 Information on activities during the academic year

The University website also provides information on the University's strategy and objectives, its organizational structure, infrastructure, and key regulations and policies. Information for University staff is also shared through corporate email and, when relevant, via social media. Information about activities is published either on the University website, social media accounts, or the Schools' platforms (e.g., Instagram¹⁵, TikTok, Facebook).

Appraisal:

The study programme's content, description, and related information are published, and all enrolled students can access the course syllabi via the LMS Canvas platform.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programmes. Press relations and network communication are actively maintained.

¹³ <https://narxoz.edu.kz/admission>.

¹⁴ <https://narxoz.edu.kz/education/bachelor>.

¹⁵ <https://www.instagram.com/narxoz.sem/>.

		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: Narxoz University, Kazakhstan

Bachelor / Master programmes:

Bachelor of Business Administration in Business Economics – Business Economics / BBA

Master of Economic Sciences – Business Economics / MBE

Master of Economic Sciences – Management / MM

Bachelor of Science in Sociology – Sociology / BS

Master of Science – Master Public Administration / MPA

		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)		BBA MBE MM	BS MPA		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		BBA MBE MM	BS MPA		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")		BBA MBE MM BS	MPA		
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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
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	MPA	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X	MPA	
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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (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		

Annex 1

Curriculum Overview															
Business Economics, 8 Semesters															
Modul No.	Title of Module / Course Unit + Compulsory or elective?		Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
			1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study			
1st Semester			28								252	504			
General Education Required															
ENL 11XX	English	GED	5								45	90	L/S	Exam paper (120 min)	40%
KRL 11XX	Kazakh (Russian) Language	GED	5								45	90	L/S	Exam paper (120 min)	40%
GED 1202	Module of Social and Political Knowledge	GED	8								72	144	L/S	Exam paper (120 min)	40%
GED 1104	Informational-Communicational Technologies	GED	5								45	90	L/S	Exam paper (120 min)	40%
School Required															
RSCH 1201	Academic Writing	School	5								45	90	L/S	Essay	40%
2nd Semester				30							270	540			
General Education Required															
ENL 11XX	English	GED		5							45	90	L/S	Exam paper (120 min)	40%
KRL 11XX	Kazakh (Russian) Language	GED		5							45	90	L/S	Exam paper (120 min)	40%
GED 1201	History of Kazakhstan	GED		5							45	90	L/S	Exam paper (120 min)	40%
Business Core Required															
ECN 1201	Introduction to Economics	Bus Core		5							45	90	L/S	Exam paper (120 min)	40%
ACC 1201	Financial Accounting 1	Bus Core		5							45	90	L/S	Exam paper (120 min)	40%
School Required															
BUS 1201	Mathematics in Business	School		5							45	90	L/S	Exam paper (120 min)	40%
3rd Semester					30						270	540			
Business Core Required															
FIN 2201	Principles of Finance	Bus Core			5						45	90	L/S	Exam paper (120 min)	40%
ACC 2202	Management Accounting	Bus Core			5						45	90	L/S	Exam paper (120 min)	40%
MNG 2201	Principles of Management	Bus Core			5						45	90	L/S	Exam paper (120 min)	40%
MRKT 2201	Principles of Marketing	Bus Core			5						45	90	L/S	Exam paper (120 min)	40%
School Required															
BUS 1201	Computer Applications in Business	School			5						45	90	L/S	Exam paper (120 min)	40%
Major Required															
ECN 2302	Microeconomics	Major			5						45	90	L/S	Exam paper (120 min)	40%
4th Semester						30					270	540			
General Education Required															
GED 1203	Philosophy	GED				5					45	90	L/S	Exam paper (120 min)	40%
Business Core Required															
ECN 2203	Macroeconomics	Bus Core				5					45	90	L/S	Exam paper (120 min)	40%

4th Semester					30					270	540			
General Education Required														
GED 1203	Philosophy	GED			5					45	90	L/S	Exam paper (120 min)	40%
Business Core Required														
ECN 2203	Macroeconomics	Bus Core			5					45	90	L/S	Exam paper (120 min)	40%
MNG 2203	Business Communications	Bus Core			5					45	90	L/S	Exam paper (120 min)	40%
FIN 2202	Corporate Finance	Bus Core			5					45	90	L/S	Exam paper (120 min)	40%
School Required														
BUS 2202	Quantitative Methods 1	School			5					45	90	L/S	Exam paper (120 min)	40%
Major Required														
ECN 3307	Economic Modelling	Major			5					45	90	L/S	Exam paper (120 min)	40%
5th Semester						32				288	576			
Business Core Required														
MNG 3305	Organizational Behavior	Bus Core			5					45	90	L/S	Exam paper (120 min)	40%
Major Required														
ECN 3304	Intermediate Microeconomics	Major			5					45	90	L/S	Exam paper (120 min)	40%
ECN 3306	Labor Economics	Major			5					45	90	L/S	Exam paper (120 min)	40%
BUS 3304	Quantitative Methods 2	Major			5					45	90	L/S	Exam paper (120 min)	40%
FIN 2303	Financial Markets and Intermediaries	Major			5					45	90	L/S	Exam paper (120 min)	40%
Electives														
ECN 3315	Minor 1/ Managerial Economics	Elective			5					45	90	L/S	Exam paper (120 min)	40%
Internship														
INT 3201	Educational Internship	Internship			2					18	36			
6th Semester						30				270	540			
Major Required														
ECN 3305	Intermediate Macroeconomics	Major			5					45	90	L/S	Project (120 min)	40%
ECN 3308	Firms, Markets and Strategy	Major			5					45	90	L/S	Exam paper (120 min)	40%
ECN 3309	Development Economics: issues and policies	Major			5					45	90	L/S	Exam paper (120 min)	40%
MNG 2302	Business Ethics	Major			5					45	90	L/S	Exam paper (120 min)	40%
ECN 3310	International Economics	Major			5					45	90	L/S	Exam paper (120 min)	40%
Electives														
ECN 3312	Minor 2/ Gender Economics	Elective			5					45	90	L/S	Project (120 min)	40%
7th Semester							30			270	540			
Major Required														
ECN 4311	Selected Topics in Economics	Major					5			45	90	L/S	Exam paper (120 min)	40%
ITB 3307	Data Analysis and Visualization	Major					5			45	90	L/S	Exam paper (120 min)	40%
Business Core Required														
RIJS 4705	Corporate Business Law	Bus Core					5			45	90	L/S	Exam paper (120 min)	40%

MNG 3206	Operations Management	Bus Core								5		45	90	L/S	Exam paper (120 min)	40%
Electives																
ECN 3313	Minor 3/ Environmental Economics	Elective								5		45	90	L/S	Exam paper (120 min)	40%
ECN 3314	Minor 4/ Fundamentals of Behavioral Economics	Elective								5		45	90	L/S	Exam paper (120 min)	40%
8th Semester											30	270	540			
School Required																
BUS 4206	Career Development	School									4	36	72	L/S	Exam paper (120 min)	40%
RSCH 4202	Academic Research	School									5	45	90	L/S	Article	40%
Business Core Required																
MNG 4217	Strategic Management	Bus Core									5	45	90	L/S	Case Study	40%
Internship																
INT 4302	Internship	Internship									8	72	144		Report	100%
Final Attestation																
RSCH 4303	Writing and defending a thesis (project) or preparing and passing a comprehensive exam	Final									8	72	144			
Total		240		28	30	30	30	32	30	30	30	2160	4320			

Annex 2

Business Economics: Master's Programme, 4 Semesters													
Module No.	Title of Module	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course.	Form and Duration of Examinations	weight of exam related to final
		1.	2.	3.	4.	5.	6.	7.	Hours in	Hours Self-S			
	1st Semester												
General Required - 17 ECTS		17							153	306			
GRM 5101	Global Leadership and Organizational Development	7							63	126	L/S	Project	40 / 100
GRM 5103	Professional English	5							45	90	L/T	Exam Paper (120	40 / 100
GRM 5104	Psychology of Management	5							45	90	L/S	Project	40 / 100
Business Core Required - 5 ECTS		5							45	90			
BUS 5201	Mathematical statistics	5							45	90	L/T	Exam Paper (120	40 / 100
Major Required - 5 ECTS		5							45	90			
ECN 5301	Advanced Microeconomics Theory	5							45	90	L/T	Exam Paper (120	40 / 100
Research - 3 ECTS		3							27	54			
RSCH 5501	Master student's research work (Developing Research	3							27	54		Report	100 /
	Total	30							270	540			
	2nd Semester												
Business Core Required - 10 ECTS			10						90	180			
BUS 5202	Financial Management and Cost Accounting		5						45	90	L/T	Exam Paper (120	40 / 100
BUS 5203	Empirical Econometrics		5						45	90	L/T	Exam Paper (120	40 / 100
Major Required - 5 ECTS			5						45	90			
ECN 5302	Advanced Macroeconomics		5						45	90	L/T	Exam Paper (120	40 / 100
Internship - 3 ECTS			3						27	54			
INT 5601	Pedagogical Internship		3						27	54		Report	100 /
Research - 12 ECTS			12						108	216			
RSCH 5502	Research Methods		5						45	90	L/S	Research Paper	40 / 100
RSCH 5503	Master student's research work, including internship		7						63	126		Report	100 /
	Total		30						270	540			
	3d Semester												
Business Core Required - 5 ECTS				5					45	90			
BUS 6204	Ethics, Sustainability and Governance			5					45	90	L/S	Exam Paper (120	40 / 100
Major Required - 5 ECTS				5					45	90			
ECN 6303	Advanced Econometrics			5					45	90	L/T	Exam Paper (120	40 / 100
Major Electives - 15 ECTS from the list below:				15					135	270			
ECN 6401	Game Theory			5					45	90	L/T	Exam Paper (120	40 / 100
ECN 6402	International Business Economics			5					45	90	L/S	Exam Paper (120	40 / 100
ECN 6403	Behavioral Economics			5					45	90	L/T	Exam Paper (120	40 / 100
ECN 6404	Monetary Policy			5					45	90	L/T	Exam Paper (120	40 / 100
ECN 6405	Advanced Topics in Economics			5					45	90	L/T	Case study	41 / 100
Research - 5 ECTS				5					45	90			
RSCH 5504	Master student's research work, including the implementation of a master's thesis			5					45	90		Report	100 / 100
	Total			30					270	540			

	4th Semester												
Business Core Required- 5 ECTS					5			45	90				
BUS 6205	Advanced Strategic Management				5			45	90	L/S	Case Study	40 / 100	
Internship - 8 ECTS					8			72	144				
INT 5602	Research Internship				8			72	144		Report	100 /	
Research - 9 ECTS					9			81	162				
RSCH 5505	Master student's research work, including the implementation of a master's thesis				9			81	162		Report	100 / 100	
State Attestation - 8 ECTS					8			72	144				
RSCH 5506	Master's Thesis				8			72	144		Thesis Defense	100 /	
	Total				30			270	540				
total		30	30	30	30			1080	2160				

Annex 3

Management: Master's Programme, 4 Semesters													
Module No.	Title of Module	Credit Points per Semester						Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class				Hours Self-Stu dy
1st Semester													
General Required - 17 ECTS		17							153	306			
GRM 5101	Global Leadership and Organizational Development	7							63	126	L/S	Project	40 / 100
GRM 5103	Professional English	5							45	90	L/T	Exam Paper (120 Min)	40 / 100
GRM 5104	Psychology of Management	5							45	90	L/S	Project	40 / 100
Business Core Required - 5 ECTS		5							45	90			
BUS 5201	Mathematical Statistics	5							45	90	L/T	Exam Paper (120 Min)	40 / 100
Major Required - 5 ECTS		5							45	90			
MNG 5301	Leading and Managing Change	5							45	90	L/T	Exam Paper (120 Min)	40 / 100
Research - 3 ECTS		3							27	54			
RSCH 5501	Master student's research work (Developing Research Proposal)	3							27	54		Report	100 / 100
Total		30							270	540			
2nd Semester													
Business Core Required - 10 ECTS			10						90	180			
BUS 5202	Financial Management and Cost Accounting		5						45	90	L/T	Exam Paper (120 Min)	40 / 100
BUS 5203	Empirical Econometrics		5						45	90	L/T	Exam Paper (120 Min)	40 / 100
Major Required - 5 ECTS			5						45	90			
MNG 5302	Data Driven Decision Making		5						45	90	L/T	Exam Paper (120 Min)	40 / 100
Internship - 3 ECTS			3						27	54			
INT 5601	Pedagogical Internship		3						27	54		Report	100 / 100
Research - 12 ECTS			12						108	216			
RSCH 5502	Research Methods		5						45	90	L/S	Research Paper	40 / 100
RSCH 5503	Master student's research work, including internship		7						63	126		Report	100 / 100
Total			30						270	540			
3d Semester													
Business Core Required - 5 ECTS				5					45	90			
BUS 6204	Ethics, Sustainability and Governance			5					45	90	L/S	Exam Paper (120 Min)	40 / 100
Major Required - 5 ECTS				5					45	90			
MNG 6303	Operations and Supply Chain Management			5					45	90	L/T	Exam Paper (120 Min)	40 / 100
Major Electives - 15 ECTS from the list below:				15					135	270			
MNG 6401	Negotiations and Conflict Resolution			5					45	90	L/T	Exam Paper (120 Min)	40 / 100
MNG 6402	Strategic Human Resource Management			5					45	90	L/S	Exam Paper (120 Min)	40 / 100
MNG 6403	Business Research Projects			5					45	90	L/T	Exam Paper (120 Min)	40 / 100
MNG 6404	Strategies for Growth and Transformation			5					45	90	L/T	Exam Paper (120 Min)	40 / 100
MNG 6405	Risk and Crisis Management			5					45	90	L/T	Case study	41 / 100
Research - 5 ECTS				5					45	90			
RSCH 5504	Master student's research work, including the implementation of a master's thesis			5					45	90		Report	100 / 100
Total				30					270	540			

		4th Semester													
Business Core Required- 5 ECTS					5				45	90					
BUS 6205	Advanced Strategic Management				5				45	90	L/S	Case Study	40 / 100		
Internship - 8 ECTS					8				72	144					
INT 5802	Research Internship				8				72	144		Report	100 / 100		
Research - 9 ECTS					9				81	162					
RSCH 5505	Master student's research work, including the implementation of a master's				9				81	162		Report	100 / 100		
State Attestation - 8 ECTS					8				72	144					
RSCH 5508	Master's Thesis				8				72	144		Thesis Defense	100 / 100		
Total					30				270	540					
total		30	30	30	30				1080	2160					

Annex 4

BSc in Sociology (240 ECTS) Curriculum Overview

#	Course Code	Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course	Form and Duration of Examinations	exam related to final
			1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study			
1st Semester			33								300	591			
General Education			23								210	411			
1	KRLA 11XX*	Kazakh (Russian) Language	5								45	90	L/S	Essay	40%
2	ENLA 11XX**	Foreign Language	5								45	90	L/S	Cumulative Grade	40%
3	ICT 1212	Informational-Communicational Theories	5								45	90	L/S	Exam	40%
4	GED 1202	Module of Social and Political Sciences	8								75	141	L/S	Essay	40%
University Component			5								45	90			
5	ECN 1201	Introduction to Economics	5								45	90	L/S	Exam	40%
Major Required: Sociology Core			5								45	90			
6	SOC 1301	Introduction to Sociology	5								45	90	L/S	Exam	40%
2nd Semester				30							270	540			
General Education: Academic				20							180	360			
7	KRLB 11XX*	Kazakh (Russian) Language		5							45	90	L/S	Essay	40%
8	ENLB 11XX**	Foreign Language		5							45	90	L/S	Cumulative Grade	40%
9	GED 1201	History of Kazakhstan		5							45	90	L/S	Essay	40%
10	GED 1203	Philosophy		5							45	90	L/S	Essay	40%
University Component				5							45	90			
11	LAW 1303	Fundamentals of Law and Anti-corruption Legislation		5							45	90	L/S	Exam	40%
12	SDT (CODE)	Leadership and Innovation		5							45	90			40%
13	ECO 1301	Ecology and Sustainable Development		5							45	90	L/S	Exam	40%
Major Required: Research Core				5							45	90			
14	RSCH 1301	Ethics in Social Research		5							45	90	L/S	Exam	40%

3rd Semester					30						270	540			
General Education: Academic					5						45	90			
15	ENLC 11XX**	Foreign Language			5						45	90	L/S	Cumulative Grade	40%
Major Required: Sociology Core					5						45	90			
16	SOC 2302	History of Sociology			5						45	90	L/S	Exam	40%
17	SOC 2303	Contemporary Social Theories			5						45	90	L/S	Exam	40%
Major Required: Sociology Core					5						45	90			
18	SOC 2304	Social Structure and Agency			5						45	90	L/S	Exam	40%
Major Required: Research Core					5						45	90			
19	RSCH 2302	Academic Research in Social Sciences 1			5						45	90	L/S	Exam	40%
Major Required: Professional core					5						45	90			
20	SOC 2307	Social Project Management			5						45	90	L/S	Exam	40%
Major Electives					5						45	90			
21	SOC 2401	Sociology of Religion			5						45	90	L/S	Exam	40%
22	SOC 2402	Society and Technology			5						45	90	L/S	Exam	40%

4th Semester						30					270	540			
General Education: Academic						5					45	90			
23	ENLD 11XX**	Foreign Language				5					45	90	L/S	Cumulative Grade	40%
Major Required: Sociology Core						5					45	90			
24	SOC 2302	History of Sociology				5					45	90	L/S	Exam	40%
25	SOC 2303	Contemporary Social Theories				5					45	90	L/S	Exam	40%
Major Required: Sociology Core						10					90	180			
26	SOC 2305	Macro and Micro Sociology				5					45	90	L/S	Exam	40%
27	SOC 2306	Sociology of Labour				5					45	90	L/S	Exam	40%
Major Required: Research Core						5					45	90			
28	RSCH 2303	Academic Research in Social Sciences 2				5					45	90	L/S	Exam	40%
Major Electives						5					45	90			
29	SOC 3403	Sociology of Power				5					45	90	L/S		40%
30	SOC 3404	Social Psychology				5					45	90	L/S		40%
5th Semester						30					270	540			
Major Required: Sociology Core						5					45	90			
31	SOC 3308	Urban Sociology				5					45	90	L/S	Exam	40%
Major Required: Research Core						10					90	180			
32	RSCH 3304	Quantitative Data Analysis in Sociology				5					45	90	L/S	Exam	40%
33	RSCH 3305	Mathematical Modelling in Social research				5					45	90	L/S	Exam	40%

Major Electives							10				90	180			
34	SOC 3405	Sociology of Gender					5				45	90	L/S	Exam	40%
35	SOC 3406	Sociology of Family and Marriage					5				45	90	L/S	Exam	40%
36	SOC 3407	Sociology of Youth					5				45	90	L/S	Exam	40%
37	PSY 2305	Personality Psychology					5				45	90	L/S	Exam	40%
Minor Electives							5				45	90			
38		Minor 1 / Elective 1					5				45	90	L/S	Exam	40%
6th Semester							34				378	540			
Major Required: Research Core							10				90	180			
39	RSCH 3306	Qualitative Data Analysis in Sociology					5				45	90	L/S	Exam	40%
40	RSCH 3307	Urban Studies					5				45	90	L/S	Exam	40%
Major Electives							5				45	90			
41	SOC 3408	Behavioral Sociology					5				45	90	L/S	Exam	40%
42	SOC 3409	Sociology of Deviation					5				45	90	L/S	Exam	40%
Major Electives							5				45	90			
43	SOC 3410	Contemporary Social Problems					5				45	90	L/S	Exam	40%
44	SOC 3411	Research Trends in Education					5				45	90	L/S	Exam	40%
Major Electives							5				45	90			
45	SOW 2413	Social Assessment					5				45	90	L/S	Exam	40%
46	SOW 2305	Evaluation of Social Programs					5				45	90	L/S	Exam	40%
Major Required: Professional							4				108				
47	INT 2201	Educational Internship					4				108			Internship Report	
Minor Electives							5				45	90			
48		Minor 2 / Elective 2					5				45	90	L/S	Exam	40%
7th Semester							33				285	606			
Major Required: Sociology Core							10				90	180			
49	SOC 4309	Critical social theory					5				45	90	L/S	Exam	40%
50	SOC 4310	Digital Sociology					5				45	90	L/S	Exam	40%

Major Required: Research Core									10		90	180			
51	RSCH 4308	Academic Research in Social Sciences 3							5		45	90	L/S	Exam	40%
52	RSCH 4309	Social Design and the Urban Environment							5		45	90	L/S	Exam	40%
Major Required: Professional									3		15	66			
53	SOC 4311	Career Development							3		15	66	L/S	Exam	40%
Minor Electives									10		90	180			
54		Minor 3 / Elective 3							5		45	90	L/S	Exam	40%
55		Minor 4 / Elective 4							5		45	90	L/S	Exam	40%
8th Semester									20		540	0			
Major Required: Internship									12		324				
56	INT 4303	Industrial Internship							6		162			Internship Report	
57	INT 4313	Pre-diploma Internship							6		162			Internship Report	
Major Required: Final attestation									8		216				
58	RSCH 4314	Writing and defense of thesis work (project)							8		216			Thesis work	
TOTAL			240	1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study	Total Hours	
				33	30	30	30	30	34	33	20	2583	3897		

* L/T/S	Lecture / Seminar / Tutorials	* KRL 11XX Kazakh (Russian) Language	KRL 1102 - A2 KRL 1112 - A2+ KRL 1104 - B2 KRL 1114 - B2+	** ENLVB/C/D 11XX Foreign Language	ENL 1101 - A1 ENL 1111 - A1+ ENL 1102 - A2 ENL 1112 - A2+ ENL 1103 - B1 ENL 1113 - B1+ ENL 1104 - B2 ENL 1114 - B2+ ENL 1105 - Narxoz Talks ENL 1106 - IELTS ENL 1107 - Culture and Literature
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Annex 4

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
1st Semester														
School Required - 17 ECTS		22												
MEN 5201	Global Leadership and Organisational Development	7								63	126	L/S	Exam paper (120 min)	40 / 100
LNG 5202	English (professional)	5								45	90	L/S	Exam paper (120 min)	40 / 100
MEN5203	Pychology of Management	5								45	90	L/S	Exam paper (120 min)	40 / 100
SRPA5304	Research Methodology	5								45	90	L/S	Exam paper (120 min)	40 / 100
Major Required - 5 ECTS		5												
MRPA 5305	Theory and practice of Public Administration	5								45	90	L/S	Exam paper (120 min)	40 / 100
Research - 3 ECTS		3									81			
RES 5306	Master student's research work (Developing	3									81		Report	100 / 100
Total		30								243	567			
2nd Semester														
PA Core Electives - 5 ECTS from the list below:		5												
CEPA 5207	Legal support of Public Administration	5								45	90	L/S	Exam paper (120 min)	40 / 100
CEPA 5208	Critical Thinking and Decision Making	5								45	90	L/S	Exam paper (120 min)	40 / 100
Major Required - 10 ESTC credits		10												
MRPA 5307	Social processes Governance	5								45	90	L/S	Exam paper (120 min)	40 / 100
MRPA 5308	Project approaches in Public Administration	5								45	90	L/S	Exam paper (120 min)	40 / 100
Major Electives - 5 ECTS credits from the list below:		5												
MEPA 5309	Corruption Risks in Government	5								45	90	L/S	Exam paper (120 min)	40 / 100
MEPA 5310	Efficiency of implementation of Government Programs in Kazakhstan	5								45	90	L/S	Exam paper (120 min)	40 / 100
School Required - 3 ECTS credits		3								27	54			

SRPA 5312	Pedagogical Internship		3						27	54		Report	100 / 100
Research - 7 ECTS credits			7							189			
RES 5313	Master student's research work, including internship		7							189		Report	100 / 100
Total			30						207	603			
3rd Semester													
Major Required - 10 ECTS credits			10										
MRPA 6314	Evaluation of the effectiveness of Public Administration		5						45	90	L/S	Exam paper (120 min)	40 / 100
MRPA 6315	Regional Governance and Sustainable Development		5						45	90	L/S	Exam paper (120 min)	40 / 100
PA Core - 5 ECTS credits:			5										
PA 6316	State management of industrial development of the PK		5						45	90	L/S	Exam paper (120 min)	40 / 100
Major Electives - 10 ECTS credits from the list below:			10										
MEPA 6317	HR management in the Public sector		5						45	90	L/S	Exam paper (120 min)	40 / 100
MEPA 6318	State economic policy		5						45	90	L/S	Exam paper (120 min)	40 / 100
MEPA 6319	State management in the agriculture sector		5						45	90	L/S	Exam paper (120 min)	40 / 100
MEPA 6320	Management of Special economic zones		5						45	90	L/S	Exam paper (120 min)	40 / 100
Research - 5 ECTS credits			5							135			
RES 6321	Master student's research work, including the implementation of a master's thesis		5							135		Report	100 / 100
Total			30						225	585			
4th Semester													
Research - 18 ECTS credits					18					486			
RES 6322	Research Internship				9					243		Report	100 / 100
RES 6323	Master student's research work, including the implementation of a master's thesis				9					243		Report	100 / 100
State Examination - 12 ECTS credits					12					324			
SEPA 6324	Master's Thesis				12					324		Thesis Defense	100 / 100
	Total				30					810			
TOTAL		30	30	30	30				675	2565			