



**ASIIN Seal**

## **Accreditation Report**

**Bachelor's Degree Programme**  
***Restaurant Business and Hotel Business***

**Master's Degree Programmes**  
***Restaurant Business and Hotel Business (1 year)***  
***Restaurant Business and Hotel Business (2 years)***

Provided by  
**Almaty Technological University**

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## A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for <sup>1</sup>	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) <sup>2</sup>
Kazakh language «Мейрамхана ісі және мейманхана бизнесі» Russian language «Ресторанное дело и гостиничный бизнес»	Ba Restaurant Business and Hotel Business	ASIIN	/	06
Kazakh language «Мейрамхана ісі және мейманхана бизнесі» Russian language «Ресторанное дело и гостиничный бизнес»	Ma Restaurant Business and Hotel Business (1 year)	ASIIN	/	06
Kazakh language «Мейрамхана ісі және мейманхана бизнесі» Russian language «Ресторанное дело и гостиничный бизнес»	Ma Restaurant Business and Hotel Business (1 year)	ASIIN	/	06
<b>Date of the contract:</b> 13.06.2019  <b>Submission of the final version of the self-assessment report:</b> 14.05.2019  <b>Date of the onsite visit:</b> 11.06.2019 – 12.06.2019  <b>at:</b> Almaty Technological University Main Campus				
<b>Peer panel:</b>  Prof. Dr. Dagmar Lund-Durlacher, MODUL University Vienna				

<sup>1</sup> ASIIN Seal for degree programmes

<p>Prof. Dr. Raija Seppälä-Esser, HAW Kempten</p> <p>Prof. Dr. Saltanat Kondybayeva, Al-Farabi Kazakh National University</p> <p>Martin Holzwarth, Independent Contractor</p> <p>Gulden Manarbek, PhD Student, Al-Farabi Kazakh National University</p>	
<p><b>Representative of the ASIIN headquarter:</b> Christin Habermann</p>	
<p><b>Responsible decision-making committee:</b> Accreditation Commission for Degree Programmes</p>	
<p><b>Criteria used:</b></p> <p>European Standards and Guidelines as of 10.05.2015</p> <p>ASIIN General Criteria, as of 10.12.2015</p>	

## B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF <sup>3</sup>	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Ba Restaurant Business and Hotel Business	Bachelor of Science in the speciality Catering and Hotel Business	1. Restaurant business and hotel business in the field of small and medium business 2. Restaurant business and hotel business in the field of large business	6	Full time	/	8 Semester	240 ECTS	Intake is Autumn  Programme started in 2001
Ma Restaurant Business and Hotel Business (1 year)	Master of Service	1. Restaurant business and hotel business in the field of small and medium business 2. Restaurant business and hotel business in the field of large business	7	Full time	/	2 Semester	60 ECTS	Intake is Autumn  Programme started in 2001
Ma Restaurant Business and Hotel Business (2 years)	Master of Science in the Speciality Catering and Hotel Business	1. Restaurant business and hotel business in the field of small and medium business 2. Restaurant business and hotel business in the field of large business	7	Full time	/	4 Semester	120 ECTS	Intake is Autumn  Programme started in 2001

For the Bachelor's degree programme Restaurant Business and Hotel Business the institution has presented the following profile in the self-assessment report:

“The purpose of the EP Ba “Restaurant Business and Hotel Business” is the preparation of specialists who are competitive and in demand in the global scientific and educational space, based on moral, aesthetic, professional and scientific values. Future specialists in

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<sup>3</sup> EQF = The European Qualifications Framework for lifelong learning

order to ensure the competitive development of the hotel and restaurant business should have a set of knowledge and competencies offered by this educational program.”

For the Master’s degree programme Restaurant Business and Hotel Business (1 year) the institution has presented the following profile in the self-assessment report.

“The purpose of the study program “Restaurant Business and Hotel Business” is to prepare masters with a high level of professional culture, who are able to formulate and solve modern scientific and practical problems, to achieve effective results of activities of restaurants and hotel enterprises, to teach in universities, specialized colleges, to successfully carry out research and management activities at hospitality industry enterprises.”

For the Master’s degree programme Restaurant Business and Hotel Business (2 years) the institution has presented the following profile in the self-assessment report.

“The purpose of the study program “Restaurant Business and Hotel Business” is to prepare masters with a high level of professional culture, who are able to formulate and solve modern scientific and practical problems, to achieve effective results of activities of restaurants and hotel enterprises, to teach in universities, specialized colleges, to successfully carry out research and management activities at hospitality industry enterprises.”

## C Peer Report for the ASIIN Seal

### 1. The Degree Programme: Concept, content & implementation

<b>Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)</b>
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#### **Evidence:**

- Diploma Supplement of the degree programmes
- Self-Assessment Report
- Discussions during the audit

#### **Preliminary assessment and analysis of the peers:**

When looking for subject specific websites of the three degree programmes, the peers could only find a general website about the faculty where the bachelor programmes are offered; however, subject-specific websites for each degree programme under review are neither available in English nor in Russian or Kazakh. The peers underline that ATU has expressed the wish to become an internationally acknowledged university and therefore a transparent presentation of the degree programmes is required. The peers welcome that ATU has introduced Diploma Supplements for the different programmes, which outline their learning objectives under the respective section (compare criterion 5.3). The peers think that this is generally acceptable, although the information regarding the intended learning outcomes of the degree programmes is rather short. The peers could only find substantial information regarding the qualification objectives in the self-assessment report. Yet, this information must also be publically available.

According to the self-assessment report, the purpose of the Bachelor's degree programme "is the preparation of specialists who are competitive and in demand in the global scientific and educational space, based on moral, aesthetic, professional and scientific values." The qualification profile of both Master's degrees is defined in the self-assessment report as "to prepare masters with a high level of professional culture, who are able to formulate and solve modern scientific and practical problems, to achieve effective results of activities

of restaurant and hotel enterprises, to teach in universities, specialized colleges, to successfully carry out research and management activities at hospitality industry enterprises.”

The qualification profile is further broken down into “General Cultural Competences (GCC)”, “General Professional Competences (GPC)” and “Professional Competencies (PC)” (cf. Annex to this report). The peers are of the opinion that the intended learning outcomes, as defined by ATU are fitting for the Bachelor’s degree and the Master’s degree in general. The peers notice, however, that no specific objectives exist for the two Master’s degree programmes, although they differ quite extensively. While they both focus on restaurant and hotel business, the 1-year degree is awarded with the degree “Master of Services” and focuses on preparing the students for practical work in the restaurant or hotel industry. The 2-year degree is awarded the degree “Master of Science” and prepares the students both for a practice-oriented as well as a scientific career. This degree also allows the students to continue with a PhD. While the differences are clearly visible in the two curricula as well as the awarded degrees, they must also be made visible on ATU’s website, the diploma supplements and the general qualification profiles.

ATU points out that the programmes in the field of restaurant and hotel business are more or less unique in the Republic of Kazakhstan and are highly supported both by the government and especially the industry of Almaty. ATU holds regular roundtables with employers of both small- and medium as well as large enterprises in the field of restaurant and hotel business to ascertain that students gain these qualifications that are currently demanded by the labour markets. As a result of these roundtables, new disciplines have been introduced to the 2018 curriculum, such as „Organization of work of the catering service of the hotel enterprise” as well as “Innovative applications in the hospitality and restaurant business” (cf. criterion 1.3). In their self-assessment report, ATU declares that the qualification profiles allow graduates to find employment in the local industry: In 2015, 62% of graduates found employment right after graduating; in 2016, 2017 and 2018 the number rose to 87,7%, 92% and 89,7% respectively. This rise in employment was due to changes in the curriculum demanded by employers. The employment rate of graduates from the Master’s programmes is 100% throughout the years. The peers see that the qualification profile reflects the need of the local industry and allows students to pick up a profession after graduation. However, the peers would like to see the qualification objectives specify the professions for which graduates are qualified. While they may be employed in the restaurant and hotel business, there may be other sectors not yet specified, such as universities or research facilities.

In sum, the peers are satisfied that ATU has defined precise learning outcomes in their self-assessment report, which are divided into several categories of competencies. However, these qualification objectives must also be made available for students, teachers and other



stakeholders. As such, they must be included in the diploma supplement and published on the university's subject-specific websites. Furthermore, the peers ask that specific objectives may be created to differentiate between the two Master's degree programmes. Additionally, the peers advise that the objectives should also specify the occupations student can hold after graduation.

### **Criterion 1.2 Name of the degree programme**

**Evidence:**

- Self-Assessment Report
- Discussions during the audit

**Preliminary assessment and analysis of the peers:**

In their self-assessment report, ATU mentions that the names of the degree programmes correspond with the approved State Classifier (KG 2009) of higher and postgraduate education of the Republic of Kazakhstan. As such, ATU is not allowed to change the title of the study programmes on their own. The peers agree that the titles of the degree programme match the intended qualification profile of the students as well as the curricula. They ask those responsible for the degree programmes, however, to make sure that in English translations, the title "Restaurant Business and Hotel Business" is utilized as sometimes other titles such as "Hotel and Restaurant Business" occur in translated documents. For example, the presented Diploma Supplement for the Master's programme reads "Master of Technical Science is 6M091200 – Restaurant and Hotel Business". Albeit a slight variation from the title given for accreditation, ATU must ascertain that one English title may be used consistently.

### **Criterion 1.3 Curriculum**

**Evidence:**

- Study plans for all three study programmes
- Module descriptions for all three study programmes
- List of local business where students may undertake their internships
- Self-Assessment Report
- Discussions during the audit

## **Preliminary assessment and analysis of the peers:**

### *Structure of the Curricula*

The auditors assess the curricula of the study programmes under review against the programme objectives provided in the self-assessment report. The peers receive an overview of the sequence of modules for the different degree programmes as well as module-objective matrix for each degree programme depicting the curricular implementation of the intended learning outcomes.

Each curricula is composed of three categories of modules: General education disciplines, compulsory modules and elective modules. The auditors are aware of the fact that the curriculum of all programmes contains modules like “History of the Republic of Kazakhstan”, “Basics of right”, “Political Science”, “Philosophy” or “Kazakh/Russian language” which are mandatory by state regulation and have to be understood in the specific context of the country. The peers consider the amount of “general studies” quite high but conclude that it is still acceptable.

The peers appreciate the model curriculum provided by ATU as they outline clearly the “general disciplines” and the “basic disciplines” that are composed of compulsory and elective modules. Yet, the peers have difficulties understanding the module structures of all three degree programmes, especially with allocating compulsory and elective disciplines. The peers understand that all three programmes can be studied in one of two trajectories: Restaurant business and hotel business in the field of small and medium enterprises (SME); Restaurant business and hotel business in the field of large business (LB). Additionally, the self-assessment report states that students of the Bachelor’s degree programme can also focus on “Sustainable tourism” and “international tourism”. Apart from these trajectories, students can apparently also choose other elective modules. Yet, neither the curriculum nor the module descriptions clearly denote which modules are electives, belonging to one of the two trajectories, and which are additional elective modules. While the curriculum categorizes modules into either elective or compulsory courses, the peers have not received a catalogue of the different elective modules. For example, in the first semester of the Bachelor’s degree programme, two modules are marked in the curriculum as electives. The course “Ecology and sustainable development” is given 3 ECTS, while “Basic of law” is given 5 ECTS. The peers are still uncertain whether students have to choose between the two modules or whether each of these modules is an elective, thus two elective modules have to be taken in total in the first semester. Additionally, the peers do not know whether these electives are part of the trajectories or not. Additionally, the peers have problems gathering information about the actual content of the modules, due to missing information in or imprecise translations of the module descriptions (cf. criterion 5.1). Subsequent to the

audit, the peers have repeatedly asked ATU to clarify this manner. While many additional documents have been sent by ATU, this matter still remains unanswered. The peers thus ask that the curriculum as well as the module descriptions (cf. criterion 5.1) be rewritten in a form that clearly designates the different trajectories as well as the various elective modules.

During the audit, the peers discuss with the programme coordinators the reasons behind the different trajectories. They learn that the SME-trajectory focuses on the entrepreneurial abilities of the students and enables them to start their own business while the LB-trajectory focuses on the managerial skills of the students, allowing them to work in large, international service-oriented industries. The peers discuss whether these trajectories are advisable for the Bachelor students or whether they should not be proficient in both areas to enhance their career opportunities. They recommend dropping the trajectories for the Bachelor's degree programme so that students can gain a comprehensive knowledge of restaurant and hotel business. Also, the peers feel that not all areas of the two trajectories are covered in either degree programmes. For example, for the LB-trajectory, the peers would expect advanced modules on marketing or management, which are missing from the curriculum. If ATU, however, opts for maintaining the trajectories, they must be outlined clearly in the curricula, including the respective modules.

#### *Content of the Curricula*

With regard to the curriculum of the Bachelor's degree programme, the peers gather from the module handbook that a great variety of disciplines is offered that allows the students to reach the study programme's intended learning outcomes. The peers laude the many modules offered, especially that elective courses are often taught by practitioners from the industry. For example, during the discussion with the industry representatives, the peers met a Dutch entrepreneur, who has started a successful barista business in Almaty and is teaching elective courses regarding entrepreneurial skills. While ATU presents a module handbook for the curriculum, the peers are oftentimes unable to understand the module descriptions, their connection the intended learning outcome of the module and the overall qualification objectives as well as how a specific module fits into the curriculum. As such, at the moment the peers are unable to judge whether the curriculum allow reaching the qualification objective.

With regard to the curricula of the two Master's degree programmes, the peers ask why two Master's programmes are offered and in how far they differ, especially since ATU has outlined the same qualification objectives for these two programmes. The programme coordinators illustrate that the 1-year programme prepares the students for practical work in

the service industry while the 2-year Programme focuses on the students' scientific education as well, thus preparing them for managerial tasks or further scientific work. Accordingly, the 1-year programme is of an applied nature and aims at meeting the needs of the non-academic sector in providing specialists with fundamental educational and methodological training to conduct practical work in the food and hotel industry. The 2-year programme, on the other hand, focuses on theoretical training, experimental research and pedagogical practice to prepare students for a career at universities or schools. As these two Master degrees clearly prepare students for different career paths and follow distinct curricula, the peers ask ATU to make this distinction more prominent, e.g. by preparing distinct qualification objectives (cf. criterion 1.1) for each study programme.

When assessing the contents of the Master's curricula, the peers get the impression that in the Master's degree, especially in the extended 2-year version, the focus lies on the fundamentals of the hospitality industry. However, students should have already gathered all the necessary fundamentals during the 8-semester Bachelor's degree thus the Master's degree should focus on advanced knowledge. For example, the module "Technologies of formation and promotion of hotel products" seems to focus on fundamental issues and the peers believe that a more precise title would be "Development and marketing of hotel products". In addition, while the peers were very impressed by the laboratories and equipment at ATU, they were of the opinion that this is suitable for the level of a Bachelor's degree or a vocational training but not for a Master's degree. They ask ATU to clearly depict how a EQF-level 7 is reached in the Master's degree programmes in the module descriptions. Similarly to the Bachelor's curriculum, the peers cannot be certain what topics are actually taught to the students and how they relate to the intended learning outcomes and the qualification objectives as the (translation of) modules descriptions often lack vital information. As such, at the moment the peers are unable to judge whether the curriculum allow reaching the qualification objective.

According to the self-assessment report, the module catalogue of all three study programmes is updated consistently according to the following principles: matching those regulations of the Kazakh state regarding the standard curriculum of the speciality; recommendations of employers; initiatives of students as a result of the evaluations; proposals by the members of staff according to new scientific developments. For example, on recommendation of the Kazakh ministry of education, the modules "Religious Studies", "Ethics" and "Fundamentals of Islamic Finance" were included into the curriculum. Additionally, each year the content of the study programmes is discussed at roundtables with representatives of the production industry as well as the Kazakhstan Association of Hotels and Restaurants to ensure that the curriculum is suitable to teach the students all those skills currently needed in the industry. As a result of these roundtables, the disciplines "Innovative

applications in the restaurant and hotel business” and “Organization of the catering service of the hotel enterprise” were included for the Bachelor’s programme while “Revenue management in the hotel business” and “Organization of business activities in the restaurant and hotel business” were set up for the Master’s programmes. While the peers understand that the elective modules change each semester and that students are informed about these changes by their professors, they believe it is even more important to publish them, either online or in the module descriptions, so that students and potential students are informed about the offered modules.

During the discussion with the students, it became quite clear to the peers that they wish to have more classes in English. While some modules are taught in the English language, such as “Corporate Culture” for the Bachelor’s programme and “Organization and Management” for the Master’s programmes, the peers agree with the students that more classes should be taught in English so that the students gather a profound knowledge of the language. This is especially important given the international scope of the subjects studied. While currently Almaty is not a large destination for tourists outside of Kazakhstan, the peers learn that the Kazakh government has plans to develop tourism in Almaty extensively. As such, it is indispensable that graduates working in the restaurant and hotel business speak English.

As most graduates seek employment in the service industry, the peers ask about the practical experience the students gain during their studies at ATU. They learn that students are taught in the laboratories of ATU and have to partake in two internships, each consisting of 90 working hours. The peers are very impressed with the facilities available at ATU (cf. criterion 4.3), yet they believe that it is very important for students to gain practical training outside of the university to sufficiently prepare for a career after graduation. They agree with the partners from the industry that those two mandatory internships are a great addition to the study programmes, but that 90 hours amount to barely more than two weeks of internship, which is not enough to gain in-depth insight into the working of a company. The industry representatives urge for a prolongation of the duration of the internships so they can teach the students more intensively; short internships mandate a lot of time from the employers with very little benefit for neither the company nor the student. The lack of practical training during the course of studies also results to students having to begin their professional career with menial labour such as cleaning or preparing food in restaurants. The industry representatives blame this on the fact that students do not gain these basic practical skills during their studies and have to learn them once they are employed. To counter this, ATU has already constructed a café as well as a hotel suite in which students can learn basic hospitality skills. Additionally, ATU is in the process of constructing an educational hotel as well, which will allow students to gain even more fundamental practical

skills, thus furthering their career after graduation. The peers laude this undertaking. Yet they believe it would benefit the students immensely, if their mandatory internships would be longer than 90 hours, best between 2-6 months.

In summary, the peers ask ATU to provide curricula and module descriptions that clearly define the different trajectories as well as any additional elective modules. Furthermore, the peers advise to ensure that the level of education in both study programmes matches those of the European Qualification Framework (EQF). For the Bachelor's programme they advise to drop the trajectories to allow the students to gain fundamental knowledge in all areas of the hospitality industry while for the two Master's programme modules in the areas of marketing and management must be added to meet EQF 7.

#### **Criterion 1.4 Admission requirements**

##### **Evidence:**

- Rules of Admission to ATU
- Self-Assessment Report
- Discussions during the on-site visit

##### **Preliminary assessment and analysis of the peers:**

The peers can see on the website of ATU that the rules and regulations are accessible to all students; however, the links lead only to Russian and Kazakh versions of the documents. Given the ambition of Almaty Technological University to be more international, the peers highlight that all relevant information including the admission rules and requirements should be made available in English. The auditors discuss the admission rules and procedures with the university's representatives.

Applicants who want to be admitted to ATU need to prove the availability of the secondary education certificate, the certificate of common national testing or complex testing, and the availability of medical certificate on the health condition. It was further explained to the peers that educational grants are awarded to students on a competitive basis in accordance with gained scores on the Common National Testing (CNT) or complex testing. This Common National Testing is being taken by all high school graduates and the score received qualifies a high school graduate to apply for university admission. The Ministry of Education and Science defines the quantity of Educational Grants for each academic degree programme. Altogether, the auditors judge that the admission requirements are reasonable for maintaining the quality of the Bachelor degree programmes.

For the Master's degree programmes, applicants must have a higher education (Bachelor's or Specialist's degree) in restaurant business and hotel business or a related field. Admission to the Master's degree is carried out in accordance with the Standard Rules of Admission, approved by the Kazakh government on July 19, 2013.

Applicants who want to be admitted to ATU must pass an entrance exam testing their knowledge of one foreign language (either English, French, German or Arabic) as well as their subject-specific knowledge.

International students can apply for the Higher Education Institutions by taking the complex test (Bachelor degree) and university entrance exams. The official languages of study is Russian but some basic courses are offered in English. Foreign students are supposed to take a one year course of Russian but there are some special agreements between countries.

The peers conclude that the admission requirement of ATU are adequate and that specific requirements and needs of foreign students are taken into consideration when applying at ATU.

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 1:**

*Criterion 1.1 Objectives and Learning Outcomes*

In their statement, ATU points out that its website provides information for applicants on the admission procedure for training in educational programs and for foreign students. The peers check the provided links and see that all necessary information are available on the website in English. However, the peers still miss the individual qualification profiles presented. As ATU has claimed that their website is in the process of changing, and a great deal has been adapted over the course of the past weeks, the peers are confident that ATU will also upload the qualification profiles of each study programme in due time.

In their comments, ATU clarifies the different qualification objectives of the two Master's programmes: In general, the 1-year Master is awarded the degree "Master of Service" and focuses on working practices while the 2-year Master is awarded the degree "Master of Science" and focuses on the students' pedagogical and research practice. ATU has presented an extensive overview of the different competences for each study programmes, which can be found in the Annex to this report. The peers analyse these qualifications and regard them as sufficient for both study programmes.

With regard to the professions students may pick up after graduating, ATU is in the process of indicating the possible areas of employment on their website for all three study programmes.

The peers thank ATU for their comments and see that all necessary information and presented on ATU's website, including the differing qualification objectives of the two Master's degree programmes. The peers urge ATU, however, to continue developing their learning objectives, including the professional career students may enter after graduation.

#### *Criterion 1.2 Name of the Study Programmes*

ATU thanks the peers for pointing out that variations of the study programmes' titles are utilized in different documents and states that from now on, the official name "Restaurant Business and Hotel Business" will be utilized in all documents.

#### *Criterion 1.3 Curriculum*

ATU clarifies in their statement that the modules "Ecology and sustainable development" and "Basic of law", which were previously marked as elective modules, are indeed mandatory components of the curriculum. ATU further explains that the Bachelor's degree programme includes three cycles: 1) the cycle of general educational disciplines, 2) the cycle of basic disciplines and 3) the cycle of profile disciplines. Each of these cycles holds mandatory and elective modules. ATU also includes an updated versions of the curriculum as well as the module descriptions. While the peers see that the module descriptions are well organized now, similar issues remain: First, in the curriculum the modules "Ecology and sustainable development" and "Basic of law" are again marked as elective modules while in the module description they are marked as mandatory modules. Generally, only a couple of modules are marked as elective modules in the module descriptions, while many are marked as such in the curriculum. Second, the peers still have no precise overview of the elective modules available and their placement within the curriculum. They like to make it clear that they need a curriculum that depicts those modules that are mandatory and an additional list of those modules that are electives, including information about how many of those modules have to be taken each semester. ATU states that at the end of each academic year, curators of student groups prior to registration for the next academic year conduct a presentation of all disciplines. Students can independently determine which of the elective disciplines are important for them to study. For reasons of transparency, ATU plans to present such information also on the website. The peers agree that this would be a viable solution.

With regard to the EQF level of the Master's degree, the peers have asked ATU to clearly define how the two Master's programmes reach the necessary level of EQF 7. ATU has replied by providing a clear distinction between the skills and knowledge attained between the Bachelor's and the Master's level. ATU has presented a clear table, answering to categories such as "Application and Analysis", "Synthesis and Evaluation" or "Learning Skills".



The peers thank ATU for this clear depiction and agree that the Master's degrees are indeed matching EQF-level 7.

With regard to the practical experiences of the students during their studies, ATU provides a list of all practical work students take during their Bachelor's degree. This amounts to approximately 2.5 months of practical work distributed over the entirety of their studies. While the peers agree that the students have many short-term opportunities (mostly around 60 to 90 hours) they urge ATU to include at least one long-term internship of 3-6 months so the students can gather in-depth knowledge about working in the hospitality and service industry.

In summary, the peers thank ATU for their extensive documentation which clearly depicts that ATU takes the comments of the peers very seriously and is working on adapting to the requirements and recommendations. Nonetheless, there are still a number of issues remaining.

Thus, the peers regard criterion 1.1 as only partially fulfilled.

## 2. The degree programme: structures, methods and implementation

### Criterion 2.1 Structure and modules

#### Evidence:

- Study plans for all study programmes
- Module descriptions for all study programmes
- Regulation on monitoring and evaluating educational achievements of students
- Rules of recognition, approved by the Order of MES RK № 8 dated January 10, 2008
- Order of the Rector of ATU No. 02-04-03-55 of July 11, 2014 "On the organization of the educational process on the credit technology of training and ensuring academic mobility of students."
- Contract with HTMI
- Self-Assessment Report
- Discussions during the on-site visit

## **Preliminary assessment and analysis of the peers:**

### *Modularization*

The Bachelor's degree programme under review runs over eight semesters. The 1-year Master's degree programme runs over two semesters, the 2-year Master's degree programme over four semester. ATU claims that their programmes are modularized, yet the peers are of the opinion that the module structures at hand deviate from European standards: First, a module identification number is not given to the entire module but to each individual discipline. Therefore, any given module description within the module handbook does not entail the entire module but rather an individual discipline of a module. As such, it appears that disciplines are joint together only by a set number of ECTS given for finishing both disciplines. Additionally, those courses merged into a module oftentimes are not thematically concerted. In the second semester, for example, a 6 ECTS-module contains the courses "Safety and Labour Protection" and "Socio-political and spiritual foundations of corruptions" and in the fourth semester students are obliged to take a 5 ECTS-module that contain the courses "Corporate Culture and Ethics of Business Communication" and "Service Technology in Restaurant and Hotels". As these respective courses are not thematically linked to one another, they should not be joint as one module but should rather be individual modules or grouped with thematically similar courses to modules. To adhere to European standards, and thus ASIIN criteria, the peers urge ATU to adapt its module structure of all three study programmes under review to make sure that courses of modules are concerted and that each module has one module description and one module code.

For the Bachelor's programme, modules encompass between 2 to 7 ECTS, according to the curriculum. As these numbers differ in other official documents, such as the module descriptions, the peers are not yet able to give a final statement regarding the credit points awarded (cf. criterion 2.2). For the two Master's degree programmes, modules encompass 2 and 6 ECTS, with the exception of the research projects, which hold between 9 and 15 ECTS. In principal, the peers agree that the amount of ECTS adequately reflects each module's workload.

### *Practical Approach/Internships*

Internships and the practical approach of the degree programmes are being dealt with under criterion 1.3.

### *Student Mobility*

If students want to go abroad and study in a foreign country, the applicants need to have good grades, an interview for languages, and they need to have a grant. For those who do not have a grant, they need to identify other programmes they can also apply for. The students explain that normally a large number of applicants is competing for few places. The selection process is based on the grades and the language skills. The students confirm that the selection procedure is transparent and fair; those who have not been selected can understand the decision. According to the teachers, the language skills of students obtained through the mandatory language courses are enough to study abroad. All students of ATU need to take some mandatory courses which can be taken via distance learning. The peers recommend to consider the Erasmus programme of the European Union as an additional possibility to offer scholarships and foster international mobility.

For the Bachelor's degree programme, ATU holds a cooperation with the Hotel and Tourism Management Institute in Switzerland (HTMI), where very few Bachelor student can spend some semesters and attain a joint degree from both universities. As academic mobility is mostly available only for students of this specific cooperation, ATU plans to enhance cooperations with international universities.

The management of ATU explains that the Ministry of Education and Science of the Republic of Kazakhstan is an executive body for recognising procedures in the Republic of Kazakhstan. The academic mobility center issues a certificate on the recognition of educational documents or provides a substantiated response on the refusal in written form. ATU adds that under normal circumstances, learning agreements are signed and students are being told beforehand which courses can be recognized and which distant learning courses should be taken to make sure not to miss out on certain mandatory subjects. As for the recognition of qualifications gained from other institutions of higher education, in particular abroad, grades, credits and content of modules are taken into consideration. There is a specific reference made by the regulations to the qualifications or competencies to be recognized. According to the Lisbon Convention each university is asked to recognize activities completed externally unless the HEI can prove that the competencies gained at the other HEI are completely different. In summary, the peers agree that rules and regulations on recognition are in place and are executed in a way that is in line with the requirements of the Lisbon Convention.

The peers conclude that opportunities to study abroad are available and the selection process seems to be fair and transparent; but they regret that only few scholarships are offered and that consequently only a small number of students has a chance to really benefit from

these opportunities. In order to realize the vision of ATU to become an internationally recognized institution of Higher Education, the peers recommend to increase the number of international exchange programmes and to offer more opportunities to students to participate in these exchange programmes.

### **Criterion 2.2 Work load and credits**

#### **Evidence:**

- Study plans for each study programme
- Module descriptions for each study programme
- Self-Assessment Report
- Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

The peers understood that ATU has developed a credit system; according to this students' contact hours with a teacher during lectures and practical (seminar) lessons are accompanied by two hours of students' independent work for each contact hour. ATU turned the Kazakh credit points into the European Credit Transfer and Accumulation System (ECTS) to be able to compare the study attainment and performance of students of higher education with other European countries.

When assessing the provided documents, the peers noticed inconsistencies regarding the awarded ECTS credit points, especially with regard to their documentation in the curricula, the module descriptions and the self-assessment report. For example, the Bachelor's module "Ecology and Sustainable Development" is marked with 2 ECTS in the module handbook but with 3 ECTS in the self-assessment report. In order to assess if the stated credits match the work load, the peers need a concise overview of the awarded ECTS-credits per module and discipline.

The peers understand that ATU has just recently changed their ECTS-allocation; where before 45 hours would constitute 1 ECTS, now 30 hours constitute 1 ECTS. The analysis of the curriculum reveals that a workload of exactly 30 ECTS points is envisaged for each semester. The students confirm that the workload is fairly balanced and gives them also time for non-academic activities. The study programmes are organised in a way that the majority of students tend to complete the studies in the envisaged timeframe. The peers confirm that the estimated time budgets seem to be realistic and enable students to complete the degree without exceeding the regular course duration. However, an exact verification of the ECTS points for each module should still be conducted.

### **Criterion 2.3 Teaching methodology**

**Evidence:**

- Self-Assessment Report
- Discussions during the audit

**Preliminary assessment and analysis of the peers:**

In their self-assessment report ATU points out that the applied teaching methods comprise “theoretical and informational teaching methods”, “practical training methods of operation”, “search and creative teaching methods”, “methods of independent work of students”, “control and evaluation methods”. Each individual method is explained in detail in the self-assessment report so the peers gather a good overview of the various teaching methods utilized by ATU. The academic subcommittees on the development of learning outcomes and their assessment in the areas of training, responsible for the educational programmes, determine the methods of teaching, learning and assessment, thus ensuring the achievement of the planned learning outcomes and the development of the required competencies of the graduate. In this regard, along with traditional methods and forms (e.g. lectures, seminars, laboratory work), intensive and interactive teaching methods have also been implemented at ATU in the form of computer simulations or analysis of business situations on the basis of a case method and simulation models, business and role-playing games, round tables. The peers are especially impressed by the distance learning included in all three study programmes, as teachers from HTMI in Switzerland also conduct regular distance learning sessions via videoconference.

Practical training is conducted either in ATU’s own facilities (cf. criterion 1.3 and 4.3) or at local enterprises. For example, graduate students have excursions to local companies of the hotel and restaurant sector where they gain insight knowledge of the working world.

As has been discussed under criterion 1.3, the students wish to have more classes undertaken in the English language so that they can practice these language skills necessary for their future endeavours in an international area of business. The peers thus recommend teaching more classes in English instead of Russian.

During the on-site visit, the students showcase the electronic software they are working with to learn how to e.g. conduct flight bookings or manage hotel reservations. The peers agree that these software help students to gain basic knowledge of these undertakings, however, the tools used are quite outdated and it would serve the education of the students if they could use more modern software.

In general, the peers believe the various teaching forms to adequately support the intended learning outcomes. They also agree, however, with the assessment of the industry representatives, that longer periods of practical training would help the students to be better

prepared once beginning their employment after graduation (cf. criterion 1.3). In addition, the peers ask ATU to include the didactic method also in the module descriptions (cf. criterion 5.2).

#### **Criterion 2.4 Support and assistance**

##### **Evidence:**

- Self-Assessment Report
- Discussions during the on-site visit

##### **Preliminary assessment and analysis of the peers:**

The peers examine the general information about ATU on the website as well as the course related websites and can only find a general introduction page of the University. The students confirm that programme relevant information is available in Russian and Kazakh which gave them an opportunity to get a full understanding of the degree programmes and employment opportunities. However, given that ATU seeks international accreditation and intends to become an international university attracting foreign students, the peers emphasise that ATU should also offer an English website to underpin its ambition.

Apart from this, ATU provides support and assistance throughout the life-cycle of a student. Teachers from ATU present the different degree programmes at schools and offer an “Open Day” at the University, which provides an opportunity to interested stakeholders to investigate the facilities. The students confirmed that if more subject relevant information is requested, they can address staff members and are normally being helped. Some students confirm that they have been especially drawn to ATU as their study programmes in the field of restaurant and hotel business is one of the best in the Republic of Kazakhstan, holds great connections to large restaurant and hotel chains and provides employees for businesses all around the country. Students are being welcomed with an orientation week when starting their studies at ATU. When commencing the study programme, first-year students receive a Students’ Guideline which contains all relevant information about the educational process of the credit system, structural units of the university, general requirements to the students, their rights and obligations, main provisions of monitoring and evaluation of students’ knowledge. The academic advisor provides academic advice in terms of courses to be selected; the students select their elective courses and discuss the academic path with their advisor. If too few students apply for one elective, the students are offered alternatives and vice versa, if the group is too big an additional group is opened. Additionally, the academic advisor also supports the students regarding personal matters. The students confirm that the academic advisors are very supportive and try to assist the students in all matters. If students fail an examination they have to take summer classes at their own expense. The peers conclude that adequate resources are available to provide individual

assistance, advice and support for all students. The peers understand that this concept of student support leads to low failure rates and the support services help the students to achieve the learning outcomes and complete the degree programme within the scheduled time.

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 2:**

*Criterion 2.1 Structure and Modules*

ATU comments that the disciplines indicated by the peers are not concerted in one module. This arose from a misunderstanding of the modular structure of the programme as the peers were previously handed out not the general curricula but rather individual study plans of respective students. ATU thus has handed in new curricula and module descriptions that clearly indicate the different modules and give each module a respective module code.

With regard to international mobility, ATU states that it is possible for the students to study in three types of international academic mobility programmes: 1) in frameworks of the Erasmus+ grants, 2) in the framework of the grants of the Ministry of Education and Science of Kazakhstan, 3) in the frameworks of inter-university memoranda between ATU and foreign universities. For participation in any of these international academic mobility programs, a student must be fluent in English and hold a GPA of 3.5 or higher. The peers thank ATU for clarification and recommend to ensure that the students are always adequately informed about these opportunities.

*Criterion 2.2 Work load and credits*

ATU comments that in some of their documents, Kazakhstan credits are used while in others ECTS points are utilized. The peers understand that varying credit points for one module stem from this discrepancy and they urge ATU to mark which credit system is used to prevent future misunderstandings. ATU also agrees to implement an exact verification of the ECTS points awarded for each module to ensure them matching the actual workload.

*Criterion 2.3 Teaching methodology*

With regard to the lack of modern electronic software, ATU thanks the peers for their input and states that new computers are already being purchased, which will be mainly utilized for the study of OPERA and AMADEUS software. Additionally, ATU is also searching for new software than can be utilized in practical classes.

In summary, the peers thank ATU for their clarification pertaining the module structure as well as the awarded credits. They urge ATU to note, which credit system is utilized and to continue updating their software.

As such, the peers regard criterion 2 as mostly fulfilled.

### **3. Exams: System, concept and organisation**

#### **Evidence:**

- Regulation on control and assessment of trainees learning process
- Exam schedule template
- Overview of methods of knowledge control
- Module descriptions for each study programme
- Self-Assessment Report
- Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

The peers understand that the students are supposed to take two attestations per subject, an intermediate attestation after week eight and a final attestation at the end of each semester; each examination period should be at least two weeks. The examination schedule is developed by the “Planning and Control Department” together with the Dean of the relevant department, approved by the Vice-President on study and methodology. The examination schedule is published as early as possible but two weeks before the examination session at the latest. The approved exam schedule is published on the ATU website. ATU has assessment criteria for the educational, control and assessment process in place in order to ensure transparency for students and teaching staff. In case of disagreement with the examination assessment the student may appeal. The appeal should be submitted by the student to the appeal commission. Repeated state exams and defence of the graduate work in order to improve a positive score are not allowed; repeated final attestation of the student should be held during the next final attestation period only for those forms on which a previous final attestation was unsatisfactory. The students confirm that the examination schedule is usually well balanced and allows enough time for preparation. In summary, the peers come to the conclusion that the examinations are well organised at ATU.

The peers welcome that a wide set of different forms of examination is applied. Depending on the content and intended learning outcomes of the modules, very different examination



forms are chosen to properly assess the actual competence of the students. The examination forms include verbal survey (colloquium), written survey, thesis defense, presentation of lab analysis, tests, semester task, solving situational tasks, creative tasks (presentation and defense of home work, essay, projects presentation), discussion of the issues in groups, or practice report defense. Furthermore, a term paper/project report has to be provided in accordance with the work curriculum on the specialty. The peers assess the module descriptions to find that they mostly do not contain any information regarding the examination form. While students state to be informed early enough the peers urge ATU to include these information in the module descriptions to make them accessible for all stakeholders and to create accountability from the students' side. As ATU has published the various examination forms utilized in the three degree programmes in the self-assessment report, including their verifiable results, the peers recognize that ATU systemically matches the examination form to the intended learning outcomes of the discipline. Additionally, ATU presents their method for choosing the most suitable examination form: First, the intended learning outcome for each discipline is defined and then the knowledge, ability and skills the students must obtain to reach these learning outcomes are settled. In a final step those methods most suited are declared.

At ATU, the final score of a discipline includes the current performance, the intermediate and the final assessment. The total assessment of knowledge on a 100-score system is weighted at 60% for the intermediate attestation and 40% for the final exam. The rules for re-sits, disability compensation, illness and other circumstances are defined in the University regulations on education and the completion of studies and therefore transparent to all stakeholders. The student declare that they are satisfied with the manner in which exams are structured at ATU.

### *Final Thesis*

Students have to carry out an independent research project for the Bachelor's as well as the Master's thesis. According to the respective curricula, the Bachelor's thesis is awarded 21 ECTS-points, the 1-year Master's degree thesis is awarded 25 ECTS (12 ECTS for the experimental work of the students and 13 ECTS for the complex examination and the formalization and defense of the thesis) and the 2-year Master's thesis entails 30 ECTS in total (12 ECTS for research practice, 3 ECTS for scientific research work, 15 ECTS for the complex examination as well as the formalization and defense of the Master's thesis). Both, final thesis and pre-diploma practice make up the entirety of the final semester. The students have to identify a research topic themselves, which must be approved by the university supervisor and the company where the practice is conducted. Students and lecturers report about cooperation with local hotels and restaurants. The peers examine the final theses as

far as they can due to language restrictions and confirm that the thesis ensures that students work on a set task independently and at the level aimed for.

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 3:**

ATU does not comment on this criterion.

The peers regard criterion 3 as fulfilled.

## 4. Resources

### Criterion 4.1 Staff

**Evidence:**

- Staff handbook provided for each study programme
- Self-assessment report
- Discussions during the on-site visit

**Preliminary assessment and analysis of the peers:**

The peers welcome the staff handbook for each degree programme and verify that the composition of the teaching body is able to ensure that the intended learning outcomes are achieved by the time the degree is completed. Sometimes, also guest lecturers from industrial partners offer lectures to give the students first-hand information of labour market developments. Additionally, foreign guest lecturers are invited regularly; in the latest academic year people from countries like the Russian Federation, the Netherlands or Switzerland provided academic lectures in relevant professional fields to students of ATU. Currently, the three study programmes are supported by 6 Professors, 17 Associate Professors, 1 staff member holding a PhD, 13 senior lecturers holding Master's degree, 1 senior lecturer, 3 teachers with a Master's degree, as well as a number of guest lecturers both from the industry as well as other universities.

Regarding the recruitment of staff members, the auditors gain the impression that a competitive selection procedure was carried out to recruit university lecturers from other institutions of Higher Education or from private companies. Based on Kazakh law, the total number of teaching staff is calculated based on the average ratio of students and teachers (the average number of students per teacher) 8/1. The peers confirm that there are sufficient staff resources available for providing assistance and advice to students and to fulfil administrative tasks.

#### **Criterion 4.2 Staff development**

##### **Evidence:**

- Self-Assessment Report
- Discussions during the on-site visit

##### **Preliminary assessment and analysis of the peers:**

The peers are pleased to hear that ATU pays a lot of attention to the development of its staff members; a number of opportunities are provided like further education courses on Advanced Training Institutions, ATU's staff retraining programme at other higher education organizations, probation courses at the specialized training centres, participation in scientific-methodological seminars and conferences, exhibitions and other events. Didactical training is obligatory for young staff members. ATU presents a table illustrating the active pursuance of staff development in the last years. In addition, teachers who teach in English are sent abroad to improve their English. ATU is about to intensify the language efforts as it intends to increase the number of English taught lessons significantly in the next few years. During their discussion the peers gain the conviction that the English competences of staff members can still be further developed but in the light of the on-going training activities and knowing that the improvement of language competences is a long-term endeavour, the peers confirm that the activities of ATU are appropriate and supporting the intended goal.

In their self-assessment report, ATU states that the teaching staff responsible for the three study programmes under review undergo advanced training and research internships at leading research centres and universities of Kazakhstan, Russia, Turkey, Switzerland and the United Arab Emirates, at large enterprises in the restaurant or hotel business. Cooperation with scientists from different countries exist as well and allows the improvement of the professional level of the faculty. The staff handbook also clearly details the publications each staff member has undertaken in the last five years as well as their respective cooperation with other organisations. The peers thus confirm that the research and development activities carried out by the teaching staff at ATU are in line with and support the level of academic qualification aimed at.

<b>Criterion 4.3 Funds and equipment</b>
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**Evidence:**

- Detailed lists of laboratory spaces and equipment
- List of professional practice bases
- Visit of laboratories
- Self-Assessment Report
- Discussions during the on-site visits

**Preliminary assessment and analysis of the peers:**

During the discussion with representatives of the management of ATU the peers learn that ATU is a private university and most of the overall funds for teaching and equipment stem from student fees; about 90% of the students receive state grants. Additional budget comes from private companies and services rendered by ATU. The peers believe that the budgetary resources are closely linked to the number of students permitted to the university. ATU emphasises that graduates are working in all relevant companies in Kazakhstan and partly also in international enterprises and maintain very close relationship to the university providing opportunities for internships and final theses; hence, the ATU can count on strong business support. Given ATU's investment in the laboratories utilized by the three study programmes under review as well as the budgetary information provided in the self-assessment report, the peers come to the conclusion that ATU has appropriate funds to execute the programmes for the time of accreditation.

The peers visit the laboratories and training centres for all three study programmes and are deeply impressed with the spaces and the equipment students can utilize. Especially for the practical education, a lot of modern and up-to-date equipment and laboratories have been purchased and are actively used in all three study programmes. The peers are able to visit a fully equipped café, where students were currently trained by an internationally renowned barista on how to successfully work their own coffee shop, including the creation and preparation of menus. In addition, ATU also provides a fully furnished hotel room, where students learn the fundamentals of housekeeping and other work necessary for managing a successful hotel. The peers also visit the food production laboratories that students of restaurant and hotel business share with students of other disciplines, such as food production. Especially for working in Kazakh restaurant business, knowledge of the production of food is inevitable, so student gain knowledge and skills in producing bread, cheeses, meats, beer, wine and other fundamental products in laboratories at ATU. To further the practical work of their students, ATU also holds two large kitchen and adjacent

restaurants where students learn to prepare and serve the meals. Currently, ATU is in the process of building an entire hotel for the students to gain even more practical experience. The peers are very impressed with the equipment and laboratorial spaces at ATU and believe them to be sufficient to adequately train the students. Yet, as has already been discussed under criterion 1.3, the peers are still of the opinion that in addition to training at ATU, the students should also conduct longer internships at actual companies.

While the peers are generally very excited about the equipment at ATU, they are of the opinion that the computer software utilized by students to simulate booking flights or managing hotel reservations is sometimes outdated and some funds should be allocated to provide more up-to-date versions.

Similarly, while ATU holds a library, the peers noticed that much of the literature was outdated and that hardly any international textbooks on tourism and hospitality were available.

ATU possesses a number of computer rooms where students can also use digitally available literature. The number of computer places is normally sufficient; only at peak times students have to wait for computers to be available again.

In summary, the peers are very impressed with the equipment at ATU and only recommend updating the computer software utilized.

#### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 4:**

##### *Criterion 4.3 Funds and Equipment*

ATU explains that the necessary educational literature is purchased on a regular basis when requested by the graduating department. For disciplines in English, specialists who have documentary proof of English proficiency are involved in the process. Furthermore, ATU Scientific Library provides access to international databases and libraries such as EBSCO, Scopus or Springer Open. The peers see that processes for purchasing more books are clearly implemented yet they have seen a lack of necessary literature at the library and ask ATU to take care of purchasing additional works, either in print or as an e-book.

The peers thus regard criterion 4 as mostly fulfilled.

## **5. Transparency and documentation**

<b>Criterion 5.1 Module descriptions</b>
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**Evidence:**

- Module descriptions for all three study programmes
- Discussions during the on-site visit

**Preliminary assessment and analysis of the peers:**

ATU has provided module handbooks for each of the three study programmes. However, the peers noticed that not all modules mentioned in the curriculum were present in the module handbook or that their title was translated in a manner very different from the title utilized in the curriculum. As such, the peers have asked ATU to deliver revised versions of the curricula and the module descriptions subsequent to the audit. While ATU did so, the peers still miss some vital information in the module descriptions, especially with regard to the elective or mandatory nature of the module, since the module handbooks contain many modules that were not mentioned in the curriculum. The peers are unsure if these are elective modules or modules currently not taught at ATU and ask the university to clarify their module structure (cf. criterion 2.1).

In addition, the module descriptions vary extensively from one another and the peers assume that they have been established by different persons. In order to present clearly the vital information regarding each module to the students, prospective students and other stakeholders, the following information must be contained in each module description: Module identification code, person responsible for each module, teaching methods and work load, credit points, intended learning outcomes, module content, planned/used applicability, admission and examination requirements, form of assessment and details explaining how the module mark is calculated, recommended literature as well as the date of last amendments made. Here the peers point out that each module, not each discipline, must have a module descriptions. As explained under criterion 2.1, currently each individual discipline holds a description in the module handbook as well as a module identification code (cf. criterion 2.1).

As the module descriptions are not easily understandable for the peers, and in some case lack any information besides the title and the credit points, the peers are not certain which and in what depth the mentioned contents are taught. For example, the Master's degree module "Economics and organization of restaurant and hotel business" appears to be part of the SME-trajectory, yet its module description does not contain anything relating to small and medium enterprises. Similarly, according to its module description, the Master's module "Technologies of formation and promotion of hotel products", a module in the LB-

trajectory, does neither focus on large business nor go beyond fundamental teachings that should have been covered in the Bachelor's degree programme. The peers are uncertain, however, whether this is a structural problem of the degree programmes or an issue of representation in the module descriptions. As such, they urge ATU to present concise module descriptions so the peers can analyze whether the curricula actually match the European Quality Framework and cover those topics necessary for a degree in Restaurant Business and Hotel Business (cf. criterion 1.3).

Finally, the peers notice that the English versions of the module handbooks are not published on ATU's website. As ATU wants to be an international known university, publishing all documents and materials regarding its study programmes on their website in English is mandatory to inform prospective students.

### **Criterion 5.2 Diploma and Diploma Supplement**

#### **Evidence:**

- Diploma of the Bachelor's degree programme
- Diploma Supplement of the Bachelor's degree programme
- Diploma of the 2-year Master's degree programme
- Diploma Supplement of the 2-year Master's degree programme
- Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

The peers welcome that after graduation a degree certificate is issued and a Diploma supplement is being provided for the students in English. However, both documents are missing for the 1-year Master's degree programme and must be provided by ATU.

Under 4.2 of the Diploma Supplement, the learning objectives of the programmes are described in a very short and unspecific manner. Here, the peers urge ATU to specify the learning outcomes, especially with regard to the two Master's programmes. As has been discussed before, both Master's programme follow different curricula and prepare stu-

dents for different careers – scientific and practical – yet ATU has set up the same qualification objectives for both programmes. This must be changed quickly by the university to allow prospective students to differentiate between the two programmes.

In addition, sections 4.4 and 4.5 – information about the grading system and the grading distribution table as well as the overall classification of the qualification in original language is missing and must be added to the diploma supplement.

### **Criterion 5.3 Relevant rules**

#### **Evidence:**

- Regulations on the Board of Trustees
- Regulations on the Alumni Association of ATU
- Regulations on the Academic Committee and Subcommittees
- Regulation on the Monitoring and Evaluation of Educational Achievements of Students
- Order of the Rector of ATU No. 02-04-03-55 of July 11, 2014 “On the organization of the educational process on the credit technology of training and ensuring academic mobility of students.”
- Regulation on the Practice of Undergraduates and Doctoral PhD

#### **Preliminary assessment and analysis of the peers:**

The peers can see that the rights and duties of both the higher education institution and students are clearly defined and binding in rules and regulations. All of them have been provided as appendices to the self-assessment report. The peers were unable, however, to identify these documents in English on ATUs website and recommend that all information relevant to the study programmes should be made available on the website in English as well.

#### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 5:**

##### *Criterion 5.1 Module descriptions*

The peers see that ATU has already made some impressive changes to the module handbooks as all modules are now following the same pattern. Yet, important information regarding the type and duration of exams, for example, are still missing. The peers ask ATU thus to include these and other missing information detailed in this report in each module description.



(For clarification of the modules' structure, refer to ATU's comments under criterion 1.3.)

The peers thus regard this criterion as only partially fulfilled.

## 6. Quality management: quality assessment and development

### Criterion 6 Quality management: quality assessment and development

#### Evidence:

- Certificate of Quality Management System
- Certificate of the International Network of Certification Bodies IQNet

#### Preliminary assessment and analysis of the peers:

The peers understand that ATU has a Quality Assurance System in place which represents a package of internal actions and external assessment procedures designated to improve the quality of education programmes' design and implementation. The Quality Assurance System covers elements of internal quality measures including student, graduate, employer, and instructor feedback mechanisms. Additionally, external expertise is provided by the professional community and employers. The effectiveness of measures to improve the quality of the study programmes is confirmed by quantitative and qualitative indicators of student performance, the number of employed graduates and feedback from students, graduates and employers. For each semester, dynamics of student performances are collected and submitted to the Ministry of Education.

The main tool of the quality management system, however, are the student evaluations including a subsequent analysis and recommendations. The results of these surveys are discussed at all levels: the administration of ATU, the dean's office and the respective department. To assess the degree of effectiveness of pedagogical activities of teaching staff, for example, a survey was conducted in the form of a computer questionnaire following issues such as compliance with learning outcomes, quality of the exams or quality of methodological equipment. During the discussions with the teachers and students, the peers learn that evaluations are undertaken twice a year per course through an online-tool. They are impressed to hear that around 50-80% of students participate, which ensures reliable feedback for ATU.

The peers ask specifically, how students are involved in the quality management system and especially in the development of the curricula. They learn that next to the evaluations

a faculty council exists in which two student peers are included as members. Furthermore, students of each faculty meet once a year with the rector and can bring forth issues or recommendation in person. The students explain that the new teaching hotel constructed right now was originally a students' wish that has been brought up in one of these discussions with the rector. The peers are very impressed with the influence students have on their study programmes. They also laude that the employers are involved as well in the quality management process; each semester a roundtable is conducted where industry representatives have the possibilities to give feedback on the current curricula and give recommendations.

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:**

ATU does not comment on this criterion.

The peers are satisfied with the quality management system at ATU and thus regard this criterion as fulfilled.

## **D Additional Documents**

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- D 1. Diploma for the 1-year Master's programme
- D 2. Diploma Supplement for the 1-year Master's programme

## **E Comment of the Higher Education Institution (21.10.2019)**

The institution provided an extensive statement as well as the following additional documents :

- Examples of diplomas for the Master's degree programmes
- Curriculum for the Bachelor's degree programme in the trajectory of Small and Medium Business
- Curriculum for the Bachelor's degree programme in the trajectory of Large Business
- Module and Staff handbook for the Bachelor's degree programme
- Module and Staff handbook for the Master's degree programmes

## F Summary: Peer recommendations (05.11.2019)

Taking into account the additional information and the comments given by ATU, the peers summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN seal	Subject-specific Label	Maximum duration of accreditation
Ba Restaurant Business and Hotel Business	With requirements for one year	/	30.09.2025
Ma Restaurant Business and Hotel Business (1-year)	With requirements for one year	/	30.09.2025
Ma Restaurant Business and Hotel Business (2-year)	With requirements for one year	/	30.09.2025

### Requirements

#### For all degree programmes

- A 1. (ASIIN 1.1) Make the qualification objectives accessible for all relevant stakeholders and ensure that the stakeholders can refer to them.
- A 2. (ASIIN 1.1) Define precise profiles of possible professions, which are communicated to the students and reflected in the qualification objectives.
- A 3. (ASIIN 1.3, 2.1) The curriculum must clearly designate the different trajectories and elective modules.
- A 4. (ASIIN 5.1) Rewrite the module descriptions so as to include information about the content, qualification objectives, teaching formats, admission requirements, usability, conditions for the award of credits, ECTS credits and grades, frequency of offer, workload and duration of each module.
- A 5. (ASIIN 5.2) Ensure that the diploma supplement contains detailed information regarding information about the grading system, the grading distribution table as well as the overall classification of the qualification in the original language.

## **Recommendations**

### **For all degree programmes**

- E 1. (ASIIN 1.3) It is recommended to redesign the study programmes so that students have more opportunities to acquire managerial and entrepreneurial skills.
- E 2. (ASIIN 1.3) It is recommended to extend the mandatory internships so students have sufficient time in experiencing the work environment.
- E 3. (ASIIN 1.3, 2.3) It is recommended that more classes be taught in English to increase the students' language competencies.
- E 4. (ASIIN 2.3) It is recommended to introduce the students to more modern software.

### **For the Bachelor's degree programme**

- E 5. (ASIIN 1.3, 2.1) It is recommended to eliminate the trajectories so students are prepared to work in different fields of hotel and restaurant business.

## **G Comment of the Technical Committee – Industrial Engineering (12.11.2019)**

*Assessment and analysis for the award of the ASIIN seal:*

The members of the Technical Committee assess the accreditation procedure of the three degree programmes. They discuss recommendation 3, which focuses on proving more courses taught in English. During the audit, the peers noticed that a lack of English language competencies of the teaching staff prevents them from teaching more classes in English. Yet, the peers believe that instead of recommending to better the English-language capabilities of the teaching staff, ATU could also invite foreign teachers or representatives of the industry. As such, the Technical Committee agrees with all requirements and recommendations of the peers.

The TC 06 –Industrial Engineering recommends the award of the seals as follows:

<b>Degree Programme</b>	<b>ASIIN seal</b>	<b>Subject-specific labels</b>	<b>Maximum duration of accreditation</b>
Ba Restaurant Business and Hotel Business	With requirements for one year	/	30.09.2025
Ma Restaurant Business and Hotel Business (1-year)	With requirements for one year	/	30.09.2025
Ma Restaurant Business and Hotel Business (2-year)	With requirements for one year	/	30.09.2025

## H Decision of the Accreditation Commission (06.12.2019)

*Assessment and analysis for the award of the subject-specific ASIIN seal:*

The ASIIN Accreditation Commission for Degree Programmes discusses this accreditation procedure and follows the suggestions of the peers and the Technical Committee.

The Accreditation Commission for Degree Programmes decides to award the following seals:

<b>Degree Programme</b>	<b>ASIIN seal</b>	<b>Subject-specific labels</b>	<b>Maximum duration of accreditation</b>
Ba Restaurant Business and Hotel Business	With requirements for one year	/	30.09.2025
Ma Restaurant Business and Hotel Business (1-year)	With requirements for one year	/	30.09.2025
Ma Restaurant Business and Hotel Business (2-year)	With requirements for one year	/	30.09.2025

### Requirements

#### For all degree programmes

- A 1. (ASIIN 1.1) Make the qualification objectives accessible for all relevant stakeholders and ensure that the stakeholders can refer to them.
- A 2. (ASIIN 1.1) Define precise profiles of possible professions, which are communicated to the students and reflected in the qualification objectives.
- A 3. (ASIIN 1.3, 2.1) The curriculum must clearly designate the different trajectories and elective modules.
- A 4. (ASIIN 5.1) Rewrite the module descriptions so as to include information about the content, qualification objectives, teaching formats, admission requirements, usability, conditions for the award of credits, ECTS credits and grades, frequency of offer, workload and duration of each module.



- A 5. (ASIIN 5.2) Ensure that the diploma supplement contains detailed information regarding information about the grading system, the grading distribution table as well as the overall classification of the qualification in the original language.

### **Recommendations**

#### **For all degree programmes**

- E 1. (ASIIN 1.3) It is recommended to redesign the study programmes so that students have more opportunities to acquire managerial and entrepreneurial skills.
- E 2. (ASIIN 1.3) It is recommended to extend the mandatory internships so students have sufficient time in experiencing the work environment.
- E 3. (ASIIN 1.3, 2.3) It is recommended that more classes be taught in English to increase the students' language competencies.
- E 4. (ASIIN 2.3) It is recommended to introduce the students to more modern software.

#### **For the Bachelor's degree programme**

- E 5. (ASIIN 1.3, 2.1) It is recommended to eliminate the trajectories so students are prepared to work in different fields of hotel and restaurant business.

## I Fulfilment of Requirements (03.12.2020)

### Analysis of the peers and the Technical Committee/s (13.03.2020)

#### Requirements

##### For all degree programmes

- A 1. (ASIIN 1.1) Make the qualification objectives accessible for all relevant stakeholders and ensure that the stakeholders can refer to them.

Initial Treatment	
Peers	Fulfilled Justification: The university has provided qualification objectives on their website for all three study programmes in Kazakh, Russian and English.
TC 06	fulfilled Justification: The Technical Committee follows the assessment of the peers.

- A 2. (ASIIN 1.1) Define precise profiles of possible professions, which are communicated to the students and reflected in the qualification objectives.

Initial Treatment	
Peers	Fulfilled Justification: The university has published a list that showcases the employment of recent graduates. This also serves to inform (potential) students about the possible professions the respective degree qualifies them for. In addition, the fields of employment are also mentioned in the qualification objectives published on the university's website.
TC 06	fulfilled Justification: The Technical Committee follows the assessment of the peers.

- A 3. (ASIIN 1.3, 2.1) The curriculum must clearly designate the different trajectories and elective modules.

Initial Treatment	
Peers	Not fulfilled

	Justification: While the university provides updated curricula for all study programmes, these do not clearly designate the different trajectories or elective modules.
TC 06	Not fulfilled Justification: The Technical Committee follows the assessment of the peers.

- A 4. (ASIIN 5.1) Rewrite the module descriptions so as to include information about the content, qualification objectives, teaching formats, admission requirements, usability, conditions for the award of credits, ECTS credits and grades, frequency of offer, workload and duration of each module.

Initial Treatment	
Peers	Not fulfilled Justification: The format of the presented module handbook does include some additional information, such as the workload. However, most information asked for are still missing, such as mode of learning, language, duration of module and semester.
TC 06	Not fulfilled Justification: The Technical Committee follows the assessment of the peers.

- A 5. (ASIIN 5.2) Ensure that the diploma supplement contains detailed information regarding information about the grading system, the grading distribution table as well as the overall classification of the qualification in the original language.

Initial Treatment	
Peers	Fulfilled Justification. The university has provided diploma supplements that provide the necessary information.
TC 06	fulfilled Justification: The Technical Committee follows the assessment of the peers.

## Decision of the Accreditation Commission (03.12.2020)

Degree programme	ASIIN-label	Subject-specific label	Accreditation until max.
Ba Restaurant Business and Hotel Business	Requirement 3,4 not fulfilled	/	6 months prolongation
Ma Restaurant Business and Hotel Business (1-year)	Requirement 3,4 not fulfilled	/	6 months prolongation
Ma Restaurant Business and Hotel Business (2-year)	Requirement 3,4 not fulfilled	/	6 months prolongation

### Requirements

#### For all degree programmes

- A 1. (ASIIN 1.3, 2.1) The curriculum must clearly designate the different trajectories and elective modules.
- A 2. (ASIIN 5.1) Rewrite the module descriptions so as to include information about the content, qualification objectives, teaching formats, admission requirements, usability, conditions for the award of credits, ECTS credits and grades, frequency of offer, workload and duration of each module.

### Recommendations

#### For all degree programmes

- E 1. (ASIIN 1.3) It is recommended to redesign the study programmes so that students have more opportunities to acquire managerial and entrepreneurial skills.
- E 2. (ASIIN 1.3) It is recommended to extend the mandatory internships so students have sufficient time in experiencing the work environment.
- E 3. (ASIIN 1.3, 2.3) It is recommended that more classes be taught in English to increase the students' language competencies.
- E 4. (ASIIN 2.3) It is recommended to introduce the students to more modern software.

#### For the Bachelor's degree programme

- E 5. (ASIIN 1.3, 2.1) It is recommended to eliminate the trajectories so students are prepared to work in different fields of hotel and restaurant business.

## Appendix: Programme Learning Outcomes and Curricula

According to Self-Assessment Report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Restaurant Business and Hotel Business:

<b>The purpose of the EP Ba"Restaurant Business and Hotel Business"</b> is the preparation of specialists who are competitive and in demand in the global scientific and educational space, based on moral, aesthetic, professional and scientific values. Future specialists in order to ensure the competitive development of the hotel and restaurant business should have a set of knowledge and competencies offered by this educational program.	
<b>Competence codes</b>	Competency statement
<b>General cultural competencies GCC</b>	
<b>GCC1</b>	to have a basic knowledge in the field of natural science, social, humanitarian, economic disciplines, contributing to the formation of a highly educated personality with a broad outlook and culture of thinking;
<b>GCC2</b>	knowledge of basic and general education disciplines and application of the acquired complex of knowledge and intellectual level of development in various types of professional and social activities. Possession of educational and social communication.
<b>GCC3</b>	culture of thinking, knowledge of the general laws of nature and society, the ability in written and oral speech to logically form the results of their work and research.
<b>GCC 4</b>	knowledge of the state language, mastery of a competent and well-developed speech and record keeping in the state language
<b>GCC 5</b>	knowledge of a foreign language and application in the educational, scientific, professional and socio-cultural sphere of communication
<b>GCC 6</b>	possession of the main methods, methods and means of obtaining, storing, processing information. Skills of using Internet resources, software and work in computer networks
<b>GCC 7</b>	to know the basic definitions, theorems, rules, skills of mathematical calculations, the ability to use formulas and describe the processes of economics with the help of mathematics.
<b>GCC 8</b>	ability to understand the results of experimental verification of scientific theories
<b>General professional competence of the EP</b>	
<b>GPC 1</b>	possession of the basic laws of economic development affecting the technical and economic efficiency of production
<b>GPC 2</b>	the ability to independently find and use various sources of information on the project of the tourist product
<b>GPC 3</b>	the ability to control the moral climate in the team, maintain the necessary level of labor and executive discipline
<b>GPC 4</b>	the ability to implement a tourist product using information and communication technologies.
<b>GPC 5</b>	readiness to develop a tourist product based on modern technologies
<b>GPC 6</b>	readiness to implement projects in the tourism industry

<b>GPC 7</b>	to be able to apply the theoretical foundations of the design of functional processes of hotels and hotels based on the use of modern technologies and design methods
<b>GPC 8</b>	to be able to assess the real situation of the hotel and restaurant business in market conditions and the prospects for its operation. Business communication with future partners and potential customers, incl. promotion through exhibitions and presentations of services for work in this field in the future.
<b>GPC 9</b>	the acquisition of knowledge of theoretical and practical aspects of quality management of hotel services. To be able to apply the obtained theoretical knowledge of the quality management of hotel and restaurant services. Mastering the practical skills of quality management of hotel and restaurant services.
<b>GPC 12</b>	analyze the organization, condition and management of service activities
<b>Professional competencies</b>	
<b>PC1</b>	organize and carry out projects in the hotel and restaurant activities; be able to develop business projects, marketing plans, justify their effectiveness based on economic calculations;
<b>PC2</b>	possession of the skills of determining and analyzing the costs of a hotel and restaurant enterprise; willingness to analyze the performance of functional units of hotels and restaurants, the level of customer service, to draw appropriate conclusions;
<b>PC 3</b>	ability to control the implementation of technological processes and job descriptions in the hotel and restaurant activities;
<b>PC 4</b>	determination of plan tasks and technical and economic norms, resources
<b>PC 5</b>	the ability to organize the work of performers; the ability to assess the effectiveness of production and technological activities of hotels and restaurants
<b>PC 6</b>	ability to demonstrate knowledge of the basics and history of the discipline
<b>PC 7</b>	the ability to logically and consistently present the mastered knowledge
<b>PC 8</b>	the ability to perceive (contextualize) new information and give its interpretation
<b>PC 9</b>	ability to demonstrate an understanding of the general structure of the discipline and communication between the disciplines
<b>PC 10</b>	ability to understand and use the methods of critical analysis and development of theories
<b>PC 11</b>	promote the proper use of methods and techniques of discipline; ability to assess the quality of research in a given subject areas
<b>PC 12</b>	Able to cooperate with colleagues and work in a team

The following **curriculum** is presented:

**MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF KAZAKH-  
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ALMATY TECHNOLOGICAL UNIVERSITY**


 «AGREED»  
**Chairman of the Board of Trustees**  
 M.D. Sabralieva  
 2018


 «APPROVED»  
**Rector ATU**  
 T.K. Kulazhanov  
 2018

**WORK CURRICULUM**  
**for students of specialty “5B091200 – Restaurant Business and Hotel Business”**  
**Educational trajectory “Restaurant Business and Hotel Business**  
**in the field of Small and Medium Business”**

Modules	Cycles (compulsory or elective)	Names of disciplines	Aca- demic hours	ECTS	Weekly classroom hours				
					Lecture	Practical	Laboratory	SRSP	SRS
<b>1 semester</b>									
SIK 1101	GED (CC)	Modern history of Kazakhstan	150	5	2	1		1,5	5,5
IYa1103	GED (CC)	Foreign language	150	5		3		1,5	5,5
K(R)Ya 1104	GED (CC)	Kazakh (Russian) language	150	5		3		1,5	5,5
Mat 1203	BD (CC)	Math	90	3	1	1		1	3
OET 1206	GED (EC)	Basic of economical theory Ecology and sustainable de- velopment	210	7	2	3		2	7
EUR 1102									
OP 1102	GED (EC)	Basic of law	150	5	1	2		1,5	5,5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>6</b>	<b>13</b>		<b>9</b>	<b>32</b>
<b>2 semester</b>									
IYa1103	GED (CC)	Foreign language	150	5		3		1,5	5,5
K(R)Ya1104	GED (CC)	Kazakh (Russian) language	150	5		3		1,5	5,5
IKT 1105	GED (CC)	Information and communication technology	150	5	1	1	1	1,5	5,5
OIG 1204	BD (CC)	The Basics of the Hospitality Industry	90	3	1	1		1	3
RGH1201	BD (EC)	Hospitality industry	90	3	1	1		1	3

BZh1103 SPDOK 1215	GED (EC)	Safety and labor protection Socio-political and spiritual foundations of corruption	180	6	2	2		2	6
UP	ATT (CC)	Educational practice	90	3				1	5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>9,5</b>	<b>33,5</b>
<b>3 semester</b>									
PK(R)Ya 2201	BD (CC)	Professional Kazakh (Russian) language	90	3		2		1	3
Fil 2102	GED (CC)	Philosophy	150	5	2	1		1,5	5,5
EPG 2208	BD (CC)	Economics of Hospitality Enterprises	150	5	2	1		1,5	5,5
OMBSG 2212	BD (EC)	Organization of a small busi- ness in the field of hospitality	180	6	2	2		2	6
SBRRDGB 2202	BD (EC)	Booking system and reserva- tion in hospitality	180	6	2	2		2	6
PBE 2204	BD (EC)	Food safety and quality exper- tise in the food industry	150	5	1	2		1,5	5,5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>9</b>	<b>10</b>		<b>9,5</b>	<b>31,5</b>
<b>4 semester</b>									
PolYa 2202	BD (CC)	Professionally-indicative foreign language	150	5		3		1,5	5,5
OPDRGB 2206	BD (CC)	The Basics of Entrepreneur- ship in the Restaurant and Ho- tel Business	150	5	2	1		1,5	5,5
KEKDO 2203 ORAHS 2218	PD (EC)	Corporate culture and ethics of business communication Communications in the hospi- tality industry	210	7	2	3		2	7
TORG 2207	BD (CC)	Service technology in restau- rants and hotels	90	3	1	1		1	3
SRGO 2211	PD (EC)	Restaurant and hotel service standards	210	7	3	2		2	7
PP	ATT (CC)	Manufacturing Practice	90	3				1	5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>7</b>	<b>10</b>		<b>9</b>	<b>34</b>
<b>5 semester</b>									
Eti 2213 IMKG3207	BD (EC)	Ethits  History of world culture of hospitality	210	7	3	2		2	7
TOLRDGB3208	BD (EC)	Transport service and logistics in RBHB	180	6	2	2		2	6
TOR3206	BD (EC)	Processing equipment in restaurants	180	6	2	2		2	6
KNNM 3307	PD (EC)	Kitchens and drinks of the peoples of the world	90	3	1	1		1	3



RGM 3301	PD (CC)	Restaurant and hotel marketing	90	3	1	1		1	3
IB 3214	BD (EC)	Islamic banking	150	5	1	2		1,5	5,5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>9</b>	<b>10</b>		<b>9,5</b>	<b>31,5</b>
<b>6 semester</b>									
BUARGB3205	BD (CC)	Accounting and auditing in the restaurant and hotel business	150	5	2	1		1,5	5,5
MGR 3302	PD (CC)	Hotel and Restaurant Management	150	5	1	2		1,5	5,5
OADSU3301	PD (EC)	Organization of animation activity in the service sector	210	7	3	2		2	7
OPPPDGB 3302 DERDGB3308	PD (EC)	Basics of enterprise design in the RBHB Business etiquette of the RBHB	150	5	1	2		1,5	5,5
NPBRDGB 3209	BD (EC)	Regulatory and legal framework in the restaurant and hospitality industry	150	5	1	2		1,5	5,5
PP	ATT (CC)	Manufacturing practice	90	3				1	5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>9</b>	<b>8</b>		<b>9</b>	<b>34</b>
<b>7 semester</b>									
UPSU 3205	BD (CC)	Service Personnel Management	180	6	2	2		2	6
ONISU4303	PD (EC)	Organization of scientific research in the service industry	180	6	2	2		2	6
UDRDGB 4304	PD (EC)	Management of income in the RBHB	120	4	1	1		1	4
OPDPGRB 4210	BD (EC)	Organization and planning of the hotel and restaurant business	90	3	1	1		1	3
UPRDGB4305	BD (EC)	Project Management in the RBHB	150	5	2	1		1,5	5,5
KRGS 4306	BD (EC)	Culture of restaurant and hotel service	180	6	2	2		2	6
<b>Total</b>			<b>900</b>	<b>30</b>	<b>11</b>	<b>9</b>		<b>9,5</b>	<b>30,5</b>
<b>8 semester</b>									
<b>PdP</b>	ATT (CC)	Predegree practice	270	9				1	17
<b>WPT</b>	ATT (CC)	Graduation Qualification Bachelor	630	21				4	38
<b>Total</b>			<b>900</b>	<b>30</b>				<b>5</b>	<b>55</b>
<b>Total:</b>			<b>7200</b>	<b>240</b>	<b>56</b>	<b>71</b>	<b>1</b>	<b>70</b>	<b>282</b>

*GED (CC) – General education discipline (compulsory component)*

*GED (EC) – General education discipline (elective component)*

*BD (CC) – Basic discipline (compulsory component)*

*BD (EC) – Basic discipline (elective component)*

*PD (CC) – Profile discipline (compulsory component)*

*PD (EC) – Profile discipline (elective component)*

*ATT (CC) – Additional type of training (compulsory component)*

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2018



Rector ATU  
T.K. Kulazhanov  
2018

**WORK CURRICULUM**  
for students of specialty “5B091200 – Restaurant Business and Hotel Business”  
Educational trajectory “Restaurant Business and Hotel Business  
in the field of Large Business”

Modules	Cycles (compulsory or elective)	Names of disciplines	Aca- demic hours	ECTS	Weekly classroom hours				
					Lecture	Practical	Laboratory	SRSP	SRS
<b>1 семестр</b>									
SIK 1101	GED (CC)	Modern history of Kazakhstan	150	5	2	1		1,5	5,5
IYa1103	GED (CC)	Foreign language	150	5		3		1,5	5,5
K(R)Ya1104	GED (CC)	Kazakh (Russian) language	150	5		3		1,5	5,5
Mat 1203	BD (CC)	Math	90	3	1	1		1	3
OET 1206	GED (EC)	Basic of economical theory	210	7	2	3		2	7
EUR 1102		Ecology and sustainable de- velopment							
OP 1102	GED (EC)	Basic of law	150	5	1	2		1,5	5,5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>6</b>	<b>13</b>		<b>9</b>	<b>32</b>
<b>2 semester</b>									
IYa1103	GED (CC)	Foreign language	150	5		3		1,5	5,5
K(R)Ya1104	GED (CC)	Kazakh (Russian) language	150	5		3		1,5	5,5
IKT 1105	GED (CC)	Information and communication technology	150	5	1	1	1	1,5	5,5
OIG 1204	BD (EC)	The Basics of the Hospitality Industry	90	3	1	1		1	3
VGRD 1201	BD (EC)	Introduction to hotel and res- taurant business	90	3	1	1		1	3

OBZh1103 OAK 1215	GED (EC)	Basics of life safety Fundamentals of anti-corruption cultures	180	6	2	2		2	6
UP	ATT (CC)	Educational practice	90	3				1	5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>9,5</b>	<b>33,5</b>
<b>3 semester</b>									
PK(R)Ya2201	BD (CC)	Professional Kazakh (Russian) language	90	3		2		1	3
Fil 2102	GED (CC)	Philosophy	150	5	2	1		1,5	5,5
EPG 2208	BD (CC)	Economics of Hospitality Enterprises	150	5	2	1		1,5	5,5
OTB 2212	BD (EC)	Basics of tourist business	180	6	2	2		2	6
ITRDGB 2202	BD (EC)	Information technology in RBHB	180	6	2	2		2	6
GPSOG 2204	BD (EC)	Food hygiene, sanitary services in hotels	150	5	1	2		1,5	5,5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>9</b>	<b>10</b>		<b>9,5</b>	<b>31,5</b>
<b>4 semester</b>									
P-olYa 2202	BD (CC)	Professionally-indicative foreign language	150	5		3		1,5	5,5
OPDRGB 2206	BD (CC)	The Basics of Entrepreneurship in the Restaurant and Hotel Business	150	5	2	1		1,5	5,5
UPRG2203 TORG2207	PD (EC)	Personnel management in hotels and restaurants Service technology in restaurants and hotels	150	5	1	2		1,5	5,5
SDSG 2211	BD (CC)	Service activities in the hospitality industry	210	7	3	2		2	7
Isrdgh 2218	PD (EC)	Infrastructure of the restaurant business and hotel industry	150	5	1	2		1,5	5,5
PP	ATT (CC)	Manufacturing Practice	90	3				1	5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>7</b>	<b>10</b>		<b>9</b>	<b>34</b>
<b>5 semester</b>									
REL2213 TOKNM3307	BD (EC)	Religious studies Traditions, customs and culture of the peoples of the world	210	7	3	2		2	7
LS 3208	BD (EC)	Logistics in service	180	6	2	2		2	6
MTSGR 3206	BD (EC)	material and technical supply of hotels and restaurants	180	6	2	2		2	6
MGH 3207	PD (EC)	World hotel industry	90	3	1	1		1	3
RGM 3301	PD (CC)	Restaurant and hotel marketing	90	3	1	1		1	3
OIF3204	BD (EC)	Fundamentals of Islamic	150	5	1	2		1,5	5,5

		Finance								
<b>Total</b>			<b>900</b>	<b>30</b>	<b>9</b>	<b>10</b>			<b>9,531,5</b>	
<b>6 semester</b>										
BUARGB 3205	BD (CC)	Accounting and auditing in the restaurant and hotel business	150	5	2	1			1,5	5,5
MGR 3302	PD (CC)	Hotel and Restaurant Management	150	5	1	2			1,5	5,5
IR 3301	PD (EC)	Entertainment industry	210	7	3	2			2	7
PDRDGB3302	PD (EC)	The interior design in RBHB	150	5	2	1			1,5	5,5
KKRDGB3308		Corporate identity RBHB								
ORAHS 3209	BD (EC)	Organization of work of administrative and economic services	150	5	1	2			1,5	5,5
PP	ATT (CC)	Manufacturing practice	90	3					1	5
<b>Total</b>			<b>900</b>	<b>30</b>	<b>9</b>	<b>8</b>			<b>9</b>	<b>34</b>
<b>7 semester</b>										
NPBRDGB 4210	BD (CC)	Quality management of hotel and restaurant services	180	6	2	2			2	6
MMNIDR 4303	PD (EC)	Methodology and methods of scientific research in diploma work	180	6	2	2			2	6
AHDGRK 4304	PD (EC)	Analysis of economic activity of hotel and restaurant complexes	120	4	1	1			1	4
BPRDGB 4210	BD (EC)	Business planning in RBHB	90	3	1	1			1	3
URRDGBEBSU 4305	BD (EC)	RBHB risk management	150	5	2	1			1,5	5,5
MMKB 4306	BD (EC)	The psychology of customers	180	6	2	2			2	6
<b>Total</b>			<b>900</b>	<b>30</b>	<b>11</b>	<b>9</b>			<b>9,530,5</b>	
<b>8 semester</b>										
PdP	ATT (CC)	Predegree practice	270	9					1	17
WPT	ATT (CC)	Graduation Qualification Bachelor	630	21					4	38
<b>Total</b>			<b>900</b>	<b>30</b>					<b>5</b>	<b>55</b>
<b>Total</b>			<b>7200</b>	<b>240</b>	<b>56</b>	<b>71</b>	<b>1</b>		<b>70</b>	<b>282</b>

*GED (CC) – General education discipline (compulsory component)*

*GED (EC) – General education discipline (elective component)*

*BD (CC) – Basic discipline (compulsory component)*

*BD (EC) – Basic discipline (elective component)*

*PD (CC) – Profile discipline (compulsory component)*

*PD (EC) – Profile discipline (elective component)*

*ATT (CC) – Additional type of training (compulsory component)*



According to Self-Assessment Report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the two Master’s degree programmes Restaurant Business and Hotel Business:

ID	EP objectives	
	Master's program “Restaurant business and hotel business” (scientific and pedagogical), 2 years of study	Master's program “Restaurant Business and Hotel Business” (profile), 1 year of study
General cultural competencies		
GCC1	Applies the knowledge of the foundations of history and philosophy of science, pedagogy and professional education, management psychology, combining them in a new way with elements of innovation for implementation of the tasks of professional pedagogical and research activities	Applies the knowledge of the basics of Management and Psychology, combining them in a new way with elements of innovation for implementation of the professional practice tasks
GCC 2	Able to communicate in verbal and writing forms at an advanced level of knowledge of Kazakh, Russian, foreign language for decision of professional pedagogical and research tasks of interpersonal / intercultural interaction, is motivated for communication in three languages	Able to communicate in verbal and writing forms at an advanced level of knowledge of Kazakh, Russian, foreign language for decision of professional practical tasks of interpersonal / intercultural interaction, is motivated for communication in three languages
General professional competencies		
GPC1	Able to study of new knowledge, skills and abilities which are important for professional pedagogical and research activities in the field of small and medium business or in the field of large business, use it and generate solutions based on them with elements of originality	Able to study of new knowledge, skills and abilities which are important for professional practice in the field of small and medium business or in the field of large business, use them and generate solutions based on them with elements of originality

GPC 2	Creates critically analyzing and transmits informational messages in the professional pedagogical and research field for different target audiences with deep argumentation and presentation of own original ideas	Creates critical analysis and transmits informational messages in the professional practical field for different target audiences with deep argumentation and presentation of own original ideas
GPC4	Applies knowledge of the methodology and experiences of scientific and pedagogical researches in professional activities based on combining them and adding original solutions	Applies knowledge of the methodology and experiences of professional practice based on combining them and adding original solutions
GPC5	Operates with a high degree of independence and originality of knowledge, skills and abilities obtained in the frameworks of professional pedagogical and research activities for development of effective solutions, to uphold one's own position taking into account the views of colleagues, the needs of different stakeholders	Operates with a high degree of independence and originality of knowledge, skills and abilities obtained in the frameworks of professional practical activities for development of effective solutions, to uphold one's own position taking into account the views of colleagues, the needs of different stakeholders
Professional competencies		
PC1	Organizes effective pedagogical and research activities in the field of hospitality, tolerantly perceiving social, ethnic, religious, cultural differences	Organizes the effective work of the staff of an enterprise, organization, institution of service sector, tolerantly perceiving social, ethnic, religious, cultural differences
PC2	Deeply analyzes and evaluates industry information, processes, activities, results in the professional pedagogical and research field with the identification of problems of resource supply, organization, management, development and generates effective solutions	Deeply analyzes and evaluates the problems in professional practical sphere and generates the effective solutions with implementation of own innovative ideas
PC3	Develops and regulates the integrated operational, tactical and strategic plans and other documents in the professional	Develops the documents and regulates the activities in professional practical



	pedagogical and research field based on systemic scientific worldview	sphere with implementation of own innovative ideas based on systematic approach
PC4	Evaluates the own professional pedagogical and research activities and develops the measures for increase its effectiveness with implementation of latest achievements and own innovative ideas	Evaluates the own professional practical activities and quality of services and develops the measures for increase its effectiveness with implementation of newest achievements and own innovative ideas
PC5	Conducts the research with a deep study of the data for decision of problems in the professional pedagogical and research fields and effectively performs the functions of a lecturer in higher educational organizations	Effectively performs the functions of a mid-level manager of an enterprise, organization, service industry institution or individual business with the implementation of the newest achievements and own innovative ideas
PC6	Be able to use the special information communications, research methods, technologies, software, equipment and to create based on then the original methods for solving the problems in professional pedagogical and research fields	Be able to use the special information communications, research methods, technologies, software, equipment and to create based on then the original methods for solving the problems in professional applied fields

The following **curriculum** is presented for the 1-year Master's degree programme

## CURRICULUM

Master 's degree on specialty of  
**6M091200 - Restaurant and Hotel business**

- 1. Education trajectory – Restaurant business and hotel business in the field of large business**
- 2. Education trajectory – Restaurant business and hotel business in the field of small business**

**Degree - Master of Services**  
**Period of education – 1 year**

	Name of module	hours	ECTS	Weekly classroom hours				
				Lecture lessons	Practical lessons	Laboratory	IWMS with teacher	IWMS
<b>1 semester</b>								
<b>Mandatory component</b>								
FL 5201	Foreign language	90	3		2		1	3
Man 5202	Management	60	2	1	1		1	3
Psy 5203	Psychology	90	3	1	1		1	3
OPNISG 5301	Organization and planning of scientific researches in the field of hospitality	60	2	1	1		1	3
<b>Elective component</b>								
EM-1	1. Economics and organization of hotel and restaurant business 2. Technology of forming and promoting hotel products	150	5	2	1		1,5	5,5

	Name of module	hours	ECTS	Weekly classroom hours				
				Lecture lessons	Practical lessons	Laboratory	IWMS with teacher	IWMS
EM-2	1. Innovative methods to stimulate demand in the service sector 2. Modern technologies of business management in the hospitality industry	150	5	2	1		1,5	5,5
EM-3	1. Business planning of business restaurant - hotel service 2. Strategic management and marketing in Restaurant and Hotel Business	150	5	2	1		1,5	5,5
EM-4	1. Fundamentals of tourism, hotel and restaurant complexes 2. Risks and economic safety in the service sector	150	5	1	2		1,5	5,5
<b>Total for 1<sup>st</sup> semester</b>		<b>900</b>	<b>30</b>	<b>10</b>	<b>10</b>		<b>10</b>	<b>34</b>
2 semester								
IP	Internship practice	150	5				1	5
NIR-1	Experimental Research Work of Master student including the master Project	360	12				1	27
CE	Complex examination	390	13				1	25
	Formalization and the Master thesis defense							
<b>Total for 2<sup>nd</sup> semester</b>		<b>900</b>	<b>30</b>				<b>3</b>	<b>57</b>
<b>Total</b>		<b>1800</b>	<b>60</b>	<b>10</b>	<b>10</b>		<b>13</b>	<b>91</b>

The following **curriculum** is presented for the 2-year Master's degree programme

## CURRICULUM

Master 's degree on specialty of  
**6M091200 - Restaurant and Hotel business**

**3. Education trajectory – Restaurant business and hotel business in the field of large business**

**4. Education trajectory – Restaurant business and hotel business in the field of small business**

**Degree – Master of Sciences  
Period of education – 2 years**

	Name of module	hours	ECTS	Weekly classroom hours				
				Lecture lessons	Practical lessons	Laboratory classes	IWMS with teacher	IWMS
<b>1 semester</b>								
<b>Mandatory component</b>								
HPHS 5201	History and philosophy of science	90	3	1	1		1	3
FL 5202	Foreign language	90	3		2		1	3
Ped 5203	Pedagogy	90	3	1	1		1	3
Psy 5204	Psychology	90	3	1	1		1	3
OPNISG 5301	Organization and planning of re-search in the field of hospitality	90	3	1	1		1	3
<b>Elective component</b>								
EM-1	1. Planning and forecasting in the service sector 2. Methods of teaching specialty subjects	180	6	2	2		2	6

	Name of module	hours	ECTS	Weekly classroom hours				
				Lecture lessons	Practical lessons	Laboratory classes	IWMS with teacher	IWMS
NIR-1	Scientific Research Work of Master student including the master dissertation (with continuous theoretical training)	270	9				1	17
<b>Total for 1<sup>st</sup> semester</b>		<b>900</b>	<b>30</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>8</b>	<b>38</b>
<b>2 semester</b>								
<b>Elective component</b>								
EM-2	1. Marketing research hospitality industry 2. Technologies of formation and promote the hotel product	180	6	2	2		2	6
EM-3	1. Methods of promotion and sale of hotel services 2. Logistics management of integrated business structures	180	6	2	2		2	6
EM-4	1. Managing restaurants and hotels 2. Theory and practice of training in the hospitality industry	180	6	2	2		2	6
EM-5	1. Organization of production and service companies in the hospitality industry 2. Revenue Management in the Hospitality Industry	180	6	2	2		2	6
NIR-2	Scientific Research Work of Master student including the master dissertation (with continuous theoretical training)	180	6				1	11
<b>Total for 2<sup>nd</sup> semester</b>		<b>900</b>	<b>30</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>9</b>	<b>35</b>
<b>3 semester</b>								
<b>Elective component</b>								
EM-6	1. Innovative methods to stimulate demand in the service sector	180	6	2	2		2	6

	Name of module	hours	ECTS	Weekly classroom hours				
				Lecture lessons	Practical lessons	Laboratory classes	IWMS with teacher	IWMS
	2.Modern technologies of business management in the hospitality industry							
EM-7	1. Business planning of business restaurant - hotel service 2. Strategic management and marketing in Restaurant and Hotel Business	180	6	2	2		2	6
EM-8	1. Fundamentals of tourism, hotel and restaurant complexes 2. Risks and economic safety in the service sector	180	6	2	2		2	6
PP	Pedagogical practice	90	3				1	5
NIR-3	Scientific Research Work of Master student including the master dissertation (with continuous theoretical training)	270	9				1	17
	<b>Total for 3<sup>rd</sup> semester</b>	<b>900</b>	<b>30</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>8</b>	<b>40</b>
	<b>4 semester</b>							
RP	Research practice	360	12				1	15
NIR-4	Scientific Research Work of Master student including the master dissertation	90	3				1	21
CE	Complex examination	450	15				1	21
	Formalization and the Master thesis defense							
	<b>Total for 4<sup>th</sup> semester</b>	<b>900</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>57</b>
	<b>Total</b>	<b>3600</b>	<b>120</b>	<b>20</b>	<b>22</b>	<b>0</b>	<b>28</b>	<b>170</b>