

Decision of the FIBAA Accreditation and Certification Committee



3rd Meeting on September 3, 2021

PROGRAMME ACCREDITATION

Project Number:	20/055, Cluster 4
Higher Education Institution:	M. Narikbayev KAZGUU University, Higher School of Economics
Location	Nur-Sultan, Kazakhstan
Study Programme:	1. Economics, Master of Science (MSc) 2. Business and Management, Master of Arts (MA)
Type of Accreditation	concept accreditation

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

According to § 7 (6) in conjunction with § 9 (1) and § 9 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programmes are accredited.

Period of Accreditation: September 3, 2021 until September 2, 2026

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

M. Narikbayev KAZGUU University, Higher School of Economics

Master programmes:

1. Economics
2. Business and Management

Qualification awarded on completion:

1. Master of Science in Economics
2. Master of Arts in Business and Management

General Information on the Study Programmes

Brief description of the study programmes:

Master of Science (MSc) in Economics (ME)

The programme seeks to equip its graduates with the advanced analytical tools and research methods to diagnose, evaluate and solve problems in economics and develop relevant recommendations. It aims to ensure comprehensive preparation for further study at the PhD level. After successful completion, they are assumed to find employment at public and private research institutions, institutes for development, consulting or in the industry as an economist-analyst.

Master of Arts (MA) in Business and Management (MBM)

The Master's Programme in Business and Management provides students with the skills and knowledge necessary to contribute in the strategic development of organisations. The programme prepares students for broad range of occupations within general management field. The programme is suitable for young professionals who want to upgrade their knowledge and skills.

Type of study programme:

Master programmes

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

ME: 2 years, 120 ECTS credits

MBM: 1 year, 60 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

No limitation as of August 2021

Programme cycle starts in:

Fall semester

Initial start of the programmes:

Both programmes: September 2021

Type of accreditation:

concept accreditation

Accreditation in one cluster (cluster 4) with:

BA in International Relations

PhD in Economics

Procedure

A contract for the initial accreditation of the Master of Science in Economics and Master of Arts in Business and Management was made between FIBAA and the M. Narikbayev KAZGUU University (Nur-Sultan, Kazakhstan) on 2nd of December, 2020. On 19th of April, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Stefan Fröhlich

University of Erlangen-Nuernberg, Germany
Professor of International Politics

(International Politics, International Relations, Transatlantic Relations, German Foreign Policy, International Organizations, International Political Economy)

Prof. Dr. Petra Jordanov

Hochschule Stralsund, University of Applied Sciences, Germany
Professor of Business Administration and Economics

(Business Administration, especially Financial Management and Human Resource Management, Economics and International Economics)

Ilja Kogan

Wayfair GmbH, Berlin, Germany
Senior Produkt Manager

(Global Operations, eCommerce, Information Technology, Project Management, Business Administration, Economics)

Dr. Maigul Nugmanova

Narxoz University, Almaty, Kazakhstan
Director of Gender Economics Research Center
(Economic Theory, Gender Economics)

Assoc. Prof. Dr. Assel Nurgazina

Al-Farabi Kazakh National University, Almaty, Kazakhstan

Associate professor Higher School of Economics and Business

(Economics, Finance, International Economic Relations, Corporate Finance, Monetary policy)

Esther Tabea Schmidt

Hochschule für Technik und Wirtschaft des Saarlandes, University of Applied Sciences, Germany
Student Management and Leadership (M.A.)

(completed: Business Administration (B.A.))

FIBAA project manager:

Viktoria Tischanski

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on June 24th

¹ The names are presented in alphabetical order.

– June 25th, 2021 via the video conferencing tool Zoom. At the end of the online conference, the panel gave a short feedback on its impressions to representatives of the University.

The assessment report based on this was delivered to the HEI for comment on August 8, 2021. The statement on the report was given up on August 13, 2021. It has been taken into account in the report at hand.

Summary

The Master programmes Master of Science in Economics and Master of Arts in Business and Management offered by M. Narikbayev KAZGUU University, Higher School of Economics fulfil the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 3, 2021 and finishing on September 2, 2026, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The quality requirement that has not been fulfilled – Internationality of the student body (3.4.2) is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem is to be considered during the re-accreditation.

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

- including ethical aspects not only in a special course, but also when interpreting data and statistics (see chapter 3.1);
- attracting more lecturers with a PhD degree (see chapter 4.1).

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

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

- Counselling for prospective students (see Chapter 2),
- Foreign language contents (see Chapter 3.4),
- Student support by faculty (see Chapter 4.1),
- Practical business experience of faculty (for MA in Business Management only; see Chapter 4.1),
- Process organisation and administration support for students and faculty (see Chapter 4.2),
- Career counselling and placement services (see Chapter 4.5),
- Alumni activities (see Chapter 4.5),
- Quality assurance and quality development with respect to contents, processes and outcomes (see Chapter 5),
- Programme description (see Chapter 5),
- Information on activities during the academic year (see Chapter 5).

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

Information

Information on the Institution

The Joint-Stock Company “M. Narikbayev KAZGUU University” (hereinafter interchangeably referred to as KAZGUU or the University) is a higher education institution established on the strategic initiative of the First President of the Republic of Kazakhstan N.A. Nazarbayev on March 14, 1994. The University performs its activities in accordance with the Constitution of the Republic of Kazakhstan, the Laws "On Education", "On Science" and other laws and regulations governing the educational, scientific and labour activities, the Standard Rules of higher and postgraduate education and other normative documents of the Ministry of Education and Science of the Republic of Kazakhstan (MES), as well as the Charter of the University². The University is a member of the Kazakhstani Association of Higher Education Institutions³ and the Eurasian Association of Universities⁴. In 2011, the University signed the Magna Charta of the European Universities in Bologna⁵.

The University conventionally occupies the top positions at the Ranking of Higher Education Academic Programmes conducted by the National Chamber of Entrepreneurs of the Republic of Kazakhstan “Atameken”⁶ that accounts for the recent university graduates’ career perspectives (entry salaries, employment rate, and job search duration), and the rating based on the industry representatives’ assessments.

In 2018, with a mission to promote the quality of the country’s higher education through the academic integrity principles, KAZGUU initiated the Association of HEIs “Academic Integrity League”⁷. A year after, the University commenced the Adal Bilim project office aimed at detection and prevention of corruption crimes in education supported by the Ministry of Education and Science of the Republic of Kazakhstan (MES) and other government bodies.

Currently, the University’s community comprises around 500 academic and administrative staff and more than 3,000 students. The University includes four faculties called Schools: KAZGUU Law School (KLS), Higher School of Economics (HSE), School of Liberal Arts (SLA) and Business School (BS). In total, KAZGUU offers 66 study programmes (25 Bachelor, 37 Master, four PhD programmes).

Higher School of Economics founded in 2004 offers programmes in Economics, Finance, Accounting, Business and Management, International Relations. Starting from 2017 onwards, the HSE fully switched to English as a language of instruction. Higher School of Economics will offer the revised MSc programme in Economics, which was originally founded in 2005 (see chapter 1.1.), as well as the Master of Arts in Business and Management starting from Fall 2021.

² approved by Protocol No. 9 of the extraordinary General Meeting of Shareholders of «M. Narikbayev KAZGUU University» JSC dated March 06, 2019

³ <http://edurk.kz/>

⁴ <http://www.eau-msu.ru/eng/>

⁵ <http://www.magna-charta.org/magna-charta-universitatum/signatory-universities>

⁶ <https://atameken.kz/ru/>

⁷ <https://adaldyq.kz>

KAZGUU Law School is the oldest faculty founded in 1994. It currently offers degree programmes in Law, International Law, and Law Enforcement.

School of Liberal Arts transformed from the School of General Education in 2019 to a degree-awarding school. It currently runs undergraduate programmes in Applied Linguistics, Translation Studies, Tourism, Hospitality, Kazakh-English Languages and Linguistics.

KAZGUU Business School was founded in 2009 and provides educational programmes in Master of Business Administration and Doctor of Business Administration. Every year it enrolls students from diverse professional backgrounds: private entrepreneurs, top managers of the national companies, bank employees, heads of railway enterprises, financiers, and engineers.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

MSc in Economics

Although the Master's programme in Economics exists within the HSE structure from 2005, it was never considered as the University or School priority. There was a number of reasons for this:

1. a lack of demand from applicants heavily dependent on limited state funding opportunities
2. Economics was never considered among the priority fields for government funding via the scholarship scheme
3. a lack of demand from industry for Masters in Economics
4. all the above listed have not allowed investing sufficient resources to a programme.

Starting from 2020 KAZGUU has changed its strategy toward a research developing agenda. At the HSE, three full PhDs and one PhD Candidate in Economics with degrees from the recognised western universities were hired. Additionally, the permission to run the PhD in Economics programme from the Ministry of Education and Science was received. The programme will be commenced in Autumn 2021. Therefore, at the moment the faculty is much better endowed with the relevant academic resources.

Therefore, from 2021 enrolment onwards, the HSE has decided to restructure its Master programme in Economics. The renewed and refined programme is expected to ensure comprehensive preparation for further study at the PhD level or an immediate successful career in the industry as an economist-analyst.⁸ The revised programme seeks to equip its graduates with the advanced analytical tools and research methods.

In November 2020, the HSE Business Council meeting took place⁹. All participants have mentioned that the country experiences a lack of professional researcher-economists with strong analytical and quantitative skills. This statement was additionally recently confirmed by the other HSE external partners, such as the newly established collaborator, the Centre for Labour Force Development under the Ministry of Labour and Social Protection and others. Thus, the current HSE agenda towards research-intensive graduate-level programmes seems to be consistent with the industry expectations.

The learning objectives of the programme are as follows:

The graduate of the programme shall:

⁸ Since it requires significant financial investment (due to the expected limited number of Master students and public funding opportunities, at least at the beginning), the decision to terminate enrolment for the undergraduate level was taken simultaneously. This will allow concentrating at the graduate level and research for the programmes in Economics. Along with that, at the HSE undergraduate level, the minor 'Economics' would become available for all undergraduate students. The minor will cover a minimum set of core competencies allowing to succeed at the further graduate-level studies.

⁹ Among the others, the meeting was attended by the Advisor to the Chairman of the National Bank of the Republic of Kazakhstan which office has recently moved from Almaty to Nur-Sultan, Advisor to the Chairman of the Government Agency for Strategic Planning and Reforms, the representative of the Centre for Strategic Research and Analysis under the Administration of the President of the Republic of Kazakhstan, the Chairman of the Board of one of the largest commercial bank, and the head of Applied Economics Research Centre – non-government research institution.

- Apply theoretical knowledge and analytical skills to diagnose, evaluate and solve problem in economics and develop relevant recommendations;
- Demonstrate solid knowledge and practical skills of estimating and interpreting econometric models;
- Demonstrate data management and coding skills sufficient to perform econometric estimations with real data with the statistical packages;
- Be committed to high standards of research ethics and academic integrity;
- Independently conduct applied research of appropriate novelty and quality;
- Find and deliver insights based on research to relevant stakeholders;
- Articulate professional judgments based on existing and original information;
- Demonstrate leadership, professional ethics and effective teamwork;
- Demonstrate proficient command of English, both writing and speaking, and presentation skills.

MA in Business and Management

Higher School of Economics offered a range of Master's programmes in Business Management areas such as Marketing, Human Resources Management, and Leadership and Corporate Governance. However, due to the nature of the programme aimed on developing a set of specific skills in certain areas of business, the demand for the programmes was rather low. However, there is a demand for a postgraduate management degree that provides a wide set of skills and competencies. There is a demand from young professionals who experience lack of knowledge related to strategy formulation and decision-making. However, they are not experienced enough to apply to MBA and EMBA programmes, and may be limited in terms of financial resources due to their young age. The Master's Programme in Business and Management provides students with the skills and knowledge necessary to contribute in the strategic development of organisations. The programme prepares students for broad range of occupations within general management field. The programme is suitable for young professionals who want to upgrade their knowledge and skills.

The learning objectives of the programme are as follows:

The graduate of the programme shall:

- Manage processes and structures in the organisation through an understanding of economic and financial processes, HR management methods, marketing and management theories and concepts;
- Ensure inclusion, diversity and equality practices within organisation;
- Assess organisational culture for decision-making and risk mitigation;
- Manage resources effectively for decision-making;
- Articulate professional judgments based on existing and original information;
- Evaluate both local and global environment, current trends and challenges;
- Independently conduct applied research of appropriate quality;
- Find and deliver insights based on research to relevant stakeholders;
- Be committed to high standards of research ethics and academic integrity;
- Demonstrate leadership, professional ethics and effective teamwork;
- Demonstrate proficient command of English, both writing and speaking, and presentational skills.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality.

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

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

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

Admitting the crucial importance of the international content in preparing students for the future international and local job market or further training, from 2016, the HSE fully switched to English as the only language of instruction. Currently, 51 out of 54 HSE instructors have graduated from the recognised foreign universities or Kazakh universities fully teaching in English (Nazarbayev University, KIMEP University). Among them, 25 instructors are the Bolashak International Scholarship holders¹⁰, 13 instructors are the various international professional certifications holders. The highly internationalised faculty ensures the internationality of the content of the learning process.

Higher School of Economics considers internationalisation as one of the important parts of its strategy. Programmes are designed in a way to make students competitive both on the local and global markets. Therefore, content of the programme covers aspects of tools and frameworks relevant within international context. For example, the key subjects covered by both Master programmes are grounded on recognised textbooks used worldwide. Additionally, the “Global Leadership and Organizational Development” course brings in both international context and interdisciplinary approach.

Appraisal:

International orientation of the programmes is maintained and strengthened by fully English-language education, strong international partnership network of HSE and KAZGUU University¹¹ which offers students and faculty members experience abroad. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates’ employability.

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

¹⁰ <https://bolashak.gov.kz/en>

¹¹ See also chapter 3.4. and Annex 2 of this report

1.3 Positioning of the study programme

MSc in Economics

There are around 130 Master’s programmes in Economics currently run in Kazakhstan. They widely vary in terms of content, length of study, language instruction, teaching faculty, research capacity and internationalisation policies.¹²

The table below provides some data on the most relevant competing programmes either located in Nur-Sultan or similar for listed criteria. There are only three alternative programmes fully taught in English in Kazakhstan.

University Name	Location	Name of the programme	Credit workload of the programme	Language of instruction	Tuition fee	Accreditations	State Scholarships
Eurasian National University	Nur-Sultan	Economics	60 and 120 ECTS	Russian/Kazakh/English	28 400 KZT per credit	IAAR, IQAA, FIBAA, ACOUN	Accepted
Nazarbayev University	Nur-Sultan	Economics	NA, 2 years	English	11 011 860 KZT	AACSB	NU scholarship
AlmaU	Almaty	Economics	60 and 120 ECTS	Russian/Kazakh	18 000 KZT per credit		Accepted
Narxoz	Almaty	Economics	60, 90 and 120 ECTS	Russian	20 000 KZT per credit	IAAR, IQAA	Accepted
SDU	Almaty	Economics	120 ECTS	English	19 000 KZT per credit	IQAA, IAAR	Accepted
SDU	Almaty	Economics and Data Analysis	120 ECTS	English	19 000 KZT per credit	IQAA, IAAR	Accepted
KAZNU	Almaty	Economics	120 ECYS	Russian/Kazakh/English	31 000 KZT per credit	FIBAA	Accepted
KAZNU	Almaty	Economics (joint programme with RUDN)	120 ECTS	Russian/Kazakh/English	31 000 KZT per credit	FIBAA	Accepted
KIMEP	Almaty	Economics	90 ECTS	English	110 540 KZT per credit	FIBAA	Not accepted

The most advanced programme is delivered by Nazarbayev University. According to the programme, it is structured in a similar way, since it does not require an undergraduate degree in a relevant field and includes subjects allowing to learn Economics “from the scratch”. Nazarbayev University is the largest and best-funded public university in Kazakhstan with a very internationalised and high-profile faculty. However, it is almost ten times more expensive or available on the public-funded scheme on a very competitive basis.

Another similarly structured programme - Master of Economics at KIMEP University - is delivered in Almaty. The university is well-established and recognised with a good reputation. However, the costs of the study are almost five times more expensive.

Finally, the Master’s programme at SDU is also located in Almaty. The programme has more diversified and somewhat less applied curricula.

The renewed HSE programme is tailored in a way allowing to achieve sufficient theoretical and applied skills upon successful completion. It is targeted to a wide community of potential applicants. The HSE graduates are expected to have the HSE minor in Economics (with introductory level Microeconomics and Macroeconomics) to be completed, the other universities’ graduates are required to take pre-Master training at the HSE before the start of the programme (if they did not have them accomplished at their previous level of study).

The revised programme seeks to equip its graduates with the advanced analytical tools and research methods. After successful completion, they are assumed to find employment at public and private research institutions, institutes for development, consulting. As mentioned in chapter

¹² The following information is exempted from the self-evaluation report p. 12 and slightly edited.

1.1., these skills are potentially very demanded by the local labour market. Additionally, the programme would prepare those students who are interested in further research and academic career for study at the PhD level.

The strategic concept of the university and school, in particular, encompasses focus on research, internationalisation, and link with the industry. The Master's programme in Economics fits the strategy by achieving these objectives through course workload, research, and faculty selection. In line with current strategic goals, the MSc in Economics will represent the degree programme providing comprehensive training for further PhD studies.

Promoting applied research beneficial for society and policies is declared as the strategic goals at both KAZGUU and HSE Strategy for the next seven years. KAZGUU deliberately invests in research-supportive environment and intends to nurture its own research "schools" – groups of professional researchers collaboratively working on joint projects. With this, from Spring 2020, the university will launch two initiatives: (1) research mentorship programme and (2) scholarship programme.

The research mentorship program aims to develop the young research community of KAZGUU in the relevant areas, particularly, Economics, Political Economy, Social Policy, and Management. This would be achieved via the scholarship programme that will offer scholarships to the HSE best achieving and motivated undergraduate and Master's students interested in research and academic career. The scholarship will cover the full tuition fee for a further-level study academic programme at KAZGUU. Interested students are expected to contact their potential research mentors/supervisors and develop a research proposal based on a potential mentor's/supervisor's expertise. The research proposal along with the statement/motivation and two reference letters then should be submitted to the Award Committee (members of the Committee should include a potential mentor, two lecturers from the Master's/PhD programme of interest, one member of the HSE Academic Quality Committee).

MA in Business and Management:

There are around 30 English taught Master's programmes in Management (Business and Management, Strategic Management and related fields included in this number) currently run in Kazakhstan. They widely vary in terms of content, length of study, language instruction, teaching faculty, research capacity, internationalisation policies, etc.

The table below provides some data on the most relevant competing programmes either located in Nur-Sultan or similar for listed criteria.

#	University Name	Location	Name of the programme	Credit workload of the programme	Language of instruction	Tuition Fee	Accreditation
1	ENU	Nur-Sultan	Management	60, 120 ECTS (1 and 2 years)	Russian, Kazakh, English	1.600.000 KZT for 1 year	ACQUIN, IAAR, IQAA, KAZSEE, FIBAA, ASIIN
2	KazUEFIT	Nur-Sultan	Management	60, 90, 120 ECTS (1, 1.5 and 2 years)	Russian, Kazakh	424.000 KZT	IAAR
3	AlmaU	Almaty	Management	60, 120 ECTS (1 and 2 years)	Russian	950.000 KZT for 1 year 1.800.000 KZT for 2 years	IQAA, IAAR, AMBA, ACCA
4	Narxoz	Almaty	Management	60, 120 ECTS (1 and 2 years)	Russian, Kazakh, English	1.200.000 KZT for 1 year	IOA
5	KIMEP	Almaty	Management	60 ECTS (1 year)	English	115.630 KZT for 1 credit	ACCA, IQAA, FIBAA
6	SDU	Almaty	Management	60, 90, 120 ECTS (1, 1.5 and 2 years)	English	1.200.000 KZT for 1 year, (80.000 KZT for 1 credit)	IAAR

Mainly, there is no English-taught Master in Management programme in Nur-Sultan area. Students may find MBA or EMBA programs as alternatives. However, they usually require relevant experience and the tuition fee is significantly higher. English-taught MBA programmes are delivered in KAZGUU by KAZGUU Business School and Nazarbayev University. However, the focus is made on development of entrepreneurial skills and competencies. Meanwhile, HSE programme focuses on upgrading young professionals for broad range of occupations in the corporate world and private business. The programme combines both theoretical part and practice related components to ensure development of business expertise.

The intended employers of the programme are national and international companies. HSE also assumes that young professionals in the various fields should be interested in the programme to develop their strategic mindset.

The strategic concept of the university and school, in particular, encompasses focus on research, internationalization, and link with the industry. Master of Arts in Business and Management programme fully corresponds with the KAZGUU University Strategy 2021-2023, the HSE Strategy 2020-2025 and the university mission. It is designed with the focus on fulfilling the strategic goals:

- assuring the international standards in higher education;
- achieving international recognition;
- developing cooperation with the international universities and academic institutions;
- promoting professional development of the academic staff;
- tailoring the academic programme to the business environment.

Achieving these goals will provide the KAZGUU strategic tasks and missions performing. Moreover, this programme allows students with BBA in Management degree to continue their study track on the postgraduate level.

Appraisal:

In the view of the panel the study programme's position within the Kazakh education market is plausible. The internationality and the orientation of KAZGUU towards the western European education systems are aspects that foster the attractiveness of the institution and the programme within Kazakhstan.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The new study programmes are convincingly integrated into the HSE's overall strategic concept and qualification goals are in line with the University's and HSE's mission and strategic planning.

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

2. Admission

Admission and enrolment to the Bachelor, Master and PhD programmes is regulated by the Order of the Ministry of Education and Science of the Republic of Kazakhstan (MES) dated 31 October 2018 No. 600 “On approval of the Model Regulations for admission to undergraduate and postgraduate educational programmes” (Order 2018).

In the accordance with MES requirements, to be enrolled for the Master’s programme a candidate should earn Bachelor degree or 240 ECTS equivalent and take Complex Test. The test consists of the four blocks:

- Foreign language proficiency
- Test on readiness to study (Critical Thinking and Analytical reasoning)
- Major related specific subjects (For MSc in Economics the subjects are Economic Theory and Macroeconomics; for Master in Business and Management the subjects are Management and Business Organization)).

MSc in Economics:

Block	Section	Number of tasks	Total Points	Question type	Maximum number of points	Minimum number of point to pass the test	Minimum number of point to be eligible for state scholarship
Foreign Language Proficiency	Listening	16	50	1 point for correct answer	50	25	25
	Vocabulary and Grammar	16		1 point for correct answer			
	Reading	16		1 point for correct answer			
Test on readiness to study	Critical Thinking	15	30	1 point for correct answer	30	7	7
	Analytical Reasoning	15		1 point for correct answer			
Major related specific subjects test	Economic Theory	30	50	1 point for correct answer	30	7	7
	Macroeconomics	20		More than 1 correct answer is possible	40	7	7
Total		130				150	50

MA in Business and Management:

Block	Section	Number of tasks	Total Points	Question type	Maximum number of points	Minimum number of point to pass the test	Minimum number of point to be eligible for state scholarship
Foreign Language Proficiency	Listening	16	50	1 point for correct answer	50	25	25
Test on readiness to study	Vocabulary and Grammar	16		1 point for correct answer			
	Reading	16		1 point for correct answer			
	Critical Thinking	15	30	1 point for correct answer	30	7	7
	Analytical Reasoning	15		1 point for correct answer			
Major related specific subjects test	Management	30	50	1 point for correct answer	30	7	7
	Business Organization	20		More than 1 correct answer is possible	40	7	7
Total		130				150	50

For both programmes:

According to MES requirements, a candidate applying for the state scholarship will be based on the results of the Complex Test (CT). In case if the candidates have the same CT results, results of the “Major related specific subjects” section will be compared as well as the results of the

“Foreign language proficiency” section, GPA during previous level of education, and work experience.

Students might be exempted from CT in case they are able to present results of GRE or GMAT certificate. Students might be exempted from CT English proficiency section if they present results of IELTS (5.5 and above), TOEFL ITP (163 and above), TOEFL IBT (46 and above), TOEFL PBT (453 and above), TOEFL PDT (65 and above). These students automatically earn maximum points possible for the language proficiency section.

Foreign citizens willing to study in Kazahstani Master’s programme have to pass the interview within the chosen university, and provide results of IETLS (5.5 and above) and TOEFFL ITP (460 and above).

The admission policy and requirements for applicants are based on the HSE Academic Policy¹³ and the above mentioned Standards of the Ministry of Education and Science (MES) The admission requirements for both Master programmes are published at the school webpage¹⁴ and in the HSE Catalogue¹⁵, which is annually updated and openly published. The website and the HSE Catalogue also contain information about the structure, content and academic staff of the programme.

All appropriate information on admission rules and procedures is available and regularly updated at the university and school websites. In addition, University and HSE booklets and brochures containing this information are distributed among participants of the KAZGUU Open Days. Open Days usually take place three times during an academic year. The date, time, and venue are announced on the website and social media.

The counselling service could be reached by the Call Centre special phone number or the website on-line consultant. It is managed by the Admissions Office at the Marketing and Sales Department. In addition, an applicant could apply with specific inquiries directly to the HSE Dean, Vice Deans, Students Advisers, and HSE Academic Quality Council by email.

The admission decision is based on above-mentioned criteria and communicated to applicants on the website and by email/phone.

Appraisal:

The admission requirements as presented in the Admission Policy which can be found on School’s website. Thereby national requirements and the needs of the programme are taken into consideration. Currently, the selection of the candidates is based on the quantitative indicators as the programme is not enjoying yet a large number of applicants. Thus, a specialised selection procedure is not necessary.

Standardised language tests or a different formalised and documented language test with the requirement of a minimum score ensure that the students enrolled are able to actively participate in the classes held in a foreign language.

KAZGUU ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The applicants receive detailed information about the admission process and the

¹³ <https://hse.kazquu.kz/en/politiki-i-rukovodstva/>

¹⁴ <https://hse.kazquu.kz/en/magistratura-obrazovatelnye-programmy/>

¹⁵ <https://hse.kazquu.kz/en/katalog-2/>

programme they are applying for as well as an individual counselling options according to their personal needs.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated to the students.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

For both programmes:

The MES defines two types of Master's programmes: "profile" - it might be compared to a practice-oriented postgraduate degree (60 and 90 ECTS workload) and "scientific-pedagogical" - it might be compared to research postgraduate degree (120 ECTS workload). Graduates of scientific Master's programmes are eligible for lecturing at the academic institutions as well as for applying for PhD programmes. Meanwhile, profile Master's programme's graduates have to earn sufficient number of credits to demonstrate equivalent to 120 ECTS of Master's degree to become a subject for PhD programme. Only students enrolled in the 120 ECTS Master's degree are subject to state funding via scholarships.

Thus, MSc in Economics has a "scientific-pedagogical" orientation, whereas MA in Business and Management has a "profile" orientation.

Kazakhstan has joined the Bologna process in 2010 and has officially adopted ECTS from 2019.

HSE Business Council is a formal body within the School organisational structure responsible for shaping the strategy and further development. Regular annual meetings of the Business Council take place from 2015. They aim to bring the industry input into the HSE curricula. Many helpful advises having been articulated and discussed at the meetings. For example, the required course Ethics and Professional Standards was recommended by the representatives of the CFA Institute in Kazakhstan and it replaced the Business Ethics course for the Finance and Accounting majors. The course was designed and is taught by the CFA holder or candidate from the industry. Another example is the Business Council's advice on refocusing the Finance programme towards private not the public sector.

The class syllabus must be presented to students at the first class of a semester and uploaded to Canvas along with the rest of the course materials. The instructors while developing their exam papers are granted academic freedom. However, before the end of each semester, the Programme Coordinator considers all exams' materials which are further approved by the HSE AQC upon her/his recommendation. The exam is approved if compliance with the course learning outcomes, the academic programme learning outcomes, the students' qualification level and professional accreditations requirements where relevant are confirmed. The exam duration and the level of complexity are also accounted for. If the exam paper does not match the criteria, the instructor should re-examine it in accordance with the comments given. Then re-examined papers are revised again.

MSc in Economics:

Currently, the Ministry requirements are determined by the State Compulsory Educational Standards of the Republic of Kazakhstan (SCES)¹⁶. They mandate not less than 120 ECTS to be completed for the Master programme (research degree). According to the SCES, 84 ECTS include theoretical workload, 24 ECTS are allocated for Master's dissertation and 12 ECTS are allocated for Master's dissertation defence.¹⁷

According to SCES, The curriculum is structured in the following way:

Core Courses	35 ECTS
- Required	10 ECTS
- Teaching Practice	10 ECTS
- Electives	15 ECTS
Profile courses	49 ECTS
- Required	15 ECTS
- Electives	22 ECTS
- Research Practice	12 ECTS
Scientific Research Project	24 ECTS
Thesis Defence	12 ECTS
Total	120 ECTS

The content of the Master programme is presented in the table below.

Example 1st Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
MGT5201 (compulsory)	Global Leadership and Organizational Development	10				90	210	Lectures and seminars	Individual Presentations	40%
RSM5201 (compulsory)	Research Methods	5				45	105	Lectures and seminars	Final Paper	40%
ECN5304 (elective)	Optimization Theory in Economic Analysis	5				45	105	Lectures and seminars	Written exam	40%
ECN5201 (elective)	Econometrics	5				45	105	Lectures and seminars	Written exam	40%
NA	Research Practice	2				30	30	Seminars	Project based	100%
NA	Research Project	3					90	Meeting with supervisor	Literature review submission	100%

¹⁶ <http://adilet.zan.kz/eng/docs/V1800017669>

¹⁷ In previous years 12 ECTS included both Master's dissertation defence and Final State Exam. However, the Ministry has changed its requirements from 2020 and eliminated Final State Exam from Master's programme curricula.

Example 2nd Semester

ECN5309 (compulsory)	Microeconomics -II		5		45	105	Lectures and seminars	Written exam	40%
ECN5302 (compulsory)	Macroeconomics - II		5		45	105	Lectures and seminars	Written exam	40%
ECN5303 (elective)	Applied Economics		5		45	105	Lectures and seminars	Project based	40%
ECN5308 (elective)	Advanced Econometrics		5		45	105	Lectures and seminars	Written exam	40%
NA	Research Practice		5			150	Seminars	Project based	100%
NA	Research Project		5			150	Meeting with supervisor	Proposal submission	100%

Example 3rd semester

ECN5205 (elective)	International Economics		5		45	105	Lectures and seminars	Written exam	40%
ECN5206 (elective)	Labour Economics		5		45	105	Lectures and seminars	Written exam	40%
ECN5307 (elective)	Cases in Economics		5		45	105	Lectures and seminars	Written exam	40%
NA	Teaching Practice		5		150		NA		
NA	Research Practice		2		30	30	Seminars	Project based	100%
NA	Research Project		8			240	Meeting with supervisor	First Draft submission	100%

Example 4th semester

FIN5305 (elective)	Risk Management		5		45	105	Lectures and seminars	Final exam	40%
NA	Research Practice		5			150	Seminars	Project based	100%
NA	Research Project		8			240	Meeting with supervisor	Second Draft submission	100%

MSc	Master's dissetation			12		360		Final defense	100%
Total		30	30	30	30	795	2805		

The programme includes 'classic' graduate-level Economics courses: intermediate level Microeconomics and Macroeconomics, introductory and intermediate Econometrics, Applied Economics. It additionally includes Optimization Theory in Economic Analysis – the course aimed at developing a strong mathematical background essential to succeed in further Economics related courses. Finally, the programme offers few elective courses specialising in particular fields (International Economics, Labour Economics, Cases in Economics). Within the course "Cases in Economics" is intended to offer different subjects depending on the faculty current expertise and research area. It might also offer the courses from visiting professors, or incorporate courses taken by students at the partner universities during mobility.

HSE introduced the Research Methods (5 ECTS) course as a required part of the Master's students programme. The purpose of this course is to provide an advanced overview of research design.

This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies.

Master's studies include required practices and research projects. Teaching Internship is obligatory only for scientific-pedagogical Master's programme. Teaching practice is an important part of the educational process for the main programme of the scientific and pedagogical profile of postgraduate education and is included in the curriculum in accordance with the requirements of the State Compulsory Education Standard. During the teaching practice, the master's student on the scientific and pedagogical profile acquires practical skills in teaching and learning methods. HSE Master's students are assigned as Teaching Assistants for the course lecturers.

Research Practice is obligatory for scientific Master's programme and aims at acquainting with the latest theoretical, methodological and technological achievements of science, modern methods of scientific research, processing and interpretation of experimental data and is included in the curriculum in accordance with the requirements of the State Compulsory Education Standard. It is divided into several parts and carried out throughout master studies. Research Project is a credit component within Master's dissertation module.⁶ Research Project is obligatory for all master programmes and included in the curriculum in accordance with the requirements of the State Compulsory Education Standard. In the framework of Research Project students submit their research works to their assigned supervisor. Project is divided into several parts and carried out throughout master studies. Credits of Practices and Project are allocated in accordance with the State Compulsory Education Standard. Teaching practice involves different types of activities and different degrees of autonomy depending on the nature of the course and intended goals of the supervisor. Graduate Students are assigned as teaching assistants (TA) of HSE course instructors and lecturers.

Since the programme is more research-focussed and includes rather strong mathematical and technical components, it is decided to be named the Master of Science (MSc) in Economics. It is expected to equip students with the strong analytical and technical skills sufficient to conduct decent applied research in Economics.

A tie-up between theory and practice is achieved by attracting professionally qualified teaching staff (PQ) and inviting guest lecturers to enhance students' professional and research skills. In addition, within the programme MSc in Economics the integration of the Economic theory with the practice is achieved through the "Applied Economics" course, research practice, research project, and thesis. They are expected to gradually build up the research capacity of the learners by making them do research in a real-life environment.

To ensure interdisciplinary thinking Master's students are required to take courses such as Global Leadership and Organizational Development, and Research Methods. The Global Leadership and Organizational Development course focuses on organisational development through studying fundamental leadership skills such as self-awareness, strategic thinking, creating a motivating environment, empowerment and delegation, managing change, and team processing in modern organisations. Moreover, they are encouraged to conduct research in the interdisciplinary fields e.g. "Political Economy of Belt and Road Initiative", "Machine learning techniques in Kazakhstan banks' sustainability assessment", "Effects of Skills Mismatch on Job Satisfaction in Kazakhstan" and others.

Ethical aspects are addressed in the curriculum through introducing topics within courses to discuss ethics related issues both in corporate and research context (Global Leadership and

Organizational Development - e.g. topic “Leadership Traits and Ethics”, Financial Risk Management, Research Methods).

Students are equipped with the methodological competencies to conduct scientific work through several measures. They are introduced all fundamental aspects of the research process within the required course Research Methods. Students also get familiarised with various research tools through their research practice component (e.g. fundamentals of R programming, Latex programming, essentials of Thomson Reuters database, manuscript writing). Students attend research webinars and seminars conducted by experienced researchers in the relevant fields. Within their research project component students are contacting their supervisors to develop and polish their Master’s dissertation. Supervisor and supervisee have an established number of meetings throughout the semester. Students are required to fill in the meeting reports and send these reports to the supervisor to track the progress.

Additionally, KAZGUU has a subscription on the Bloomberg Terminal - one of the most widely used data retrieval and analytical tools in trading rooms worldwide - and students are offered the course Bloomberg Market Concepts. It is a 12-hour self-paced e-learning course consisting of 4 modules – Economics, Currencies, Fixed Income and Equities. Familiarity with this software is mandatory within the financial services industry, for entry-level staff all the way up to senior managers. This course is designed for students who need a basic introduction to the vast array of functions in order to become more familiar with a higher level of functionality and complexity. Master’s students majoring both in Economics and Finance can use Bloomberg data for their research.

The Master’s Dissertation of HSE KAZGUU is a research that form an integral part of the Master’s degree programme. Topics of the research may cover a wide range of areas as they reflecting major disciplines of Higher School of Economics. The objective of research is to gain a better understanding of the major theoretical and conceptual debates around a selected topic, formulate a research question, identify the relevant literature, develop a methodology, define relevant key players and stakeholders, set up surveys to collect relevant data, conduct applied qualitative and quantitative research, and produce a substantial report that reflects a thorough understanding of the chosen topic, including a set of policy-relevant recommendation.

The dissertation is submitted through Canvas and checked via Turnitin. A student is obliged to pass through preliminary defence prior to the final defence. Preliminary defence is a 10-minute presentation for the Evaluation Committee. The Evaluation Committee consists of full time faculty body, a research supervisor, and an external evaluator with expertise in the relevant field. The Committee provides general feedback and comments for further improvement. The final defence is an oral presentation of the results for the Evaluation Committee. The Evaluation Committee provides feedback and a final grade for a candidate.

To ease up a student’s burden, the following milestones are formulated:

- Submission of a literature review in the 2nd semester: A student is required to research a relevant literature regarding the topic of interest. The student is closely working with a supervisor through number of meetings (minimum three per semester).
- Submission of research proposal: The student is working on a research proposal which is an indication of research intention.
- Submission of drafts prior to the final submission: The students have a right to submit two drafts prior to the final submission to receive feedback from the supervisor and incorporate all provided recommendations.

The exams are usually conducted in a written form. Some courses implement a project-based approach to assess student's skills.

The main criteria for completing studies in master's programs are:

1. gain at least 2.67 GPA;
2. earn 120 ECTS including course workload, teaching and research practices, research project
3. submit successfully Master's dissertation.

MA in Business and Management:

According to the SCES, the curriculum is structured in the following way:

Core Courses	15 ECTS
- Required	10 ECTS
- Electives	5 ECTS
Profile courses	15 ECTS
- Required	10 ECTS
- Electives	5 ECTS
Industry Internship	5 ECTS
Scientific Research Project	13 ECTS
Thesis Defence	12 ECTS
Total	60 ECTS

According to the requirement of the Ministry of Education, graduate students enrolled in the profile programmes (60 and 90 ECTS) are obliged to pass an industry internship. Industry internship aims at consolidating gained theoretical knowledge, acquiring practical skills, competencies and experience of professional activity in the educational master's programme, as well as mastering advanced experience. If a graduate student has current or past 6-months full-time working experience relevant to the enrolled educational programme, this experience might be counted towards programme internship requirements. A graduate student should present a confirmation of his employment.

If a graduate student does not have a track of employment records or relevant work experience, he or she should apply to the Internship, Career and Employment Center (ICEC) of HSE. Students may use opportunities provided by ICEC as well as apply on the individual basis. Internship usually takes 12 weeks.

The content of the programme is shown in the table below:

Example 1st Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
MGT5201 (compulsory)	Global Leadership and Organizational Development	10				90	210	Lectures and seminars	Individual Presentations	40%
RSM5201 (compulsory)	Research Methods	5				45	105	Lectures and seminars	Final Paper	40%
MGT5306 (elective)	Strategic HR	5				45	105	Lectures and seminars	Written exam	40%
MGT5307 (elective)	Project Management	5				45	105	Lectures and seminars	Project based	40%
NA	Internship	5					150	NA	NA	NA

Example 2nd Semester

	1 Elective course:									
MGT5304 (elective)	Strategic Management		5			45	105	Lectures and seminars	Final Presentation	40%
MGT5305 (elective)	Strategic Marketing		5					Lectures and seminars	Final Presentation	40%
MGT5303 (elective)	Equality, Diversity, and Inclusion		5					Lectures and seminars	Exam	40%
MGT5301 (elective)	Business Ethics		5					Lectures and seminars	Final Exam	40%
NA	Research Project		13				390	Meeting with supervisor	Proposal submission	100%
...
MA	Master's dissertation		12				360		Final defense	100%

total	30	30	0	0	270	1845	0			
--------------	-----------	-----------	----------	----------	------------	-------------	----------	--	--	--

HSE decided to follow the international standards while assigning the degree names, despite the often misleading government regulations. Since the programme is more practice-oriented and aims on the developing wide range of skills required for the corporate environment, it's decided to be named Master of Arts.

A tie-up between theory and practice is achieved by:

- steadily reconsidering the HSE academic programmes in line with the professional and business community demand mostly (but not only) via the HSE Business Council meeting ;
- attracting professionally qualified teaching staff (PQ);
- organising the Job Fairs, employer-companies' presentation days;
- inviting guest lecturers to enhance students' professional and research skills;
- organising industry internship required for all students.

To ensure interdisciplinary thinking Master's students are required to take courses such MGT5201 Global Leadership and Organizational Development, and RSM5201 Research Methods. The MGT5201 Global Leadership and Organizational Development course focuses on organisational development through studying fundamental leadership skills such as self-awareness, strategic thinking, creating a motivating environment, empowerment and delegation, managing change, and team processing in modern organisations. The concepts of leadership and motivation are explored focusing on the behavior of people in various organisational contexts. A key objective is to help students understand their current leadership styles and potential, and broadening their global leadership capability. The module will also explore the emergence of corporate ethics in the business environment, its impact on the role of the leader and how it can be applied.

In addition, ethical aspects are addressed in the curriculum through several ways:

- Introducing topics within courses to discuss ethics related issues both in corporate and research context (MGT5201 Global Leadership and Organizational Development - e.g. topic "Leadership Traits and Ethics", RSM5201 Research Methods)
- The students are offered to take elective courses such as MGT5301 Business Ethics, MGT5303 Equality, Diversity, and Inclusion.

Students are equipped with the methodological competencies to conduct scientific work through several measures. They are introduced all fundamental aspects of the research process within the required course RSM5201 Research Methods. Research Methods is one of the fundamental courses that equip students not only with knowledge and skills necessary for completing Master's dissertation but also enhance their understanding of the research process, techniques, academic and research ethics, academic writing process and academic publishing as well.

Students also get familiarised with various research tools through their research practice component (e.g. fundamentals of R programming, manuscript writing). Students attend research webinars and seminars conducted by experienced researchers in the relevant fields. Within their research project component students are contacting their supervisors to develop and polish their Master's dissertation. Supervisor and supervisee have an established number of meetings throughout the semester. Students are required to fill in the meeting reports and send these reports to the supervisor to track the progress.

The Master's Dissertation of HSE KAZGUU is a research that form an integral part of the Master's degree programme. Topics of the research may cover a wide range of areas as they reflecting major disciplines of Higher School of Economics. The objective of research is to gain a better understanding of the major theoretical and conceptual debates around a selected topic, formulate a research question, identify the relevant literature, develop a methodology, define relevant key players and stakeholders, set up surveys to collect relevant data, conduct applied qualitative and quantitative research, and produce a substantial report that reflects a thorough understanding of the chosen topic, including a set of policy-relevant recommendation.

The exams might vary depending on the nature of the course (written exam, project based, presentation, etc).

Appraisal:

For both programmes:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. Since the Master in Economics is more research-oriented, the degree Master of Science is justified, whereas the Master of Arts in Business and Management is more practice-oriented.

Through the faculty staff from the professional field as well as guest lecturers, theoretical questions are explained by means of practical examples. There is also evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated in selected courses such as Leadership Traits and Ethics (MBM) or Global Leadership and Organizational Development (ME).

For the MSc in Economics, the panel recommends including ethical aspects not only in a special course, but also when interpreting data and statistics. For example, when analysing data, the results gained, should - where applicable - be considered from the ethical perspective as well (for example, results providing indicators for discrimination between men and women).

Students acquire methodological competences and are enabled to do scientific work on the required level. During the online conference the panel learned that KAZGUU's goal is a transformation from a teaching to a research university. Given this goal, the panel encourages the University/ the School to hire more faculty with corresponding experience in research and thus, enhance the integration of research results in classes.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures, which are documented in the HSE Master Thesis Guidelines and Academic Policy. Since the programmes have not started yet, the panel has received exams and theses from the previous Master programmes in Economics and Master of Finance. The examples have proved students' ability to do scientific work and the achievement of the study programme's qualification objectives.

The panel has no doubts that the programmes correspond with the Master level. However, it formed the view that the formulation of the learning outcomes in the syllabuses could be more detailed according to Dublin descriptors for master's level and Bloom taxonomy.

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

3.2 Structure

MSc in Economics:

Projected study time	2 years, 4 semesters
Number of Credit Points (CP)	120 ECTS credits
Workload per CP	30 hours
Number of modules	12 Modules (including Master's Dissertation Module)
Time required for processing the final thesis/project and awarded CP	Three months, 12 ECTS credits
Number of contact hours	795 hours

MA in Business and Management:

Projected study time	1 year, 2 semesters
Number of Credit Points (CP)	60 ECTS credits
Workload per CP	30 hours
Number of modules	7 Modules (including internship and research project)
Time required for processing the final thesis/project and awarded CP	Three months, 12 ECTS credits
Number of contact hours	270 hours

The curriculum is course-based, not module-based. However, the courses are combined into the blocks where some of them are related within these blocks. KAZGUU Academic Policy explains ECTS adopted by Kazakhstan in 2019 and stipulated by the SCES. Study workload is calculated in ECTS. The vast majority of the courses are appointed as 5 ECTS courses. Instructors are requested to design their courses to ensure the course workload corresponds to 5 ECTS in accordance with the ECTS Users' Guide. ECTS credits for thesis writing-up and defence and internship are assigned based on SCEC requirements.

According to the regulation, the recommended workload of a full-time student during the academic year is 60 ECTS, which on average corresponds to 1800 hours per year (30 hours per one ECTS credit); the actual time to complete learning outcomes may vary.

Study regulations are defined at both university and HSE level and published within the University Academic Policy and the HSE Catalogue available for students at the Student Service Centre webpage¹⁸. From 2018/2019 the exam regulations are defined by the Examination Regulations published at Canvas.

The University Academic Policy was revised and approved by the decision of the University Academic and Research Council (minutes No. 10 of August 15, 2019). Section 2.1. describes the study regulations and corresponding policies: autumn, spring, winter and summer terms, attendance policy, official means of communications (Platonus for course registration, Canvas serving as a mean for communication between instructor and students, and Outlook), Student Service Centre, marking and grading system, ECTS and study workload.

Most of the regulations are adopted based on the MES requirements, such as ECTS and study workload. Other regulations are developed under the Association of HEIs “Academic Integrity League” (<https://www.adaldyq.kz/>). The League was initiated by KAZGUU University in 2018 and currently includes eleven university-members. The League requires its member to integrate the academic integrity principles and practices and strictly follow them. For example, these principles include routine plagiarism check of all written works, provision and guarantee of the quality of education under the principle “only the best students should get a degree awarded”. The latter is expected to be achieved through a “bell-curve” grading system. The bell curve is documented by the KAZGUU Academic Policy. According to the Policy, it is “a method of assigning grades to students based on their relative performance in comparison to classmates’ performance” used to “analyse the quality of teaching and grading”. It obliges an instructor to keep the percentage of the grades within the defined interval, for example, there should not be more than 10% of “A” grades; not less than 25% ± 5% of “B+”, “B” and “B-” grades; not less than 30% ± 5% of “C+”, “C” and “C-” grades; not less than 25% ± 5% of “D+” and “D” grades; and not less than 10% ± 5% of fails. In case of a deviation, the Policy requires to initiate “a personal hearing of the case in order to assess the quality of teaching of particular instructor”, which could lead to an instructor’s dismissal and cancellations of the results of an exam. All KAZGUU University instructors are “obliged to ensure the methodological diversity of assignments and exams that allows differentiated assessment of students taking a course”.

The “bell-curve” grading policy was introduced at KAZGUU in 2018 as a recommendation and imposed as a requirement from Spring 2020. The policy does not apply to courses taught in small groups (less than 30 students) and the courses covering the content of the professional accreditations (ACCA, CFA, ICAEW, CIMA). Generally, the HSE faculty shares opinion that the grading should not be mechanical and the main criteria for grading should be an achievement of the course learning outcomes. At the HSE, historically, the grades are distributed normally for more technical hard subjects, while for the subjects evaluating acquired soft skills (such as communication skills, leadership, entrepreneurship, ethical attitudes, etc.) the curve is usually left-skewed (with more of higher grades observed).

KAZGUU University uses the grading system required by the MES¹⁹:

¹⁸ <https://tson.kazguu.kz/en/>

¹⁹ The Order of the Minister of Education and Science from October 30, 2018 No. 595, Standard Rules for HEIs, <http://adilet.zan.kz/eng/docs/V1800017657>

Letter Grade	Numeric equivalent	Grades	Traditional system	General Description of Evaluation Criteria
		(%)		
A	4.0	95-100	Excellent	A candidate shows the mastery of content at the highest level of the academic programme. This grade clearly shows an outstanding performance in critical and independent thinking, analysis, and synthesis.
A-	3.67	90-94		
B+	3.33	85-89	Good	A candidate shows a very good level of academic performance. These grades indicate a good academic programme, a good performance in critical thinking, analysis, and synthesis.
B	3.0	80-84		
B-	2.67	75-79		
C+	2.33	70-74		
C	2.0	65-69	Satisfactory	A candidate demonstrates a poor level of academic achievement. This assessment indicates a partial mastery of critical thinking skills.
C-	1.67	60-64		
D+	1.33	55-59		
D	1.0	50-54		
FX	0.5	25-49	Unsatisfactory	A candidate demonstrates a poor level of the academic programme. These grades indicate a partial or some level of performance in authenticity, partial performance in critical thinking, analysis, and synthesis. A candidate poorly demonstrates a very low level of the academic programme. This grade signifies a seriously deficient performance in authenticity, deficient performance in critical thinking, analysis, and synthesis.
F	0	0-24		
P	-	-	Pass	Full-time students who are not on an academic probation may, with the permission of the Committee on Academic Quality, choose elective discipline with a grade of "P". The maximum number of credits for the entire training period is 10 ECTS . Grades "pass"/"fail" do not have an expression in points and is not taken into account when calculating the GPA. Credits in the discipline in the case of obtaining a grade of "P" are counted.
PF	-	-	Not pass	Credits in the discipline in the case of obtaining a grade of "PF" are not counted.

This information is articulated in the KAZGUU Academic Policy and each course syllabus. The final total mark is calculated as a weighted average based on semester quizzes, midterms (1-3), participation, attendance and final exam. An instructor independently assigns the weights and the number and type of assignments according to course learning outcomes and in agreement with the corresponding Programme Coordinator. The final total mark calculation scheme must be shown at a course syllabus.

KAZGUU Examination Regulations set rules and procedures, such as examinations' forms, deadlines, Examiners and Board of Examiners, Evaluation Criteria, Appeal Procedure, for all examinations including the State Exit Exam.

In 2019, the KAZGUU University adopted the Policy for Inclusive Education. The Policy states that the University provides equal opportunities to all students and demonstrates zero tolerance towards any form of discrimination. Specifically, the Policy defines the inclusion of the students with special educational needs.

About 95% of the student body enrolled in the Master's programmes is funded by the state and provided a monthly allowance under the terms of the state scholarship. The scholarships are distributed upon the results of the Complex Test conducted by the National Testing Centre on the national level.

In 2016, KAZGUU has founded the Corporate Fund "KAZGUU Endowment". The aim of the Fund is to consolidate external financial resources to fund the university's research, social, and infrastructure projects. For example, a number of classrooms have been refurbished thanks to financial support from Kazakhstani banks and international investors.

Additionally, the Fund supports students in need through charitable assistance. Students eligible for support:

- students from single-parent families;
- students from multi-member families (4 or more children in a family);
- students from low-income families with confirmed status;
- orphans and children left behind;
- students with special needs;
- students whose parent(s) are those with special needs or retirees.

The table below displays the total amount of financial support provided to the eligible HSE students by the “KAZGUU Endowment”:

Year	Number of students	Amount of financial assistance, KZT
2016-2017	1	96000
2017-2018	8	3,435,600
2018-2019	19	6,507,626
2019-2020	13	3,293,584
2020-2021	19	3,164,824
TOTAL	58	16,497,634
Note: exchange rate for Dec 2020 – 1 € = 513 KZT		

At the HSE level the recognition of credits obtained at another HEI is regulated by the HSE AQC in accordance with the ECTS Users’ Guide based on the Lisbon Recognition Convention. Upon completing the academic mobility term, a student should submit his/her transcript to the HSE AQC; and the AQC transfer his/her credits based on the MES and the HSE regulations. The general framework is outlined by the Regulations on Credit-Based Academic Process Organization. The course content and learning outcomes pointed out in the syllabus are considered by the HSE AQC while transferring the ECTS.

Appraisal:

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

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

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

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

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

3.3 Didactical concept

The HSE programmes' didactical concept is shaped in accordance with the commitment to academic freedom, academic integrity, active involvement of learners in the academic process, increasing responsibility, and role of educators. The core principle which is implemented regarding the teaching approach is subject-specific didactic requirements by choosing appropriate teaching and learning methodology, which are described in the course description. HSE welcomes the use of different methods by teachers in training, which contributes to eliminating the monotony and sameness of the learning process. For example, each teacher, as appropriate and depending on the discipline, uses the case-study method, which forms the skills of analysis. Also, teachers widely use the method of work in groups and mini groups, which allows teaching students to work as a team and to listen to the opinion of others.

The didactic materials for each course must be uploaded by the instructor to Canvas LMS, where the students can download them from. Obligatory content which must be published before the beginning of the course include detailed syllabus of courses including information like those about required and recommended readings, details of assignments and examinations, ethical and academic integrity rules.

The HSE encourages and supports its faculty to diversify and refine the teaching methods used. HSE faculty regularly attends various didactic seminars, workshops, and training sessions. Few recent examples:

- Online Teaching Tips, March 2020.
- Using Zoom for Teaching, March 2020.
- How to Involve Students in Online Teaching and Learning, August 2020.
- Webinar "Let's go by Syllabus? Students' Learning Outcomes in Higher Education", (University of Wyoming), 29.04.2020.
- Webinar "How to supervise Master's dissertation", (Leiden University), 18.11.2020.

Due to the COVID-19 pandemic, the full lockdown was announced in March of 2020 in Kazakhstan, and therefore the decision to switch to online teaching via Zoom was taken at KAZGUU. Thus,

Guidelines for Online Learning for the Faculty were issued by the HSE. The Guidelines provide faculty with general policies, rules, and tools for online teaching and the use of Zoom and Canvas. The Academic Policy was revised in order to implement effective online learning fitting the university regulations (attendance policy, communication means, etc.). These changes have been articulated to the students moving to online teaching.

Additionally, the guest lecturers are introduced as a part of students' research practices component. Researchers in the various fields from international universities are sharing their insights on the research process and challenges incurred. They are also sharing research related approaches that might be applied for Master's dissertations. E.g., a researcher from Leeds University, shared R programming technique for geospatial analysis.

The position of the lecturing tutor is not common in the post-soviet countries, including Kazakhstan. Moreover, strict MES regulations do not assume such positions, requiring at the same time a narrow range of teaching-related jobs. According to the MES requirements, the position of the professor's assistant could be occupied by a person with a degree not less than the Master's. In accordance with the KAZGUU regulations, one instructor totally covers all course-related activities, and the help of an assistant is normally not provided. HSE assistants can help the instructors with some organisational activities, such as proctoring during the exams, printing class or exam materials, preparing the classroom, etc.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students.

Guest lecturers are invited and contribute to the students' qualification process with their special experience. The panel appreciates the Leadership Development Programme and the regular invitation of guest lecturers.

Since the position of the lecturing tutor is not common in Kazakhstan, this criterion is assessed as not relevant.

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

3.4 Internationality

The highly internationalised faculty ensures the internationality of the content of the learning process. The HSE requires its academic staff to base all the courses on internationally recognised textbooks and other materials. The HSE academic programmes are designed in accordance with the internationally recognised standards. HSE tried to shape the programme with focus on skills and competencies within international context. For example, the course Global Leadership and Organizational Development familiarises students with various concepts within management and leadership fields through a case-based method. Usually, cases are related to the activities of the international companies all over the globe. Intercultural communication competencies are additionally developed within the framework of cooperation with the partner institutions and, particularly, academic mobility.

Starting from enrolment-2018, the HSE fully switched to English as a means of instruction for postgraduate degrees. This potentially allows attracting students from abroad. However, since Kazakhstan is not yet recognised as an attractive destination, the number of foreign students is still very low (see self-evaluation report (ME) p. 36). There are 18 international students from Indonesia, Nigeria, Germany, the U.S., Russia, Uzbekistan, China studying currently at the HSE.

According to the statistics, only 36 720 students were obtaining Master's degree compared to 479 914 students obtaining Bachelor degrees in Kazakhstan (Enic-Kazakhstan, 2019). State funding is still a driver for the postgraduate market. However, state funding does not provide substantial financing for the university. Therefore, absence of funding prevents decent investment in the marketing strategy. However, the university is planning to launch a university funded scholarship for international students willing to study at the postgraduate degree.

The number of faculty members with international academic and professional experience has been increasing starting from 2014. Currently, 95% of the HSE faculty have an international background (degree received from internationally recognised universities worldwide or English-taught universities in Kazakhstan).

Additionally, HSE hires part-time instructors working abroad. For example, Singaporean entrepreneur teaches the courses Technopreneurship, Global Entrepreneurship and International Business offered every semester to all HSE students. Another lecturer from Queen's University Belfast (UK) supervises Master theses. The course "Research Methods" is taught by a PhD Candidate of the University of Istanbul and a resident of the UK. A PhD Candidate in Economics from the Kiel University, Germany) teaches "Times Series Econometrics". The courses mentioned in this paragraph are not part of the core subjects of the programme at hand, but can be chosen within the minor option.

From 2018, HSE faculty and staff participate at the Erasmus+ mobility programme. Statistics on a number of HSE members who have visited the partner universities within the programme is shown in the table:

Vistula University, Poland	Teaching mobility, 1 person
University of Dunaujvaros, Hungary	Teaching mobility, 1 person
HAMK University of Applied Sciences, Finland	Teaching mobility, 1 person
Nicolaus Copernicus University in Torun, Poland	Teaching mobility, 1 person
University of Dubrovnik, Croatia	Teaching mobility, 1 person
Mendel University	Teaching mobility, 1 person
University of Dunaujvaros, Hungary	Staff mobility, 1 person

Cordoba University, Spain	Teaching mobility, 2 persons
Marburg University, Germany	Teaching mobility, 2 persons
Hof University of Applied Sciences, Germany	Staff mobility, 3 persons
Cracow University of Economics, Poland	Staff mobility, 1 person
University of Dubrovnik, Croatia	Staff mobility, 1 person
University of Dunaujvaros, Hungary	Staff mobility, 2 persons
2019/2020	
University of Opole, Poland	Teaching mobility, 2 persons
University of West Attica (Piraeus University of Applied sciences), Greece	Staff mobility, 2 persons
Mendel University	Teaching mobility, 1 person
HAMK University of Applied Sciences, Finland	Staff mobility, 1 person
HAMK University of Applied Sciences, Finland	Teaching mobility, 1 person
Vytautas Magnus University, Lithuania	Teaching mobility, 1 person
University of Ostrava, Czech Republic	Teaching mobility, 1 person

Within the same and other programmes, a number of visiting professors visited the HSE. Among the examples:

- Dr. Marija Benic Penava, University of Dubrovnik, Croatia (2018/2019)
- Dr. Jana Dannhoferova, Mendel University, Czech Republic (2018/2019)
- Dr. Shumei Gao, Herriot Watt University, UK (2018/2019)
- Dr. Andrej Bachmann, Hof University, Germany (2019/2020).

Appraisal:

The programme contains international contents, corresponding English literature as well as English language courses. The international academic and professional experience of the faculty staff promotes the acquisition of international competencies and skills.

The panel welcomes the international experience of faculty staff and sees potential that HSE might invite also more foreign professors for teaching for a longer term. This would promote students' intercultural competences. In addition, the School might also consider if additional events or classes for students, where intercultural competences can be promoted, can be offered.

Lectures and course materials for both programmes are completely in English. Internationality is clearly a key element of the HSE and thus study programmes' profile.

Regarding the international composition of the student body, it must be seen in the context of Kazakhstan and KAZGUU's main target group, which consists rather of national students. HSE has put efforts in increasing the numbers of student body by switching to English as medium of instruction, by creating collaboration with foreign HEIs and promotion of academic mobility. This is a good framework for attracting international students. However, the number of international students is still low and rather represented in HSE Bachelor programmes. The panel welcomes University's future plans regarding university funded scholarship for international students willing to study at the postgraduate degree.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

HSE students acquire multidisciplinary competencies and skills both through the course and research workload. Didactical approach allows students to work on projects, presentations and case-based assignments to obtain teamwork, leadership, and presentation skills. Throughout the semesters they also learn to independently work on their research while critically assessing literature, formulating research questions, conducting a fieldwork. Students are also developing their time management skills and proactive position while working with supervisors.

Appraisal:

Content and learning outcomes of the curriculum and the didactical and methodological measures show that the students can acquire multidisciplinary competencies and skills. This is supported by means of suitable didactical and methodological measures.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The curriculum is designed to enable students acquiring skills demanded by the future labour market. For that, all academic programmes are reviewed by the external stakeholders, particularly, by members of the HSE Business Council.

To guarantee their students' future employability, the HSE provides the following steps:

1. The curriculum is designed to enable students acquiring skills the most demanded by the future labour market. The academic programmes are reviewed by the external stakeholders, for instance the programme in Economics is considered by the representative of the Economic Research Institute and other members of the HSE Business Advisory Council.
2. The part of the teaching staff is represented by the industry professionals who bring the first-hand industry related cases to the classroom. This yields to support “theory-practice” link and enhances employability.

Appraisal:

Given the programme objectives, the content of the programmes as well as the regular review of the programmes through the involvement of external stakeholders from the professional field in the development of the programmes, the panel has no doubts that graduates of the programmes will be employable.

In addition, during the online conference the panel talked to representatives of the professional field who closely work with KAZGUU and partly are represented in the HSE Business Council. They confirmed that KAZGUU graduates are well educated and prepared for the job market in terms of knowledge and personal skills.

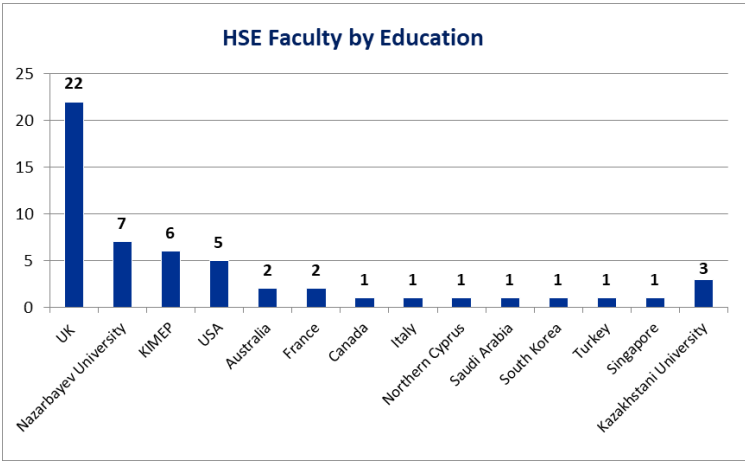
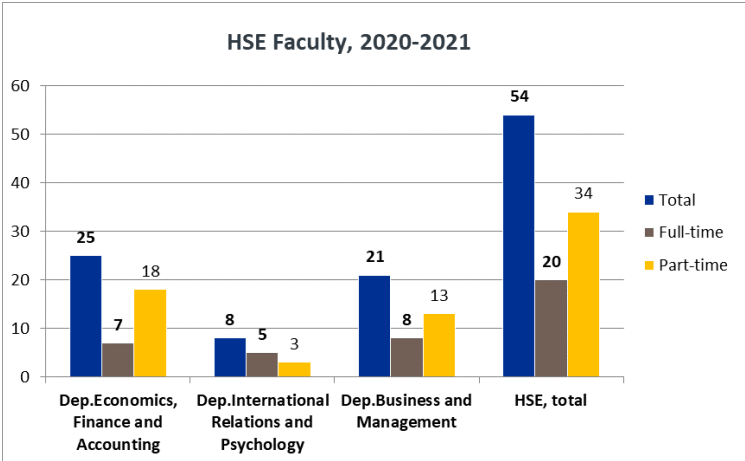
	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

There are 54 instructors in HSE teaching at the undergraduate level, including Full-time – 20, Part-time – 34, in three departments:

- Department of Economics, Finance, and Accounting
- Department of Business and Management
- Department of International Relations and Psychology.



The recruitment process follows the policy of the University. The HSE monitors the academic requirements of the teaching faculty concerning the compliance with respective requirements including pedagogy and teaching activities.

The overall policy is framed by the Law on Education granting the HEIs the freedom for hiring policies. The Faculty Qualification and Appointment Criteria distinguish between requirements for Academically (AQ) and Professionally Qualified (PQ) status.

To qualify for an AQ status and be eligible to teach in the undergraduate programme a faculty member should possess:

- A PhD degree from an internationally recognised university
- At least one published article in internationally recognised journals, such as Emerald journals, Springer journals, Interdisciplinary journals.

- Doctoral students are academically qualified if they are in the ABD (all but dissertation) or PhD Candidate stage.

To qualify for teaching at the master's level, faculty should have at least one additional contribution (to be approved by the HSE Performance Appraisal and Promotion Committee).

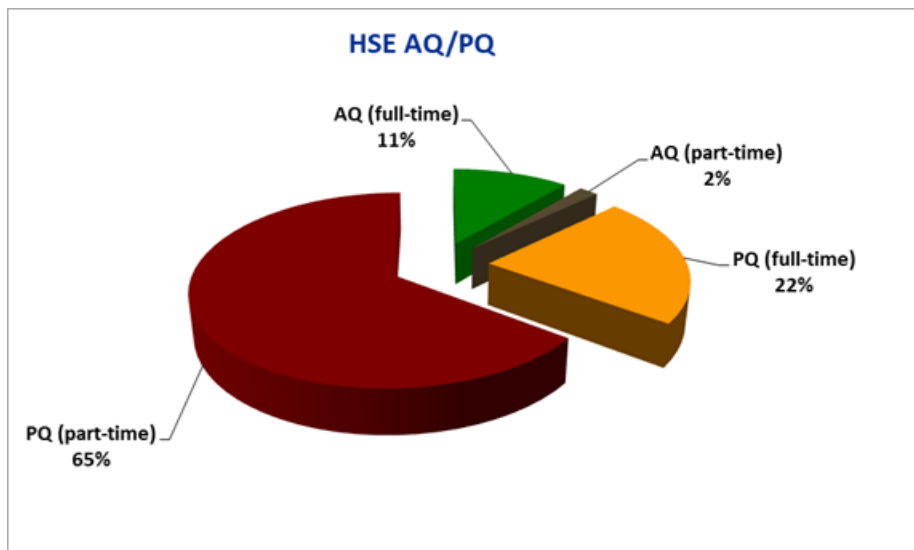
To qualify for the PQ status at the undergraduate level a faculty must produce the following:

- At least a Master's degree from an internationally recognised university.
- At least five years of industry experience.
- Internationally recognised professional certifications.
- Be a member of professional organisations (optional).
- Ability to teach in English.
- Active consulting practice.
- Working with relevant community organisations, such as the Chamber of Commerce, etc.

To qualify for the PQ status at the master's level teaching a faculty must demonstrate all of the above plus:

- A prior teaching at the master's level courses with positive references (compulsory)
- Paper presented at professional meetings (compulsory)
- Be a board member (optional)

Once a contract is issued a faculty member can start teaching. Among 54 HSE instructors, 18 are qualified as AQ and 36 as PQ:



At the Department of Economics, Finance, and Accounting, where the MSc in Economics is located, the faculty staff consists of seven full-time staff (four with AQ status and three with PQ status) as well as 18 part-time staff (all 18 with PQ status).

At the Department of Business and Management, where the MA in Business and Management is located, the faculty staff consists of eight full-time staff as well as 13 part-time staff. All have the PQ status.

More than half of the HSE faculty has advanced practical experience, formerly and currently being closely affiliated with the industry. For example, in the MSc in Economics, there are part-time instructors currently occupying positions e.g. in public companies and businesses such as Vice-minister of Trade and Integration (Ministry of Trade and Integration of Kazakhstan) and a Senior Business Analyst at an Applied Economics Research Centre.

In the MA in Business and Management, there are an HR Director (KMG Kashagan B.V), HR Senior (Ernst & Young), Business Development Manager (JIS Kazakhstan), CEO (Sauwat Strategy PTE), Risk Assurance Associate (PwC).

The faculty selection is done by the HSE Performance Appraisal and Promotion Committee (PAPC). The following step is the University Selection Board. The Faculty appointment is made by the Chairman of the Board. The HR Department helps in announcing a vacancy, searching for appropriate candidates, and organising the Selection Board and hiring process. By the closing date of the vacancy, all the CVs collected by HR shall be handed to the HSE Dean who calls for a meeting of the HSE PAPC for further decision making. The PAPC decision shall be communicated back to the Dean who informs the HR and claims for further processing of the candidates' file.

Respective persons who are academically responsible for either the whole programme or a particular module and additional selected faculties (members of the faculty or external experts) are involved in the discussion of the module content (topics to be covered, approaches to be used, assessment scheme utilised). These meetings take place regularly, particularly, for discussing overlapping courses and learning outcomes. Any call for changes then should be communicated by the programme coordinator to the HSE AQC to receive feedback and formal approval.

Students' support by the faculty is provided within office hours in accordance with the schedule approved. Office hours' information is given in each syllabus. Additional consultancy might be provided by the faculty by appointment if needed. Consultations via email and Canvas could also be provided.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. According to the CVs the academic ability of the teaching staff is in line with the requirements of the programme for teaching. However, given the University's goal of becoming a research-oriented university as well as the newly implemented PhD in Economics at HSE which has a relation to the revised MSc in Economics, the panel recommends attracting more lecturers with a PhD degree.

The panel formed the view that in the „profile“-oriented MA in Business and Management, the practical business experience of the faculty is above-average and thus, will positively influence the teaching. They can provide students with up-to-date knowledge as well as real cases and practical examples.

The School verifies the academic as well as pedagogical and didactical qualifications of the faculty members by means of an established procedure and in line with the University's regulations. Specific measures for the further qualification of the faculty members are implemented. For example, during the online conference the faculty staff confirmed that e.g. in 2020, several training seminars and webinars were held for faculty members on methodological aspects of online teaching.

Internal collaboration and coordination is ensured by the programme's coordinator and can be seen in the meetings of the teaching staff. The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. As affirmed by

students of the programme during the online conference, the counselling of students by teaching staff is intensive. Student support is an integral part of the services provided by the full-time and part-time faculty. The lecturers are available for the students outside specified office hours as well and e-mails are answered fairly quickly. Hence, the students are “fully content” with the support they receive by the faculty.

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

4.2 Programme management

The position of the Programme Coordinator responsible for the programme academic quality was introduced from January 2016. He/she is assigned by the HSE Dean from the faculty members and automatically becomes the HSE AQC member with voting right.

The functions are defined as follows:

1. Academic supervision of the programme
2. Curriculum design
3. Promotion and development of research in a relevant field
4. Development partnerships with appropriate stakeholders
5. Initiating and maintaining professional certifications and affiliations.

Programme Coordinator prepares an analysis and reports regarding running the academic programme at the end of each semester to the HSE Academic Quality Committee (AQC) and the Dean Office. This includes analysis of the syllabi, exam materials, and course management forms and organisational issues. He/she is responsible for the communications with the faculty member and students and places all issues related to the programme for HSE AQC consideration. The AQC consists of 9 faculty staff (voting), 1 student (voting), 6 administrators (non-voting). HSE Committees involve programme coordinators and academic faculty members from each department; all of them have the voting right and therefore actively participate in decision making.

The administrative staff responsible for supporting students and faculty consists of:

1. HSE Dean
2. Vice Dean for Undergraduate Studies

3. Vice Dean for Academic Support and Employment
4. Vice Dean for Graduate Studies, Research, and Development
5. Tutor Manager for Graduate Studies
6. HSE Internship, Career and Employment Centre
7. Students Advisors
8. Programme Coordinator
9. Three Committees
10. Academic faculty members.

The faculty evaluation takes place twice a year after each term according to the Faculty Performance Evaluation Criteria developed by Performance Appraisal and Promotional Committee (PAPC) in 2014 and updated in 2019. PAPC as the other HSE committees consists of the faculty members who have voting rights and non-voting HSE administrators.

The questionnaire to evaluate the performance of the administrative staff by the academic faculty is circulated at the end of each semester online. It consists of the questions allowing assessing university-level services (Office Registrar, HR, Library Service, Finance Department, IT Department, etc.) and HSE level services (HSE Dean, Vice Deans, Programme Coordinator).

There are three professional development programmes for administrative staff. The programme is intended mainly for new employees and specialists, and includes such general courses as: Team building; Result orientation; Educational leadership; Public speaking skills; Business letter and document preparation style; Time management; Intensive English; InDesign; Academic Integrity Policy.

Appraisal:

The programme coordinator coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Faculty members and students are supported by the administration in the organisation of the study programme. During the online conference the panel talked to several persons from administration providing students academic and non-academic support and formed the view that sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined.

Teachers and students are included in the decision-making processes where their areas of work are involved. KAZGUU offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

Partnership with academic institutions is part of the strategic goals of KAZGUU to increase staff and students exchange. Thus, KAZGUU has signed several partnership agreements for academic mobility (students, teachers, administrative staff, joint projects, R&D purpose) with HEIs abroad (see Annex 1 of this report). Some of them gave grounding to develop dual degree opportunities and academic mobility. The HSE has four running dual-degree programmes:

- SolBridge International School of Business, Republic of Korea (all HSE BBA programmes)
- Hof University of Applied Sciences, Germany (BBA in Finance, Management)
- Excelia Group La Rochelle, France (all HSE BBA programmes)
- Heriot-Watt University, UK (BBA in Accounting).

One of the HSE goals according to its Strategy is improving Employer/HSE cooperation. Following this goal, HSE strengthens cooperation with companies that are considered to be the key employers and business partners. Memorandums of understanding for developing long-term mutually beneficial partnerships, future implementation of joint programmes and projects in the field of education and research, as well as specific short-term agreements for designing students' internships were signed (see Annex 2 of this report).

Joints events with the business partners are conducted by the HSE systematically. Most prominent examples include:

1. Academic Integrity Conference conducted annually together with the Nazarbayev University
2. Women Leadership Day
3. HR Hub annual meetings
4. International Research Conferences "Innovations in Education: Role of Case-Studies. Best Practices" in partnership with the National Academy of Education under the Ministry of education and Science
5. Economist Club meetings
6. Social Responsibility Projects
7. Leadership Seminar
8. IV World Economic Youth Forum within the Astana Economic Forum.
9. The Nobel Prize Laureates in Economics Guest Lecture Series
10. Annual job fairs
11. Case Championships
12. Organization of master classes about job opportunities in international companies (Big 4's week): EY, KPMG
13. Regular job fairs with more than 40 companies
14. Career days with KAZGUU's Alumni
15. Organization of companies' presentation to students: BI Group, Choco Family, Sheraton Nur-Sultan Downtown, Philipp Morris Kazakhstan, Air Astana, Nestle, Deloitte,
16. HSE Business Council annual meetings.

HSE regularly involves employers, business partners, and other stakeholders in curricula review and takes into consideration feedback from them.

Appraisal:

The scope and nature of cooperation with HEIs abroad as well as with enterprises are plausibly presented and documented as well as aligned with the strategy of the HSE. The School has very close relationships with employers and involves them in the implementation and development of HSE study programmes.

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

4.4 Facilities and equipment

41 out of 78 university classrooms are equipped with stationary projectors. The University uses the VIA Go multimedia content system in 20 classrooms, which allows transferring images and video content from laptops and iOS / Android mobile devices to the projector wirelessly. Additionally, departments have movable projectors and laptops for teaching in classes without stationary equipment. There are 15 computer classes with 250 desktop and All-In-One computers with Internet access. The University has a free Wi-Fi network for all classrooms.

In 2021 the University opened the Atrium named after the second rector of the university Professor Shaikenov. It includes refurbished and furnished co-working areas, free zones and classrooms occupying more than 1200 square meters and equipped with computers, LCD panels and other equipment.

The online portal of the University has the e-mail address www.kazguu.kz. It has links to Platonus, Canvas, the system of electronic documents management 1C Enterprise and university Outlook.

Platonus – an electronic system designed by the MES and obligatory for use by all Kazakhstani HEIs – is integrated with Canvas and used by students for registering for the courses. It serves as a tool for student academic records. Canvas is used for all other academic purposes, such as exchanging the course materials and reaching students, conducting quizzes and exams, recording students' marks and attendance, running conferences and meetings.

M.S. Narikbayev Library (Library) space is multifaceted, with different social, cultural, and objective meanings, while also fostering, motivating, and inspiring collaborative and informal learning processes. There are nine halls at the library and open rooms. There are more than 60 Computer Workstations with Internet Access and Wi-Fi in the Library. Online booking service for Open Room is provided as well.

The Library provides access to the print collection (including textbook collection for students), licensed electronic book collection, digitized materials collection, rare books collection, periodicals collection and licensed electronic databases collection. The size of the print collection is around 39,000 unique titles of books on a wide variety of subject topics. The total number of copies is around 180,000 copies. As of October 2020, the Library provides trial access to nine high quality databases of scientific journals and books. Among them are Wiley Online Library, Cambridge Core, JSTOR, Hein Online, NexisUni, UNWTO, EL “Lan”.

Currently, there are 66 licensed ebooks in total, including ebooks from the Oxford Scholarship Online series and 41 ebooks available through EBSCO Information Services Aggregator Platform. Bibliographic Information about each library holding's item is available through indexing and bibliographic service at the Online Public Access Catalog at the Library official website²⁰.

Among subscribed e-resources, there are Westlaw Next International Academics (Thompson Reuters), The Economist, The Wall Street Journal, Science Direct (Elsevier), Scopus (Elsevier), Web of Science (Clarivate Analytics). 66 Ebooks were purchased perpetually for instructors and students. Off-campus access to all e-resources is provided to library users through Proxy-server settings. Online Public Access Catalog (OPAC) is available on the Library website.

Library physical space consists of nine reading halls, Open Rooms and "Abonement" department. Literature Circulation is conducted in "Abonement" department. There is special Hall for PhD students and Professors. Library is open for KAZGUU community members and public from Monday to Saturday, from 9 am until 8 pm. Before the pandemic times the library was opened until 10 pm. During the academic sessions library is opened during 24 hours.

Library provides such services as instructional sessions both online and offline, reference service by online chat, email, online form or phone. Representatives from different Information resources providers are also invited as a guest trainer. Series of short Video instructions on how to use and access electronic catalogue is available on the Library YouTube channel²¹.

Appraisal:

Since an online conference was conducted, the panel did not have the opportunity to visit the University's building. The University has provided a virtual tour presenting the University's premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of the University is ensured with regard to the capacities for research, studies, teaching and administration as well as the available rooms and facilities.

The library is accessible during most of the day. Access to relevant literature and digital media is available. Qualified library staff is there to advise students.

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

²⁰ <https://library.kazguu.kz/en/>

²¹ https://www.youtube.com/channel/UcpVMthUsAWFCo4z0PrjV_UQ/featured

4.4 Additional services

In 2015, the HSE established the Corporate Development and Career Centre (CDCC) recently renamed to Internship, Career, and Employment Centre (ICEC). The Centre is aimed at students' professional promotion and responsible for students' internship organisation and employment.

The Intent to Internship form is collected from students to distribute them among internship placement. Additionally, to facilitate the process the survey is conducted via Survey Monkey that consists of a list of the HSE partner companies available for the internship where students can express their interests. The students then are matched with the companies based on their interests and companies' requirements. The final decision on the allocation of the students across companies is done by the ICEC office in cooperation with the partners.

From 2019/2020, the HSE Career Centre in partnership with employers conducts company presentations to the HSE students. Examples include KPMG Week in KAZGUU, Sheraton Nur-Sultan Downtown, Youth Personnel Reserve, Phillip Morris Kazakhstan, Nestle Food Kazakhstan, EY Week, Choco Family Companies, Air Astana, BI Group Development Holding, HSE Alumni Club, PwC, Deloitte, etc. HSE Telegram Bot is run Career Centre HSE (careercenter_hse) joins more than 500 HSE senior students and recent graduates and provide them with the first-hand information on vacancies and internship opportunities. Also, Job Fairs takes place every year.

KAZGUU alumni club was set up in 2008 with the aim to unite KAZGUU graduates of all generations, develop connections between them and preserve the unity of values and interests. In April 2020, KAZGUU initiated the creation of the KAZGUU Ambassadors Club programme, which includes volunteers from the most outstanding graduates from 1998 to 2009. Ambassadors serve as an important link between KAZGUU and its alumni, informing them about the events held at the university, uniting and encouraging them to actively participate in the life of the University.

KAZGUU alumni club holds a number of events on a regular basis to provide all possible support and assistance to graduates in strengthening their social status, achieving success within the professional field, and giving access to training programmes to enhance their professional skills. A variety of seminars on such topics as current changes in Kazakhstani legislation, persuasion skills, public speaking, emotional intelligence, etc. are held for KAZGUU alumni. Every year alumni reunion is organized at KAZGUU to share information on graduates' achievements and build alumni connections.

KAZGUU alumni are also active participants of job fairs where they either search for relevant vacancies themselves or seek candidates for vacancies in their companies as potential employers. In addition, Higher Schools hold alumni meetings with students of the university to share their experiences and motivate students to strive for the better. A new online project "I am a graduate of KAZGUU" was set up in October 2020, in which a video interview about success story of our alumni is recorded. Finally, an alumni journal "KAZGUU ALUMNI" has been published this year for the first time and is planned to be released annually which contains interesting interviews with alumni, their achievements and success stories.

The HSE-own "HSE Alumni Club" was established in Fall 2014. Within the official open ceremony, HSE Alumni Club's BY-Laws was adopted, and the Alumni Council was elected. Around 30 alumni attended the event. The current number of Club Members is 82. They all have the "Alumni Club" Membership card, allowing using university facilities free of charge. In November 2019 the 4th Alumni meeting took place. The event was attended by the HSE graduates of 1998-2019 who shared their success stories and experiences with the current students.

Appraisal:

Career counselling and placement services are offered to students and graduates on an individual basis and promote their employability. Such activities are planned on a long time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the university-wide corporate network. The School brings its graduates in contact with representatives from business enterprises at regular events.

Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient resources are available for this purpose.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1		X			
4.5.2		X			

4.6 Financing of the study programme (Asterisk Criterion)

The University's sources of funding are:

- Income from educational activities (commercial basis);
- Income from the Ministry of Education and Science;
- Scientific and fundamental research;
- Income from rental of residential and non-residential premises.

Expenditure planning is carried out in accordance with the internal cost classification and legislation of the Republic of Kazakhstan. The central budget is formed by combining the expenditure parts of the local budgets of the units, which is then integrated into a single form by the Department of Financial Development and Control.

One of the main factors of the University, in particular, deficit-free budget, and, at the same time, competitiveness, is the price of educational services. Therefore, each year, before the admission campaign, the Board approves the Register of the cost of educational services.

The Financial Development and Control Department monitors the effectiveness of the university's financial resources. An annual financial report on actual performance is prepared and is publicly available on www.gosreestr.kz (register of state enterprises and institutions, legal entities with state participation in the authorized capital), after approval by the Board of Directors.

Appraisal:

Based on the information provided to the panel, the panel formed the view that the study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

5 Quality assurance and documentation

Quality Assurance (QA) is achieved and managed by QA Policy and the following QA documents:

- Academic and Research Council bylaws
- School Committees bylaws
- Academic Policy
- Handbook on Ensuring Academic Integrity
- Inclusive Education Policy
- Examination Regulations
- Thesis Guidelines
- Academic Integrity League Standards.

Three QA Units are responsible for the implementation of the QA Documents: Academic and Research Council, School Committees and QA Manager (QAM).

Academic and Research Council is the highest academic body of the University that determines the development of academic and research activity at the university level, approves all QA Documents, creates, modifies and eliminates academic units. All powers and responsibilities of the Academic and Research Council are listed in the Academic and Research Council bylaws approved by the Management Board.

School Committees are the collegiate bodies of Schools that determines the development of academic and research activity at the school level, review students' appeals and ensures the quality of the content of all courses taught by school faculty. A school committee is composed of faculty members, one student and school administration.

QAM is responsible for monitoring the implementation of all QA Mechanisms, publishing the latest versions of all QA documents on the official website, reporting data analysis and interpretation to the Academic and Research Council, School Committees, Provost and Chairman of the Management Board. QAM may request any information relating to the academic process from Schools and other departments and provides recommendations to the Academic and Research Council and School Committees.

QA mechanisms are divided into two groups: internal and external.

Internal QA Mechanisms are assured by the QA Documents and include academic programmes' development, course design, registration process, inclusive education, teaching quality, assessment quality, examinations, credit-bearing internships, students' final projects, master theses and doctoral dissertations, student appeal, student satisfaction survey, teacher motivation and job satisfaction survey, alumni survey and employer feedback. Each Internal QA Mechanism represents a cycle consisting of four stages: Plan, Do, Check and Act. In order to ensure quality control and enhancement, at least two QA Units participate in Check and Act stages.

External QA Mechanisms are represented by the following:

- participation of external stakeholders in the design and review of academic programmes
- compliance with the Academic Integrity League's principles and regular monitoring
- participation at the national Ranking of Educational Programmes' carried on by the National Chamber of Entrepreneurs
- international accreditations.

The HSE Academic Quality Committee (9 faculty staff (voting), 1 student (voting), 6 administrators (non-voting)) is a QA body of the HSE that is involved in all academic issues

related to the programme design, review, assessment and communicating the quality issues to relevant bodies of the university.

Specifically, AQC is responsible for the following:

- Annually reviews all academic issues related to the content and structure of curricula of the HSE programmes, including programme learning objectives, learning outcomes, student workload, assessment methods, graduate employment and stakeholder satisfaction.
- Annually reviews all admission requirements and regulations to ensure better academic standing of the candidates.
- Reviews the procedures and processes related to admission, studying, examinations, academic grievance handling and graduation to ensure that the measures are taken in an appropriate manner.
- Prepares a summary report on a regular basis (after each semester is completed) and submit it to the HSE Dean and QAM for the further review.

At the end of each semester, a School Committee conducts a teaching quality evaluation survey for each course. A School Committee develops the methodology and questions, which are reviewed by QM. The survey is conducted by a School Committee two weeks before the end of a semester. A School Committee accumulates the data, analyses the results, and then sends the report to School management, ARC and QM. Individual results and recommendations are sent to faculty members whose courses were assessed in the survey.

The HSE Student Advisers' Office conducts a teaching quality evaluation by students at the end of each semester, namely one-two week before the end of classes. The questionnaire called the Faculty Teaching Evaluation Form (FTEF). The survey results are processed by the Office and sent to the Dean and the QAM. The HSE Dean asks the AQC Chair to call for a meeting and discuss the teaching evaluation results with the relevant members, particularly, with the Programme Coordinators. The results of the committee discussion along with the evaluation outcomes shall be communicated the relevant faculty members by the Programme Coordinators. The student evaluation results are incorporated in quality assurance through the Faculty Performance Evaluation which explicitly takes them into consideration.

Once a year (usually, at the end of the academic year), the school dean conducts a meeting with students in the form of an open forum where the dean makes a presentation for students on the HSE performance and goals. The presentation also covers the teaching evaluation results overall, so the students are given feedback on what measures the HSE is taking to address the students concerns and recommendations.

After the end of each semester, course instructors fill in the Course Management Form. Course Management Form is the self-evaluation form that serves as an instrument to assess the quality of teaching. The Coordinator reviews the faculty performance and submits the department summary report on CMF to the AQC. The AQC develops further recommendations to the Performance Appraisal and Promotion Committee (PAPC). The AQC recommendations are normally taken into account by the PAPC in the faculty performance evaluation process. In addition, all faculty members on a voluntary basis are asked to complete a questionnaire that aims to assess university and faculty administration and faculty satisfaction.

Many examples of the feedback provided by faculty and students with these QA instruments that took place over the last years have been listed, such as courses' duplication and overlap, insufficient students' background knowledge, lack of their knowledge in particular fields, organisation process issues, etc. The actions undertaken by the programme administrations include a review of the programmes in accord with the stated learning outcomes, an introduction

of specific courses (such as Data Analysis 1 covering working skills on Excel introduced with regards to instructors' complain regarding a lack of Excel skills in students), increased teaching hours for some subjects, such as Mathematics, reconsideration of the courses' contents and grading schemes, assessment, etc.

HSE Alumni Survey was introduced in Fall 2014. It is collected annually by the HSE Internship, Career and Employment Centre (ICEC) via Google Forms followed by phone interviews. The survey aims to reveal the graduates' employment data and their level of the competence-industry fit during the first year after graduation. The HSE ICEC processes the data and regularly reports them to the Dean and the Provost. From 2019, the survey data is additionally sent to the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" which requires all universities in Kazakhstan to provide such data. At the HSE level, the survey results are addressed with the AQC at their agenda. The academic quality issues with regard to the programme content and structure are also revealed through the Alumni Club meetings.

The programmes' academic quality evaluation by employers is done through a channel of the HSE Business Council. The main aim of the HSE Business Council is to help HSE in bringing the industry input into the HSE curricula. The HSE Business Council general meetings are held at least once a year and the proceedings are documented and communicated to the AQC, academic staff and the relevant HSE offices.

The HSE programmes' descriptions are collected in the HSE Catalogue (<https://hse.kazguu.kz/en/katalog-2/>)

The programme documentation is developed at the department level and includes the following:

- The HSE Catalogue (HSE website, HSE offices)
- Programme Study Plans (Registrar, HSE offices)
- KAZGUU Academic Policy (KAZGUU website)
- Programme Descriptions (HSE Catalogue)
- Diploma Supplement (Registrar)
- KAZGUU Examination Regulations (HSE offices, Registrar, Canvas)
- Bachelor Thesis Guidance (HSE offices, Canvas)
- Internship Policy (HSE offices, Canvas)
- Code of Conduct (KAZGUU website, EC, Canvas)
- Course Timetable (Platonus)
- Performance Evaluation Results (Dean's office, University HR)
- The PAPC, AQC, EC committees' minutes (Dean's office).

All documentation must be annually revised and approved by relevant bodies.

The HSE regularly publishes current news and information about the study programme on the website. The HSE is active on social network FB, LinkedIn and Instagram (<https://www.facebook.com/hse.kazguu;> <https://www.linkedin.com/school/kazguu-hse;> https://www.instagram.com/hse_kazguu/?igshid=1sxr9nsyjjwd6). The other relevant to the Committees' work information is published on the Canvas and announcements are made via corporate email.

Appraisal:

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

quality assurance and development procedures. Responsibilities are clearly defined. Additionally, graduates and representatives from the business world participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

Evaluation by the students, quality control by the faculty as well as external evaluation by alumni is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

The panel is convinced that the members of HSE/KAZGUU as well as external stakeholders and the public are informed on University's activities on a regular basis and through diverse channels (internal communication platforms such as LMS Canvas, Platonus and meetings as well as social media). The announcements on the website as well as the use of social media ensure that the prospective and current students, faculty, staff, parents, alumni, partners as well as the general audience are provided with information on School's activities and services.

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

Quality profile

HEI: KAZGUU University, Higher School of Economics

Master programmes:

Master of Science in Economics (ME)

Master of Arts in Business and Management (MBM)

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

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

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

Annex 1

#	MoUs with HEIs	
1.	OSCE Academy in Bishkek, Kyrgyz Republic	Academic Exchange Agreement
2.	Russian Economic University named after G.V. Plekhanov in Tashkent, Uzbekistan	Agreement on cooperation
3.	Batumi S. Rustaveli State University, Georgia	MoU
4.	Republican Institute of Higher Education, Belarus	Agreement on cooperation
5.	Heriot Watt University, UK	MoU
6.	INSEEC U./Ecole de Commerce Europeenne, France	General Agreement
7.	Toulouse University, France	Agreement on cooperation
8.	Hof University of Applied Sciences, Germany	Agreement on cooperation
9.	European University of Viadrina, Germany	MoU
10.	Faculty of Business, Economics and Social Sciences of Kiel University, Germany	MoU
11.	University of Liege, Belgium	Memorandum of Agreement
12.	HAME University of Applied Sciences (HAMK), Finland	Agreement on cooperation
13.	University of Cordoba, Spain	Agreement of Collaboration
14.	University of Jaen, Spain	General Agreement on Exchange and Academic Cooperation
15.	University of Opole, Poland	Agreement on cooperation
16.	Mendel University in Brno, Czech Republic	MoU
17.	University of Ostrava, Ostrava, Czech Republic	MoU
18.	Transilvania University of Brasov, Romania	General Agreement of Education, Scientific and Cultural Co-operation
19.	University of Dunaujvaros, Hungary	Agreement on cooperation
20.	Corvinus university of Budapest, Hungary	Agreement on cooperation
21.	Vytautas Magnus University, Lithuania	MoU
22.	University of Latvia, Latvia	MoU
23.	Turiba University, Latvia	Agreement Double degree programme
24.	Islamic Research and Training Institute, Saudi Arabia	MoU
25.	International School of Business SolBridge, South Korea	MoU
26.	Anyang University, South Korea	MoU
27.	Airlangga University, Republic of Indonesia	Memorandum of agreement

Annex 2

#	Partnership Agreements
1. Partners without a memorandum of cooperation	
1.1	PwC (PricewaterhouseCoopers)
1.2	Ernst & Young
1.3	Deloitte
1.4	KPMG
1.5	Nestle
1.6	Procter & Gamble
1.7	Phillip Morris International
1.8	Asian Development Bank
2. Joint-Stock Companies	
2.1	“KEGOC” JSC
2.2	JSC “Administration of the International Financial Center”, AIFC
2.3	“KazMunaiGas” JSC
2.4	“KAZAKHMYN” JSC
2.5	“Kazakhstan Center for Public-Private Partnership” JSC
2.6	“Agrarian Credit Corporation” JSC
2.7	“Kazakhstan Railways” JSC
2.8	“Information and Analytical Center” JSC
2.9	“BI-Group Holding” JSC
2.10	“KazMunaiGas EP” JSC (agreement)
2.11	“KazMail” JSC
2.12	Sovereign WEALTH FUND “SAMRUK-KAZYNA” JSC
2.13	Entrepreneurship Development Fund “Damu” JSC
2.14	Insurance Company “Centras Insurance” JSC
2.15	“Samruk-Energo” JSC
2.16	Corporate University “Samruk-Kazyna” JSC
2.17	“QAZTECHVENTURES” JSC
2.18	“Kazakhstan Institute for Industry Development” JSC
2.19	“National Mining Company Tau-Ken Samruk” JSC
2.20	“Kazakhstan Development Bank” JSC
2.21	“KazAgroProduct” JSC
2.22	National Agency for Export and Investment “KAZNEX INVEST” JSC

2.23	“Eurasian Bank” JSC
2.24	National Bank of the Republic of Kazakhstan JSC
2.25	“Kassa Nova” JSC
2.26	“Sberbank” JSC
2.27	“DBK Leasing” JSC
2.28	Karachaganak Petroleum Operating B.V.
2.29	“Aytas KZ” JSC
2.30	Forte-Finance
2.31	Corporate Fund "International technopark IT- startups “Astana Hub”
2.32	“ForteBank” JSC
2.33	JSC “Nur-Sultan Nazarbayev International Airport”
2.34	“Center for Human Resource Development” JSC
3. State Institutions	
3.1	Republican State Enterprise “State Revenue Office of Esil district”
4. Limited Liability Company	
4.1	“SAUWAT STRATEGY” LLP
4.2	“BDO Kazakhstan” LLP
4.3	“Finex- Standart” LLP
4.4	“Technology Commercialization Center” LLP
4.5	“Ankor Central Asia” LLP
4.6	“Geometry” LLP
4.7	“Kvarta LTD” LLP
4.8	“ADK project” LLP
4.9	“Kazakhstan Center of Accounting Services” LLP
4.10	“Amanie Advisors CIS” LLP
4.11	“Accounting and Audit” LLP
4.12	“Applied Economics Research Centre” (AERC) LLP
4.13	“Integra Construction KZ” LLP
4.14	“Talan Gallery” LLP
4.15	“Caspian Oil Services Management Incorporation Kazakhstan” LLP
4.16	“Kuryk Port” LLP
5. Hotels	
5.1	Hilton Astana
5.2	The St. Regis Astana
5.3	Sheraton Nur-Sultan Hotel
5.4	Astana Marriott Hotel
5.5	Wyndham Garden Astana
6. Academic and Social Institutions	
6.1	Republican school “Zhas Ulan”

6.2	Astana Institute of Integrative and Family Psychology, Nur-Sultan
6.3	Nazarbayev University AEO
6.4	Humanitarian Law College KAZGUU
6.5	“Professional Psychological League” PO
6.6	Innovative Center for the Psychology of Family Relations “Erkemay”
6.7	“Clover Foundation” NGO